

**External Evaluation of State Resource Centre : Ahmedabad**

**Report**

**Assigned by**

**The Directorate of Adult Education, MHRD, Govt. of India, New Delhi**

**Conducted by**

**Gokhale Institute of Politics and Economics  
Pune**

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## Preface

The Continuing Education Programme (CEP), launched in 1995, is the third in the series under the Literacy Programme of Government of India, the earlier two being the Total Literacy Campaign and Post-Literacy Programme. While prime objective of CEP has been to sustain and enhance the literacy skills achieved during earlier two literacy initiatives, the creation of State Resources Centres (SRCs) has constituted its key component as a major source of academic and technical support to the CEP.

More specifically, since SRCs play a major role by producing literacy materials, conducting training for instructors, monitoring overall CEP, and conducting research for feedback and guidance, a detailed evaluation of functioning of SRCs therefore becomes central to gauging the actual impact on the target population covered under CEP. With this in mind, the Ministry of Human Resource Development, Government of India, has undertaken a project of assessing each SRC by an external agency. Gokhale Institute of Politics and Economics was assigned by the Ministry the task of evaluating the SRC-Ahmedabad for the state of Gujarat.

The study is based largely on primary information selected via sampling techniques and collected through structured questionnaire as well as personal interviews both among the beneficiaries and *preraks* (instructors), apart from the official evidence, policy documents, and related secondary materials. The study has brought out several distinct areas where exists a scope for improvement, namely, *inter alias*, motivational efforts and measures towards augmenting the participation both of *preraks* and potential beneficiaries, support and sensitivity towards imparting income-generating skills, degree of co-ordination among SRC and other concerned agencies.

Thanks are due to my two colleagues Dr. Jayanti Kajale and Ms Vini Sivanandan who have agreed to undertake the study, and who have painstakingly and efficiently done the job of finishing this report within a relatively short period. I like to thank also all the field staff, data entry operators, statistical assistants, and other members of our Institute's staff, who have been helpful to this research work in one way or other. I do hope this report would be of considerable help and guidance on matters relating to policy and monitoring of CEP.

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## Abbreviations

AIR	All India Radio
BRC	Block Resource Co-ordinator
CEC	Continuing Education Centre
CEO	Continuing Education Officer
CRC	Cluster Resource Co-ordinator
DEO	District Education Officer
DPEP	District Primary Education Programme
DIET	District Institute and Education and Training
DRU	District Resource Unit
GB	Governing Body
GCERT	Gujarat State Council of Education, Research and Training
GDS	Government Development Schemes
IGS	Income Generating Skill
JSS	Jan Shikshan Sansthan
MHRD	Ministry of Human Resource Development
NGO	Non-Government Organisation
NLM	National Literacy Mission
NSS	National Service Scheme
MS	Mahila Samakhya
NYK	Nehru Yuvak Kendra
NP	Nodal Preraks
PDE	Population Development Education
PRI	Panchayat Raj Institutions
PLP	Post Literacy Programme
QLIP	Quality of Life Improvement Programme
RP	Resource Person
SDAE	State Directorate of Adult Education
SEWA	Self Employed Women's Association
SHG	Self Help Group
SLMA	State Literacy Mission Authority
SRC	State Resource Centre
TLC	Total Literacy Campaign
VA	Voluntary Agency
ZSS	Zilla Saksharata Samiti
UNFPA	United Nations Population Funds for Activities

## External Evaluation of State Resource Centre : Ahmedabad

### Executive Summary

1.	Name of the SRC:	Ahmedabad
2.	Year of Establishment	1977
3.	Name of the Parent Body	Gujarat Vidyapith, Ahmedabad
4.	SRC, registered or not	No
5.	If registered , number and date	-
6.	Period of Evaluation	5 years, 2000-01 to 2004-05
7.	Universal sampling size	132
8.	Interviews conducted outside SRC	122

## 9. The Score Table

S.No.	Item	Weight	Marks out of 10	(2)*(1)	(3)/ 10
		(1)	(2)	(3)	(4)
1	Production of materials	30 X			
	1. Production of quality & quantity materials.	10	5.5	55	
	2. Audio-video materials.	5	9	45	
	3. Process of production.	5	8	40	
	4. Process of distribution.	5	6	30	
	5. Uses of materials.	5	6	30	
	<b>Total</b>			<b>200</b>	<b>20</b>
2	Training	25 X			
	1. Training to Key Resource Persons/Resource Persons/Master Trainers & Preraks.				
	(a) Nature/number & duration of the training programmes.	3	5	15	
	(b) Curriculum/content/management/monitoring.	8	6.9	55	
	(c) Performance of resource persons.	4	7.5	30	
	2. Other training programme includes (Training to Preraks/Asstt. Preraks/Self-Help Groups/PRI Functionaries/NGOs)				
	(a) Nature/number & duration of the training programmes.	2	5	10	
	(b) Curriculum/content/management/monitoring.	5	5	25	
	(c) Performance of resource persons.	3	6.7	20	
	<b>Total</b>			<b>155</b>	<b>15.5</b>
3	<b>Research/Programme Monitoring/Evaluation/Documentation</b>	15 X			
	1. Research & Evaluation				
	(a) No. & type of research programme conducted/ feedback, special research studies/ action research & evaluation studies	2	5	10	
	(b) Level of research (design, sample size, methodology & quality).	2	5	10	
	(c) Feasibility studies of NGOs proposal Conducted (assigned by M/HRD).	2	5	10	
	(c) Empanelment as external evaluation agency by NLM.	2	5	10	

S.No.	Item	Weight	Marks out of 10	(2)*(1)	(3)/ 10
		(1)	(2)	(3)	(4)
	2. Monitoring				
	(a) Nature of involvement, frequency of visits, No. of staff involved in the state.	2	5	10	
	(b) Name, No. of states/districts assigned. Nature of involvement, frequency of visits, No. of staff involved in the other states.	2	5	10	
	3. Documentation				
	(a) Number & nature of documentation (database, collection of information, success stories etc).	1	5	5	
	(b) Relevance of documentation.	1	2.5	2.5	
	(c) Dissemination.	1	2.5	2.5	
	<b>Total</b>			<b>70</b>	<b>7</b>
<b>4</b>	<b>Innovative and Field Programmes</b>	<b>15 X</b>			
	1. Innovatives in teaching/learning materials.	2	5	10	
	2. Innovatives in training techniques.	2	7.5	15	
	3. Innovatives in environment building.	2	7.5	15	
	4. Convergence of other agencies (NGOs, Govt./Universities/NYKs/NSS/PRI/JSS & other development programmes.	2	7.5	15	
	5. Experimental CE centres run by SRC.	3	5	15	
	6. Resource mapping.	2	5	10	
	7. Innovatives in programmes conducted.	2	7.5	15	
	<b>Total</b>			<b>95</b>	<b>9.5</b>
<b>5</b>	<b>Networking</b>	<b>5 X</b>			
	1. Relationship with SDAE/ZSS etc.	2	5	10	
	2. Collaboration with NGOs & other agencies.	2	3.8	7.5	
	3. Relationship with field level functionaries.	1	5	5	
	<b>Total</b>			<b>22.5</b>	<b>2.25</b>
<b>6</b>	<b>Management and Administration</b>	<b>10 X</b>			
	1. Capacity building of the staff of SRCs.	1	7.5	7.5	
	2. Administration.	4	7.5	30	
	3. Performance of professional staff.	2	7.5	15	
	4. Funds.	1	5	5	
	5. Infrastructure facilities.	1	7.5	7.5	
	6. Equipment etc.	1	7.5	7.5	
	<b>Total</b>			<b>72.5</b>	<b>7.25</b>
	<b>Aggregate marks obtained</b>			<b>615</b>	<b>61.5</b>



## 10. Conclusions

Following are the conclusions emerging out of the analysis.

### 1. Production of materials –

- Though the material published shows impressive figures, it includes reprints also. Similarly, the number of copies of the books/booklets produced do not seem to be adequate in number if the copies are to reach all the CECs in the state. The number of copies of the total material is seen to be fluctuating from year to year.
- The preraks as well as the beneficiaries were more concerned about the frequency of the supply of literacy material (specifically the books). Most of the preraks reported that they received the books and other materials only once.
- As far as the quality of the material is concerned, it was found that the guidelines provided by the NLM are followed.
- The SRC has a well equipped and well managed audio-visual centre. This enhances the quality of the training imparted. However, it was revealed from the field work that the percentage of beneficiaries listening to / watching programmes of SRC on radio and T.V. is very low.
- It was revealed through discussions with the SRC staff that the ZSS is the channel for providing SRC publications to the CECs. According to SRC staff, ZSS does not take the material. However, discussion with members of ZSS (during our field work) revealed that hardly any material was received from SRC. Thus, production of adequate material and its proper distribution appears to be the major cause of concern.

### 2. Training –

- The sample preraks and RPs were satisfied with the content and management of training imparted. However, majority felt that the frequency of the training programmes should increase. From their responses, it was also revealed that IGS as well as GDS were not a part of the training imparted to preraks as well as the beneficiaries and that the preraks were in need of more information relating to the CEC programme.

- Our field experience revealed (through discussions) that the frequency of the visits of RPs to the field was very low firstly because the CE classes are not held regularly and the preraks frequently asked them questions about the non -- receipt of their honorarium. In case of nodal preraks, a monthly meeting has to be held between NPs and preraks of the CEC coming under those NCs. Similarly, an attendance sheet and the report of the meeting has to be prepared. However, the preraks unanimously reported that holding the meetings was very difficult due irregularity in receipt in the honorarium .

### **3. Research/Programme Monitoring/Evaluation/Documentation**

- The SRC carries out research and evaluation studies based on field work covering enough districts. However, it was found that there is a large scope for improvement as far as the presentation aspect of the studies is concerned.
- According to the discussions with the SRC staff, SRC is regularly involved in monitoring the working of the CEC. The staff visits the field regularly. From the responses gathered from the field, it was found that the CEs were not visited by any of the SRC officials. This was cross checked from the visitor book available at the CEs. 84 % of the preraks replied that increasing frequency of visits to CEs will have a positive impact on running of the classes.
- The preraks were also not aware of any of the research studies carried out at SRCs. They have not received copies of these reports.
- The SRC has a large database relating to the CEC programme. However, it was found that it needs to be updated.

### **4. Innovative and Field Programme**

- SRC has innovated many new innovative techniques for imparting knowledge. The material produced, the training imparted and the programmes conducted reflect usage of innovative techniques. 'Training through Satellite' was first implemented by this SRC in the whole country. However, our field experience shows that majority of the preraks and the beneficiaries have not participated in the innovative programmes.

- Discussions with preraks (who had participated in innovative programmes) reported that the 'Visit and Training' method of imparting training was more useful than 'Training through Satellite'.
- The innovative ideas used for conducting cultural and environmental activities were found to be helpful in conveying the message of literacy.

### **5. Networking**

- According to the SRC staff, SRC regularly arranges meetings with / workshops for the collaborating agencies. However, our field experience shows that the members of the collaborating agencies were not fully satisfied with the co-ordination/ networking aspect of the SRC. However, it can be noted that SRC collaborates with JSS for IGS and they are found to be functioning satisfactorily in collaboration with each other.

### **6. Management and Administration**

- The staff of SRC is a well qualified. The present director is working in SRC since 1985 and holds a Ph.D degree in the field of education and has received the literacy award for the year 2003-04. He has an experience of 23 years in the field of adult education. The basic qualification of other staff members is M.Ed and M.Phil in the field of education. All the staff members are continuously involved research activity.
- SRC has good infrastructure and all modern equipment needed to carry out its activities.
- Irregularity in arrival of funds was the major problem faced by the SRC.

## 11. Recommendations

Based on our evaluation of SRC, following recommendations are made-

### 1. Production of material –

- Regularity in the production of regular publications (magazines/ newsletters) needs to be maintained)
- The copies of books / booklets of various types needs to increased. The preraks and adult learners are in need of adequate and fresh learning material.
- Separate material relating to Income Generating Skills needs to be produced.
- Co-ordination between SRC and ZSS in the context of distribution of literacy material needs to be improved.

### 2. Training –

- The number of training programmes per prerak needs to be increased.
- The resource persons need to be provided through the training programmes, detailed information regarding the CEC programme as well as about their duties and functions.
- Training programmes on IGS are held only in a few districts of Gujarat. Separate training programmes need to be arranged for providing information relating IGS on a large scale. Literature on the same needs to be generated.
- Detailed information relating to Government Development Schemes needs to be provided to the preraks.
- Though the training programme imparts training on monitoring, the RPs and the NPs find it difficult to monitor the working of CE classes. RPs and NPs need to be motivated through the training programmes for visiting the CECs regularly.
- Training programmes should emphasise the need to motivate the preraks to encourage the beneficiaries to listen / watch the radio/ T.V. programmes of SRC.

### **3. Research/ Monitoring/ Evaluation / Documentation.**

- The presentation aspect of the research reports needs to be improved. Methodology needs to be stated clearly, year of publication needs to be mentioned.
- The SRC staff should concentrate on continuous monitoring/ supervision of the CE classes. Field visits by the officials to discuss the problems faced by beneficiaries and preraks would have a positive impact on their motivation for participation in CEC activities.
- Research and evaluation studies of the SRC need to be distributed among the CECs to keep the preraks informed about the results.

### **4. Innovative and Field Programmes**

- Majority of the sample preraks were not aware of innovatives in teaching. Similarly, very few had participated in innovative environment building programmes. The innovatives in training / environment building / in programmes conducted should reach every prerak as they are found to be useful in conveying the message of literacy.
- Since the experimental CE serves as a model centre for other CEs, the number of such experimental CEs can be increased.

### **5. Networking**

- For proper functioning of the CE classes, co-ordination between SRC and other agencies needs to be improved. Training imparted to collaborating agencies needs to be improved. The training should pinpoint exactly the duties and responsibilities of each coordinating agency.
- The co-ordination between SRC and JSS ( which at present is restricted to only six districts) can be extended in the other districts.