

GOKHALE INSTITUTE MIMEOGRAPH SERIES NO. 45

**TOTAL LITERACY CAMPAIGN OF
AURANGABAD DISTRICT**

EXTERNAL EVALUATION REPORT

Dr. SUDHAKAR N. GADAM

**GOKHALE INSTITUTE OF POLITICS AND ECONOMICS
(DEEMED TO BE A UNIVERSITY)**

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FOREWORD

The National Literacy Mission was set up by the Government of India in 1988 to give priority attention to the eradication of adult illiteracy in the country. The experience of the literacy campaign in the Ernakulam district of Kerala, which was implemented by the Kerala Shashtra Sahitya Parishad, led the National Literacy Mission to adopt the 'campaign' approach, the success of which rests on the mobilisation of social forces and securing people's participation. The Ernakulam district was declared as fully literate district on the 4th of February, 1990, and on the same day Total Literacy Campaigns (TLCs) were launched in all the other districts in Kerala. Subsequently, the programme has been extended to other states in the country by taking up a certain number of districts every year. The TLC is implemented through the District Literacy Councils which are registered under the Societies Registration Act. The TLC is followed by the Post Literacy and Continuing Education Programme.

At the end of the TLC, external evaluation is carried out to provide objective and reliable assessment of the campaign. We have earlier carried out external evaluation of the TLC of the Pune district. The present report contains the results of the external evaluation of the TLC of the district of Aurangabad in the State of Maharashtra. The external evaluation covered assessment of literacy outcomes and critical documentation of the campaign implementation.

A sample of about 31,000 adult learners spread over 178 villages, six municipal towns and Aurangabad city was covered for the external evaluation. The overall literacy achievement was estimated at 74.53 per cent at the district level which should be regarded as quite good for the district which is at

(11)

the 21st position in the State of Maharashtra according to the literacy rates as per 1991 Census.

It appears that the total literacy campaign in the Aurangabad district did have some positive social impact. It created an atmosphere against certain social evils like alcoholism, dowry system, etc. The neo-literate women became, to some extent, bold and aware of their rights. The neo-literate parents became desirous of sending their children to the school regularly. However, more detailed separate study is necessary to understand fully its social impact.

It is hoped that the present report will be useful to all those involved in and concerned about the adult literacy programmes in the country, including the planners, administrators, literacy-volunteers as well as researchers and educationists.

July 27, 1996

D. C. Wadhwa
Director

PREFACE

The National Literacy Mission (NLM) was launched on 5th May, 1988. Earlier programmes of Adult Education were evaluated over a period by a number of research institutions in the country. Their reports were thoroughly studied and strengths and weaknesses were analysed.* The NLM also examined the models available elsewhere in the world. It was concluded that India needed a more comprehensive and time bound programme. It was also observed that India could not readily import a model in toto. The size of the country, the diversities of geographical terrain, national sub-cultures and also administrative mechanisms call for high level of flexibility and die-cast models could not work. The NLM identified the key issues for the success and listed the strategies for new literacy programme. The significant momentum began to be generated only after the Kottayam and Ernakulam experiments in Kerala in 1989 and 1990 respectively, demonstrated the efficacy of the 'campaign approach'.

The campaign approach to literacy, now adopted as a universal strategy, is characterised by large scale mobilization of persons from all walks of life through a multifaceted communication strategy that highlights the vital link between literacy and living. The essence of the movement has been the effort to generate a positive demand for literacy as a tool for social change. A mass campaign for total literacy is essentially a campaign for social mobilization which means arousing, awakening, awareness building, sensitizing and motivating. The NLM strategies also included significantly increase involvement of voluntary agencies, universalize the outreach, ensure availability of standard learning material, undertake technology demonstration and establish mission management system at

Ref: Booklets published by NLM, (i) National Literacy Mission 1988, (ii) NLM the Mission for ALL and (iii) Excellence in Literacy 1995.

different levels.

The Mission has set the target of imparting functional literacy to 80 million persons in the age-group 15-35 years. The functional literacy implies:

- a) achieving self-reliance in literacy and numeracy,
- b) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development;
- c) acquiring skills to improve the economic status and general well being;
- d) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc.

The mission has carefully defined the desired level of competency in reading, writing and numeracy. The modalities of literacy campaign have undergone several refinements. The Total Literacy Campaign which is written as TLC in a popular shorthand is aimed at total literacy and for what is possible in an ideal circumstance. The achievement in TLC would vary from district to district due to variety of reasons. The TLC nevertheless represents a studied, disciplined and well planned campaign for achieving literacy on a massive scale as never before.

Sindhudurg and Wardha were the early districts covered under TLC in Maharashtra. Subsequently some other districts were covered. It was decided by the Government of Maharashtra to take up all the seven districts in the Marathwada region of the Maharashtra for TLC and cover them during the period 1991-92 to 1993-94. The Aurangabad Zilla Saksharata Abhiyan Samiti was formed in December 1991. The project proposal for the district was approved by the National Literacy Mission in the month of March 1992. The campaign was formally launched on the 1st May

1992, the Maharashtra Day.

The Zilla Saksharata Samiti decided to cover entire district including Aurangabad City. Since there is sizable Muslim population in the district, the Samiti decided to carry out the literacy work in Urdu and Marathi both.

The Aurangabad Zilla Saksharata Samiti undertook several supporting activities in addition to holding the literacy classes for the identified illiterates following the strategies of the National Literacy Mission. By October 1994, the Samiti desired to have external evaluation. The Directorate of Education (Adult Education), Government of Maharashtra and the Aurangabad Zilla Saksharata Abhiyan requested the Gokhale Institute of Politics and Economics to take up the responsibility of carrying out the external evaluation of the Aurangabad TLC. The National Literacy Mission gave consent for the same.

On behalf of the Gokhale Institute of Politics and Economics, I carried out the external evaluation and the present report is prepared by me. The recommendations of Arun Ghosh Committee and Dave Committee were adhered to.

The main objective of the evaluation was to assess the impact of the TLC in terms of literacy outcomes among the adult learners in the district. The second objective was to critically document the process of implementation of the TLC by the Aurangabad Zilla Saksharata Abhiyan Samiti and their experience, etc., to cover the various phases of implementation, the organisational structure at different levels and co-ordination of different social and material resources and the special features, if any.

I would like to observe that the evaluation of a massive programme like TLC in a district is a different kind of evaluation than the usual evaluations of the Government Schemes. Usually these schemes are introduced at the National

different levels.

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I would like to observe that the evaluation of a massive programme like TLC in a district is a different kind of evaluation than the usual evaluations of the Government Schemes. Usually these schemes are introduced at the National

or State level and they are to be carried out through existing machinery upto the grass root level, and therefore, it becomes necessary to evaluate how a particular scheme is being implemented by the existing machinery. The programme of TLC is a mission for which Zilla Saksharata Samiti is formed with members drawn from all sections of the society. A culture of equality pervades the TLC and individual persons are identified by the District Samiti to work as full time functionaries or as voluntary workers and instructors essentially for their experience and motivation and irrespective of their social or official designations. The office bearers of the Samiti, right from the district level upto the village level are expected to work with missionary zeal. Though the major strategy is planned at the district level every one involved in this type of programme down upto the volunteer who conducts classes for adult learners is involved in planning and organising activities at his level and also expected to have innovative ideas and approaches wherever possible. It, therefore, should be understood that the evaluation of programme like TLC requires a different type of approach. I have put in efforts to understand the philosophy and the processes of the Aurangabad TLC and tried to study its activities and recorded them as extensively as possible in the present report. As far as the literacy achievements are concerned, that are the results of the evaluation work carried out using the tests. I have tried to understand the ups and downs in the campaign and tried to identify factors that contribute to good achievements. While doing so, I was benefited with the discussions I had at various levels, with the functionaries of TLC.

The report is divided into eight chapters. The first chapter gives the profile of the Aurangabad district. The methodology of the external evaluation is presented in Chapter II. The administrative set up is explained in

Chapter III which also includes the information regarding training activities carried out during the TLC. In Chapter IV overview of environment building and other activities is included. The literacy achievements are presented in detail in Chapter V. Special features of Aurangabad Saksharata Abhiyan are discussed in Chapter VI. Certain events observed in the field, narrated to us during our field visits and also reported in the press which are indicative of changing social scene due to literacy campaign are presented in Chapter VII called 'Field Mirror'. The conclusions and recommendations are given in Chapter VIII.

Pune ,

Sudhakar N. Gadam

July 22, 1996.

ACKNOWLEDGEMENTS

We are thankful to the National Literacy Mission, Government of India, New Delhi and the Directorate of Education (Adult Education), Maharashtra State, Pune for their invitation to take up the responsibility of carrying out the external evaluation of the Total Literacy Campaign of the Aurangabad District.

I am thankful to Dr. D.C. Wadhwa, Director, Gokhale Institute of Politics and Economics for extending full cooperation to me in conducting this study.

I am thankful to all those three and half lakh neo-literate women and men in the age-group of 15-45 years in Aurangabad for whom the Total Literacy Campaign was carried out and I got the opportunity to study and prepare this report.

I would like to record my gratitude to Padma Vibhushan Govindbhaiji Shroff, Honorary Chairman of the Zilla Saksharata Abhiyan Samiti, Aurangabad who was kind enough to give his valuable time to me for discussions. I am grateful to Shri Vilasrao Patil, District Magistrate and Collector of Aurangabad for his full cooperation and help in carrying out the external evaluation. I am thankful to Shri Karad, Additional Collector, Aurangabad for the help he rendered to us during external evaluation.

Prof. G.T. Degaonkar, Director-in-Charge of the Department of Adult and Continuing Education and Extension work of the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad was associated with the external evaluation on behalf of the Abhiyan. Prof. G.T. Degaonkar and Shri G.N. Shirsat, District Adult Education Officer, Aurangabad, together did an excellent job of planning and organising the fieldwork as per our requirements. I sincerely thank both of them. Shri G.T. Shirsat also provided records, information regarding TLC and I had discussions with him several times.

I express my gratitude to Dr. K.G. Pathan, Director, Social Science Centre of Bharati Vidyapeeth for providing us with 52 students of M.S.W. I am thankful to ^{Prof.} (Mrs.) Kanitkar and Prof. Kumbhar of Bharati Vidyapeeth to have accompanied the students during the external evaluation and for helping us in carrying out the same. Thanks are due to all the M.S.W. students who worked as team leaders.

I am thankful to Shri B.A. More, Director of Education (Adult Education), Government of Maharashtra, Pune, who visited the district during the external evaluation.

I am grateful to Shri Trimbakrao Shirsat of Aurangabad (Gramin) Taluka Saksharata Samiti, Shri P.T. Chavan, District Supply Officer, Shri Mhamane, Assistant Director, Directorate of Adult Education, Pune, Shri Desale, Education Officer (Primary Schools), Aurangabad, Shri Sonawane, Education Officer (Secondary Schools), Aurangabad for their being present in the field and helping us in carrying out the external evaluation smoothly and also for achieving quality in the evaluation.

We received help and cooperation from all the Sub-Divisional Officers, Tahasildars, Block Development Officers, Block Education Officers, Extension Officers (Education), etc. We are thankful to all of them.

I would like to express my gratitude to Shri V.V. Chiplunkar, Director, Institute of Adult Education, Aurangabad, for helping us by providing the test material in time and in adequate quantity. Prof. Shukla and Prof. Saralkar constructed the sets of parallel tests and helped us in training the evaluators. I am thankful to them. Prof. Chandrakant Nyayadheesh and Smt. Smita Waghmare looked after the arrangements in Aurangabad City. My sincere thanks to them. I am thankful to Shri N.M. Khan, Project Officer, District Adult Education Office, Aurangabad for his help in the city area and Shri Kisti who helped us in the evaluation of Urdu learners in the city area.

Shri S.D. Thale, Assistant Project Officer, Shri B.A. Jadhav, Supervisor, Shri Padalwar, Statistical Assistant and other staff in the District Adult Education Office, Aurangabad helped us in various ways. I am thankful to all of them. Shri Thale and Shri Jadhav also helped us in training the evaluators.

A number of functionaries of TLC including student-volunteer-instructors all over the district played their assigned roles during the external evaluation. I am grateful to all of them.

I am thankful to Smt. Vandana Shivanekar of the Gokhale Institute for analysing the data on computer and Shri M.M. Marathe of the Gokhale Institute for entering the data on computer. I thank all the typists of the Gokhale Institute who typed the report carefully.

Pune,
July 22, 1996

Sudhakar N. Gadani

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CHAPTER I

INTRODUCTION TO THE DISTRICT

The project for Total Literacy Campaign in Aurangabad district was sanctioned by the National Literacy Mission on the 1st April 1992. In order to implement and monitor the Total Literacy Campaign, the Aurangabad Zilla Saksharata Abhiyan Samiti was formed with Padma Vibhushan Shri Govindbhaiji Shroff as the Honorary Chairman and the District Magistrate and Collector of Aurangabad district as the Executive Chairman. The formation of Samitis at various levels, environment building, identification of illiterates, etc., went on and the first set of literacy classes were started in Aurangabad city on the 15th August, 1992. The inauguration of literacy classes in the villages was done on the 2nd October 1992, the Mahatma Gandhi Jayanti day. The Aurangabad Zilla Saksharata Abhiyan Samiti covered the entire district including Aurangabad city and provided for Marathi as well as Urdu medium. Review of the activities of the Abhiyan will be presented in the following chapters. We present brief information about Aurangabad district in this chapter.

1.1 Profile of Aurangabad District

Aurangabad district is located in the central part of the State of Maharashtra and is surrounded by five districts, namely, Jalgaon in the north, Jalna and Buldana on the east, Ahmednagar on the south and Nasik on the west. The district headquarter, Aurangabad city is quite centrally located and is also the headquarter of Aurangabad revenue division covering seven districts of Marathwada region. Aurangabad district has eight talukas, six municipal towns and the Aurangabad Municipal Corporation.

The major part of the district falls in Godavari basin, only a small portion in the north and northwest lies in Tapi

basin. The district is a part of Deccan plateau. Satmala and Ajanta hills are spread in the north portion of the district in ~~Soegaon~~ and Kannad talukas. The most important river is Godavari which forms the southern boundary of Vaijapur, Gangapur and Paithan talukas. The Purna river is the biggest tributary of the Godavari. It rises in the hills in Kannad taluka and flows through north portion of the district. The other tributaries are Shirna rising in the Kannad hills, Dhenda rising near Daulatabad, Dudhna flowing from the hills east of Aurangabad, Kham flowing through Aurangabad taluka, etc. Some part of the district derives irrigational benefits from the famous Jaikwadi project on Godavari. A big public garden developed near Paithan also receives water from Jaikwadi. Some salient features of the district are given below :

Location : District is located between $19^{\circ} 25'$ and $20^{\circ} 40'$ north latitude and $74^{\circ} 40'$ and 76° east longitude.

Geographical area : 10099.8 sq.kms.

Climate : Except for the south-west monsoon period, the climate of Aurangabad district is generally dry and pleasant and agreeable during the greater part of the year. In the month of May maximum temperature rises as high as 41° C. During summer, the days are hot but nights are fairly cool.

Rainfall : According to variation in rainfall, the district can be classified into three tracts :

- (1) rainfall exceeding 750 mm covering Kannad and Soegaon talukas, (2) insufficient rainfall ranging between 650 to 750 mm covering Aurangabad, Sillod, Paithan and Khultabad talukas, (3) poor rainfall below 650 mm. covering Vaijapur and Gangapur talukas.

Soil : In the southern talukas and along the river banks the soil is deep black and very fertile. The northern and western portions are mountainous and rocky where soil is shallow and poor.

Crops : In the northern part mainly Kharif crops are grown. The major Kharif crops are Jowar, Bajra, Tur, Mug, Udid, Cotton, Groundnut and Rabi crops are Jowar, Wheat, Gram, Safflower, Sugarcane is also grown.

No.of sub-divisions	:	3
No.of talukas	:	8
No.of Cantonment Boards	:	1
No.of Municipal Towns	:	6
No.of Municipal Corporations	:	1
No.of villages	:	1261
No.of Grampanchayats	:	715
Population 1991 Census	:	Male 11,51,693 Female 10,62,086 Total 22,13,779

1.2 Historical and Other Distinctive Features of the District

The district is known as Aurangabad after the name of the headquarter of the district. The Aurangabad city was founded on the site of a village called Khirki in 1610 by Malik Ambar, the Prime Minister of Nizam Shah II. The name was changed to Fatehpur when Fateh Khan, the son of Malik Ambar succeeded him to the Prime Ministership upon his death in 1626. In 1653 when prince Aurangzeb was appointed viceroy of Deccan for the second time, he made Fatehpur his capital and called it Aurangabad. Since then the city came to be known as Aurangabad.

Archaeological examination made in the neighbouring district suggest that the Aurangabad region too was occupied in the Early Stone Age. The region north of Godavari now included in

Aurangabad district, was known by the name, Mulaka. This region together with its capital Pratishthana (modern Paithan), is mentioned in Pali literature. The Aurangabad was the centre of artistic and cultural activity from the second century B.C. to the 10th century A.D. as shown by numerous caves excavated and decorated at several places in it such as Pitalkhora, Ajanta and Ellora. As the years passed the region underwent through different rules of ancient, medieval and modern periods.

Aurangabad was one of the important centres of struggle for independence. There were a number of prominent personalities from Aurangabad district involved in various movements. It may be mentioned here that the 'Maharashtra Conference' played an important role in these movements. Late Swami Ramanand Tirth worked as Secretary of the Conference. Later on Shri Govindasaji Shroff worked as General Secretary of the Conference. The reason to mention this here is that Shri Govindasaji Shroff who was then known as the leader of the youth is now Padmavibhushan Govindbhaiji Shroff and is the Honorary Chairman of the Abhiyan and the Institute named after late Ramanand Tirth is the place where the Aurangabad City Office of the Abhiyan is located. Another noticeable thing of the Maharashtra Conference is that Late Laxmanrao Vaidya of Aurangabad had started several adult schools and literacy centres in the district.

Coming to the recent times, most of the present Aurangabad district was part of Nizam's jagir. After Hyderabad action in 1948, entire estate of Nizam was merged with the government area and included in Hyderabad State. Aurangabad district also became part of this Hyderabad State. Subsequently, with the reorganization of the states in 1956, the district was transferred to Bombay (bilingual) State. Since the formation of Maharashtra State on 1st May 1961, the district became part of Maharashtra.

There have been certain changes in the talukas and even district boundaries of the Aurangabad district after 1949. In April 1950 all the taluka boundaries were reconstituted and two Mahals with headquarters at Khultabad and Jaffarabad were created. In 1953, a new 'mahal' with headquarters at Soegaon was also created. At the time of 1961 Census, the district comprised of 9 talukas and 3 Mahals. These three Mahals were later upgraded to talukas. At the time of 1981 census there were 12 talukas in the district.

In the year 1981 a new district, namely, Jalna was formed. Four talukas, namely, Jalna, Ambad, Bhokardan and Jafferabad were transformed to Jalna district and 8 talukas remained in Aurangabad. This is present Aurangabad district. The census data of 1991 refer to this district.

In the following sections, the data on population, etc., are presented with reference to these eight talukas for the earlier census years also. For this purpose, talukawise data from 1951 onwards was used.

It may be mentioned here that 16 villages in Bhokardan taluka were retained in Aurangabad district and included in ~~Soegaon~~ Soegaon taluka, when the Bhokardan taluka was transferred to Jalna district. Four villages from Vaijapur taluka were transferred to Partur taluka of Ahmednagar district in 1981. The adjustment for these transferred villages were not carried out by us for the population figures prior to 1991 census.

Historical places in Aurangabad district have lent it considerable importance as a tourist area. The reasons for heavy tourist traffic to the district are important places of interest like world famous Ajanta and Ellora caves. In addition, there are important places of interest like Daulatabad fort, Aurangabad Aurayata caves, Bibika Makabara, Panchakki, etc.,

in and around Aurangabad. A number of hotels of international standard, starred hotels and modern lodging houses have sprung up in and around the city. The growth of hotel industry has been very fast during last 25 years.

Paithan town situated on the banks of Godavari was capital of Satvahanas and important trading centre and was earlier known as Pratishtan. Saint Dnyaneshwar who wrote 'Dnyaneshwari' was born at Apegaon in Paithan taluka. Paithan has been birth place of many renowned saints, who brought about far reaching socio-religious reforms. Paithan is also famous for silk and jari saris called 'Paithanee' world over.

During last about 25 years there has been very good industrial growth specially in and around Aurangabad city. Recently the railway line passing through Aurangabad has been converted from narrow to broad gauge which may help the growth further.

1.3 Population and Literacy Level in the District

The population of the district has been growing at a higher growth rate than that of the state, for example, the decadal rate of growth of population of Aurangabad district was 31.60 per cent over the period 1961-1971 which was higher than the state growth rate of 27.45 per cent over the same period. Similarly the growth rate of population for the decade 1971-1981 was 28.13 per cent for Aurangabad district and only 24.54 for the state. The respective figures for the decade 1981-1991 were 39.96 percent and 25.73 per cent.

The population of Aurangabad City nearly doubled during 1971-81 and its growth rate for 1981-1991 was 87.32 per cent.

Table 1.1: Growth of Population in Aurangabad District

Year	Population in	Decadal Rate of Growth	
		Aurangabad district	Maharashtra
1961	9,38,011	-	-
1971	12,34,447	31.60	27.45
1981	15,81,766	28.13	24.54
1991	22,13,779	39.96	25.73

The reason for such significant growth during this period was mainly the industrial development as a result of policy of the State Government to decentralize the industrial growth of the state. The establishment of industrial estates by Maharashtra Industrial Development Corporation near Aurangabad railway station and Chikhalthana has resulted into immigration of population.

According to 1991 Census, the total population of the district was 22,13,779 persons with 52.02 per cent males and 47.98 per cent females. The percentage of urban population in Aurangabad district was 32.76 which was lower than the state level percentage of 38.69. Though Aurangabad City and the surrounding areas have been growing quite fast, the other parts of the district did not have rapid urbanization, for example, Songaon taluka has no urban population. We present in Table 1.2 genderwise rural-urban break-up of the population as per 1991 census for Maharashtra and Aurangabad district.

The data on scheduled castes and scheduled tribes population is given in Table 1.3. The share of the scheduled castes population was 13.79 per cent in the district which was slightly higher than in the state (11.09 per cent). The scheduled tribes population in the district was only 3.77 per cent whereas the same in the state was 9.27 per cent.

Table 1.2 : Population: Gender-wise and Urban/Rural in Maharashtra State and Aurangabad District, 1991

	Maharashtra		
	Male	Female	Total
Total	4,08,25,618 (51.72) (100.00)	3,81,11,569 (48.28) (100.00)	7,89,37,187 (100.00) (100.00)
Rural	2,45,36,290 (50.70) (60.10)	2,38,59,321 (49.30) (62.60)	4,83,95,601 (100.00) (61.31)
Urban	1,62,89,318 (53.34) (39.90)	1,42,52,248 (46.66) (37.40)	3,05,41,586 (100.00) (38.69)
	Aurangabad District		
	Male	Female	Total
Total	11,51,693 (52.02) (100.00)	10,62,086 (47.98) (100.00)	22,13,779 (100.00) (100.00)
Rural	7,66,816 (51.51) (66.58)	7,21,820 (48.49) (67.96)	14,88,636 (100.00) (67.24)
Urban	3,84,877 (53.08) (33.42)	3,40,266 (46.92) (32.04)	7,25,143 (100.00) (32.96)

Source: Census of India 1991, Series 14, Maharashtra, Primary Census Abstract, General Population, Part II B(1). (The figures for 1991 in this and all the following tables are taken from this source).

Table 1.3 : Scheduled Casts and Scheduled Tribes Population in Maharashtra State and Aurangabad District

(1991 Census)

Population Group	No. of Persons and Percentage to Total Population		
	Male	Female	Total
<u>Maharashtra</u>			
Scheduled Castes	45,05,375 (11.03)	42,52,467 (11.16)	87,57,842 (11.09)
Scheduled Tribes	37,17,783 (9.11)	36,00,498 (9.45)	73,18,281 (9.27)
<u>Aurangabad District</u>			
Scheduled Castes	1,58,698 (13.78)	1,46,548 (13.80)	3,05,246 (13.79)
Scheduled Tribes	42,870 (3.72)	40,632 (3.83)	83,502 (3.77)

Literacy in the District

The literacy rates in the district since 1951 census year to 1991 are presented in Table 1.4. These are in terms of total rates population. The literacy/are generally computed for population aged 5 or 6 years and above. Since there have been boundary changes in the district, doing this was rather time consuming and therefore we have taken percentage of literacy to total population which was adjusted for boundary changes due to transfer of talukas to Jalna district for the present discussion. The literacy rate was just 8.08 per cent in 1951 which gradually rose to 45.42 per cent in 1991. These rates of literacy were substantially lower for females.

Table 1.4 : Growth of Literacy in Aurangabad District

Year	Literacy Rate		
	Male	Female	Total
1951	14.47	1.55	8.08
1961	29.89	7.32	18.86
1971	43.88	14.98	29.92
1981	53.38	22.58	38.50
1991	58.21	31.55	45.42

The literacy rates hereafter are with respect to the population aged 7 and above. The literacy rate for the district as per 1991 Census was 56.98 per cent which was quite lower than the state level literacy rate of 64.87 per cent. The Aurangabad district had 21st rank on literacy rate in the state. However, it had the highest literacy rate among the seven districts of Marathwada region. The female literacy rate was just 39.64 per cent for the district whereas that for the state was 52.31 per cent. The literacy rate among rural female was very poor (28.39 per cent). The data on literacy rates for Aurangabad district and Maharashtra State as per 1991 Census (Population aged 7+) is presented in Table 1.5.

Table 1.5 : Literacy Rates* for Maharashtra State and Aurangabad District :Rural-Urban and Male-Female (1991)

Item	Maharashtra		
	Male	Female	Total
Rural	69.75	40.96	55.52
Urban	86.41	70.84	79.19
Total	76.56	52.31	64.87
<u>Aurangabad District</u>			
	Male	Female	Total
Rural	66.08	28.39	47.84
Urban	86.38	63.11	75.47
Total	72.93	39.64	56.98

* Literacy rates for 1991 refer to population aged 7 years and above in this and all the following tables.

The literacy rates for scheduled castes and scheduled tribes are presented in Table 1.6 for Aurangabad district and the State of Maharashtra. The literacy rates in the

district for scheduled castes as well as scheduled tribes were lower than for the states. The literacy rates for other population were much lower.

Table 1.6: Literate Persons and Literacy Rates for Scheduled Castes and Scheduled Tribes in Maharashtra State and Aurangabad District

(1991 Census)

Population Group	Literate Person & Literacy Percentage		
	Male	Female	Total
<u>Maharashtra</u>			
Scheduled Castes	25,85,795 (70.45)	14,36,636 (41.59)	40,22,431 (56.46)
Scheduled Tribes	14,62,384 (49.09)	6,90,857 (24.03)	21,53,241 (36.79)
Others	2,18,95,276 (80.39)	1,43,76,191 (57.00)	3,62,71,467 (69.14)
Total	2,59,43,455 (76.56)	1,65,03,684 (52.31)	4,24,47,139 (64.87)
<u>Aurangabad District</u>			
Scheduled Castes	84,874 (67.59)	35,773 (31.26)	1,20,647 (50.27)
Scheduled Tribes	15,851 (47.54)	5,363 (17.18)	21,214 (32.86)
Others	5,69,643 (74.92)	2,93,948 (42.02)	8,63,591 (59.16)
Total	6,70,368 (72.93)	3,35,084 (39.64)	10,05,452 (56.98)

Talukawise literacy rates (1991) are presented in Table 1.7 (total population), Table 1.8 (rural population) and Table 1.9 (urban population). The highest rate of literacy was in Aurangabad taluka (67.67 per cent), the next in rank was Vaijapur taluka (57.59 per cent). The lowest rate of literacy was in Sillod taluka (44.30 per cent). It is interesting to note that the literacy rate among rural population was lowest

in Aurangabad taluka (44.46) among all talukas except Sillod (42.07 per cent). This may be due to migrants to Aurangabad taluka who settled in the villages surrounding the city and who might had high illiteracy.

Table 1.7: Taluka-wise Literacy Rates for Total Population(1991)

	Total		Total
	Male	Female	
Aurangabad*	80.82	52.91	67.67
Khultabad	69.01	33.14	51.83
Kannad	68.60	31.22	50.55
Soegaon	65.93	29.26	48.03
Sillod	61.58	25.92	44.30
Paithan	68.14	31.19	50.14
Gangapur	70.19	33.57	52.48
Vaijapur	74.01	40.07	57.59
District Aurangabad	72.93	39.64	56.98

* Inclusive of Aurangabad city.

Table 1.8: Taluka-wise Literacy Rates for Rural Population (1991)

Taluka	Rural		Total
	Male	Female	
Aurangabad	63.63	23.76	44.46
Khultabad	67.68	30.39	49.84
Kannad	67.28	28.90	48.75
Soegaon	65.93	29.26	48.03
Sillod	59.71	23.44	42.07
Paithan	66.12	27.58	47.37
Gangapur	69.25	31.97	51.21
Vaijapur	72.51	36.36	55.00
District Aurangabad	66.03	28.39	47.84

Table 1.9: Taluka-wise Literacy Rates for Urban Population (1991)

Taluka	Urban		
	Male	Female	Total
Aurangabad+	87.37	64.69	76.79
Khultabad	80.19	56.08	68.58
Kannad	83.74	58.06	71.37
Soegaon	*	*	*
Sillod	78.65	50.30	65.37
Paithan	83.42	57.87	70.82
Gangapur	80.46	51.18	66.36
Vaijapur	83.32	63.41	73.75
Dist.: Aurangabad	86.38	63.11	75.47

+ Inclusive of Aurangabad city.

* Soyagaon Taluka does not have urban population.

1.4 The work of National Adult Education Programme (NAEP) in Aurangabad District

The State of Maharashtra has a long history of Adult Education Programmes and Aurangabad district is no exception to it. Much before the National Adult Education Programme came up, there were programmes like Gram Shikshan Mohim and subsequently Kisan Shikshan Yojana run by the Government of Maharashtra. Aurangabad district also witnessed the implementation of the state schemes from 1962 onwards till the starting of National Adult Education Programme (NAEP) on the 2nd October 1978. The National Adult Education Programme has two schemes, namely, 1) Rural Functional Literacy Programme and 2) State Adult Education Programme. We present below in Tables 1.10 and 1.11 the coverage of NAEP for the period 1980-81 to 1991-92. As per these statistics, under NAEP 1,92,306 adults were made literate during this period. The number of adults enrolled was 2,83,742. It may be noted that the number of adults enrolled under TLC was 3,35,214. The NAEP programme was terminated in December 1991 since TLC was taken up.

Table 1.10: Number of Adults Enrolled in National Adult Education Programme in Aurangabad District

Year	Enrolment		
	Male	Female	Total
1980-81	10,290	4,050	14,340
1981-82	9,676	7,193	16,969
1982-83	8,559	5,058	13,617
1983-84	6,140	2,872	9,012
1984-85	5,880	4,920	10,800
1985-86	11,480	14,790	26,270
1986-87	11,280	26,070	37,350
1987-88	11,449	23,623	35,072
1988-89	9,860	20,282	30,150
1989-90	12,902	17,079	29,972
1990-91	12,480	17,520	30,000
1991-92	11,555	13,735	30,290
Total	1,31,559	1,62,183	2,83,742

Table 1.11 : Number of Adults Made Literate Under NAEP in Aurangabad District

Year	Male	Female	Total
1980-81	6,689	3,489	10,178
1981-82	5,141	3,599	8,740
1982-83	3,292	2,620	5,912
1983-84	4,867	2,280	7,147
1984-85	4,977	4,203	9,180
1985-86	8,220	8,933	17,153
1986-87	7,380	17,130	24,510
1987-88	7,772	20,637	28,409
1988-89	7,302	13,508	20,810
1989-90	8,412	12,354	20,766
1990-91	9,522	13,403	22,925
1991-92	6,465	10,111	16,576
Total	80,039	1,12,267	1,92,306

CHAPTER II

THE METHODOLOGY OF EXTERNAL EVALUATION

Aurangabad District Saksharata Abhiyan covered entire district along with Aurangabad City in the Total Literacy Campaign. The district has eight talukas and there are about 1250 villages in the district. About 3.4 lakh adults were identified according to the survey as illiterate in the age-group 15-45 years. The Abhiyan also provided for Urdu language along with Marathi. For the purpose of external evaluation also both the languages were considered. It was decided to cover about 10 per cent villages and about 8-10 per cent adult learners in the sample for external evaluation. Such massive work of external evaluation needed proper planning and execution and also large man-power. We took help of students studying for Master of Social Work (M.S.W.) degree at the Bharati Vidyapeeth, Pune, who worked as team leaders. The Saksharata Abhiyan organised a massive manpower for the task of external evaluation as per the requirement. The external evaluation was carried out during 10th October to 21st October 1994. In this chapter we present the objectives of the external evaluation, sampling plan, organization of the field work, training, etc.

2.1m- Objectives

- i) The main objective of the evaluation was to assess the impact of Total Literacy Campaign in terms of literacy outcome among the adult learners in the district.
- ii) The second objective of the external evaluation was to critically document the process of implementation of the TLC by the Aurangabad Saksharata Abhiyan and their experiences, etc., to cover various phases of implementation, organizational structure of different levels and coordination of different social and material resources and the special features, if any, of the Aurangabad Abhiyan.

2.2 Sampling Design and the Sample

As is the case in any district the talukas in Aurangabad district are also divided into sub-areas called educational beats for the purpose of educational administration. A taluka may have 2-10 beats and a beat may have 15-40 villages depending upon the geographical locations and the size of the villages. The Department of Education has been using the beats for a long time for administration. There is an Extension Officer (Education) for each beat. The Aurangabad district Saksharata Abhiyan also used beat as administrative unit for implementation and monitoring of Total Literacy Campaign. There is a sort of uniformity within the beat because of administrative set-up. It was, therefore, decided to choose beat as a unit of study and to cover all the 38 beats in the external evaluation. These beats do not cover municipal towns. The Abhiyan treated each municipal town on the lines of beat for the purpose of TLC. Each municipal town had Saksharata Samiti as each beat had one. We decided to include all the municipal towns in the sample. The Aurangabad city was treated separately for sampling purpose as it is large compared to other municipal towns. There are 8 zones in the city which are comparable to beats. It was decided to cover all the eight zones in the sample.

As mentioned earlier the Aurangabad Saksharata Abhiyan conducted TLC in Urdu language also. It was decided to cover about 8-10 per cent adult learners from Urdu group as well.

Educational beat was also convenient as a unit for the field work of external evaluation. One team of evaluation for each beat was planned and was expected to carry out the external evaluation work in the sample villages in the concerned beat.

Sampling of Villages

About 2-5 villages were sampled from each beat by simple random method using random number tables. For the convenience

of the field work it was decided to cover the sample villages on 100 per cent basis. Therefore, while drawing the sample, the cumulative totals of the number of adult learners in the sample villages were taken and the selection was stopped when about 8-10 per cent of the adult learners were covered in the concerned beat. In doing so, in some cases the last sampled village was too big. In such a situation we decided to have appropriate sampling fraction of less than 100 per cent in the last sampled village. The process of sampling of adult learners within such villages was also scientific. For this purpose, we could use the serial numbers of the literacy classes. It may be mentioned here that in Aurangabad district the literacy classes of ten (or around ten) adult learners were systematically numbered in the villages, in the municipal towns as well as in Aurangabad city, and it was possible to identify literacy class and therefore the adult learners belonging to it by serial number. For sampling purpose we prepared groups of ten classes and gave them group number. Those numbers were then used for drawing a random sample. Minimum number of sample villages in a beat was two and maximum was nine.

Sampling in Municipal Towns

In each of the Municipal towns, there are wards. We obtained the wardwise data on number of adult learners for sampling purpose. As mentioned earlier we covered all the six municipal towns in the district. A sample of wards was drawn in each town and as many wards were sampled as required to cover 8-10 per cent sample of adult learners and the wards were covered on 100 per cent basis. In case the last sample ward was big we adopted appropriate sampling fraction of less than 100 per cent and followed the procedure as was followed in the case of village of forming groups of classes and drawing random numbers of these groups.

Sampling in Aurangabad City

Aurangabad City is divided into eight zones. The Aurangabad Saksharata Abhiyan has formed Aurangabad Shahar Saksharata Samiti and then there was Samiti for each zone. Each zone is further divided into sub-zones. We have covered all the eight zones in the sample for external evaluation and from each zone 2 to 5 sub-zones were sampled. For sampling methodology a zone was comparable to a beat and sub-zone to a village. Sampled sub-zones were covered on 100 per cent basis and in certain cases (like in villages) less than 100 per cent fraction was used and in those cases the procedure of grouping the classes and drawing random numbers of the groups was followed.

It may be mentioned here that covering each beat in the rural district, covering each ward in the municipal towns and each zone in the Aurangabad city was extremely useful to catch all sorts of variabilities and the sample really became representative.

Sampling for Urdu Learners

The procedure explained above was followed for the sampling of adults learners in Marathi. All the Urdu learners in the above sample villages, sample wards and sample zones were covered in Urdu sample. In case there was shortfall special Urdu sample was added again drawn on random basis so that about 8-10 per cent coverage is achieved.

The Sample

By following the same sample design 165 villages were included in the general sample, in addition, there were 13 villages included for Urdu sample. Six municipal towns and Aurangabad City also formed the sample. We present in Table 2.1 the sample coverage of villages and municipal towns (Marathi), in Table 2.2 sample coverage in Aurangabad city (Marathi) and in Table 2.3 the sample coverage of Urdu learners. The sampling

Table 2.1 : Talukawise number of sample villages and number of identified illiterates in the sample (Marathi)

Sr. No.	Name of Taluka	No. of beats	No. of Sample		Identified Illiterates		
			Villa- ges	M. Towns	Taluka	Sample Village	Sampling Fraction
1.	Aurangabad Rural	8	33	-	43817	4593	9.41
2.	Paithan	5	23	1	46065	4526	9.83
3.	Khultabad	3	7	1	14022	1431	10.21
4.	Kannad	7	24	1	41252	3984	9.66
5.	Sillod	6	21	1	46721	4641	9.93
6.	Soegaon	2	9	-	16395	1598	9.75
7.	Gangapur	7	25	1	34028	3414	10.03
8.	Vaijapur	6	23	1	31746	2873	9.05
District		44	165	6	279046	27060 ✓	9.70

Table 2.2 : Zone-wise number of identified illiterates in the sample

Sr. No.	Zone	Identified illiterates		Sampling fraction
		Population	Sample	
1.	Bhimnagar	4950	478	9.66
2.	Harshanagar	2420	91	3.76
3.	Masnatpur	6321	409	6.47
4.	Jai Bhavani Nagar	6094	758	12.44
5.	Ekhnathnagar	4871	329	6.75
6.	Bhavaninagar	4576	366	8.00
7.	Shahbazar	2135	81	3.79
8.	CIDCO 5-6	1972	231	11.71
City Total		33339	2743 ✓	8.23

Table 2.3 : Talukawise number of sample villages and number of identified illiterates in the sample (Urdu)

Sr. No.	Name of Taluka	No. of beats	No. of Sample		Identified illiterates		
			Villa- ges	N.P.S.	Taluka	Sample village	Sampling faction
1.	Aurangabad city	5 zones	-	-	8070	702	8.70
2.	Aurangabad rural	7	7	-	2715	312	11.49
3.	Paithan	1	-	1	789	74	9.38
4.	Khultabad	3	2	1	1144	158	13.81
5.	Kannad	3	3	-	1997	169	8.46
6.	Sillod	6	5	1	6477	564	8.71
7.	Soegaon	1	1	-	505	50	9.90
8.	Gangapur	1	-	1	295	21	7.12
9.	Vaijapur	1	-	1	837	156	18.64
District		23	18	5	22829	2206	9.66

fraction for Marathi sample in the district worked out to 9.70 per cent, in Aurangabad City 8.23 per cent and the percentage for Urdu was 9.66.

Method of Estimation

Method of estimation is explained in detail in Appendix A.

2.3 Organization of the Field Work

The field work of external evaluation was carried out simultaneously in all the beats, municipal towns and the Aurangabad City and was completed in 10 days. One evaluation team was arranged for each of the 38 beats, one for each of the six municipal towns and eight teams were arranged for the Aurangabad City. Each team covered the entire external evaluation work in its assigned beat, town or zone. Each evaluation team consisted of one team leader who was postgraduate (M.S.W.)

student from Pune, 5 to 7 evaluators who were primary teachers. One representative of Taluka Saksharata Samiti, generally a full time worker in the concerned beat was sent with the team who looked after the arrangements of the team. The team leader was responsible for carrying out the evaluation work with the help of the team members.

Manpower

i) Team Leaders

Our earlier experience indicated that the students studying for Master of Social Work (M.S.W.) could be good choice for external evaluation work. We, therefore, requested the M.S.W. students of Social Science Centre of Bharati Vidyapeeth, Pune and a good number of students came forward for this work. In all 52 students were taken to Aurangabad and they were made the evaluation team leaders. Of them 18 or about 35 per cent were female. Among 52 students about 2/3rd came from rural background.

ii) Evaluators

We proposed to mobilize the requisite number of students from Aurangabad to work as evaluators but the Saksharata Abhiyan was of the opinion that the primary teachers may be taken to work as evaluators. About 300 primary teachers who were not directly involved in the TLC work were chosen for the task. It was generally seen that a teacher was assigned to a beat different than he was employed in. A good number of female teachers were included. Average workload per evaluator worked out to covering about 10 learners per day.

Two faculty members - one male and one female from Bharati Vidyapeeth (M.S.W. Course) helped in supervision of the external evaluation.

2.4 Test and Other Materials

The Regional Resource Centre (RRC) helped in preparation of the test material. A team of learned and experienced faculty

of the Regional Resource Centre, Aurangabad prepared 25 sets of tests in Marathi and 10 sets of tests in Urdu. These parallel tests covered questions on reading, writing and numerical skills as per the norms given by the Dave Committee appointed by the National Literacy Mission. Out of the 100 marks, 40 marks were for reading, 30 for writing and 30 marks for numeracy questions. As per the norms of the literacy mission (NLM), an adult who scores 70 per cent or more in aggregate and 50 per cent in each section on reading, writing and numeracy, qualifies for being declared as "literate". It is inconvenient to write the marks obtained on reading questions directly on the test paper while conducting the test. Therefore, during our earlier external evaluations we had developed a proforma for writing the marks obtained by the learner on the questions of reading. This proforma provided for writing the name and other details of the adult and the questionwise marks obtained. The proforma was printed on sheets and a separate sheet was used for each adult. This facilitated the evaluation of the adult's reading ability while the test is being conducted by the evaluator, by keeping the sheet with himself and writing marks on it.

These sets of different tests were got printed in sufficient number and were distributed to the evaluation teams according to the sample assigned to each team. The teams were instructed that when the evaluation of a group is going on, every adult in the group should have a different test. The team leaders were advised to see that this instruction is followed carefully.

The evaluators and team leaders were given instructions during the training for creation of congenial and pleasant atmosphere at the time of evaluation and to see that the evaluation becomes 'non-threatening' to the learners at the same time being rigorous.

The teams were supposed to evaluate the scripts and enter the marks in the box provided on each of the test paper and then enter the marks on the village compilation sheet in the field itself. The village compilation sheet contained provision for writing the name, sex, age, occupation, whether belongs to SC, ST, minorities, etc., and for recording the marks obtained in each section and the total marks. After entering the marks of individual adults on village sheets, a beat level proforma was to be filled in by writing summary information about each village in a beat on the basis of village compilation sheets.

In addition, the teams were requested to make their own notes about their experiences during the evaluation work and at the end submit a confidential brief report to us.

The teams were provided with all the required stationary by the Abhiyan such as, pen, pencil, notebook, rubber, cloth bag for carrying the test papers and stationery, etc., so that the field work does not get hampered for want of any of these materials. The task of organising the distribution of materials to so many teams and to distribute the test papers in two languages and various proforma in requisite numbers to each of the teams was really not easy. The Saksharata Abhiyan carried out this work very efficiently.

2.4 Training for External Evaluation

Extensive training was given to the team leaders at the Gokhale Institute, Pune, for two days with the help of resource persons. The evaluators and the supporting personnel were given one day's training at Aurangabad. This training programme at Aurangabad was distributed over three days covering eight talukas.

The faculty member from the Gokhale Institute of Politics and Economics, Pune, who was in charge of the project gave training. In addition, the resource persons were drawn from the

experienced faculty of the Department of Adult and Continuing Education, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Regional Resource Centre, Aurangabad, Directorate of Adult Education, Pune, and also personnel from the Aurangabad Saksharata Abhiyan.

The training covered all aspects of external evaluation such as organizing the team's work, mobilising the local help for environment building, obtaining the relevant records, verification of lists, identification of neo-literates, conducting the test, valuation of scripts, recording of marks, compilation and submission of records and other important features of the external evaluation. A booklet giving the detailed instructions for evaluation work was prepared covering all guidelines of the NLM and above-mentioned aspects and was printed in sufficient number to supply one copy to each team leader and each evaluator. The book also contained one specimen test paper, instructions for giving the marks, and specimen copy of each of the compilation proforma. In addition, it included the checklist, proforma for declaration by Gram Shikshan Samiti, Ward-Zone Samiti. Before the commencement of the field work detailed operational instructions were given.

2.6 Field Arrangements

The team leaders were taken to Aurangabad from Pune in a special bus. A number of government jeeps were deployed to carry the evaluation teams from Aurangabad to respective talukas. The teams were provided with jeeps for their travel to the sample villages for the entire period of evaluation. The Saksharata Abhiyan made all the arrangements for lodging, food, etc.. In most of the cases the lodging arrangements were made at the taluka places. Since proportion of female learners was almost 2/3rd, a good number of female team leaders and female evaluators were chosen and arrangements for their stay were done quite

carefully.

We would like to mention here that by and large the arrangements for residence, food, tea, etc., made by the Abhiyan were quite satisfactory.

Submission of Records

All the records of external evaluation were submitted to the project in-charge from Gokhale Institute, at the University guest house where he stayed, on the last day of the evaluation. These records were then carried to the Gokhale Institute, Pune.

2.7 Carrying out External Evaluation

Since lot of planning is required for carrying out the external evaluation, it was necessary that the list of sample villages, wards, sub-zones, etc., be communicated to the District Saksharata Abhiyan at least a week in advance. The evaluation teams were also to take help of local workers in organising the programme on the given dates. In doing so the following steps were involved :

- 1) To see whether the items in the check-list are satisfactorily carried out.
- 2) To create appropriate congenial atmosphere for the evaluation work as per the instructions.
- 3) To verify the names of the adults and identify them with the help of the local Samiti members and get the declaration by them.
- 4) To explain fully the method of evaluation to the adult learners and establish rapport with them.
- 5) To form suitable groups of adults for conducting tests and assign the groups to evaluators.
- 6) To conduct the tests.
- 7) To collect the test papers.
- 8) To carry out preliminary scrutiny of the test papers and count their number.

The evaluation work has to be carried out by and large as per the convenience of the adult learners. It was left to the evaluation team and the local workers to choose the time for conducting tests. There were no restrictions on this. In some places the work of evaluation continued till midnight also. Most of the teams had to work more than 12 hours a day since the marking and compilation work was also to be completed in the field. The entire work was, no doubt, strenuous for the teams but it is heartening to note that all the teams have done all these works without any hesitation or grudge.

CHAPTER III

ADMINISTRATIVE SET UP AND TRAINING

We present in this chapter brief information regarding formation of the Aurangabad Zilla Saksharata Abhiyan Samiti, organizational structure for the TLC, formation of various committees, organization of training programmes, teaching-learning material, mobilising the personnel, etc.

3.1 The Government of Maharashtra had decided to start the Total Literacy Campaign in all the seven districts of the Marathwada region and cover them during the period 1991-92 to 1993-94. Accordingly in Aurangabad district also the moves were taken and the Aurangabad Zilla Saksharata Abhiyan Samiti was formed in December 1991 with the District Magistrate and Collector of Aurangabad district as the Chairman and the District Adult Education Officer as the Secretary. Subsequently, the Collector convened a meeting at Aurangabad where important government officials, educationists, representatives of voluntary agencies and social and political workers were present. Prominent social workers included Padmavibhushan Govindbhaiji Shroff, Shri Pannalal Surana, Shri Mazahar Mohiuddin, Smt. Manorama Sharma and others. It was decided unanimously that the Total Literacy Campaign was vital programme and that active cooperation should be sought from people from all walks of life for this noble cause and that it should be made people's movement.

Soon after, the project proposal for the TLC was prepared and submitted to the National Literacy Mission for the meeting on the 8-9 March 1992 where it was approved with some minor modifications.

Subsequently, there was a suggestion that Padmavibhushan Govindbhaiji Shroff be requested to guide the campaign by becoming Honorary Chairman. Despite his other pre-occupations he agreed. Then the Collector, Shri Pramod Mane, became Executive Chairman. At the same time an enthusiastic Deputy

Collector, Shri Dilip Shinde, was included in Zilla Samiti and was made Chief Coordinator.

3.2 Objectives of the Total Literacy Campaign

The Aurangabad District Saksharata Abhiyan set the following objectives for the Campaign :

- a) Imparting the skills of literacy, as per the National Literacy Mission's norms to all the illiterates in the age group of 15-45.
- b) Strengthening the primary education infrastructure in the district to curb the problem of illiteracy at its root.

As per the National Literacy Mission the functional literacy implies the following :

- * achieving self-reliance in literacy and numeracy,
- * becoming aware of the causes of one's deprivation and moving towards its amelioration through organization and through participation in the process of development,
- * acquiring skills to improve one's economic status and general well-being,
- * imbibing the values of national integration, conservation of environment, women's equality, observance of small family norm, etc.

Bi-lingual Campaign for Aurangabad District

Since there is sizable Muslim population in the district it was decided by the Aurangabad Saksharata Abhiyan to conduct the literacy programme in Marathi and Urdu both.

3.3 Plan for Achieving People's Participation

The Aurangabad Saksharata Abhiyan focussed its attention on people's participation right from the beginning. In the project proposal the Abhiyan mentioned a long list of voluntary

agencies which are active in Aurangabad district and who were keen to help the proposed campaign. This was followed by a list of social and educational institutions which had shown willingness and readiness to participate in the proposed literacy campaign in the district.

The report also mentioned that all the political parties with their leaders and workers, Zilla Parishad and Panchayat Samiti members, Municipal corporators, Mayor of the Municipal Corporation, Presidents of the Municipalities, industrialists and trade unions in the district had shown great enthusiasm for the proposed campaign. All the cooperative sugar factories of district also showed willingness to associate with the literacy programme.

In addition, the noted personalities from the district who have won acclaim at the National level in the fields of Marathi, Hindi and Urdu literature and in dramatics, music and dance and other artists and painters and also the editors of Marathi and English dailies published from Aurangabad had shown eagerness to pool their resources and energies for the success of the campaign in the district. The Abhiyan also approached the nationalized and cooperative banks in the district and they were willing to cooperate.

The Abhiyan had approached men and women from all walks of life who had responded positively and as mentioned in the proposal, this had given the Abhiyan the confidence that the campaign would take the shape of mass movement and would be successful in achieving its objectives.

3.4 The Organizational Structure

The Aurangabad District Saksharata Abhiyan Samiti decided to cover the entire district for TLC including Aurangabad City, all the municipal towns and all the villages, wadis and vastis in eight talukas of the district. The work involved was

naturally massive and needed comprehensive planning and extensive administrative set up to implement the programme. The organizational structure consisting of various committees for effective implementation of the Total Literacy Campaign is explained below.

Zilla Saksharata Abhiyan Samiti

The Zilla Samiti is main body for implementing the campaign in the district. As mentioned earlier Padmavibhushan Govindbhaiji Shroff is the Honorary Chairman and the Collector is the Executive Chairman of Zilla Samiti. The Chief Executive Officer of the Zilla Parishad is Vice-President and District Adult Education Officer, the Secretary.

All the members of parliament in the district, all the members of legislative assembly as well as legislative council, Mayor of Aurangabad Municipal Corporation, President of Zilla Parishad were included in the Zilla Samiti. The Director of Maharashtra State Institute of Adult Education, Assistant Collectors, District Education Officers, all Block Development Officers in the district, Project Officers and Assistant Project Officers from the District Adult Education Office were also included as members. Representatives of Social Organizations and Voluntary Agencies, Principals of some colleges and prominent men and women social workers in the district were invited to be the members. In addition, the Chairman of each of the sub-committees and all Taluka-Coordinators were also made members of Zilla Samiti.

Formation of Sub-Committees

With a view to achieving high quality of the programme and successful implementation, certain sub-committees were formed and the work was distributed suitably among them.

(1) Environment Creation and Motivation Committee

In the campaign model of literacy programmes, creation of environment in all habitats and motivating the illiterate adults

for learning is most important aspect and is really the backbone of the programme. This Committee, therefore, had very important role to play. This Committee consisted of leading personalities from the fields of theatre, music, dance, folk arts, media and literature. Editors of all local newspapers, representatives of All India Radio, Deputy Director of Publicity, Government of Maharashtra were also included. Prominent dramatist and theatre actor Dr. Laxmanrao Deshpande (Varhad Nighale Lagnala fame) was requested to be the Chairman of this Committee. Shri Vishwas Salunke also joined the Committee.

(ii) Training, Monitoring and Evaluation Committee

Training is most important activity in any TLC in order to create competent volunteers to conduct literacy classes. It requires to draw up action plan and execute them effectively. This was the task of the Training Committee. In addition the same committee was to look after monitoring and evaluation of the TLC at various stages and also to facilitate external evaluation. Shri V.V. Chiplunkar, Ex-Director of Education, Government of Maharashtra was requested to be the Chairman. However, when he took the charge of the Maharashtra State Institute of Adult Education, Aurangabad, Prof. Pradip Purandare took over the work of co-ordination.

The members of this committee were mainly from education field. The Director, Maharashtra State Institute of Adult Education, Aurangabad, the Education Officers, Zilla Parishad, the Chairman, Principal's Organization, one representative of voluntary organizations, some members of faculty of Dr. Babasaheb Ambedkar Marathwada University, one member from the Government College of Education were included. In addition, some members from the field of literature and adult education were included.

(iii) Finance and Materials Committee

This Committee was formed to plan out the budget for the programme, to raise the local funds and to monitor the expenditure as per the norms. The District Collector was made the Chairman of this Committee and Chief Accounts and Finance Officer, Zilla Parishad, Deputy Chief Auditor, Government of Maharashtra (at Aurangabad), and some citizens with finance background were included as members.

(iv) District Steering Committee

It was subsequently decided to form a Steering Committee at the district level to take stock of the situation, to sort out the day-to-day problems of various bodies working for the TLC and to provide overall guidance more frequently. It was planned to hold the meetings of this Committee every fortnight. The Honorary Chairman of the Zilla Saksharata Samiti agreed to be the Chairman of the Steering Committee.

Formation of Regional Committees

Since the programme of this kind can not be managed by the district-level committee alone, it was decided to form committees at taluka and village level with some structure at the beat level as well. In addition, a separate committee was formed for the Aurangabad City.

(i) Aurangabad Shahar (City) Saksharata Samiti

Due to the special characteristics and size of the city, it was decided to have a separate Saksharata Samiti. The Aurangabad Taluka excluding Aurangabad City was then termed as Aurangabad Rural taluka for the TLC purpose. Padmavibhushan Govindbhai Shroff agreed to be the Chairman for this Samiti. The Ramanand Teertha Research Institute provided the office space for this Samiti. Prof. Chandrakant Nyayadheesh and Smt. Smita Waghmare of the Institute were made members of this Committee. In addition, there were members drawn from the list

of Zilla Saksharata Samiti who were willing to spend time specially for the Aurangabad City in addition to the work of District Samiti. Some other members were also included.

(ii) Taluka Saksharata Abhiyan Samiti

The responsibility of TLC for entire taluka was given to the Taluka Committee which was supposed to work under the supervision and guidance of the Zilla Saksharata Abhiyan Samiti including the formation of beat level and village level committees, and also to form (i) Environment Creation and Motivation Committee, and (ii) Training, Monitoring and Evaluation Committee at the taluka level. The members of the Taluka Saksharata Abhiyan Samiti were as follows :

- a. Members of Legislative Assembly/Council from the taluka, Chairman of Panchayat Samiti, Presidents of Municipal Councils in the taluka, if any.
- b. Tahasildar, Block Development Officer, Block Education Officer
- c. Principals and Head Masters
- d. Two representatives of Environment Creation and Motivation Committee and two of Training, Monitoring and Evaluation Committee at the taluka level.
- e. Representative of youth organisation, Mahila Mandals, professionals, journalists, freedom fighters, etc.
- f. Key Resource Persons and Full Time Workers in the taluka
- g. Assistant Project Officer, Department of Adult Education
- h. Members of the Zilla Parishad from the taluka
- i. Assistant Project Officer (Adult Education Department)

PREFACE

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The distribution of operational holdings in India has been undergoing noticeable changes from Zamindari type or feudal type of land holdings to marginalisation of land holdings. Though it is justified with the help of efficiency of small farms to some extent, the non-availability of the modern techniques of production in the small farms became a matter of concern to the policy makers. At the best level also Saksharata Samitis were formed with to formal legislations. Hence, this study was undertaken to see the following composition: the structure of distribution of operational holdings temporally and spatially, and to see the pattern and changes in the trend. from the beat

(b) This study was undertaken under Agro-Economic Research Centre at the initiative of the Ministry of Agriculture, Government of India. I gratefully acknowledge their interest and initiative taken for this study.

(c) Principals, Head Masters and representatives of professional organisations study conducted within the beat and also of Mahila Mandals and Yuvak Mandals. Guidelines given at various stages of this study by the Co-ordinator, Prof. Kazi M.B. Rahim, Director, AER Centre, Santiniketan has facilitated the completion of the this work smoothly. I sincerely thank the Director for the excellent co-ordination of the study.

(e) Resource persons

Gram Saksharata Abhiyan Samiti

During the course of the work, this study benefited extensively from the discussions with the members of the Agricultural Census Department and Revenue Department, Government of Maharashtra. They provided the necessary data and other related information. I thank profusely Shri S.M. Jiwane, Deputy Commissioner, Agricultural Census, Maharashtra for making the 1990-91 census data available to the study. I am grateful to Shri Surve, Deputy Secretary, Revenue Department, Government of Maharashtra for having provided us the detailed districtwise information on the achievements of land reforms measures. The discussions with them also helped in clarifying certain ambiguous things. literacy classes

(a) Village Sarpanch and all members of the Gram Panchayat

(c) Representatives of the volunteers who conduct literacy classes

(d) I place on record my sincere thanks to the unassuming help extended by many at the time of field work, particularly,

3.5. Booklet for Monitoring and Evaluation

Shri R. K. Patil, Tahsildar, Patoda, Deputy Tehsildar, Shri V. M. Patil, Circle Officer, Hatkanangale, taluka and Shri I. M. Mulla, Talahati, Kumbhoj revenue village as well as Shri T. K. Gawane, Tahsildar, Shri M. N. Chawan, Deputy Tahsildar, of the campaign. Saksharata Abhiyan Samitis were also assigned Patoda taluka and Shri T. B. Dhakne, Talahatti, Jat Nandur the monitoring and evaluation work. The Aurangabad Zilla

Saksharata Samiti published a book-let giving the detailed plan of monitoring and evaluation of the TLC, other functions of the Samitis at taluka, beat and village level, their membership, details regarding record keeping and compilation, expected works to be carried out by various functionaries, etc. This booklet was very much useful for all concerned. The monitoring and evaluation work carried out helped the local Samitis to get feed back and make the appropriate changes in the strategies and methods of working.

3.6 Planning for Training

The training of personnel is an essential part of Total Literacy Campaign. The Aurangabad Saksharata Abhiyan Samiti had planned the training for functionaries involved in the Total Literacy Campaign in various stages in an extensive manner at various levels and at every stage of the campaign. The training was planned to cover the necessary details about the objectives and organisation of the campaign, roles assigned to various functionaries, techniques of instructions, methods of teaching the lessons from the Improved Phase and Content of Learning (IPCL) Primers I, II and III (Akshardhara I, II and III) so as to achieve the expected literacy norms during the specified period of TLC. It also included aspects of learners' evaluation, monitoring and programme evaluation and role of Saksharata Samitis at taluka, beat and village level.

For the purpose of ultimately training volunteer who would conduct the literacy class, it was necessary to build a chain of trainers. It was done with three-tier approach: (1) Key Resource Persons, (2) Resource Persons and (3) Master Trainers.

It was planned that each volunteer would conduct literacy class for about 10 adults, there would be one master trainer to train 10 volunteers and one resource person to train 10 master trainers. Thus, one resource person was planned for

1000 adult learners. For the purpose of training the resource person there were key resource persons.

Key Resource Persons

The Aurangabad Abhiyan identified about 40 key resource persons for Marathi and about 10 for Urdu from the local institutions who had background in the field of literacy programmes and who were keenly interested in associating with the campaign. The lists of resource persons already trained by the State Resource Centre, Pune and Regional Resource Centre, Aurangabad were useful in identifying the key resource persons in the district.

Resource Persons

About 400 resource persons for Marathi and about 40 for Urdu were identified by the Abhiyan. Number of resource persons identified in each taluka depended upon the size of the taluka in terms of number of identified illiterate adults, for example, only 18 resource persons were enlisted in Soegaon taluka whereas 48 were enlisted for Aurangabad City for Marathi.

Master Trainers

Majority of the master trainers were primary school teachers, some were secondary school teachers and some were motivated citizens who offered to help the campaign. Each master trainer was to train 10 volunteers who were enlisted for conducting the literacy classes. They were also to continuously guide the volunteer and also monitor and evaluate the teaching-learning process and the programme. More than 4000 master trainers were involved in the programme for Marathi and about 300 for Urdu.

Volunteers

The Aurangabad Saksharata Abhiyan decided to depend on school children for taking the major load of teaching in the campaign. The students studying in 9th and 11th standard

were enlisted for the purpose who volunteered for the work. Around 70 per cent volunteers were school children, about 7-8 per cent were college students, about 12 to 15 per cent were Anganwadi Sevikas. There were about 100 retired primary school teachers and around 50 social workers who joined the force of volunteers.

3.7 Training Programmes Conducted

The functionaries in all the categories were given training for various stages of the campaign. The first stage training was for 4 days, second stage for 3 days and third stage for 2 days for Marathi. The training for Urdu was covered in one programme each for Resource Persons, Master Trainers and volunteers with longer duration. Key Resource Persons for Urdu came from Jamia Millia University, Delhi. The training dates are given in the Table 3.1 for Marathi and Table 3.2 for Urdu.

Table 3.1: Dates of training programmes for Marathi

Trainees	Stage	Dates
1. Key resource Persons	I	17th to 20th August 1992
	II	29th to 31st January 1993
	III	9th 10th September 1993
2. Resource Persons	I	23rd to 26th August 1992
	II	5th to 7th February 1993
	III	17th to 18th September 1993
3. Master Trainers	I	6th to 9th September 1992
	II	16th to 18th February 1993
	III	27th to 28th September 1993
4. Volunteers	I	18th to 21st September 1992
	II	23rd to 25th February 1993
	III	4th to 6th October 1993

Table 3.2 : Dates for training programmes for Urdu

Trainees	Dates
1. Resource Persons	20th to 25th September 1992
2. Master Trainers	11th to 23rd September 1992
3. Volunteers	26th to 29th November 1992 and 26th to 31st December 1992

In addition to the above categories of functionaries, there were Full Time Workers, about 200 in number in the district. Most of them were primary school teachers who were released from their usual duties and worked full time for the TLC. In each beat 2 to 3 full time workers were engaged, 3-4 for each municipal town and eight for the city. The full time workers were given training during 15th to 16th September 1992 and 20th to 21st September 1992.

The training programmes were also conducted for internal evaluators. The Abhiyan carried out internal evaluation on 5 per cent sample basis with the help of Department of Adult and Continuing Education of the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad in the month of June 1994. For this purpose, 30 resource persons were trained at the district level on 19th and 20th June 1994 who in turn trained about 250 evaluators during 22nd to 24th June 1994. The training programmes for evaluators were carried out at taluka places.

The Gokhale Institute of Politics and Economics, Pune, conducted training programme for Team Leaders for external evaluation on 8th and 9th October 1994 at Pune where about 55 participants attended. The Abhiyan organised training programme for external evaluators in collaboration with Gokhale Institute of Politics and Economics, Pune, at Aurangabad on 5th, 6th and 7th October 1994 where about 450 participants attended.

The detailed data regarding the number of functionaries identified initially and trained at each of the three stages is given talukawise in Appendix B1 for Marathi and Appendix B2 for Urdu.

Orientation to the Artists

The Abhiyan had identified a number of local artists who worked for environment building using traditional art forms like

powada, lavani, bhajan, bharud, gondhali geete, dhanagari geete, kirtan, vasudev geete, etc. The identified activists were given orientation so that they adopted the literacy messages for their lyrics. This orientation programme was conducted at each taluka place and Aurangabad City during 11th to 18th March 1992. Second orientation programme was conducted during 12th to 18th September, 1992.

3.8 The Surveys to Identify Illiterates (the Learners)

A survey to identify illiterates was carried out with the help of primary teachers at the time of proposing the TLC covering population in the age group 15-60 years. Subsequently, it was decided to cover only the 15-45 years age group. A fresh one day survey was conducted by the Abhiyan during the months of September, October and November 1992 in different talukas of the district to identify illiterates in the age-group 15-45 years. At this time the functionaries at all level including the volunteers to conduct classes were already identified and enlisted. First stage training programme for these functionaries were also conducted which included training for one day survey also. It was decided that the door to door work of the survey should be carried out by the volunteers so that they get to know the learners and also the learners get to know the volunteers. Suitable formats for recording the names and other data were designed and detailed planning for forwarding the records by the volunteers was prepared. All the functionaries, such as master trainers, resource persons, key resource persons and all the Samitis upto Gram Saksharata Abhiyan Samiti were involved in the survey work. Each adult in the age group of 15-45 years was covered in the survey. Those who have studied upto 4th standard or above were considered to be literate and all others were enlisted as illiterate and formed the target group.

As per the survey carried out by the Abhiyan, there were

3,40,124 illiterates in this age group in the entire Aurangabad district. Of them 1,10,461 were males and 2,29,663 females. The illiteracy was much higher among in women than men. Among the target group the women were 67.52 per cent. The talukawise data on the number of adult illiterates identified by the survey is given in Table 3.3. Numbers differed widely from taluka to taluka, for example, Soegaon taluka had only 16,900 illiterate adults while Sillod taluka had 53,198.

The enrolment of illiterates for the literacy classes was successfully done fully (100 per cent) in all the talukas. However, in Aurangabad city, about 5000 adults could not be enrolled due to migratory character of the illiterates.

Table 3.3 : Number of identified illiterates in Age group 15-45 by one day survey

Sr. No.	Taluka	Total Identified Illiterates				
		Male	Female	Total	SC	ST
1.	Aurangabad (City)	11,340	34,979	46,329	17,314	1,156
2.	Aurangabad (Rural)	18,032	33,500	51,532	9,426	2,593
3.	Paithan	16,570	30,284	46,854	9,821	3,600
4.	Khultabad	4,810	10,356	15,166	2,208	1,553
5.	Kannad	14,451	28,798	43,249	5,411	4,711
6.	Sillod	16,816	36,382	53,198	6,589	6,012
7.	Soegaon	6,772	10,128	16,900	2,076	3,334
8.	Gangapur	11,267	23,056	34,323	6,646	2,515
9.	Vaijapur	10,403	22,180	32,583	7,055	4,014
Total		1,10,461	2,29,663	3,40,124	67,516	29,488

3.9 Teaching-Learning and Other Materials

The Improved Phase and Content of Learning (IPCL) Primers I, II and III were used by the Abhiyan for the TLC. The Marathi primers called Akshardhara I, II and III were obtained from the Regional Resource Centre, Aurangabad. Each Adult learner was

supplied with one copy each of these primers, at appropriate stage of their learning. Urdu primers called Hum Padhe I, II, III were obtained from State Resource Centre, Jamia Millia Islamia University, New Delhi. The copies of the primers were also distributed to volunteers, master trainers, resource persons and key resource persons.

The Aurangabad Abhiyan prepared two booklets, namely, Handbook for Training (Prashikshan Hastapustika) and Handbook for Monitoring and Evaluation (Saniyantran Va Koolyamapan Hastapustika). The Handbook for training included broad information about Aurangabad district, outline of Abhiyan, its objectives, environment building for TLC, teaching-learning principles and method for adult literacy, usage of educational tools, etc. In addition the functions to be performed by various functionaries in the Abhiyan were also explained.

Handbook for monitoring and Evaluation gave detailed framework of monitoring process as planned by the Abhiyan, the formats for information collection and guidance for evaluating the progress of literacy work.

The Abhiyan also distributed one notebook to each learner for practising lessons. A picture of adult woman writing alphabets on the slate was printed on the front cover and Abhiyan Geet composed by Shri V.V. Chiplunkar was printed on the back cover. The materials like slates, pencils, roller blackboards, kerosene lanterns, etc., were made available by the Abhiyan. The other materials like audio cassettes and video cassettes were also used.

3.10 Launching the Campaign.

The total literacy campaign was formally launched on the 1st May 1992, the Maharashtra Day. The Hon. Guardian Minister of Aurangabad District was the chief guest at the function arranged, in Saraswati Bhawan Sachagraha, Aurangabad. On this day,

about five thousand enthusiastic citizens pledged themselves to work for at least two hours a day for the programme of literacy. The similar programme was arranged all over the district during 1992. We present in the table below the talukawise number of citizens who pledged. On this occasion exhibition of posters by Shri Lakhi Jain was arranged.

Table 3.4 : Number of Citizens who pledged to work for Literacy Campaign

Taluka	Date of the programme	No. of Citizens
Aurangabad City	1-5-92	5,000
Aurangabad Rural	2-10-92	5,590
Paithan	7-7-92	1,480
Khultabad	2-10-92	5,251
Kannad	1-5-92	5,615
Sillod	2-10-92	9,423
Soegaon	1-12-92	1,500
Gangapur	27-4-92	5,000
Vaijapur	24-9-92	778
	Total	39,637

The literacy classes were formally inaugurated in Aurangabad City on 15th August 1992, the independence day where again the Chief Guest was the Hon. Guardian Minister of the district. Subsequently, the literacy classes were started in stages all over the district.

CHAPTER IV

AN OVERVIEW OF ENVIRONMENT BUILDING AND OTHER ACTIVITIES

The environment building is an essential component for any type of social development work where people's participation on a large scale is a pre-requisite for successful completion. It has been, by now, well established that properly devised and implemented environment building programmes can help a lot to generate and enhance the awareness and demand for literacy and establish motivation among political workers. Environment building through folk forms of performing arts supplemented by publicity through print and electronic media is an assumed part of the individual total literacy campaign. The Zilla Saksharata Abhiyan Samiti, Aurangabad has put in laudable efforts in this respect and it is worth recording the various steps it has taken in environment building for the campaign.

4.1 Kalajathas

As many districts in Maharashtra, the Aurangabad district also has tradition of folk arts and there are a number of traditional artists who use folk forms in communication. The Aurangabad district being the land of saints perhaps has the larger number of folk artists. The Environment Creation Committee decided to mobilise these artists for literacy campaign. About seven hundred artists were identified who worked for Abhiyan in about 100 kalajathas. The artists came from remote villages, wadis/vastis, towns and Aurangabad city as well. A good number of students also joined jathas. Their talukawise number is given in Table 4.1. These artists use various folk forms such as powada, lavani, bhajan, bhairud, gondhali geete, dhanagari geete, kirtan, vasudev geete, etc. All these artists were given orientation so that they adopted the literacy messages in their programmes. The awareness messages regarding dowry practice, drinking habits, untouchability,

superstition, etc., were also included. Along with the renowned figures the newly emerged local talents contributed in preparing the messages in various forms like lyrics and songs, street plays, short plays, etc. The selected literature so generated was published by the Abhiyan in a book form called, 'Aksharnad'. The booklet was quite useful for the Kalajatha artists.

This booklet was released at the hands of the Divisional Commissioner of Aurangabad, Late Shri Vidyadhar Karandikar on 1st April 1993 during the Sixteenth Drama Festival organized by the Department of Dramatics at the Dr. Babasaheb Ambedkar Marathwada Vidyapeeth, Aurangabad.

The artists were given orientation during 11th to 18th March 1992 and 12th to 18th September 1992 at Aurangabad and also at each taluka place. No payment of any kind was made to these artists. During the initial period even the vehicles were not available properly for the movement of these kalajathas. There were a number of motivated and involved artists who walked on foot from village to village and some of them carried their own food. Subsequently, the availability of the vehicles improved. The cultural programmes by these kalajathas have been useful to stimulate motivations to generate mass participation and to create cultural climate favourable to literacy.

The kalajathas organised their programmes in consultation with Heat Level Committees. The itinerary of the jathas also included traditional fairs, weekly bazars, etc.

Table 4.1: Talukawise number of Kalajathas and artists who participated in the literacy campaign

Taluka	No. of Jathas	No. of Artists
1 Aurangabad city	12	85
2 Aurangabad Rural	15	105
3 Paithan	22	115
4 Khultabad	13	103
5 Kannad	11	51
6 Sillod	15	105
7 Soegaon	4	29
8 Gangapur	11	70
9 Vaijapur	7	59
Total	110	722

A special 'melawa' of artists was organized at Aurangabad on 28th and 29th October 1992 where famous cine artist Shri Nana Patekar was the chief guest. His guidance to the artists was quite valuable. This melava was attended by 29 kalajathas with 260 artists. The programme gave good boost to the environment building activity. During this programme 12 songs were selected and cassette, 'Aksharanjali' was prepared.

Special Training Programme for 'bhajan'

Varad Ganesh Mandal of Aurangabad arranged a special training programme for artists for 'bhajan' which was attended by 51 artists on the 27th August 1993.

4.2 Saksharata Dindis, Prabhat Pheris and Melawas.

As is the practice in the campaign model, a number of Saksharata Dindis were organized right from the beginning of the total literacy campaign in Aurangabad city, at taluka places and in all the villages in order to develop environment for the literacy programme. On the International Literacy day, that is, 8th September, 1992 the Saksharata dindis were organised all over the district. Reportedly, the saksharata dindi in Aurangabad city was attended by about 60,000 persons. The dindis were also organised on 8th September 1993 and 8th September 1994 throughout the district. The Shahar Samiti organized separate dindis on 8th September 1993 in various parts of the city. The biggest among them was reported to have been attended by about 20,000 students. In addition, during the Akshar Pandharwada (15-30 June 1993), the programme of Saksharata dindis was undertaken all over the district to revamp the programme.

During the total literacy campaign Saksharata Prabhat Pheris were organized frequently all over the district.

Melawas (public meetings) were organized in a big way during the first four months (15th August 1992 to 31st December,

1992) for building up awareness among the people regarding the need of literacy and communicating to them the plans of the campaign in order to obtain people's participation. Generally, the attendance for the taluka melawas was about 4000 to 5000 persons and at the beat level about 500 to 1000 persons. Even after this period the melawas were organized.

4.3 Various Competitions Organized

The Abhiyan organized various competitions at different levels in order to give boost to the literacy campaign continuously and to create the literacy climate effectively. Some of these are mentioned below.

Competitions for Artists

A number of competitions were organized for kshajatha artists at beat and taluka level which helped in attracting talents and also in improving the quality of the programmes.

Streetplay Competition

A street play competition on literacy was organized in the month of the March 1993 in Aurangabad city. The prizes were 1st: Rs.501, 2nd:Rs.301 and 3rd:rs.201. The competition was sponsored by Leo Club of Chikalhana. Competitions for street plays were also organized at various other places in the district. Notable among them was the one at Shendurvada in Gangapur taluka.

Poster Competition

A poster competition on literacy was organized for the college students in the district at Aurangabad on 30th September, 1993. About one hundred students participated in the competition. Top ranking three participants were given the prizes and in addition, seven prizes were distributed for encouragement.

Competition for Literature for adult education

In order that the literature should also get produced from the grass root level workers, a competition was organized

for volunteer - instructors and teachers in separate groups. There was good response for this competition. Three prizes were distributed in each group. It may be noted that of the six winners, five were females.

Essay Competition

An essay competition was organized in Aurangabad city in the month of June 1994. The competition was sponsored by the Municipal Corporation of Aurangabad. It was open for volunteer - instructors from all the fifty sub-zones in the city and two prizes (books) were given for the best two essays in each sub-zone.

Manogat Abhivyakti

A competition for volunteer - instructors to narrate their experiences in TLC was organized in all parts of the city by the Shabar Saksharata Abhiyan Samiti during May 1994. Prize winning participants were invited to present their experiences before larger gathering at Saraswati Bhawan on the 3rd May 1994. The Honorary Chairman of the Abhiyan made an appeal that the cordial relations developed between the adult learners and the volunteers should be maintained in future also for the betterment of the society as a whole and the volunteers who worked for TLC should continue to contribute their might in post literacy phase as well.

Competitions for Neo-literates

During the month of May 1994, the Abhiyan took a decision to organize competition in writing and reading for the neo-literates throughout the district. The TLC was in the completion phase and revamping of the programme was necessary. In addition, competitions in drawing, rangoli, poetry, literacy plays, etc. were also organized which were kept open for volunteer instructors as well.

4.4 Publicity

The Chief Coordinator, Shri Dilip Shinde, wrote continuously in the local news papers about the developments in the total literacy campaign, giving information, making appeals for participation by people, narrating notable events, etc. The press gave full cooperation. The Lokmat, the Marathwada, the Tarun Bharat, the Loksatta, the Samana, the Devgiri Samachar, helped the abhiyan by publishing the news regarding TLC. The press reporting helped in creating environment. Most of the articles by Shri Dilip Shinde were in Lokmat which were subsequently published in book form with the title, "Anubhav Abhiyanateel". These articles developed awareness about TLC among educated section of the society and perhaps in getting active cooperation from certain individuals for TLC. Since these dailies are read beyond Aurangabad district boundaries, the Aurangabad TLC became known to the readers in other neighbouring districts.

Through these articles and news items many a times the names of the neo-literates appeared, the letters sent by the neo-literates were also replied to in his articles by Shri Shinde. This helped keeping the spirits of neo-literates quite high.

Emblem of literacy and slogans of literacy were printed on the front page of certain local dailies for quite sometime during the total literacy campaign.

Literacy messages were exhibited in a sentence form on television during important popular programmes with the help of Aurangabad TV centre. Abhiyan also involved the TV cable operators in Aurangabad in exhibiting these literacy messages through their cable net-work. Aurangabad is perhaps the only district in Maharashtra that has used TV media for TLC.

4.5 Environment building during festivals

All the festive occasions were used by the Aurangabad Abhiyan to spread the literacy message. Each festival was called by

prefixing Akshar word, for example, Akshar Diwali, Akshar Pola, Akshar Gudi Padwa and so on. During Diwali festival the Akshar Kandils (lamps) were displayed prominently with the slogans of literacy on them. During the Ganesh festival several cultural programmes were conducted to spread literacy messages. Pola is an annual festival for bullocks. The bullocks are extensively used for agricultural operations. Pola is a day on which the bullocks are worshiped. They are cleaned, covered with decorative clothes (known as zools), their horns are painted and garlanded bullocks taken in procession covering the main roads of the village to a temple and brought back. Certain villages in Vaijapur taluka prepared the 'zools' with the posters, stickers and literacy slogans during the Pola of 1993. In a sense it was a saksharata dindi by the bullocks. One of the slogans was mind catching "Do not remain like me". The Akshar-pola in these villages signified that the literacy programme had really taken roots.

Artistic talents were seen all over the district when literacy slogans were flying over the Gudis on Gudi padwa, when the 'rakhis' were made for 'Rakshabandhan' festival with slogans and flags and emblems, when rangolis for Makar Sankranti were full of literacy slogans and songs. In short, the Abhiyan utilized occasions of all important festivals to spread the literacy messages.

4.6 Other Activities that helped Environment building

Literacy exhibits in processions

Dr. Babasaheb Ambedkar's 102nd birthday was celebrated

on the 14th April 1993 in Aurangabad by taking out a procession where the Abhiyan participated by moving 'Chitra Rath' - a vehicle on which pictures and posters carrying messages for literacy were exhibited. The chitra-rath earned the first prize.

On 24th April 1994, Shivjayanti was celebrated where Abhiyan participated by arranging an exhibit in the procession. This literacy exhibit earned second prize.

Tree Plantation Programmes

On a number of occasions like Independence Day, the programmes of tree plantation were organized by Jaksharata Samitis and workers at various places. The awareness development for environment and creation of climate for literacy were both achieved by these types of programmes. The initiative for these programmes came locally in most of the cases.

Health Camps

A certain number of health camps were organized for the neo-literates during the TLC with the help of local voluntary agencies, such as Lions Club, HALO, etc. Since the neo-literates become more aware of health issues, such camps reinforce the awareness and also ^{help} boosting the literacy programme. However, such camps were held in the city of Aurangabad more than in the rural areas.

Video Cassette

A video cassette called, 'Whaya Mee Savitribai' depicting the works of Smt. Savitribai Fule for spreading education among women was made available through out the district for using environment building. The cassette was exhibited at all important literacy functions.

Aksharanjali Cassette

As mentioned above, during the 'melawa' of artists organized on 28th and 29th February at Aurangabad, twelve songs

were selected and the cassette, 'Aksharanjali' was prepared. The cassette was formally released by Smt. Kumud Bansal on the 23rd February 1993 at village Khirdi in Khultabad taluka. The copies of the cassette were distributed all over the district by the Abhiyan.

The Abhiyan arranged various competitions during the TLC for creation of environment, motivating the learners, etc.

4.7 Materials distributed for environment creation

The Zilla Saksharata Abhiyan Samiti, Aurangabad purchased/published and distributed the following material for the environment creation activities.

<u>Item</u>	<u>No.</u>
1. Cloth banners	5000
2. Badges	52400
3. Posters	26000
4. Stickers	45000
5. Flags	26400
6. Stencils for painting slogans and emblems	318
7. Dholaki (Musical Instrument)	21
8. Cassettes	1000
9. Aksharnad booklet	5000

4.8 Statistics about activities

Before we conclude writing about the environment creation activities, we give below statistics about various programmes carried out upto 31st January 1994 which was available in 'Anubhav Abhiyanteel' book.

<u>Item</u>	<u>No.</u>
1. Akshar Dindis	1125
2. Lectures	1071
3. Mahila Melawas	13
4. Cultural programmes	258
5. Kalajatha programmes	626
6. Bhajani Mandal Programmes	51
7. Melawas of neo-literates	2
8. Cultural programmes by neo-literates	3
9. Documentaries: shows	18
10. Painting exhibitions	9
11. Kirtan programmes	5

4.8 Akshar Pandhrawada

After the rabri mosque incidence on the 6th December 1992, the work of total literacy campaign in Aurangabad district suffered a set back. The absenteeism in the literacy classes increased, the literacy classes in the Aurangabad city and other towns remained closed. The Abhiyan had to struggle a lot for reviving the programme. The Zilla Samiti conducted a special meeting to discuss and chalk out strategies and programmes for revamping of the literacy campaign. Organization of the Akshar Pandhrawada was one of the important action programmes planned at this meeting. The following activities were decided to be undertaken in each village, town and also in the city. In order that these activities are properly organized the abhiyan organized taluka level meetings during the first week of June 1993 and beat level meetings during the second week. The Akshar Pandhrawada was organised from 15th to 30th June 1993.

1. The literacy programme at the village/sub-area level should be reviewed by organizing a meeting of the Gram Saksharata Samiti or sub-area Samiti.
2. To organize Saksharata Dindi on every day in which adult learners should also be included in large numbers.
3. The literacy messages and slogans should be again written on walls.
4. To organize lectures of good speakers who would communicate the importance of literacy.
5. In order to help improve the attendance at the literacy classes volunteers should be identified as Akshar Sevaks or Akshar Vratis.
6. To organize function to distribute letters of appreciation to the volunteer-instructors for completing Akshar Dhara I and also to Kalajatha artists for their contributions in environment building.

4.9 Internal Evaluation

The Zilla Saksharata Abhiyan Samiti carried out the internal evaluation on 5 per cent sample basis with the help of the Department of Adult and Continuing Education and Extension Work of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Prof. G.T. Degankar, In-charge Director of the Department took up the responsibility of carrying this out with the help of the abhiyan.

The team leaders of the evaluating teams were given two day's training on 19th and 20th June 1994 and evaluators were given one day's training during 22nd to 24th June 1994.

All neo-literates who covered 3rd primer formed the population for this evaluation. In all 16186 neo-literates were administered the test. The results of the internal evaluation are given below.

Table : Literacy achievements according to internal evaluation (June 1994)

Grade	Percentage of neo-literates
A : Scoring above 60 marks	59.20
B : Scoring 50-59 marks	25.44
C : Scoring 40-49 marks	13.69
D : Scoring less than 40 marks	1.67
Total	100.00

Since the Abhiyan was planning for external evaluation, the results were useful to plan the last phase of literacy work. It was decided to continue literacy classes with more vigor and also give practice of solving test papers to the neo-literates.

4.10 Awarding certificates to TLC Workers

A number of non-officials were involved in the TLC and contributed significantly to the programme. The Abhiyan identified about 1000 non-officials who worked with great zeal for the

total literacy campaign and awarded them letters of appreciation called Gaurav Patra. This was done after the external evaluation was over.

All the volunteers who conducted the literacy classes, all the master trainers and all the full time workers and some teachers who did motivational work in order that the attendance at the literacy classes is maintained at good level, were given letters of appreciation called 'Prashasti Patra' by the Abhiyan.

4.11 Universalization of Primary Education

As has been mentioned earlier the Abhiyan took up the task of universalization of primary education as one of the objective of Total Literacy Campaign. The Abhiyan has been concentrating its efforts at all levels to take advantage of the literacy environment and achieve 100 per cent enrolment of children in the age group of 6 to 14 years. This drive was strengthened during the Akshar Pandharwada (15-30 June 1993) which was organised to overall revamping of the Total Literacy Campaign. The Pandharwada coincided with starting of the academic year and therefore more effective work could be done.

The illiterate parents who were attending literacy classes were now desirous of sending their children to the school. It was observed that the school administration insists on birth certificate of a child which many of the rural and also tribal parents can not provide. The Government of Maharashtra had taken a review of the situation and as a corrective measure issued an order (G.R.No.PRE/1991/9511/Pra.Shi-1 dated 11th June 1991) that no child should be denied admission to the primary school for want of birth certificate. This resolution was not known to many, was not followed by many and most of the rural and tribal parents were not aware of the same. The Abhiyan took up to create awareness about this resolution which helped a lot.

Subsequently, the Aurangabad district was taken up for

District Primary Education Programme (DPEP) along with other districts in the Marathwada region.

4.12 Participation of Voluntary and Other Agencies

The Aurangabad Saksharata Abhiyan had put in good efforts to obtain active participation of the voluntary agencies working in the district for the literacy campaign. However, such participation was fructified only in a limited way. About ten voluntary agencies seem to have participated in the TLC in the true sense as listed below.

1. Swami Ramnani Mirth Research Institute, Aurangabad
2. Ashis Gram Rachana Trust, Pachod
3. Maratha Shikshan Sanstha, Paithan
4. Rajarshi Shahu Shikshan Sanstha, Sillod
5. Samant Chandra Gurukul Vidya Mandir, Verul
6. Pragati Mahila Mandal, Vaijapur
7. Lok Shikshan Mandal, Vaijapur
8. Society Shikshan Sanstha, Gangapur
9. Mukteshwar Shikshan Sanstha, Gangapur
10. Shikshak Patpedhi Sanstha (all talukas)

There may be some more voluntary agencies who helped the TLC but their contributions were marginal.

Organizations like Lions Club, Leo Club, Rotaract Club, HALO, etc., have helped the Abhiyan in organising health camps, drive for pasting stickers on the vehicles, etc. Bank of Maharashtra allowed to use their hall for meetings. The sugar factories helped the Abhiyan in organising training programmes in their areas by way of contributing towards the costs. All the training programmes were sponsored by this way.

4.13 Participation of People's Representatives

A massive programme like Total Literacy Campaign can not achieve satisfactory success, unless the people's representations actively participate in the programme. The Abhiyan included the

people's representatives in different committees at all levels. However, the participation and support of people's representatives was lacking. In order to solicit the support of the people's representatives, the Zilla Saksharata Manch, Pune had organized a special meeting of people's representatives at Pune where the then Defence Minister, Government of India, Shri Jharad Pawar, made an appeal to actively participate and support the total literacy campaign. That became quite effective. The Aurangabad Zilla Saksharata Abhiyan Samiti, taking the clue from Pune experience, approached the then Chief Minister of Maharashtra, Shri Sharad Pawar, who issued a letter of appeal to all the Honorable Members of the Parliament, Members of the Legislative Assembly, President of Zilla Parishad, Sabhapatis of various committees of Zilla Parishad, Sabhapatis of Panchayat Samitis, Presidents of municipalities, ward representatives and all sarpanchas in the district during the month of June 1993. This was also the time the Abhiyan has started revitalization of the TLC by organising Akshar Pandhrawada (15-30 June 1993). The letter of appeal had positive effects. The response of people's representatives improved.

However, it may be said that some representatives did participate actively and some did not. Support from high level people's representatives came in certain areas and did not come in certain areas. On the basis of our discussions with various functionaries, when we analysed our finding on achievement, we observed that in areas with better participation of people's representative had better achievements in general. Of course, there are several other factors which together contribute to better or worse achievements.

LITERACY ACHIEVEMENTS

The present chapter is devoted to the presentation of results of the external evaluation in terms of percentage of attendance as well as estimates of literacy achievements. We have planned to present information in three groups separately: Marathi learners in Aurangabad City, Marathi learners in rest of the district and Urdu learners in the entire district. In order to bring out the gender issues male-female data is also presented in each group. Certain analysis is also carried out taking into consideration scheduled castes, scheduled tribes learners.

5.1 Attendance of neo-literates for the external evaluation

Attempts were made to have 100 per cent attendance of neo-literates for the tests. The Saksharata Abhiyan had given instructions to all the functionaries and good efforts were put in all over the district to mobilise neo-literates to appear for the literacy tests in the sample areas. However, due to unavoidable reasons, such as seasonal migration, female migration due to marriage, certain cases of death, some neo-literates being out of station temporarily, etc., 100 per cent attendance could not be achieved. In addition some neo-literates abstained from attending the test. Nevertheless, the attendance at the external evaluation was good in general.

If we consider the entire district except Aurangabad city, the attendance of Marathi learners was excellent at 93.48 per cent. The attendance deferred slightly from taluka to taluka with highest 98.19 per cent in Soegaon taluka and the lower of 87.55 per cent in Kannad taluka (Table 5.3A). The female learners had better attendance in general. At the district level percentage of attendance of female was 94.42 and that of male 91.58. The similar higher percentage of attendance of female was observed

in almost all the talukas except Vajapur where the two percentages were quite close.

Since educational beat has been our unit for sampling and estimation purpose, the beat level data has also been presented in Appendix. The variation in the percentage of attendance was wider when considered at beat level (Appendix D3). The lowest attendance at 54.45 per cent was in Devgaon Ranjani beat of Kannad taluka and highest was 100 per cent in three beats, namely, Soegaon beat in Soegaon taluka, S. Wadgaon beat in Gangapur taluka and Satara beat in Aurangabad Rural taluka. In addition, 100 per cent attendance was achieved in Khultabad Nagar Palika.

There have been a number of difficulties in carrying out the external evaluation in Aurangabad City. The neo-literates in the city are engaged in their livelihood earning activity in a different way than their counterparts in the villages. Many of the neo-literates in the city work much longer as even wage earners, many of the self-employed work still longer, for example, a tea stall owner, a cooler, many of the vegetable and eatable sellers who carry out their business on hand-carts and several neo-literates who are employed as helpers in various establishments in and around the city. Their place of working is away from their residence. Since the literacy classes were arranged in the vicinity of their residence, the external tests were similarly arranged. The timings of the external evaluation were kept quite flexible.

Difficulties still remained. In some areas the neo-literates were present in large numbers simultaneously resulting into larger waiting time to get their turn. In such cases some of them went back and did not turn up again. In certain cases there had been logistical problems, such as non-availability of vehicles for the teams to reach in time, evaluation teams not getting ready to reach the spot in time, etc. This also resulted in neo-literates going back. Some times there have been communica

tion gaps between the local organisers and the team leaders and the teams. Some of the team leaders failed to establish proper rapport with the local workers. All these together affected the attendance of the external examination.

In addition, there were certain areas in the city which were declared as sensitive areas just before the external evaluation due to certain events. The attendance in these areas was naturally lower.

We present in Table 5.1.A talukawise number of adult illiterates identified as per the survey, in Table 5.2.A talukawise number of sample villages, adult learners

and in Table 5.3.A attendance at the external evaluation for Marathi learners in the district excluding Aurangabad city. The same data with respect to Marathi learners in Aurangabad city is given in Tables 5.1.B, 5.2.B and 5.2.C respectively. The data for Urdu learners in the entire district is presented in Tables 5.1.C, 5.2.C and 5.3.C respectively.

Table 5.1.A: Taluka-wise Number of Adult Illiterates Identified as per the Survey (Marathi)

Sr. No.	Taluka	No. of villages	No. of male	Identified Female	Adults Total
1.	Aurangabad Rural	204	17,146	31,671	48,817
2.	Paithan	175	16,233	29,832	46,065
3.	Ahultabad	69	4,434	9,587	14,022
4.	Kannad	197	13,873	27,379	41,252
5.	Sillod	167	14,186	32,535	46,721
6.	Soegaon	78	6,602	9,793	16,395
7.	Gangapur	186	11,174	22,854	34,028
8.	Vaijapur	175	10,077	21,669	31,746
District Total		1251	93,726	1,85,320	2,79,046

Table 5.2.A: Taluka-wise Number of Sample Villages and Number of Identified Adult Illiterates in the Sample Village (Marathi)

Sr. No.	Taluka	No. of Sample Villages		No. of Identified Illiterates in Sample Villages		
			N.P.S.	Male	Female	Total
1	Aurangabad Rural	33	4	1627	2966	4593
2	Paithan	23	1	1511	3015	4526
3	Khultabad	7	1	446	985	1431
4	Kannad	24	1	1435	2549	3984
5	Sillod	21	1	1396	3245	4641
6	Soegaon	9	-	547	1051	1598
7	Gangapur	25	1	1092	2322	3414
8	Vaijapur	23	1	901	1972	2873
District Total		165	6	8955	18105	27060

N.P.S. :Nagar Palikas

Table 5.3.A: Taluka-wise Percentage of Attendance for External Evaluation in the Sample Villages (Marathi)

Taluka	No. of Neo-Lite rates who attended			%age of Attendance for External Evaluation		
	Male	Female	Total	Male	Female	Total
1. Aurangabad Rural	1467	2754	4221	90.17	92.85	91.90
2. Paithan	1356	2879	4235	89.74	95.49	93.57
3. Khultabad	409	924	1333	91.70	93.81	93.15
4. Kannad	1233	2255	3488	85.92	88.47	87.55
5. Sillod	1332	3141	4473	95.42	96.80	96.38
6. Soegaon	523	1046	1569	95.61	99.52	98.19
7. Gangapur	1018	2213	3231	93.22	95.31	94.64
8. Vaijapur	863	1883	2746	95.78	95.49	95.58
District Total	8201	17095	25296	91.58	94.42	93.48

Table 5.1.B : Zone-wise Number of Enrolled Adult Illiterates as per Survey in Aurangabad City (Marathi)

Zone	Number of Identified Adults		
	Male	Female	Total
Zone 1	698	4252	4950
Zone 2	438	1982	2420
Zone 3	1606	4715	6321
Zone 4	477	5617	6094
Zone 5	574	4297	4871
Zone 6	475	4101	4576
Zone 7	648	1487	2135
Zone 8	182	1790	1972
City Total	5098	23241	33339

Table 5.2.B: Zone-wise Number of Enrolled Adult Illiterates in the Sample (Marathi) ✓

Zone	Number of Enrolled Illiterates in Sample		
	Male	Female	Total
Zone 1	48	430	478
Zone 2	7	84	91
Zone 3	61	348	409
Zone 4	40	718	758
Zone 5	30	299	329
Zone 6	18	348	366
Zone 7	11	70	81
Zone 8	1	230	231
City Total	216	2527	2743

Table 5.3.B: Zone-wise Percentage of Attendance for External Evaluation in the Sample

Zone	Percentage of Attendance for External Evaluation		
	Male	Female	Total
Zone 1	88.89	83.66	84.15
Zone 2	33.33	38.36	37.02
Zone 3	59.22	69.62	67.83
Zone 4	67.50	81.69	80.03
Zone 5	43.48	56.62	55.08
Zone 6	90.00	88.78	89.83
Zone 7	22.92	46.05	40.50
Zone 8	100.00	77.83	77.02
City Total	57.02	72.09	70.50

Table 5.1.c: Taluka-wise Number of Adult Illiterates Identified as per the survey (Urdu)

Sr. No.	Taluka	No. of Villages	Number of Identified Adults		
			Male	Female	Total
1	Aurangabad City	Zones	1685	6385	8070
2	Aurangabad Rural	16	886	1829	2715
3	Paithan	N.P.	337	452	789
4	Khultabad	4	375	769	1144
5	Kannad	7	578	1419	1997
6	Sillod	18	2630	3847	6477
7	Soegaon	1	170	335	505
8	Gangapur	N.P.	93	202	295
9	Vaijapur	N.P.	326	511	837
District Total		46	7080	15749	22829

Table 5.2.C: Taluka-wise Number of Sample Villages and Number of Identified Adult Illiterates in the Sample Villages(Urdu)

Sr. No.	Taluka	No. of Sample Villages		No. of Identified Illiterates in Sample Village		
			N.P.S.			
1	Aurangabad City	-	5 zones	102	600	702
2	Aurangabad Rural	7	-	156	156	312
3	Paithan	-	1	14	60	74
4	Khultabad	2	1	47	111	158
5	Kannad	3	-	51	118	169
6	Sillod	5	1	232	332	564
7	Soegaon	1	-	19	31	50
8	Gangapur	-	1	7	14	21
9	Vaijapur	-	1	67	89	156
District Total		18	5	695	1511	2206

Table 5.3.C: Taluka-wise Percentage of Attendance for External Evaluation in the Sample Villages (Urdu)

Taluka	No. of Neo-Literates who Attended			Percentage of Attendance External Evaluation		
	Male	Female	Total	Male	Female	Total
1 Aurangabad City	84	484	568	82.35	80.67	80.91
2 Aurangabad Rural	127	141	268	81.41	90.38	85.90
3 Paithan	14	60	74	100.00	100.00	100.00
4 Khultabad	42	110	152	89.36	94.10	96.20
5 Kannad	51	113	164	100.00	95.76	97.04
6 Sillod	209	325	534	90.09	97.89	94.68
7 Soegaon	19	31	50	100.00	100.00	100.00
8 Gangapur	7	14	21	100.00	100.00	100.00
9 Vaijapur	66	86	152	98.51	96.63	97.44
District Total	619	1364	1983 ✓	89.06	90.27	89.89

With all the difficulties mentioned above, the attendance was quite good at 70.59 per cent in the city as a whole for Marathi sample. The attendance in Zone No.2 was lower at 37.92 and that in Zone No.6 was highest at 88.83 (Table 5.3.E).

The attendance of Urdu learners at the district level was 89.89 per cent. It was 94.08 per cent in the rest of the district and 80.91 per cent in the city. This was slightly higher in the district but was substantially higher in the city than the attendance of Marathi learners. The attendance was 100 per cent in three talukas, namely, Paithan, Soegaon and Gangapur. The lowest percentage of attendance was also quite high at 85.90 per cent in Aurangabad Rural taluka. In as many as twelve beats all the Urdu sample learners attended the external evaluation tests (Appendix D8). On the whole it must be said that the attendance for the external evaluation was quite good in Aurangabad district.

5.2 Scrutiny of records

The work of external evaluation was huge since about 32,000 neo-literates were to be tested spread over 178 sample villages, 6 municipal towns and Aurangabad City. The evaluation teams had a very hard time in carrying out the evaluation work; they worked day and night in the field. They also had to fill in the village sheets wherein the names of the neo-literates, their scores in reading, writing and arithmetic and total scores were to be written. Afterwards they were to prepare beat-level summary. All these works were to be carried out in the field. We felt that the scrutiny of records is a must. It was decided to carry out scrutiny of each and every paper in order to have accuracy in the results. In this scrutiny, the sub-totals in sub-sections of reading, writing and arithmetic were checked. The grand total was also checked. It was also verified whether the marks were properly posted in the village level compilation sheets. In doing so an overall inspection of the answer sheet

was carried out to find out whether there was difference in the handwriting in answers, specially in the letter writing part of the question. Since the field work was carried out with tight time schedule and all the compilation was also to be done by the evaluation teams in the field, it was natural that certain errors occurred in either totals or in the posting of marks. It was also necessary to tally the names written on the village compilation sheets and on the answer paper, their male/female categorization and the total count. It was decided to carry this out so that the literacy achievement can be assessed as accurately and reliably as possible. Having carried out all this scrutiny work, the data was coded on the coding sheets and was then fed to the computer.

5.3 Methodology for Estimation of Literacy Achievement

The literacy achievement was estimated separately for Marathi and Urdu languages and for Aurangabad City and the rest of the district. The pooled estimates for the entire district are also presented.

An educational beat was taken as a unit for sampling and estimation purpose. The villages were sampled from each beat by using random number tables. The sample villages were covered on 100 per cent basis with some exception where sampling was done within the village as explained earlier. Beat level percentage of literacy achievement was computed based on the sample. The Dave Committee norm was applied according to which a neo-literate who scores 70 per cent or more marks in aggregate and also scores at least 50 per cent marks in each of the three sub-sections on readings, writing and arithmetic is considered to have achieved 'literacy'. The number of neo-literates achieving literacy divided by the number of adult illiterates identified as per the survey in the sample in the beat/after adjusting for migration, is the percentage of literacy achieved in the sample at

the best level as per the external evaluation. This percentage of literacy achievement was considered as representative percentage for the concerned beat. The number of neo-literates achieving literacy at the beat level was estimated by using this percentage and the number of adults identified in the entire beat concerned. Thus, the number of neo-literates achieving literacy was estimated for each of the beat in a taluka. The taluka total of these estimated number of neo-literates achieving literacy divided by the total number of adult literates identified by the survey in the taluka gives the estimate of the percentage literacy achieved at the taluka level. By doing this for all the talukas, the estimate of the literacy percentage achieved at the district level is computed.

In this exercise, each of the municipal towns was treated as a beat. In the case of Aurangabad City the zones were treated as beats. The above methodology is called weighted estimation. Estimation for males and females was separately carried out. (The methodology is explained mathematically in Appendix A.)

5.4 Estimates of Literacy Achievements

I. Aurangabad District Excluding Aurangabad City, Marathi Learners :

The estimates of literacy achieved at the district level (excluding Aurangabad City) for Marathi learners worked out to 76.75 per cent. We present in Table 5.4.A the estimates of literacy achievement as per external evaluation at the taluka level. The percentage literacy achievement varied from highest of 87.49 in Sillod taluka to the lowest of 66.11 per cent in Aurangabad Rural taluka. The literacy achieved was higher than 80 per cent in two talukas, namely, Khultabad (84.57) and Sillod (87.49), it was between 70-80 per cent in five talukas, namely, Paithan (78.56), Kannad (73.03), Soegaon (72.28), Gangapur (79.36) and Vaijapur (75.59). The only taluka with less than 70 per cent estimated achievement was Aurangabad

Rural. It may be mentioned here that the Aurangabad Rural taluka is really Aurangabad taluka excluding Aurangabad City and therefore the geographical spread of Rural taluka is around the city. It is in a sense semi-urban taluka and many of its beats have city influences in terms of activities and life styles of the people and therefore the achievement in this taluka was on lower side compared to other talukas. Even then it is quite good at 66.11 per cent. In two of the beats it is higher than 80 per cent. Therefore, on the whole it can be said that the performance in terms of literacy achievement was quite good in all the talukas of the district.

Table 5.4.A: Taluka-wise Estimates of Percentage of Literacy Achieved (Marathi) ✓

Sr. No.	Taluka	Percentage of Literacy Achieved		
		Male	Female	Total
1	Aurangabad Rural	67.20	65.52	66.11
2	Paithan	79.44	78.07	78.56
3	Khultabad	81.64	85.93	84.57
4	Kannad	71.03	74.04	73.03
5	Sillod	88.07	87.24	87.49
6	Soegaon	70.19	73.69	72.28
7	Gangapur	80.35	78.87	79.36
8	Vaijapur	75.09	75.82	75.59
District Total		76.36	76.95	76.75

The beat level data on literacy achievements is presented in appendix D4. The beats are arranged in descending order of literacy achievement and the list is presented in Appendix D5. The beat level highest achievement was 97.45 per cent in Dhoregaon beat of Gangapur taluka. The other three beats with more than 90 per cent achievement were Khultabad Nagarpalika

in Khultabad taluka (95.65), Sillod beat in Sillod taluka (92.31) and Ajanta beat in Sillod taluka (91.00). The following Table 5.5. presents the distribution of beats according to percentage of literacy achieved. There were 17 beats with achievement of 80 per cent and above and less than 90 per cent, eight beats achieved between 70 to 80 per cent, 8 beats between 60 to 70 per cent and 7 beats achieved between 50 to 60 per cent. There was not a single beat with less than 50 per cent achievement. It should be considered to be fairly good performance of the TLC of Aurangabad.

Table 5.5.A: Distribution of beats according to percentage of literacy achieved

Percentage class	No. of beats*
90 to 100	4
80 to less than 90	17
70 to less than 80	8
60 to less than 70	8
50 to less than 60	7
Less than 50	0
Total:	44

* There are 38 beats and 6 Nagarpalikas were treated as beat making a total of 44

II. Literacy Achievement in Aurangabad City : Marathi Learners

The percentage estimate of literacy achievement for the city as a whole was 55.60. This is lower than the achievement in the rural areas. As mentioned earlier there had been considerable difficulties in carrying out the external evaluation in the city. In certain areas which were sensitive the difficulties could not be overcome by the Abhiyan or evaluation teams. In these areas even those who were present might not have proper peace of mind to perform well. Taking into

consideration the difficulties in the city, it was decided that the percentage of achievement in the city should be computed with respect to the base of the number of learners present instead of the base of identified adults in the sample areas. We are of the opinion that under these circumstances this approach is quite justifiable. It may be mentioned here that the Shahar Saksharata Samiti tried its best to have maximum attendance. With this approach percentage of achievement were computed ^{for} each zone and then weighted average was computed for the district. The highest achievement was at 70.45 per cent in Zone No.8. Quite wide variation was obtained between zones (Table 5.4.B). Taking into consideration the National Level scenario in the similar cities, we feel that the achievement in Aurangabad City was reasonably good.

Table 5.4.B: Zone-wise Percentage of Literacy Achieved in Aurangabad City (Marathi) ✓

Zone	Percentage of Literacy Achieved		
	Male	Female	Total
Zone 1	71.74	64.30	65.05
Zone 2	57.14	20.99	23.86
Zone 3	46.67	40.51	41.51
Zone 4	53.85	63.22	62.80
Zone 5	21.43	64.52	60.59
Zone 6	68.75	68.66	68.66
Zone 7	40.00	40.58	40.51
Zone 8	-	70.86	70.45
City Total	48.37	56.91	55.60

III. Literacy Achievement in Entire District : Urdu medium

It may be stated right at the outset that performance of Urdu learners was observed to be fairly good everywhere. We have had discussions with the Abniyan workers on this issue and

they opined that the Urdu learners were very well motivated in which the efforts of the religious workers contributed a lot. Many of the women workers also came forward to motivate the Muslim women learners. All this has resulted in good achievements in the external evaluation. At the district level including Aurangabad City the literacy achievement was 74.93 per cent. The highest achievement at the taluka level was 91.28 per cent in Vaijapur. Aurangabad City had achievement of 83.11 per cent, Soegaon taluka achieved 88.32 per cent and Gangapur 85.71 per cent respectively. The lowest achievement was 48.01 per cent in Aurangabad Rural taluka. (Table 5.4.C).

Table 5.4.C: Taluka-wise Estimates of Percentage of Literacy Achieved (Urdu) ✓

Sr. No.	Taluka	Percentage of Literacy Achieved		
		Male	Female	Total
1	Aurangabad City	60.18	89.15	83.11
2	Aurangabad Rural	56.86	43.72	48.01
3	Paithan	71.51	84.96	79.21
4	Khultabad	73.46	51.20	58.50
5	Kannad	73.22	71.74	75.06
6	Sillod	65.64	81.17	74.86
7	Soegaon	84.12	90.45	88.32
8	Gangapur	85.71	85.71	85.71
9	Vaijapur	86.50	94.32	91.28
	District	67.04	78.53	74.93

It may be mentioned here that for computing the achievements in Urdu, the same methodology as applied for Marathi was used including the variations made for the city.

Beatwise literacy achievement data for Urdu learners is presented in Appendix D9 and beats are arranged in descending order of achievement in Appendix D10. The following Table 5.5.C gives the distribution of beats according to literacy achievement.

The highest achievement was 100 per cent in two beats, namely, Zone No.3 in Aurangabad City and Garkheda beat in Aurangabad Rural taluka. In as many as eight beats the achievement was more than 90 per cent. On the lower side there were three beats with less than 50 per cent achievement. While looking into the beat level table it may kindly be noted that sample of Urdu learners was not there in 16 beats which had no Urdu learners. In Paithan, Soegaon, Gangapur and Vaijapur talukas there were

Table 5.5.C: Number of Beats According to Percentage of Literacy Achieved (Urdu) ✓

% Class	No. of Beats
100 per cent	2
90 to less than 100	8
80 to less than 90	8
70 to less than 80	4
60 to less than 70	3
50 to less than 60	0*
Less than 50	3
Total	28

Urdu learners in only one beat each. The beat level percentage of achievement of males and females separately were used for building up the taluka level estimates by weighted method. Since there was only one beat in each of these talukas, the percentage of achievement at beat level and taluka level would be equal to for males and females respectively. The percentage for total (males + females) would be slightly different at beat and taluka level since the proportion of male-female in the sample beat and the whole taluka may differ.

Performance of Males and Females

Since the literacy levels among women were poor compared to men, the percentage of identified illiterates in the age group 15-45 years was quite high at 67.52. The major challenge in the TLC was to mobilise such a large number of women and motivate them to learn. The Aurangabad Abhiyan has succeeded in this task in the sense that the women have participated vigorously in the programme and in certain areas have performed better than men. It was reported that usually the attendance of women at the literacy classes was better than men. The most difficult task has been to mobilise the women in Urdu medium which Abhiyan has performed successfully.

The attendance of women neo-literates (Marathi) for the external evaluation in the district (excluding Aurangabad City) was 94.42 per cent which was slightly higher than that for men which was 91.58 per cent (Table 5.3.A). The female attendance was better almost in each taluka. The female attendance (Marathi) in Aurangabad City was 72.09 per cent which was much higher than the percentage of 57.02 for males (Table 5.3.B). The attendance in Urdu medium group was more or less the same of women and men neo-literates.

The performance of female in terms of percentage of achievement was more or less the same as that of males in Marathi group at the district level, excluding Aurangabad City (Table 5.4.A). However, the performance of women (Marathi) in the City was much better at 56.91 per cent compared to males at 48.37 per cent (Table 5.4.B). Similarly, the women performed much better than males in Urdu medium group; the percentage of achievement for women was 78.53 and that for men was only 67.04 (Table 5.4.C).

District Level Aggregate Estimates

We present below in Table 5.6 district level aggregate

estimates. The literacy achievement at the district level for Marathi and Urdu combined worked out at 74.53 per cent. At the aggregate level the percentage achievement between Marathi and Urdu was more or less the same. Aggregate level male-female performance also did not differ.

Table 5.6: District level aggregate estimates of literacy percentage achieved

Language	Male	Female	Total
Marathi	74.91	74.30	74.49
Urdu	67.04	78.53	74.98
Marathi + Urdu	74.39 ✓	74.59 ✓	74.53 ✓

5.5 Comparative performance of SC, ST and Other Learners (Marathi)

As mentioned earlier we had collected information regarding whether learner belonged to SC/ST or other category. This was with the intention of studying comparative performance of the learners. We have carried out this analysis and presented the data in Tables 5.7, 5.8 and 5.9 for scheduled castes, scheduled tribes and others respectively. In carrying out this comparative analysis we have considered learners who were present. The percentages of achievement in these tables, therefore, would be higher than the earlier percentages. However, the comparisons with this framework are also quite meaningful. We have carried statistical tests for group differences in percentages of achievement and the results are presented in Table 5.10.

Among SC learners the percentage of achievement by males was 82.77 percent and that by females was 69.25 per cent. The difference was found to be statistically significant at 5% level of significance. In the case of ST learners the position was reverse. The percentage achievement by males was lower at

75.73 per cent compared to that of females at 79.70 per cent with difference being statistically significant. In the case of others, the males had 81.10 percent literacy achievement and females 79.30 percent and the difference was significant.

When we compared achievement of total (male + female) group, it was observed that the achievement by ST learners was 78.14 percent which was higher than the achievement of SC learners which was 72.92 percent. The difference was significant. The literacy achievement of the SC learners (72.92 percent) was also lower than the achievement by others (79.84 percent) with difference being statistically significant. The difference between ST learners (78.14 percent) and others (79.84 percent) was, however, not statistically significant. This shows that the ST learners have performed equally well as learners other than ST and SC.

Table 5.7: Talukawise Illiteracy Achievement by SC Learners: Marathi (considering only those who were present)

	Male	Female	Total
Aurangabad City	39.77	47.61	47.14
Aurangabad rural	74.85	66.67	69.77
Paithan	90.51	81.80	84.96
Khultabad	96.00	88.15	90.95
Kannad	84.43	84.12	84.23
Sillod	90.00	88.59	89.07
Soegaon	78.75	68.55	72.55
Gangapur	90.83	90.10	90.35
Vaijapur	76.56	76.18	76.31
District Total	82.77	69.25	72.92

**Table 5.8: Talukawise Literacy Achievement by ST Learners:
Marathi (considering only those who were present)**

	Male	Female	Total
Aurangabad City	50.00	51.52	51.19
Aurangabad Rural	64.29	57.65	59.84
Paithan	85.59	86.64	86.28
Khultabad	83.10	86.76	85.51
Kannad	54.21	71.74	61.59
Sillod	89.95	91.26	90.72
Soegaon	74.24	67.26	69.83
Gangapur	88.00	87.50	87.68
Vaijapur	73.26	76.69	75.50
District Total	75.73	79.70	78.14

**Table 5.9: Talukawise Literacy Achievement by Others:Marathi
(considering only those who were present)**

	Male	Female	Total
Aurangabad City	56.34	64.58	63.81
Aurangabad Rural	71.07	65.03	67.10
Paithan	86.11	81.87	83.17
Khultabad	87.07	93.11	91.38
Kannad	81.11	84.71	83.59
Sillod	91.52	88.92	89.63
Soegaon	71.88	75.28	74.20
Gangapur	84.67	80.42	81.71
Vaijapur	80.51	79.00	79.46
District Total:	81.10	79.33	79.84

**Table 5.10: Percentage Achievements: Marathi :
Statistical Comparison**

Comparison between	Percentage Achievement	Z-Value	Hypothesis Rejected or not *	Difference Significant Yes/No
SC male SC Female	82.77 69.25	9.81	Rejected	Yes
ST male ST Female	75.73 79.70	2.18	Rejected	Yes
Others Male Other Female	81.10 79.30	2.93	Rejected	Yes
SC Total ST Total	72.92 78.14	4.68	Rejected	Yes
SC Total Other Total	72.92 79.84	10.87	Rejected	Yes
ST Total Other Total	78.14 79.84	1.87	Not Rejected	No

* At 5 per cent level of significance.

**Table 5.11: Percentage* in Score-categories 0-49 marks and
50-69 marks (Marathi)**

Taluka	Percentage of Neo-literates			
	Scoring 0-49 marks		Scoring 50-69 marks	
	Male	Female	Male	Female
1 Aurangabad City	12.81	16.80	28.08	17.16
2 Aurangabad Rural	11.18	9.84	13.16	19.57
3 Paithan	5.75	7.02	4.43	6.77
4 Khultabad	9.29	5.95	0.00	0.97
5 Kannad	9.98	5.32	6.08	5.77
6 Sillod	4.50	4.65	1.05	1.97
7 Soegaon	22.37	23.80	3.63	2.19
8 Gangapur	5.99	6.51	5.80	8.85
9 Vaijapur	11.70	14.55	5.56	4.30
District Total	9.14	9.71	6.25	8.59

5.6 Percentage of neo-literates scoring lower than 70 marks

In Table 5.11 we present the percentage of neo-literates (Marathi) scoring 0-49 marks and 50-69 marks for each taluka and for male and female separately. The percentages for this table are also with reference to the number of neo-literates present at the test. It may also be noted that there is yet another category of neo-literates who score 70 per cent or above but do not satisfy the criterion of obtaining fifty per cent marks in each of the three sections on reading, writing and numeracy.

data for Urdu is presented in Table 5.12.

Table 5.12: Estimated percentage* in score categories 0-49 marks and 50-69 marks (Urdu)

Taluka	Estimated percentage of Neo-literates			
	Scoring 0-49 marks		Scoring 50-69 marks	
	Male	Female	Male	Female
1. Aurangabad City	4.76	8.26	1.90	1.90
2. Aurangabad Rural	24.40	12.77	9.45	19.15
3. Paithan	21.40	8.33	0.00	1.67
4. Khultabad	11.91	20.91	0.00	0.00
5. Kannad	3.92	6.20	7.84	0.89
6. Sillod	15.31	3.69	4.31	0.00
7. Soegaon	15.79	9.68	0.00	0.00
8. Gangapur	0.00	14.29	0.00	0.00
9. Vaijapur	4.55	1.16	4.55	1.16
District	13.41	8.14	4.68	2.86

* Percentages in this table are with reference to the number of adults present for the test.

5.7 Field Experience at the Time of External Evaluation

We were constantly in touch with the teams during the field work. The project-in-charge from Gokhale Institute moved throughout the district. Two faculty members from Bharati vidyapeeth helped us for supervision during this period. Prof. G.T. Degaonkar and Shri G.M. Shirsat supervised the arrangements and also helped us in maintaining the quality of external evaluation. Professor Chandrakant Nyayadeesh and Smt. Smita Waghmare looked after the Aurangabad city area.

The arrangements of food and stay of the evaluating teams were quite satisfactory. The transport arrangements were also generally satisfactory with few exceptions. As regards the availability of materials, availability of local help, premises for conducting the tests, etc., the teams generally did not face any problem again with some exceptions.

A number of villages have wadis and vastis. There are habitations on family farms called 'mala' in certain villages. The centres for external evaluation were scattered over wadis, vastis and malas in these villages and the neo-literates were called at all the centres simultaneously. In such cases it became very difficult to supervise the evaluation work. In some villages there were grounds enough to believe that the scattered arrangements were deliberate to facilitate impersonation and other malpractices during the evaluation.

Though, in general, the team leaders and the teacher-evaluators in the team tried to maintain the quality of external evaluation as per our instructions there were certain instances where they faced difficulty since local workers did not cooperate fully in this effort. In certain teams the team leaders faced difficulties in maintaining quality since the teacher-evaluators did not fully cooperate. They were seen

to be biased towards local workers and teachers with a view to obtaining better results at the external evaluation. The supervisory visits were generally useful in improving the quality.

In certain villages the local organizers brought bundles of answer books from wadis/vastis reportedly after covering the neo-literates in those centres without the supervision of evaluation team. In such cases the team leaders became suspicious. If the local organizer got the evaluation done systematically and carefully, the suspiciousness of the team offended him and if he had adopted malpractice he quarreled. In either case the conflicting situation got created. Where the teacher-evaluators were quality conscious the matters got sorted out better.

All the members of the teams and the team leaders were requested to submit reports of their experience to us. About 75 per cent team leaders submitted the reports. Only a limited number of teacher-evaluators have given such reports.

Since the marks allotted to the question of letter writing are 15 and this has been slightly weak area for the neo-literates, it was anticipated that more than permitted help in letter writing may be provided. In some cases the letters may be dictated or even written by some one other than the concerned neo-literate. The teams reported certain cases of this type which they discarded. At the scrutiny time in Pune, we looked into the hand-writing differences within the answer books. In cases where it was found that the letters were written in different hand-writing, the marks for the letter writing question brought down suitably.

There were certain other things like a number of papers written in the same hand-writing, two papers in the same name, name of the neo-literate written against the question No.6 and

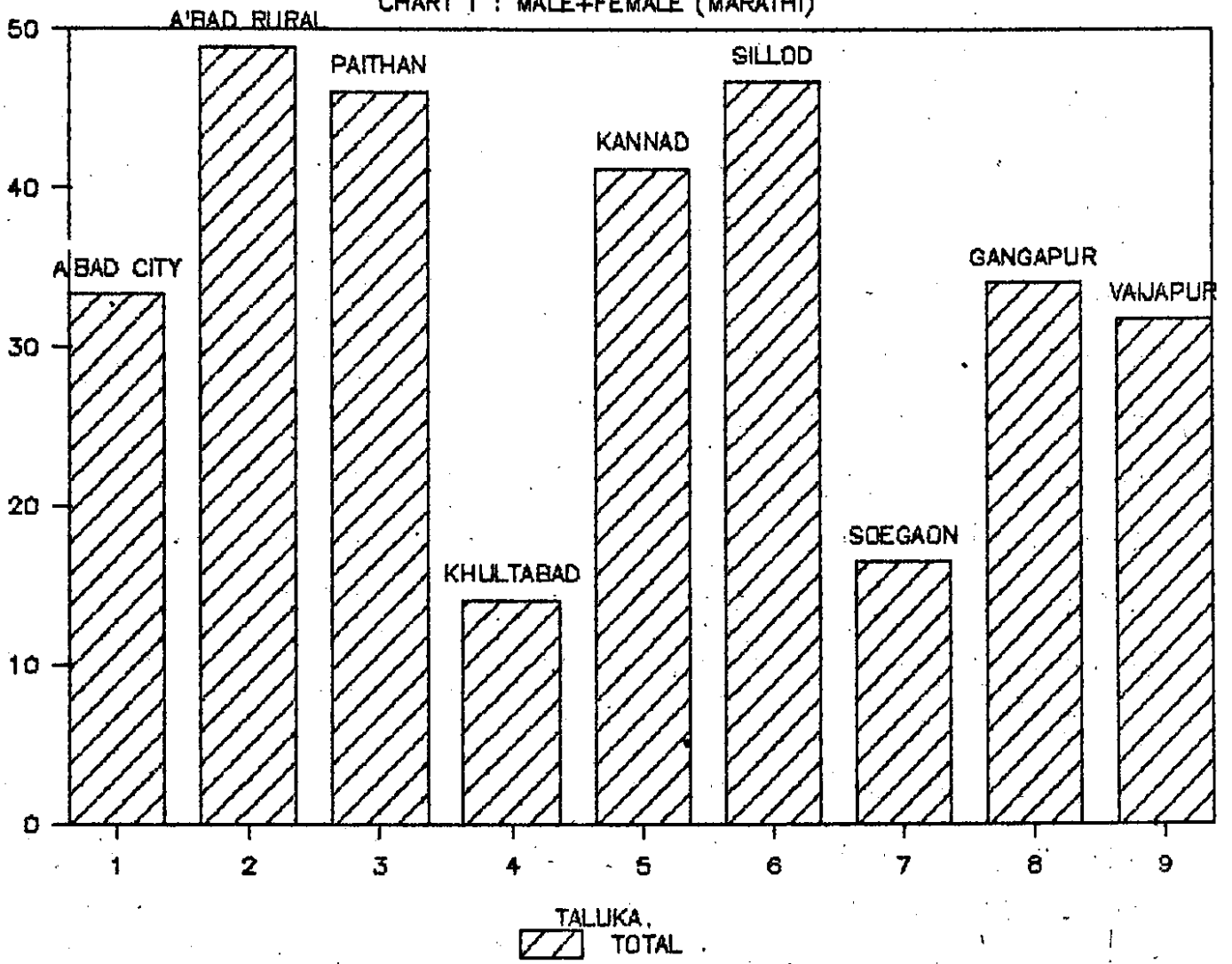
the one written at the end of the letter under "your's (Apla/Apli)" being different, the paper belonging to female neo-literate but the male name appeared at the end of the letter under: your's, and so on, where we had to carefully scrutinize all the cases and make our judgements. More or less our judgements would be correct but there may be some chance of making error of judgement.

There was yet another problem. It was reported to us that the external evaluation teams in the Aurangabad city rejected the papers written by those neo-literates who had told that they passed 4th standard examination treating them as ineligible or cases of impersonation. This happened due to information gap and lack of rapport in certain cases between the evaluation team and the local workers. The evaluation team leaders were not aware of the fact that the number of neo-literates had appeared for the 4th standard examination through the programme of TLC.

At the time of scrutiny we obtained zone-wise list of all neo-literates who passed 4th standard examination from Aurangabad city. If any paper discarded in the field belonged to a person in this list we accepted such paper and treated him/her as have achieved literacy. It was reported that in one of the areas in the city about 25 neo-literates who had taken 4th standard examination were sent back. We have treated these 25 as have appeared for external examination and have passed. We have already explained in section 5.4(II) about other type of practical difficulties faced in the city.

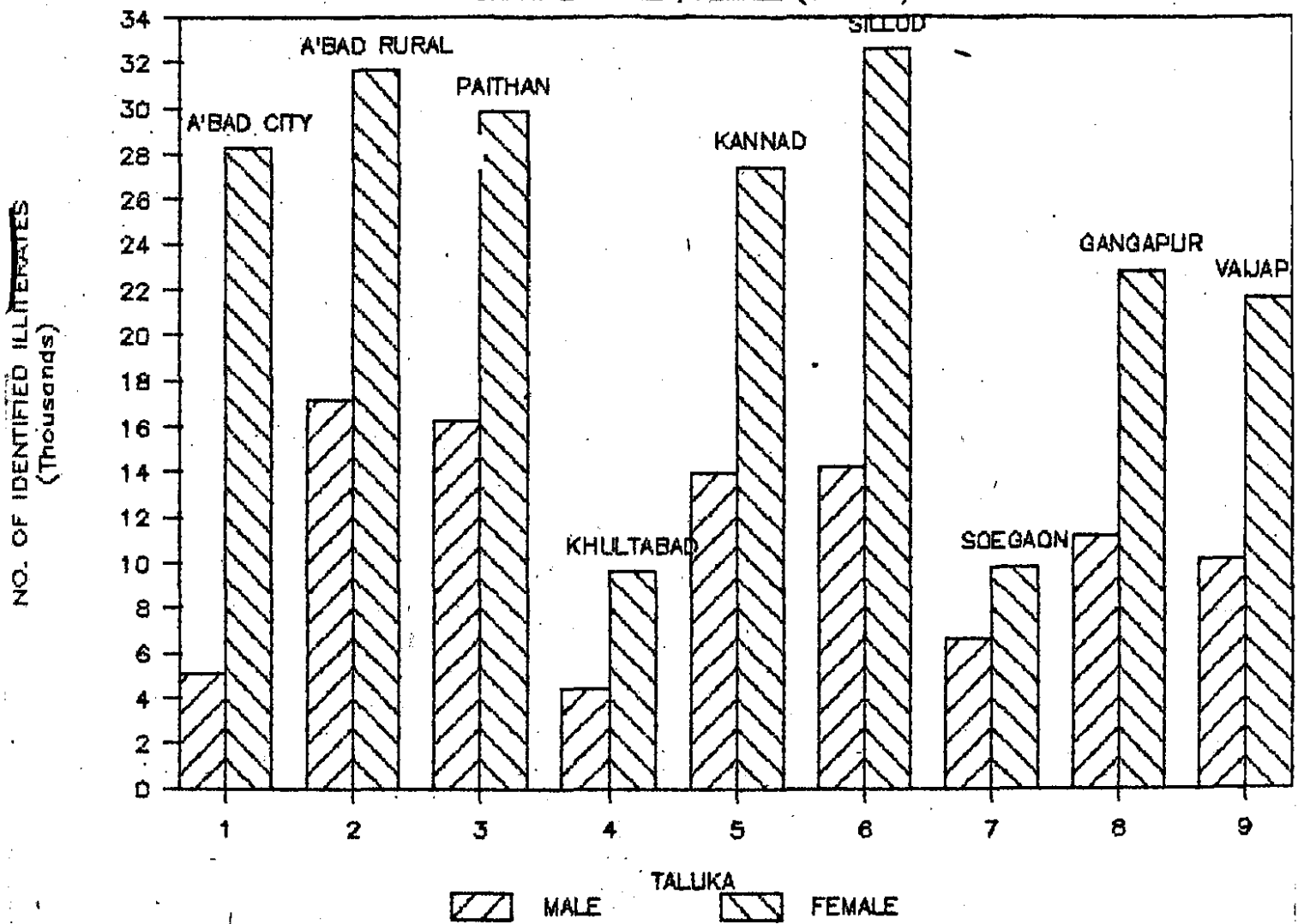
IDENTIFIED ILLITERATES

CHART 1 : MALE+FEMALE (MARATHI)



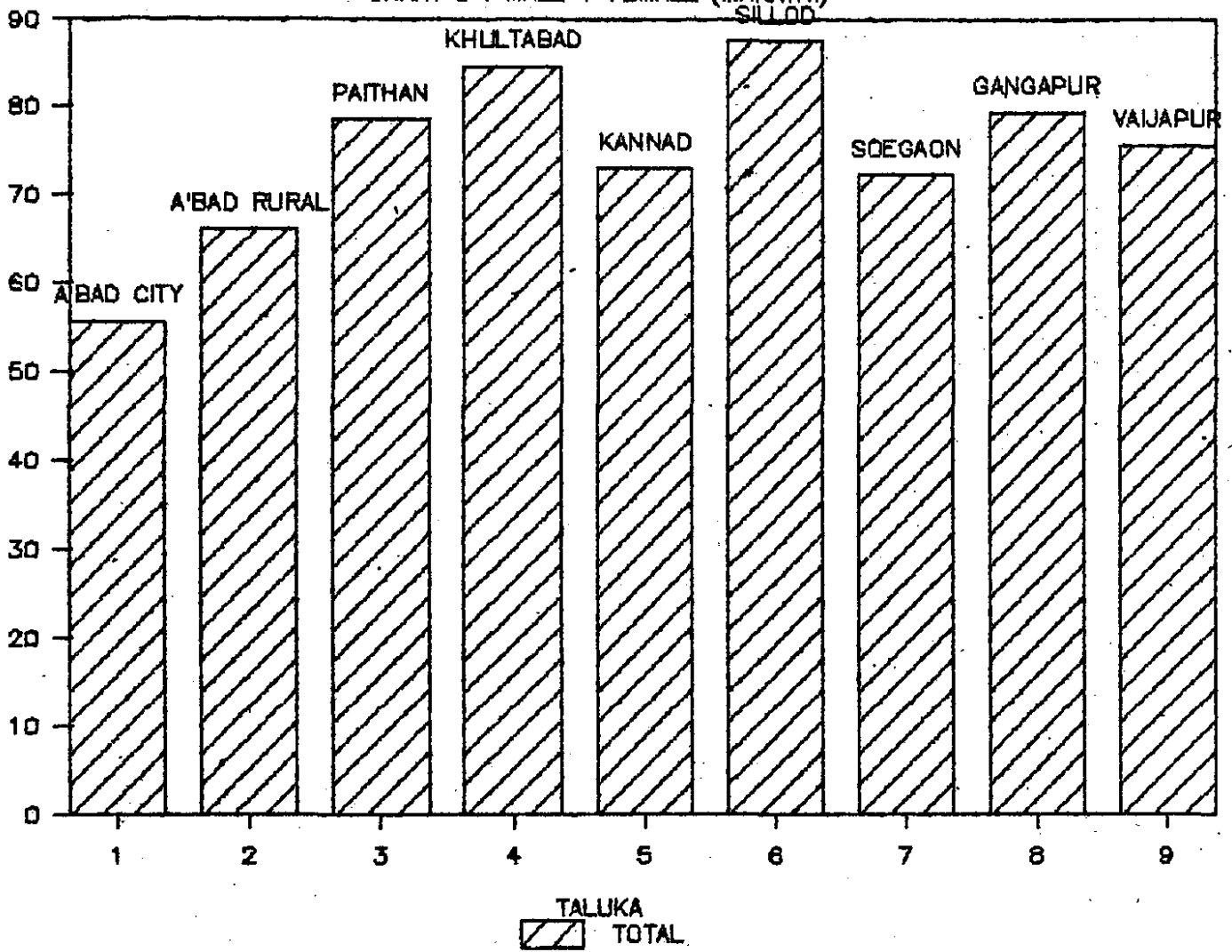
IDENTIFIED ILLITERATES

CHART 2 : MALE , FEMALE (MARATHI)



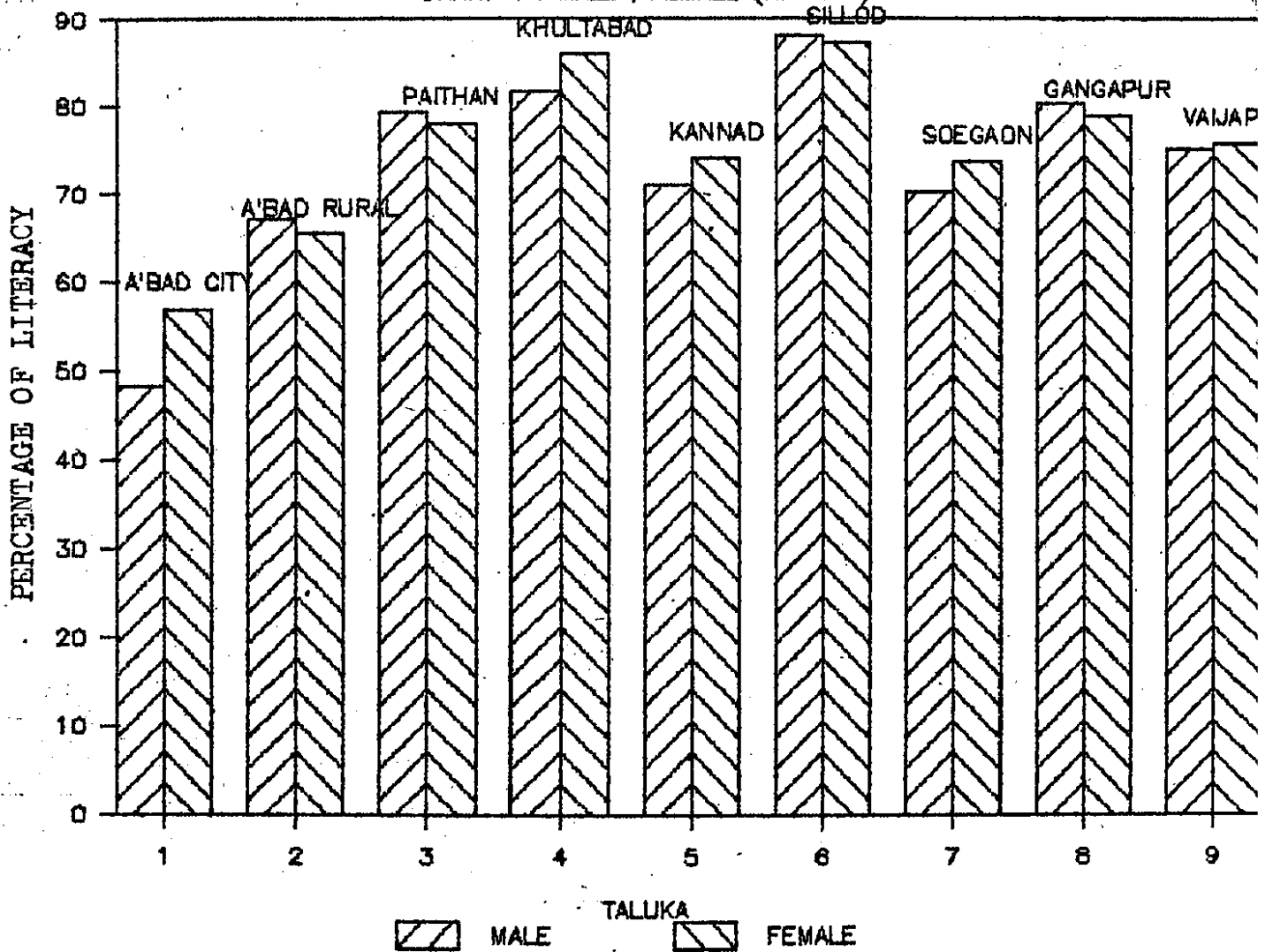
PERCENTAGE OF LITERACY ACHIEVED

CHART 3 : MALE + FEMALE (MARATHI)



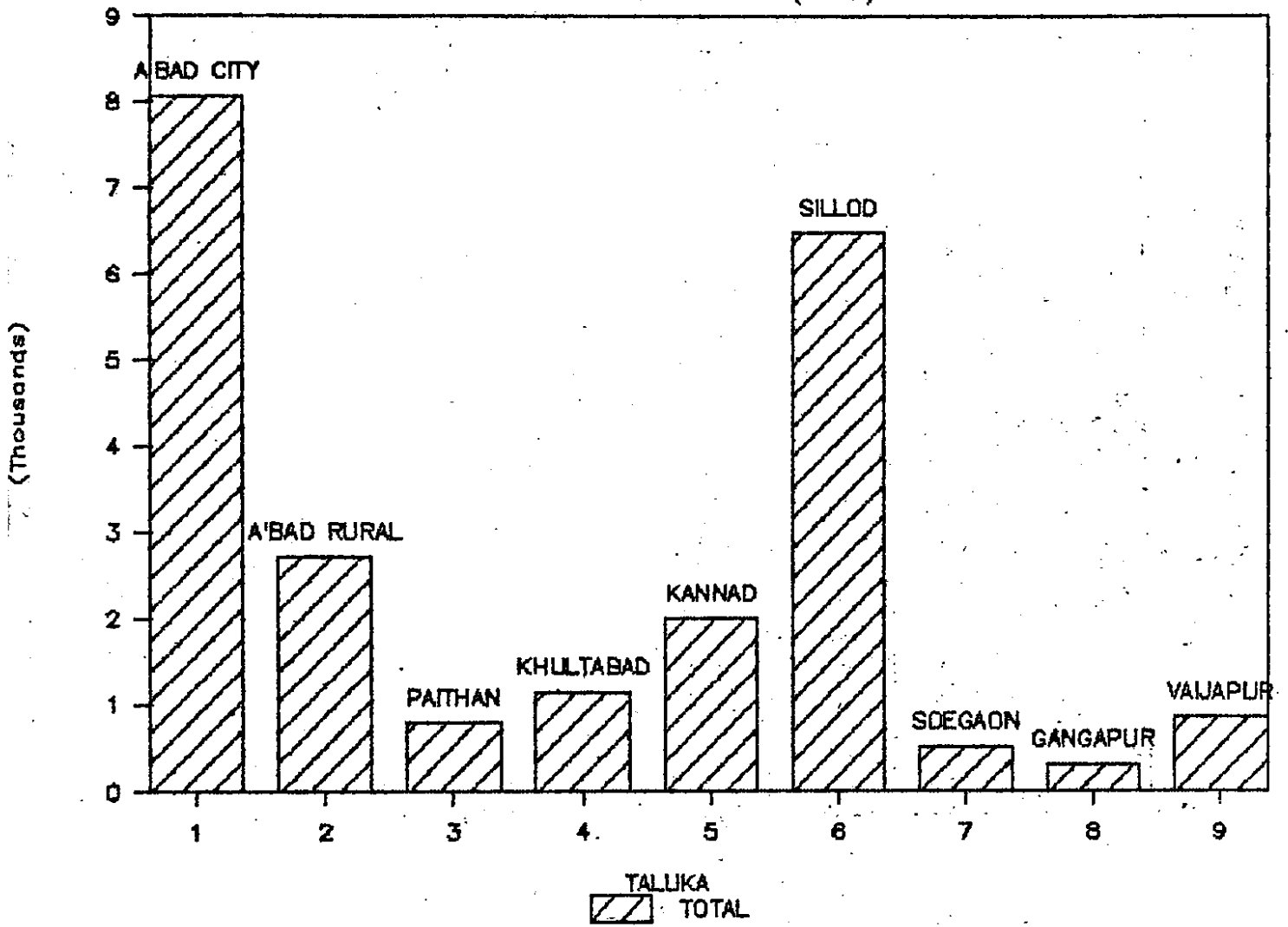
PERCENTAGE OF LITERACY ACHIEVED

CHART 4 : MALE , FEMALE (MARATHI)



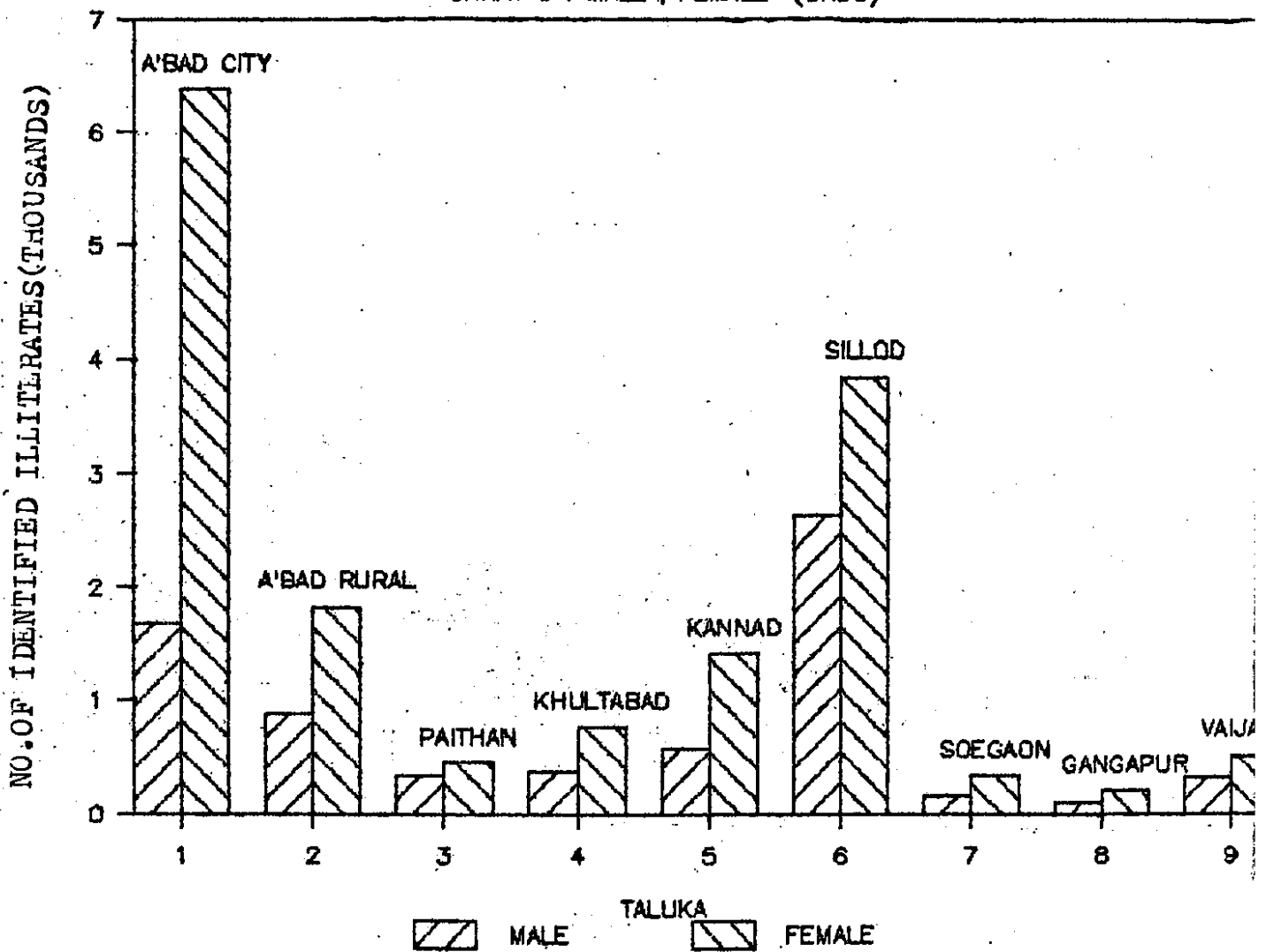
IDENTIFIED ILLITERATES

CHART 5 : MALE + FEMALE (URDU)



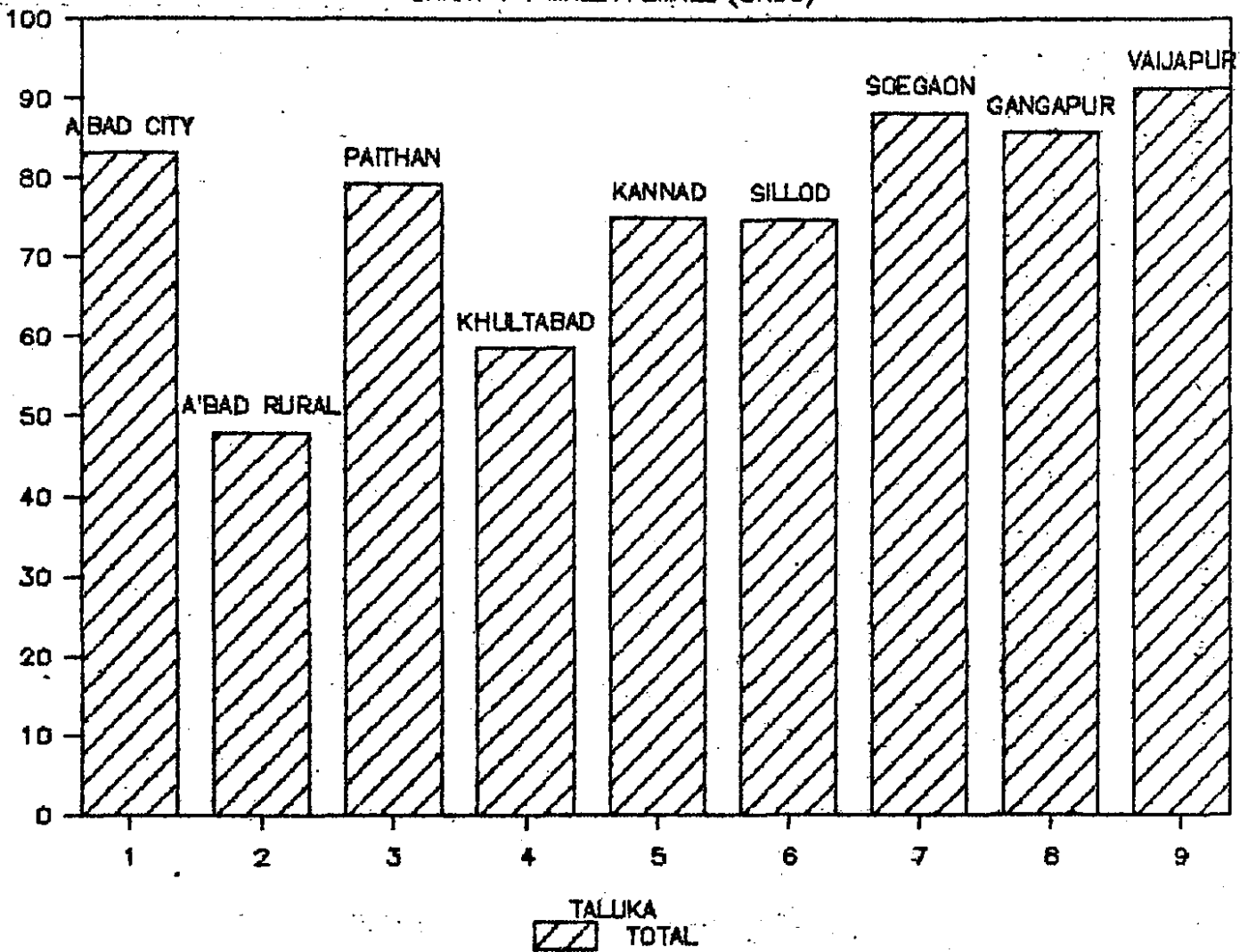
IDENTIFIED ILLITERATES

CHART 6 : MALE , FEMALE (URDU)



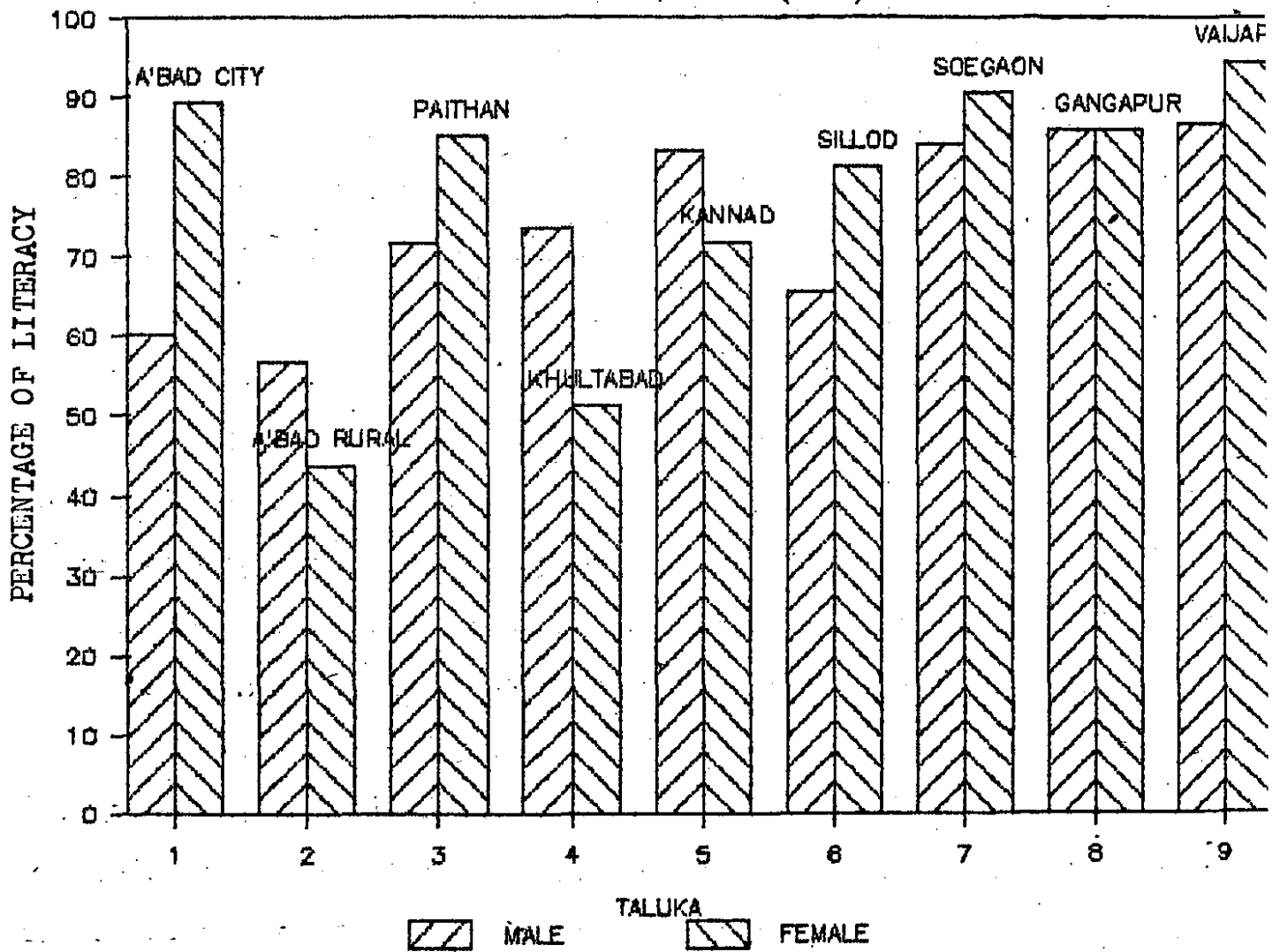
PERCENTAGE OF LITERACY ACHIEVED

CHART 7 : MALE+FEMALE (URDU)



PERCENTAGE OF LITERACY ACHIEVED

CHART 8 : MALE , FEMALE (URDU)



CHAPTER VI

SPECIAL FEATURES OF AURANGABAD SAKSHARATA ABHIYAN

The Aurangabad Saksharata Abhiyan followed certain approaches and undertook certain activities which deserve special mention. Some of them have appeared in earlier chapters when we described administrative set up, environment building activities, etc. The purpose here is to recapitulate them as specialities.

6.1 Efforts for making TLC a People's Movement

The Aurangabad Abhiyan laid stress on making the TLC a people's movement right from the beginning. Hon. Padma Vibhushan Shri Govindbhai Shroff was requested to be the Honorary Chairman of the Abhiyan. Despite being pre-occupied with several social activities he accepted the responsibility. In most of the districts the Collector is made the Chairman, in Aurangabad the Collector became the Executive Chairman. Acceptance by Shri Govindbhaiji of the Honorary Chairmanship gave a big boost to the Abhiyan. He has always been keen on people's participation and conducted a number of public meetings and moved throughout the district and guided various committees and all concerned TLC workers to achieve maximum participation of the people.

The Abhiyan tried to have non-officials on the block level committees also. People's representative, prominent citizens, social workers, representatives of NGO's, etc., were invited to be the members of various committees and also help TLC by participating in various activities. We present below in Table 6.1 the number of non-officials who were associated with the TLC.

In addition, the Abhiyan established rapport with the representatives of Teachers' Association which helped in getting teachers participation in the programme. Pensioners' Association also gave good support to the campaign.

The Abhiyan saw to it that almost all the training programmes - Shibir - were sponsored by social or cooperative

Table 6.1 : No. of non-officials involved in TLC in Aurangabad

Sr. No.	Place	Male	Female	Total
1.	District	44	11	55
2.	Taluka level	219	71	290
3.	Beat level	320	136	456
4.	Village level	7525	1330	8855
Total		8108	1548	9656

organizations or individuals in other words sponsored by the people.

6.2 Student Volunteers as Instructors

Aurangabad Abhiyan also took help of a large number of school and college students who undertook the role of instructors and conducted literacy classes. There is nothing special about this since most of the districts followed the same approach to begin with. The speciality is that in Aurangabad the students continued the work of teaching for the entire period of TLC which has not happened in many districts. The primary teachers had to take over the burden at the later stage in many districts.

6.3 Literacy Class in the Central Jail

The Aurangabad Abhiyan took up the challenge of covering the inmates of the Central Jail in the TLC. It was observed that there were a large number of illiterate inmates. The efforts of the Abhiyan were more than successful in the endeavour and around 100 inmates came forward to learn. Some of them had life imprisonment for crime of murder, some had been punished for drug trade, etc. Their eagerness to join the literacy classes was perhaps indicative of their repentant moods and their desire to become honorable citizens. More important to note is that

5-6 inmates who had had schooling came forward to be the instructors. They were given intensive training as was given to other voluntary instructors. One of them was a graduate, some were 10th standard pass and some studied upto 7th standard. From the Abhiyan side three workers looked after the programme in the jail.

The literacy classes in the jail were also conducted in the same fashion as the outside classes. There were literacy songs with music, there were short plays, etc., in which the inmate learners participated enthusiastically. The authorities of the Jail gave excellent cooperation to the Abhiyan. During the external evaluation we were shown the glimpses of the cultural activities by the prisoners. The most important advantage reported by the learners was their ability to write letters to their relatives and to read by themselves the letters received.

6.4 Prominent Personalities for Environment Building

Befitting the approach of involving people from various walks of life in the total literacy campaign, the Abhiyan made Prof. Laxmanrao Deshpande, prominent Marathi dramatist, the Chairman of the Environment Creation and Motivation Committee. Shri Vishwas Salunke, famous theatre artist also joined. The Committee successfully organized more than 100 artists' groups by identifying and encouraging the local talent, spread over from Aurangabad city to the most remote villages in the hilly and tribal areas. Shri Nana Patekar famous cinema actor addressed a gathering of artists from all over the district at Aurangabad and stayed with them for two days which gave fillip to the kalajatha activities since the artists became highly motivated to spread the message of literacy. One Marathi actress Smt. Usha Chavan included literacy message in her programmes in the district. In addition, since cine artists

are rallying points for the public in general, the Abhiyan utilized the occasions of their visits to Aurangabad and tried to spread literacy message through them.

6.5 Literacy Message Through Television and Cinema

Many of the districts have used the radio media for environment creation and communicating the literacy messages but Aurangabad was perhaps the only district which used the television media also. Literacy message in sentence form was displayed on television at the time of Marathi news and important programmes like Chitrahari. This has helped in environment building. These messages were also displayed through cable operators. Some slides were also made and shown in cinema theatres.

6.6 Akshar Sevaka and Aksharvrati

A small village Khirdi in Khultabad taluka evolved a scheme of Akshar Sevaka and Akshar Vratis. Though the Gram Saksharata Samiti (Village Literacy Committee) was supposed to monitor the programme in the village and see that the learners were regular in attending their literacy classes, the support of other villagers was also necessary. In Khirdi village a number of youths came forward to help this cause and they were called Akshar Sevaks. The senior citizens also wanted to help in the programme they were called Akshar Vrati and were given limited role considering their age. These Aksharsevaks and Akshar Vratis adopted learners and monitored their programme. This scheme helped a lot and attendance improved significantly in Khirdi. The Abhiyan subsequently adopted the scheme in the entire district.

6.7 Neo-literates Took 4th Standard Examination

The Aurangabad Abhiyan decided that the neo-literates should be given the opportunity to appear for the 4th standard examination. The appeal by the Abhiyan was successful and a number of neo-literates expressed their desire to appear.

Abhiyan then published a book called Akshar Deepika which covered complete syllabus of the 4th standard. This was distributed to all those who decided to take the examination. The Abhiyan also arranged to provide guidance to these neo-literates. In all 22,384 neo-literates appeared and 21,702 neo-literates passed the examination. In Aurangabad city 1,435 neo-literates took the examination and 1,388 were successful. However, the number of neo-literates who enrolled was more. In all, 14,883 males and 22,146 females, making a total of 37,079 had enrolled for the examination. It is laudable experiment and it seems that some other districts in Maharashtra also did this. We are of the opinion that this should be continued and more and more neo-literates should be covered.

Table 6.2 : Taluka-wise No. of neo-literates appeared and passed at 4th standard examination

Taluka	Appeared for examination			Passed in examination		
	Male	Female	Total	Male	Female	Total
Aurangabad city	115	1320	1435	104	1284	1388
Aurangabad (R)	1536	2150	3686	1536	2150	3686
<u>Khulatabad</u> ✓	612	1057	1669	593	1040	1633
<u>Kannad</u> ✓	1165	1908	3073	1124	1818	2942
Soegaon	754	658	1412	739	645	1384
<u>Sillod</u> ✓	1646	2285	3931	1587	2200	3787
<u>Paithan</u> ✓	1089	1335	2424	1025	1305	2330
Gangapur	1294	1442	2736	1232	1363	2595
Vaijapur	718	1300	2018	700	1257	1957
Aurangabad Dist.	8929	13455	22384	8640	13062	21702

6.3 Publications

Aksharnad

During the environment creation activities a number of art pieces emerged in different forms which gave literacy message, messages of awareness and development of scientific attitude to the neo-literates. The Abhiyan published selected pieces in book form called 'Aksharnad'. It included short dramas, Vaganatya (traditional musical drama), one act plays, dance dramas, etc., and a number of songs. The booklet was distributed to artists' groups and other workers and was extensively used for environment building and motivation purpose during the entire period of TLC thereafter.

Anubhav Abhiyanateel

The then Chief Co-ordinator of the Abhiyan Mr. Dilip Shinde published a number of articles in the local newspapers to help the cause of TLC and to communicate to others what was being done in the campaign. These articles were compiled and brought out in book form called Anubhav Abhinayateel - experiences in the campaign - by Mr. Dilip Shinde. The book contains varied experiences in the TLC, information regarding the working of the TLC including the contributions of the volunteers at various levels, their sincerity and commitment to the cause of literacy, ups and downs in the campaign, and several other issues. The book would be quite useful to the other district where TLC is being implemented.

Akshar Deepika

As mentioned above the Abhiyan arranged for neo-literates to appear for 4th standard examination. For this purpose the Abhiyan published a book called 'Akshar Deepika' which covered complete syllabus upto 4th standard and was very useful for neo-literates. Other districts could bring out similar books.

6.9 Aksharanjali Cassette

A good number of selected songs were recorded on cassette called 'Aksharanjali' for which professional musicians helped Abhiyan to give background music. The copies of the cassette were distributed all over the district and were extensively used during the campaign for special functions as well as for literacy classes.

6.10 Wide Spread Usage of the word 'AKSHAR'

The Abhiyan used Marathi word 'Akshar' meaning 'letter' and signifying literacy drive in a variety of situations. The primers were called 'Akshardhara', the programme arranged at Aurangabad for bringing together artists was called 'Aksharotsav', the booklet containing literacy poems and songs published by the Abhiyan was called 'Aksharnad', the audio cassette containing selected literacy songs was called 'Aksharanjali', certain volunteers who took special responsibility of helping the campaign when it required boost were known as 'Aksharsevaks', and 'Aksharvrati', etc. The Abhiyan tried to use festive occasions to spread the message of literacy and for that the festivals were named as Akshar Diwali, Akshar Pola, Akshar Gudi Padwa and so on (Diwali, Pola, Gudi Padwa are popular festivals).

6.11 Government and Zilla Parishad Officials to Stay at the Headquarters

A number of Government and Zilla Parishad officials who are posted and work at the village level, such as Talathi, Gram Sevak, Police Patil, Teacher, Head Master, Health Worker, Anganwadi Sevika, etc. It was observed during the campaign that many of these officials did not stay at the headquarters where they were posted. Since the literacy classes are generally conducted in the nights and that the monitoring functionaries also have to be moving during the nights, this was becoming handicap for the programme. Their absence from the headquarters also affected adversely the developmental and administrative

work. Though stay at headquarters is compulsory, the practice followed was otherwise, of course, with some exceptions. The phenomenon became more known during the campaign. The Collector of Aurangabad and the Chief Executive Officer of Aurangabad Zilla Parishad took cognisance of this and issued orders that they should stay at the headquarters and that the action would be taken against those who defaulted. They gave the responsibility of reporting about them to the local Saksharata Samitis and also started surprise visits for checking the conditions at the grass roots. As a result the officials started staying at their headquarters. The TLC was benefited through the improved availability of these officials. The people were benefited since they got better service from them.

CHAPTER VII

FIELD MIRROR

A number of events took place during the Total Literacy Campaign in Aurangabad district which were reported in the press or narrated to us during our various group meetings. Many of them indicate impact of the campaign on a common woman and or a man, some indicate how various strata of the society got covered, some give indications of changing social scene due to literacy campaign, some indicate positive or negative reactions of the recipients. Some of the events exhibit how the campaign got reinforced or received feed back for improvement from the grass roots level. It is useful to report certain specimen events in evaluation report because they give qualitative picture of the campaign more vividly.

1. Bhaigaon, a small village under the jurisdiction of Vadhod Bazar Police Station in Sillod taluka was adopted by the Police Sub-Inspector (PSI) Shri Mundhe for literacy. An enthusiastic PSI with the help of his wife took up the responsibility of making all the 75 identified adults literate. Though it is a small village, adoption by PSI shows how effectively the Abhiyan has been able to tap the voluntarism.

2. Palodwadi is a tribal wadi with about 40 huts situated near Palod village having no approach road or electricity. The Abhiyan workers succeeded in motivating these tribal families and the literacy classes were inaugurated at the hands of the Hon. Member of Legislative Assembly from the area. The lamps used in the huts did not have protective glasses and therefore they could not be used for the classes in the open. The tribals offered their own huts for the classes and stayed outside during that period. The Maharashtra State Electricity Board officers also got motivated due to enthusiasm of the tribals for learning and quickly extended the electric connections to the Wadi.

Literacy programme not only brought the light of education to their life but also brought the physical electric light to the wadi.

3. Masanjogi is a nomadic tribe. They wear multicoloured clothes, paint their faces and stay near cremation grounds.

Social workers in Sillod town successfully conducted classes for Masanjogis. Alongwith them were other nomadic tribes like Paradhis, Shikalkaris, Vadars and Ghisadis. They now have understood the importance of being literate and were always proud of their attending literacy classes. Press reports indicate that these nomadic male and female expressed happiness over their getting opportunity due to the campaign, to everyone who visited them. They told they never imagined that they would get such an opportunity. Some expressed their newly developed desire to educate their children.

4. Padegaon is on the outskirts of Aurangabad city on Aurangabad-Khultabad road. A number of brick kilns are located in the area where a large number of illiterates work as labourers. One lady volunteer, Smt. Nanda Kanade selected one of the kilns where about 25-30 illiterate adults belonging to the Bhilla and Muslim communities work. She used to spend quite some time of the day with the women and their children and then conduct the literacy classes in the evening. There was no electricity at the spot. This enthusiastic volunteer - instructor spent on herself to get 300 feet long extension from her house to the brick kiln.

5. Padegaon has another important speciality to note. About one hundred Muslim women in Padegaon learnt Urdu as well as Marathi. There were two instructors, one for Urdu and one for Marathi. In the beginning Urdu class is conducted followed by Marathi.

6. A message of literacy reached open jail at Paithan and certain inmates sat together and discussed whether the illiterate inmates could be made literate. One of them, Shri Narayan Namdeo Panchal came forward to teach. The information spread

and a group of 30 inmates was formed who approached the Superintendent for permission and material. The enthusiastic Superintendent met the Abhiyan workers and the needful was done, including training the instructor-inmate. During our field visits we met the teacher and the inmates. Some neo-literates had left the jail due to their release some were available for talk. Their most important gain as reported by them was to be able to write letters to their near and dear and also able to read the letters they received from them. There were tears of joy when they narrated this to us. And then there were some who had just started learning. The volunteer inmate teacher narrated his experience and informed us that they have taken a oath to continue the literacy work and any newly arrived illiterate prisoners would be made literate. For this purpose other inmates are also volunteering to teach. The classes for new batch of about 30 were already started.

7. One Shri Shinde in Aurangabad city sells milk. He has a big family of 12 members with only one woman who was literate, all others being illiterate. With the environment of Saksharata Abhiyan around, this lady thought of making the entire family literate. She offered to teach and all agreed to learn. A family literacy class by the family for the family emerged.

8. A tailor Shri Namdeo Vairal in Ambedkar Nagar, his wife, daughter and son, the entire family worked as instructors in the Abhiyan. The tailor conducted his mixed class of men and women at noon, wife taught 10 women, and daughter and son together taught 7 women. Entire family was committed to literacy.

9. How, if some one asks for a leave application for remaining absent for literacy class? One lady teacher Smt. Ahire in Eknathnagar of Aurangabad city introduced this practice for her classes. The learners in her class followed the practice

meticulously and with pride. Discipline plus functional literacy!

10. Zonal Committee of CIDCO N-8 Sector had a novel idea of naming, one ground as 'Saksharata Maidan'. A tree plantation programme was also arranged on this Saksharata Maidan.

11. On the 7th August 1994, a get-together of neo-literates was organized at the V.H. Deshpande Hall in SIDCO-N-7 locality in Aurangabad. Neo-literate women and men gathered in large number. The programme started with Saksharata Abhiyan Geet (Literacy Campaign song) which was sung by two neo-literate women Smt. Roopalibai Dope and Smt. Navalebai. Later, Smt. Dope presented literacy song composed by her which was appreciated by one and all. Smt. Dope told the audience "After I started attending literacy classes I started singing literacy-songs composed by others. I then felt like composing one by myself and I succeeded. I have subsequently composed quite a few. I can now read my letters and do not have to depend on others. I read Harikatha and Dnyaneshwari". Smt. Sushila Vasundekar another neo-literate woman also presented poems composed by her. She also said, "I feel happy that I am literate now. I have become wise because of becoming literate. I read my letters. I read daily Lokmat newspaper. I want to start household business."

The neo-literate Smt. Rukman Kolte told the audience, "I feel so nice to learn for one hour every day. I can sign. I can read names." Smt. Shankulata Khandagale said, "I can read head-lines in daily Lokmat." Smt. Rukmanbai Jadhav said, "I have developed self-confidence due to becoming literate. Earlier, I had to give thumb-impression while voting, now I can sign."

All these women spoke from the stage. There were many more neo-literates who gave their opinions and expressed feelings. The confidence developed by the neo-literate women was remarkable.

12. During the external evaluation we have been arranging group discussions and at many places the neo-literate men and women were requested to speak. Generally, there was good response. In one village, at such a meeting one neo-literate woman made very interesting statement. She said, "We shall be able to speak much better in some other village than in our own. We cannot speak out everything in our mind in the presence of our Gramastha (people from our village). There is some pressure on our mind." The remark was bold and practical and it shows that some kind of awareness is getting developed through the literacy programmes.

13. The Aurangabad Abhiyan encouraged the neo-literates to write letters. Many letters were received by the Abhiyan. One neo-literate woman, Smt. Prabhavati wrote a letter in Marathi to daily Lokmat in response to their call for opinions on 'Rape: a scornful crime'. This letter was printed in Lokmat (29-3-1994) in its original form by photocopying. She gave her opinion as follows:

"It should not take time to prove the rape crime and immediately strong punishment must be given. Television should not telecast 'A' movies. Kissing should not be shown on the screen. Vulgar scenes and half naked women should not be shown."

14. Ekta Mahila Mandal: About 15-20 middle-class women on observing the environment building activities of the TLC got concerned about the illiteracy and decided to work for the eradication of the same. They came together and formed Kalajatha of their own. They performed on roads, in the slum areas, along the nallahs near slums, wherever they could attract the attention of illiterates. They were quite effective in enthusing the illiterates to attend literacy classes and become literate.

15. Smt. Vimal Rathod, a neo-literate from HUDCO area, Aurangabad City wrote a letter to Abhiyan saying, "I desire to

have more education. I want to become a teacher." Smt. Asha Gaikwad from the same area wrote, "I have now understood the importance of literacy. I will see that our children do not remain illiterate. The Government should help. Our children should be given free education."

16. Smt. Ushatai Nalawade, member of Zilla Parishad from Kannad taluka composed a poem describing disadvantages of illiteracy and appealing the illiterates to join the Abhiyan. Participation of people's representative in this way as well.

17. Drivers' Kalajatha: During the environment building activities, the government vehicles were moving across the district. The drivers of these vehicles got interested in the Literacy Campaign so much that the Drivers' union in the Revenue Department formed their own Kalajatha and participated in the activity of environment building.

18. A new cinema theatre was constructed in Aurangabad City. The owner of this new theatre donated entire profit of the inaugural day to the Abhiyan for literacy campaign.

19. One woman learner was obstructed from going to literacy classes by her drunken husband, in one of the villages in Paithan taluka. The village level literacy workers tried to persuade the husband but the incident took a different turn and there was literal fighting among the villagers. The Beat Abhiyan Samiti members were on tour to visit the literacy classes along with the full time worker and the supervisor. They visited the village and pacified the villagers by arranging Gram Sabha. The Committee impressed upon the villagers the need and usefulness of being literate. All ended well and the villagers resolved to have 'prohibition' in the village.

20. Smt. Anjali Joshi who is president of Pragati Mahila Mandal of Vaijapur arranged medical check up camp for women learners and their children. Thirty-two women and 24 children

were examined and those who needed were given medical treatment. This helped in keeping up the attendance at the literacy classes and improving the environment for literacy in general in Vaijapur.

21. There was an agitation for and against the change of name of Marathwada University and the Government of Maharashtra resolved the issue by what is known as 'extended name' : Dr. Babasaheb Ambedkar Marathwada University. There were some sections of the population to whom this was not acceptable. During that period the Abhiyan faced difficulties at many places. In one village in Paithan taluka 14 volunteers stopped conducting literacy classes. Paithan Taluka Abhiyan Samiti members, Key Resource Persons and others visited this village and arranged meeting of Gram Saksharata Samiti. The volunteers were persuaded to restart the classes.

22. Many social workers came forward to help the Abhiyan in campaign. A notable example from Aurangabad city is that of Smt. Jagtap who approached the Abhiyan herself. She took entire responsibility of covering a certain area of Ambedkar Nagar. She looked for volunteers, helped in one-day survey, looked for locations for literacy classes, arranged for lighting, etc., and sorted out the problems herself, if any.

23. Smt. Rizwana, a Urdu learner from Bhoiwada-Yachiwada wrote a letter, "Dear Collector, I have no words to express thanks to you for making arrangements to teach us Urdu. Our teacher Madam Mohasina Baiji teaches us Marathi also. We can write in Urdu and Marathi both. Please visit our class." And she wrote this in Hindi. Since Devanagari script was learnt in Marathi classes she could write in Hindi. Literacy in the third language!

24. Most of the residents in Sillekhana area of Aurangabad City are Muslims and by profession they are butchers. The

response for literacy classes was not easy to come. Mr. Faiyaz Qureshi, social worker and editor of Citizens (daily) helped in motivational efforts. The adults gave opinion, "when we are using Marathi for our business and daily life activities, what is the point in learning Urdu?" They requested for literacy classes in Marathi which were of course provided by the Abhiyan.

25. During one Diwali festival some children decided not to use crackers and instead contribute the amount so saved by them to the Saksharata Abhiyan.

26. The neo-literate women staying around Sundar Balak Mandir in HUDCO area of Aurangabad City formed into a group and produced decorative articles, food and other articles for household consumption and arranged an exhibition of these goods to sell them. This was only the beginning of what they planned for future: a cooperative enterprise.

27. About 100 learners were enrolled in Wadarwadi near Mukindwadi in Aurangabad City. The Abhiyan workers observed that these people were suffering from extreme poverty conditions. The women and children did not have clothes to cover their bodies. The workers in the campaign collected old usable clothes from their localities and distributed to them.

28. As an impact of literacy programme on personality development a remark by Smt. Gunthalbai from Zone No. 4 of Aurangabad is quite revealing, "Now, since I can read and write, I have started taking care of my hair. I wish to be clean and neat."

29. The programme of formation of Mahila Mandals was on the agenda of the Abhiyan but was not yet started. But neo-literate women from Loni (Kh.) village formed their Mahila Mandal. The chairperson, Smt. Kamalabai Borase informed the Abhiyan Samiti, "We have organized 'Rakshabandhan' programme. Our Mahila Mandal wants to take up anti-dowry, anti-liquor and

anti-drug drives in our village.' The letter was signed by eleven neo-literate women members.

30. At Maliwada village in Aurangabad (R) taluka, Shri Dattatraya Kacharu Sathe who is handicapped by both the legs declared at the Melawa of the neo-literates that he has become literate and that he can read as well as write.

31. Shri Trimbakrao Shirsat, the Chairman of the Aurangabad Gramin Taluka Abhiyan Samiti and his wife Smt. Parvatibai Shirsat who is Sabhapati of Panchayat Samiti, worked with so much zeal for literacy campaign moving from village to village, day and night that people started calling them 'Laxmi Narayanacha Joda'.
- A press report.

32. Shri Vishnu Sakhare is a blind person having skills in traditional art forms. He was extremely motivated by the total literacy programme. He moved from place to place singing literacy songs. He was quite active during the Akshar Pandharwada (15-30 June 1993) organized by the Abhiyan. He said, "I am blind but there are many who have eyes but are blind since they are illiterate. I want to spread the message that they should become literate."

33. About 100 neo-literates in Soegaon taluka came together and arranged a sight seeing tour of Aurangabad district and went around all the important tourist spots. They also visited the Collector's Office in Aurangabad. Many of them visited Aurangabad City for the first time.

34. Shri Tatake Guruji, retired teacher from Paithan taluka, has prepared teaching material for adult learners. He claims his method is better than that of the IPCL primers. He showed his manuscript but we could not do much about it during our field visit. It is a positive bi-product of TLC that some one like Shri Tatake gets involved in such activity. His material needs to be studied.

35. Shri Shivaji Gopalrao Kulkarni, a teacher at Wadhod Bazar was a whole time worker in TLC. He did a novel thing. He got a dress stitched for him with typical literacy messages in bold letters. He himself is an artist. He wore this dress during all his performances.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

8.1 Review of the Campaign

The Aurangabad Zilla Saksharata Abhiyan Samiti was formed in December 1991 with the District Magistrate and Collector of Aurangabad as the Chairman and the District Adult Education Officer as the Secretary. Subsequently, Padmavibhushan Govindbhaiji Shroff was requested to be the Honorary Chairman of the Zilla Samiti and the Collector became the Executive Chairman. Deputy Collector was made the Chief Co-ordinator. The project for Total Literacy Campaign was sanctioned by the National Literacy Mission in the month of March 1992. The TLC was formally launched on 2nd May 1992. The literacy classes were formally inaugurated on 15th August 1992, the Independence Day in Aurangabad City. Subsequently, the literacy classes were started in stages all over the district.

The external evaluation of the Aurangabad TLC was conducted by us during the month of October 1994. Thus, the Zilla Samiti took about two and half years to complete the TLC in the district. During this period the campaign faced certain ups and downs some of them were due to totally extraneous factors. For example the Babri Mosque incidence in Ayodhya on the 6th December 1992 affected the campaign adversely. There were repercussions all over the country. In Maharashtra, the districts in Marathwada were more affected since there is sizable Muslim population in the region. The peace was greatly disturbed in Aurangabad city and the district. The TLC functionaries faced unforeseen difficulties and for some time the campaign almost came to an halt. The Abhiyan had put in lot of efforts for few months to revive the TLC. Subsequently, the Abhiyan conducted a special meeting and chalked out the strategies and programmes to revamp the campaign. Akshar Pandharwada was organized which included

several activities all over the district from 15th to 30th June, 1993. In addition, during the month of June 1993, the Abhiyan approached the Honorable Chief Minister of Maharashtra, who issued a letter of appeal to the people's representatives at all levels which helped to improve participation of people's representatives in the TLC. The scheme of Akshar Sevaks and Aksharvratris was introduced, which helped a lot in improvement in the learners' attendance at the literacy classes.

With these efforts the programme got revamped but there came another set back due to severe earth-quake in Latur district. The shock of large scale human loss affected the entire Maharashtra and more so the Marathwada region. The atmosphere of gloom prevailed in the district for a long time, the social workers, the government machinery became busy in helping the earthquake affected areas. After a lapse of time, the Abhiyan had to again put in special efforts by conducting meeting of Saksharata Samitis at all levels by again organizing melawas and by undertaking other activities so as to rejuvenate the campaign.

By the time the things started taking shape another set back was suffered by the campaign due to renaming of the Marathwada University as Dr. Babasaheb Ambedkar Marathwada University on 14th January 1994. Again the Abhiyan had to send the important functionaries on visits all over the district and keep up the literacy spirits and explain to the people the need for continuing the literacy programme which was in its important stage. This was followed by continuous efforts in all directions by the Abhiyan to complete the campaign successfully. Various competitions, such as essay competition for volunteer instructors, competitions in writing and reading for the neo-literates, competitions for drawing, rangoli, poetry, etc., were organized during this phase. A competition for volunteer - instructors to narrate their experiences in TLC called Manogat Abhivvyakti

was organized in the month of May 1994. The Abhiyan carried out its internal evaluation in the month of June 1994 which helped the Abhiyan to plan for the last phase of literacy work. It was decided to continue the literacy classes with vigour and also give practice of solving the test papers to the neo-literates till the time of external evaluation.

Certain other difficulties and experiences of the Abhiyan are worth mentioning in review here. For example, the environment building activity created very good tempo for the programme right at the initial stage, but the delivery of the teaching-learning material lagged behind. The government machinery could not catch up the speed with which the demand for literacy was generated.

In the beginning the Abhiyan was worried specially for the city slum areas as to how to get the premises for the literacy classes, how to arrange for the light, etc., but with the passage of time the problems started getting sorted out. In many localities the residents themselves sorted out the problems. In certain areas volunteers came forward and made all the arrangements for the classes, for example Ambedkar Nagar, Padegaon, Chhavani, etc. There have been certain difficult areas also in the city like Kiradpura, Roshangate where the Abhiyan took almost one year to start the literacy classes. There are several examples of villagers' cooperation in sorting out the problems signifying that the people considered TLC as their own programme.

In the initial stages there have been difficulties in getting the government vehicles for the campaign which were sorted out later. The whole Time Workers, who were teachers, were not made available for long and the work of the campaign suffered,

Despite the Abhiyan's exertion to make TLC the people's movement, support did not come from the educated elite on mass scale. The staff of the Departments of Education, Revenue and Zilla Parishad was involved in the TLC but the staff of the other Government Departments and Semi Government Organizations did not participate significantly in the programme.

The response and involvement of the people's representative was limited though it was improved after the appeal made by the Hon. Chief Minister. Certain areas where the people's representatives actively supported the programme, the achievements were quite good.

Zilla Samiti was constantly in touch with the Taluka Samitis. Steering Committee at the district level met regularly and really became the engine of the TLC. Thus, the Zilla Saksharata Abhiyan Samiti, Aurangabad successfully completed the TLC by October 1994.

8.2 Literacy Achievements

As per the external evaluation the literacy percentage achieved by the neo-literates at the district level was 74.53 percent taking Marathi and Urdu learners together. Taking into consideration that the literacy rate in Aurangabad district as per 1991 census was much lower than the state average, (the district was ranked 21st according to literacy rates in 1991) the achievement of the neo-literates should be regarded as very good. The separate percentages for Marathi and Urdu learners were quite close at 74.49 and 74.98 respectively. Literacy achievements among Urdu female learners was substantially higher at 78.53 percent compared to 67.04 percent among Urdu male learners. There were, of course, taluka to taluka differences with the highest achievement in Sillod taluka (87.49 per cent) and the lowest achievement in Aurangabad (Rural) taluka (66.11 per cent) for Marathi learners.

8.3 Social Impact

The environment building activities, field visits of high officials, organization of a number of shibirs and melawas, etc. have had lot of impact on the minds of the adult learners and also other villagers. We have already recorded a number of events in the chapter called 'Field Mirror' indicating people's participation, responses at the grass roots and literacy impact as well. We can say that there is a definite atmosphere creation against social evils like dowry system, alcoholism, etc., the rural women have become more bold, have started talking and demanding results from the government machinery. The adult women learners have become aware of their rights to some extent. In general, it can be said that the process of becoming aware of the causes of the deprivation has begun in a small way. The Post Literacy Programmes and the Programme of Continuing Education could strengthen the process.

An important impact was seen on the attitudes of neo-literate parents who became desirous of sending their children to the school. It was also observed that due to the literacy achievement by the parents the children have started talking about their studies with them. Many of the neo-literate women reported during our group discussions that they were now monitoring the schooling of their sons and daughters.

By the time of the external evaluations, the Abhiyan had already initiated a process of forming Mahila Mandals. During our group discussions we found that the neo-literate women were quite enthusiastic in forming the Mahila Mandals and starting some economic activities to supplement their incomes. The Abhiyan has already included this in their Post Literacy Programme as an important activity.

8.4 Recommendations

Orientation Programmes

We propose that when TLC is taken up the Zilla Samiti should organize brief orientation programmes at the district place and at the taluka towns for the employees of various government departments, public undertakings, voluntary organizations and for educated elites including professionals like doctors, lawyers, etc., and make them aware of the new campaign approach to adult literacy, and the philosophy and objectives of the campaign and how the Zilla Samiti proposes to implement the campaign. This would help in creating positive approach among them towards the adult literacy programme.

Deployment of a Force of volunteers

A number of volunteers have been identified during the TLC who were possessed with the urge of doing literacy work. We hope the Abhiyan would try to deploy these volunteers for the Post-literacy and Continuing Education Programmes.

Workshops/Seminars

The Directorate of Education (Adult Education), Government of Maharashtra should try to organize more workshops/seminars and provide for interaction among functionaries of old TLC districts, new TLC districts and also external evaluation agencies.

Publication of Literature Produced by the Neo-literates

It was observed that a number of neo-literates have ventured into writing spirited songs and poems during the TLC. We suggest that the Aurangabad Abhiyan should try to collect this material and publish in a book form with letter size suitable for neo-literates.

Impact study

We propose that a separate in-depth study may be carried out to understand the social impact of the literacy programme.

Appendix A : Method of Estimation

There are eight talukas in Aurangabad district. Each taluka has been divided into beats comprising of a certain number of villages for educational administration. The Department of Education has been using the concept of beat for a long time. There are 38 such beats in Aurangabad district. There are six municipal towns in the district which were more or less treated as beat by the Abhiyan for their administration. We also treated them as beats making a total of 44 beats. The Aurangabad City was divided into eight zones for the TLC purpose. We treated each zone as a beat for sampling purpose.

In other words we have treated each beat as stratum and followed stratified sampling method. This provided adequate representation of cross-section of the population of adult learners. At the beat level random selection of villages, wards in municipal towns and sub-zones in the City was done using random method.

The following was the procedure adopted for estimating the literacy percentage at various levels. The percentage of literacy achieved by adult neo-literates in all the sample villages, wards, sub-zones in a particular beat is taken as representative percentage for that beat as a whole.

Let us say,

y_{ij} = Number of identified illiterates (after adjusting migration) by the survey in the sample villages in the j th beat of the i th taluka,

and x_{ij} = Number of adult learners who have achieved literacy in the sample villages in the j th beat of i th taluka.

Then,

$\frac{x_{ij}}{y_{ij}} = p_{ij}$ is the proportion of adult learners achieving literacy in the j th beat. ($p_{ij} \times 100$ gives the percentage.)

Let us say,

Y_{ij} = The total number of identified illiterates in j th beat of i th taluka.

Then the estimated number of adult learners achieving literacy in this beat is given by

$$Y_{ij} \times p_{ij}$$

Let N_i stand for number of beats in the i th taluka. Then the estimate of number of adult learners achieving literacy in the i th taluka is given by

$$\sum_{j=1}^{N_i} Y_{ij} \times p_{ij}$$

and proportion by

$$\frac{\sum_{j=1}^{N_i} Y_{ij} \times p_{ij}}{\sum_{j=1}^{N_i} Y_{ij}}$$

Extending the same to the district level the estimated number of adult learners achieving literacy is given by

$$\sum_{i=1}^T \sum_{j=1}^{N_i} Y_{ij} \times p_{ij}$$

and the proportion is given by

$$\frac{\sum_{i=1}^T \sum_{j=1}^{N_i} Y_{ij} \times p_{ij}}{\sum_{i=1}^T \sum_{j=1}^{N_i} Y_{ij}}$$

where T stands for number of talukas.

We have obtained separate estimates for Marathi and Urdu languages. At the district level we have also given pooled estimate (Table).

Appendix B1 : Talukawise Number of Functionaries Identified and Trained (Marathi)

Functionaries	Auran- gabad City	Auran- gabad Rural	Paithan	Ganga- pur	Vaija- pur
I. Identified initially:					
1) Key Resource Persons	-	5	5	4	6
2) Resource Persons	48	52	46	51	41
3) Master Trainers	480	518	417	421	392
4) Volunteers	3977	5153	4688	4032	3505
II. Trained					
1) Key Resource Persons					
I Stage	-	5	5	4	6
II Stage	-	6	5	4	5
III Stage	-	6	5	4	5
2) Resource Persons					
I Stage	48	52	35	51	41
II Stage	25	54	35	51	41
III Stage	25	54	35	51	26
3) Master Trainers					
I Stage	480	559	417	421	392
II Stage	400	542	417	421	390
III Stage	400	518	417	421	390
4) Volunteers					
I Stage	3977	5590	4688	4032	3505
II Stage	3977	5589	4688	4032	3505
III Stage	3177	5589	4688	4032	2959

Appendix B2 : Talukawise Number of Functionaries Identified and Trained (Urdu)

Functionaries	Khul- tabad	Kannad	Sillod	Soygaon	Total
I. Identified initially					
1) Key Resource Persons	5	6	5	5	41
2) Resource Persons	21	56	53	18	386
3) Master Trainers	117	510	533	191	3579
4) Volunteers	1500	4325	5320	1690	34189
II. Trained					
1) Key Resource Persons					
I Stage	5	6	7	5	43
II Stage	5	6	7	5	43
III Stage	5	6	7	5	433
2) Resource Persons					
I Stage	21	56	73	14	391
II Stage	21	56	73	18	374
III Stage	21	56	73	18	359
3) Master Trainers					
I Stage	117	510	1200	146	4242
II Stage	117	550	1200	191	4188
III Stage	1117	510	1200	191	4164
4) Volunteers					
I Stage	1500	4325	8000	1500	37116
II Stage	1500	4325	8000	1690	37305
III Stage	1500	4325	8000	1690	36759

Appendix C : Important Statistics

Identified Illiterates (15-45 years age-group)	Male	1,10,461
	Female	2,29,663
	TOTAL	3,40,124
Learners Enrolled	Male	1,05,904
	Female	2,29,310
	TOTAL	3,35,214
Talukas	..	8
Educational Beats	..	38
Municipal Towns (Nagar Palikas)	..	6
Municipal Corporations	..	1
Villages	..	1,261
<u>Trained Functionaries:</u>		
Key Resource Persons	..	43
Resource Persons	..	391
Master Trainers	..	4,242
Volunteers	..	37,305
<u>Trained Officers at Various Levels:</u>		
Extension Officers (Education)	..	38
Project Officer (Adult Education)	..	1
Assistant Project Officers (Adult Education)	..	9
Project Assistant (Adult Education)	..	1
Supervisors (Adult Education)	..	12
Education Officers (Municipal Town)	..	1
Education Officer (Municipal Corporation)	..	1
Artists' Troops	..	110
Artists	..	725
Akshar Sevaks	..	551
Akshar Vratis	..	1,761
<u>Materials Distributed:</u>		
Aksharnad book	..	5,000
Sakshar Deepika book	..	44,000
Cassettes	..	1,000
Cloth Banners	..	5,000
Posters	..	26,000
<u>Neo-Literates Passed 4th Standard Examination</u>		21,733

Appendix D1 : Beatwise Number of Identified Adult Illiterates
Identified As Per Survey (Marathi)

Taluka	Beat	No. of villages	No. of identified adult		
			Male	Female	Total
Paithan	Paithan (R.)	27	2048	3909	5957
	Jayakwadi N.	50	5444	8895	14339
	Bidkin	52	3252	6876	10128
	Pachod	46	4698	8068	12766
	Paithan N.P.	-	791	2084	2875
	Taluka Total		175	16233	29832
Khultabad	Khultabad	32	1932	3999	5931
	Gadana	37	2295	5103	7398
	Khultabad N.P.	-	208	485	693
	Taluka Total		69	4435	9587
Kannad	Kannad	27	1433	2954	4387
	Pishor	43	3386	5976	9362
	Devgaon R.	29	1121	3235	4356
	Aurala	34	1383	3306	4689
	Chincholi	32	2717	5446	8163
	Nagad	32	3402	5227	8629
	Kannad N.P.	-	431	1235	1666
	Taluka Total		197	13873	27379
Sillod	Sillod	18	1622	4091	5713
	Bharadi	38	3493	7350	10843
	Ajinta	36	3463	7448	10911
	Nilod	35	2072	5530	7602
	Borgaon Bazar	41	2958	6640	9598
	Sillod N.P.	-	578	1476	2054
	Taluka Total		168	14136	32535
Soegaon	Soegaon	33	3513	4492	8005
	Banoti	45	3089	5301	8390
	Taluka Total		78	6602	9793
Gangapur	Gangapur	21	2221	3718	5939
	Dhoregaon	34	1756	3931	5687
	Turkabad	34	1914	3835	5749
	Shendurwada	32	1332	3210	4542
	S. Wadgaon	35	1991	3916	5907
	Lasur Station	30	1680	3592	5272
	Gangapur N.P.	-	280	652	932
	Taluka Total		186	11174	22854

(continued)

Appendix D1 : (continued)

Taluka	Beat	No. of Villages	No. of identified adult		
			Male	Female	Total
Vaijapur	Vaijapur	33	1994	4279	6273
	Shivur	37	2027	3682	5709
	Lasurgaon	38	2119	4807	6926
	Mahalgaoon	33	2150	4533	6683
	Ladgaon	34	1347	3124	4471
	Vaijapur N.P.	-	440	1244	1684
	Taluka Total	175	10077	21669	31746
Aurangabad (Rural)	Daulatabad	22	1606	3071	4677
	Satara	20	1705	2786	4491
	Pisadevi	10	1010	1939	2949
	Chauka	28	2023	4600	6623
	Phulambri	28	3745	5275	9020
	Garkheda	36	2310	4686	6996
	Shekata	28	2555	3637	6192
	Karmad	32	2192	5677	7869
Taluka Total	204	17146	31671	48817	

Appendix D2 : Beatwise Number of Sample Villages and Number of Identified Adult Illiterates in the Sample Village (Marathi)

Taluka	Beat	No. of Sample villages	No. of identified illiterates in sample village		
			Male	Female	Total
Paithan	Paithan (R.)	3	181	407	588
	Jayakwadi N.	4	414	1004	1418
	Bidkin	9	334	639	973
	Pachod	7	508	752	1260
	Paithan N.P.	-	74	213	287
	Taluka Total	23	1511	3015	4526
Khultabad	Khultabad	4	208	453	661
	Gadana	3	226	498	724
	Khultabad N.P.	-	12	34	46
	Taluka Total	7	446	985	1431
Kannad	Kannad	4	150	236	386
	Pishor	5	346	598	944
	Devgaon R.	4	129	253	382
	Aurala	4	191	311	502
	Chincholi	2	200	432	632
	Nagad	5	310	545	855
	Kannad N.P.	-	109	174	283
Taluka Total	24	1435	2549	3984	
Sillod	Sillod	2	1165	407	572
	Bharadi	4	361	691	1052
	Ajinth	6	317	739	1056
	Nillod	4	218	572	790
	Borgaon Bazar	5	262	651	913
	Sillod N.P.	-	73	185	258
Taluka Total	21	1396	3245	4641	
Soegaon	Soegaon	4	255	536	791
	Banoti	5	292	515	807
	Taluka Total	9	547	1051	1598
Gangapur	Gangapur	2	198	411	609
	Dhoregaon	5	194	356	550
	Turkabad	4	162	368	530
	Shendurwada	5	132	334	466
	S. Wadgaon	5	220	378	598
	Lasur Station	4	180	367	547
	Gangapur N.P.	-	6	108	114
Taluka Total	25	1092	2322	3414	

(continued)

Appendix D2 : (continued)

Taluka	Beat	No. of sample villages	No. of identified illite- rates in sample village		
			Male	Female	Total
Vaijapur	Vaijapur	3	168	405	573
	Shivur	6	151	372	523
	Lasurgaon	4	257	434	691
	Mahalgaon	6	163	435	598
	Ladgaon	4	149	252	401
	Vaijapur N.P.	-	13	74	87
	Taluka Total	23	901	1972	2873
Aurangabad (Rural)	Daulatabad	3	145	308	453
	Satara	3	160	247	407
	Pisadevi	2	105	248	353
	Chauka	7	236	328	564
	Phulambri	6	332	614	946
	Garkheda	5	212	403	615
	Shekata	3	249	327	576
	Karmad	4	188	491	679
	Taluka Total	33	1627	2966	4593

Appendix D3 : Beatwise Percentage of Attendance for External Evaluation in the Sample (Marathi)

Taluka	Beat	Percentage of Attendance for External Evaluation		
		Male	Female	Total
Paithan	Paithan (R.)	100.00	91.89	94.39
	Jayakwadi N	98.07	96.91	97.25
	Bidkin	97.31	88.73	91.68
	Pachod	75.79	100.00	90.24
	Paithan N.P.	79.73	100.00	94.77
	Taluka Total	89.74	95.49	93.57
Khultabad	Khultabad	82.21	96.25	91.83
	Gadana	100.00	91.16	93.92
	Khultabad N.P.	100.00	100.00	100.00
	Taluka Total	91.70	93.81	93.15
Kannad	Kannad	95.33	97.03	96.37
	Pishor	78.90	92.14	87.29
	Devgaon R.	91.47	35.57	54.45
	Aurala	100.00	91.64	94.82
	Chincholi	96.00	94.91	95.25
	Nagad	88.71	95.05	92.75
	Kannad N.P.	37.61	98.85	75.27
Taluka Total	85.92	88.47	87.55	
Sillod	Sillod	98.79	98.77	98.78
	Bharadi	96.12	95.95	96.01
	Ajinta	89.91	96.48	94.51
	Nillod	95.41	94.41	94.68
	Borgaon Bazar	98.47	98.46	98.47
	Sillod N.P.	97.26	98.38	98.06
Taluka Total	94.47	96.80	96.38	
Soegaon	Soegaon	100.39	100.00	100.13
	Banoti	91.78	99.03	96.41
	Taluka Total	95.61	99.52	98.19
Gangapur	Gangapur	78.28	100.00	92.94
	Dhoregaon	98.97	100.00	99.64
	Turkabad	94.44	94.02	94.15
	Shendurwada	91.67	90.12	90.56
	S. Wadgaon	100.00	100.00	100.00
	Lasur Station	95.00	85.56	88.67
	Gangapur N.P.	100.00	99.07	99.12
Taluka Total	93.22	95.31	94.64	

(continued)

Appendix D3 : (continued)

Taluka	Beat	Percentage of Attendance for External Evaluation		
		Male	Female	Total
Vaijapur	Vaijapur	88.69	87.41	87.78
	Shivur	99.34	98.12	98.47
	Lasurgaon	99.22	99.08	99.13
	Mahalgaon	96.93	96.32	96.49
	Ladgaon	93.96	95.63	95.01
	Vaijapur N.P.	84.62	100.00	97.70
	Taluka Total	95.78	95.49	95.58
Aurangabad (Rural)	Daulatabad	75.86	91.23	86.31
	Satara	99.38	100.41	100.00
	Pisadevi	99.05	97.98	98.30
	Chauka	778.81	100.00	91.13
	Phulambri	98.80	95.93	96.93
	Garkheda	93.40	91.32	92.03
	Shekata	91.57	100.00	96.35
	Karmad	81.38	75.56	77.17
Taluka Total	90.17	92.85	91.90	

Appendix D4 : Beatwise Percentage of Literacy Achieved
(Marathi)

Taluka	Beat	Percentage of Literacy Achieved		
		Male	Female	Total
Paithan	Paithan (R.)	88.95	84.48	85.86
	Jayakwadi N.	88.16	82.87	84.41
	Bidkin	81.68	70.74	74.49
	Pachod	64.96	72.21	69.29
	Paithan N.P.	71.62	92.49	87.11
	Taluka Total	79.44	78.07	78.56
Khultabad	Khultabad	67.31	85.43	79.73
	Gadana	92.04	85.54	87.57
	Khultabad N.P.	100.00	94.12	95.65
	Taluka Total	81.64	85.93	84.57
Kannad	Kannad	58.67	63.98	61.92
	Pishor	51.45	69.57	62.92
	Devgaon R.	89.26	38.03	56.59
	Aurala	53.93	75.88	67.53
	Ghincholi	93.47	88.17	89.84
	Nagad	84.52	90.83	88.54
	Kannad N.P.	25.69	75.86	56.54
	Taluka Total	71.03	74.04	73.03
Sillod	Sillod	92.12	92.38	92.31
	Bharadi	90.54	86.20	87.68
	Ajinthia	86.12	93.10	91.00
	Nillod	95.67	86.93	89.33
	Borgaon Bazar	81.30	78.96	79.63
	Sillod N.P.	80.82	87.03	85.27
	Taluka Total	88.07	87.24	87.49
Soegaon	Soegaon	71.37	70.71	70.92
	Banoti	68.84	76.22	73.55
	Taluka Total	70.19	73.69	72.28
Gangapur	Gangapur	75.76	95.13	88.83
	Dhoregaon	94.33	99.16	97.45
	Turkabad	70.51	50.14	56.41
	Shendurwada	66.67	61.98	63.30
	S. Wadgaon	82.27	87.30	85.45
	Lasur Station	88.33	74.93	79.34
	Gangapur N.P.	100.00	87.04	87.72
	Taluka Total	80.35	78.87	79.36

(continued)

Appendix D4 : (continued)

Taluka	Beat	Percentage of Literacy Achieved		
		Male	Female	Total
Vaijapur	Vaijapur Rural	71.43	66.17	67.71
	Shivur	69.54	67.48	68.08
	Lasurgaon	78.91	84.69	82.53
	Mahalgaoon	75.31	73.83	74.24
	Ladgaon	81.88	86.00	84.46
	Vaijapur N.P.	76.92	81.08	80.46
	Taluka Total	75.09	75.82	75.59
Aurangabad (Rural)	Daulatabad	63.89	44.88	50.13
	Satara	76.88	70.85	73.22
	Pisadevi	64.42	51.44	55.33
	Chauka	72.27	88.00	81.35
	Phulambri	56.23	56.85	56.63
	Garkheda	73.27	63.46	66.96
	Shekata	76.21	83.02	80.04
	Karmad	60.57	59.20	59.58
	Taluka Total	67.20	65.52	66.11

Appendix D-5: Beats Arranged in Descending Order of Literacy Achieved (Marathi)

Beat	Taluka	Percent Literacy Achieved	Percentage of Attendance
Dhoregaon	Gangapur	97.45	99.64
Khultabad N.P.	Khultabad	95.65	100.00
Sillod	Sillod	92.31	98.78
Ajintha	Sillod	91.00	94.51
Chincholi	Kannad	89.84	95.25
Nilod	Sillod	89.33	94.68
Gangapur	Gangapur	88.83	92.94
Nagad	Kannad	88.54	92.75
Gangapur N.P.	Gangapur	87.72	99.12
Bharadi	Sillod	87.68	96.01
Gadana	Khultabad	87.57	93.92
Paithan N.P.	Paithan	87.11	94.77
Paithan (R.)	Paithan	85.86	94.39
S. Wadgaon	Gangapur	85.45	100.00
Sillod N.P.	Sillod	85.27	98.06
Ladgaon	Vaijapur	84.46	95.01
Jayakwadi N.	Paithan	84.41	97.25
Lasurgaon	Vaijapur	82.53	99.13
Chauka	Aurangabad (R.)	81.35	91.13
Vaijapur N.P.	Vaijapur	80.46	97.70
Shekata	Aurangabad (R.)	80.04	96.35
Khultabad	Khultabad	79.73	91.83
Borgaon Bazar	Sillod	79.63	98.47
Lasur Station	Gangapur	79.34	88.67
Bidkin	Paithan	74.49	91.68
Mahalgaon	Vaijapur	74.24	96.49
Banoti	Soegaon	73.54	96.41
Satara	Aurangabad (R.)	73.22	100.00
Soegaon	Soegaon	70.92	100.13
Pachod	Paithan	69.29	90.24
Shivur	Vaijapur	68.08	98.47
Vaijapur	Vaijapur	67.71	87.78
Aurala	Kannad	67.53	94.82
Garkheda	Aurangabad (R.)	66.96	92.03
Shendurwada	Gangapur	63.30	90.56
Pishor	Kannad	62.92	87.29
Kannad	Kannad	61.92	96.37
Karmad	Aurangabad (R.)	59.58	77.17
Phulambri	Aurangabad (R.)	56.63	96.93
Devgaon R.	Kannad	56.59	54.45
Kannad N.P.	Kannad	56.54	75.27
Turkabad	Gangapur	56.41	94.15
Pisadevi	Aurangabad (R.)	55.33	98.30
Daulatabad	Aurangabad (R.)	50.13	86.31

Appendix D6 : Beatwise Number of Identified Adult Illiterates
As Per Survey (Urdu)

Taluka	Beat	No. of villages	No. of identified adults		
			Male	Female	Total
Aurangabad City	Zone 1	-	320	738	1058
	Zone 2	-	281	1108	1389
	Zone 3	-	75	171	246
	Zone 4	-	-	30	30
	Zone 5	-	297	728	1025
	Zone 6	-	10	40	50
	Zone 7	-	426	1997	2423
	Zone 8	-	276	1573	1849
	CITY TOTAL	-	1685	6385	8070
Aurangabad (R.)	Daulatabad	4	116	332	448
	Satara	2	22	31	53
	Chauka	1	66	104	170
	Phulambri	2	427	943	1370
	Barkheda	1	74	99	173
	Shekata	2	40	60	100
	Karmad	4	141	260	401
	TALUKA TOTAL	16	886	1829	2715
Paithan	Paithan N.P.	-	337	452	789
	TALUKA TOTAL	-	337	452	789
Khultabad	Khultabad	3	272	472	744
	Madana	1	-	33	33
	Khultabad N.P.	-	103	264	367
	TALUKA TOTAL	4	375	769	1144
Kannad	Kannad	1	-	43	43
	Pishor	1	-	110	110
	Devgaon	3	176	409	585
	Chincholi	3	216	430	646
	Kannad N.P.	-	186	427	613
	TALUKA TOTAL	8	578	1419	1997
Sillod	Sillod	3	364	111	475
	Bharadi	3	396	615	1011
	Ajinta	7	871	1253	2124
	Nillod	2	98	158	256
	Borgaon Bazar	3	237	462	699
	Sillod N.P.	-	664	1248	1912
	TALUKA TOTAL	18	2630	3847	6477
Soegaon	Soegaon	1	170	335	505
	TALUKA TOTAL	1	170	335	505
Gangapur	Shendurwada	1	15	25	40
	Gangapur N.P.	-	78	177	255
	TALUKA TOTAL	1	93	202	295
Vaijapur	Vaijapur N.P.	-	326	511	837
	TALUKA TOTAL	-	326	511	837

Appendix D7 : Beatwise Number of Sample Villages and Number of Identified Adult Illiterates in the Sample Villages (Urdu)

Taluka	Beat	No. of Sample villages	No. of identified illiterates in sample village		
			Male	Female	Total
Aurangabad City	Zone 2	-	25	140	165
	Zone 3	-	20	-	20
	Zone 5	-	13	52	65
	Zone 7	-	44	206	250
	Zone 8	-	-	202	202
	CITY TOTAL	-	-	130	712
Aurangabad (R.)	Daulatabad	1	36	20	56
	Satara	1	-	10	10
	Chauka	1	20	-	20
	Phulambri	1	138	52	190
	Garkheda	1	9	11	20
	Shekata	1	10	10	20
	Karmad	1	10	76	86
	TALUKA TOTAL	7	223	179	402
Paithan	Paithan N.P.	-	14	60	74
	TALUKA TOTAL	-	14	60	74
Khultabad	Khultabad	1	29	51	80
	Madana	1	-	33	33
	Khultabad N.P.	-	18	27	45
	TALUKA TOTAL	2	47	111	158
Kannad	Pishor	1	4	16	20
	Devgaon	1	30	25	55
	Chincholi	1	17	77	94
	TALUKA TOTAL	3	51	118	169
Sillod	Sillod	1	32	58	90
	Bharadi	1	21	35	56
	Ajintha	1	119	80	199
	Nillod	1	10	20	30
	Borgaon Bazar	1	-	89	89
	Sillod N.P.	-	50	50	100
	TALUKA TOTAL	5	232	332	564
Soegaon	Soegaon	1	19	31	50
	TALUKA TOTAL	1	19	31	50
Gangapur	Gangapur N.P.	-	7	14	21
	TALUKA TOTAL	-	7	14	21
Vaijapur	Vaijapur N.P.	-	67	89	156
	TALUKA TOTAL	-	67	89	156

Appendix D8 : Beatwise Percentage of Attendance for External Evaluation in the Sample (Urdu)

Taluka	Beat	Percentage of Attendance for External Evaluation		
		Male	Female	Total
Aurangabad City	Zone 2	100.00	70.00	74.55
	Zone 3	100.00	-	100.00
	Zone 5	46.15	80.77	73.85
	Zone 7	75.00	87.86	85.60
	Zone 8	-	80.69	80.69
	CITY TOTAL	82.35	80.67	80.91
Aurangabad (R.)	Daulatabad	38.89	100.00	60.71
	Satara	-	100.00	100.00
	Chauka	100.00	-	100.00
	Phulambri	94.93	96.15	95.26
	Garkheda	100.00	100.00	100.00
	Shekata	100.00	100.00	100.00
	Karmad	90.00	82.89	83.72
	TALUKA TOTAL	86.55	91.62	88.81
Paithan	Paithan N.P.	100.00	100.00	100.00
	TALUKA TOTAL	100.00	100.00	100.00
Khultabad	Khultabad	82.76	100.00	93.75
	Madana	-	96.97	96.97
	Khultabad N.P.	100.00	100.00	100.00
	TALUKA TOTAL	89.36	99.10	96.20
Kannad	Pishor	100.00	100.00	100.00
	Devgaon	100.00	100.00	100.00
	Chincholi	100.00	93.51	94.68
	TALUKA TOTAL	100.00	95.76	97.04
Sillod	Sillod	93.75	100.00	97.78
	Bharadi	95.24	100.00	98.21
	Ajinta	84.03	93.75	87.94
	Nillod	100.00	100.00	100.00
	Borgaon Bazar	-	100.00	100.00
	Sillod N.P.	98.00	94.00	96.00
	TALUKA TOTAL	90.09	97.89	94.68
Soegaon	Soegaon	100.00	100.00	100.00
	TALUKA TOTAL	100.00	100.00	100.00
Gangapur	Gangapur N.P.	100.00	100.00	100.00
	TALUKA TOTAL	100.00	100.00	100.00
Vaijapur	Vaijapur N.P.	98.51	96.63	97.44
	TALUKA TOTAL	98.51	96.63	97.44

Appendix D9 : Beatwise Percentage of Literacy Achieved (Urdu)

Taluka	Beat	Percentage of Literacy Achieved		
		Male	Female	Total
Aurangabad City	Zone 2	91.30	85.88	87.04
	Zone 3	100.00	-	100.00
	Zone 5	33.33	91.18	79.07
	Zone 7	90.32	92.40	92.08
	Zone 8	-	96.10	96.10
	CITY TOTAL	60.18	89.15	83.11
Aurangabad (R.)	Daulatabad	22.22	40.00	28.57
	Satara	-	90.00	90.00
	Chauka	95.00	-	95.00
	Phulambri	43.66	34.48	41.00
	Barkheda	100.00	100.00	100.00
	Shekata	70.00	90.00	80.00
	Karmad	90.00	61.84	65.12
	TALUKA TOTAL	56.86	43.72	48.01
Paithan	Paithan N.P.	71.43	85.00	82.43
	TALUKA TOTAL	71.43	85.00	79.20
Khultabad	Khultabad	65.52	25.49	40.00
	Madana	-	87.88	87.88
	Khultabad N.P.	94.44	92.59	93.33
	TALUKA TOTAL	73.46	51.20	58.50
Kannad	Pishor	75.00	62.50	65.00
	Devgaon	90.00	76.00	83.64
	Chincholi	76.47	70.13	71.28
	TALUKA TOTAL	83.22	71.74	75.06
Sillod	Sillod	93.75	94.83	94.44
	Bharadi	61.90	85.71	76.79
	Ajinta	56.30	90.00	69.85
	Nillod	80.00	90.00	86.67
	Borgaon Bazar	-	96.63	96.63
	Sillod N.P.	86.00	62.00	74.00
	TALUKA TOTAL	65.64	81.17	74.86
Soegaon	Soegaon	84.21	90.32	88.00
	TALUKA TOTAL	84.21	90.32	88.26
Gangapur	Gangapur N.P.	85.71	85.71	85.71
	TALUKA TOTAL	85.71	85.71	85.71
Vaijapur	Vaijapur N.P.	86.57	94.38	91.03
	TALUKA TOTAL	86.57	94.38	91.28

Appendix D10 : Beats Arranged in Descending Order of Literacy Achieved (Urdu)

Beat	Taluka	Per cent Literacy Achieved	Percentage of Attendance
Zone 3	Aurangabad City	100.00	100.00
Garkheda	Aurangabad (R.)	100.00	100.00
Borgaon Bazar	Sillod	96.63	100.00
Zone 8	Aurangabad City	96.10	80.69
Chauka	Aurangabad (R.)	95.00	100.00
Sillod	Sillod	94.44	97.78
Khultabad N.P.	Khultabad	93.33	100.00
Zone 7	Aurangabad City	92.08	85.60
Vaijapur N.P.	Vaijapur	91.03	97.44
Satara	Aurangabad (R.)	90.00	100.00
Soegaon	Soegaon	88.00	100.00
Madana	Khultabad	87.88	96.97
Zone 2	Aurangabad City	87.04	74.55
Nillod	Sillod	86.67	100.00
Gangapur N.P.	Gangapur	85.71	100.00
Devgaon	Kannad	83.64	100.00
Paithan N.P.	Paithan	82.43	100.00
Shekata	Aurangabad (R.)	80.00	100.00
Zone 5	Aurangabad City	79.07	73.85
Bharadi	Sillod	76.79	100.00
Sillod	Sillod	74.00	96.00
Chincholi	Kannad	71.28	94.68
Ajinta	Sillod	69.85	87.94
Karmad	Aurangabad (R.)	65.12	83.72
Pishor	Kannad	65.00	100.00
Phulambri	Aurangabad (R.)	41.00	92.00
Khultabad	Khultabad	40.00	93.75
Daulatabad	Aurangabad (R.)	28.57	60.71

Appendix E : Important Events

1. February 28-29, 1992
1992
Visit of Smt. Kumud Bansal, Secretary of Education (School Education), Government of Maharashtra and Smt. Anita Kaul, Deputy Secretary, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi. Discussions with Government officials, peoples' representative and social workers about TLC in Aurangabad district.
2. May 1, 1992
Launching of TLC, 'Sankalpa Din' was organized in Aurangabad city where about 5,000 citizens pledged themselves to work daily for two hours for TLC. Chief Guest: Hon. Guardian Minister of the District Mr. Padmasinghaji Patil. Padma-vibhushan Shri Govindbhaiji Shroff was present.
3. June 22, 1992
Visit of Dr. S.P. Sharma, Deputy Director, Directorate of Adult Education, New Delhi.
4. July 1, 1992
Visit of Shri Suleman, Director, Directorate of Adult Education, New Delhi.
5. August 15, 1992
Inauguration of literacy classes in Aurangabad City.
6. October 28-29, 1992
Eighty-eight troops of artists from rural areas performed programmes in various parts of Aurangabad City and assembled together. Cine artist Shri Nana Patekar guided them.
7. December 4-5, 1992
Visit of Shri D.S. Sharma, Deputy Director, Directorate of Adult Education, New Delhi, to the literacy classes in the city.
8. January 11, 1993
and
January 31, 1993
Visit of Shri S.V. Petkar, Joint Director, Department of Adult Education, Government of Maharashtra, Pune.
9. January 30, 1993
Visit to literacy classes in Khultabad taluka by Dr. J.P. Gupta, Joint Director, Directorate of Adult Education, New Delhi.
10. February 2, 1993
Visit to literacy classes in Aurangabad Rural taluka by Shri B.A. More, Director of Education (Adult Education), Government of Maharashtra, Pune.

Appendix E : (continued)

11. February 22-23, 1993 Audio Cassette 'Aksharanjali (I)' released at the hands of Smt. Kumud Bansal, Secretary of Education (School Education), Government of Maharashtra and her visits to literacy classes in rural areas.
12. March 8, 1993 On the occasion of Women's Day, Gyan Vigyan Kala Jatha was organized. Renowned cine artist Smt. Deena Pathak was the Chief Guest.
13. April 1, 1993 A book, 'Aksharnad I' was released at the hands of Shri Vidyadhar Karandikar, Divisional Commissioner, Aurangabad Division.
14. May 13, 1993 Visit to literacy classes in Kannad taluka by Shri Mhamane, Assistant Director (Adult Education), Government of Maharashtra, Pune.
15. May 30, 1993 Famous Marathi drama, 'Vichha Mazi Puri Kara' was staged in Paithan and Vaijapur towns. Smt. Usha Chavan renowned artist introduced literacy messages in the plays.
16. May 1993 Literacy messages through TV and local cable network were started from this month.
17. June 15-30, 1993 'Literacy Fortnight' organized throughout the district.
18. June 17, 1993 Visit of Shri B.A. More, Director of Education (Adult Education), Government of Maharashtra, Pune, to the Office of the Abhiyan.
19. June 19, 1993 About 10,000 stickers were pasted on the vehicles in Aurangabad City carrying literacy messages with the help of voluntary organizations.
20. June 1993 The Chief Minister of Maharashtra Hon. Shri Sharad Pawar wrote a letter appealing to actively participate in TLC which was sent to the M.P.s, M.L.A.s and other peoples' representatives in the district.
21. July 21-22, 1993 Visit to literacy classes in Khultabad taluka by Shri Sandanshiv, Deputy Director (Adult Education), Government of Maharashtra, Pune.

Appendix E : (continued)

22. August 3, 1993

Shri Saraswati Bhawan Shikshan Sanstha celebrated its 75th Anniversary. The Chief Guest Hon. Dr. Shankar Dayal Sharma, President of India appealed for eradication of illiteracy in his speech.

23. August 6, 7, 1993

Visit to literacy classes by Shri B.A. More, Director of Adult Education, Government of Maharashtra, Pune.

24. October 15-21, 1993

Gokhale Institute of Politics and Economics conducted external evaluation.

Some of the Gokhale Institute Publications

GOKHALE INSTITUTE STUDIES

1. Writings and Speeches of Prof. D. R. Gadgil on Co-operation : 1975, pp. viii + 296, Rs. 30.
2. Employment Guarantee Scheme—An Employment Opportunity for Women : Kumudini Dandekar, 1983, pp. 76, Rs. 25.
3. Drought in Maharashtra 1972 - A Case for Irrigation Planning : Sulabha Brahme, 1983, pp. xiii + 146, Rs. 60.
4. Irrigation Utilisation in the Context of Protective and Productive Irrigation in Maharashtra : Ashok K. Mitra, 1990, pp. 101, Rs. 100.
5. Indian Economics : Some Theory Some Practice : N. V. Sovani, 1991, pp. 154, Rs. 120.

ARTHA VIJNANA REPRINT SERIES

1. Income, Saving and Investment in Agriculturally Progressive Areas in Ahmednagar District Maharashtra State (1969-70 to 1971-72) : M. P. Khare, 1977, pp. 138, Rs. 15.
2. Economic Benefits of Rural Electrification in Maharashtra - A Study of Four Districts : A. K. Mitra and S. W. Muranjan, 1981, pp. vi + 186, Rs. 50.
3. Management of Social Forestry in Maharashtra : S. W. Muranjan, 1987, pp. 113-199, Rs. 50.
4. Planning and Management of Surface Irrigation in Drought Prone Areas : Ashok K. Mitra, 1987, pp. 305-422, Rs. 60.
5. Open Economy, Microeconomics and its Relevance to India (Selected Papers presented at the workshop organised at Pune during 15th-17th March, 1990), 1991, pp. 177, Rs. 150.

MIMEOGRAPH SERIES

1. Economics of Dairying with Crossbred Cows in Western Maharashtra : D. P. Apte, 1987, pp. 236, Rs. 80.
2. Evaluation Study of Minor Irrigation Schemes in Maharashtra State with Special Reference to Drought Prone Areas of Beed and Osmanabad Districts of Marathwada Region : C. S. Gajarajan, 1988, pp. 130, Rs. 60.
3. Levels of Fertilizer Use in Maharashtra : M. P. Khare, 1991, pp. 205, Rs. 110.
4. Role of Agricultural Extension in the Management of Drought and Impact of Extension Messages on the Farmers : S. W. Muranjan, 1991, pp. 34, Rs. 35.
5. Watershed Development Approach in Fragile Resource Region - An Analytical Study of Maharashtra (Evaluation of National Watershed Development Programme : Maharashtra) : R. S. Deshpande and V. Ratna Reddy. 1991, pp. 168, Rs. 120.
6. Evaluation Study of Grape Cultivation Scheme in Nasik District, Maharashtra : Sudhakar Gadam. 1992, pp. 74, Rs. 60.
7. A Study on Short Term Agricultural Credit in Maharashtra : C. S. Gajarajan, 1992, pp. 197, Rs. 120.
8. Impact of Non-Governmental Organisations on Agricultural Development : R. S. Deshpande, 1993, pp. 169, Rs. 150.
9. Maharashtra's Agriculture : Trends in the Foodgrains Production (1960-61 to 1988-89) : M. P. Khare, 1993, pp. 173, Rs. 160.
10. Emerging Problems of Agricultural Marketing in Karnataka : R. S. Deshpande, C. S. Gajarajan and Rajiv Dogra, 1993, pp. 107, Rs. 150.
11. Pulses and Oilseeds scene in Maharashtra : M. P. Khare, 1994, pp. 165, Rs. 150.
12. Impact of the National Pulses Development Programme on Small Cultivators in Maharashtra : M. P. Khare, 1995, pp. 86, Rs. 110.
13. Working of Milk Producers' Co-operatives in Maharashtra : Deepak Shah, 1996, pp. 229, Rs. 199.
14. Evaluation of Drip Irrigation System in Maharashtra : A. Narayanamoorthy, 1996, pp. 114, Rs. 150.
15. Diagnostic Study on Variations of Estimates of Cotton Production : A Study of Maharashtra : Sangeeta Shroff, 1996, pp. 93, Rs. 125.
16. Trends in Operational Holdings in Maharashtra : An Analysis of Determinants : N. Rajasekaran, 1996, pp. 134, Rs. 180.