

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**

March 2006

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.

Gokhale Institute of Politics and Economics, Pune

Arup Maharatna
Officiating Director

Acknowledgements

The study report 'External Evaluation of State Resource Centre : Ahmedabad' was prepared by Gokhale Institute of Politics and Economics, Pune at the initiative of the Ministry of Human Resource Development, New Delhi.

The project could be completed due to the cooperation rendered by many at the Institute. First of all, we would like to thank Prof. Arup Maharatna, Officiating Director, for providing motivation and suggestions from time to time during the process of report writing. We also thank Dr. Mrs.Mulay and Dr.P.Ramesh for providing valuable suggestions whenever required.

Our sincere thanks to the Dr.Laxmanbhai Avaiyya, Director SRC and his staff for the cooperation extended to us during our fieldwork. We would also like to thank our field investigators Mr.Manubhai Patel, Ms. Hetelben Patel and Ms.Kokilaben Patel for sincerely carrying out the field work. We also thank all our respondents viz beneficiaries, preraks, resource persons, members of ZSS, for providing their valuable time for discussions with us.

We thank Mr.Madhav Pathak for his research assistance and Mr.Chintamani Jog and Ms.Rajani Ganjekar for computer and statistical assistance. We also thank Mr.Anand Thakur from the computer centre for his cooperation.

Jayanti Kajale
Vini Sivanandan

Contents

Chapter	Page No.
Abbreviations	
Executive Summary	i -viii
I. Introduction	1
II. Objectives of the Study	4
III. Methodology	5
IV. Analysis	9
V. Conclusions	41
VI. Recommendations	45

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	
	Total			200	20
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	
		Total			155
3	Research/Programme Monitoring/Evaluation/Documentation	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	
	Total			70	7
4	Innovative and Field Programmes	15 X			
	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	
	Total			95	9.5
5	Networking	5 X			
	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	
	Total			22.5	2.25
6	Management and Administration	10 X			
	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	
	Total			72.5	7.25
	Aggregate marks obtained			615	61.5

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 to irregularity in receipt of 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.

Chapter I

Introduction

The scheme of Continuing Education (CE) was launched in 1995 by the central government's National Literacy Mission (NLM). The major objective behind launching this scheme was to sustain and enhance the literacy skills achieved during the Total Literacy Campaign (TLC) and the Post Literacy Programme (PLP). The scheme was to function through nodal continuing education centres (NCECs) and continuing education centres (CECs). In order to strengthen the CECs financially, the provisions relating to the financial assistance were liberalised. An important characteristic of the programme is that it goes beyond the goal of literacy and aims at provision of opportunities for life-long learning and skill development which can ultimately bring a change in the living conditions of the participants. Thus, the scheme recognises the importance of literacy skills in human development.

The programme needs academic support from the society for its efficient functioning. The State Resource Centres (SRCs) were established by the government with a view to provide academic and technical support to the programme of adult education. The SRCs are expected to be associated with the TLC from planning stage till the conclusion. Similarly, they have to provide support to the programmes of PL and the CE. Their specific tasks include facilitation of environment building activities, production of teaching-learning materials for the adult learners and neo-literates, development of motivational materials such as posters, stickers and audio-video cassettes, organisation of training programmes for the field functionaries, monitoring and evaluation of the ongoing adult education programmes and conduct of research studies. The functions of the SRCs can be classified as follows-

1. Production of teaching and learning materials for the instructors and beneficiaries
2. Conducting training programmes for the instructors
3. Monitoring of the ongoing adult education programmes

4. Conducting research studies and documentation

5. Innovations and Extension activities.

The target group for the programme consists of the non-literates in the age group 15-35 and above, the school dropouts, neo-literates etc.. The quality of the material produced, the training imparted to the instructors and innovative projects undertaken keeping in mind the local needs and aspiration would ultimately affect quality of the skills received by these beneficiaries. The SRCs thus are supposed to play an important role in the scheme of CE. Evaluation of the SRCs therefore assumes important for assessing the ultimate impact of their activities on the beneficiaries and for understanding their efficiency in providing support to the CE programme given the resources.

Gujarat occupies 15th rank among the states of India as far as literacy rate is concerned. Gujarat literacy rate which is 69.97% (with male and female literacy rates being 80.50 % and 58.60% respectively.) is higher than the national average of 65.38 %. The Government of India decided to establish State Resource Centres in states to provide support to the literacy activity. SRC Ahmedabad was allotted to Gujarat Vidyapith and it started functioning in 1977. It has thus completed twenty five years of its existence. Gujarat Vidyapith was founded by Mahatma Gandhi in 1920. He was always concerned about illiteracy among the masses. According to him, "Mass illiteracy is the sin and shame of India; it must be eradicated". Eradication of literacy was always the priority of the Vidyapith right from the beginning. Keeping in view the activities and the background of the Vidyapith, the Government of India allotted SRC Ahmedabad to it.

The CE programme commenced in 1999 in Gujarat. Presently, a total of 18,874 instructors or preraks are working for this programme. Out of these, 6518 are female Preraks/ assistant Preraks. Out of the total number, 3697 and 2240 belong to the Scheduled castes and scheduled tribes respectively. The CEC programme is carried out in 22 out of 25 districts, and 2 municipal corporations out of 4 of the state.

The evaluation of this SRC was carried on with a view to understand its working over a period of five years. The work of SRC - Ahmedabad extends beyond that of literacy and includes population education, women empowerment, upliftment of the deprived, etc. The SRC has completed TLC and PLP phases all over Gujarat. The CE

programme is continuing in 22 districts and 2 municipal corporations. Other districts are supposed to be covered soon. The SRC gets classified in grade 'B'. This means that the SRC is entitled to a one time grant of Rs.40 lakhs and annual maintenance grants of Rs. 40 lakhs each. SRC has a three floor building. All the administrative work is carried out on the ground floor. Training and other activities are carried out on the remaining two floors.

Chapter II

Objectives of the Study

The general objective of the evaluation is to ascertain the extent to which the SRC has achieved its objectives or purpose and what factors have affected the performance or achievement of the SRC. The SRC is expected to achieve its objective through various activities. The evaluation would analyse how the activities have been carried out by the SRC and what their outcome has been. Evaluation of activities would involve an evaluation of the inputs used, the throughput and the output. The inputs include human and material inputs. Throughput refers to different processes and activities of the SRC such as administration, training, material production etc. Lastly, output refers to outcomes of different activities of the SRC.

The specific objectives of the evaluation are-

1. To assess the nature, quality and quantity of various elements of inputs, throughput and output.
2. To Establish linkages between inputs, throughput and output and
3. To explain the difference in the quality and quantity of the various elements of input and throughput.

Chapter III

Methodology

The methodological steps involved in the evaluation besides specifying the objectives include specify determining the kinds of data required, identifying sources of data, collecting relevant data, analysing it and finally writing of the report. For the purpose of the study, primary as well as secondary data was used. In both the cases, quantitative as well as qualitative data was used for evaluation.

The secondary as well as primary data was collected under three categories- viz. Inputs, throughput and output. Data on inputs comprised of data on human as well as material inputs. Data on throughput basically related to administration, different programmes conducted, collaboration, networking and monitoring. Data on output related to the material produced and usage of the same and also the knowledge and skills acquired by the trainees.

The secondary data was collected from the various documents published by SRC, personal discussions/ observations and interviews. The ultimate scores were given on the basis of the data collected through these methods.

Sampling

For the purpose of understanding the impact of materials and training programmes of SRC, the following categories of people were interviewed.

1. Staff of SRC

2. Preraks ie. the instructors, necessarily local residents. The activities of the CECs are implemented through them.

3. Beneficiaries- these include the neo-literates, school dropouts and others interested in availing the opportunities for learning.

4. Resource person (RP) who gives training to preraks and who is an expert in his field and aware of the local needs. RPs receive training from SRC.

5. Members of Zilla Saksharata Samiti (ZSS).

6. Employee of the SDAE (Deputy Director)

The selection of sample district for the study was based on the criteria of literacy rate and the number of years for which the CE programme was continuing. Initially the programme was implemented in 8 districts of Gujarat. These, 8 districts have completed 5 years of the programme. According to the information provided by SRC Ahmedabad, in these districts mostly, the CECs were non-functioning due to lack of funds and it would have been difficult to collect data from CECs from these districts. In 13 districts, the programme has completed only 2-3 years of its existence. In 3 districts viz, Surat, Rajkot and Sabarkantha, the programme is in its 4th year. Hence it was decided to select a district from this category. Due to the time and budget constraint, it was decided to select only one district from these 3 districts. Sabarkantha was found to be the most suitable choice. as compared to other 2 districts- Surat and Rajkot, the literacy rate in this district is lower and nearer to the state average. This is clear from the following-

District/State	Total literacy rate (%) (2001)
Surat	74.99
Rajkot	75.88
Sabarkantha	67.31
Gujarat	69.97
India	65.38

Source: Census of India, 2001.

Situated near the banks of river Sabarmati, this hilly district is a part of north Gujarat. The main occupation of the population here is agriculture, allied activities and agro-processing industries. The following table presents population profile of the sample district.

Table 3.1 : Population Profile of District Sabarkantha- 2001

1.	Population- Total	2082531
2.	% of rural population	89
3.	% of ST population	20
4.	Literacy rate	66.6
5.	Illiteracy rate	51.8
6.	% of Main Workers	31.8
7.	% of Cultivators and Agricultural Labourers in Total Workers	62.8

Source: Census, 2001, www.censusindia.net

It can be seen that almost 90 % of the population belongs to rural Gujarat. The literacy rate for Sabarkantha is on the lower side and is below the state average.

After the completion of TLC (1992-93) and PLP (1995-97), the third stage programme of Continuing Education was approved by the MHRD in the year 2001-02 and the CECs started functioning in April 2002. A total of 880 CECs started functioning in 13 talukas of the state. The details are as follows-

Selection of district was followed by the selection NCECs. 5 NCECs situated in 5 talukas (Out of a total of 13), viz Himmatnagar, Khedbrahma, Bhiloda, Modasa, and Meghraj were selected keeping in mind the geography and socio-economic characteristics of the talukas (table 3.2). Himmatnagar is the district headquarter. It can be seen that the percentage of illiterates is lower therein. Khedbrahma is seen to be basically a tribal belt. Percentage of illeterates is highest among all the talukas.

Table 3.2 : Characteristics of the Population in Sample Villages

Taluka	% of illiterates to population	% of ST population to total population	%of SC population to total population
Bhiloda	41	55.3	5.6
Himmatnagar	34	1.6	11.2
Khedbrahma	66	68.8	3.7
Meghraj	52	36.4	3.8
Modasa	39	3.1	9.1

Source: Census of India, 2001, www.censusindia.net.

From each NCEC (located in 5 talukas), CECs was chosen randomly. From each CEC, through preraks beneficiaries were selected randomly. A minimum of 15 beneficiaries and 5 preraks were interviewed from each NCEC. The total number beneficiaries selected was 84. A total of 25 preraks (including Nodal preraks, Preraks and assistant preraks) in NCEs and CEes were interviewed. The field work was carried out in the month of February 2006.

The following table shows that majority of the preraks are males. Of the total preraks, majority belong to OBCs and majority are have completed their HSC(36%) and graduation (36 %).

Table 3.3: Characteristics of the Sample Preraks

Distribution of preraks					
1.	Sex wise		4.	Education wise	
	% of female preraks	16		% SSC	4
	% of male preraks	84		% HSC	36
2	Caste wise			% Graduates	36
	% ST	20		% Post Graduates	24
	% SC	12			
	% OBC	60			
	% Others	8			

As against the preraks, in case of beneficiaries, females dominate the total beneficiaries. They mostly belong to the reserved categories like SC, ST and OBC. Most of them are seen to be dependant on agriculture and around one fourth work as casual labourers. Similarly, most are seen to be staying in kutcha houses.

Table 3.4: Characteristics of the Sample Beneficiaries

Distribution of the Beneficiaries					
1	Sex wise (%)		4	Occupation wise (%)	
	Male	32.15		Agricultural labourer	22.62
	Female	67.85		Self employed in agriculture and allied activities	45.24
				Regular salaried/wage employee	3.57
2	Average Age (Years)			Casual wage labourer	27.38
	Male	33.51		Others	1.19
	Female	30.87			
	Total	32.12	5	Household wise (%)	
				Pucca	14.29
3	Caste wise (%)			Kutcha	84.52
	ST	40.48		Semi-pucca	1.19
	SC	32.14			
	OBC	26.19			
	Others	1.19			

All the data and the information collected through the field work was used for evaluation of the SRC. Based on the guidelines and parameters suggested for evaluation, the inputs, throughput and output of the SRC were evaluated. The data collected was later quantified, and after analysis, scores were given to various activities of the SRC.

Chapter IV

Analysis

The major activities of the SRC are material production, training, environment building, research and evaluation and working on innovative ideas. We look into the details of each of these. We also look into the information regarding the administration and management in SRC. The analysis of each activity of SRC is presented under a broad heading. The analysis relating to the sub components of the broad heading is also presented. The analysis here utilises secondary as well as primary data collected through interviews, observations and discussions. The analysis gives us an idea about the functioning of the SRC and the impact of its activities at the grassroots. On the basis of the analysis, we have given marks to each activity of SRC. The final score table and the table presenting the scheme for allotting the marks is are provided at the end of the chapter.

1. Production of Materials

According to the information gathered, SRC has published a lot of material for the beneficiaries on various topics. It can be classified as- 1. Training material 2. Reading material and 3. Motivation material. Apart from the basic literacy literature/reading material and story books, the SRC publishes literature on topics like population education, gender equality, women, health, environment, development schemes etc. The literature handles a number of issues which have socio-economic relevance and knowledge of which would enrich the lives of the beneficiaries. The booklets and other material also contains instructions for the preraks regarding method of teaching and the issues to be handled in CE classes. The beneficiaries are not only those who attend the literacy classes but also the instructors, RPs, volunteers of various VAs etc.

1.1 Quantity and Quality of Materials –

- Quantity of materials

It can be seen from table 4.1 that SRC has published a large number of material in the form of booklets, magazines, posters, folders, pamphlets, calendars, audio-visual cassettes etc.

Table 4.1: Types and Numbers of Publications -Continuing Education Material

S.No.	Title	2000-01	2001-02	2002-03	2003-04	2004-05
1	Pamphlets	16	27	32	7	56
2	Folders	8	9	16	14	22
3	Calendar	2	1	0	0	0
4	Posters	13	10	18	9	16
5	Booklets	97	13	50	3	27
6	Stickers	0	8	0	0	8
7	Guide book	0	1	0	0	0
8	Module	0	3	0	0	0
9	Script for AIR	0	0	1	0	0
10	Broad Casting	0	0	12	0	0
11	Newsletters/Magzine					
	Lokjeevan (Fort nightly)	0	0	0	24	24
	Mahila Madhuri (magazine)	0	0	0	1	2
	Nari Chetana (Board Sheet)	0	0	0	1	3
	Parakh (Monthly)	0	0	0	0	10
	Total	136	72	129	59	168

Source: Annual Reports, SRC Ahmedabad, various years , Profile of Activities performed by SRC for Adult Education, 2002-2005.

The regular publications of the SRC are - 1. Mahila Madhuri (quarterly magazine), 2. Nari Chetana (Bi-monthly broad sheet), 3.Lok Jeevan (fortnightly publication) and 4. Prakash (monthly publication for preraks). However, these are not published regularly. Following table shows the number of copies made of these magazines.

Table 4.2: Copies of the Population Education Newsletters/Magazines Published

S.No	Name of newsletter/magazine	2003-04	2004-05
1	Mahila Madhuri (magazine)	7000	7000
2	Nari Chetana (Board Sheet)	7000	7000
3.	Lokjeevan (Fort Nightly)	6000	-
4.	Parakh	-	1500

Source: same as in table 4.1

In addition to these materials, SRC has also has developed primers for adult learners from scheduled castes, women and other sections of the society in Gujrathi language.

A few points regarding the material published need to be noted.

Firstly, it is to be noted that the number of publications in table 4.1 is inclusive of the material produced for the preraks. In an attempt to separate the publications for preraks out of the total publications as mentioned in the annual reports and other reports of SRC, we found that the material for preraks is published only in the last two years under consideration. Similarly, the publications were same for these two years.

Table 4.3: Availability of Training Material for Preraks

S.No.	Particular	2000-01 to 2002-03	2003-04	2004-05
1.	Booklets	-	3	3
2.	Folders	-	7	7
3.	Pamphlets	-	1	1
4.	Posters	-	2	2

Source: same as in table 4.1

Secondly, normally, the number of copies made of books and booklets by SRC are 2000 to 3000 (the number of copies made is printed on the back side of each publication). However, considering that the CEC programme is conducted in 22 districts and 2 corporations and that the total number of CECs in Sabarkantha is 880, the number of copies of books and booklets may not reach all the CECs in Gujarat (if they are to reach all the centres at one time). For other type of material i.e posters, pamphlets, folders etc, the number of copies made is higher i.e.3000/ 5000 or even higher than that.

Thirdly, it can be noted that the number of publications also includes reprints. Thus, the number of books published gets reduced to that extent.

Responses from the field-

The preraks were asked questions relating to the availability and adequacy of the teaching material. 84 percent reported that material was available for teaching. As far as adequacy is concerned, 80 percent of them reported that the material is inadequate. When asked to give suggestions regarding materials which they have used, 32 percent noted that new and improved materials are required and 24 percent said that materials should be given to each individual (the books are given on take- read and return principle). Forty four percent of the preraks offered no comments.

Most of the **beneficiaries** received the books only in class. 87% of them replied that they have used some or the other kind of material after joining the centre

- **Quality of the Material**

We judge the overall quality of the material on the basis of the **physical quality** of the material as well as the quality of the content of the material produced.

It can be noted that the research staff of SRC as well as outside experts (such as RPs, teachers, lecturers, retired persons in the field of education, members of Jan Shikshan Sanstha (JSS), ZSS etc. are involved in the preparation of the material. Workshops are held regularly for preparation of the material. The material is pre-tested before it gets finally published.

It was found that the overall **physical quality** of the material was good and that the guidelines provided by the NLM regarding the material are followed.

Responses from the field

Majority of the **preraks** were satisfied with the material provided as far as the criteria of motivation and guidance are concerned. However, almost 48 percent responded that the material was not fresh and new for the neo-literate. This might be because the same material is used by various people in the CEC again and again. The following table gives the responses of preraks regarding various qualities of the material

Table 4. 4: Responses of Preraks regarding Various Qualities of the Material

% preraks reporting that-	(%)
1.The material provides motivation/inspiration	96
2.Material provides guidance	88
3.Material is fresh and new for neo-literates	52
4. Material helps in environment building	76
5.Mater suits the local language of learners	84
6.Materials is free of any kind of bias	76

The following table shows the response of the preraks relating to the overall quality of the materials.

Table 4.5: Rating of the Material by Preraks (in percent)

Fair	Good	Very good	Excellent
32	44	21	4

As far as **beneficiaries** are concerned, it was found that it was difficult for them to judge the quality of the material. However, they were asked to judge in terms of physical qualities of the material (e.g. pictorial representation etc.) that make the reading interesting. Following response was revealed.

Table 4.6: Rating of the Material by Beneficiaries (in percent)

Fair	Good	Very good	Excellent
20	55	21	4

Thus, on the whole, the quality of the material was found to be good.

1.2 Audio-Visual Aids

As far as audio-visual aids are concerned, it can be seen from table 4.1 that in year 2002-03, one script was written for AIR and twelve broadcastings (audio/video) were made. SRC has also prepared audio-video cassettes as well as CDs. It has to be specially mentioned that the SRC has a well equipped and well managed audio visual centre. The major activity of this centre is shooting of various programmes conducted and preparation of audio- video cassettes and CDs. The SRC is also engaged in making short films with the help of outside support.

Responses from the field

Responses of the **beneficiaries** were gathered to understand whether the beneficiaries listen to the radio/television programmes

Table 4.7: Responses of the Beneficiaries regarding Their Awareness about T.V./ Radio Programmes of SRC

		Percent
1.	Beneficiaries listening/watching radio/television programmes	56
2.	Beneficiaries listening/watching literacy mission programmes of SRC on radio/television	34
3.	Beneficiaries motivated by listening/seeing literacy mission programmes on radio/television	94

1.3 Process of Production

The literature is printed at Navjeevan Press, which was established by Mahatma Gandhiji. The material is prepared on the basis of the guidelines provided by NLM. The

material suits the needs of the beneficiaries. The material is pre-tested before it gets finally published.

SRC conducted workshops at Gujarat Vidyapith, "to prepare tools and materials to make the CEC programme effective". Experts and 30 preraks attended a 2 day workshop from 27-4-2001 to 28-4-201. A workshop was also held at Jamnagar for CE preraks, to make them aware of the new approaches and strategies for teaching the neo-literates. Through such workshops, the feed back and the opinions of the preraks upon the content of the material is taken into account. A four day workshop was organized by SRC in co-operation with National Book Trust for preparing literature of neo-literates. The field test of the prepared literature was also held at Hanspura village.

1.4 Distribution of Material

The information regarding distribution of material was gathered through discussions with the staff of SRC and members of ZSS.

Discussion with the staff of SRC revealed that ZSS is the channel through which this material is distributed it to various NCs which in turn distribute it to the CECs. According to the staff of SRC, the ZSS does not take books or the magazines regularly. The major constraint according to the SRC staff is therefore the demand for the materials published by them. However, according to the ZSS members, SRC does not supply the books to ZSS. There seems to be lack of proper coordination between SRC and ZSS members in this respect. This possibly affects the supply and creates an imbalance between actual demand for material and its supply. It can be seen that the number of total publications is fluctuating and the frequency of the regular publications except 'Lokjeevan' has not been maintained and only one guidebook is seen to have published during a period of five years. Other publications are like posters, folders etc. are distributed freely and the variation in the number published is seen to be less.

The discussion with the SRC staff revealed that amount of funds or resources was not a constraint for publishing the material. The major concern for the staff was irregularity of funds from the Ministry of Human Resource Development (MHRD).

Responses from the field –

Preraks and beneficiaries were asked questions relating to the distribution of the material among the beneficiaries. Following responses were gathered.

Majority of the preraks noted that only books (and not other types of material) are made available during the classes (table 4.8).

Table 4.8: Prerak Responses to Availability of Literacy Material

	Material	% of preraks reporting that the material is available at CEC
1	Books/Booklets	100
2	Guidebooks	32
3	Folders	32
4	Pamphlets/ Posters	28 each
6	Periodicals	12

Source: same as in table 4.1

However, as was mentioned earlier, the books are provided on take - read and return principle. Therefore, 96 percent of the preraks said that the books are given and taken back. Majority (88 percent) of the preraks were not aware as to whether the SRC books are available at low cost in the market and did not buy the books from the market in case of insufficiency.

As far as frequency of receipt of the materials is concerned, a disturbing feature is noted. 60 percent of the preraks have said that they have received the books only once (table 4.9)

Table 4.9: Frequency of the Material Received by the Preraks

	Material	Preraks replying that material was given only once (in percent)
1	Booklets	60
2	Guidebooks	20
3	Folders	20
4	Pamphlets	16
5	Periodicals	16
6	Magazines	20

Source: same as in table 4.1

1.5. Uses of Material

The criteria of usefulness of the material was tested on the basis of field responses regarding the actual content, impact and actual use by the beneficiaries. The table shows responses of the preraks

Table 4.10: Responses of the Preraks regarding Uses of Material

Preraks reporting that the material -	Percent
- contains information about GDS	52
- is interesting for the beneficiaries	60
- is easy and attractive to use	68

As far as beneficiaries are concerned, almost 86 % said that they have made progress after using the material.

To get an idea about the ability of the adult learners to read and write, questions were asked to them as to whether they were taught in the class and whether they were able to read and write. Table 4.11 shows the responses. It can be seen that majority have answered that they can read and write alphabets and words.

Table 4.11: Responses of the Beneficiaries regarding Ability to Read and Write. (%)

	Taught in the Class		Can do	
	Reading	Writing	Reading	Writing
Alphabets	97.62	95.24	81.93	76.19
Words	98.81	100	67.86	66.67

The following table (table 4.12) shows that majority of the beneficiaries can count upto hundred and can do additions upto double digit. However, majority are unable to do simple multiplication, simple division and measurement. This might be because according to around 50% beneficiaries, these functions were not taught in the class.

Table 4.12: Responses of the Beneficiaries regarding Ability to Do Simple Calculations (%)

	Taught in the class	Can do
Count up to 100	96.43	75
Add single digit number	97.62	69.05
Add double digit number	90.48	57.14
Simple multiplication	53.57	15.48
Simple Division	40.48	7.14
Measurement and Scale	52.38	29.76

Around 94 % of the beneficiaries said that they did not know how to sign before joining CEC and 72 % said that they can now, after joining CE classes.

2.Training

1.1.Training to key Resource persons/Resource Persons/Master Trainers and Nodal Preraks

(a) Nature/number & duration of the training programmes-

- Nature-

Discussions with SRC staff revealed that for the state of Gujarat, there is no such position as 'Key Resource Persons'. There are RPs, who are experts in the field of education, to whom training is imparted. According to the information provided by SRC staff, some of the RPs are supposed to be Block Resource Coordinators (BRCs) and

Cluster Resource Coordinators (CRCs). However, our field work revealed that, in practice, the BRCs and the CRCs are not involved with the activities of SRCs. They work for the District Primary Education Programme (DPEP) and are basically involved with the activities relating to primary education.

The RPs as well as the NPs receive training at the commencement of CE programme. Discussions also revealed that training imparted to them relates to the following aspects

1. In case of the RPs the training imparted basically relates to the information about the CE programme and the communication skills needed to communicate with the preraks. They are also trained in the method of imparting the knowledge in their own area of expertise to the preraks.
2. For preraks, the training programme concentrates more on-
 - i. Skills needed for communicating with neo-literates, encouraging and motivating the neo-literates; semi-literates to join the class, creating awareness among the neo-literates about the literacy programme etc..
 - ii. Training needed for conducting CE classes, maintaining registers and other types of administrative jobs
 - iii. Type of slogans to be used for the classes or programmes, conducting plays, rallies, street plays, bhajans, other cultural activities and sport activities.

The RPs and NPs were satisfied with the type of training they had received. Many of the nodal preraks as well as RPs demanded that the frequency of the training programmes should be increased. They also demanded that the training should focus on IGS to be imparted to the beneficiaries.

- Number-

The table presents the number of training programmes conducted over a period of last five years.

Table 4.13: Number of Training Programmes Conducted for NPs and RPs

	Type of training	00-01	01-02	02-03	03-04	04-05
1	CE/ Literacy training	8	6	6	5	5
2	Skill development training		2			
3	Cultural programme training		1			
4	Self-Help group training				1	1
5	Library training					1
6	Visit and Training programme	1	1			
7	Population Development Education Unit training		1			1
8	Training through satellite			1		
9	Special training			1		

Source: same as in table 4.1

- Duration-

The duration of training ranges from 1 or 2 days to 6 days.

(b) Curriculum/content/management/monitoring-

- Curriculum / Content

The curriculum is well-planned and covers main objectives behind imparting training. The beneficiaries of the training programmes are provided with material that suits the objectives of the programme. The training programme attempts at creating awareness about the CE programme. It tries to highlight the link between level of literacy and the quality of life.

- Management-

Generally the beneficiaries of the training programme were found to be satisfied with the management of the programme. They were given T.A and D.A for attending the programmes. All were of the view that an increase in the number of training programmes would be more useful.

- Monitoring-

The training imparted includes that on monitoring of the CEC programmes. The SRC calls it training on 'motivation' and not on 'monitoring'. However, 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, it was revealed that 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 said that holding the meetings was very difficult due to irregularity in the receipt of the honorarium.

(c) Performance of Resource persons-

Discussions with the experts who train the RPs revealed that they were competent to handle the responsibility of training the RPs. The Nodal Preraks were satisfied with the training received from RPs. However, discussions revealed that the preraks were in need of more information relating to the CEC programme itself.

1.2 Training to preraks/Asst preraks/Self-Help groups/PRI functionaries /NGO's

(a) Nature/number and duration of the training programmes

• Nature

Discussion with SRC staff and RPs, preraks, members of SHGs revealed that training covers following aspects-

- i. Skills needed for communicating with neo-literates, encouraging and motivating the neo-literates; semi-literates to join the class, creating awareness among the neo-literates about the literacy programme etc..
- ii Training needed for conducting CE classes, maintaining registers and other types of administrative jobs
- iii. Type of slogans to be used for the classes or programmes, conducting plays, rallies, street plays, bhajans, other cultural activities and sport activities.
- iii. Discussions with the staff of SRC revealed that the trainees are taught IGS Skills.

Following table shows the responses of the preraks regarding the nature of the training they received.

Table 4.14: Percent of the Preraks Replying that They Received Training under Various Heads

	Type of Training	Percent
1.	Programme goals and objective	100
2.	Different teaching methods	100
3.	Assessing progress of the beneficiaries	87
5.	Teaching IGS	43
6.	Quality of Life Programme	74
7.	Library management	43
8.	Population education and development	57

	Type of Training	Percent
9.	Self Help group training	43
10.	Information about GDS(Loan scheme for farmers, Indira Awas Yojana, Jawahar Rojgar Yojana, and Hundred Days Employment Scheme)	39
11.	Producing literacy material own their own	30
12.	Conducting cultural programmes	79

Innovative techniques were used for training the preraks-The preraks were imparted training under following programmes-

1.Prerak Training through Satellite –

This programme was organised by SRC in January 2001 and 1600 preraks from 8 districts participated in it. Later 6 such training programmes were organised during 2002 to 2004 and preraks from a number of districts participated therein. Similarly, satellite training was organised in Sabarkantha in 2002. However, during our field work it was found that only 8% of the sample preraks had taken part in these programmes whereas 92% were unaware of such schemes. The preraks who had attended training through satellite, were not satisfied with the technical quality of it as there were disturbances in between. They found training through visits a better method of imparting training.

2.Visit and Training approach-

During the period of 2001–2 and 2003–4, as per the information given in the annual reports, 25 such visits were made in different blocks of various districts. The response was quite encouraging and positive in this regard. However, during the field work, it was found that majority of the preraks (87%) were unaware of this type of programme and hence were not involved in it.

• Number-

Table 4.15 shows the number of training programmes conducted for preraks and assistant preraks

Table 4.15 : Number of Training Programmes Conducted for Preraks and Assistant Preraks

	Type of training	2000-01	2001-02	2002-03	2003-04	2004-05
1	CE / Literacy training		2	3	3	3
2	Skill development training		2		1	1
3	Cultural programme training		1			
4	Self-Help group training				4	1

	Type of training	2000-01	2001-02	2002-03	2003-04	20004-05
6	Library training				1	1
7	V&T programme	1	1	1	1	2
8	PDE training		1		1	1
9	Cultural skill development			1	1	
10	Vocational training				1	
11	Training through satellite			1		

Source: same as in table 4.1

The following table shows the various training programmes conducted for other agencies

Table 4.16 Training Programmes Conducted for Other Agencies

Programme	2000-01	2001-02	2002-03
1.CE awareness training	Members of MS	-	
2.Literacy training	1. Literacy instructors under Sardar Sarovar Scheme	1.Functionaries of Dudh Sagar Dairy	1. Volunteers of Matru Bhoomi Yuva Shakti Sanstha
	2.Co-ordinators of Morarjibhai Lok Kelvani Pratishthan		2. Volunteers of Swa Shakti project
	3.Students of MRS		
3.PDE training	Adolescent boys and girls	Anganwadi workers	1.Adolescent girls / boys(3 programmes)
Women literacy training		1.Members of MS	1.Members of MS
		2.Volunteers	

Source: same as in table 4.1

Ninety two percent of the preraks (NPs, preraks, assistant preraks) replied that they have received training after joining the CE programme. In case of frequency of training, majority of the preraks (74 percent) reported that they have received training only once. This was the initial five day training. Only 26 percent said that they have received it more than once. The preraks responded that the frequency of the training programmes should increase.

- Duration -

The duration of the training programmes conducted for preraks and other agencies ranges from 1-2 day to 8 days.

(b) Curriculum/content/management/monitoring

• Curriculum / Content:

The curriculum is well planned and covers the main objectives behind the literacy programmes. The material provided covers various aspects of literacy programme. The training imparted helps the preraks in creating awareness about and providing motivation for joining the literacy programmes. The content of the programme teaches the importance of literacy for better living and for human development. It also contains population education and information on Quality of Life Improvement Programme (QLIP) . However, the preraks expressed the need for proper booklets as teaching material for imparting training relating to IGS skills.

• Management:

Generally the beneficiaries of the training programme were satisfied with the management of the programme and demanded more such type of training to be conducted. They were also given T.A and D.A for receiving training. Ninety six percent of the preraks replied that they received travel allowance

• Monitoring

As mentioned above the training includes that on the monitoring aspect. The NPs are supposed to have monthly meetings with the preraks. However, it is very difficult according to them, to hold these due to lack of timely funding.

(c) Performance of resource persons:

Majority of the sample preraks found that the RPs were competitive enough to impart training to them. However, when asked to rate the quality of training, nearly 52% felt that it was only fair. Following table presents the responses regarding the same.

Table 4.17: Rating of Quality of Training by Preraks (In percent)

Fair	Good	Very good	Excellent
58	30	8	4

On the whole, preraks and assistant preraks were satisfied with the type of training received and demanded that more such number of training programmes should be arranged. Of the total respondents, 34 % felt that the frequency of training needs to be increased and 24% felt that IGS should be included. Thirty two percent of the preraks did not give comments because of lack of interest due to irregularity in the receipt of the honorarium.

Table 4.18 :Comments Regarding Training by Preraks

	Percent
Frequency of training should be more	36
Training required for IGS	24
Training required for GDS	4
More incentive for receiving training	4
No comments	32

3.Research/ Programme Monotoring/ Evaluation, Documentation

3.1 Research and Evaluation

(a) No. and type of research programme conducted/feedback, special research studies/ action research and evaluation studies-

SRC carries out evaluation of TLC/PLP and CE programmes and carries out research work on various themes. The findings of the studies are utilised for carrying out various activities such as training, material publication etc. On an average every year, 2-3 research projects are taken up. SRC has constituted a team which carries out research and evaluation studies in the areas of skill development of Neo-literates and population and development education.

Table 4.19 presents a list of such studies carried out during the period of 5 years. In all 15 studies have been conducted and completed during this period. Feedback / conclusions from/ of some of these studies is given below-

1. Self- Reliance of CEC: A Study -
 - i. Preraks were aware of self-reliance of CEC and
 - ii. Environment building activities were organised at village level.
2. Role of NPs of NCECS in CE Programmes
 - i. NPs regularly attend CECs and visit CEC at least twice a month
 - ii. NPs visit CEC to get information about regularity of preraks, monthly progress
 - iii. Most of NPs collected the forms and reports from CECs in time and forward to higher authorities.
3. Awareness of CEC Preraks for CE programmes
 - i. Preraks like CEC programmes.
 - ii. Most of the people consider CE programme as a social service.

iii Out of 8 activities of CECs, preraks rated teaching, debate group and library activity as the first three important activities for the CEC programme.

The SRC has carried out following Special programmes / projects: -

1. In 2002-03, SRC introduced a new method for teaching preraks - Training through Satellite. According to the SRC staff, more than 1000 preraks from 10 districts benefited because of this type of training .

2. Prerak prahari group- The main objective was to enable and empower the preraks to conduct self --monitoring

However, the number of special programmes is restricted two only.

(b) Level of research (design, sample size, methodology and quality)-

As was revealed from the annual reports, the research is based on primary data. Field visits are conducted in various districts for collecting information. The questionnaire is pre-tested before going to the field. However, it was found that there is much scope for improvement as far as the presentation aspect of the reports are concerned. Eg. Write up relating to methodology can be improved.

(c) Feasibility studies of NGOs proposal conducted)-

SRC formed teams visiting every CEC and contacted preraks, local leaders and community leaders. A special report was sent to Delhi as a model innovative approach for other SRCs.

(d) Empanelment as external evaluation agency by NLM-

The SRC is also engaged in continuous and concurrent evaluation of the activities. Eg. The Vadodara Jilla Saksharta Samiti assigned the responsibility of internal evaluation of PLC in Vadodara district to SRC. Simultaneously, it was also assigned to Sardar Patel Institute of Economic and Social Research by Gujarat Government. Results from both the studies showed that PLC made headway in increasing adult literacy rate.

3.2 Monitoring –

(a) Nature of involvement, frequency of visits, no. of staff involved in the state

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. The preraks were asked question as to whether any official has visited the CEC for inspection. 52% of the preraks said that the officials had visited the CEs once. However, 85 % replied that it was

Table 4.19: Research and Evaluation Studies Conducted by the SRC

S.No.	2000-01	2001-02	2002-03	2003-04	2004.05
1.	Compilation of research studies in AE, PE & FP taken up in university of Gujarat	Impact of Prerak Training- An Evaluation	V & T programme – An Evaluation	Self – reliance of CEC – A study	Self-Reliance of Continuing Education Centre- Approach & Strategy
2.	Skill development of neo-literates & their utilization in daily life- An Evaluation	Village Literacy Committee (VLC)- A Study	Effective implementation of activities under CE programme –An Evaluation	Role of NPs in CE Programme – An Evaluation	-
3.	-	Community Participation in CE Programmes – An Evaluation	Reading of literature for Preraks by CE Preaks & its impact on running of CEC-An Evaluation	Awareness of CE Preraks for CE Programme	-
4.	-	Impact of CE Preraks' Training Through Satellite- An Evaluation	Identification & utilization of local resources in CE by Preaks	-	-
5.	-	-	Training Approach –An Evaluation	-	-

Source : SRC, Ahmedabad

the CEO of the ZSS who had visited the CE once. From the responses gathered 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.

(b) Name, No. of states/districts assigned, Nature of involvement, frequency of visits, No. of staffs involved in the other states. –

An accelerated female literacy programme (AFLP) was organised in 2 districts of U.P. - Gonda and Balarampur. CEs from 25 districts of Gujarat were involved in the programme. This programme was organized by the Literacy and CE Department, Govt of Gujarat in 2003-04 and 2004-05. SRC provided resource support for this programme.

3.3 Documentation-

(a) Number and Nature of documentation (database collection of information, success stories etc)-

The SRC has a large database relating to their own and all types of activities. Discussions revealed that the documents are well prepared and all the success stories are well documented. However, it was revealed from observations that there is a large scope for improvement as far as management of the database is concerned. Eg. there is a need to update data relating to the CE programme (number of preraks, RPs beneficiaries, centres etc.)

(b) Relevance of documentation-

The discussions also revealed that the documentation has helped in revealing the nature of SRC activities since its inception and the impact of these activities over a period of time. However, the documents become relevant if the information therein is disseminated.

(c) Dissemination-

Though the staff of SRC reported that the documents are distributed and information therein disseminated, the field work revealed a different picture. When asked about the research undertaken by the SRC, all of the preraks responded that they did not have any idea about the research activities and that they have not seen or received the any research reports by SRC. However, as per the guidelines, the preraks

are supposed to receive from the SRC the research reports and reports on innovative programmes.

4. Innovative and Field Programmes:

4.1 Innovatives in teaching/ learning materials.

Innovative programmes have been used as strategies to impart knowledge and create awareness among preraks and beneficiaries. The SRC uses various innovative approaches in as far as the preparation of material is concerned. Methods like usage of folk songs for imparting knowledge are used. It was felt that the material could be made more attractive if information on IGS and GDS is included.

4.2. Innovatives in training techniques.

According to the officials of the SRC, innovative programmes have helped in improving the teaching techniques of the preraks and in environment building. It has also enhanced interaction among various beneficiaries in the CE programme. Various such important programmes used by SRC are as follows-

1. Prerak Training through Satellite
2. Visit and Training approach
3. Prerak Prahari Group
4. Reading material publicity Yatra

We look into the details of the first two programmes.

i. Prerak Training through Satellite –

The idea behind this programme was to impart training to preraks on a large scale, at one time. This programme was first (experiment in the in the country) organised by SRC in January 2001 and 1600 preraks from 8 districts participated in it. Later 6 such training programmes were organised during 2002 to 2004 and preraks from a number of districts participated therein.

ii. Visit and Training approach-

This method was used for training preraks. The basic idea was that a 5 day training in the beginning may not be enough and the needs of the preraks could be met and motivation/ guidance could be provided to them with the help of face to face visit of experts. During the period of 2001-02 and 2003-04, as per the information given in the

annual reports, 25 such visits were made in different blocks of various districts. The response was quite encouraging and positive in this regard.

The literature available at SRC shows that for training through visits covering all the talukas was conducted in Sabarkantha in 2002-03 and 2003-04. Similarly, satellite training was organised in Sabarkantha in 2002. However, during our field work it was found that only 8% of the sample preraks had taken part in these programmes whereas 92% were unaware of such schemes.

4.3 Innovatives in environment building.

For the purpose of creating awareness and environment building for CE programme, various methods such as rallies, street plays, film shows, celebration of special days (such as World Literacy day, World Population day, Sharad Poonam ni Rate, etc), cultural programmes, exhibitions are used according to the officials of SRC. As mentioned above, posters, stickers, pamphlets, strips, folders, calendars is the material which is used for creating awareness regarding literacy and various other issues. According to the annual reports of SRC, literacy competition for Essay writing, Elocution, Literacy song, quiz were organized. Preraks participated enthusiastically in the quiz programme which was named "Kon Banashe Safal Prerak". Following table shows the responses of the preraks relating to their involvement in awareness programmes.

Table 4.20: Prerak Involvement in Awareness Programmes through cultural activities

	Awareness Programme	% of Preraks involved with the programme
1	International Literacy Day	76
2	World Women's Day	48
3	World Population Day.	48
4	Gandhi week	72
5	Kasturba Jubilee	28
6	World Aids Day	32
7	Solar Energy Day	28
8	Environment Day	28

It was revealed through discussions that the programmes mentioned in the above table were not organised by the SRC in sample villages. SRC might have provided inputs for these. Conducting programmes was basically a responsibility of the CECs. The table shows that in majority of the cases, the preraks could not participate. This was mainly

because of financial constraints of CECs and unwillingness on part of beneficiaries to participate.

As far as various innovative activities for celebrating cultural activities and for environment building are concerned, majority had participated in rallies. However, it was found that programmes like film shows, puppet shows, street plays were not conducted in their CECs. Table 4.21 shows that percentage of preraks involved in these activities is quite low.

Table 4.21: Involvement of preraks in Environment building activities

	Environment building activities	% of preraks involved with the programme
1	Rallies	80
2	Cycle yatras	24
3	Slogan shouting	32
4	Personal visit to villages	32
5	Writing slogans on walls	48
6	Puppet shows	16
7	Street plays	24
8	Folk songs	28
9	Pasting postures	28

The response of beneficiaries in this regard shows their poor participation in various activities.

Table 4.22: Involvement of Beneficiaries in Awareness Programmes through cultural activities

	Awareness Programme	% of Beneficiaries involved with the programme
1	International Literacy Day	4
2	World Women's Day	2
3	World Population Day.	5
4	Gandhi week	5
5	Kasturba Jubilee	2
6	Solar Energy Day	2
7	Environment Day	4
8	15 th August	10
9	26 th January	4

4.4 Convergence of other agencies(SRC collaborates with various NGOs, Govt./Universities/NYKs/NSS/PRI/JSS & others in continuing education and development programmes.

From the literature available, a few examples of convergence with other agencies were noted-

- i. A number of Sensitization workshops for panchayat functionaries were organized,
- ii. Training programme for instructors from Mangal bharati Institute Bahadarpur under 'Sardar Sarovar Rehabilitaion Scheme' was organised in collaboration with PRI and some NGOs.
- iii. Training programme for NSS students in collaboration with Mahemdavad College at Rinchol.
- iv. Training for creating awareness about AIDS in collaboration with Akhand Jyot foundation at Enasan village to NSS students of Kumar Vinay Mandir'
- v. Regular meetings are held with JSS (functioning in only 5 districts of Gujarat)

However, discussion with the member of one organisation (NSS) revealed that the concerned person was unaware of the type of coordination between SRC and NSS.

4.5 Experimental CE centres run by SRC:

SRC adopted a village - Zamru and started experimental CE centres. SRC was also involved in tsunami relief activity and conducted some cultural programmes in that village. An experimental centre is supposed to be a model centre for other centres. However, only one such centre (as mentioned above) was noted.

4.6.Resource mapping:

Discussions with the staff of SRC revealed that meetings of the staff are held regularly for discussing efficient allocation of resources- human, material and financial of SRC.

4.7 Innovatives in programmes conducted:

SRC has organized innovative programmes like 'Shard Poonamni Rate', 'Sakshartani Sate', 'Samras Gram – Sakshar Gram'. Discussions with preraks and beneficiaries revealed that the beneficiaries like such programmes and the messages can be conveyed to them easily.

5. Networking

The SRC has linkages with and co-ordinates with many agencies. This includes not only government departments like State Directorate of Adult Education (SDAE), ZSS, Jan Shikshan Sanstha (JSS), Gujarat Council of Education, Research and Training (GCERT), District Institute of Education and Training (DIET) but also NGOs, VAs, youth clubs, mahila mandals, experts etc. The collaboration with these is mainly for resource support, material production, training etc. E.g. SRC has collaboration for resource support with JSS mainly for IGS, QLIP and with GCERT and DIET, mainly for material production.

The following table shows the number of meetings with these agencies, attended by the SRC staff.

Table 4.23: Meetings Attended by Director and Representative of SRC

S. No.	Particular	2000-01	2001-02	2002-03	2003-04	2004-05
1	Monthly Monitoring Meeting Organized by SDAE	-	-	1	2	2
2	Zilla Saksharata Samiti Meeting	-	-	5	8	6
3	DIET/DRU/SCERT	-	-	-	-	-
3	Jan Shikshan Sansthan	-	-	1	-	3
5	Any other	-	-	-	15	10
	Total	33	34	7	25	21

Source: Same as in table 4.1.

5.1 Relationship with ZSS / SDAE etc

It was revealed through discussions that SRC has regular meeting with ZSS, monthly monitoring meeting with Dy CEOs. SRC has arranged training for NPs in collaboration with ZSS of Gandhinagar, Ahmedabad, Kheda, Vadodara. Coordination meetings of SRC with SDAE, JSS are also held.

Monthly monitoring meeting is convened by SDAE in Gujarat Vidyapith. Regular meeting with ZSS, JSS, NGOs and other agencies such as VA, SEWA, Vishwa Gram Institute etc. Some of the specific programmes are listed below-

- i. Sakshardeep workshops were held for Head Masters and Sarpanchs in collaboration with ZSS
- ii. PDE orientation programme for associate programme coordinator in collaboration with DAE was held.

According to the deputy director of SDAE, the overall functioning of SRC was found to be satisfactory, though there was a large scope for improvement. The deputy Director particularly pointed out that the data base of with the SRC (data on CE programme) needs to be updated.

5.2 Collaboration with NGOs and other agencies:

Six programmes were organized in collaboration with local bodies for creating awareness about population, literacy, AIDS, women empowerment etc in 2003-04. Six programmes were organized in collaboration with JSS, ZSS, Local NGOs, VAs etc in 2003-04 for victims of earthquake and volunteers working for them, preraks, students etc

5.3 Relationship with field level functionaries:

i. Workshops and seminars were organized in collaboration with ZSS, NYK, DAE, JSS, AIR, Shreeji Education Trust, NGOs, Gram Vikas Trust, ANARDE foundation, DRDA, taluka panchayat, Panchayati Raj Kendra. The beneficiaries were - preraks, SHG members, NPs, JSS members, SRC staff, AIR script writers, Experts, women, panchayat functionaries.

iii. A total of 2265 panchayat functionaries, sarpanch, participated in a programme organized in collaboration with ZSS, NGO, DRDA. in 2004-05.

According to the staff of SRC, these programmes were well co-ordinated and managed and the relationship with field level functionaries was very cordial..

For understanding the views of the coordinating agencies, in all, 11 persons were interviewed. Out of them, 5 were RPs, 1 was an expert in the field and 4 were members of ZSS. The latter 4 were- 1 from Mahila Samakhya (MS), the organisation working for women, District Collector (Chairman of ZSS), 1 Continuing Education Officer (CEO), 1 DEO and 1 nominee of the government .In addition to this, the deputy director of SDAE was also interviewed.

Discussions with the members of MS revealed their general dissatisfaction regarding working of the CEC programme. It was revealed that the interaction of the SRC with their organisation was minimal. In the last five years, the members of MS have attended very few meetings/ seminars/ training programmes. The members were of the opinion that they are doing and would do a better job in the field of literacy.

It was revealed through the discussions that the ZSS members were unaware of the details of CEC programme and activities of SRC and felt that they need to get more information regarding this programme and should be made aware of their duties and responsibilities in this regard.

6. Management and Administration

6.1 Capacity building and the staff of SRC

The following table presents details of the staff position during 2000-2001 and 2004-05. The SRC has a regular and full time Director. The present total number of staff with the SRC is 18. Currently, including the Director, 7 people are working on regular basis and 11 on contract basis in the SRC.

Table 4.24: Details of the Staff of SRC.

		Number of positions				
		2000-01	2001-02	2002-03	2003-04	2004-05
1.	Total staff	20	20	18	18	18
2.	Break up					
a.	Academic staff	12	12	13	13	13
	Technical staff	1	1	1	1	1
	Administrative staff	7	7	4	4	4
b.	Staff working on full time basis	20	20	18	18	18
	Out of which- Regular	7	7	7	7	7
	-Contract basis (yearly)	13	13	11	11	11

Source: same as in table 4.1

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. 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. The following table shows the staff of SRC (including the Director) has attended a few training programmes mainly during the recent years.

Table 4.25: Training Programmes Attended by Staff of SRC including Director

	2000-01	2001-02	2002-03	2003-04	2004-05
No. of training programmes attended by Staff of SRC including Director	-	-	-	6	8
Total	-	-	-	6	8

Source: Same as in table 4.1.

Population Development Education Unit (PDE unit) is an important part of the SRC. The United Nations Population Funds for Activities (UNFPA) allotted PDE unit to

the SRC for incorporating population education with the activities of SRC. The activities of this unit are separately funded by MHRD. Through PDE, SRC provides resource support in terms of guidance and literature to various agencies/ individuals working in the field of population education. The PDE unit also engages itself in creating mass awareness regarding specific problems of adolescents. It was revealed through the discussions that the PDE unit was taking special efforts for providing population education in two villages viz. Zamru and Devni Mori.

Table 4.26: Activities of the PDE Unit at SRC

S.No.	Particular	2000-01	2001-02	2002-03	2003-04	2004-05
1.	Training Programmes/Workshops	3	-	15 (W)	8	7
2.	Material Produced		-	-	-	1 (5000)
3.	News Letters/Magazine	-	3 (2500, 5000, 5000)	-	2 (5000)	-

Source: Same as in table 4. 1.

Note: W= workshops, figures in bracket indicate copies.

The regular positions of the staff in this unit are two. However, presently, only one person (programme coordinator) is working in the unit.

6.2 Administration

The SRC has a governing body constituted under the rules of NLM. The Governing Body (GB) was last reconstituted in December 2003. It is seen from table 4.27 that the meetings of the GB are held every year, at least twice a year. However, the executive committee which is supposed to provide help to the GB in running the SRC, is seen to have met only once in the five years whereas the staff selection committee met only twice during the five years. Following table shows type of meetings held in during 200-01 to 2004-05

Table 4.27: Important Meetings Held during 2000-2005. (In Rs)

Meetings	2000-01	2001-02	2002-03	2003-04	2004-05
Governing Body	3	2	3	2	2
Executive Committee	-	-	-	-	2
Staff Selection Committee	-	-	-	1	1

Source: Same as in table 4.1.

For understanding the actual working of SRC, information was collected from the staff of SRC and their opinions were sought. A major point revealed through the discussions was that the TLC and PLP were conducted enthusiastically till

1993. However, there was a large gap of almost 5 years after which the CEC was started in 1998. It was also revealed that the grants from MHRD are not released regularly. It was also revealed that the staff is worried about social security benefits that they should get.

6.3 Performance of the professional staff

Literacy Award was presented to Dr. Laxmanbhai Avaiya, Director, SRC in the year 2003-04 for his valuable contribution in the field of adult education. The staff of the SRC is well qualified and experienced. They are constantly engaged in research activity. Discussions with members of the collaborating agencies and trainees revealed that the SRC staff is competent in their activities.

6.4 Funds

Since this SRC falls in the category 'B', it receives an annual grant of Rs.40 lakhs. The following table gives an account of the income received during the period of 5 years.

Table 4.28: SRC- Income 2000-2005.

(In Rs.)

S.No.	Particular	2000-01	2001-02	2002-03	2003-2004	2004-05
1	Grant from Govt. of India	22,00,000	20,00,000	29,35,296	30,60,000	40,00,000
2	PDE Activities	-	-	-	8,51,053	3,20,000
	Total	22,00,000	20,00,000	29,35,296	39,11,053	43,20,000

Source: Same as in table 4.1.

A few points can be noted from above table. It can be seen that during a period of five years, the total income of SRC has almost doubled. However, the grants for the PDE activities are seen to have declined by more than 50 percent. Basically, the income consists of grant from the central government. The SRC has not received income from any other source like bank interest, sale of products or grants from various government or non government agencies for specific products.

Table 4.29: SRC- Expenditure 2000-2005

(In Rs.)

S.No.	Particular	2000-01	2001-02	2002-03	2003-2004	2004-05
1	Salaries	na	na	14,79,312.00	na	20,28,015.00
2	Office Expenditure	na	na	4,51,619.50	na	4,24,385.00
3	Programme Expenditure	na	na	11,71,325.50	na	11,85,878.00
	PDE expenditure					
5	Project Personnel	na	na	-	na	6,21,242.00
6	Programme/Activity Expenditure	na	na	-	na	3,73,549.00
	Total	na	na	31,02,257.00	na	46,33,069.00

Source: Same as in table 4.1.

Table 4.29 shows that the expenditure figures for three years are not available. For the years i.e. 2003-03 and 2004-05, the expenditure is seen to have exceeded the income accrued from the government. Other details regarding this were not made available.

According to the discussion with the staff, generally, apart from the salaries and office expenditure, the income is spent on various activities in the following manner.

Table 4.30: Action Plan for the Activities of SRC (In lakh Rs)

Material Production	Training	Conducting programmes	Research and Evaluation	Conducting seminars	Others
1.5-2	2-2.5	1.7	40,000 to 50,000	1.5	2

Source: Discussion with the staff, SRC.

An important point that emerged out of the discussion as mentioned above was the irregularity of arrival of funds given by MHRD. This point was mentioned by some of the staff members. However, it also came out of the discussion that there is rigidity in utilisation of the funds provided by MHRD. Funds under one heading have to be utilised under same heading, though not required. Similarly, unless a large portion of the existing funds are utilised, the SRC can not apply for the next annual grant. In such cases, there might be delays in applying and hence the delays in getting grants. However otherwise, the staff was satisfied with the funds provided. The centre was well equipped and had good infrastructure facilities.

6.5 Infrastructure Facilities

The SRC has a seminar room for conducting training/ workshops, separate office for PDE unit, enough office space for each of the researcher, separate office for administration. It has a well maintained library. The SRC has its own vehicle.

6.6 Equipment etc.

The SRC has all modern equipment needed to carry out its activities such as computers, printers, xerox machine, well equipped audio-video unit, LCD projector, television, telephones and the equipment needed for day-to day functioning.

The Score

Based on our analysis and conclusions, we have given parameter wise marks to the SRC. Table 4.31 presents the scheme of marking. It presents the weightage allotted to the primary data and the secondary data on the basis of which marks were given and also the marks given out of the weightage . The marks are given exactly as per the guidelines provided in the meeting held in September 2005. The final score is presented in table 4.32.

It can be seen from this table 4.32, column no.4 that the total marks obtained by the SRC is 61.5 out of 100. This indicates an average performance (grade C) of the SRC (as per the guidelines given by Jacob Aikara (Rajagiri College of Social Sciences)).

Based on the parameter wise marks obtained by the SRC out of the given weights to each parameter , we find the percentage of marks obtained for each parameter.

1. Production of Materials - 67%
2. Training - 60%
3. Research/ Programme Monitoring/Evaluation/ Documentation- 46%
4. Innovative and Field Programmes- 63%
5. Networking - 45%
6. Management and Administration -75%

It is clear that the SRC gets less score for networking because of poor co-ordination with collaborating agencies. Similarly, the SRC also needs to improve its performance as far as research, monitoring, evaluation and documentation is concerned. Percentage of marks obtained under other headings indicates above average performance

Table 4.31 Scheme of the Marks Allotted.

S. No	Item	Weight allocated		Marks given	
		Primary data	Secondary data	Primary data	Secondary data
1	Production of materials (30 X)				
	1. Production of quality & quantity materials -10				
	1.1 Production of quality -5	3	2	1.5	2
	1.2 Production of quantity -5	3	2	1	1
	2. Audio-video materials. -5	3	2	1.75	2.75
	3. Process of production -5		5		4
	4. Process of distribution. -5	3	2	1.5	1.5
	5. Uses of materials. -5	5		3	
2	Training Training to Key Resource Persons/Resource Persons/ Master Trainers & Preraks. (25X)				
	(a) Nature/number & duration of the training Programmes -3	2	1	1	0.5
	(b) Curriculum/content/management/ monitoring -8	3	5	1.5	4
	(c) Performance of resource persons. -8	3	1	2.5	0.5
	2. Other training programme includes (Training to Preraks/Asstt. Preraks/Self-Help Groups)				
	(a) Nature/number & duration of the training Programmes 2	1.5	0.5	0.75	0.25
	(b) Curriculum/content/management/ monitoring 5	3	2	1.5	1
	(c) Performance of resource persons. 3	2	1	1.5	0.5
3	Research/Programme Monitoring/Evaluation/Documentation (15X)				
	1. Research & Evaluation No. & type of research programme conducted/ feedback, special research studies/ action research & evaluation studies 2	1	1	0.75	0.25
	Level of research (design, sample size, methodology & quality). 2		2		1
	(c) Feasibility studies of NGOs proposal Conducted (assigned by MHRD) 2		2		1
	Empanelment as external evaluation agency by NLM. 2		2		1
	2. Monitoring				
	(a) Nature of involvement, frequency of visits, No. of staff involved in the state. 2	1.5	0.5	0.75	0.25
	(a) Name, No. of states/districts assigned. Nature of involvement, frequency of visits, No. of staff involved in the other states. 2	1	1	0.75	0.25
	3. Documentation				
	(a) Number & nature of documentation (database, collection of information, success stories etc). 1		1		0.5
	(b) Relevance of documentation 1	0.5	0.5	0	0.25

S. No	Item	Weight allocated		Marks given	
		Primary data	Secondary data	Primary data	Secondary data
	(c) Dissemination 1	0.75	0.25	0	0.25
4	Innovative and Field Programmes (15 X)				
	1. Innovatives in teaching/learning materials. 2	0.5	1.5	0.5	0.5
	2. Innovatives in training techniques. 2	0.75	1.25	0.5	1
	3. Innovatives in environment building. 2	1	1	0.75	0.75
	4. Convergence of other agencies (NGOs, Govt./Universities/NYKs/NSS/PRI/JSS & other development programmes. 2	0.75	1.25	0.25	1.25
	5. Experimental CE centres run by SRC. 3	1	2	0.75	0.75
	6. Resource mapping. 2	0	2	0	1
	7. Innovatives in programmes conducted. 2	1	1	0.75	0.75
5	Networking (5X)				
	1. Relationship with SDAE/ZSS etc. 2	1.5	0.5	0.5	0.5
	2. Collaboration with NGOs & other agencies. 2	1.5	0.5	0.5	0.25
	3. Relationship with field level functionaries. 1	0.5	0.5	0.25	0.25
6	Management and Administration (10X)				
	1. Capacity building of the staff of SRCs 1	0.5	0.5	0.5	0.25
	2. Administration. 4	2	2	1.75	1.25
	3. Performance of professional staff. 2	1	1	0.75	0.75
	4. Funds. 1	0.5	0.5	0.25	0.25
	5. Infrastructure facilities. 1	0.5	0.5	0.5	0.25
	6. Equipment etc. 1	0.5	0.5	0.5	0.25

Note: 1.Primary data = Information gathered through discussion with staff SRC, collaborating agencies and responses from field survey 2.Secondary data = Annual and other reports from SRC, teaching material of SRC.Reports collected from ZSS

Table 4.32 : 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	
	Total			200	20
2	Training	25 X			
	1. Training to Key Resource Persons/Resource Persons/Master Trainers & Preraks.				
	(b) 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	
	Total			155	15.5
3	Research/Programme Monitoring/Evaluation/Documentation	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	
	Total			70	7
4	Innovative and Field Programmes	15 X			
	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	
	Total			95	9.5
5	Networking	5 X			
	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	
	Total			22.5	2.25
6	Management and Administration	10 X			
	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	
	Total			72.5	7.25
	Aggregate marks obtained			615	61.5

Chapter V

Conclusions

Evaluation of SRC- Ahmedabad involved evaluation of various activities carried out by the SRC. Through the process of evaluation, the information regarding the inputs, throughput and the output of the SRC was collected. The field survey revealed important points regarding working of not only SRC but the overall status of the CE programme in the sample district Sabarkantha. Based on the analysis in the second and third chapter, firstly, we present the conclusions of the study in the following pages. This is followed by presentation of the score which quantifies parameter wise and overall performance of the SRC.

SRC provides resource support to the literacy programmes in Gujarat through activities like material production, training, research and evaluation, mass awareness and environment building for literacy activity, planning and carrying out innovative programmes and monitoring and networking. The work of SRC extends beyond that of literacy and includes population education, women empowerment, upliftment of the deprived, etc. The SRC has completed TLC and PLP phases all over Gujarat. The CE programme is continuing in 22 districts and 2 municipal corporations. Other districts are supposed to be covered soon. The SRC gets classified in grade 'B'.

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.

Chapter VI

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 progmmes 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.