

GOKHALE INSTITUTE MIMEOGRAPH SERIES NO. 50

**TOTAL LITERACY CAMPAIGN OF
YAVATMAL DISTRICT
EXTERNAL EVALUATION REPORT**

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Foreword

With a view to giving special emphasis on provision of functional literacy in the 15-35 age group and also to ensure that recent technological and pedagogical advances are brought to bear on adult education programmes, the Government of India launched the National Literacy Mission (NLM) on 5th May, 1988. The earlier adult literacy programmes were studied, their strengths and weaknesses were examined and the new strategies were developed by the NLM. The earlier Centre-based programme was continued with changes brought about mainly in streamlining the various activities and correcting managerial deficiencies. However, the deficiencies noticed earlier could not be remedied in the implementation process in spite of extensive revision of guidelines after the formation of the NLM. Around this time, the experiment carried out in Kozhikode city in Kerala, using campaign mode, gave a different direction to the approach to the literacy programme mainly through the fusion between the district administration headed by its Collector, volunteer groups, social activists and others. Subsequently, the success achieved in Ernakulam district in mass literacy campaign came as a breakthrough and the 'mass campaign' approach was adopted by the National Literacy Mission and districts after districts were taken up for what is known as Total Literacy Campaign (TLC). The mass campaign approach is characterised by large scale environment building activity through a multifaceted communication strategy with a view to acquiring people's participation and creating demand for literacy.

The Total Literacy Campaign (TLC) of a district is implemented through District Literacy Council (Zilla Seksharata Samiti) which is registered under the Societies Registration Act as an independent and autonomous body. When the TLC is completed, external evaluation is carried out to provide objective and reliable assessment

of the campaign. Earlier, we have carried out such external evaluation of Pune, Aurangabad and Sangli districts. This report contains the result of external evaluation carried out by us of the Total Literacy Campaign in the district of Yavatmal. The external evaluation covered assessment of literacy outcomes and critical documentation of the campaign implementation.

A sample of about 22,300 learners spread over 157 villages and 8 municipal towns was covered for the external evaluation. The overall literacy achievement was estimated at 32.94 per cent at the district level which was considerably lower than the achievements in the districts evaluated by us earlier. The literacy achievement of male learners was 37.53 per cent and was higher than that of female learners, which was 30.51 per cent. The report gives more detailed achievement results at Panchayat Samiti level and also by rural-urban classification and by caste groups, etc. The performance of the campaign in Yavatmal district has been poor. The district is characterised by vast geographical area and also a large proportion of tribal population. The Zilla Saksharata Samiti could not mobilise the tribal communities enough, specially the tribal women.

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 planners, administrators, literacy-volunteers as well as researchers and educationists besides serving the immediate purpose of the National Literacy Mission.

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V.S. Chitre
Director

PREFACE

I have pleasure in writing this fourth report on external evaluation of the Total Literacy Campaign (TLC). The National Literacy Mission has decided that when a district completes the TLC an objective and reliable assessment of the TLC should be done by an external agency.

We are thankful to the National Literacy Mission, Ministry of Human Resource Development, Government of India and the Directorate of Education (Adult Education), Government of Maharashtra for giving us an opportunity of carrying out the External Evaluation of the Total Literacy Campaign of the Yavatmal district.

I am thankful to Dr. D.C. Wadhwa, the then Director, Gokhale Institute of Politics and Economics for encouraging me to take up the study. I am thankful to Dr. V.S. Chitre, Director, Gokhale Institute of Politics and Economics for extending full co-operation to me in conducting this study.

I am grateful to Shri Nilay Naik, Chairman and Shri V. Giriraj, the Collector of Yavatmal and acting Chairman of Zilla Saksharata Samiti, Yavatmal and other members of the Samiti for extending full co-operation and facilities to us for carrying out external evaluation.

Shri A.D.Dhandole, District Adult Education Officer, Yavatmal and Shri Darbheswar, the Project Officer did an excellent job of planning and organizing the field facilities as per our requirements. I sincerely thank them. The staff of the Revenue Department looked after the arrangements of stay and food for the investigating team efficiently. My sincere thanks to all of them and specially to Shri Bhagade, RDC.

I received help and cooperation from all the Sub-Divisional Officers, Tahasildars, Block Development Officers, Block

Education Officers, Extension Officers (Education), Chief Officers of Municipal Councils, Naib Tahasildars, Talathis, Gram Sevaks, etc. I am thankful to all of them.

I would like to record my sincere thanks to Shri B.A. More, Director of Education (Adult Education), Government of Maharashtra for the cooperation I received from him and for his guidance to his colleagues working in Yavatmal district at all levels.

I am thankful to the Principal, Dr. Babasaheb Ambedkar College of Social Work, Wardha for arranging the students for working as Team Leaders for external evaluation. My thanks are due to all these students and also to all the Secondary Teachers who worked as evaluators.

In this massive work of external evaluation we needed help from several functionaries and others at various levels and I would like to express my gratitude to all of them.

I am thankful to Shri R.D. Khodaskar, Field Inspector, from the Gokhale Institute for helping me in supervising the field work and also at the final stages of the report. I am also thankful to Shri S.S. Dete, Shri V.G. Kasbe, Shri S.B. Kate and Shri V.B. Lokare, Investigators from the Gokhale Institute for helping me in supervision of the field work. I am thankful to Smt. Vandana Shivanekar for analysing the data on computer, Shri M.M. Marathe for entering the data on computer and Shri A.V. Mogue for carefully typing the report. My thanks are also due to Shyam Ganjekar, who did the work of duplication neatly.

The report is divided into six chapters. The first chapter gives the profile of the Yavatmal district, the methodology of external evaluation is presented in the second chapter. The administration 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 Chapter V and in Chapter VI important field events are documented.

I hope that the present report will be quite useful to other TLCs besides being useful to the Zilla Saksharata Samiti, Yavatmal and the National Literacy Mission. The researchers, educationists, literacy activists and administrators will also find this report useful.

Pune

Sudhakar N. Gadem

August 31, 1998

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IMPORTANT STATISTICS

IDENTIFIED ILLITERATES (15-45 years age group)	Male	112501
	Female	187567
	Total	300068
REVISED TARGET -----	Male	99574
	Female	181400
	Total	280974
PANCHAYAT SAMITIS		14
MUNICIPAL TOWNS		8
MUNICIPAL CORPORATION		-
VILLAGES		1792
TRAINED FUNCTIONARIES -----		
RESOURCE PERSONS		60
MASTER TRAINERS		1400
VOLUNTEERS		30000
ARTIST TROUPS -----		73
EXTERNAL EVALUATION STATISTICS -----		
SAMPLE VILLAGES		157
MUNICIPAL TOWNS		8
SAMPLE SIZE		22348
PERCENTAGE OF ATTENDANCE		71.86
PERCENTAGE ACHIEVEMENT -----		
	Male	37.53
	Female	30.51
	Total	32.94

CHAPTER I

INTRODUCTION TO THE DISTRICT

The Yavatmal Zilla Saksharata Abhiyan Samiti was formed and registered on 26th March 1993 with the President of Zilla Parishad of Yavatmal as the Chairman and the District Collector and the Chief Executive Officer of Zilla Parishad, Yavatmal as acting Chairmen. The project proposal for Total Literacy Campaign (TLC) of Yavatmal district was approved on 31st January 1994. The formation of Samitis of various levels, environment building, identification of volunteers, training, etc. was done and the literacy classes were started on the International Literacy Day, 8th September 1994. While the review of the activities of the Abhiyan will be presented in the following chapters, brief information about Yavatmal district will be presented in this chapter.

1.1 Profile of Yavatmal District

The Yavatmal district is located in the eastern part of the State of Maharashtra and belongs to the region known as Vidarbha. Vidarbha region is comparatively underdeveloped and Yavatmal district is underdeveloped even within this region.

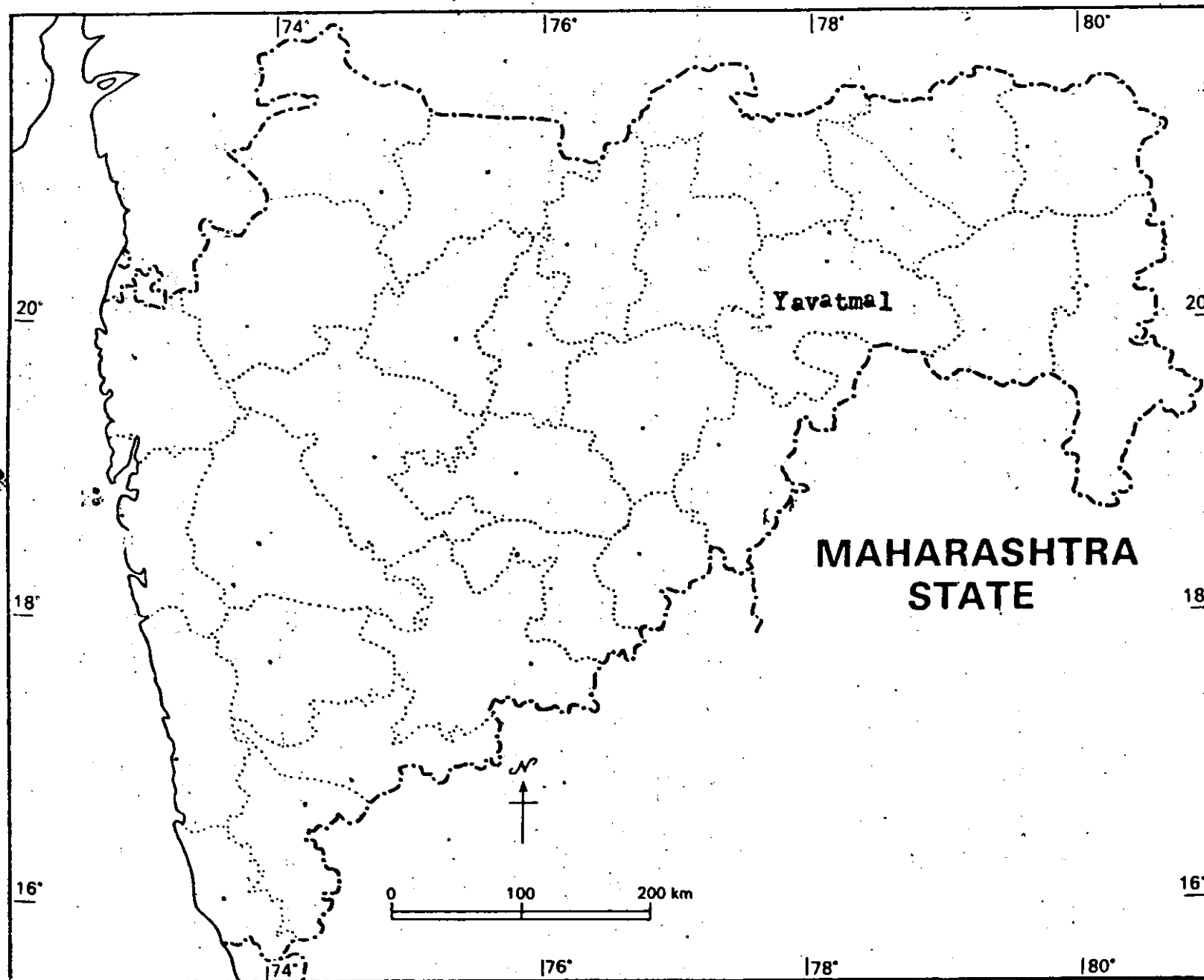
The district has 16 talukas but only 14 Panchayat Samitis. The situation is so because recently two new talukas have been formed whereas the number of Samitis remained the same. The most of the presentation of the data in this report is done according to the Panchayat Samitis. Some important statistics administrative units is given below.

Administrative Units

No. of Sub-divisions	:	5	No. of Talukas	:	16
No. of Panchayat Samitis	:	14	No. of Towns	:	8
No. of Villages	:	1792			

1.2 Composition of the Population in the District

The total population of the district according to 1991



Census was 20,77,144 persons with 51.24 per cent males and 48.76 per cent females. The population of the district grew with generally lower decadal rate of growth since 1951 compared to the rate of growth of the State except from 1961 to 1971 when the rate of the growth in the district was slightly higher than that of the State. The rate of the growth from 1981-1991 was 19.55 per cent which was lower than 25.73 per cent of the State. The data on growth of population is presented in Table 1.1.

The rate of urbanization in the district was very low at 17.18 per cent compared to 38.69 per cent of the State. There was not much difference between male-female proportions in the district and the State. The data on male-female and rural-urban composition is presented in Table 1.2.

The data regarding scheduled castes and scheduled tribes population is presented in Table 1.3. The district is characterised by high proportion of scheduled tribes population. According to 1991 Census the scheduled tribes population in the district was 21.46 per cent which was substantially higher than the percentage of 9.22 in the State. There are two major tribes, namely, Kolam and Banjara.

According to 1991 Census, the density of the population in the district was 153 persons per sq.km.

1.3 Literacy in the district

The literacy rate according to 1991 Census was 58.31 per cent for the district as a whole. The literacy rate for the female population was considerably lower at 45.08 per cent compared to the literacy rate of male population at 70.87 per cent. The growth of literacy from the year 1951 can be seen in Table 1.4. The district had very low literacy rate of 14.40 per cent in 1951 and the same grew steadily by about 8 to 9 per cent over the next three decades and the figure for 1981 was 30.29 per cent. However, the rise in the decade 1981 to 1991 was of the

TABLE 1.1 : GROWTH OF POPULATION IN YAVATMAL DISTRICT FROM 1951 to 1991

YEAR	POPULATION	DECADAL RATE OF GROWTH	
		YAVATMAL DISTRICT	MAHARASHTRA
1951	931982	-	-
1961	1098470	17.86	23.6
1971	1423677	29.61	27.45
1981	1737423	22.04	24.54
1991	2077144	19.55	25.73

Source : Census of India 1981, District Census Handbook, Yavatmal District (except 1991 figures)

TABLE 1.2 : POPULATION GENDER-WISE AND URBAN-RURAL IN MAHARASHTRA STATE AND YAVATMAL DISTRICT IN 1991

	MAHARASHTRA		
	MALE	FEMALE	TOTAL
TOTAL	40825618 (51.72) (100.00)	38111569 (48.28) (100.00)	78937187 (100.00) (100.00)
RURAL	24536280 (50.70) (60.10)	23859321 (49.30) (62.60)	48395601 (100.00) (61.31)
URBAN	16289338 (53.34) (39.90)	14252248 (46.66) (37.40)	30541586 (100.00) (38.69)
	YAVATMAL DISTRICT		
	MALE	FEMALE	TOTAL
TOTAL	1064422 (51.24) (100.00)	1012722 (48.76) (100.00)	2077144 (100.00) (100.00)
RURAL	879017 (51.10) (82.58)	841196 (48.90) (83.06)	1720213 (100.00) (82.82)
URBAN	185405 (51.94) (17.42)	171526 (48.06) (16.94)	356931 (100.00) (17.18)

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

TABLE 1.3 : POPULATION OF SCHEDULED CASTES AND SCHEDULED TRIBES
IN MAHARASHTRA STATE AND YAVATMAL DISTRICT
(1991 CENSUS)

	NO. OF PERSONS AND PERCENTAGE TO TOTAL POPULATION		
	MALE	FEMALE	TOTAL

MAHARASHTRA			

SCHEDULED CASTES	4505375 (11.04)	4252467 (11.16)	8757842 (11.10)
SCHEDULED TRIBES	3717783 (9.11)	3600498 (9.45)	7318281 (9.27)

YAVATMAL DISTRICT			

SCHEDULED CASTES	115549 (10.86)	111271 (10.90)	226820 (10.92)
SCHEDULED TRIBES	226501 (21.28)	219339 (21.66)	445840 (21.46)

TABLE 1.4 : GROWTH OF LITERACY IN YAVATMAL DISTRICT

YEAR	LITERACY RATES		
	MALE	FEMALE	TOTAL
1951	23.77	5.08	14.40
1961	35.34	11.27	23.48
1971	42.87	19.88	31.60
1981	51.21	26.86	39.29
1991	70.87	45.08	58.31

Source : Census of India 1981, District Census Handbook,
Yavatmal District

order of about 19 per cent. Of course, while considering the 1901 literacy rate it has to be noted that the rate refers to the population in the age group 7 year and above whereas during the earlier censuses the age group considered was 6 year and above. The literacy rate of the district was lower than the State level literacy rate by about 6 per cent (Tables 1.4 and 1.5).

The literacy rates (1901) for scheduled castes and scheduled tribes are presented in Table 1.6 for Yavatmal district and for the State of Maharashtra. The literacy rate for the scheduled caste males and also females was slightly higher in Yavatmal district than in the State. Similarly, the literacy rates for the scheduled tribes were higher in the district than in the State and the difference in this case was higher.

The Panchayat Samitiwise rates are presented in Table 1.7 for total population, in Table 1.8 for rural population and in Table 1.9 for urban population. Considering the total population the highest rate of literacy was in Yavatmal Panchayat Samiti (69.70). The lowest literacy rate was in Mahagaon Panchayat Samiti (48.89).

The highest rate of literacy considering rural population was in Ner Panchayat Samiti (65.65) and the lowest was in Pandharkavda Panchayat Samiti (47.12). Among urban population the highest literacy rate was in Yavatmal town (83.76) and the lowest was in Umārkhed town (69.73). The literacy rate among female population were considerably lower than the literacy rate among the male population whether we consider rural or urban population.

TABLE 1.5 : LITERACY RATES* FOR MAHARASHTRA STATE AND YAVATMAL DISTRICT RURAL-URBAN AND MALE-FEMALE (1991)

	MAHARASHTRA		TOTAL
	MALE	FEMALE	
RURAL	69.75	40.96	55.52
URBAN	86.41	70.84	79.19
TOTAL	76.56	52.31	64.81

	YAVATMAL DISTRICT		TOTAL
	MALE	FEMALE	
RURAL	67.56	40.05	54.12
URBAN	86.00	68.96	77.80
TOTAL	70.45	44.81	57.96

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

TABLE 1.6 : LITERATE PERSONS AND LITERACY RATES FOR SCHEDULED CASTES AND SCHEDULED TRIBES IN MAHARASHTRA STATE AND YAVATMAL DISTRICT (1991 CENSUS)

	LITERATE PERSONS AND LITERACY RATES		
	MALE	FEMALE	TOTAL
MAHARASHTRA			
SCHEDULED CASTES	2585795 (70.45)	1436636 (41.59)	4022431 (56.46)
SCHEDULED TRIBES	1462384 (49.09)	690857 (24.03)	2153241 (36.79)
OTHERS	21895276 (80.39)	14376191 (57.00)	36271467 (69.14)
TOTAL	25943455 (76.56)	16503684 (52.31)	42447139 (64.89)
YAVATMAL DISTRICT			
SCHEDULED CASTES	67921 (71.35)	39843 (43.38)	107764 (57.62)
SCHEDULED TRIBES	101673 (55.09)	48524 (27.26)	150197 (41.43)
OTHERS	447876 (75.72)	284506 (51.06)	732382 (63.76)
TOTAL	617470 (70.45)	372873 (44.81)	990343 (57.96)

TABLE 1.7 : PANCHAYAT SAMITI-WISE LITERACY RATES FOR TOTAL POPULATION (1991)

SR.NO.	PANCHAYAT SAMITI	MALE	TOTAL FEMALE	TOTAL
1	KALAMB	66.84	45.42	56.35
2	RALEGAON	68.49	45.93	57.44
3	GHATANJI	65.49	38.33	52.15
4	DARWHA	71.15	46.79	50.26
5	PANDHARKAVDA	64.06	40.25	52.30
6	NER	76.22	54.54	65.65
7	BABHULGAON	69.33	50.59	60.13
8	UMARKHED	69.40	37.22	53.74
9	DIGRAS	69.80	40.50	55.61
10	MAREGAON	65.67	40.44	53.19
11	MAHAGAON	64.12	32.78	48.89
12	PUSAD	70.11	37.35	54.34
13	YAVATMAL	78.22	59.49	69.17
14	WANI	76.82	54.94	66.20
DISTRICT YAVATMAL		70.45	44.81	57.06

TABLE 1.8 : PANCHAYAT SAMITI-WISE LITERACY RATES FOR RURAL POPULATION (1991)

SR.NO.	PANCHAYAT SAMITI	MALE	RURAL FEMALE	TOTAL
1	KALAMB	66.84	45.42	56.35
2	RALEGAON	68.49	45.93	57.44
3	GHATANJI	62.97	35.03	49.18
4	DARWHA	68.66	42.47	55.87
5	PANDHARKAVDA	59.43	34.65	47.12
6	NER	76.22	54.54	65.65
7	BABHULGAON	69.33	50.59	60.13
8	UMARKHED	66.97	33.41	50.61
9	DIGRAS	67.21	36.09	52.13
10	MAREGAON	65.67	40.44	53.19
11	MAHAGAON	64.12	32.78	48.89
12	PUSAD	64.77	28.31	47.14
13	YAVATMAL	67.56	44.16	56.18
14	WANI	73.90	49.53	62.02
DISTRICT YAVATMAL		67.07	39.75	53.72

TABLE 1.9 : PANCHAYAT SAMITI-WISE LITERACY RATES FOR URBAN POPULATION (1991)

SR.NO.	PANCHAYAT SAMITI	MALE	URBAN FEMALE	TOTAL
1	KALAMB	-	-	-
2	RALEGAON	-	-	-
3	GHATANJI	83.61	63.84	74.22
4	DARWHA	84.13	69.65	77.1
5	PANDHARKAVDA	84.68	66.46	75.85
6	NER	-	-	-
7	BABHULGAON	-	-	-
8	UMARKHED	81.69	56.89	69.73
9	DIGRAS	82.86	62.92	73.22
10	MAREGAON	-	-	-
11	MAHAGAON	-	-	-
12	PUSAD	86.08	65.41	76.28
13	YAVATMAL	90.03	76.94	83.76
14	WANI	82.82	66.33	74.89
DISTRICT YAVATMAL		86.00	68.96	77.80

1.4 The Work of National Adult Education Programme in Yavatmal District

The programmes of adult education have been going on in Yavatmal district in the past as they were going on in other districts of Maharashtra. Much before the National Adult Education Programme (NAEP) came up, there were programmes like Gram Shikshan Mohim and subsequently Kisan Shikshan Yojana run by the Government of Maharashtra. The NAEP was started on the 2nd October 1978 and it had two schemes, namely, (1) Rural Functional Literacy Programme and (2) State Adult Education Programme. We present in Tables 1.10 and 1.11 the coverage of NAEP for both these programmes together for the period 1982-83 to 1992-93. As per these statistics, during this period of 11 years, 212760 adults were made literate. It may be noted here that the target of the Total Literacy Campaign in Yavatmal district was 273793 persons which was much larger than the total number of adults who were made literate during the 11 year period of NAEP.

TABLE 1.10 : ILLITERATE ADULTS IN NATIONAL ADULT EDUCATION PROGRAMME FROM 1982-83 IN YAVATMAL DISTRICT

SR.NO.	YEAR	ENROLLMENT		
		MALE	FEMALE	TOTAL
1	1982-83	2640	2760	5400
2	1983-84	2160	3240	5400
3	1984-85	4800	12300	17100
4	1985-86	4830	15270	20100
5	1986-87	5130	14970	20100
6	1987-88	8010	15390	23400
7	1988-89	9780	13620	23400
8	1989-90	12540	16860	29400
9	1990-91	12630	16770	29400
10	1991-92	10980	18420	29400
11	1992-93	3690	5970	9660
TOTAL		77190	135570	212760

TABLE 1.11 : NO. OF ADULTS MADE LITERATE UNDER NAEP IN YAVATMAL DISTRICT

SR.NO.	YEAR	LITERATE		
		MALE	FEMALE	TOTAL
1	1982-83	1584	1656	3240
2	1983-84	1296	1944	3240
3	1984-85	3080	7180	10260
4	1985-86	2898	9162	12060
5	1986-87	3078	8982	12060
6	1987-88	4923	9117	14040
7	1988-89	5868	8172	14040
8	1989-90	5409	7191	12600
9	1990-91	9051	11507	20558
10	1991-92	7735	9383	17118
11	1992-93	2689	3054	5743
TOTAL		47611	77348	124959

CHAPTER II
METHODOLOGY OF EXTERNAL EVALUATION

We present the objectives of the external evaluation, sample design, planning and organization of field work, training for external evaluation, etc. in this chapter. The Yavatmal district comprises of 16 talukas but 14 Panchayat Samitis. As explained in Chapter I, we chose Panchayat Samiti as unit rather than taluka for the reasons explained therein. There are eight municipal towns in the district. Of the total target of 23094 adults, we planned to cover about 8 per cent in our sample, that is, around 23000 adults. Naturally, it is huge task to cover such a large number of adults and administer them the tests. We had to make proper planning for the task and also to arrange large manpower. We took help of the students studying mainly for Master of Social Work (M.S.W.) and also some students studying for Bachelor of Social Work (B.S.W.) from the Dr. Babasaheb Ambedkar College of Social Work, Wardha who worked as team leaders. In addition, the Saksharata Abhiyan organized a massive manpower for the external evaluation as per the requirement. The external evaluation was carried out during 24th October 1996 to 31st October 1996.

2.1 Objectives

The main objective of the external evaluation was to assess the literacy achievement by the Total Literacy Campaign as per the Dave Committee guidelines.

The second objective of the external evaluation was to critically document the process of implementation of the TLC by the Saksharata Abhiyan Samiti and their experience, etc., to cover various phases of implementation, difficulties, organizational structure and special features, if any, of the Yavatmal Abhiyan.

2.2 Sample Design

In the districts of Maharashtra, for the convenience of administration, the department of education sub-divided the talukas/panchayat samitis into educational beats. Recently, the beats have been sub-divided into centres. A centre consists of 8 to 10 schools and one officer is appointed for each centre. We have been using beat as the smallest geographical unit so as to select villages from each beat. In case of Yavatmal district we formed zones in each taluka by combining beats/centres taking into consideration the size of adult learner population and geographical contiguity. Thus, we formed in all 36 zones. The number of zones formed in each panchayat samiti are given in Table 2.1

Sampling of Villages/Wards

Villages were randomly chosen from each of the divisions/³⁴ so formed so as to cover about 8 per cent of the neo-literates in each division. For this purpose random number tables generated through computer were used.

For the municipal towns, ward-wise data of neo-literates was obtained and wards were randomly selected to cover about 8 percent sample in each towns. There are eight municipal towns in the district and all eight were covered in the sample.

It was observed that most of the municipal towns had more than 1000 adult learners except Ghatanji with 526 learners and Darwha with 797 learners. It was also observed that there were four villages with more than 1000 adult learners, namely, Kalamb, Arni, Dhaneki and Rajur Colony. It was decided to treat these villages on par with the municipal towns for sampling purpose. We, therefore, included all these four villages in our sample and covered around 8 per cent adults in each village. For sampling purpose, a list of volunteers was obtained and volunteer were randomly selected. The adult learners attached to these

TABLE 2.1 : PANCHAYAT SAMITI WISE NUMBER OF ZONES

PANCHAYAT SAMITI	NUMBER OF ZONES
1 KALAMB	2
2 RALEGAON	2
3 GHATANJI	3
4 DARWHA	2
5 PANDHARKAVDA	3
6 NER	1
7 BABHULGAON	1
8 UMARKHED	3
9 DIGRAS	3
10 MAREGAON	3
11 MAHAGAON	3
12 PUSAD	5
13 YAVATMAL	3
14 WANI	2
TOTAL	36

TABLE 2.2 : PANCHAYAT SAMITI-WISE NO. OF SAMPLE VILLAGES AND NO. OF IDENTIFIED ILLITERATES IN THE SAMPLE

PANCHAYAT SAMITI	NO. OF SAMPLE		IDENTIFIED ILLITERATES		
	VILLAGES	MTs	PANCHAYAT SAMITI	SAMPLE	SAMPLING FRACTION
1 KALAMB	11	-	14123	1164	8.24
2 RALEGAON	8	-	12511	1082	8.65
3 GHATANJI	12	1	23418	1528	6.52
4 DARWHA	8	1	17963	1213	6.75
5 PANDHARKAVDA	11	1	22822	1753	7.68
6 NER	4	-	9785	681	6.96
7 BABHULGAON	6	-	7384	541	7.33
8 UMARKHED	8	1	24706	2179	8.82
9 DIGRAS	15	1	24829	2087	8.41
10 MAREGAON	22	-	21027	1762	8.38
11 MAHAGAON	12	-	23482	2219	9.45
12 PUSAD	17	1	40737	3146	7.72
13 YAVATMAL	10	1	24651	1881	7.63
14 WANI	13	1	13536	1112	8.22
DISTRICT	157	8	280974	22348	7.95

MTs : Municipal Towns

volunteers were included in the sample. However, for the purpose of rural/urban analysis these villages were included in rural.

We present in Table 2.2 Panchayat Samiti-wise number of villages in the sample and the number of neo-literates in the sample village. At the district level the sampling fraction was 7.75 per cent and at the Panchayat Samiti level it varied over a small range from 6.52 per cent to 0.45 per cent.

Since it is a practice to include all the neo-literates in the selected village in the sample, the sampling fraction varies to certain extent.

2.3 Method of Estimation

As explained above, the divisions were used for sampling the villages and effectively municipal town is treated on par with a division for the process of sampling. This could be considered as stratified sampling method with division or municipal town as stratum. Since a village or a ward selected randomly from the stratum is covered fully in the sample, it could be termed as cluster sampling at this stage. As far as the estimation procedure is concerned weighted percentages need be calculated. We have been adopting the weighted procedure in all the districts. However, while analysing the data for Yavatmal, we carried out weighted and unweighted estimation and found that they were quite close. This was because of more or less uniform sampling fraction. We then, for an exercise, obtained the unweighted estimates for earlier district Sangli and found that the weighted and unweighted estimates were quite close. We, therefore, decided to adopt unweighted method for Yavatmal district. It may, however, be noted that unless the sampling fraction is fairly uniform over the geographical units the unweighted method would not be justified.

2.4 Manpower and Function of Teams

Since our experience with the post-graduate studying for Master of Social Work (M.S.W.) has been fairly good as team

leaders in earlier districts. We requested Dr. Babasaheb Ambedkar College of Social Work, Wardha to help us. We wanted students from outside the Yavatmal district. The college authorities agreed and then the students were requested to enroll voluntarily to participate in the evaluation work. This college also has Bachelor of Social Work (B.S.W.) course and therefore we got some M.S.W. and some B.S.W. students. In all 50 students were engaged in the work as team leaders.

Taking into consideration of size of the sample, geographical spread of the sample villages, etc., we decided to form 25 teams for external evaluation. Two students from Wardha were included in each team as team leaders.

In Yavatmal exercise we requested the Saksharata Abhiyan to arrange for secondary school teachers to help us in evaluation. They arranged 150 teachers and head masters together. Each team consisted of two students from Wardha and six teachers. All eight persons were to carry out external evaluation. Team leaders had additional responsibility of overseeing the process so that the external evaluation is carried out as per the guidelines provided by us.

It was necessary to have sizable number of female members in the evaluation teams since 2/3rd neo-literates are females. Among 50 team leaders, 19 were female and among 150 teacher evaluators 45 were female.

Five supervisors from the Gokhale Institute of Politics and Economics were deployed for field supervision. The project in-charge faculty member of the Institute was present during the entire period to supervise the external evaluation.

2.5 Training for External Evaluation

The training for external evaluation was given in two phases to the team leaders. On 23rd September 1996 training was given to them at Wardha covering historical background of adult education in India, formation of National Literacy Mission,

Launching of Total Literacy Campaigns, emergence of campaign model due to Kerala experience, necessity of external evaluation, general nature of the external evaluation and the role of the students of M.S.W. and B.S.W.

The next phase was spread over two days. On 23rd October, 1966 all these students were given training at Yavatmal covering the details of methodology of external evaluation such as organising the work, mobilizing the local help for environment building, obtaining the relevant records, verification of lists of the learners, identification of neo-literates, conducting the task, evaluation of the scripts recording of marks, compilation and submission of records and other important features of the external evaluation. On 24th October 1966 the participatory secondary teachers and head masters and the students of Wardha were given joint training. In this joint training the above mentioned points were again covered followed by discussion sessions and then the field arrangements were explained by making the team members sit together.

A booklet giving detailed instructions for external evaluation work was prepared covering guidelines of NIM and the above mentioned aspects of external evaluation and was supplied to all the team members at the time of training. The booklet also contained detailed instruction for scoring the answer papers. A specimen copy of question paper was separately supplied. Specimen copies of various proformas were also supplied during the training programme itself. The booklet also included the check list, proforma for the declaration by the Gram Shikshan Samiti, etc.

2.6 Tests and Other Materials

A workshop was held at Yavatmal in September 1966 where about 20 resource persons from the district were invited to set test papers for external evaluation. The Project-in-charge gave the guidelines for preparation of the test papers. Twenty parallel tests were prepared.

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 (NIM), 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, summary information about each village was written on a separate proforma.

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 stationery 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 and various proforma in requisite numbers to each of the teams was really not easy. The Saksharata Abhiyan carried out this work very efficiently. A separate team was deployed to do this.

2.7 Organization of the Fieldwork

In all 25 teams were formed. Each team was provided with a jeep. The plan of field work was drawn in detail to cover 14 panchayat samitis one after the other. The teams were assigned villages taking into consideration the number of adult learners. The work was started on 24th October and was completed on 1st November 1986. The stay of the teams was arranged at convenient taluka places. The work of evaluating the answer scripts, filling in various proforma was carried out by the team at the place of stay.

Teams reached the villages in the afternoon by 4 to 5 p.m. and carried out the test administration till late in the night and generally left the village only after completing ^{the}entire work.

Food arrangements for the night were made at the village level while the noon food was arranged at the place of stay.

The time-table of the field work was given to every team and other involved in the management and this was strictly followed. However, in Kalamb taluka due to unexpected heavy rains we had to postpone the work and carry out at the end. The last taluka Pusad was completed on 31st October 1996 as per the time-table and the work of Kalamb was completed on 1st November 1996. All the teachers were relieved after Pusad work was over on 31st October 1996 and the Kalamb taluka was covered by the students of Wardha.

The Saksharata Abhiyan Samiti made all the arrangements for stay, food, etc. By and large these arrangements were satisfactory.

The Project-in-charge was constantly in touch with teams by visiting the sample villages and also the places of stay.

Submission of Records

A separate jeep was arranged with a team of two officials of ZSS to collect the answer scripts and other records from the evaluation teams. This team and jeep also booked after the distribution of question papers and other blank proforma. At the end of the work all the records were arranged and packed Panchayat Samitiwise and were sent to the Gokhale Institute by the ZSS in their vehicle.

2.8 Carrying Out External Evaluation

Since lot of planning is required for carrying out the external evaluation, the list of sample villages, wards, etc., were communicated to Zilla Saksharata Abhiyan a week in advance. Since the evaluation teams were also to take help of local workers in organising the programme on the given dates, the Gram Shikshan Samitis of the sample villages were informed by the Z.S.S. about the external evaluation programme and were

instructed about the role they have to play and the preparations expected from them at the village level.

In carrying out the external evaluation 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 work of external evaluation was, no doubt, strenuous for the teams but it is heartening to note that all the team leaders, evaluators and other supporting persons have performed their roles without any grudge.

CHAPTER III

ADMINISTRATIVE SET-UP AND TRAINING

In this chapter, brief information regarding the formation of Yavatmal Zilla Saksharta Abhiyan Samiti, Taluka Samitis, organizational structures, formation of various committees, organization of training programmes teaching-learning materials, mobilising the personnel, etc. is given.

3.1 As per the decision taken by the Government of Maharashtra, the Total Literacy Campaign was taken up in Yavatmal district. Accordingly, the Yavatmal Zilla Saksharta Abhiyan Samiti was formed and registered on 26-3-1993 under the Society's Registration Act, 1860. The President of Zilla Parishad Yavatmal is the Chairman of this samiti. The District Collector and the Chief Executive Officer of Zilla Parishad Yavatmal are the Acting Chairman of this samiti. The District Adult Education Officer is working as Secretary of the Samiti. The Collector had arranged the meeting in order to explain the concept of Total Literacy Campaign in details to the officers, educationists, representatives of voluntary agencies, social workers, etc., and made the kind request to all the people in the society to actively participate in this movement.

Then, the project proposal for TLC of Yavatmal District was prepared and submitted to National Literacy Mission. The Collector and the Chief Executive Officer presented the project-proposal before the Executive Committee of the NLM on 31st January 1994. The project proposal was approved by NLM in toto.

3.2 Objectives of the Total Literacy Campaign

The Yavatmal Zilla Saksharata Abhiyan Samiti had set the following objective for the campaign.

1. Imparting the skills of functional literacy as per the National Literacy Mission's norms to all the illiterates in the age-group of 15-45.

2. Strengthening the primary education infra-structure in the district to curb the problem of illiteracy at its roots. As per the NIM the functional literacy implies the following :
- * achieving self reliance in literacy 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 norms, etc.

Yavatmal Zilla Saksharata Abhiyan Samiti had decided to conduct the literacy programme through Marathi medium only.

3.3 Plan for Achieving People's Participation

Yavatmal Zilla Saksharata Abhiyan Samiti focussed its attention on people's participation right from the beginning. The project proposal had a long list of voluntary agencies which are active in Yavatmal district and who were keen to help the proposed campaign. This was followed by a list of social and educational institutions which had shown readiness to participate in the proposed literacy campaign in the district. The people's representatives in the district had also shown great enthusiasm for the proposed campaign.

The educationists, the writers, the cultural artists, had shown their willingness to involve in the campaign. 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 Organisational Structure

Yavatmal Zilla Saksharata Abhiyan Samiti decided to cover the entire district for TLC including Yavatmal city all the municipal towns and all the villages, tandas and poads in 16 talukas of the district, in one phase alone. 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 :

1) Zilla Saksharata Abhiyan Samiti

The Zilla Saksharata Abhiyan Samiti is the main body for implementing the campaign in the district as mentioned earlier. The Zilla Parishad President is the Chairman and the Collector is the Active Chairman of Zilla Samiti. The Chief Executive Officer is also the Active Chairman of the Samiti while the District Adult Education Officer the Secretary.

Zilla Saksharata Abhiyan Samiti has 20 members in all consisting the Government Officers, social workers, educationists, professionals, artists and so on.

2) Formation of Committees

In orders to achieve the objectives of the movement and successful implementation of programme certain committees were formed and the work was distributed suitably among them.

(i) The Executive Committee

This is a high-power committee formed at the district level. This committee was responsible to implement policy-decisions taken by Zilla Saksharata Abhiyan Samiti. The above committee supervised the workings of all the other committees and sub-committees at all levels.

(ii) Environment Creation & Motivation Committee

In the campaign model of the Literacy programme, creation of environment in all habitats and motivating the illiterate adults for learning is the most important aspect and is really the backbone of the programme. This committee, therefore, had very important role to play. This Committee considered of leading personalities from the fields of education, theatre, music, dance, folk arts, media, and literature. Prominent dramatists and theatre actor, Dr. Lakshmanrao Deshpande, guided the cultural artists in the district.

(iii) Training, Monitoring & Evaluation Committee

Training of personnel at various ^{levels} is an important aspect of TLC. It is necessary to have competent volunteer-teachers to conduct the literacy classes, properly oriented and trained artists to carry on environment building activities, etc. It requires drawing up the action plan and execute it effectively. This was the task of this Committee. In addition, this Committee looked after monitoring and evaluation of TLC at various stages and also to facilitated external evaluation.

(iv) Finance & Materials Committee

This Committee is required to plan out the budget for the programme to raise the local funds and to monitor the expenditure as per the norms. In Yavatmal district, the executive committee itself is acting as Finance 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, Municipal Councils supervised the work of the literacy in their respective Municipal Towns.

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 Zilla Saksharata Abhiyan Samiti.

The members of Taluka Saksharata Abhiyan Samiti were as follows:

- (a) The Chairman of the Panchayat Samiti as Chairman of the Samiti.
- (b) Tahasildar and Block Development Officer.
- (c) Block Education Officer as Member Secretary.
- (d) Representatives of Youth Organisation and Mahila Mandals.
- (e) The resource persons.
- (f) Assistant Project Officer from Adult Education Department.
- (g) Representatives of political, social and educational institutions and members of panchayat samiti.

Gram Saksharata Abhiyan Samiti

Gram Saksharata Abhiyan Samiti was formed in each village with following compositions -

- (a) Village Sarpanch as Chairman and selected members of Gram Panchayat as members.
- (b) Representatives of Mahila Mandals, Yuvak Mandals and professional organisations in the village, if any.
- (c) Representatives of the volunteers who conduct literacy classes.
- (d) Master Trainers
- (e) Gram-sevak and Talathi
- (f) Head Master of the Primary School as a Gram-Samanvayak

3.5 Planning for Training

The training of personnel is an essential component of Total Literacy Campaign. The Yavatmal Saksharata Abhiyan Samiti had planned the training for functionaries involved in the Campaign in various stages in an extensive manner at various levels and at every stage of 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 (Akashardhara I, II & 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 Samities at various levels.

It was necessary to build a chain of trainers for the purpose of ultimately training the volunteers who would conduct the literacy class. It was done with two tier approach :

(1) Resource Persons (2) Master Trainers.

It was planned that each volunteer would conduct literacy class consisting about 10 adults. One Master Trainer will train about 20-25 volunteers and one Resource Person will train about 20-25 Master Trainers.

Resource Persons

About 60 Resource Persons were indentified by Abhiyan. The number of Resource Persons in a taluka depended upon the size of the taluka in terms of number of indentified illiterate adults. The Resource Persons were senior Secondary School Teachers.

Master Trainers

Master trainers were the Primary School Teachers. About 1400 Master Trainers were trained.

Volunteers

The District Saksharata Abhiyan Sanskriti enlisted about 30,000 volunteers to conduct the literacy classes. These volunteers were students from Secondary and Higher Secondary Schools, educated youth, members of Youth Clubs/Mahila Mandals and others who offered their services for this purpose.

3.7 Training Programmes Conducted

The functionaries were given training for various stages of campaign. The details of the training programmes conducted are given in the Table 3.1.

In addition to the above categories of functionaries, there were 130 Fulltime workers in the district. Most of them were Primary School Teachers who were released from their usual duties and worked fulltime for TLC. There were 6 to 8 Fulltime workers for each Panchayat Samiti and one Fulltime worker for each Municipal Town and two for Yavatmal Town. These Full Time workers had undergone the training during the training of Resource Persons.

The training programmes were also conducted for internal evaluators. The Abhiyan also carried out evaluation on 5% sample basis with the help of students of Post-graduate courses from College of Social work, Yavatmal. For this purpose, 50 students were trained at Yavatmal by the Resource Persons from the State Resource Centre, Aurangabad.

The Gokhale Institute of Politics and Economics, Pune conducted training programme for Team Leaders at Wardha meant for External Evaluation on 23rd September 1996 and 23rd October, 1996 at Yavatmal where 50 participants attended the programme. These fifty Team Leaders were from Dr. Babasaheb Ambedkar College of Social Work, Wardha. The Abhiyan organised ^{joint} training programme for External Evaluators and Team Leaders in collaboration with Gokhale Institute at Yavatmal on 24th October 1996 where about 200 participants attended the training programme.

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, Bhajans, Bharuds, Gondhaligeet, Kirtans, Vasudeogeet, etc. In all 73 Kalajathas were given orientation so that they adopted the literacy messages in their art form. These orientation programmes were conducted at taluka places and also at Yavatmal town.

3.8 The Survey to Identify Illiterates

A survey to identify illiterates was carried out with the help of primary school teachers at the time of proposing the T.L.C. (on July 2, 1993) covering population of 15 to 45 years age group. As per the survey there were 3,00,068 illiterate adults in the district with as many as 1,87,567 (62.50%) females. The survey figures presented in Table 3.2. Subsequently, it was observed by the visiting Officers that the actual number has increased in certain villages and decreased in certain villages due to migration, deaths, etc. It was, therefore, decided to carry out a fresh survey. It was carried out in September-October 1996. By this time various functionaries including volunteers were already identified and enlisted. First stage training programme for these functionaries were also conducted that included training of survey of illiterate adults. It was decided that the door to door survey would be carried out by the volunteers so that they would get to know the learners and also learners would know the volunteers.

Suitable format to record the names and other information was designed and detailed planning to conduct the survey and forward the records by the volunteers was done.

The functionaries such as Master Trainers, Resource Persons and all Samitis upto Gram Saksharata Abhiyan Samiti were involved in the survey work.

As per this second survey carried out by the Abhiyan, there were 2,80,974 illiterates in the age group of 15 to 45 years. The data is presented in Tables 3.3 and 3.4.

3.9 Teaching, Learning and Other Materials

The Improved Phase and Content of Learning (IPCL) primers I, II and III were used by Abhiyan for T.L.C. The Marathi primer 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 an appropriate time. They were also distributed to the volunteers, masters trainer and resource persons.

The Yavatmal Saksharata Samiti prepared the two booklets for better achievement of the TLC. The first one was called 'Saksharata Abhiyan Pustika' and was meant for all workers describing the objectives of the mission and role of every one in the mission. The second booklet was prepared and published for the benefit of the volunteers and was called 'Swayamsevak Margadarshika'. This booklet for volunteers included broad information about Yavatmal district, outline of Abhiyan, expectations from the volunteers, etc.

Apart from these two, the Yavatmal Abhiyan prepared and published two more booklets, namely, 'Aksharwel' and 'Aksharjyoti' for the artists in 'Kalajathas. In Aksharwel, there are a number of saksharata songs and poems composed by Mr. Mama Magade and in 'Aksharjyoti', there are songs, poems, street plays, one act plays, etc.

3.10 Starting the Literacy Classes

The literacy classes were started on the International Literacy Day, 8th September, 1994. Hon. Justice Mr. Rohi inaugurated the process. The classes were inaugurated at all the villages by about 30,000 volunteers on the same day.

TABLE 3.1 : TRAINING PROGRAMME OF FUNCTIONARIES

FUNCTIONARIES	TRAINING DURATION	NO. OF DAYS	LEVEL OF TRAINING
RESOURCE PERSONS			
i)Stage I	19.7.94 to 22.7.94	4	District (Res.)
ii)Stage II	9.11.94 to 11.11.94	3	District (Res.)
iii)Stage III	13.2.96 to 29.2.96	2	Taluka
MASTER TRAINERS			
i)Stage I	4.8.94 to 8.8.94	4	Taluka (Res.)
ii)Stage II	16.2.95 to 10.3.95	3	Taluka (Res.)
iii)Stage III	-	-	-
VOLUNTEERS			
i)Stage I	16.8.94 to 19.8.94	4	Village/beat
ii)Stage II	1.3.95 to 31.3.95	3	Village/beat
iii)Stage III	16.2.96 to 3.3.96	2	Beat

Res. : Residential

TABLE 3.2 : NO. OF ADULT ILLITERATES IDENTIFIED AS PER THE SURVEY CONDUCTED ON 2 JULY 1993

SR.NO.	TALUKA	NO. OF PERSONS IDENTIFIED		
		MALE	FEMALE	TOTAL
1	KALAMB	6020	8013	14033
2	RALEGAON	5535	6895	12430
3	GHATANJI	7851	15783	23634
4	DARWHA	6526	13270	19796
5	PANDHARKAVDA	8766	14056	22822
6	NER	3982	6833	10815
7	BABHULGAON	3171	5055	8226
8	UMARKHED	9903	18791	28694
9	DIGRAS	10494	20717	31211
10	MAREGAON	10653	14509	25162
11	MAHAGAON	8897	14184	23081
12	PUSAD	14372	25253	39625
13	YAVATMAL	9545	16227	25772
14	WANI	6786	7981	14767
DISTRICT YAVATMAL		112501	187567	300068

TABLE 3.3 : PANCHAYAT SAMITI-WISE NO. OF ILLITERATES IN AGE GR. 15-45 BY SECOND SURVEY CONDUCTED DURING SEPTEMBER-OCTOBER 1995 (REVISED TARGET)

SR.NO.	TALUKA	NO. OF PERSONS IDENTIFIED		
		MALE	FEMALE	TOTAL
1	KALAMB	6057	8066	14123
2	RALEGAON	4434	8077	12511
3	GHATANJI	8168	15250	23418
4	DARWHA	6260	11703	17963
5	PANDHARKAVDA	8766	14056	22822
6	NER	3104	6681	9785
7	BABHULGAON	2740	4644	7384
8	UMARKHED	8658	16048	24706
9	DIGRAS	8372	16457	24829
10	MAREGAON	7790	13237	21027
11	MAHAGAON	8317	15165	23482
12	PUSAD	13381	27356	40737
13	YAVATMAL	9101	15550	24651
14	WANI	426	9110	13536
DISTRICT YAVATMAL		99574	181400	280974

TABLE 3.4 : PANCHAYAT SAMITI-WISE NO. OF SC. & ST. ILLITERATES IN AGE GR. 15-45 BY SECOND SURVEY CONDUCTED DURING SEPTEMBER-OCTOBER 1995 (REVISED TARGET)

SR. NO.	TALUKA	NO. OF PERSONS IDENTIFIED					
		SC.			ST.		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	KALAMB	513	1069	1582	3386	4003	7389
2	RALEGAON	283	564	847	2336	3776	6112
3	GHATANJI	689	1387	2076	3546	6037	9583
4	DARWHA	911	1987	2898	1035	1506	2541
5	PANDHARKAVDA	907	980	1887	4657	5180	9837
6	NER	689	1559	2248	511	734	1245
7	BABHULGAON	336	777	1113	1149	1760	2909
8	UMARKHED	1733	3855	5588	1848	3521	5369
9	DIGRAS	764	1829	2593	2143	3699	5842
10	MAREGAON	372	813	1185	5065	7397	12462
11	MAHAGAON	1100	2621	3721	1677	2759	4436
12	PUSAD	2080	4512	6592	2847	5146	7993
13	YAVATMAL	964	2174	3138	4482	6502	10984
14	WANI	429	1086	1515	1334	2118	3452
DISTRICT YAVATMAL		11770	25213	36983	36016	54138	90154

CHAPTER IV

AN OVERVIEW OF ENVIRONMENT BUILDING AND OTHER ACTIVITIES

It has been by now well established that properly devised and implemented environment building programmes are helpful to generate and enhance the awareness and hence demand for literacy. Environment building through folk forms of performing arts supplemented by publicity through different media is an assumed important part of the total literacy campaigns. Yavatmal Abhiyan also used Kalajathas, Saksharata dindis, cycle rallies, banners, wall paintings, etc. for environment building.

The programme of environment building was inaugurated by the Commissioner of Amaravati Division, Mr. Sudhakarrao Joshi, on 26th July 1993 in the presence of the Collector of Yavatmal Mr. H.R. Kulkarni, at Bachat Bhavan, Yavatmal. The artists performed dramas, street plays, kirtans, powadas, etc.

4.1 Kalajathas

Abhiyan launched a campaign and identified a number of local artists from villages, tribal habitats and towns as well and formed 73 Kalajathas in the district. Each jatha consisted of 8 to 10 artists. Many kalajathas consisted of persons previously unknown to each other. Orientation programmes were organised for these jathas so that they adopted literacy messages in their programmes and also learned to perform as a troupe.

These 73 kalajathas performed about 700 programmes in the first phase consisting of powada, bhajan, bharud, one act plays, street plays and so on. These artists performed in Marathi language and also used tribal dialects, such as, Gondi, Kolami and Banjara for the tribal habitats.

About 400 programmes were performed during the second phase and about the same number during the third phase. The number of villages covered by the Kalajatha programmes is given in Table 4.1. One District Level Kalajatha Group was formed that provided orientation to other jathas in the district.

TABLE 4.1 : PANCHAYAT SAMITI-WISE NO. OF VILLAGES COVERED BY KALAJATHA PROGRAMES

SR. NO.	PANCHAYAT SAMITI	NO. OF VILLAGES
1	KALAMB	105
2	RALEGAON	105
3	GHATANJI	105
4	DARWHA	105
5	PANDHARKAVDA	105
6	NER.	105
7	BABHULGAON	105
8	UMARKHED	105
9	DIGRAS	126
10	MAREGAON	126
11	MAHAGAON	105
12	PUSAD	126
13	YAVATMAL	105
14	WANI	105
TOTAL		1533

4.2 Competitions and Other Programmes

Poster Competition

The Abhiyan Samiti organized a competition for posters on the 5th August 1994 which was inaugurated by Hon.Minister of State for Home, Maharashtra State, Mr. Manikrao Thakare. The best posters were given prizes and used for the campaign.

Saksharata Dahihandi and Songs Competition

On 9th August 1994, the day following Krishna Janmashtami, a Dahihandi (curd-pot) programme was organised at Yavatmal where the Hon. Care Taker Minister (Palak Mentri) of the district Mr. Jawaharlal Darda was present. At the same occasion a competition of songs was organised and the best of them were recorded.

Saksharata Dindis

Saksharata dindis were organised in each village in co-operation with primary schools on a number of occasions during the campaign. On 3th September 1993 the saksharata dindi was organised in presence of Mr. Pawar, Inspector General of Police, Amravati division.

Handwriting Competition

Handwriting competitions among neo-literates were organised by the local literacy workers in villages and towns all over the district during the campaign.

International Literacy Day

On 8th September 1993, the International Literacy Day, a number of programmes such as cycle rallies, street plays, saksharata dindis, exhibitions, etc., all over the district. Similar programmes were arranged on the subsequent years 1994 and 1995.

Akshargani Cassettes

Abhiyan prepared three cassettes with selected saksharata songs which were called Akshargani I, II and III. The items included in the cassettes were powada, kirtan, songs, etc., in Marathi and tribal languages, namely, Gondi, Kolami and Banjara. The artists from all over the district participated in the preparation of Akshargani cassettes. These cassettes were distributed for environment building throughout the district.

Saksharata Bags

Shoulder bags were made of cotton cloth with literacy logo and message were distributed to the literacy workers who used them during their literacy work. This was helpful for identification and also for environment building.

Alphabet Picture Strips

Picture strips using the objects known to the adult learners and also alphabet series strips were prepared and distributed to the primary schools in the district so that the Head Masters and the concerned teachers could use them in the literacy classes through the volunteers.

Banners, Wall Paintings, etc.

A number of cloth banners were prepared and used for the campaign during various programmes like inaugurations, melawas shibirs, etc., and banners were also displayed at the State

Transport (ST) bus stations. Literacy slogans were written on walls all over the district.

Learning Stage of Adults

We present in Table 4.2 the distribution of adult learners according to their stage of learning as in the month of July/August 1996.

4.3 Concurrent Evaluation

The Saksharata Abhiyan Samiti got carried out the so called Concurrent Evaluation of the TLC through Mahatma Phule College of Social Work, Yavatmal in the month of August 1996. This was carried out on the basis of about 5 per cent sample. We requested the Abhiyan Samiti to provide us with the results of this evaluation which are presented in Table 4.3. The district level success rate was 56.78 per cent. The highest success rate was 90.79 per cent in Wani Panchayat Samiti, the lowest being 24.95 per cent in Ralegaon. The percentage of achievement reported in this table is with reference to the number of neo-literates who attended the evaluation. However, since the percentage of attendance as reported was 95.51 the percentage of achievement with reference to sample will not differ much. For example, at the district level the sample size was 13,875; the number of neo-literates who attended was 13,252 (95.51%) and percentage of achievement with reference to sample size works out to 54.18 as against 56.78 reported in the table with reference to the number who attended.

4.4 Internal Evaluation on 100% Basis

The Saksharata Abhiyan Samiti carried out internal evaluation on 100 percent basis in September 1996 i.e., after the above reported concurrent evaluation and before the external evaluation. The results of the internal evaluation are presented in Table 4.4. Of the total 2,80,974 target adults 2,51,697 that is, 89.58 percent attended the evaluation. The success rates presented in Table 4.4 are with

TABLE 4.2 : DISTRIBUTION OF LEARNERS ACCORDING TO THEIR STAGE OF LEARNING

SR. PANCHAYAT NO. SAMITI	ADULTS ENROLLED IN ABHIYAN			ADULTS WHO COMPLETED PRIMER II		
	M	F	T	M	F	T
1 KALAMB	6057	8066	14123	6057	8066	14123
2 RALEGAON	4434	8077	12511	3692	5108	8800
3 GHATANJI	8168	15250	23418	8168	15250	23418
4 DARWHA	6260	11703	17963	5400	10776	16176
5 PANDHARKAVDA	8766	14056	22822	8766	14056	22822
6 NER	3104	6681	9785	3104	6681	9785
7 BABHULGAON	2740	4644	7384	2740	4644	7384
8 UMARKHED	8658	16048	24706	8658	16048	24706
9 DIGRAS	8372	16457	24829	7455	14848	22303
10 MAREGAON	7790	13237	21027	7123	11868	18991
11 MAHAGAON	8317	15165	23482	5931	11232	17163
12 PUSAD	13381	27356	40737	13381	27356	40737
13 YAVATMAL	9101	15550	24651	8790	15135	23925
14 WANI	4426	9110	13536	4421	9105	13526
DISTRICT	99574	181400	280974	93686	170173	263859

TABLE 4.2 CONTINUED ...

SR. PANCHAYAT NO. SAMITI	ADULTS WHO ARE LEARNING PRIMER III			ADULTS WHO COMPLETED PRIMER III		
	M	F	T	M	F	T
1 KALAMB	-	-	-	6057	8066	14123
2 RALEGAON	4434	8077	12511	-	-	-
3 GHATANJI	-	-	-	8168	15250	23418
4 DARWHA	860	927	1787	5400	10776	16176
5 PANDHARKAVDA	8766	14056	22822	-	-	-
6 NER	259	376	635	2845	6305	9150
7 BABHULGAON	30	55	85	2710	4589	7299
8 UMARKHED	7529	14250	21779	1129	1798	2927
9 DIGRAS	917	1609	2526	7455	14848	22303
10 MAREGAON	3552	6419	9971	4238	6818	11056
11 MAHAGAON	8317	15165	23482	-	-	-
12 PUSAD	9911	20868	30779	3470	6488	9958
13 YAVATMAL	2397	5018	7415	6704	10532	17236
14 WANI	4426	9110	13536	-	-	-
DISTRICT	51398	95930	147328	48176	85470	133646

TABLE 4.3 : RESULTS OF THE 'CONCURRENT' EVALUATION
CARRIED OUT DURING SEPTEMBER 1996

PANCHAYAT SAMITI	NO. OF SUCCESSFUL NEO-LITERATES
1 KALAMB	28.47
2 RALEGAON	24.95
3 GHATANJI	59.88
4 DARWHA	45.71
5 PANDHARKAVDA	58.99
6 NER	48.00
7 BABHULGAON	52.00
8 UMARKHED	83.34
9 DIGRAS	43.87
10 MAREGAON	45.30
11 MAHAGAON	67.60
12 PUSAD	47.69
13 YAVATMAL	83.30
14 WANI	90.79
DISTRICT	56.78

reference to the neo-literates who attended. At the district level the achievement rate as shown in the table is 86.91 per cent. If this is computed with reference to the district level target, it works out to 77.86 percent. The success rates as obtained by the internal evaluation are too high.

4.5 Expenditure on TLC

We have not gone into the financial aspects of TLC. However, we obtained summary information on expenditure incurred and presented the same in Table 4.5 which is self-explanatory.

TABLE 4.4 : RESULTS OF THE INTERNAL EVALUATION CARRIED OUT
BY THE ZILLA SAKSHRATA ABHIYAN

PANCHAYAT SAMITI	NO. OF NEOLITERATES PRESENT			% ACQUIRING NLM NORM AMONG PRESENT
	MALE	FEMALE	TOTAL	
1 KALAMB	5118	6769	11887	84.38
2 RALEGAON	3820	6557	10377	74.95
3 GHATANJI	8260	11433	19693	77.42
4 DARWHA	5038	10102	15140	94.00
5 PANDHARKAVDA	7932	11910	19842	87.47
6 NER	3016	6576	9592	96.00
7 BABHULGAON	2554	4264	6818	98.31
8 UMARKHED	7409	15222	22631	96.75
9 DIGRAS	7210	14477	21687	93.66
10 MAREGAON	7270	11807	19077	98.04
11 MAHAGAON	7610	12687	20297	84.48
12 PUSAD	12600	25574	38174	88.22
13 YAVATMAL	8438	14572	23010	67.45
14 WANI	4412	9060	13472	81.23
DISTRICT	90687	161010	251697	86.91

TABLE 4.5 : DETAILS OF EXPENDITURE INCURRED DURING THE
IMPLEMENTATION OF SAKSHARATA ABHIYAN PROGRAMME

SR. NO.	ITEM	AMOUNT SANCTIONED (IN LAKHS)	EXP. UP TO MARCH 97 (IN LAKHS)	BALANCE AMOUNT (IN RS.)
1	SURVEY	9.65	0.92	92390
2	ENVIRONMENT BUILDING	12.25	3.31	331010
3	TEACHING LEARNING MATERIAL	80.5	95.84	9584444
4	TRAINING	46.64	0.40	40017
5	MANAGEMENT	27.00	16.49	1648630
6	CELEBRATIONS & CERTIFICATES	18.70	0.34	33797
7	ADVANCES TO BEO/ CO/TAHSILDAR	-	58.49	5849072
		194.74	175.79	17579360

CHAPTER V

LITERACY ACHIEVEMENTS

The results of external evaluation in terms of percentage of attendance as well as estimates of literacy achievements are presented in this chapter. In order to bring out the gender issues separate male-female data is presented. Literacy achievements in rural and urban areas are also separately estimated. The caste groupwise achievements are also presented. Certain statistical analysis is also carried out in order to compare performance of caste group, such as SC/ST/VJ/NT, minorities, etc.

5.1 Attendance of Neo-literates for the External Evaluation

The best efforts were put in to have 100 per cent attendance of neo-literates for the tests administered. The Zilla Saksharata Abhiyan Samiti gave 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 villages and sample wards in the towns. The best Kalajatha in the district was deployed during the external evaluation which moved from village to village and gave performance in order to create environment for evaluation. The Kalajatha covered a large number of sample villages and was quite useful to mobilise the neo-literates. This could be tried in other districts as well. It is but natural that 100 per cent attendance cannot be achieved since there would be certain unavoidable factors, such as seasonal migration, female migration due to marriage, certain cases of death, certain neo-literates being out of station temporarily, etc. Before the data on attendance is presented, the data on identified adult illiterates is presented in Tables 5.1 and 5.2 . . .

If we consider the entire district, the attendance of the learners for the test was 71.86 per cent (Table 5.3.A). The

TABLE 5.1.A : PANCHAYAT SAMITI-WISE NO. OF ADULT ILLITERATES IDENTIFIED AS PER THE SURVEY (RURAL+URBAN)

SR. NO.	PANCHAYAT SAMITI	NO. OF VILLAGES		NO. OF IDENTIFIED ADULTS		
		VILLAGES	MTs	MALE	FEMALE	TOTAL
1	KALAMB	107	-	6057	8066	14123
2	RALEGAON	102	-	4434	8077	12511
3	GHATANJI	148	1	8168	15250	23418
4	DARWHA	122	1	6260	11703	17963
5	PANDHARKAVDA	124	1	8766	14056	22822
6	NER	83	-	3104	6681	9785
7	BABHULGAON	83	-	2740	4644	7384
8	UMARKHED	137	1	8658	16048	24706
9	DIGRAS	156	1	8372	16457	24829
10	MAREGAON	187	-	7790	13237	21027
11	MAHAGAON	109	-	8317	15165	23482
12	PUSAD	168	1	13381	27356	40737
13	YAVATMAL	133	1	9101	15550	24651
14	WANI	133	1	4426	9110	13536
DISTRICT		1792	8	99574	181400	280974

TABLE 5.2.A : PANCHAYAT SAMITI-WISE NO. OF SAMPLE VILLAGES AND NO. OF IDENTIFIED ADULT ILLITERATES IN THE SAMPLE VILLAGES AND WARDS IN MUNICIPAL TOWNS (RURAL+URBAN)

SR. NO.	PANCHAYAT SAMITI	NO. OF SAMPLE VILLAGES		NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
		VILLAGES	MTs	MALE	FEMALE	TOTAL
1	KALAMB	11	-	470	694	1164
2	RALEGAON	8	-	376	706	1082
3	GHATANJI	12	1	471	1057	1528
4	DARWHA	8	1	471	742	1213
5	PANDHARKAVDA	11	1	664	1089	1753
6	NER	4	-	203	478	681
7	BABHULGAON	6	-	198	343	541
8	UMARKHED	8	1	742	1437	2179
9	DIGRAS	15	1	721	1366	2087
10	MAREGAON	22	-	701	1061	1762
11	MAHAGAON	12	-	766	1453	2219
12	PUSAD	17	1	963	2183	3146
13	YAVATMAL	10	1	680	1201	1881
14	WANI	13	1	309	803	1112
DISTRICT		157	8	7735	14613	22348

TABLE 5.1.B : PANCHAYAT SAMITI-WISE NO. OF ADULT ILLITERATES IDENTIFIED AS PER THE SURVEY (RURAL)

SR. NO.	PANCHAYAT SAMITI	NO. OF VILLAGES	NO. OF IDENTIFIED ADULTS		
			MALE	FEMALE	TOTAL
1	KALAMB	107	6057	8066	14123
2	RALEGAON	102	4434	8077	12511
3	GHATANJI	148	7972	14920	22892
4	DARWHA	122	6048	11118	17166
5	PANDHARKAVDA	124	8056	13178	21234
6	NER	83	3104	6681	9785
7	BABHULGAON	83	2740	4644	7384
8	UMARKHED	137	8091	14450	22541
9	DIGRAS	156	7983	15612	23595
10	MAREGAON	187	7790	13237	21027
11	MAHAGAON	109	8317	15165	23482
12	PUSAD	168	12655	25339	37994
13	YAVATMAL	133	7635	12616	20251
14	WANI	133	4219	8173	12392
DISTRICT		1792	95101	171276	266377

TABLE 5.2.B : PANCHAYAT SAMITI-WISE NO. OF SAMPLE VILLAGES AND NO. OF IDENTIFIED ADULT ILLITERATES IN THE SAMPLE VILLAGES (RURAL)

SR. NO.	PANCHAYAT SAMITI	NO. OF SAMPLE VILLAGES	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
			MALE	FEMALE	TOTAL
1	KALAMB	11	470	694	1164
2	RALEGAON	8	376	706	1082
3	GHATANJI	12	456	1004	1460
4	DARWHA	8	441	707	1148
5	PANDHARKAVDA	11	597	918	1515
6	NER	4	203	478	681
7	BABHULGAON	6	198	343	541
8	UMARKHED	8	697	1243	1940
9	DIGRAS	15	697	1307	2004
10	MAREGAON	22	701	1061	1762
11	MAHAGAON	12	766	1453	2219
12	PUSAD	17	885	1989	2874
13	YAVATMAL	10	564	957	1521
14	WANI	13	305	696	1001
DISTRICT		157	7356	13556	20912

TABLE 5.1.C : PANCHAYAT SAMITI-WISE NO. OF ADULT ILLITERATES IDENTIFIED AS PER THE SURVEY IN MUNICIPAL TOWNS (URBAN)

SR. NO.	PANCHAYAT SAMITI	NO. OF MUNICIPAL TOWNS	NO. OF IDENTIFIED ADULTS		
			MALE	FEMALE	TOTAL
1	GHATANJI	1	196	330	526
2	DARWHA	1	212	585	797
3	PANDHARKAVDA	1	710	878	1588
4	UMARKHED	1	567	1598	2165
5	DIGRAS	1	389	845	1234
6	PUSAD	1	726	2017	2743
7	YAVATMAL	1	1466	2934	4400
8	WANI	1	207	937	1144
DISTRICT		8	4473	10124	14597

TABLE 5.2.C : PANCHAYAT SAMITI-WISE NO. OF MUNICIPAL TOWNS AND NO. OF IDENTIFIED ADULT ILLITERATES IN THE SAMPLE WARDS IN MUNICIPAL TOWNS (URBAN)

SR. NO.	PANCHAYAT SAMITI	NO. OF SAMPLE MTs.	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
			MALE	FEMALE	TOTAL
1	GHATANJI	1	15	53	68
2	DARWHA	1	30	35	65
3	PANDHARKAVDA	1	67	171	238
4	UMARKHED	1	45	194	239
5	DIGRAS	1	24	59	83
6	PUSAD	1	78	194	272
7	YAVATMAL	1	116	244	360
8	WANI	1	4	107	111
DISTRICT			379	1057	1436

percentage of attendance differed considerably from Panchayat Samiti to Panchayat Samiti with the highest attendance of 88.40 per cent in Ner and the lowest attendance of 54.81 per cent in Kalamb. The attendance of male learners (74.30%) was slightly better than that of female learners (70.72) at the district level. The position on this was similar in most of the Panchayat Samitis as well. The percentage of attendance in urban areas was much higher (83.70%) than in the rural areas (71.05). Please see Tables 5.3.B and 5.3.C. Among the municipal towns Darwha had the highest attendance of 95.38 per cent and Yavatmal, the district town had the lowest attendance of 65.55 per cent.

5.2 Scrutiny of Records

The work of evaluation was huge since about 22,300 neo-literates were to be tested spread over 157 villages and 8 municipal towns. The evaluation teams had a very hard time in carrying out the evaluation work; they worked day and night in the field. They had to evaluate the scripts after the test administration was over and record the scores on village sheets for each learner in reading, writing and arithmetic. Due to the work pressure the errors could creep in. There may also be certain deliberate efforts to improve the achievement rates by overscoring or by posting higher marks on the sheets. It has been our practice to scrutinise the records to guard against this. The scrutiny of each paper was carried out in order to have accuracy of the results. In this scrutiny, the sub-totals in the sub-sections of reading, writing and arithmetic were checked. The **grand** total was also checked. It was also verified whether the marks were correctly posted on the village compilation sheets. In doing so an overall inspection of the answer paper was carried out to find out whether there was difference in the handwriting in answers, specially in the letter writing. It was also necessary to tally the names written on the village compilation sheets and on the answer

paper, their male-female categorisation and the total count. All this was done in order to assess the literacy achievements as reliably and as accurately as possible. Having carried out all this scrutiny at the Institute in Pune, the data was coded and was then fed to the computer.

5.3 Estimates of Literacy Achievements

As explained in Chapter II in Yavatmal district, we have formed divisions within Panchayat Samitis for sampling purpose. On the basis of literacy achievements in sample villages and sample wards in municipal town in a taluka, the achievements are estimated at the taluka level and then the district level achievement is obtained. The literacy achievements in terms of male/female, rural/urban are obtained. Achievements are also estimated for the caste groups and occupational categories.

The district level literacy achievement worked out to 32.04 per cent. The rates of achievement varied substantially from Panchayat Samiti to Panchayat Samiti with the lowest rate of 20.67 per cent in Kalamb and highest rate of 63.80 per cent in Babhulgaon Panchayat Samiti. These rates are presented in Table 5.4.A and refer to total (rural + urban) population of learners. In the same table male/female achievements are also presented. In Yavatmal district the literacy achievement of male learners was 37.53 per cent which was much higher than the achievements of female learners (30.51%).

The estimates of literacy achievement in rural areas are presented in Table 5.4.B and those for urban areas are presented in Table 5.4.C. At the district level the achievement in the rural areas worked out to 32.79 per cent and in urban areas to 35.24 per cent. While the literacy achievement in the rural areas were higher for male learners than for female whereas the position in urban areas was reverse.

(The achievements estimated are with reference to target).

TABLE 5.3.A : PANCHAYAT SAMITI-WISE PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION IN THE SAMPLE VILLAGES AND WARDS (RURAL+URBAN)

SR. NO.	PANCHAYAT SAMITI	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	KALAMB	295	343	638	62.77	49.42	54.81
2	RALEGAON	229	386	615	60.90	54.67	56.84
3	GHATANJI	416	824	1240	88.32	77.96	81.15
4	DARWHA	383	590	973	81.32	79.51	80.21
5	PANDHARKAVDA	481	751	1232	72.44	68.96	70.28
6	NER	180	422	602	88.67	88.28	88.40
7	BABHULGAON	183	289	472	92.42	84.26	87.25
8	UMARKHED	535	1008	1543	72.10	70.15	70.81
9	DIGRAS	567	993	1560	78.64	72.69	74.75
10	MAREGAON	487	728	1215	69.47	68.61	68.96
11	MAHAGAON	497	923	1420	64.88	63.52	63.99
12	PUSAD	735	1593	2328	76.32	72.97	74.00
13	YAVATMAL	492	854	1346	72.35	71.11	71.56
14	WANI	246	630	876	79.61	78.46	78.78
DISTRICT		5726	10334	16060	74.03	70.72	71.86

TABLE 5.4.A : PANCHAYAT SAMITI-WISE ESTIMATES OF PERCENTAGE OF LITERACY ACHIEVED (RURAL+URBAN)

SR. NO.	PANCHAYAT SAMITI	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	KALAMB	23.64	18.63	20.67
2	RALEGAON	24.93	27.53	26.63
3	GHATANJI	41.58	29.96	33.74
4	DARWHA	50.70	44.17	46.68
5	PANDHARKAVDA	40.53	32.15	35.23
6	NER	62.69	53.28	56.08
7	BABHULGAON	69.35	60.62	63.80
8	UMARKHED	27.78	19.03	22.01
9	DIGRAS	40.35	35.27	37.04
10	MAREGAON	39.88	29.84	33.87
11	MAHAGAON	32.38	20.99	24.92
12	PUSAD	33.33	24.22	27.01
13	YAVATMAL	44.09	41.47	42.41
14	WANI	31.76	38.01	36.22
DISTRICT		37.53	30.51	32.94

TABLE 5.3.B : PANCHAYAT SAMITI-WISE PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION IN THE SAMPLE VILLAGES (RURAL)

SR.NO.	PANCHAYAT SAMITI	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	KALAMB	295	343	638	62.77	49.42	54.81
2	RALEGAON	229	386	615	60.90	54.67	56.84
3	GHATANJI	401	772	1173	87.94	76.89	80.34
4	DARWHA	354	557	911	80.27	78.78	79.36
5	PANDHARKAVDA	452	624	1076	75.71	67.97	71.02
6	NER	180	422	602	88.67	88.28	88.40
7	BABHULGAON	183	289	472	92.42	84.26	87.25
8	UMARKHED	492	835	1327	70.59	67.18	68.40
9	DIGRAS	548	935	1483	78.62	71.54	74.00
10	MAREGAON	487	728	1215	69.47	68.61	68.96
11	MAHAGAON	497	923	1420	64.88	63.52	63.99
12	PUSAD	667	1415	2082	75.37	71.14	72.44
13	YAVATMAL	416	652	1068	73.76	68.13	70.22
14	WANI	242	534	776	79.34	76.72	77.52
DISTRICT		5443	9415	14858	73.99	69.45	71.05

TABLE 5.4.B : TALUKA-WISE ESTIMATES OF PERCENTAGE OF LITERACY ACHIEVED (RURAL)

SR.NO.	PANCHAYAT SAMITI	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	KALAMB	23.64	18.63	20.67
2	RALEGAON	24.93	27.53	26.63
3	GHATANJI	42.31	28.68	33.18
4	DARWHA	49.87	42.88	45.53
5	PANDHARKAVDA	43.89	33.07	37.21
6	NER	62.69	53.28	56.08
7	BABHULGAON	69.35	60.62	63.80
8	UMARKHED	29.44	21.70	24.48
9	DIGRAS	41.67	35.25	37.51
10	MAREGAON	39.88	29.84	33.87
11	MAHAGAON	32.38	20.99	24.92
12	PUSAD	31.96	22.18	25.19
13	YAVATMAL	43.96	39.62	41.25
14	WANI	31.85	34.74	33.83
DISTRICT		37.86	30.02	32.79

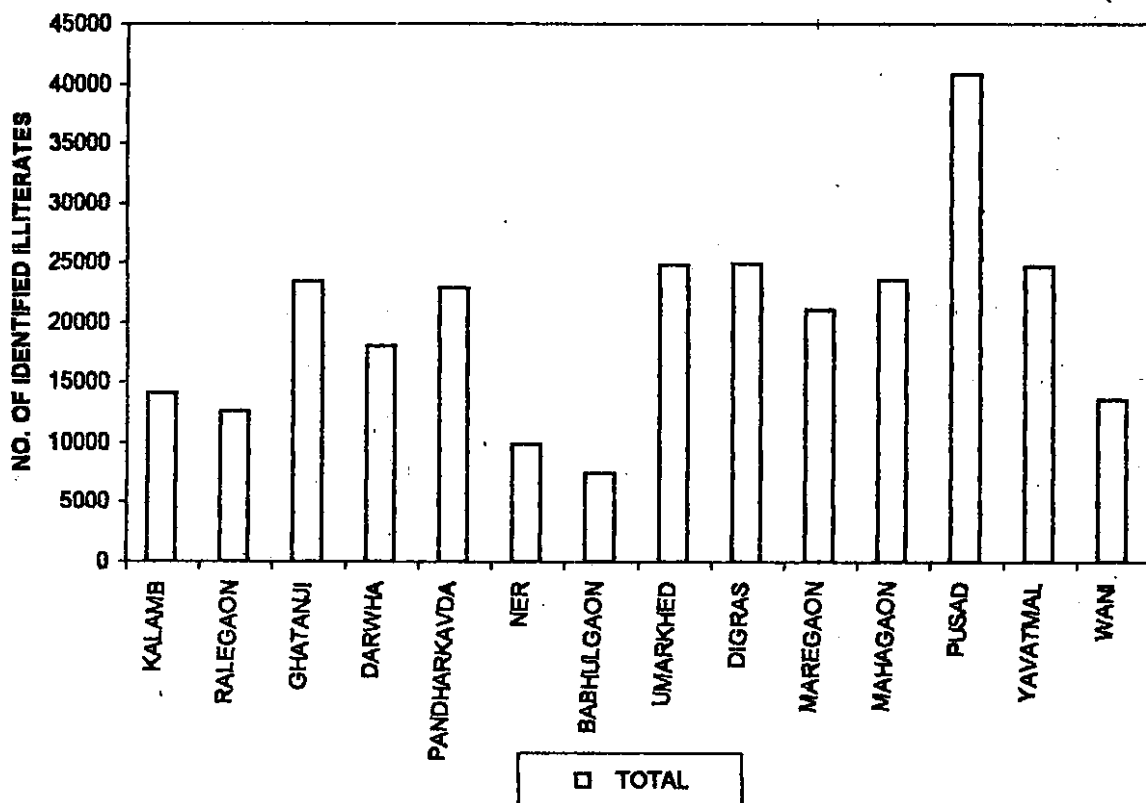
TABLE 5.3.C : PANCHAYAT SAMITI-WISE PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION IN THE SAMPLE WARDS IN THE MUNICIPAL TOWNS (URBAN)

SR.NO.	PANCHAYAT SAMITI	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	GHATANJI	15	52	67	100.00	98.11	98.53
2	DARWHA	29	33	62	96.67	94.29	95.38
3	PANDHARKAVDA	29	127	156	43.28	74.27	65.55
4	UMARKHED	43	173	216	95.56	89.18	90.38
5	DIGRAS	19	58	77	79.17	98.31	92.77
6	PUSAD	68	178	246	87.18	91.75	90.44
7	YAVATMAL	76	202	278	65.52	82.79	77.22
8	WANI	4	96	100	100.00	89.72	90.09
DISTRICT		283	919	1202	74.67	86.94	83.70

TABLE 5.4.C : PANCHAYAT SAMITI-WISE ESTIMATES OF PERCENTAGE OF LITERACY ACHIEVED (URBAN)

SR.NO.	PANCHAYAT SAMITI	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	GHATANJI	20.00	51.92	44.78
2	DARWHA	62.07	69.70	66.13
3	PANDHARKAVDA	13.43	27.49	23.53
4	UMARKHED	2.22	2.06	2.09
5	DIGRAS	4.17	35.59	26.51
6	PUSAD	48.72	44.85	45.96
7	YAVATMAL	44.83	48.36	47.33
8	WANI	25.00	59.00	57.69
DISTRICT		31.52	36.52	35.24

**IDENTIFIED ILLITERATES
CHART 1: TOTAL**



**IDENTIFIED ILLITERATES
CHART 2: MALE, FEMALE**

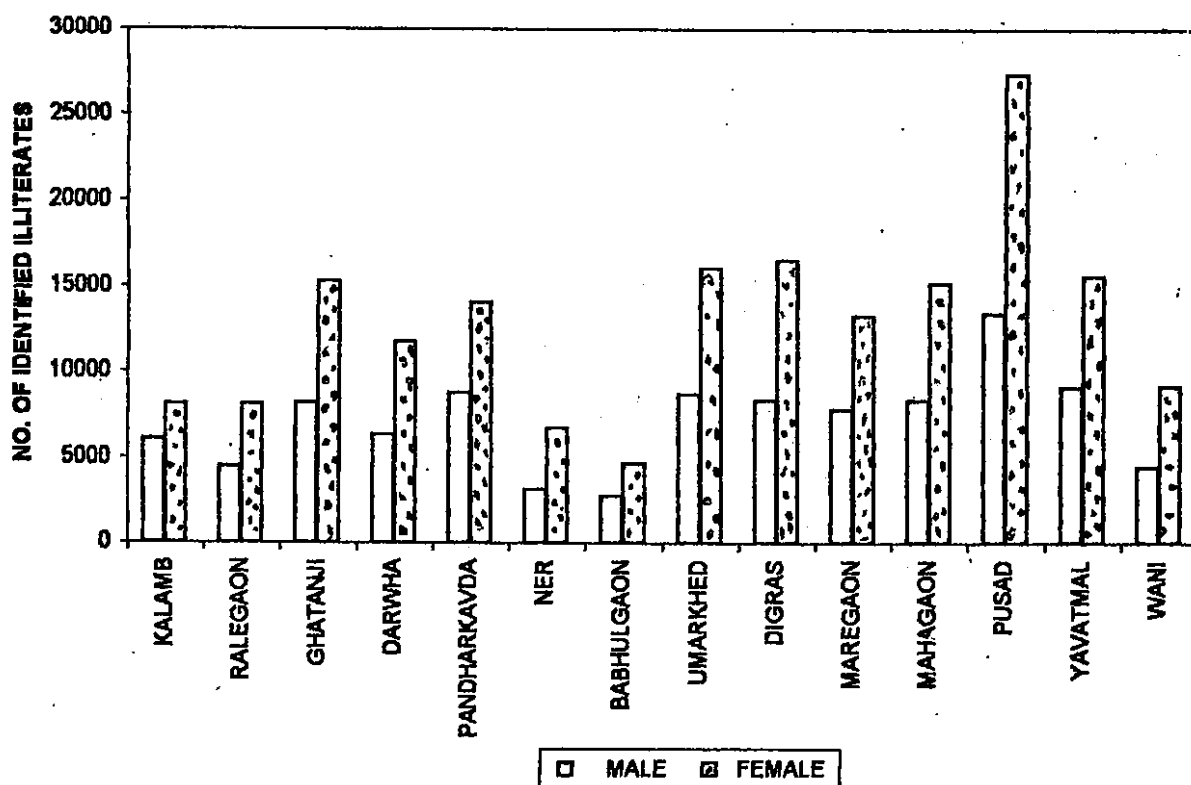


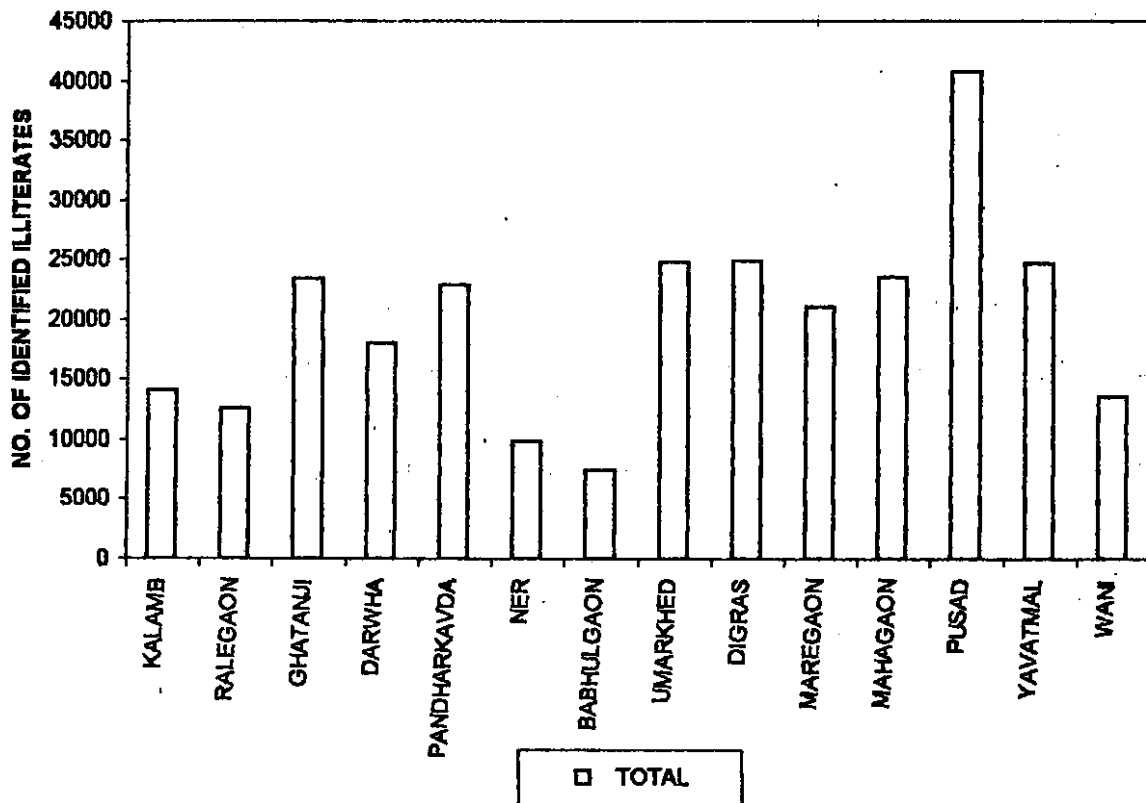
TABLE 5.3.C : PANCHAYAT SAMITI-WISE PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION IN THE SAMPLE WARDS IN THE MUNICIPAL TOWNS (URBAN)

SR.NO.	PANCHAYAT SAMITI	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	GHATANJI	15	52	67	100.00	98.11	98.53
2	DARWHA	29	33	62	96.67	94.29	95.38
3	PANDHARKAVDA	29	127	156	43.28	74.27	65.55
4	UMARKHED	43	173	216	95.56	89.18	90.38
5	DIGRAS	19	58	77	79.17	98.31	92.77
6	PUSAD	68	178	246	87.18	91.75	90.44
7	YAVATMAL	76	202	278	65.52	82.79	77.22
8	WANI	4	96	100	100.00	89.72	90.09
DISTRICT		283	919	1202	74.67	86.94	83.70

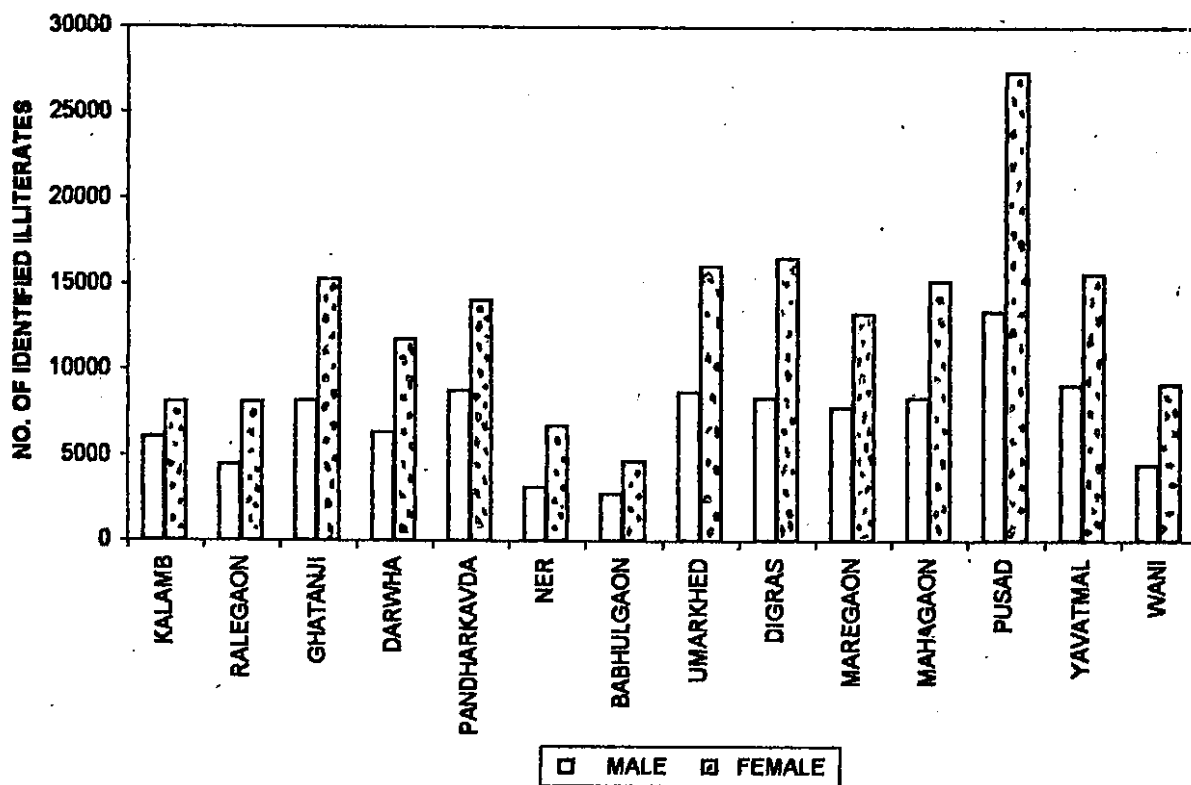
TABLE 5.4.C : PANCHAYAT SAMITI-WISE ESTIMATES OF PERCENTAGE OF LITERACY ACHIEVED (URBAN)

SR.NO.	PANCHAYAT SAMITI	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	GHATANJI	20.00	51.92	44.78
2	DARWHA	62.07	69.70	66.13
3	PANDHARKAVDA	13.43	27.49	23.53
4	UMARKHED	2.22	2.06	2.09
5	DIGRAS	4.17	35.59	26.51
6	PUSAD	48.72	44.85	45.96
7	YAVATMAL	44.83	48.36	47.33
8	WANI	25.00	59.00	57.69
DISTRICT		31.52	36.52	35.24

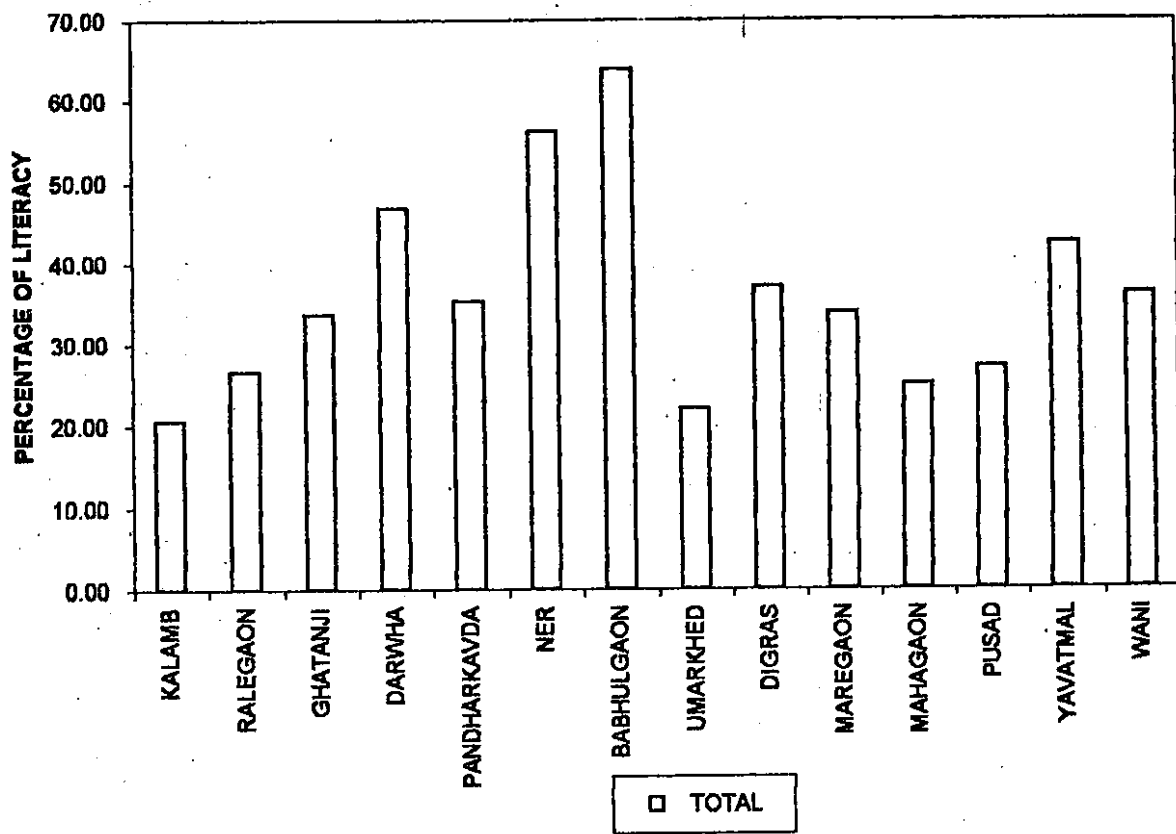
**IDENTIFIED ILLITERATES
CHART 1: TOTAL**



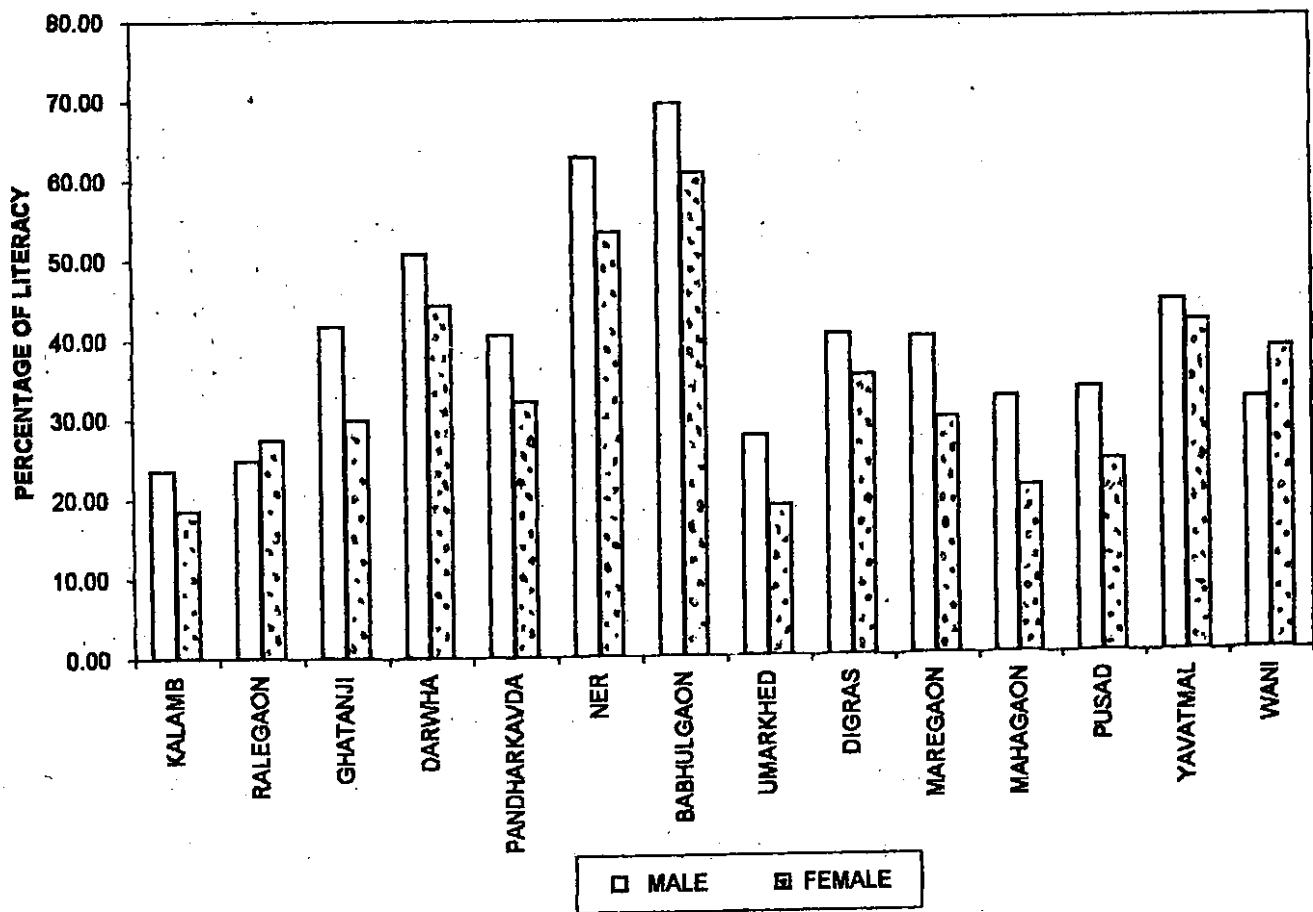
**IDENTIFIED ILLITERATES
CHART 2: MALE, FEMALE**



**PERCENTAGE OF LITERACY ACHIEVED
CHART 3 : TOTAL**



**PERCENTAGE OF LITERACY ACHIEVED
CHART 4 : MALE , FEMALE**



5.4 Field Experience at the time of External Evaluation

The planning and organisation of the field work of external evaluation has been already described in Chapter II. The functionaries of the ZSS worked hard and carefully in order that the field work could be carried out by the evaluating teams as per planning and also with expected quality. The District Adult Education Officer Shri A.D. Dhandole and the project Officer Shri Darbheswar had put in all possible efforts for the smooth field work and also helped us in maintaining the quality of external evaluation. It may be specially mentioned here that the Collector of Yavatmal district, Shri V. Giriraj, took keen interest in the external evaluation and provided excellent help through the revenue staff from top to bottom level.

The arrangements of food and stay of the evaluating teams were quite satisfactory. The transport arrangement were also satisfactory. The ZSS arranged a special jeep alongwith a team for the delivery of question papers and collection of solved papers. This arrangement was very convenient.

The Project Incharge from the Gokhale Institute moved throughout the district during this period and a team of Supervisors from the Gokhale Institute helped him in supervising the field work. By and large the external evaluation smoothly. However, the instances of proxy learners were noticed in all the Panchayat Samitis with varying proportions. The team leaders and the other members of the team carried out the task of maintaining the discipline meticulously. However, certain secondary teachers and also certain team leaders were found to be lenient in conducting the test and also in marking the papers. The Project Incharge met the teams everyday in the field as well as at the place of stay and based on the feed back gave instructions so as to maintain the quality of evaluation. As the

days passed the quality also improved. As mentioned earlier during the scrutiny of papers carried out at Pune, a number of papers were rejected.

All the members of the team including the team leaders were requested to submit reports of their experiences to us about fifty per cent of them did so. These reports were useful for writing the present section also for, carrying out scrutiny work. Certain suggestions made in the reports would be useful in planning and carrying out external evaluation in other districts.

There were number of notable instances which took place during the external evaluation of Yavatmal district but due to space restrictions. We would mention only a couple of them. In Sheldara village of Ghatanji Panchayat Samiti, the villagers repaired the approach road to the village on the eve of the external evaluation for the convenience of the evaluating team by 'Shramdan'. In Khopadi village of Darwaha Panchayat Samiti the Sub-Divisional Officers got the damaged bridge on the approach road temporarily mended so that the jeeps of the evaluating teams could reach the village safely. In Bansi village of Pusad Panchayat Samiti, the villagers arranged for Patromax since electricity had failed in certain part of the village.

5.5 Comparative Performance of SC/ST/VJ/NT and Minorities

At the time of external evaluation the information about the caste groups of the learner, such SC/ST/VJ/NT, minorities, etc., was recorded for each learner with a view to studying comparative performance of the learners in various caste groups. For carrying out this comparative analysis we have considered percentage of achievement with reference to the learners who were present. The achievement figures would, therefore, be higher than the earlier percentages which are with reference

TABLE 5.5 : PANCHAYAT SAMITI-WISE LITERACY ACHIEVEMENTS
ACCORDING TO CASTE GROUP (CONSIDERING ONLY
THOSE WHO WERE PRESENT)

PANCHAYAT SAMITI	SC			ST		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	17.65	13.51	14.81	29.25	17.05	22.60
2 RALEGAON	42.86	50.00	48.57	30.00	43.33	37.27
3 GHATANJI	41.67	47.13	45.53	50.23	30.90	37.64
4 DARWHA	50.94	46.74	48.28	50.00	47.83	48.65
5 PANDHARKAVDA	55.56	37.68	43.81	49.61	47.47	48.43
6 NER	75.00	60.00	62.26	73.33	64.15	66.18
7 BABHULGAON	64.71	64.29	64.44	70.89	71.97	71.56
8 UMARKHED	31.06	26.14	27.55	61.72	34.13	46.10
9 DIGRAS	43.14	41.44	41.98	55.70	46.70	50.76
10 MAREGAON	38.89	46.43	42.19	52.16	39.41	44.90
11 MAHAGAON	29.27	44.13	41.36	55.26	30.15	42.42
12 PUSAD	48.87	29.97	35.56	52.33	46.01	48.04
13 YAVATMAL	56.41	49.49	51.45	49.21	39.16	43.16
14 WANI	34.78	53.93	50.00	49.09	37.06	40.40
	43.73	39.42	40.66	50.49	40.14	44.32

SC : SCHEDULED CASTES
ST : SCHEDULED TRIBES

TABLE 5.5 CONTINUED ...

PANCHAYAT SAMITI	VJ			NT		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	0.00	-	0.00	5.56	-	5.56
2 RALEGAON	0.00	0.00	0.00	33.33	0.00	10.00
3 GHATANJI	37.68	25.74	29.76	57.14	41.67	47.37
4 DARWHA	61.03	50.00	54.44	50.00	61.70	56.96
5 PANDHARKAVDA	61.22	41.25	48.84	54.69	40.66	46.45
6 NER	78.38	64.94	69.30	50.00	71.43	68.75
7 BABHULGAON	53.33	58.06	56.52	50.00	42.86	44.44
8 UMARKHED	34.78	29.30	31.44	31.58	20.69	25.00
9 DIGRAS	49.81	42.86	45.37	28.57	57.78	53.85
10 MAREGAON	38.46	28.26	31.94	57.14	45.45	50.00
11 MAHAGAON	50.00	30.42	37.78	25.00	11.11	16.28
12 PUSAD	34.23	22.66	26.85	25.00	25.49	25.42
13 YAVATMAL	57.43	61.90	60.08	36.00	45.83	42.47
14 WANI	20.00	15.00	16.00	39.29	40.91	40.00
	46.42	35.88	39.78	40.88	39.23	39.84

VJ : VIMUKTA JATI
NT : NOMADIC TRIBES

TABLE 5.5 CONTINUED ...

PANCHAYAT SAMITI	MINORITIES			OTHERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	0.00	0.00	0.00	20.00	28.21	24.64
2 RALEGAON	100.00	50.00	60.00	38.46	33.33	35.44
3 GHATANJI	0.00	0.00	0.00	43.18	42.55	42.75
4 DARWHA	56.34	53.09	54.61	57.89	52.41	54.30
5 PANDHARKAVDA	50.00	31.71	34.04	44.78	52.21	49.75
6 NER	78.18	58.97	66.92	56.82	59.14	58.39
7 BABHULGAON	92.86	70.00	83.33	74.36	71.70	72.83
8 UMARKHED	18.18	25.00	23.17	34.55	19.87	23.70
9 DIGRAS	64.29	65.12	64.91	30.36	43.75	39.67
10 MAREGAON	0.00	50.00	33.33	60.45	41.49	48.27
11 MAHAGAON	58.33	26.19	33.33	30.56	28.00	28.57
12 PUSAD	73.68	40.43	50.00	39.29	36.02	36.78
13 YAVATMAL	36.67	52.08	46.15	43.66	52.69	50.19
14 WANI	0.00	50.00	42.86	34.85	47.38	43.91
	57.54	45.78	49.86	43.92	42.89	43.21

TABLE 5.5 CONTINUED ...

PANCHAYAT SAMITI	CASTE CODE NOT GIVEN			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	41.18	30.00	35.64	27.12	20.99	23.82
2 RALEGAON	57.14	71.20	67.24	38.86	48.70	45.04
3 GHATANJI	-	0.00	0.00	45.67	34.47	38.23
4 DARWHA	0.00	-	0.00	56.66	51.36	53.44
5 PANDHARKAVDA	0.00	27.78	26.32	51.14	44.61	47.16
6 NER	45.45	17.65	28.57	70.00	59.72	62.79
7 BABHULGAON	-	-	-	70.49	68.17	69.07
8 UMARKHED	9.09	34.78	22.22	38.32	26.98	30.91
9 DIGRAS	45.45	48.28	46.77	48.68	45.32	46.54
10 MAREGAON	61.11	37.68	45.71	53.39	39.84	45.27
11 MAHAGAON	0.00	26.32	23.81	48.09	31.85	37.54
12 PUSAD	71.43	64.29	66.07	43.13	32.71	36.00
13 YAVATMAL	70.27	52.50	61.04	50.81	48.95	49.63
14 WANI	100.00	-	100.00	38.21	44.76	42.92
	50.39	49.19	49.64	47.47	40.24	42.81

TABLE 5.6 : STATISTICAL COMPARISONS OF ACHIEVEMENTS BY CASTE GROUPS

SR.NO.	COMPARISON BETWEEN	PERCENTAGE ACHIEVEMENT	Z VALUE	CONCLUSION
1	SCHEDULED CASTES SCHEDULED TRIBES	40.66 44.32	2.8994	REJECT
2	SCHEDULED CASTES VIMUKTA JATI	40.66 39.78	0.42411	NOT REJECTED
3	SCHEDULED CASTES NOMADIC TRIBES	40.66 39.84	0.39173	NOT REJECTED
4	SCHEDULED CASTES MINORITIES	40.66 49.86	6.6919	REJECT
5	SCHEDULED CASTES OTHERS	40.66 43.21	1.9348	NOT REJECTED
6	SCHEDULED TRIBES VIMUKTA JATI	44.32 39.78	4.20048	REJECT
7	SCHEDULED TRIBES NOMADIC TRIBES	44.32 39.84	2.29107	REJECT
8	SCHEDULED TRIBES MINORITIES	44.32 49.86	2.7964	REJECT
9	SCHEDULED TRIBES OTHERS	44.32 43.21	0.97394	NOT REJECTED
10	VIMUKTA JATI NOMADIC TRIBES	39.78 39.84	0.0304	NOT REJECTED
11	VIMUKTA JATI MINORITIES	39.78 49.86	5.0408	REJECT
12	VIMUKTA JATI OTHERS	39.78 43.21	2.8679	REJECT
13	NOMADIC TRIBES MINORITIES	39.84 49.86	3.8611	REJECT
14	NOMADIC TRIBES OTHERS	39.84 43.21	1.6702	NOT REJECTED
15	MINORITIES OTHERS	49.86 43.21	3.24875	REJECT

to target. The figures of achievements on this basis are presented in Table 5.5. In all six caste groups were considered, namely, Scheduled Castes (SC), Scheduled Tribes (ST), Vimukta Jati (VJ), Nomadic Tribes (NT), Minorities and Others.

For the purpose of comparison we have carried out statistical test for differences in achievements using Z-values. Though crude this gives broad indication of the situation. The reference may be made to the Table 5.5 which gives achievement figures for each Panchayat Samiti separately and for the district as a whole. The statistical analysis was carried out at the district level and the results are presented in Table 5.7. As stated above, six caste groups are considered and every possible pair is compared. Therefore, 15 pairs have been compared.

The results show that there were no significant differences among SC, VJ and NT learners. The performance of scheduled castes was better than scheduled tribes and was statistically significant. The scheduled tribes performed better than Vimukta Jati and also nomadic tribes. The minorities performed better than scheduled castes, scheduled tribes, vimkuta jati and nomadic tribes. The minorities also performed better than others and this is important to note. The performance of other castes which are higher castes has not been statistically different than scheduled castes, scheduled tribes, vimkuta jati or nomadic tribes.

5.6 Literacy Achievements According to Occupational Categories

While carrying out the tests the information about the occupation of the learners was recorded and the purpose of analysis. The occupations were grouped into four categories, namely, cultivators, agricultural and other labourers, household worker and others. However, the investigators failed to record occupation in case of more than 3000 learners. The Panchayat Samitiwise distribution of learners who appeared for external

TABLE 5.7 : PANCHAYAT SAMITI-WISE DISTRIBUTION OF NEO-LITERATES WHO APPEARED FOR EXTERNAL EVALUATION ACCORDING TO OCCUPATION

PANCHAYAT SAMITI	CODE 1	CODE 2	CODE 3	CODE 4	CODE 5	TOTAL
1 KALAMB	54	348	5	9	222	638
2 RALEGAON	67	372	0	2	174	615
3 GHATANJI	242	650	25	7	316	1240
4 DARWHA	129	741	34	4	65	973
5 PANDHARKAVDA	90	981	22	0	139	1232
6 NER	24	389	28	0	161	602
7 BABHULGAON	7	274	15	0	176	472
8 UMARKHED	344	835	147	5	212	1543
9 DIGRAS	86	1112	68	3	291	1560
10 MAREGAON	138	705	21	4	347	1215
11 MAHAGAON	238	734	40	0	408	1420
12 PUSAD	176	1526	425	4	197	2328
13 YAVATMAL	148	629	43	45	481	1346
14 WANI	91	528	158	15	84	876
DISTRICT	1834	9824	1031	98	3273	16060

TABLE 5.8 : PANCHAYAT SAMITI-WISE LITERACY ACHIEVEMENT BY NEO-LITERATES ACCORDING TO OCCUPATIONAL GROUPS. (CONSIDERING ONLY THOSE WHO WERE PRESENT AT EXTERNAL EVALUATION)

PANCHAYAT SAMITI	CODE 1	CODE 2	CODE 3	CODE 4	CODE 5	TOTAL
1 KALAMB	27.78	23.56	20.00	0.00	24.32	23.82
2 RALEGAON	29.85	37.37	-	50.00	67.24	45.04
3 GHATANJI	30.58	39.08	28.00	57.14	42.72	38.23
4 DARWHA	52.71	52.63	64.71	75.00	56.92	53.44
5 PANDHARKAVDA	45.56	48.11	22.73	-	45.32	47.16
6 NER	29.17	64.01	53.57	-	66.46	62.79
7 BABHULGAON	85.71	59.85	60.00	-	83.52	69.07
8 UMARKHED	37.21	28.14	20.41	20.00	39.15	30.91
9 DIGRAS	54.65	49.91	45.59	0.00	31.96	46.54
10 MAREGAON	52.17	49.22	28.57	0.00	36.02	45.27
11 MAHAGAON	26.47	38.56	20.00	-	43.87	37.54
12 PUSAD	36.93	39.12	34.82	50.00	13.20	36.00
13 YAVATMAL	57.43	55.80	48.84	42.22	39.92	49.63
14 WANI	56.04	36.74	58.23	40.00	39.29	42.92
DISTRICT	40.46	43.89	38.31	36.73	42.50	42.81

CODE 1 : CULTIVATORS CODE 2 : AGRICULTURAL AND OTHER LABOUR
 CODE 3 : HOUSEHOLD WORK CODE 4 : OTHER
 CODE 5 : OCCUPATION NOT GIVEN

evaluation according to occupation is presented in Table 5.7 and the achievement rates considering only those who were present at the external evaluation are given in Table 5.8. The performance of the labourers was highest then came cultivators and then those engaged in household work and then the others.

5.7 Poxy Learners

P Panchayat Samitiwise data on number of target learners, number appeared for the test, number of poxy learners appeared, number of learners reaching norm (RN), percentage reaching norm with reference to genuine learners appeared and also with reference to target learners are presented in Table 5.9. The data on poxy learners did not appear earlier but all other data in this table had appeared earlier in different tables. The 'proxy' in this table includes those who were identified in the field and whose papers were accordingly marked and also the cases which were rejected at the time of scrutiny due to the handwriting clearly showing that the papers had not been written by the neoliterates, due to differences in the handwriting between the answers within a single script and similar clear indication showing that the answer scripts were not written by genuine learners. The percentage of proxy learners was rather high in Yavatmal district.

TABLE 5.9 : PANCHAYAT SAMITI-WISE PERCENTAGE OF LITERACY ACHIEVED (RN), NO. OF PROXY, ETC.

Panchayat Samiti	Target	No. Apprd.	No. Proxy	% Proxy
1 KALAMB	1164	638	225	35.27
2 RALEGAON	1082	615	96	15.61
3 GHATANJI	1528	1240	220	17.74
4 DARWHA	1213	973	187	19.22
5 PANDHARKAVDA	1753	1232	263	21.35
6 NER	681	602	59	9.80
7 BABHULGAON	541	472	101	21.40
8 UMARKHED	2179	1543	495	32.08
9 DIGRAS	2087	1560	315	20.19
10 MAREGAON	1756	1215	181	14.90
11 MAHAGAON	2219	1420	344	24.23
12 PUSAD	3146	2328	541	23.24
13 YAVATMAL	1887	1346	255	18.95
14 WANI	1112	876	164	18.72
DISTRICT	22348	16060	3446	21.46

RN : Reached Norm (literacy achieved)

TABLE 5.9. CONTINUED ...

Panchayat Samiti	Genuine Learner	No. RN	% RN of Genuine	% RN of Effective Target
1 KALAMB	413	229	55.50	20.67
2 RALEGAON	519	277	53.37	26.63
3 GHATANJI	1020	474	46.47	33.74
4 DARWHA	786	520	66.16	46.68
5 PANDHARKAVDA	969	581	59.96	35.23
6 NER	543	378	69.61	56.08
7 BABHULGAON	371	326	87.87	63.80
8 UMARKHED	1048	477	45.52	22.01
9 DIGRAS	1245	726	58.31	37.04
10 MAREGAON	1034	550	53.19	33.87
11 MAHAGAON	1076	533	49.54	24.92
12 PUSAD	1787	838	46.89	27.01
13 YAVATMAL	1091	668	61.23	42.41
14 WANI	712	376	52.81	36.22
DISTRICT	12614	6953	55.12	32.94

Effective Target = Target-(Migrated+Expired)

CHAPTER VI

FIELD MIRROR

The Total Literacy Campaign in Yavatmal district was initiated from the meeting on 25-2-1993. During the TLC in this tribal dominated district, a number of events took place and some of them were highlighted in the press and some others were narrated by the persons directly concerned with the Campaign during the group meetings. Many of them reveal the real impact of the campaign on a layman while some indicate how various strata of the society got covered. Some events speak about the changing social scenario of the district due to the literacy campaign while some indicate the positive or negative reactions of the recipients. Some of the events exhibit how the campaign got re-inforced or received feed back for improvement, from the grass root level. It is necessary and useful to report certain of these events which would provide a qualitative picture of the campaign more vividly.

Yavatmal Taluka

1. The then District Collector, H.K. Kulkarni, Chief Executive Officer (CEO) of Zilla Parishad, Ashwini Kumar and District Superintendent of Police, Shri Ramdas Sonkusre, jointly led 'Prabhat Pheris' in villages like Wagapur, Umarasara and Lasina on 22nd and 23rd June 1993. A cycle rally of over hundred students and employees was organized to create awareness among the people about the Total Literacy Campaign. These efforts of senior officials were fruitful. Those who opposed the campaign earlier now resolved to ensure 100% attendance in all the literacy classes in the taluka.
2. On 11-8-1993 a Saksharata 'Dahi-handi' was organized at the town hall in Yavatmal. The then Minister of Industries, Shri Jawaharlal Darda, was the Chief Guest while thousands of

citizens, employees, officials and youths participated in it. It was really a spectacular event and every one felt an atmosphere of literacy in the entire city.

3. A 'Gram Melawa' (village conference) was held on 24-1-94 at village Lasina which was inaugurated by the Director of Education (Adult Education) and one Ex-Minister, one Ex-M.P. and senior officials attended the meet and they urged the villagers to work unitedly to make Lasina a totally literate village. This meeting attended by prominent personalities helped to build proper environment for TLC in this and neighbouring villages.

4. The representatives of village Parwa organized a 'Saksharata Dindi' (Literacy Rally) on 25-8-1996 followed by a debate on Government schemes. The President of the Parwa based Krishi Vigyan Mandal, Shri Padamchand Bafna, donated Rs. 1500/- for the electrification of the primary school which was later utilised as the literacy centre. The programme created an atmosphere suitable for literacy and the adult learners attended the classes regularly. The neo-literates personally filled up the forms for loan under I.A.D.P. scheme and an amount of about Rs.60,000/- was distributed among seven neo-literates. They set up fruit shops, vegetable shops and purchased milch animals.

5. The environment building activities were carried out by one Mr. Khadaka of village Savargad quite effectively. He organised Pathnatya (street-play) and debate on Government schemes in his village. It enabled the volunteers to encourage the learners in the village to attend the classes regularly. It is noteworthy that 12 neo-literates in this village obtained the financial assistance from the Government Schemes and they set up dairies to win their daily bread.

6. In Waki-Dudhana, the people were liquor-addict. During the night they were often found under intoxication. It was

a hurdle for the TLC. However, due to the constant efforts of the volunteers. The villagers decided to give up drinking liquor. They began to attend the classes. The contribution of Panchayat Samiti member, Babanrao Jadhao is noteworthy.

7. The Sarpanch of Waghapur (Tekadi), a remote village, Mrs. Minakshi Vatti organised a women's rally followed by discussion on government schemes. Five neo-literate women obtained loan of Rs. 10,000/- each from I.R.D.P. to set up dairy business in the villages. The neo-literate women in this village showed readiness to take up their problems, such as drinking water with the people's representatives and pressed to solve them.

A conference of Sarpanchs was organized in this village for environment building and orientation which was attended by the District Guardian Minister, Shri Rajabhau Thakare.

8. On 19.11.1995, the neo-literates, the villagers and volunteers of village Hivri jointly organised a programme to celebrate the 'Rashtriya Ekatmata' Din' (National Integrity Day). They also organised a literacy rally, 'Shramdan' and other activities in the village. These activities promoted the literacy campaign in the village Hivri which was later selected as an Ideal village by the State Government under the Ideal Village Development Scheme. A competitive spirit was among the learners for attending the classes.

9. Madkona : The sustained efforts of the Sarpanch, Shri Shankarrao Pilare, and other members of the Grampanchayat motivated the adults to attend the classes in village Madkona. They also kept a close watch on the literacy classes and the attendance of the participants. The neo-literates became aware of the Government Schemes and they applied for loan under those schemes. Twenty neo-literates pledged not to touch liquor while fifteen women obtained loan under I.R.D.P. and set up dairy farms to enhance their income. The ^{Literacy} campaign brought new life and spirit in the village.

10. Pimpri Buti : The Sarpanch of village Pimpri Buti, Shri Vishnuji Thumane, took keen interest in the TLC. He was pleased to solve the problems of both the volunteers and illiterate adults. His wife conducted one literacy class in the village. He organised the National Integrity week in his village which created an environment of learning in the village.
11. Kitta : Adivasi Melawa was held in this remote tribal village on 14.3.1996, under the Chairmanship of the Yavatmal Panchayat Samiti Chairman, Balasaheb Mangulkar. Sinu Kitta is a backward tribal village. Dandar (a tribal folk dance) competition was also held in Kitta which promoted the literacy campaign in the village. The District Collector of Yavatmal has adopted the village for speedy development. Two women in the village are working as small saving agents and they have promoted small saving in the village. Seventyfive villagers are benefited by water-shed development scheme implemented in the village.
12. In Pandhurna 95% of the people belong to nomadic tribes. One Ku. Priti Gade conducted regular literacy class. She also visited other classes every day and guided the adult learners. She shared the happiness and sorrows of the villagers. She helped them when they fall ill, She even brought medicines for the sick. Due to her matchless social service 90% of the neo-literates participated in the external evaluation programme a sense of oneness was seen everywhere.
13. Waki Road : Through medium of Ganapati festival, the volunteers created awareness for literacy in this village. The cultural programmes organised for ten days during the Ganapati Utsav highlighted the theme of literacy. Various competitions were held. Literacy rally was also organized. People participated in it with great enthusiasm. Information^{about}/Government Schemes was exchanged and women were brought together by setting up a Mahila Mandal. All these activities promoted literacy campaign in the

village. Attendance in the classes increased and gradually literacy campaign nearly became a movement of the people,

Umarkhed Taluka

1. Sakhara : The contribution of one of the residents of this village, Mr. Kondabaji Yadeo Dorle, towards the TLC is note-worthy. This man was sent to Faridkot in Punjab where he attended four days workshop for the literacy volunteers hailing from different parts of the country. After returning from the camp, Dorle held a meeting of the adult illiterates and senior citizens of village Sakhara and enlightened them about the TLC. He motivated the neo-literates to attend the class regularly. He made it a point to reach back the village on the same day whenever he was required to go outstation. He went around and supervised all the literacy classes held in the village. One day he had gone out of station and returned to the village late in the night. However, he was surprised to see that the neo-literate were waiting for him in their respective classes. That day, the classes went on till 11.30 p.m. Dorle's invaluable service for the implementation of TLC in Sakhara village deserves appreciation.
2. Vasant Nagar : The Gramsamanwayak of Vasantnagar, Shri U.D. Dalvi and the teachers of the primary school resolved to encourage both the neo-literates and the volunteers by providing them special incentives. Those who attended the literacy classes regularly (90 to 95 per cent attendance) ~~were promised~~ a set of steel plate (thali) and bowls (watis). This helped to maintain regular attendance in the classes. The selected participants and the volunteers were later given away the prizes at a special function.
3. Vanegaon Pardi : The Police Patil of this village in Umarkhed taluka has shown keen interest in the TLC. He motivated the neo-literates and paid regular visits to the classes. The attendance increased to 80 to 90 per cent due to

the continuous efforts of this Police Patil.

4. Karanji : The villagers of Karanji carried out the Total Literacy Campaign in its true spirits. The Sarpanch, Police Patil and other responsible persons took great pains to make it a people's movement. They explained to the neo-literates about the welfare schemes sponsored by both the Central and State Governments. The neo-literates were assisted by the volunteers to get the benefits of these schemes which ultimately created a sense of co-operation among the people and they were attracted to the classes regularly. It helped the volunteers to maintain the attendance of 85 to 90 per cent regularly.

5. Warund (Bibee) : Efforts of Sarpanch and Police Patil in Warund Bibee village gave a new direction to the on going literacy campaign there. To begin with, they organised a meeting of the villagers and the block level officials were invited to guide them. They explained the benefits of the Government Sponsored Schemes at the meeting. A proper environment was, thus, created to launch the TLC.

Pusad Taluka

1. Mrs. Vanita Subhashrao Jogdande of the village Degad Dhanore of Pusad Taluka had never any opportunity to attend any school. She remained in the darkness of illiteracy. In 1994, she came to know about the literacy class being conducted in her village. She began to attend the class. Today she is not only literate but also the Sarpanch of the village. She is also working as the Vice-Chairman of the local Gram Shikshan Samiti. 'I was illiterate and never read a book or a newspaper. I was unaware of the human rights. The literacy campaign has enabled me to become an educated woman with awareness of my responsibility', Vanita Jogdande speaks with pride.

2. Due to the efforts of the literacy volunteers, 7-8 neo-literates in village Moha Izara have started saving accounts in the local post office. Earlier they never had an opportunity

to know about the postal saving account.

3. Mrs. Nirmala Lande of village Vanvarla has motivated one Mrs. Chanda Waman Bakre to participate in the 'Mahila Samrudhi Yojana' of the Central Government. Mrs. Chanda Bakre was illiterate and joined the literacy classes. She opined 'Today I am having a secured life and it is due to the literacy campaign in our village'.

4. One Mrs. Malati Prakash Vadge of village Brahmangaon was an illiterate house-wife. She became literate through the literacy classes conducted in her village. The neo-literate woman is now involved in teaching other illiterate members of the family. She got her son admitted in the local primary school.

Neo-literate Mrs. Narmada Ambadas Ingale of the same village is now taking great pains in creating awareness among the women of the village about the superstition. She herself was under the mighty clutches of the superstition earlier. Now, she goes to the doctor instead of going to a quack whenever she or any member of her family falls ill. She guides other women in the village to consult qualified doctor in the event of any illness.

Pandharkewada Taluka

1. It was on October 26, 1994, the District Adult Education Officer, Shri A.D.Dhandole; had paid a surprise visit to the village Sakhi in Pandharkewada taluka at about 8 p.m. and found that not a single literacy class was functioning. The reason told by the volunteers was that there was no power supply to the village and it was rather difficult to conduct the night classes sans electricity. Shri Dhandole immediately contacted the Sarpanch of the village, Shri Ashok Govindrao Naranavare and sought his assistance. The power supply was temporarily resumed for the literacy classes. The adult learners who were at home were directed to the classes. The literacy tempo got developed

and the learners resolved unanimously that they would never keep away from the class in future even if there was no power supply. Simultaneously, Shri Dhandole assured them that he would make immediate arrangements for supply of lanterns.

2. Vasant Rao Dadarao Atram, a tribal youth of village Adani needs special mention as he had participated in the literacy seminar held at Faridkot of Punjab on behalf of the Zilla Saksharta Abhiyan Samiti.

No sooner did he come back from the seminar than he arranged a meeting of the villagers and the neo-literates in village. He explained to them the objectives and achievements of the seminar as well as the Total Literacy Campaign. He enthusiastically helped the officials in carrying out the TLC in his village more vigorously. He created a new spirit and enthusiasm in the village.

3. The Block Development Officer of Pandharkawada, Shri Rajesh Kulkarni, is an artist. His role in environment building activities in the villages of Sunna, Pimpri, Pahapal, Kopra, Mandvi and Adhni is noteworthy. He formed a very good Kalajatha and played the key role in it. He used the medium of current hit songs in movies by adopting them for the campaign. For this purpose, he used the electronic gadgets owned by him. Due to his sustained efforts the attendance improved significantly. He motivated some neo-literates to appear at the class-IV examination.

4. The wife of the Kopra-Madvi based Extension Officer, Mr. Parlwar, actively participated in the TLC programme in her village. She conducted literacy class and ten adult illiterates became literate due to her selfless work.

5. Mrs. Kalpana Rambhau Ade of village Mangurda is an activist of Mahila Arthik Vikas Mahamandal. She took active interest in the literacy work and started on literacy centre. She is an expert in teaching the adults illiterates with gestures and body language. She created a great enthusiasm among the illiterates in the village through this method of teaching.

This also helped to maintain regular attendance in the classes. The District Collector, V.Giriraj, Zilla Parishad, C.E.O., Mrs.Seema Vyas and the S.D.O., Mr.Khan, in their respective visits, personally witnessed the method adopted by Mrs.Kalpana Ade while teaching the adults and they appreciated her for the novel method adopted by her.

Maregaon and Zarijamni Talukas

1. The Maregaon and Zarijamni are predominantly tribal talukas. These tribals are averse to change. They have negative approach towards education. Village Junoni is an interior village situated in hilly terrain. On 10-12-1994 the Block Development Officer, Block Education Officer and Supervisor paid a joint visit to Junoni and organised a meeting of the villagers. These Officials highlighted the objective of the ongoing Total Literacy Campaign in the area and urged the tribals to participate in it. The meeting was a success and the illiterate tribals were convinced about the benefits of being literate. One Sudhakar Gvoinda Surpam of the said village is now taking a lead with regard to the socio-economic development of his tribal community. Sudhakar Surpam obtained a loan of Rs.10,000/- under the I.R.D.P. Scheme of the government and has set up a small goat farm.

2. The illiterates of village Pandharkawada (Lahan) of Zarijamni taluka expressed their desire to be taught by an experienced teacher and one Shri Sherki began to teach them. Shri Sherki had to walk considerable distance in order to reach the literacy class. The villagers particularly the participants of the literacy class realised their teacher's problem and they arranged a room for his stay in the village. The sincere efforts of Nanaji Tekam of Pandharkawada (Lahan) helped his two children to conduct literacy classes. They walked about one kilometer every day to do so.

3. Literacy campaign brought happiness in the family of one Rama Laxman Atram of village Pendhari. Due to the learning in literacy classes his horizons widened. He started saving through which he has set up a petty provision shop.
4. In Mahadapeth village, Ku. Mainabai Pavankar held literacy class for the illiterates. Due to her efforts Mrs. Nasibai Satpute of the village started attending the class. Mrs. Satpute got involved in various programmes including family welfare and small savings. It is worth noting here that she encouraged two young women to undergo family planning operation.
5. An illiterate tribal woman, Mrs. Vithabai Kulmethe, of village Karanwadi has not only become literate but also the Sarpanch of the Gram Panchayat.
6. The selfless service of one Tanaji Meshram of village Shivani (Dhobe) needs special mention. The village is situated on the bank of the Wardha river and during the last monsoon, there was an unprecedented flood in the river which caused not only heavy damage but also rendered many families homeless. Under adverse conditions Tanaji Meshram conducted the literacy classes for the illiterates.
7. In village Kanadi, the Headmaster Satpute and Assistant Teacher, K.G. Sidam, jointly worked for the smooth conduct of the literacy classes. They sought the co-operation of the Police Patil, Sarpanch and other senior citizens of the village for the purpose. The adult learners were regularly encouraged to attend the classes.

The Assistant Teacher, K.G. Sidam, has taken a bold step to go for an inter-caste marriage with one of the neo-literate woman which was widely appreciated by the villagers as a good example of communal harmony and social integration.
8. The villagers of Machindra have led an isolated life even in the era of computer and television. The literacy centre was opened in the village on 8-9-94. Illiterates were motivated to attend the classes. Reportedly they are now showing positive

attitude towards life. They read slogans on the walls, newspapers. They generally did not go out of their village earlier but now they go to the taluka, town and meet the government officials and also enquire about various schemes.

9. The efforts made by literacy volunteers, Shri Dadaji Koychade and Ku. R.L.Umre are praiseworthy. Ku. R.L.Umre conducted five literacy centres. They had bitter experience in the beginning with regard to the attendance. They organised Gram Sabha where they explained the objectives of the literacy campaign, villagers were made aware of their duties and rights. They were provided with the details of various government sponsored welfare schemes and an appeal was made to the adult learners to be regular for the literacy classes and take full advantage of the campaign. Their efforts were successful.

Ghatanji Taluka

1. Tribal Hamlet Ghatuba in Ghatanji taluka did not pay any attention to the ongoing literacy campaign. However, the tireless efforts of the Block Education Officer, Shri Athawale, Shri Shinde, A.P.O., Kendra Pramukh, Shri Nagrale and Full Time Literacy Worker, Headmaster, Teachers and Sarpanch, Shri Maroti Pawar, brought change in the attitude of the tribals. They contacted the illiterates from door to door and tried to convince them. They visited the hamlet for seven days continuously and saw that the literacy classes are held properly.

The S.D.O. of Pandharkwada, Mr.Khan, has shown keen interest in the TLC programme being carried out in the villages under his jurisdiction. He often visited the literacy classes, attended meetings of adult learners. He made special efforts to free the tribals from liquor addiction. Today there is evidently a great change among the neo-literates of village Ghatuba and its hamlet. At least 50 liquor addicts freed themselves from the harmful habit. They were provided the benefits of government schemes and were suitably rehabilitated.

Appendix A

TLC : Yavatmal : Important Events

- 1 February 26, 1993 : Preparatory meeting under the Chairmanship of the Divisional Commissioner, Amravati Division
- 2 March 26, 1993 : Registration of the Yavatmal Zilla Saksharta Samiti
- 3 May 10, 1993 : Submission of TLC Project proposal to the NIM
- 4 June 2, 1993 : One day survey to identify illiterate persons in the age group 15 to 45 years
- 5 July 1993 : The environment building activities started in the district from July 1993
- 6 July 26, 1993 : Inauguration of Kalajatha programmes at the hands of Shri Sudhakar Rao Joshi, Divisional Commissioner at Bachat Bhavan, Yavatmal where the artists from all over the district presented their programmes.
- 7 August 5 to 7, 1993 : Training programmes conducted at three places on three days covering all the Kalajathas in all the talukas. The main responsibility of training the artists was shouldered by Shri Laxman Rao Deshpande, famous Marathi dramatist.
- 8 August 8, 1993 : A Melava of rural adult females and males organized at Pusad where about 3000 adults participated. Shri Laxman Rao Deshpande, the Collector, the Chief Executive Officer (CEO), Zilla Parishad attended the Melava.
- 9 August 9, 1993 : Saksharata 'Dahi Handi' programme was organized at Nagar Bhavan, Yavatmal. District Guardian Minister, Shri Jawaharlal Darda attended.
- 10 January 24 to 26, 1994 : The pre-appraisal visit of Shri B.A. More, Director of Education (Adult Education), Government of Maharashtra and Shri Bhim Rasker, NIM Consultant.
- 11 January 31 & February 1, 1994 : Presentation of the TLC project proposal to the NIM by the Collector, Shri Surendra Kumar Jahagirdar, CEO Shri Ashwinikumar and D.AEO, Shri A.D. Dhandole and the sanction of the project.
- 12 April-May 1994 : Identification of Resource Persons, Master Trainers, Volunteer - Teachers and Full Time Workers.
- 13 July 29 to August 10, 1994 : First stage training programmes organized for Resource Persons, Master Trainers and Volunteer-Teachers.
- 14 August 1994 : Supply of teaching/learning materials throughout the district.

- 15 September 9, 1994 : Literacy classes were inaugurated in all the villages of the district.
- 16 November 9, 1994 to March 31, 1995 : Second stage training programmes organized for Resource Persons, Master Trainers and Volunteer-Teachers.
- 17 February 13, 1996 to March 3, 1996 : Third stage training programmes
- 18 August 16, 1996 to September 2, 1996 : Concurrent Evaluation carried out by Mahatma Jyotiba Phule College of Social Work, Yavatmal.
- 19 September 19, 1996 to October, 1996 : Internal Evaluation carried out by ZSS on 100% basis.
- 20 October 22 to November 2, 1996 : External Evaluation carried out by the Gokhale Institute of Politics and Economics, Pune.

Appendix

TABLE 1 : PANCHAYAT SAMITI-WISE DISTRIBUTION OF NEO-LITERATES WHO APPEARED FOR EXTERNAL EVALUATION ACCORDING TO CAST GROUP

TALUKA	SC			ST		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	17	37	54	147	176	323
2 RALEGAON	7	28	35	100	120	220
3 GHATANJI	36	87	123	213	398	611
4 DARWHA	53	92	145	14	23	37
5 PANDHARKAVDA	36	69	105	258	316	574
6 NER	16	90	106	15	53	68
7 BABHULGAON	34	56	90	79	132	211
8 UMARKHED	132	329	461	128	167	295
9 DIGRAS	51	111	162	149	182	331
10 MAREGAON	36	28	64	232	307	539
11 MAHAGAON	41	179	220	190	199	389
12 PUSAD	133	317	450	172	363	535
13 YAVATMAL	39	99	138	189	286	475
14 WANI	23	89	112	55	143	198
DISTRICT	654	1611	2265	1941	2865	4806

SC : SCHEDULED CAST

ST : SCHEDULED TRIBES

Appendix

TABLE 1 CONTINUED ...

TALUKA	VJ			NT		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	1	0	1	18	0	18
2 RALEGAON	1	2	3	6	14	20
3 GHATANJI	69	136	205	7	12	19
4 DARWHA	136	202	338	32	47	79
5 PANDHARKAVDA	49	80	129	64	91	155
6 NER	37	77	114	2	14	16
7 BABHULGAON	15	31	46	2	7	9
8 UMARKHED	138	215	353	38	58	96
9 DIGRAS	257	455	712	7	45	52
10 MAREGAON	26	46	72	21	33	54
11 MAHAGAON	200	332	532	16	27	43
12 PUSAD	333	587	920	8	51	59
13 YAVATMAL	101	147	248	25	48	73
14 WANI	5	20	25	28	22	50
DISTRICT	1368	2330	3698	274	469	743

VJ : VIMUKTA JATI

NT : NOMADIC TRIBES

Appendix
TABLE 1 CONTINUED ...

PANCHAYAT SAMITI	MINORITIES			OTHERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	1	2	3	60	78	138
2 RALEGAON	1	4	5	65	93	158
3 GHATANJI	3	2	5	88	188	276
4 DARWHA	71	81	152	76	145	221
5 PANDHARKAVDA	6	41	47	67	136	203
6 NER	55	78	133	44	93	137
7 BABHULGAON	14	10	24	39	53	92
8 UMARKHED	22	60	82	55	156	211
9 DIGRAS	14	43	57	56	128	184
10 MAREGAON	2	4	6	134	241	375
11 MAHAGAON	12	42	54	36	125	161
12 PUSAD	19	47	66	56	186	242
13 YAVATMAL	30	48	78	71	186	257
14 WANI	2	12	14	132	344	476
DISTRICT	252	474	726	979	2152	3131

Appendix
TABLE 1 CONTINUED ...

PANCHAYAT SAMITI	CAST CODE NOT GIVEN			ALL LEARNERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 KALAMB	51	50	101	295	343	638
2 RALEGAON	49	125	174	229	386	615
3 GHATANJI	0	1	1	416	824	1240
4 DARWHA	1	0	1	383	590	973
5 PANDHARKAVDA	1	18	19	481	751	1232
6 NER	11	17	28	180	422	602
7 BABHULGAON	0	0	0	183	289	472
8 UMARKHED	22	23	45	535	1008	1543
9 DIGRAS	33	29	62	567	993	1560
10 MAREGAON	36	69	105	487	728	1215
11 MAHAGAON	2	19	21	497	923	1420
12 PUSAD	14	42	56	735	1593	2328
13 YAVATMAL	37	40	77	492	854	1346
14 WANI	1	0	1	246	630	876
DISTRICT	258	433	691	5726	10334	16060

APPENDIX TABLE 2 : MARKS OBTAINED IN READING , WRITING AND ARITHMATIC

READING			
CORES	NO. OF PERSONS	PERCENTAGE	AVERAGE SCORE
0-19	1838	14.57	-
20-40	10776	85.43	-
ALL	12614	100.00	27.01

WRITING			
CORES	NO. OF PERSONS	PERCENTAGE	AVERAGE SCORE
0-14	3272	25.94	-
15-30	9342	74.06	-
ALL	12614	100.00	18.48

ARITHMATIC			
CORES	NO. OF PERSONS	PERCENTAGE	AVERAGE SCORE
0-14	2207	17.50	-
15-30	10407	82.50	-
ALL	12614	100.00	19.79

Appendix
TABLE 1 CONTINUED ...

PANCHAYAT SAMITI	MINORITIES			OTHERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
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2 RALEGAON	1	4	5	65	93	158
3 GHATANJI	3	2	5	88	188	276
4 DARWHA	71	81	152	76	145	221
5 PANDHARKAVDA	6	41	47	67	136	203
6 NER	55	78	133	44	93	137
7 BABHULGAON	14	10	24	39	53	92
8 UMARKHED	22	60	82	55	156	211
9 DIGRAS	14	43	57	56	128	184
10 MAREGAON	2	4	6	134	241	375
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TABLE 1 CONTINUED ...

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APPENDIX TABLE 2 : MARKS OBTAINED IN READING , WRITING AND ARITHMATIC

READING

SCORES	NO. OF PERSONS	PERCENTAGE	AVERAGE SCORE
0-19	1838	14.57	-
20-40	10776	85.43	-
ALL	12614	100.00	27.01

WRITING

SCORES	NO. OF PERSONS	PERCENTAGE	AVERAGE SCORE
0-14	3272	25.94	-
15-30	9342	74.06	-
ALL	12614	100.00	18.48

ARITHMATIC

SCORES	NO. OF PERSONS	PERCENTAGE	AVERAGE SCORE
0-14	2207	17.50	-
15-30	10407	82.50	-
ALL	12614	100.00	19.79

APPENDIX TABLE 3 : COMPARISON OF SUCCESS RATE BETWEEN MALE AND FEMALE
IN READING , WRITING AND ARITHMATIC

READING		
SCORES	MALE	FEMALE
0-19	11.90	16.04
20-40	88.10	84.02
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