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**TOTAL LITERACY CAMPAIGN OF
SANGLI DISTRICT**

EXTERNAL EVALUATION REPORT

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FOREWORD

The National Literacy Mission (N.L.M.) was launched on May 5, 1988. Earlier, programmes of adult education were evaluated by a number of research institutions in the country. Their reports were thoroughly studied, their strengths and weaknesses were analysed and the new strategies were developed by the N.L.M. Subsequently, the experience of literacy campaign in Ernakulam district of Kerala led the N.L.M. to adopt the 'Campaign' model which is characterised by large-scale mobilisation through a multifaceted communication strategy. The success of the campaign rests substantially on the effectiveness with which all the sections of the society are mobilised.

The Total Literacy Campaign (T.L.C.) of a district is implemented through District Literacy Council (Zilla Saksharata Samiti) which is registered under the Societies Registration Act as an independent and autonomous body. When the T.L.C. is completed, external evaluation is carried out to provide objective and reliable assessment of the campaign. Earlier, we have carried out such external evaluation of Pune and Aurangabad districts. This report contains the result of external evaluation of the Total Literacy Campaign in the district of Sangli. The external evaluation covered assessment of literacy outcomes and critical documentation of the campaign implementation.

A sample of about 15,000 learners spread over 92 villages and six municipal towns was covered for the external evaluation. The Kannad learners were also covered in the sample. The overall literacy achievement was estimated at 67.97% at the district level which should be regarded as quite good considering the achievements of TLCs over the country. It is

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observed that the literacy achievement in urban areas was quite poor (42.26%) compared to rural areas (71.91%). Special strategies need to be developed to improve the performance in the urban areas.

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

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Director

March 12, 1997

PREFACE

Eradication of illiteracy has been one of the major national concerns of the Government of India since independence. A number of programmes were taken up since independence to eradicate illiteracy among adults, such as Social Education, Gram Shikshan Mohim, Farmers Functional Literacy, Polyvalent Education Centres, Functional Literacy for Adult women, etc. The National Adult Education Programme was the latest launched on October 2, 1978. All these programmes were reviewed and evaluated by several institutions of social science research. On its inception (1988) the National Literacy Mission, thoroughly studied these reports and identified the strengths and weaknesses. The models adopted in other countries were also studied. It was concluded that India could not readily import a model in toto. The size of the country, the diversities of geographical terrain, national sub-cultures and administrative mechanism call for high level of flexibility and die cast models could not work. The National Literacy Mission identified the key issues for the success and listed the strategies for the new literacy programme. The experience of the literacy campaign in the Ernakulum district of Kerala, which was implemented by the Kerala Shashtra Sahitya Parishad, 1989-90, led the National Literacy Mission to adopt 'campaign' approach, the success of which rests of the mobilisation of social forces and securing people's participation.

The Total Literacy Campaigns were launched in all districts of Kerala and then the programme was extended to the other states by covering a certain number of districts every year. The Total Literacy Campaign (TLC) is implemented through the District Literacy Councils (Zilla Saksharata Samitis) which are registered under the Societies Registration Act and are followed by Post Literacy and Continuing Education Programmes.

The Mission has set the target of imparting functional literacy to 100 million persons in the age-group 15-35 years by

the close of 1997. The functional literacy implies :

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

The mission has carefully defined the desired level of competency in reading, writing and numeracy. The modalities of literacy campaign have undergone several refinements. The achievement in TLC would vary from district to district due to variety of reasons. The TLC nevertheless represents a studied, disciplined and well planned campaign for achieving literacy on a massive scale as never before.

The National Literacy Mission has decided that when a district completes the TLC an objective and reliable assessment of the TLC should be done by an external agency. We have carried out external evaluation of Pune and Aurangabad and this is third evaluation carried out by us.

The Sangli Zilla Saksharata Abhiyan Samiti was formed on 7th September 1992. The TLC project was sanctioned by the National Literacy Mission in the month of October 1992.

The Zilla Saksharata Samiti decided to cover entire district including Sangli, Miraj and other municipal towns. Since there is sizable Kannad speaking population in the Jat taluka, the Samiti decided to carry out the literacy work in Kannad and Marathi both.

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

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The report is divided into six chapters. The first chapter gives the profile of the Sangli district. The methodology of the external evaluation is presented in Chapter II. The administrative set up is explained in Chapter III which also includes the information regarding training activities carried out during the TLC. In Chapter IV, overview of environment building and other activities is included. The literacy achievements are presented in Chapter V and conclusions and recommendations in Chapter VI.

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

Pune
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Sudhakar N. Gadam

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CHAPTER I

INTRODUCTION TO THE DISTRICT

The Sangli Zilla Saksharata Abhiyan Samiti was registered on 7th September 1992 with the Collector and the District Magistrate of Sangli as the President. The project for Total Literacy Campaign was sanctioned by the National Literacy Mission on 9th October 1992. The campaign was started on the 14th April 1993, Dr. Babasaheb Ambedkar Jayanti Day. The formation of Samitis at various levels, environment building, identification of volunteers, training, etc. was done for two months and the literacy classes were started on 15th June 1993 in all the villages and towns in the district except Sangli and Miraj towns where the classes were started from 1st August 1993. Since there is sizable Kannad speaking population in Jat taluka the Abhiyan arranged for literacy classes in Kannad medium as well. While the review of the activities of the Abhiyan will be presented in the following chapters, brief information about Sangli district will be presented in this chapter.

1.1 Profile of Sangli District

Sangli district is located in the southern part of the State of Maharashtra and is bound by districts Solapur and Satara in the north, Bijapur district of Karnataka in the east and Kolhapur and Belgaum (Karnatak) in the south. A narrow tapering part of the district, stretching towards the west also bounds the coastal district of Ratnagiri. The district head-quarter, Sangli town is located in the south, almost on the district boundary. The district has eight talukas and six municipal towns.

There are two main systems of hills in the district viz. Sahyadri range and its off-shoots and the spur of Mahadev range. Krishna is the principal river which flows south-east through Walwa, Tasgaon and Miraj tahsils. The Warna which is

one of the main tribularies of Krishna rises close to the western crest of Sahyadri and runs from west to east along the southern boundary of the district and Shirala and Walwa tahasils until it joins the Krishna at Sangli. Other important rivers are Yeola, Agrani, Nanni, Manganga and Bot.

Location : The district lies between $16^{\circ}45'$ to $17^{\circ}33'$ North latitude and $73^{\circ}42'$ to $75^{\circ}40'$ East latitude.

Geographical area : 8572 sq.kms.

Climate and Rainfall :

In the western part of the district the climate is cool and healthy in the hot weather which becomes chilly during the rainy season. However, the plain of Walwa and Miraj tahsils have temperate climate throughout the year. The Central part of the district becomes considerably hot during summer months as one proceeds from west to east of the district. Average annual rainfall in the district is about 700 mm. The rainfall in the western part of the district, in the regions of Sahyadri is considerably higher than in the rest of the district. It decreases from the western ghats towards the eastern portion of the district. Western portion of Shirala tahasil on an average gets over 2000 mm of rainfall in the year. The central and partly eastern portion gets rainfall of 750 mm. The north eastern portion has the lowest rainfall of 500 mm in the year. The eastern tahasils of Jath, Kawathe Mahankal, Atpadi and Khanapur are known as scarcity and drought prone areas.

Soil : Soil formation in Sangli district has been predominantly influenced by the three rainfall zones of the district. The western zone, mainly Shirala tahsil which receives very heavy rainfall, has red laterite soils on upghats and reddish brown soil on hill slopes. The central transition zone of Krishna valley covering areas of Walwa, partly of Tasgaon and Miraj Tahsils, has deep black soils of alluvial origin and is

recognised as rich agricultural tract. The third is the eastern drier zone comprising areas of eastern parts of Miraj, Tasgaon tahsils and tahsils of Jat, Kawathe-Mahankal and Atpadi, which consists largely of granular black soils and poor shallow soils. Saline-alkaline soils are met with in the low lying patches in the areas of low rainfall.

Formation of the district

The present areas of Sangli district were upto 1948 partly in old Satara district and partly in the former states of Lundh, Jat, Sangli, Kurundwad (Senior), Miraj (senior), Miraj (Junior) and Wadi Estates. In 1949, a new district was formed and called South Satara district which included four talukas of Tasgaon, Khanapur, Walwa and Shirala transferred from old Satara district. and two new talukas of Miraj and Jat formed out of erstwhile Princely states. In 1960, the name of the South Satara district was changed to Sangli with its headquarters at Sangli in Miraj taluka. In 1965, two talukas viz. Kawathe-Mahankal and Atpadi were carved out from Miraj and Khanapur talukas respectively. The district has therefore for the present 8 talukas viz. Miraj, Kawathe-Mahankal, Jat, Tasgaon, Khanapur, Atpadi and Walwa.

Administrative Units

No. of sub-divisions : 3	No. of talukas : 8
No. of Municipal Towns: 6	No. of villages : 728
No. of Grampanchayats : 714	

1.2 Historical and Other Distinctive Features of the District

If we consider the period just prior to independence the present areas of the district could be considered in two parts, namely, the region ruled by the Princes and the other region directly under the British rule. It was this latter region which was more active in the freedom struggle. Though the political agitation was quite feeble in pre-Gandhian era,

subsequently this part of the district under British rule distinguished itself by its substantial contribution to the movement. In the Civil Disobedience movement of 1930-32 the 'Jangal Satyagraha' of Bilari was of such intensity that it was echoed on the floor of Parliament in England. In the Quit India Movement of 1942, the Walwa taluka was on the forefront. The most famous leader Shri Nana Patil formed parallel Government which came to be known as 'Patri Sarkar' in Walwa taluka. Other two important leaders were Shri Vasant Rao Patil and Shri Vyankatrao Pawar. In fact, in 1942 a stage had reached when the British rule ceased to be operative in certain parts in and around Walwa taluka.

Among the regions ruled by Princes, Atpadi under the Pratinidhi of Aundh was no so progressive but the rulers of Aundh sympathised, of course, secretly with the struggle for freedom and Aundh and Atpadi afforded an area where the participants in the underground movement of 1942 could escape. The rulers of Jath and Miraj did not take any interest either in supporting or opposing either the civil Disobedience Movement of 1930-32 or the Quit India Movement of 1942.

Sangli district witnessed birth and growth of the Marathi stage. In the year 1843, Vishnudas Bhave wrote the first Marathi play 'Sita Swayamwar' which triggered off a new cultural movement in Maharashtra. The Sangli district has produced brilliant playwrights like Govind Ballal Deval, Krishnaji Prabhakar Khadilkar and K.R. Chapkhane and writers like Anna Bhau Sathe. Sangli also happens to be the homeland of Karmaveer Bhauroo Patil who founded the Rajat Shikshan Sanstha. The Nata Samrat Narayanrao Rajhans, popularly known as Balgandharva hailed from Nagthane, a small village in Sangli district. Dinanath Mangeshkar a renowned musician and the father of Lata Mangeshkar, Asha Bhosale, Usha Mangeshkar hailed from Sangli district.

In the areas of folk arts and popular theatre Sangli district has produced a galaxy of artists like, Patthe Bapurao, Tatyasa Sawalajkar, Babu Kupwadkar, Shiva Sambha Kavalapurkar, Ishwar Retharekar, Kalu-Balu and others. In the field of music, Sangli has been the home of vocal artists like Abdul Karim Khan, Vinayakbuwa Patwardhan, Hirabai Badodekar, Saraswati Rane, Vishnu Digamber Paluskar and others.

Sangli city is well known for the Ganesh temple, the State Museum, Ambrai garden and the Pratapsingh Garden. In Miraj are located certain historical monuments and structures, such as the Khwaja Shamsuddin Mirza Sahib Darga, the tomb of Abdul Karim Khan and the underground fort. Miraj is well known for its medical services at the famous Walness hospital established in the year 1894 which is even today most modern and well equipped hospital.

Sangli district has santries like Chandoli and Sagarshwar, hill resort like Dandoba and the places of religious importance like Kshetra Shukracharya (Palashi), Revansiddha, Kharsunsiddha, Audumber, Haripur, etc. The Nagpanchami celebrations of Battis Shirala is an event of great tourist attraction fascinating them by the multitude of snakes swaying on the tune of flutes. Thus, it is socio-culturally rich district.

Sangli is one of the most progressive districts in the field of agriculture, horticulture and agro-industries as well as cooperation. The grape cultivation and marketing of grapes have become examples to be followed. Tasgaon taluka is famous all over the world for its quality grapes. The grape growers have formed marketing cooperatives which also look after the exports in addition to the Indian markets. The district has also established the production of 'bedana' (dried grapes). Shetkari Sahakari Sakhar Karkhana is the biggest cooperative sugar factory in Asia. The district is also in forefront in floriculture and green-house technology.

1.3 Population and Literacy Level in the District

The population of the Sangli district has been growing at a lower growth rates than that of the state, for example, the decadal rate of growth of population during 1961-1971 was only 25.12 per cent for Sangli whereas the same for the Maharashtra State was 27.45. Similarly, the decadal growth rates for 1971-1981 and 1981-1991 were 18.42 and 20.66 percent, the same for the state being 24.54 and 25.73 percent (Table 1.1).

According to 1991 census, the total population of the district was 22,09,488 persons with 51.08 percent males and 48.92 per cent females. The percentage of urban population in Sangli district was 22.74 which was considerably lower than the state level percentage of 38.69. Of the eight talukas, Kawathe Mahankal Jat and Atpadi have no urban population (Table 1.2).

The data on scheduled castes and scheduled tribes population is given in Table 1.3. The share of the scheduled caste population was 12.56 per cent in the district whereas the same for the state was 11.10 per cent. There is negligible population of scheduled tribes in the district.

According to 1991 census, the density of the population in the district was 259 persons per sq.km. which was quite close to the state level average which was 257 persons per sq.km. The population density was highest in Miraj taluka (685 persons/km²) and lowest in Jat (107 persons/km²). Percentage of working population was 36.87 and among workers 43.45 percent were cultivators and 24.19 percent were agricultural labour.

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

YEAR	POPULATION	DECADAL RATE OF GROWTH	
		SANGLI DISTRICT	MAHARASHTRA
1951	998434	-	-
1961	1230716	23.26	23.6
1971	1539820	25.12	27.45
1981	1831212	18.92	24.54
1991	2209488	20.66	25.73

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

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

	MAHARASHTRA		
	MALE	FEMALE	TOTAL
TOTAL	40825618 (51.72) (100.00)	38111569 (48.28) (100.00)	78937187 (100.00) (100.00)
RURAL	24536280 (50.70) (60.10)	23859321 (49.30) (62.60)	48395601 (100.00) (61.31)
URBAN	16289338 (53.34) (39.90)	14252248 (46.66) (37.40)	30541586 (100.00) (38.69)
	SANGLI DISTRICT		
	MALE	FEMALE	TOTAL
TOTAL	1128521 (51.08) (100.00)	1080967 (48.92) (100.00)	2209488 (100.00) (100.00)
RURAL	868447 (50.88) (76.95)	838594 (49.12) (77.58)	1707041 (100.00) (77.26)
URBAN	260074 (51.76) (23.05)	242373 (48.24) (22.42)	502447 (100.00) (22.74)

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

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

	NO. OF PERSONS AND PERCENTAGE TO TOTAL POPULATION		
	MALE	FEMALE	TOTAL
MAHARASHTRA			
SCHEDULED CASTES	4505375 (11.04)	4252467 (11.16)	8757842 (11.10)
SCHEDULED TRIBES	3717783 (9.11)	3600498 (9.45)	7318281 (9.27)
SANGLI DISTRICT			
SCHEDULED CASTES	141100 (12.50)	136358 (12.61)	277458 (12.56)
SCHEDULED TRIBES	5647 (0.50)	5137 (0.48)	10784 (0.49)

TABLE 1.4 : GROWTH OF LITERACY IN SANGLI DISTRICT

YEAR	LITERACY RATES		
	MALE	FEMALE	TOTAL
1951	27.80	6.30	17.20
1961	41.88	13.64	28.07
1971	50.98	23.24	37.48
1981	59.70	33.60	46.87
1991	74.83	56.09	66.17

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

Literacy in the District

The literacy rate was 17.20 percent at 1951 census in Sangli district, it rose to 28.07 in 1961, to 37.48 in 1971, to 46.87 in 1981 and to 66.17 percent in 1991. The literacy rate of the district in 1991 is slightly above the state level literacy of 64.87 percent (Tables 1.4 and 1.5). The female literacy rate for Sangli in 1991 was 56.09 and that for the state was 52.31 percent but the male literacy rate was lower (74.83%) in the district than in the state (76.56%). The literacy rate among rural women was substantially higher (45.69%) in Sangli district compared to the state level rate of 40.96 per cent.

Literacy rates for scheduled castes and scheduled tribes are presented in Table 1.6 for Sangli district and the State of Maharashtra. The literacy rates for scheduled castes males and also females were slightly lower than those for the state. However, the literacy rates for the scheduled tribes were higher. As noted earlier there is a small population of scheduled tribes in the district.

The talukawise literacy rates (1991) are presented in Table 1.7 for total population, in Table 1.8 for rural population and in Table 1.9 for urban population. The highest rate of literacy considering total population was in Miraj taluka (70.10%) to which the Sangli town also belongs; and the lowest rate was 42.21 percent in Jat taluka.

Considering rural population, the highest rate of literacy was in Tasgaon taluka (66.17%) and the lowest was in Jat (42.21%). Among urban population the highest literacy rate was in Khanapur taluka (75.72%), the next was Tasgaon taluka (74.75%), then Miraj taluka (74.70%) and the lowest was in Shirala taluka (65.74%).

The literacy rates among female population were lower than the literacy rates among male population whether we consider rural or urban population. At the district level, female literacy rate was 56.09 percent whereas the same for the male population was 74.83 percent (Table 1.7).

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

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

	SANGLI DISTRICT		
	MALE	FEMALE	TOTAL
RURAL	72.33	45.69	63.63
URBAN	83.12	64.57	74.15
TOTAL	74.83	56.09	66.17

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

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

	LITERATE PERSONS AND LITERACY RATES		
	MALE	FEMALE	TOTAL
MAHARASHTRA			
SCHEDULED CASTES	2585795 (70.45)	1436636 (41.59)	4022431 (56.46)
SCHEDULED TRIBES	1462384 (49.09)	690857 (24.03)	2153241 (36.79)
OTHERS	21895276 (80.39)	14376191 (57.00)	36271467 (69.14)
TOTAL	25943455 (76.56)	16503684 (52.31)	42447139 (64.89)
SANGLI DISTRICT			
SCHEDULED CASTES	80061 (68.60)	44287 (39.13)	124348 (54.09)
SCHEDULED TRIBES	3091 (66.37)	1693 (40.37)	4784 (54.05)
OTHERS	625083 (75.76)	409877 (51.53)	1034960 (63.87)
TOTAL	708235 (74.83)	455857 (56.09)	1164094 (66.17)

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

SR.NO.	TALUKA	MALE	TOTAL FEMALE	TOTAL
1	MIRAJ	80.12	59.35	70.10
2	KAWATHE MAHANKAL	69.91	43.79	56.97
3	JAT	55.74	27.70	42.21
4	TASGAON	79.59	53.77	66.94
5	KHANAPUR	77.03	51.07	63.76
6	ATPADI	64.29	36.75	50.89
7	WALWA	77.26	52.58	65.25
8	SHIRALA	73.28	42.25	52.24
DISTRICT SANGLI		74.83	56.09	66.17

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

SR.NO.	TALUKA	MALE	RURAL FEMALE	TOTAL
1	MIRAJ	76.03	50.83	63.88
2	KAWATHE MAHANKAL	69.91	43.79	56.97
3	JAT	55.74	27.70	42.21
4	TASGAON	79.14	52.71	66.17
5	KHANAPUR	75.48	49.38	62.04
6	ATPADI	64.29	36.75	50.89
7	WALWA	76.37	50.70	63.86
8	SHIRALA	72.96	41.82	56.81
DISTRICT SANGLI		72.33	45.69	63.63

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

SR.NO.	TALUKA	MALE	URBAN FEMALE	TOTAL
1	MIRAJ	83.15	65.64	74.70
2	KAWATHE MAHANKAL	-	-	-
3	JAT	-	-	-
4	TASGAON	84.24	65.06	74.95
5	KHANAPUR	87.19	63.60	75.72
6	ATPADI	-	-	-
7	WALWA	80.99	60.53	71.09
8	SHIRALA	79.29	51.40	65.74
DISTRICT SANGLI		83.12	64.57	74.15

1.4 The Work of National Adult Education Programme in Sangli District

The programmes of adult education have been going on in Sangli district in the past as they were going on in other districts of Maharashtra. Much before the National Adult Education Programme (NAEP) came up, there were programmes like Gram Shikshan Mohim and subsequently Kisan Shikshan Yojana run by the Government of Maharashtra. The NAEP was started on the 2nd October 1978 and it had two schemes, namely, (1) Rural Functional Literacy Programme and (2) State Adult Education Programme. We present in Tables 1.10 and 1.11 the coverage of NAEP for both these programmes together for the period 1979-80 to 1991-92. As per these statistics, during this period of 13 years, 2,20,245 adults were enrolled in the programme and of them 1,38,494 adults were made literate. It may be noted here that the target of the Total Literacy Campaign in Sangli district was 1,94,311 persons which was much larger than the total number of adults who were made literate during the 13 year period of NAEP.

TABLE 1.10 : ILLITERATE ADULTS IN NATIONAL ADULT
EDUCATION PROGRAMME FROM 1979-80 IN
SANGLI DISTRICT

SR.NO.	YEAR	NO.OF A.E.C's	ENROLLMENT		
			MALE	FEMALE	TOTAL
1	1979-80	150	3900	575	4475
2	1980-81	180	3510	485	3995
3	1981-82	178	3020	2320	5340
4	1982-83	180	3110	2290	5400
5	1983-84	180	2760	3540	6300
6	1984-85	537	6160	14090	20250
7	1985-86	640	4756	14444	19200
8	1986-87	640	4714	14493	19207
9	1987-88	940	5227	13987	19214
10	1988-89	940	7801	18399	26200
11	1989-90	1140	10175	15344	25519
12	1990-91	1140	12617	18328	30945
13	1991-92	1140	13680	20520	34200
TOTAL		7985	81430	138815	220245

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

SR.NO.	YEAR	LITERATE		
		MADE	FEMALE	TOTAL
1	1979-80	2337	324	2661
2	1980-81	2110	361	2471
3	1981-82	1812	1392	3204
4	1982-83	1866	1374	3240
5	1983-84	1656	2124	3780
6	1984-85	3696	8454	12150
7	1985-86	3156	8940	12096
8	1986-87	3351	9778	13129
9	1987-88	4152	9787	13939
10	1988-89	5175	12641	17816
11	1989-90	3683	10514	14197
12	1990-91	9303	16074	25377
13	1991-92	4365	10069	14434
TOTAL		46662	91832	138494

CHAPTER II

METHODOLOGY OF EXTERNAL EVALUATION

The district of Sangli has eight talukas and there are 724 villages in the district. About 1.94 lakh adults were identified according to the survey (revised) in the age group of 15-45 years and were enrolled for the Total Literacy Campaign. The Sangli Abhiyan also provided for Kannad language along with Marathi since there is sizable Kannad speaking population in Jat taluka. We have covered Kannad learners as well in our external evaluation. It was decided to cover about 10 percent villages and about 8 to 10 percent adult learners in the random sample for external evaluation. Such massive work of external evaluation needs detailed planning and systematic execution and also large man power. We took help of students studying for Master Social Work (M.S.W.) at the Chhatrapati Shahu Institute of Business Education and Research, Kolhapur who worked as team leaders. In addition, the Saksharata Abhiyan organised a massive manpower for the external evaluation as per the requirement. The external evaluation was carried out during 11th October 1995 to 20th October 1995. We present the objectives of the external evaluation, sampling, planning, organisation of field work, training, etc. in the present chapter.

2.1 Objectives

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

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

2.2 Sample Design

As in other district of Maharashtra, the talukas in Sangli district are also divided into sub-areas called beats for the purpose of educational administration. The department of Education has been using beats for a long time for the convenience of administration. Recently, the scheme of Central Schools has been introduced but still the beats are clearly identifiable. Since it is transitional period, it is useful to have beats as units for external evaluation. There is a sort of uniformity within the beat because of administrative set up and since the Abhiyan also used beat as administrative unit for implementation and monitoring of the TLC, we decided to choose beat as unit of study and to cover all the 38 beats. The six municipal towns were also treated as beats for external evaluation making the total of 44 beats. We decided to include all the municipal towns in the sample. A sample of wards was drawn in these towns.

As mentioned earlier, the Sangli Abhiyan conducted TLC in Kannad language also. It was decided to cover about 8-10 percent adults learners from Kannad group as well.

Sampling of Villages

About 2-4 villages were sampled from each beat randomly by using random numbers. For the convenience of the field work, it was decided to cover the sample villages on 100 percent basis. Therefore, while drawing sample, cumulative totals of numbers of adult learners in the sample villages were taken and selection was stopped when about 8 to 10 percent of the adult learners in the beat were covered. In the municipal towns, wardwise data was obtained and wards were randomly selected again to cover about 8 to 10 percent of the adult learners in each of the six municipal towns. Each sample ward was covered on 100 per cent basis. There were in all 92 villages in the sample. Out of 4 Kannad villages,

3 were common for Marathi and Kannad. The total number of villages shown in Table 2.1 is 95 by double counting these three villages.

Sampling for Kannad Learners

There were no kannad learners in any of the municipal towns. The Kannad classes were held only in Jat taluka. In case, the sample villages had Kannad learners, they were covered in the external evaluation but since by doing so the required sample of Kannad learners was not achieved and an additional sample of one villages was included again on random basis. We present in Table 2.1 the sample villages and municipal towns covered for external evaluation. The sampling fraction in the district worked out to 7.95 per cent. The sampling fraction for each of the taluka and also for Kannad language are shown in the Table 2.1. The sampling fraction varied slightly from the fraction of 7.47 per cent in Miraj and 9.03 percent in Atpadi taluka. The sampling fraction for the Kannad language worked to 7.28.

Method of Estimation

The method of estimation is explained in detail in Appendix A.

2.3 Organization of the Field Work : The field work of the external evaluation was started on the 11th October 1995 by deploying all the 15 field teams simultaneously in Shirala taluka. The field teams were moved from taluka to taluka. The municipal towns were also covered along with other sampling villages in the taluka. In the last phase, the villages of Miraj taluka were covered including Miraj and Sangli towns. Taking into consideration the total manpower deployed for the external evaluation, the coverage of about 13 adult learners was achieved by an evaluator per day.

Each evaluation team consisted of 2 team leaders who were post-graduate students from Shahu Institute, 4-5 evaluators and

TABLE 2.3 : TALUKA-WISE NO. OF SAMPLE VILLAGES AND NO. OF IDENTIFIED ILLITERATES IN THE SAMPLE

TALUKA	NO. OF BEATS	NO. OF SAMPLE		IDENTIFIED ILLITERATES		
		VILLAGES	MTs.	TALUKA	SAMPLE	SAMPLING FRACTION
1 MIRAJ	10	11	2	46210	3450	7.47
2 K.MAHANKAL	3	8	-	11984	930	7.76
3 JAT (MAR.)	8	11	-	27009	2060	7.63
JAT (KAN.)	4	4	-	10942	797	7.28
4 TASGAON	7	13	1	26459	2111	7.98
5 KHANAPUR	6	16	1	21775	1739	7.99
6 ATPADI	4	7	-	16328	1474	9.03
7 WALWA	8	15	2	20645	1721	8.34
8 SHIRALA	4	10	-	12959	1165	8.99
DISTRICT	54	95	6	194311	15447	7.95

one representative of Taluka Saksharata Samiti, generally a full time worker in the concerned beat. This representative was sent with the team to look after travel and food arrangements of the team and team leaders were responsible for carrying out the evaluation work with the help of team members as per the instructions given to them.

There were 15 teams, 35 team leaders and sixty eight evaluators. Among 35 team leaders six were females and among 68 evaluators seventeen were females. As mentioned earlier, there were primary and secondary teachers in the team; their number was 51 and 17 respectively. It may be mentioned here that the team leaders were also required to carry out evaluation work themselves.

Manpower

i) Team Leaders

Our experience with post-graduate students studying for Master of Social Work (M.S.W.) has been fairly good as team leaders for external evaluation in earlier two districts and therefore we requested the Chhatrapati Shahu Institute of Business Education and Research, Kolhapur to help us. The Institute agreed and a meeting of M.S.W. (Part I and II) students was arranged giving them the idea about the programme of Total Literacy and the involvement in external evaluation. The students were requested to enroll voluntarily. Thus, thirty five students were taken as team leaders. Most of these students came from rural background.

ii) Evaluators

We proposed to include a large number of secondary school teachers and a small number of primary school teachers in evaluation teams. However, only 25 percent secondary school teachers could be included among 68 evaluators; others were primary teachers.

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

2.4 Tests and Other Materials

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

These parallel tests covered questions on reading, writing and numerical skills as per the norms given by the Dave Committee, appointed by the National Literacy Mission. Out of the 100 marks,

40 marks were for reading, 30 for writing and 30 marks for numeracy questions. As per the norms of the literacy mission (NLM), an adult who scores 70 per cent or more in aggregate and 50 per cent in each section on reading, writing and numeracy, qualifies for being declared as "literate". It is inconvenient to write the marks obtained on reading questions directly on the test paper while conducting the test. Therefore, during our earlier external evaluations we had developed a proforma for writing the marks obtained by the learner on the questions of reading. This proforma provided for writing the name and other details of the adult and the questionwise marks obtained. The proforma was printed on sheets and a separate sheet was used for each adult. This facilitated the evaluation of the adult's reading ability while the test is being conducted by the evaluator by keeping the sheet with himself and writing marks on it.

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

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

The teams were supposed to evaluate the scripts and enter the marks in the box provided on each of the test paper and then enter the marks on the village compilation sheet in the field itself. The village compilation sheet contained provision for writing the name, sex, age, occupation, whether belongs to SC, ST, minorities, etc., and for recording the marks obtained in

each section and the total marks. After entering the marks of individual adults on village sheets, a beat level proforma was to be filled in by writing summary information about each village in a beat on the basis of village compilation sheets.

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

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

2.5 Training for External Evaluation

The training programme for external evaluation was spread over two days. On the 10th October 1995 extensive training was given to the team leaders at the Shahu Institute, Kolhapur. On the following day the team leaders and evaluator-teachers were given training along with the supporting persons.

The faculty member from the Gokhale Institute of Politics and Economics, Pune, who was in charge of the project gave the training. In addition, the resource persons from the Shahu Institute, Kolhapur and the Department of Adult and Continuing Education, Shivaji University, Kolhapur delivered lectures. The District Adult Education Officer, Sangli and his colleagues also gave training.

The training covered all aspects of team's external evaluation, such as organizing the work, mobilising the local help for environment building obtaining the relevant records, verification

of the lists of learners, identification of neo-literates, conducting the tests, evaluation of scripts, recording of marks, compilation and submission of records and other important features of the external evaluation. In addition, the team leaders were given historical background of the Adult Education Programmes in India, formation of National Literacy Mission, objectives of the Total Literacy Campaign, the essence of the campaign approach and information about Sangli TLC implementation on the first day of their training.

A booklet giving detailed instruction for evaluation work was prepared covering guidelines of NIM and the above mentioned aspects of external evaluation and was supplied to each team leader and each evaluator. The booklet also contained detailed instruction for scoring the answer papers. A specimen copy of test paper and also each of the proforma was supplied to the trainees and detailed instructions regarding filling them in were given. The booklet also included the check-list, proforma for declaration by Gram Shikshan Samiti/Ward Samiti, etc. Before the commencement of the field work detailed operation instructions were given.

2.6 Field Arrangements

A number of government jeeps were deployed to carry the evaluation teams from Sangli to respective talukas. The teams were provided with jeeps for their travel to the sample villeges for the entire period of evaluation. The Saksharata Abhiyan made all the arrangements for lodging, food, etc. As mentioned earlier, since proportion of female learners was almost 2/3rd, a good number of female team leaders and female evaluators were chosen and arrangements for their stay were done quite carefully. We would like to mention here that by and large the arrangements for residence, food, tea, etc., made by the Abhiyan were quite satisfactory.

Submission of Records

All the records of external evaluation were submitted to the project in-charge from Gokhale Institute on the last day of the evaluation. These records were then carried to the Gokhale Institute, Pune.

2.7 Carrying out External Evaluation

Since lot of planning is required for carrying out the external evaluation, the list of sample villages, wards, etc., were communicated to the Zilla Saksharata Abhiyan a week in advance. Since the evaluation teams were also to take help of local workers in organising the programme on the given dates, the Gram Shikshan Samitis of the sample villages were informed about the external evaluation programme and were instructed about the role they have to play and the preparations expected from them at the village level.

In carrying out the external evaluation the following steps were involved :

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

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

CHAPTER III

ADMINISTRATIVE SET UP AND TRAINING

The present chapter is devoted to present in brief information regarding formation of the Zilla Saksharata Abhiyan Samiti, formation of various committees, organizational structure for the TLC, having programmes conducted, teaching-learning material, etc.

3.1 Survey and TLC Project Proposal

The Collector of Sangli was one of the 45 Collectors who participated in the Collectors' Orientation and Familiarization Workshop held at India International Centre, New Delhi organized by the National Literacy Mission in August 1991. Immediately on his return to Sangli, the Collector called a meeting in the Zilla Parishad Hall, Sangli. The meeting was presided by the President of the Zilla Parishad, the Chief Executive Officer of the Zilla Parishad, the Officials from the Department of Education of Z.P. and a number of elected members were present. The Collector proposed that the Total Literacy Campaign be taken up in the district. The proposal was approved by every one and it was decided to take steps to carry out door-door survey to identify the illiterates.

The survey was planned and the work was assigned to the primary school teachers. The survey was initiated in August, 1991 itself and was completed by October, 1991. All persons in the age group 05 to 60 were covered in the survey and the illiterate persons were identified. The figures of total population and illiterate population according to age-group and by sex as obtained are presented in Table 3.1 below.

According to the survey results the total number of illiterate person in the age group 15-35 years was 2,95,105. A project proposal for this target was prepared and submitted to the Government of Maharashtra in December 1991. It was

TABLE 3.1 : NUMBER OF ADULT ILLITERATES IDENTIFIED AS PER THE SURVEY CONDUCTED DURING AUGUST 91 TO OCTOBER 91

AGE GROUP YRS	POPULATION			NO. OF ILLITERATES		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
05-08	85323	80215	165538	6748	8067	14815
09-14	140638	128769	269407	6058	11345	17403
15-35	369458	359704	729162	58603	142042	200645
36-45	96630	92511	189141	32475	61985	94460
46-60	126580	122570	249150	50782	100678	151460
TOTAL	818629	783769	1602398	154666	324117	478783

suggested that the target age group should be 15-60 years and accordingly the proposal was revised and submitted for 4,46,565 adults on 20th March 1992 to the Government of Maharashtra.

3.2 Formation of Zilla Saksharata Samiti and Other Samitis

In order to speed up the preparatory work various meetings were conducted to sensitize and orient people's representatives, officials, social workers, etc. In these meetings the importance of literacy work, spirit and method of carrying out Total Literacy Campaign, role of various functionaries and need for making it a peoples' movement, etc. was explained. Orientation meetings of the primary teachers as well as their Organizations were also conducted and their role in the campaign was explained.

The Sangli Zilla Saksharata Abhiyan Samiti was registered under Society's Registration Act 1860 and Charitable Trust Act, 1950 on 7th September 1992 with the Guardian Minister of the district as the President. The Executive Committee was formed with the Collector of Sangli as President, the Chief Executive Officer of Zilla Parishad as Vice-President and District Adult Education Officer as the Secretary. Various other committees were also formed. The details of these committees will be presented later.

3.3 Visit of the Director General of NLM

The then Director General of National Literacy Mission, Mr. L. Mishra, visited the Sangli district on 9th and 10th of September 1992. It was a pre-appraised mission to assess the soundness and feasibility of the proposal on the ground. He had meetings with the members of Zilla Saksharata Samiti, Saksharata Samitis of certain talukas, beats and also some village Education Committees. Meetings were also arranged with the officials as well as elected members of Zilla Parishad and some Panchayat Samitis. He met teachers, students, women, youth, preraks and others. He sent a detailed report in which he has commented in detail on plus and minus points and gave elaborate suggestion for improving the organization, on forming the sub-Committees, on monitoring and evaluation and suggested to re-submit the proposal. He emphasized need for forming Mahila Mandals.

The Zilla Saksharata Abhiyan Samiti revised its proposal in the light of the comments made by Shri L. Mishra. This time, the Samiti defined its target age group as 15-45 years and submitted the proposal for 2,95,105 adults. The proposal came up at Executive Committee Meeting of NLM on 8th and 9th October, 1992 and was sanctioned.

3.4 Objectives of the Total Literacy Campaign

The project proposal of the Sangli district stated the following in its introduction :

The TLC in the district will cover the illiterates in the age group 15-45 years. A separate plan will be proposed to cover illiterates in the age group 9 to 14, in which voluntary agencies will be encouraged to open informal education centres or Education Department of Zilla Parishad will open such informal education centres throughout the district. The principal objective of this

TABLE 3.2 : PROPOSED TARGET OF ILLITERATES AS PER PROJECT REPORT

SR. NO.	TALUKA	PROPOSED TARGET AS PER PROJECT REPORT		
		MALE	FEMALE	TOTAL
1	MIRAJ	17848	40312	58160
2	K. MAHANKAL	5669	12550	18219
3	JAT (M.+K.)	24275	36101	60826
4	TASGAON	9996	26128	36124
5	KHANAPUR	11263	34987	46250
6	ATPADI	7816	14350	22166
7	WALWA	9012	23532	32544
8	SHIRALA	4749	16067	20816
DISTRICT		90628	204027	295105

campaign is to impart functional literacy to the adults in the age group of 15-45. The functional literacy expects the adults to achieve skills in improving their social and economic status, to understand conservation of environment, women's equality, family planning, etc.

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

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

3.5 Organizational structure

The Sangli District Saksharata Abhiyan Samiti decided to cover the entire district for TLC including the two cities Sangli and Miraj and also the municipal towns of Ashta, Wita, Islampur and Tasgaon. Separate Shahar Saksharata Abhiyan Samiti was formed each for Sangli and Miraj. The other towns were covered by

the respective Taluka Samitis. Of course, Ward Samitis were formed in Sangli, Miraj and other towns as well.

Since there is a sizable population speaking Kannad language in Jat taluka, the Abhiyan decided to conduct the literacy classes in Kannad language as well.

The work of carrying out the literacy campaign is massive and needs comprehensive planning and extensive administrative set up. The organizational structure consisting of various committees for effective implementation of total literacy campaign is explained below.

Zilla Saksharata Abhiyan Samiti (General Body)

Zilla Saksharata Abhiyan Samiti had two wings, namely, (a) General Body and (b) Executive Committee. The Executive Committee had special sub-committees under its umbrella. At the taluka level, Taluka Saksharata Abhiyan Samitis, then Beat Level Coordinate Committees and Gram Saksharata Abhiyan Samitis were formed.

The Guardian minister of the district was made the President of the General Body, the member of parliament in the district, all the members of legislative assembly as well as legislative council, President of Zilla Parishad, Sabhapati of Shikshan Samiti Zilla Parishad were included in the General Body. The Collector of Sangli and the Chief Executive Officer of Zilla Parishad were also included. The Education Officer (Primary), the Education Officer (Secondary) of the Zilla Parishad and the District Adult Education Officer were the members. The Presidents of the three teachers' organizations, namely, (i) Head Masters, (ii) Secondary Teachers and (iii) Primary teachers were included in the General Body. In addition, there were invitees like, Presidents of all Municipal Councils, Presidents of all Panchayat Samitis, four persons from voluntary organization, five to six social workers and so on.

Executive Committee

A smaller and competent body of eleven members was formed as Executive Committee with the Collector of Sangli as the President, Chief Executive Officer of the Zilla Parishad as Vice-President and District Adult Education Officer as the Secretary. One ex-M.L.A. and one M.L.A. were included as members. Other members were President Zilla Parishad, Sahapati of Finance and Education of Zilla Parishad, Education Officer (Secondary), Education Officer (Primary) of Zilla Parishad, District level Deputy Registrar of Cooperative Societies and District Information and Publicity Officer. Deputy Director of Education of Kolhapur Division was included as invitee.

Formation of Sub-Committees

In order to implement the programme effectively five Sub-Committees were formed under the umbrella of the above Executive Committee and the work was distributed suitably among them.

i) Mobilization Environment Building Committee

The campaign model of literacy programmes has three important aspects of creation of environment in all and motivating the illiterate adults for learning and social mobilization. This Committee, therefore, had very important role to play. This Committee consisted of one Deputy Collector as In-charge of the Committee with four non-official members. The Committee was responsible to plan the activities and to give wide publicity to the campaign programmes through newspapers, radio and television and by other means and to arrange different programmes of Kala Jathas, Patha Natyas, Padyatras, etc. Publishing of posters, banners, etc. was also included in the works of the Committee.

ii) Training Committee

The training of personnel is an essential part of Total

Literacy Campaign. It requires to draw up action plans, execute them effectively. This was the task assigned to the training Committee. One Deputy Collector was In-charge of this Committee with four non-official members.

iii) Committee for Teaching-Learning Materials

This Committee was given the task of production and purchase of the teaching-learning materials as per the requirement and distribution of the materials to Resource Persons, Master Trainers, Volunteers and Learners according to the requirement and as per the planned time schedule. One Deputy Collector was made In-charge of this Committee and there were four non-official members. In addition, District Adult Education Officer and Project Officer from his office were also included as members.

iv) Monitoring and Evaluation Committee

For this Committee also one Deputy Collector was made In-charge and four non-official members were included. This Committee was supposed to prepare action plan for evaluation of the campaigns as per time schedule, to collect information for evaluation purpose and monitor the programme by collecting and studying the information from all levels and also maintain the record of progress.

v) Finance Committee

The Finance Committee was headed by the District Treasury Officer, one Deputy Collector was member and there were four non-official members in the Committee. The non-officials were drawn from sugar factories, milk cooperatives, nationalized banks, etc. The Committee was assigned the work of preparing budget, acquire finance from different local sources, maintain accounts and present them to the Executive Committee.

Formation of Regional Committees

A massive programme of this kind can not be managed by the

district level Committee alone and therefore the Abhiyan decided to form Committees at taluka and village level with some structure at the seat level as well. In addition, two Committees were formed, one for Sangli and one for Miraj, the two towns with large population in the district. Ward level committees were formed in all the municipal towns including Sangli and Miraj.

(i) Shahar Saksharata Samitis for Sangli and Miraj

Because of the large size of these two towns and their special characteristics, it was decided by the Abhiyan to form a Shahar Saksharata Abhiyan Samiti for each of these two towns. The composition of each Committee was as follows :

1. President of the Municipal Council as President
2. Vice President of the Municipal Council as Vice President.
3. Administrative Officer of Education Committee of the Municipal Council as Secretary.

Other members included in the Committee were

4. Assistant Project Officer (Adult Education)
5. M.L.A., Members of Zilla Parishad from the town.
6. Extension Officer (Education)
7. Representatives of Rotary and Lions Clubs.
8. Representative of Primary Teachers' Organization
9. Representative of Mahila mandals
10. Social Workers
11. Representatives of Sports/Cultural groups
12. Representative of Secondary Teachers' Organization
13. Editor of News papers and press reporters were also represented.

(ii) Taluka Saksharata Abhiyan Samiti

Taluka Samiti was formed for each taluka. The responsibility of TLC for entire taluka was given to the Taluka Committee which was to work under the supervision and guidance

of the Zilla Saksharata Abhiyan Samiti. The Taluka Committee was also responsible for forming Beat Level Coordination Committees, Village Saksharata Samitis and also form Sub-Committees at the taluka level. The members of the Taluka Samiti were as follows:

1. The Sub Divisional Officer was called Divisional President and headed all Taluka Samitis under his jurisdiction.
2. The Tahasildar was called Taluka President
3. Block Development Officer worker as Vice-President
4. Block Education Officer worked as Secretary
5. Assistant Project Officer (Adult Education) worked as Deputy Secretary
6. Sablapati of Panchayat Samiti was included as member
7. Representatives of Primary Teachers' Organization, Secondary Teachers' Organization, Gram Sevaks' organization and Talathis' Organization were included as members.
8. Representatives of non-government organizations, colleges, cooperative institutions, folk artists, etc. and one teacher of arts.were members.
9. Project Officer of Integrated Child Development Scheme (ICDS) and Administrative Officer of Education Committee of Municipal Council, if any, were made members. The membership of the Taluka Samitis was around 30-35.

iii) Beat Level Coordination Committee

A Coordination Committee was formed at each beat with Beat Education Officer as the President, Taluka Teacher as Secretary and Assistant Project Officer/Supervisor (Adult Education) as Deputy Secretary. Representatives of non-government organization, cooperative institution, artists, etc., were included. Head Masters of Secondary and Higher Secondary Schools and Principals of Colleges in the beat were made members. In addition Anganwadi Workers (ICDS), Mahila Mandal representative were also included.

iv) Gram Saksharata Abhiyan Samiti

In Maharashtra, Gram Shikshan Samitis are found more or less in all districts. The Sangli Abhiyan formed the Gram Saksharata Abhiyan Samiti in each village for which the existence of Gram Shikshan Samitis was quite facilitating. The Gram Panchayat Sarpanch was made the President and the Sabhapati of the Gram Shikshan Samiti was made the Vice-President of the Gram Saksharata Abhiyan Samiti. Senior most Head Master of the Primary/Secondary School in the village was Secretary and Prerak of the Jana Shikshan Nilayam Kendra was made Deputy Secretary. Other members were as follows:

- a) Talathi, Gram Sevak, Anganwadi Worker, Health Workers and Police Patil
- b) Head Masters of the other schools, if any.
- c) Representatives of Mahila Mandals, folk artists, other Mandals, if any and social workers
- d) Fair price shop keeper
- e) Chairman of multipurpose Cooperative Society

The Gram Shikshan Samiti was an important body which was supposed to implement the TLC programme of the village level with full vigour. The Committee was supposed to perform activities for mobilization and environment building, motivate the illiterates to participate in the campaign fully and attend the literacy classes regularly, to ensure regularity in the conduct of teaching-learning activity and solve the problems relating to high drop outs and low motivation and to provide local resource support.

v) Ward Saksharata Abhiyan Samiti

As mentioned earlier, Ward level Samitis were formed in the Municipal towns. Those Samitis were parallel to Gram Saksharata Abhiyan Samitis in terms of their role in the TLC.

What the Village Committee was supposed to do at the village level, the Ward Samiti was supposed to do at the Ward level. The constitution of the Samiti was as follows :

- a) Nagarsevak of the ward as President,
- b) Representative of non-government organization as Vice-President,
- c) Head Master of the Primary/Secondary School as the Secretary,
- d) People's elected representative, if any, from the ward, representatives of Mahila Mandals, Yuvak Mandals and other Mandals, if any.
- e) Interested citizens and social workers connected with educational institutions,
- f) Anganwadi workers

3.6 Orientation of Members of Committees

Orientation programme for official members of the Zilla Saksharata Samiti and also Sub-Committees was arranged with the help of State Resource Centre, Pune at Pune. The first stage training programme for Resource persons was arranged with the help of the State Resource Centre, Indian Institute of Education, Pune.

3.7 Training Programme

The National Literacy Mission has rightly given emphasis for training the personnel involved in the Total Literacy Campaigns. The Sangli Saksharata Abhiyan Samiti also planned the training for functionaries involved in the Total Literacy Campaign in various stages in an extensive manner. The training was planned to cover the necessary details about the objectives and organization of the campaign roles assigned to various functionaries, techniques of instruction, method of teaching the lesson from the Improved Phase of Content of Learning (IPCL) Primary I, II and III (Aple Wachan I, II and III) so as to achieve the expected literacy norms during the specified period of TLC. It also included the aspects of special approach for teaching the adults. Aspects of learners' evaluation

monitoring and programme evaluation were also included. The role of Saksharata Samitis at taluka, beat, village and ward level was also covered.

The most important grass root worker in the TLC is volunteer-teacher who has to be fully trained and equipped. This was done by three tier approach : (1) Resource Persons, (2) Master Trainers and (3) Volunteer-Teachers.

It was planned that each volunteer-teacher will conduct literacy classes for 10 adult learners, there would be one master trainer for 30 volunteer-teachers and one resource person for 30 master trainers.

Resource Persons

About 40 Resource Persons were identified in the districts. They were selected according to the requirement in each taluka. The Abhiyan tried to identify committed persons from college Principals and teachers, secondary school head masters and teachers, etc. The training of resource persons was organized at the district level.

Master Trainers

It was necessary to identify motivated and committed workers to be the master trainers. The head masters and teachers of secondary and primary schools were identified for this purpose. There were about 1150 master trainers. As mentioned above each master trainer was to train 30 volunteer-teachers for conducting the literacy classes. They were also to continuously guide the volunteer and also monitor and evaluate the teaching-learning process and the programme.

Volunteer-Teachers

It was decided by the Abhiyan to involve school children studying in 8th and 9th standard as volunteer-teachers in the total literacy campaign. In places where enough students were not available. Anganwadi workers, educated unemployed youth were identified to take up the work.

Subsequently, since it was observed that the students were deficient in their performance, it was decided to request the primary teachers to come for help. Two volunteers were supervised and guided by one primary teacher. This was in addition to the arrangement of master trainers.

Training Conducted

The training programmes were arranged in three stages for each category of the functionaries. At every stage the resource persons were trained first, then resource persons trained the master trainers and then master trainers trained the volunteer-teachers. The information regarding dates of training and the number of functionary trained is presented in Table 3.3 and the talukawise distribution of the functionaries is presented in Table 3.4. The talukawise number of primary and secondary teachers who participated in total literacy campaign is presented in Table 3.5.

In addition to the above categories of functionaries, the Sangli Abhiyan appointed 493 primary teachers as full time workers in the beginning of 1995 as one of the measures to revive the campaign. These full time workers were also given training.

The training was also given to the members of taluka level Evaluation Committees for carrying out the internal evaluation. When the scheme of identifying and declaring the villages who have achieved 100 per cent literacy was launched, it became necessary to verify the claims made by the villages. For this purpose, the taluka level Evaluation Committee carried out the evaluation by preparing the question papers based on Dave Committee norms. For the purpose the training in preparation of question papers and also carrying out the evaluation was given. Training for internal evaluation was also given for the district wide internal evaluation carried out during September 1995.

TABLE 3.3 : NUMBER OF FUNCTIONARIES TRAINED

FUNCTIONARIES	TRAINING DURATION	NO. OF FUNCTIONARIES	PLACE OF TRAINING
RESOURCE PERSONS			
i) Stage I	31.5.93 to 4.6.93	37	District
ii) Stage II	26.10.93 to 27.10.93	37	District
iii) Stage III	May 94	37	District
MASTER TRAINERS			
i) Stage I	7.6.93 TO 9.6.93	1142	Taluka
ii) Stage II	Dec 93 to Jan 94	1143	Taluka
iii) Stage III	June 94	1143	Taluka
VOLUNTEERS			
i) Stage I	12.6.93 to 14.6.93	25990	Village
ii) Stage II	Dec 93 to Jan 94 (4 Days)	25990	Village
iii) Stage III	June 94	25990	Village
VOLUNTEERS (KAN.)			
i) Stage I	12.8.93 to 14.8.93	1800	Village
ii) Stage II	Dec 93 to Jan 94	1800	Village
iii) Stage III	June 94	1800	Village

TABLE 3.4 : TALUKA-WISE NUMBER OF TRAINED WORKERS

SR. NO.	TALUKA	WORKERS WHO COMPLETED THE TRAINING		
		RESOURCE PERSONS	MASTER TRAINERS	VOLUNTEERS
1	MIRAJ	5	220	5341
2	K. MAHANKAL	2	74	1535
3	JAT	7	204	5144
4	TASGAON	5	152	3722
5	KHANAPUR	6	157	3032
6	ATPADI	3	80	1990
7	WALWA	5	156	3299
8	SHIRAJA	4	100	1927
DISTRICT		37	1143	25990

TABLE 3.5 : TALUKA-WISE NO. OF PRIMARY AND SECONDARY TEACHERS WHO PARTICIPATED IN TLC

SR. TALUKA NO.	GRAM SAKSHRATA ABHIYAN SAMITI'S SECRETARIES		MASTER TRAINERS	
	HEAD MASTER PRJMARY SCHOOL,	HEAD MASTER SECONDARY SCHOOL	PRJMARY SCHOOL TEACHERS	SECONDARY SCHOOL TEACHERS
1 MIRAJ	46	73	34	197
2 K. MAHANKAL	42	18	41	30
3 JAT	79	39	154	68
4 TASGAON	60	42	62	89
5 KHANAPUR	75	49	54	102
6 ATPADI	36	24	19	53
7 WALWA	59	38	19	107
8 SHIRALA	79	26	-	73
DISTRICT	476	309	383	719

Orientation of the Artists

As required in the campaign approach environment building activities were carried out through Kala-Jathas. For this purpose, the Sangli Abhiyan identified a number of local artists who performed traditional art forms like powada, lavani, bhajan, gondhali geete, dhanagari geete, kirtan, Vasudeo geete, etc. The identified artists were given orientation so that they adopt the literacy messages for their programmes.

The nine jathas formed for eight talukas were given training on 13-4-1993 where Shri Vijay Kadane, Vijaykumar Shah and artists from All India Radio guided the artists. Later Mandal Kalajathas were also given training.

3.8 Teaching-learning Material

Improved Phase and Content of Learning Primers (IPCL) I, II and III (Aple Wachan I, II and III) were obtained from the State Resource Centre, Pune. These were in Marathi. The Abhiyan approached the State Resource Centre of Mysore for the Kannad primers. These primers were approved by the National Literacy Mission and were then printed in adequate number by the Abhiyan. The copies of the primers were distributed to the adult learners and all the functionaries. It was seen that this distribution

was completed in each village before 15th June 1993 on which day classes were started in all the villages and towns. Cloth blackboards, chalks, slates, pencils, etc. were also distributed.

The Sangli Abhiyan prepared a handbook for volunteer-teachers which was distributed to all the volunteer-teachers and also to all the functionaries.

3.9 Launching the Campaign

As mentioned earlier, the Total Literacy Campaign project was sanctioned during October 1992. Subsequently, selection of resource persons, master trainers, volunteer-teachers, matching-batching, first stage training of all the functionaries, environment building, purchase of teaching-learning material, etc., went on and it was only on 14th April 1993, the birthday of Dr. Bhabasaheb Ambedkar that the campaign was formally launched.

The literacy classes were started on 15th June 1993 in all the villages and towns in the district except in Sangli and Miraj where the classes were started on 1-8-1993.

3.10 Revision of Target

The total literacy campaign of Sangli district did not go smooth. The tempo really did not catch up and by the end of the year 1994, the Zilla Saksharata Abhiyan Samiti was deeply concerned about this. The Abhiyan wrote a letter to the Director (Adult Education), Ministry of Human Resource, New Delhi and requested for the revision of target in December 1994. The Samiti wrote that though the campaign was launched on 15th June 1993, it never reached level of satisfaction. As per the letter the Abhiyan in spite of the efforts by them the attendance at the literacy classes did not improve. The maximum attendance achieved was 1,88,150 in July 1993 and average attendance was 1,25,000 whereas the target was 2,95,105. Considering the recommendations of the local village level, beat level and taluka level committees, the verification programme of the adult learners was undertaken

TABLE 3.6 : NUMBER OF IDENTIFIED ILLITERATES IN AGE GR. 15-45
BY SURVEY (REVISED TARGET)

SR. NO.	TALUKA	TOTAL IDENTIFIED ILLITERATES				
		MALE	FEMALE	TOTAL	SC	ST
1	MIRAJ	13455	32755	46210	10184	1973
2	K. MAHANKAL	3652	8332	11984	2136	423
3	JAT (M.+K.)	15280	22671	37951	4637	1285
4	TASGAON	6940	19519	26459	4826	916
5	KHANAPUR	5425	16350	21775	3654	7
6	ATPADI	5029	11299	16328	3007	-
7	WALWA	5594	15051	20645	3588	282
8	SHIRALA	2110	10849	12959	1897	-
DISTRICT		57485	136826	194311	103925	4918

to find out the causes behind the absence of the adult learners with the help of the Government Officials of the Revenue, Education and other developmental departments in the district.

The reasons for non-attendance listed in the letter were:

(i) illiterates above 30 years show negative attitude towards learning and hesitate to attend the classes, (ii) illiterate male/female labourers migrate during sugarcane cutting season which affects the attendance heavily, (iii) the blind, physically handicapped illiterates seem to have been included in the lists of illiterates and (iv) social traditions, misunderstanding among people, superstitions among people and learners above 45 years of age attending classes. After this verification programme the Abhiyan came to the district level figure of 1,94,311 adult learners who can be covered under the programme and no more. The Abhiyan requested that their target should be revised to this new figure of 1,94,311. Their request was conceded. The new target figures at taluka level are presented in Table 3.6.

CHAPTER IV

AN OVERVIEW OF ENVIRONMENT BUILDING AND OTHER ACTIVITIES

For successful implementation of any development programme the people's participation is a must and in order to obtain people's participation environment building has to be effectively done. It has been, by now, well established that properly devised and implemented environment building programmes can help a lot to generate the awareness and demand for literacy. It also helps in generating awareness for removal of illiteracy in the minds of literate citizens, elite members of the society and political leaders. Environment building through folk forms of performing arts supplemented by publicity through print and electronic media is an important component of the individual total literacy campaign. The Zilla Saksharata Abhiyan Samiti of Sangli also carried out these activities. It is worth recording the various steps the Abhiyan has taken in environment building. These are covered in the present chapter.

In addition to the above, the present chapter also reviews the progress of TLC, special efforts made by the Saksharata Abhiyan to rejuvenate the programme, internal evaluation, etc.

4.1 Melawas of Adults and Saksharata Dindis

Though the campaign was formally launched on the 14th April 1993, the first round of saksharata dindis was organized on the 8th September 1992, the International Literacy Day at Sangli, other municipal towns and all the villages in the district. Officials from various government departments, elected members of various bodies, other people's representative, students, teachers, social workers, citizens and villagers participated in dindis.

The Saksharata dindis were organized on 8th September of 1993, 1994 and also 1995. In these years all the functionaries of TLC such as volunteer-teachers, master trainers, resource

persons, committee members participated enthusiastically and helped for mobilizing the people at large.

A number of melawas of adults were organised in villages, taluka places and also at Sangli. The details of these melawas were not available. Special melawas of women adults were also organized.

In order to obtain active cooperation from various sections of the population orientation meetings were organized at the taluka places where Sarpanchas, Head Masters of primary schools, talathis, gramsevaks were invited. The participants were informed about their role and were also oriented for obtaining support and participation of various sections of the population for the TLC.

4.2 Kalajathas

Sangli district, as many other districts in Maharashtra, has tradition of folk arts and there is a good number of local traditional artists who use folk forms in communication. The Mobilization and Environment Building Committee planned the environment building activity through these artists soon after the formation of the Committee.

Much before this, Bharat Gyan Vigyan Samiti with the help of 25 activist-artists performed Gyan Vigyan Jatha from 2-10-85 to 6-1-91 in Sangli district. However, there was no participation of BGVS later on.

The Kalajatha programmes organized by the Committee fall into two categories. The first round of environment building through Kalajathas was between 14-4-1993 to 15-6-1993. The Abhiyan got eight taluka level Kalajathas formed for eight talukas and one more as reserve. These Kalajathas were known as district-level Kalajathas. Each jatha consisted of 7-8 artists drawn from different talukas. During the period mentioned above each jatha performed about 2-3 programmes a day. They also

performed street plays. Taluka-wise data on number of programmes performed is presented in Table 4.1.

Table 4.1 : Taluka-wise Number of Villages Covered by Kalajatha Programmes

Sr.No.	Taluka	No.of Villages
1	Miraj	52
2	K.Mahankal	37
3	Jat	81
4	Tasgaon	82
5	Khanapur	76
6	Atpadi	60
7	Walwa	68
8	Shirala	57
Total		508

Second round of environment building through jatha technique was taken up after fixation of revised targets when the campaign rejuvenation was taken up. This time 36 Kalajathas were formed at mandal level and were known as mandal-jathas. These jathas performed 552 programmes.

Special Troupes

Mr. Vijay Kadane is a drama artist and social worker. He organized his poster exhibition at several places to create literacy awareness and performed street plays for environment building.

Dr. Shah and other social workers organized. Arogya Pathak who performed programmes all over the district and tried to communicate health and environment messages through literacy programmes during July 1993 to August 1993.

Documentary Shows

The Abhiyan took help from the department of Health and Excise department in showing documentaries on health and

prohibition. For this, a special jeep was used which was moved from villages to villages with a projector and a crew of operations. Documentary called 'Whyaya Mee Savitribai' was also shown.

4.3 Non Jatha Activities for Environment Building

The Abhiyan prepared five different posters on literacy and distributed 20,000 copies. Two types of cloth banners were designed and 9000 banners were distributed. Metallic badges with literacy logo was designed and 40,000 badges were distributed.

Hoardings at Prominent Locations

The Sangli Abhiyan used the medium of hoardings successfully. The following seven sugar factories put up a number of hoardings with slogan of literacy campaign at prominent places throughout the district.

1. Shetkari Sahakari Sakhar Karkhana Ltd., Sangli;
2. Mahankali Shetkari Sahakari Sakhar Karkhana Ltd., Kawathe Mahankal,
3. Rajarambapu Shetkari Sahakari Sakhar Karkhana Ltd., Islampur,
4. Yeshwant Shetkari Sahakari Sakhar Karkhana Ltd., Vita,
5. Vishwas Shetkari Sahakari Sakhar Karkhana Ltd., Shirala,
6. Manoganga Shetkari Sahakari Sakhar Karkhana Ltd., Atpadi,
7. Tasgaon Taluka Shetkari Sahakari Sakhar Karkhana Ltd., Turachi.

In addition, the municipal Councils wrote literacy slogans on walls with oil paint at several spots in the towns. Co-operative Societies at village level actively cooperated by writing slogans on walls. Many of the above hoardings and slogans were observed by us when we carried out external evaluation.

Human Chain

A programme of forming human chains with the help of primary and secondary school children was organized on 8th September 1993 and the participants took oath to spread literacy.

A Special Melawa

A special melawa of adult learners from all villages in Arag beat of Miraj taluka was organized at Arag Highschool. The Rotary Club, Nab and Lions Club jointly organized an eye camp on this occasion.

Superstition Eradication Programme

Shri Rajaram Mhatre presented his programme on eradication of superstition (Andha Shraddha Nirmulan) at Ped in Targaon. This was arranged as a part of environment building activity in the taluka.

Saksharata Logo and Slogans on Vehicles

Sangli Saksharata Abhiyan Samiti approached the Road Transport Authority and arrange to paint literacy logo and slogans on all the vehicles, two, three and four wheelers, registered with Sangli Office. Abhiyan also obtained co-operation of State Road Transport Corporation to paint the logo and the slogans on the S.T. buses.

Various Competitions Organized

Various competitions for adult learners, such as, reading, writing, debating, rangoli and singing were organized at village, beat and taluka level and then competitions were arranged at the district level. Talukawise number of participation from each taluka for these district level competitions is given in Table 4.2.

After the revision of targets, the Abhiyan tried to revive the TLC. During that phase on 8th September 1994, International Literacy Day, three special competitions were organized, namely, essay competition for volunteer-teachers, essay competition (general) and poster competition. Data on participants is presented in Table 4.3.

TABLE 4.2 : DISTRICT LEVEL VARIOUS COMPETITIONS

SR. NO.	TALUKA	NO. OF PARTICIPENTS IN				
		READING	HAND WRITING	DEBATING	RANGOLI	SINGING
1	MIRAJ	-	2	8	-	2
2	K. MAHANKAL	2	2	2	2	2
3	JAT	6	3	-	3	9
4	TASGAON	3	4	4	3	3
5	KHANAPUR	1	6	2	2	6
6	ATPADI	2	3	5	3	6
7	WALWA	-	2	2	-	2
8	SHIRALA	-	2	1	-	2
DISTRICT		14	24	24	13	32

TABLE 4.3 : COMPETITIONS ORGANISED BY TLC (8.9.1994)

NAME OF COMPETITION	NO. OF PARTICIPANTS	NO. OF PRIZES
ESSAY WRITING (FOR VOLUNTEERS)	15	3
ESSAY WRITING (OPEN)	10	3
POSTERS COMPETITION	20	3
	45	9

Audio Cassette

Two audio cassettes were prepared with the songs on literacy by literacy workers, resource persons, master trainers, teachers and other. Musician, Shri Pal Palsule gave musical input. The cassettes were distributed to Taluka Samitis for their use in environment creation. They were also handed over to All India Radio, Sangli, for using them in their Lokjagar programme.

Lokjagar Programme of All India Radio

Lokjagar is a regular programme of All India Radio, Sangli. The Abhiyan obtained two programmes per month devoted to literacy campaign with the active cooperation of the In-charge of Sangli

station. The Abhiyan organised talks on literacy campaign covering all its aspects such as importance and usefulness of literacy, what is the campaign for literacy, possible roles of people from various sections of the society, the need for people's participation, operational and administrative information, literacy songs, experiences of various functionaries and the adult learners, etc.

Publication of Sangli Sakshar Sandesh

The Sangli Zilla Saksharata Abhiyan started publishing a weekly called Sangli Sakshar Sandesh. The material in the weekly covered important news from the district, informative articles and messages about health, environment, population education, child-mother care, conservation of forests, saving habits, eradication of vices, etc. The Abhiyan printed sufficient copies so that one copy was given in each village. The distribution was done through Taluka Abhiyan Samitis. The District Information Officer worked as the editor. The first issue was published on 2nd February 1993. However, only six issues of the weekly were published, the last being on 2nd June, 1994.

News Paper Publicity

The news paper media was used by the Abhiyan by writing articles, giving press release, holding press conferences, etc. It appears that the press was cooperative in the beginning but not so much later on.

4.4 Efforts for Rejuvenation of TLC

As mentioned earlier the campaign was launched in terms of starting of literacy classes on 15th June 1993. The efforts in environment creation and motivational programmes helped in getting the adults at the literacy centres. The attendance in July 1993 was at 1,88,150. However, soon after there was decline in the attendance rather than the increase expected.

The Diwali vacation in Oct.-Nov.1993 was a break for literacy classes and the campaign received set back. Around this time, the labour-force in Jat, Atpadi, Khasapur and Kawathe Mahankal taluka goes out of villages for sugarcane cutting work for about 3-4 months. This also had a set back on the attendance. The elections of the Grampanchayats also were held around this time.

The Saksharata Abhiyan Samiti tried to improve the conditions. The Collector organized the meetings of representatives of the teachers' associations, discussed the status of the campaign and sought the help of teachers in improving the attendance. A meeting of the members of Zilla Parishad and Panchayat Samiti was called at Sangli and the Collector requested them to actively participate in the campaign. Taking into consideration the difficulties of the volunteer-teachers the Abhiyan roped in the primary teachers to help and guide them. For this, one primary teacher was assigned two volunteers.

Despite these efforts, there was no improvement at the ground level and the Abhiyan Samiti was concerned. It was, therefore, decided to take up the work of verification of lists of illiterate adults. The details of this exercise are already given in Chapter III in Section 3.18. The target was revised from 2,95,105 to 1,94,311.

After this exercise the Abhiyan decided to put in all possible efforts to rejuvenate the campaign and undertook various activities for the purpose as follows :

1. One person in each village was identified as contact person and was assigned the work of campaign revival, monitoring the literacy classes, contacting the Gram Saksharata Samiti and try to sort out their difficulties, to obtain cooperation and support from local villagers for the literacy campaign. The contact persons were drawn from various government departments.

2. For speeding up the teaching-learning activity services of 467 primary teachers were obtained for TLC. They worked full time for the campaign and were known as full time teachers. They were also given training. They were given the work of monitoring, coordination and motivation as well. Each full time teacher was in-charge of a certain number of villages. Table 4.4 gives the data on this.
3. Taking into consideration the deficiencies in the working of student-volunteers, the teaching work was assigned to primary and secondary teachers.
4. The scheme of awards to villages made 100 per cent literate was introduced in order to introduce competitive atmosphere. In each taluka 3 villages achieving 100 per cent literacy earliest were to be given awards. The Village Samiti would put up the claim which would be verified by the Taluka Evaluation Committee.
5. Adult learners were given more adequate information about the government schemes and efforts were made to see that they get the benefits of the scheme. This was a sort of incentive to motivate the adults to attend the classes.
6. Village adoption scheme was implemented. According to this scheme bigger villages in terms of number of identified illiterate adults were adopted by government departments and they were to oversee the campaign in these villages in all its aspects. Table 4.4 gives the data on this. In all 129 officers adopted 241 villages.
7. It was requested that the Gram Saksharata Samitis should conduct weekly review meetings and the West Coordination Committee should meet every fortnight.

TABLE 4.4 : TALUKA-WISE NO. OF VILLAGES ADOPTED UNDER VILLAGE ADOPTION SCHEME AND NO. OF FULL TIME TEACHERS AND VILLAGES ASSIGNED TO THEM

SR. NO.	TALUKA	NO. OF OFFICERS WHO ADOPTED VILLAGES	NO. OF VILLAGES ADOPTED	NO. OF FULL TIME TEACHERS	NO. OF VILLAGES ASIGNED
1	MIRAJ	13	13	32	32
2	K. MAHANKAL	9	10	56	59
3	JAT	12	12	24	60
4	TASGAON	16	12	27	60
5	KHANAPUR	20	105	86	86
6	ATPADI	11	41	49	49
7	WALWA	31	31	101	97
8	SHIRALA	17	17	92	92
DISTRICT		129	241	467	535

8. One Class I government officer was made in-charge of each taluka in the district for the TLC work.
9. The Collector sent letters of appreciation and thanks giving to those functionaries who have done good with a view to seek further cooperation from them and getting more devoted participants.
10. various competitions were organized to rebuild the literacy environment. The details of these competitions are given above (Section 4.3).
11. Special meetings of social institutions, political workers, elected people's representatives were conducted by the Abhiyan seeking their active participation and support to the programme.
12. Officers in-charge of taluka conducted meetings of primary and secondary teachers, head-masters, gram-sevaks, talathis, etc.
13. Though there were Gram Saksharata Samitis in the villages, a more compact group of individuals was formed at the village level and called 'Task Force' to look after the campaign at the village level.

14. An enthusiastic tahasildar of Atpadi, Mr. Kaduskar, tried to implement the programme of Gao Kacheri which was experimented by the Pune TLC. He also did an exercise in micro-planning for TLC. His Atpadi planning came to be known as 'Kaduskar Pattern' in the district.

15. All these efforts went on upto March 1995. During April 1995 the Director of Adult Education of Government of Maharashtra visited the district. The programme started dragging again due to summer vacation. The Abhiyan carried out the internal evaluation to see the effects of the above efforts and also to improve the teaching-learning environment in the district. One lakh question papers (10 parallel test sets based on Dave Committee norms) were printed for this purpose.

4.5 Internal Evaluation (September 1995)

The internal evaluation carried out during March-April 1995 revealed that much was yet to be achieved and therefore it was decided by the Abhiyan to postpone the external evaluation for 3-4 months. Seeing the poor attendance during the summer vacation the Abhiyan decided that soon after the reopening of the schools internal evaluation should be carried out and that the efforts should be made during the interim period impart literacy more vigourously so that maximum number of adult learners will complete primer III and be ready for internal and then external evaluation.

The Abhiyan rightly thought that district-wise internal evaluation programme by itself will be helpful in reviving the teaching-learning. The months of September 1995 was fixed for internal evaluation and the month of October for external for external evaluation. Table 4.5 presents the stage of learning in terms of primer I, II and III.

TABLE 4.5 : LITERACY ACHIEVEMENTS ACCORDING TO
INTERNAL EVALUATION (SEPT. 95)

SR. NO.	TALUKA	% LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	MIRAJ	68.65	79.47	76.33
2	K. MAHANKAL	93.29	96.65	95.63
3	JAT (M.+K.)	92.70	93.55	93.20
4	TASGAON	88.26	92.23	91.19
5	KHANAPUR	93.95	95.17	94.87
6	ATPADI	82.58	80.41	81.08
7	WALWA	91.35	92.00	91.82
8	SHIRALA	91.90	186.94	94.30
DISTRICT		85.65	89.21	88.16

The internal evaluation this time was carried out on 100 per cent basis that means all adult learners were covered. The literacy achievements according to this internal evaluation are presented in Table 4.6. Achievement rate was very high at 88.15 per cent at the district level with six talukas with more than 90 per cent.

4.6 Formation of Mahila Mandals

The Zilla Saksharata Abhiyan Samiti took up a special drive for mobilizing the women learners from mahila Mandals. In all 103 mahila Mandals were formed through the campaign. Maximum number of mandals (23) were formed in Jat taluka and minimum (7) in Shirala taluka. The data is presented in Table 4.7.

4.7 Universalization of Primary Education

As has been mentioned earlier the Sangli Abhiyan included universalization of primary education as one of the aspects of TLC. There have been some efforts to create awareness among parents, to enrol the children in the age group 9-14 years and to reduce drop out rate. However, there was no special planning for this purpose. There has been some percolation effect on enrolment and attendance of children due to the attendance of parents at the literacy classes. We would not collect the

TABLE 4.6 : DISTRIBUTION OF LEARNERS ACCORDING TO THEIR STAGE OF LEARNING (SEPT. 95)

SR. NO.	TALUKA	ADULTS WHO ARE LEARNING PRIMER I			ADULTS WHO ARE LEARNING PRIMER II		
		M	F	T	M	F	T
1	MIRAJ (R.)	195	222	417	1065	400	1465
	MIRAJ CITY	144	100	244	200	705	905
	SANGLI CITY	109	687	796	504	1000	1504
2	K. MAHANKAL	-	-	-	-	-	-
3	JAT	180	433	613	364	1105	1469
4	TASGAON	226	382	608	23	211	234
5	KHANAPUR	-	1	1	-	-	-
6	ATPADI	199	364	563	96	-	96
7	WALWA	431	210	641	47	184	231
8	SHIRALA	113	286	399	-	-	-
DISTRICT		1597	2685	4282	2299	3605	5904

TABLE 4.6-CONTINUED ...

SR. NO.	TALUKA	ADULTS WHO ARE LEARNING PRIMER III			ADULTS WHO COMPLETED PRIMER III		
		M	F	T	M	F	T
1	MIRAJ (R.)	673	1353	2026	6219	16826	23045
	MIRAJ CITY	130	268	398	2323	5939	8262
	SANGLI CITY	100	235	335	1793	5020	6813
2	K. MAHANKAL	-	-	-	3652	8332	11984
3	JAT	493	624	1117	14243	20509	34752
4	TASGAON	77	131	208	6614	18795	25409
5	KHANAPUR	-	-	-	5425	16349	21774
6	ATPADI	164	-	164	4570	10935	15505
7	WALWA	222	960	1182	4894	13697	18591
8	SHIRALA	-	-	-	1997	10563	12560
DISTRICT		1859	3571	5430	51730	126965	178695

TABLE 4.7 : TALUKA-WISE NUMBER OF
'MAHILA MANDALS'
FORMED THROUGH TLC

SR. TALUKA NO.		NO. OF MAHILA MANDALS
1	MIRAJ	15
2	K. MAHANKAL	17
3	JAT	23
4	TASGAON	9
5	KHANAPUR	9
6	ATPADI	15
7	WALWA	8
8	SHIRALA	7
DISTRICT		103

data to see whether there has been impact of TLC on school enrollment and attendance.

4.8 Adult Learners Appeared for 4th Standard Examination

Reportedly a number of adult learners appeared for 4th standard examination in March 1995 as well as in March 1996. However, no data was available regarding this with Abhiyan Samiti.

4.9 Participation of Voluntary Agencies

Though the Sangli Abhiyan tried to obtain active participation of voluntary agencies working in the district for the literacy campaign, it was fructified in only a limited way. The following voluntary agencies were involved actively.

1. Nimani Prakash Shikshan Sanstha, Tasgaon Taluka.
2. Khanapur Taluka Sahitya Sewa Mandal.
3. Jat Taluka Kannad Navachetan Mandal.

4.10 Participation of People's Representative

A massive programme like total literacy campaign can not achieve satisfactory success, unless the people's representatives actively participate in the programme. The Sangli Abhiyan included the people's representatives in different committees at all levels. However, the participation of people's representatives was lacking. Some representatives did participate

TABLE 4.8 : DETAILS OF EXPENDITURE INCURRED DURING THE
IMPLIMENTATION OF SAKSHARATA ABHIYAN PROGRAMME

SR. NO.	ITEM	AMOUNT SANCTIONED FOR REVISED TARGET	EXP. UP TO MARCH 96	BALANCE AMOUNT
1	ENVIRONMENT CREATION	741,351	529,279	212,072
2	MATERIAL PURCHASE	8,033,780	7,949,126	84,654
3	TRAINING	370,676	122,861	247,815
4	SUPERVISION AND EVALUATION	1,356,674	1,141,092	215,582
5	PRIZES	741,352	37,143	704,209
6	UNFORESEEN EXPENDITURE	1,112,027	1,131,660	(19,633)
TOTAL EXPENCES		12,355,860	10,911,161	1,444,699

actively but many did not. On the basis of our discussions with various functionaries, when we analysed our findings on achievements, we observed that areas with better participation of people's representatives had better achievement in general. Of course, there are several other factors which together contribute to better or worse achievements.

4.11 Expenditure on Total Literacy Campaign

We have obtained the summary statement on expenditure incurred on TLC upto March end 1996 according to six broad items. The same is presented in Table 4.8.

CHAPTER V
LITERACY ACHIEVEMENTS

The present chapter is devoted to the presentation of results of the external evaluation in terms of percentage of attendance as well as estimates of literacy achievements. In order to bring out the gender issues separate male-female data is presented. Information about Kannad learners is also presented. Certain statistical analysis is also carried out in order to compare performance of caste groups; such as SC/ST/VJ/NT, minorities, etc.

5.1 Attendance of neo-literates for the external evaluation

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

If we consider the entire district, the attendance of Marathi learners was excellent at 92.09 per cent. The attendance deferred slightly from taluka to taluka with highest of 99.68 per cent in Kawathe Mahankal and the lowest of 87.48 per cent in Miraj taluka (Table 5.3.A). The percentage of attendance was also good (85.70) for Kannad learners in Jat taluka. There was not much difference between the attendance of male and female learners. At the district level the attendance of males was

91.25 per cent and that of females was 91.96 per cent.

Since educational beat has been our unit for sampling and estimation propose, the beat level data has been presented in Appendix. The variation in the percentage of attendance was much larger when considered at beat level. The highest attendance was 100 per cent in four beats, namely, Deshing beat in Kawathe Mahankal, Khanapur beat in Khanapur taluka, Islampur Municipal town and Sagaon beat in Shirala taluka. The lowest attendance was in beat of Jat taluka among Marathi learners.

We present in Table 5.1.A total number of identified illiterates in the age group 15-45 years (revised targets) according to talukas. The same data separated for rural and urban areas is presented in 5.1.B and 5.1.C respectively.

5.2 Scrutiny of records

The work of external evaluation was huge since about 16,000 neo-literates were to be tested spread over 95 sample villages and 6 municipal towns. The evaluation teams had a very hard time in carrying out the evaluation work; they worked day and night in the field. They also had to fill in the village sheets wherein the names of the neo-literates, their scores were to be written. Afterwards they were to prepare beat-level summary. All these works were to be carried out in the field. We felt that the scrutiny of records is a must. It was decided to carry out scrutiny of each and every paper in order to have accuracy in the results. In this scrutiny, the sub-totals in sub-sections of reading, writing and arithmetic were checked. The grand total was also checked. It was also verified whether the marks were properly posted in the village level compilation sheets. In doing so an overall inspection of the answer sheet was carried out to find out whether there was difference in the handwriting in answers, specially in the letter writing part of the question. Since the field work was carried out with tight time schedule and

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

5.3 Methodology for Estimation of Literacy Achievement

An educational beat was taken as a unit for sampling and estimation purpose. The villages were sampled from each beat by using random number tables. The sample villages were covered on 100 per cent basis. Beat level percentage of literacy achievement was computed based on the sample. The Dave Committee norm was applied according to which a neo-literate who scores 70 per cent or more marks in aggregate and also scores at least 50 per cent marks in each of the three sub-sections on readings, writing and arithmetic is considered to have achieved 'literacy'. The number of neo-literates achieving literacy divided by the number of adult literates identified as per the survey in the sample in the beat is the percentage of literacy achieved in the sample at the beat level as per the external evaluation. This percentage of literacy achievement was considered as representative percentage for the concerned beat. The number of neo-literates achieving literacy at the beat level was estimated by using this percentage and the number of adults identified in the entire beat concerned. Thus, the number of neo-literates achieving literacy was estimated for each of the beat in a taluka. The taluka total of these estimated number of neo-literates achieving literacy divided by the total number of adult illiterates identified by the survey in the taluka gives the estimate of the percentage literacy

achieved at the taluka level. By doing this for all the talukas, the estimate of the literacy percentage achieved at the district level is computed.

In this exercise, each of the municipal towns was treated as a beat.

5.4 Estimates of Literacy Achievements

The estimate of literacy achieved at the district level for Marathi learners worked out to 68.15 per cent and that for Kannad learners was 64.86 per cent with 67.97 per cent for the two groups together. We present in Table 5.4.A the estimates literacy achievement as per external evaluation at the taluka level. The percentage literacy achievement varied from highest of 85.19 per cent in Walwa taluka to the lowest of 53.10 per cent in Miraj taluka. The literacy achieved was higher than 80 per cent in two talukas, namely, Walwa 85.19 and Shirala (82.39), it was between 70-80 per cent in four talukas, namely, Kawathe Mahankal (80.17), Tasgaon (74.00), Khanapur (76.04) and Atpadi (74.95). There were two talukas with less than 70 per cent estimated achievement, namely, Jat and Miraj.

The beat level data on literacy achievements is presented in Appendix-D4. The beats are arranged in descending order of literacy achievement and the list is presented in Appendix D5. The beat level highest achievement was 96.46 per cent in Sagaon beat of Shirala taluka. The other three beats with more than 90 per cent achievement were Bhavaninagar (Walwa), Vita No.2 (Khanapur) and Islampur 2 (Walwa). The Table 5.5 presents the distribution of beats according to percentage of literacy achieved. There were 11 beats between 60 and 70 per cent and 40 beats achieved between 50 and 60 per cent. There were only three beats with less than 50 per cent achievement. It should be considered to be fairly good performance of the

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

SR. NO.	TALUKA	NO. OF VILLAGES	NO. OF MTs	NO. OF IDENTIFIED ADULTS		
				MALE	FEMALE	TOTAL
1	MIRAJ	63	2	13455	32755	46210
2	K.MAHANKAL	60	-	3652	8332	11984
3	JAT (MAR.)	106	-	10646	16363	27009
	JAT (KAN.)	37	-	4634	6308	10942
	JAT (M.+K.)*	118	-	15280	22671	37951
4	TASGAON	103	1	6940	19519	26459
5	KHANAPUR	120	1	5425	16350	21775
6	ATPADI	60	-	5029	11299	16328
7	WALWA	95	2	5594	15051	20645
8	SHIRALA	105	-	2110	10849	12959
DISTRICT (MAR.)		712	6	52851	130518	183369
DISTRICT (M.+K.)		724	6	57485	136826	194311

* : There are 25 villages with Marathi as well as Kannad learners. In the total they are counted only once.

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

SR. NO.	TALUKA	NO. OF SAMPLE VILLAGES	NO. OF MTs	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
				MALE	FEMALE	TOTAL
1	MIRAJ	11	2	984	2466	3450
2	K. MAHANKAL	8	-	258	672	930
3	JAT (MAR.)	11	-	799	1261	2060
	JAT (KAN.)	4	-	368	429	797
	JAT (M.+K.)	15	-	1167	1690	2857
4	TASGAON	13	1	550	1561	2111
5	KHANAPUR	16	1	351	1388	1739
6	ATPADI	7	-	496	978	1474
7	WALWA	15	2	402	1319	1721
8	SHIRALA	10	-	204	961	1165
DISTRICT (MAR.)		91	6	4044	10606	14650
DISTRICT (M.+K.)		95	6	4412	11035	15447

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

SR.NO.	TALUKA	NO. OF VILLAGES	NO. OF IDENTIFIED ADULTS		
			MALE	FEMALE	TOTAL
1	MIRAJ	53	8152	18801	26953
2	KAWATHE MAHANKAL	50	3652	8332	11984
3	JAT (MARATHI)	106	10646	16363	27009
	JAT (KANNAD)	37	4634	6308	10942
	JAT (MAR.+KAN.)	118	15280	22671	37951
4	TASGAON	103	6559	18290	24849
5	KHANAPUR	120	4881	14657	19538
6	ATPADI	60	5029	11299	16328
7	WALWA	95	4706	13161	17867
8	SHIRALA	105	2110	10849	12959
DISTRICT (MARATHI)		712	45735	111751	157486
DISTRICT (M.+K.)		724	50369	118060	168429

* : There are 25 villages with Marathi as well as Kannad learners. In the total they are counted only once.

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

SR.NO.	TALUKA	NO. OF SAMPLE VILLAGES	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
			MALE	FEMALE	TOTAL
1	MIRAJ	11	569	1558	2127
2	KAWATHE MAHANKAL	8	258	672	930
3	JAT (MARATHI)	11	799	1261	2060
	JAT (KANNAD)	4	368	429	797
	JAT (MAR.+KAN.)	15	1167	1690	2857
4	TASGAON	13	522	1429	1951
5	KHANAPUR	16	301	1227	1528
6	ATPADI	7	496	978	1474
7	WALWA	15	327	1132	1459
8	SHIRALA	10	204	961	1165
DISTRICT (MARATHI)		91	3476	9218	12694
DISTRICT (M.+K.)		95	3844	9647	13491

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

SR.NO.	TALUKA	NO. OF MTs	NO.OF IDENTIFIED ADULTS		
			MALE	FEMALE	TOTAL
1	MIRAJ	2	5303	13954	19257
2	TASGAON	1	381	1229	1610
3	KHANAPUR	2	544	1693	2237
4	WALWA	1	888	1890	2778
DISTRICT		6	7116	18766	25882

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

SR.NO.	TALUKA	NO. OF SAMPLE MUNICIPAL TOWNS	NO.OF IDENTIFIED ILLITERATES IN SAMPLE WARDS IN MUNICIPAL TOWNS		
			MALE	FEMALE	TOTAL
1	MIRAJ	2	415	908	1323
2	TASGAON	1	28	132	160
3	KHANAPUR	2	50	161	211
4	WALWA	1	75	187	262
DISTRICT		6	568	1388	1956

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

SR.NO	TALUKA	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMAL	TOTAL
1	MIRAJ	817	2201	3018	83.03	89.25	87.48
2	K. MAHANKAL	258	669	927	100.00	99.55	99.68
3	JAT (MAR.)	738	1105	1843	92.37	87.63	89.47
	JAT (KAN.)	334	349	683	90.76	81.35	85.70
	JAT (M.+K.)	1072	1454	2526	91.86	86.04	88.41
4	TASGAON	514	1443	1957	93.45	92.44	92.70
5	KHANAPUR	331	1318	1649	94.30	94.96	94.82
6	ATPADI	442	891	1333	89.11	91.10	90.43
7	WALWA	395	1289	1684	98.26	97.73	97.85
8	SHIRALA	197	883	1080	96.57	91.88	92.70
DISTRICT (MAR.)		3692	9799	13491	91.30	92.39	92.09
DISTRICT (M.+K.)		4026	10148	14174	91.25	91.96	91.76

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

SR.NO	TALUKA	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	MIRAJ	48.82	54.86	53.10
2	K. MAHANKAL	65.69	72.13	70.17
3	JAT (MAR.)	53.10	59.47	56.96
	JAT (KAN.)	67.43	62.52	64.86
	JAT (M.+K.)	57.45	60.32	59.24
4	TASGAON	75.55	73.37	74.00
5	KHANAPUR	79.93	74.74	76.04
6	ATPADI	72.10	76.21	74.95
7	WALWA	84.37	85.49	85.19
8	SHIRALA	89.36	81.04	82.39
DISTRICT (M.)		65.18	69.36	68.15
DISTRICT (M.+K.)		65.36	69.04	67.97

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

SR.NO.	TALUKA	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	MIRAJ	530	1438	1968	93.15	92.30	92.52
2	K. MAHANKAL	258	669	927	100.00	99.55	99.68
3	JAT (MAR.)	738	1105	1843	92.37	87.63	89.47
	JAT (KAN.)	334	349	683	90.76	81.35	85.70
	JAT (M.+K.)	1072	1454	2526	91.86	86.04	88.41
4	TASGAON	488	1317	1805	93.49	92.16	92.52
5	KHANAPUR	288	1176	1464	95.68	95.84	95.81
6	ATPADI	442	891	1333	89.11	91.10	90.43
7	WALWA	321	1106	1427	98.17	97.70	97.81
8	SHIRALA	197	883	1080	96.57	91.88	92.70
DISTRICT (MARATHI)		3262	8585	11847	93.84	93.13	93.33
DISTRICT (MAR.+KAN.)		3596	8934	12530	93.55	92.61	92.88

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

SR.NO.	TALUKA	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	MIRAJ	64.79	70.01	68.43
2	KAWATHE MAHANKAL	65.69	72.13	70.17
3	JAT (MARATHI)	53.1	59.47	56.96
	JAT (KANNAD)	67.43	62.52	64.86
	JAT (MAR.+KAN.)	57.45	60.32	59.24
4	TASGAON	76.52	73.92	74.61
5	KHANAPUR	80.60	75.46	76.74
6	ATPADI	72.10	76.21	74.95
7	WALWA	84.40	86.39	85.86
8	SHIRALA	89.36	81.04	82.39
DISTRICT (MARATHI)		69.47	73.61	72.40
DISTRICT (MAR.+KAN.)		69.28	73.01	71.91

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

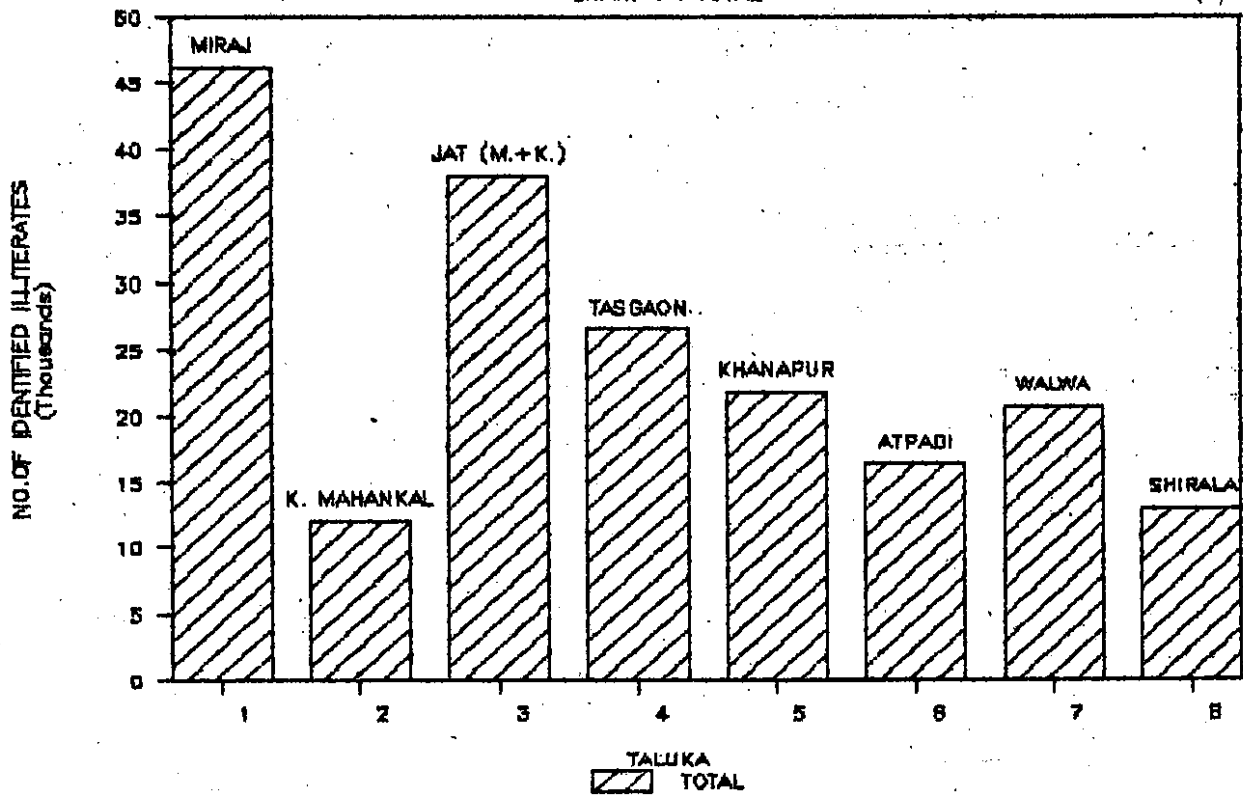
SR.NO.	TALUKA	NO. OF NEO-LITERATES WHO ATTENDED			PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	MIRAJ	287	763	1050	69.16	84.03	79.37
2	TASGAON	26	126	152	92.86	95.45	95.00
3	KHANAPUR	43	142	185	86.00	88.20	87.68
4	WALWA	74	183	257	98.67	97.86	98.09
DISTRICT		430	1214	1644	75.70	87.46	84.05

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

SR.NO.	TALUKA	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
1	MIRAJ	24.27	34.46	31.65
2	TASGAON	62.96	64.62	64.22
3	KHANAPUR	73.91	68.55	69.86
4	WALWA	84.24	79.27	80.86
DISTRICT		37.62	44.02	42.26

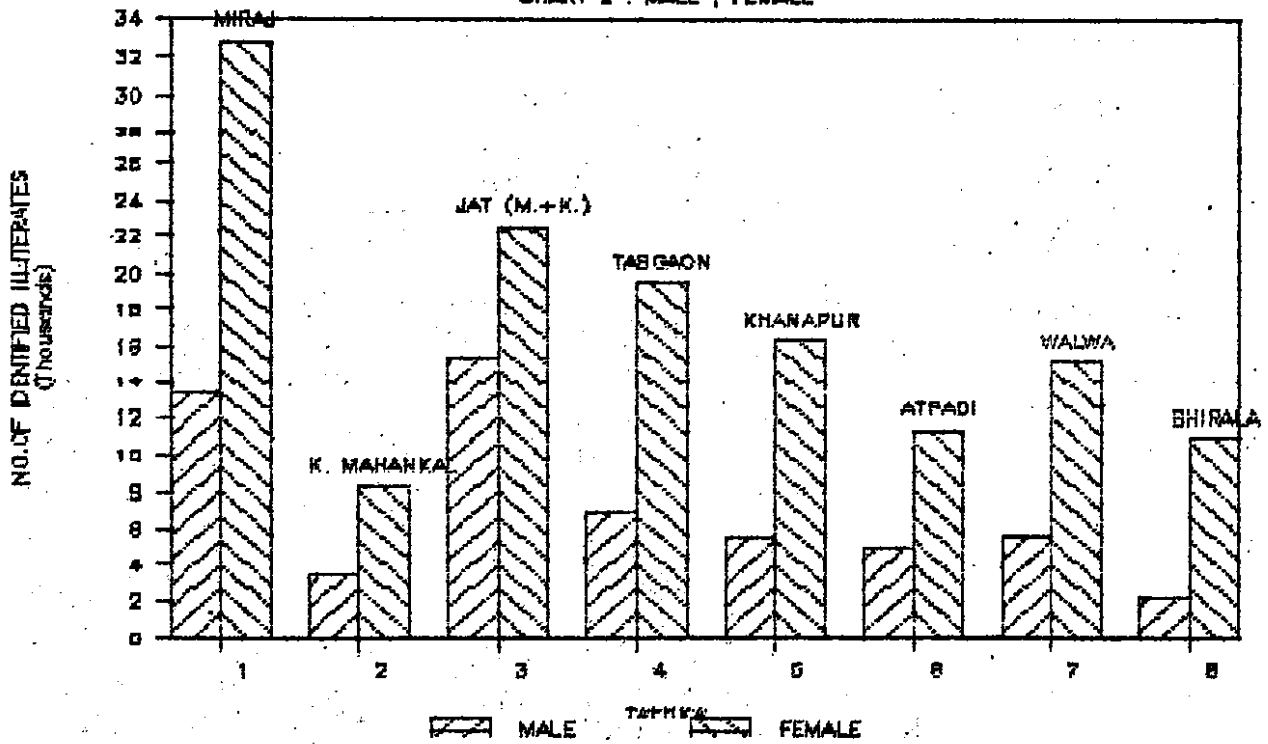
IDENTIFIED ILLITERATES

CHART 1 : TOTAL



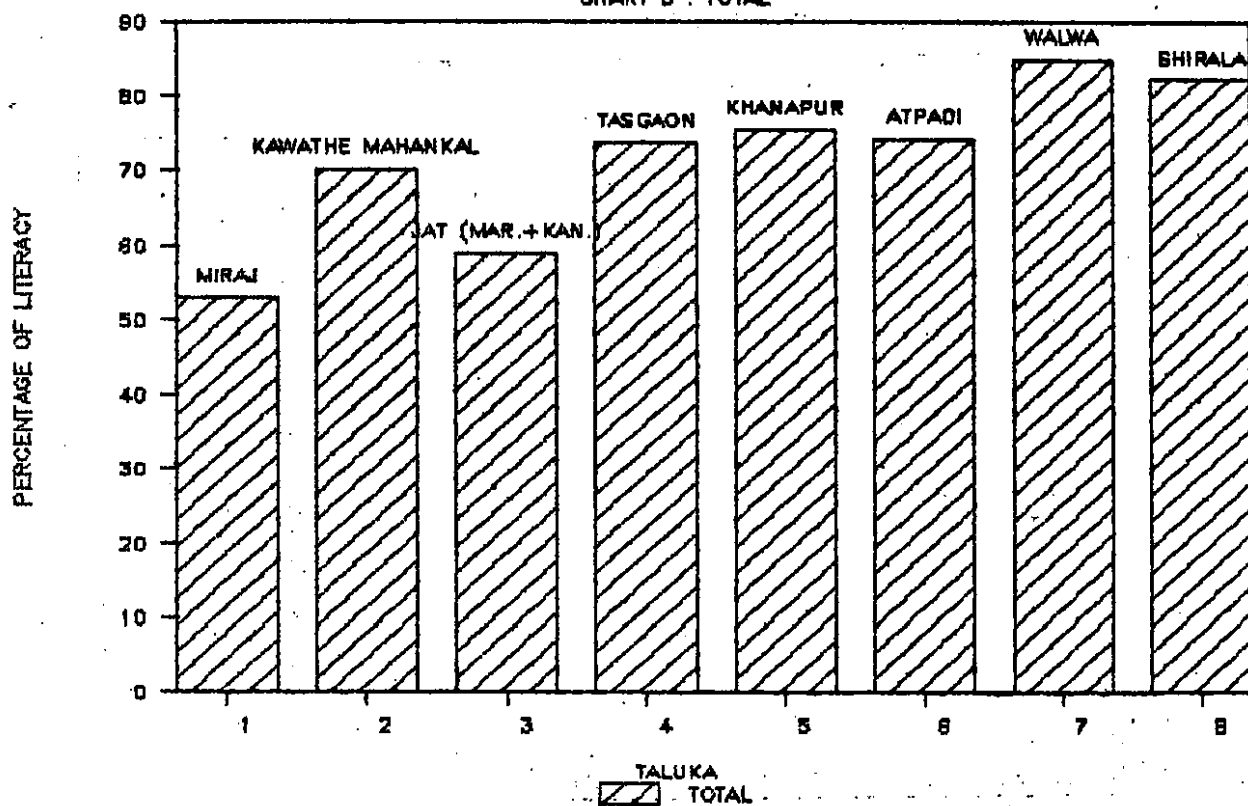
IDENTIFIED ILLITERATES

CHART 2 : MALE , FEMALE



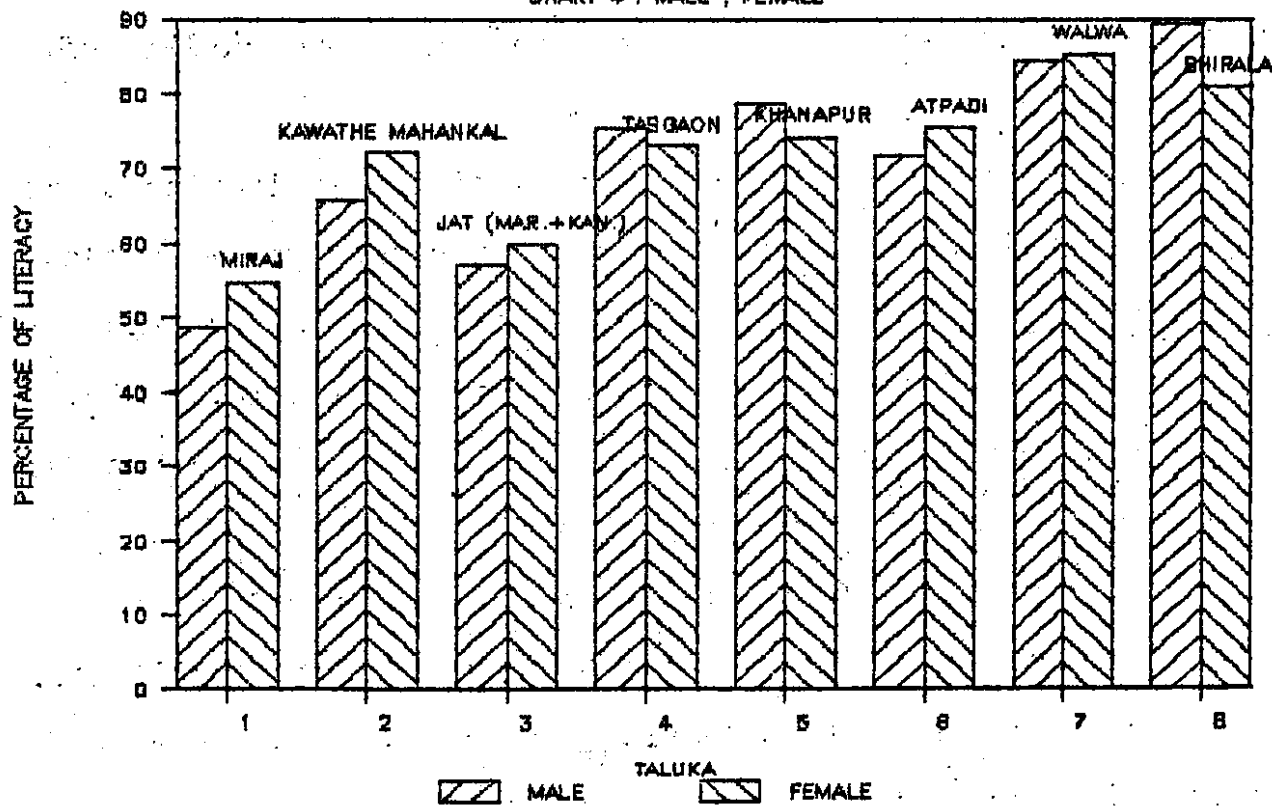
PERCENTAGE OF LITERACY ACHIEVED

CHART 3 : TOTAL



PERCENTAGE OF LITERACY ACHIEVED

CHART 4 : MALE , FEMALE



TLC of Sangli.

TABLE 5.5 : NO. OF BEATS ACCORDING TO PERCENTAGE OF LITERACY ACHIEVED

% CLASS	NO. OF BEATS
90 To LESS THAN 100	4
80 To LESS THAN 90	11
70 To LESS THAN 80	15
60 To LESS THAN 70	11
50 To LESS THAN 60	10
LESS THAN 50	3
TOTAL	54

5.5 Field Experience at the time of External Evaluation

We were constantly in touch with the teams during the field work. The project-in-charge from Gokhale Institute moved throughout the district. The District Adult Education Officer, Shri Keingde and other staff of his office supervised the arrangements and also helped us in maintaining the quality of external evaluation.

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

A number of villages have wadis and vastis. There are habitations on family farms called 'malas' in certain villages. The centres for external evaluation were scattered over wadis, vastis and malas in these villages and the neo-literates were called at all the centres simultaneously on the fixed date. In most of the cases it became very difficult to supervise the evaluation work. In some villages there were grounds enough

to believe that the scattered arrangements were deliberate to facilitate impersonation and other malpractices during the evaluation.

Though, in general, the team leaders and the teacher-evaluators in the team tried to maintain the quality of external evaluation as per our instructions. There were certain instances where they faced difficulty since local workers did not cooperate fully in this effort. In certain teams, the team leaders faced difficulties in maintaining quality since the teacher-evaluators did not fully cooperate. They were seen to be biased towards local workers and teachers with a view to obtain better results at the external evaluation. The supervisory visits were generally useful in improving the quality.

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

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

Since the marks allotted to the question of letter writing are 15 and this has been slightly weak area for the neo-literates, it was anticipated that more than permitted help in letter writing may be provided. In some cases the letters may be dictated or even written by some one other than the concerned neo-literate. The teams reported certain cases of

this type which they discarded. At the scrutiny time in Pune, we looked into the hand-writing differences within the answer books. In cases where it was found that the letters were written in different hand-writing, the marks for the letter writing question were brought down suitably.

5.6 Performance of Males and Females

The literacy levels among women are poorer compared to men in general. It was the situation in Sangli district as well. Among 1,94,311 identified illiterates in Sangli district 1,36,826 were women which works out to 70.42 percent. The Sangli TLC had a challenge to mobilise such a large number of women and motivate them to learn. The Sangli Abhiyan succeeded in doing this in the sense that the women participation was quite good in the programme. As for the external evaluation, the percentage of attendance at the test by women was as good as by men (Table 5.3.A). At the district level, 91.96 percent of sample women attended the test; the percentage for male was 91.25.

The literacy achievement by women was slightly better at the district level. The percentage of achievement by females was 69.04 and by males 65.36. Among eight talukas, women's performance was better than males in five talukas.

5.7 Comparative performance of SC/ST/VJ/NT and Minorities

During the external evaluation we had collected information regarding the caste group of the neo-literate with a view to studying comparative performance of the learners in various caste groups. For carrying out this comparative analysis we have considered percentage of achievement with reference to the learners who were present. The achievement figures would, therefore, be higher than earlier percentages. The figures of achievement in Table 5.6 are on this basis. For this purpose we have considered six caste-groups, namely, Scheduled Castes(SC),

TABLE 5.6 : TALUKA-WISE LITERACY ACHIEVEMENTS ACCORDING TO CAST GROUP (CONSIDERING ONLY THOSE WHO WERE PRESENT)

TALUKA	SC			ST		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	59.18	57.06	57.52	52.94	55.26	54.55
2 K. MAHANKAL	70.21	68.80	69.19	-	-	-
3 JAT (MAR.)	51.75	47.78	49.42	33.33	25.00	28.57
JAT (KAN.)	80.56	82.98	81.93	25.00	-	25.00
JAT (M.+K.)	57.54	54.40	55.71	27.27	25.00	26.67
4 TASGAON	81.90	72.51	75.28	83.33	92.59	90.91
5 KHANAPUR	78.85	80.79	80.35	-	100.00	100.00
6 ATPADI	73.33	76.40	75.37	-	-	-
7 WALWA	82.02	81.19	81.43	88.89	78.38	81.82
8 SHIRALA	83.78	94.25	91.13	-	-	-
DISTRICT(M.)	69.64	68.89	69.11	70.45	71.96	71.52
DISTRICT(M.+K.)	70.25	69.32	69.59	63.46	71.96	69.81

SC : SCHEDULED CAST
ST : SCHEDULED TRIBES

TABLE 5.6 (CONTD.)

TALUKA	VJ			NT		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	68.75	44.83	50.00	30.30	48.94	44.09
2 K. MAHANKAL	60.61	59.68	60.00	49.18	65.00	59.67
3 JAT (MAR.)	55.56	66.67	61.11	60.48	59.47	59.90
JAT (KAN.)	80.00	-	80.00	70.18	79.03	74.79
JAT(M.+K.)	70.83	66.67	69.70	62.95	63.67	63.35
4 TASGAON	75.00	71.88	73.21	80.30	77.19	78.06
5 KHANAPUR	91.43	75.31	80.17	75.00	100.00	93.33
6 ATPADI	78.95	41.38	56.25	75.65	80.31	78.57
7 WALWA	87.50	92.31	90.91	90.00	86.00	87.14
8 SHIRALA	-	-	-	100.00	100.00	100.00
DISTRICT(M.)	75.57	65.50	68.92	67.01	71.35	69.81
DISTRICT(M.+K)	75.92	65.50	69.23	67.29	71.77	70.15

VJ : VIMUKTA JATI
NT : NOMADIC TRIBES

TABLE 5.6 (CONTD.)

TALUKA	MINORITIES			OTHERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	36.87	52.33	45.91	62.90	69.46	67.84
2 K.MAHANKAL	42.86	58.82	56.10	70.41	77.09	75.34
3 JAT (MAR.)	50.00	60.00	57.69	50.16	67.13	60.64
JAT (KAN.)	84.62	41.94	54.55	71.00	62.50	66.75
JAT(M.+K.)	73.68	49.02	55.71	58.32	65.81	62.65
4 TASGAON	50.00	64.62	62.34	78.26	77.31	77.54
5 KHANAPUR	66.67	83.33	80.95	80.79	76.19	77.05
6 ATPADI	100.00	75.00	82.35	80.88	82.07	81.75
7 WALWA	84.62	84.44	84.48	84.51	88.06	87.30
8 SHIRALA	-	100.00	100.00	95.54	85.35	87.13
DISTRICT(M.)	42.21	60.04	54.02	72.77	77.67	76.50
DISTRICT(M.+K.)	44.36	58.94	54.05	72.60	77.14	75.99

TABLE 5.6 (CONTD.)

TALUKA	CAST CODE NOT GIVEN			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	65.45	65.63	65.58	55.08	62.93	60.80
2 K.MAHANKAL	83.33	88.68	87.69	63.95	71.75	69.58
3 JAT (MAR.)	68.69	61.43	64.44	55.28	61.00	58.71
JAT (KAN.)	40.00	55.56	50.00	71.26	66.19	68.67
JAT(M.+K.)	67.31	61.07	63.64	60.26	62.24	61.40
4 TASGAON	100.00	100.00	100.00	78.40	75.95	76.60
5 KHANAPUR	87.50	76.92	78.72	81.57	77.09	77.99
6 ATPADI	71.43	85.71	78.57	77.38	79.35	78.69
7 WALWA	84.62	84.81	84.78	84.56	86.35	85.93
8 SHIRALA	100.00	71.11	72.34	93.40	85.62	87.04
DISTRICT(M.)	69.84	70.03	69.98	69.23	73.75	72.52
DISTRICT(M.+K.)	69.26	69.84	69.68	69.40	73.49	72.33

TABLE 5.7 : STATISTICAL COMPARISONS OF ACHIEVEMENTS BY
CASTE GROUPS

SR.NO.	COMPARISON BETWEEN	PERCENTAGE ACHIEVEMENT	Z VALUE	CONCLUSION
1	SCHEDULED CAST SCHEDULED TRIBES	69.59 69.81	0.0583	NOT REJECTED
2	SCHEDULED CAST VIMUKTA JATI	69.59 69.23	0.1621	NOT REJECTED
3	SCHEDULED CAST NOMADIC TRIBES	69.59 70.15	0.3820	NOT REJECTED
4	SCHEDULED CAST MINORITIES	69.59 54.05	7.8016	REJECT
5	SCHEDULED CAST OTHERS	69.59 75.99	6.0989	REJECT
6	SCHEDULED TRIBES VIMUKTA JATI	69.81 69.23	0.1392	NOT REJECTED
7	SCHEDULED TRIBES NOMADIC TRIBES	69.81 70.15	0.0897	NOT REJECTED
8	SCHEDULED TRIBES MINORITIES	69.81 54.05	3.6503	REJECT
9	SCHEDULED TRIBES OTHERS	69.81 75.99	1.8029	NOT REJECTED
10	VIMUKTA JATI NOMADIC TRIBES	69.23 70.15	0.4059	NOT REJECTED
11	VIMUKTA JATI MINORITIES	69.23 54.05	5.4999	REJECT
12	VIMUKTA JATI OTHERS	69.23 75.99	3.5134	REJECT
13	NOMADIC TRIBES MINORITIES	70.15 54.05	7.8136	REJECT
14	NOMADIC TRIBES OTHERS	70.15 75.99	5.1069	REJECT
15	MINORITIES OTHERS	54.05 75.99	13.2141	REJECT

Scheduled Tribes (ST), Vimukta Jati (VJ), Nomadic Tribes (NT), minorities and others.

We have carried out statistical tests for caste-group differences in achievement using z-values. Though crude this gives broad indication of the situation. Reference may be made to the Table 5.6 which gives achievement figures by caste-group for each taluka separately and for the district as a whole. The statistical analysis was carried out at the district level and the results are presented in Table 5.7. As stated above six caste-groups are considered. Every possible pair is compared and therefore there are 15 pairs for comparison.

The results show that there were no significant differences in achievements among SC, ST, VJ and NT learners. The performance of others was higher and statistically significant than SC, VJ, NT and minorities. It is worth noting that the performance of ST learners was as good as others. Minorities have performed poorly. Their achievement was only 54.05 percent and was lower and statistically significant than SC, ST, VJ, NT and others. It may be remembered here that the achievement percentage for this exercise was among those who attended the test.

5.8 Literacy Achievements according to Occupational Categories

Information about the occupation of the learners was recorded while carrying out the tests. For the purpose of analysis the occupation were grouped into four categories, namely, cultivators, agricultural and other labourers, self-employed and engaged in household work. The occupational distribution of the learners who attended the external tests was as follows :

Table 5.8: Occupational Distribution of Neo-literates
Who were present at the External Evaluation

Occupation	No. of Neo-literates	Percentage
1. Cultivators	3259	22.99
2. Agricultural and Other Labourers	2083	14.70
3. Self-employed	129	0.91
4. Household Work	6523	46.02
5. Occupation not given	2180	15.38
Total	14174	100.00

Taluka-wise literacy achievements by occupational categories are presented in Table 5.9. For this also we have considered the percentage of achievement with reference to the number of learners who were present. The cultivators had the highest achievement at 76.28 percent. Those who were self-employed had the lowest achievement. The occupationwise achievement figures do not agree with general expectation. The self-employed were expected to be much better achievers according to us. Those who were engaged in household work have performed well next to cultivators.

5.9 Percentage of Neo-literates Scoring Lower than 70 Marks

The percentage of neo-literates scoring 0-49 marks and 50-69 marks for each taluka and for males and females separately are presented in Table 5.10. The percentages in this table are also with reference to the number of neo-literates present at the test. The table reveals a positive picture that only a small percentage scored less than 50 marks; 1.76 percent males and 2.18 percent females and high percentage scored marks between 50 and 69; 28.84 percent males and 24.32 percent females. Thus, the Sangli Abhiyan need to be praised.

5.10 Rural-Urban Differences

The literacy achievement in urban areas was 42.26 percent as against the achievement of 71.91 percent in rural areas in Sangli district. It is widely accepted and experienced that the literacy campaigns in the urban areas are more difficult to carry out. However, we have a feeling that in Sangli district the efforts were inadequate specially in the Sangli and Miraj towns where literacy achievements were very poor at 23.57 and 34.07 percent respectively. In fact, other municipal towns fared well. The lacuna in the campaign in these two towns was reflected in the malpractices observed during the external evaluation work.

TABLE 5.9 : TALUKA-WISE LITERACY ACHIEVEMENT BY NEO-LITERATES
ACCORDING TO OCCUPATIONAL GROUPS.
(CONSIDERING ONLY THOSE WHO WERE PRESENT AT
EXTERNAL EVALUATION)

TALUKA	CODE 1	CODE 2	CODE 3	CODE 4	CODE 5
1 MIRAJ	70.26	55.74	23.64	66.25	47.36
2 K. MAHANKAL	68.23	68.52	69.23	68.94	76.92
3 JAT (M.)	58.85	60.09	28.57	60.35	55.05
JAT (K.)	74.69	73.21	-	60.18	67.90
JAT (M.+K.)	62.92	61.62	28.57	60.32	61.26
4 TASGAON	79.93	76.52	50.00	74.79	79.66
5 KHANAPUR	81.07	80.08	82.76	73.26	83.33
6 ATPADI	78.33	83.71	0.00	79.29	74.26
7 WALWA	89.07	79.30	50.00	88.43	77.27
8 SHIRALA	88.74	100.00	75.00	86.27	-
DISTRICT (M.)	76.36	69.26	48.84	74.73	63.51
DISTRICT (M+K.)	76.28	69.37	48.84	74.47	64.22

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

TABLE 5.10: ESTIMATED PERCENTAGE IN THE SCORE-CATAGORIES
0-49 MARKS AND 50-69 MARKS

SR. TALUKA NO.	ESTIMATED PERCENTAGE OF NEO-LITERATES			
	SCORING 0-49 MARKS		SCORING 50-69 MARKS	
	MALE	FEMALE	MALE	FEMALE
1 MIRAJ	2.57	2.09	42.35	34.98
2 K. MAHANKAL	1.16	1.49	34.88	26.76
3 JAT (M.+K.)	2.43	2.96	37.31	34.80
4 TASGAON	1.56	1.66	20.04	22.38
5 KHANAPUR	0.91	1.67	17.52	21.24
6 ATPADI	1.58	3.93	21.04	16.72
7 WALWA	0.76	1.71	14.68	11.95
8 SHIRALA	0.00	2.15	6.60	12.23
DISTRICT TOTAL	1.76	2.18	28.84	24.33

CHAPTER VI

REVIEW, CONCLUSIONS AND RECOMMENDATIONS

We present in this chapter brief review of the campaign, special features of the Sangli TLC, notable events during the TLC and then recommendations for consideration.

6.1 Review of the Campaign

The Zilla Saksharata Samiti was formed on the 7th September 1992 and we undertook the external evaluation during the month of October 1995. Thus, the Sangli TLC took three years for completion, a very long time.

The project proposal was sanctioned for 2,95,105 adult in the age group of 15-45 years. The environment building and motivational activities were carried out extensively and the actual teaching-learning was started during June 1993. By July, 1993 the attendance at the literacy classes was reviewed and it was found that only 1,88,150 adults were attending the classes. The attendance declined subsequently due to Diwali vacation, grampanchayat elections, seasonal migration of labour, etc. The Saksharata Abhiyan Samiti tried to improve the attendance for which the Collector organized meetings of the representatives of the teachers' associations and sought their help. A meeting of Zilla Parishad and Panchayat Samiti members was conducted and the Collector requested them to help the Abhiyan to improve the attendance. However, this did not improve the condition.

The Abhiyan decided to verify the lists of illiterate adults and also to find out reasons for non-attendance. On the basis of this verification work the Abhiyan decided to revise the target to 1,94,311 adults and obtained the sanction for the same from the National Literacy Mission in the month of January, 1995.

After the Abhiyan undertook various activities to revitalize the campaign, such as assigning about 470 primary teachers as full

time workers to the TLC, scheme of village level contact person, giving the teaching responsibility to the primary and secondary teachers, organization of various competitions, awards to villages where 100 per cent learners achieve literacy, village adoption scheme by government officers, weekly review meetings of Gram Saksharata Samitis, special meetings of social institutions, political workers, people's representatives, etc., to seek their active participation, Gaon Kacheri and micro-planning exercise in Atpadi taluka, etc.

The above efforts were fruitful and the campaign moved on to the success path. Though the Zilla Saksharata Samiti was desirous of carrying out external evaluation by April 1995, they found that the teaching-learning need to be continued for some time more. By September 1995 the progress was good and the Abhiyan conducted internal evaluation on 100 per cent basis and decided that the external evaluation could be carried out in October 1995. Taking into consideration our field experience and also the literacy achievements observed, it can be concluded that the Sangli TLC though dragged on for three years ultimately was a successful campaign. Of course, it may be borne in mind that the target was revised.

It may be noted that only a few voluntary agencies actively participated in the TLC. In certain areas the people's representatives participated actively. However, this did not happen in a major way. The educated and elite sections of the population did not offer help to the programme. It is necessary to have support from these sections of the society to make the campaign more successful.

It may be noted that only a few voluntary agencies actively participated in the TLC. In certain areas the people's representatives participated actively but this did not happen in a major

way. At number of places local politics affected the campaign adversely. For quite some time, the Secondary Teachers' Association did not cooperate with the ZSS. In the urban areas the ZSS did not succeed in motivating the target groups. Zilla Saksharata Samiti faced a number of problems in the urban areas in providing proper places for classes, lighting arrangements, etc. The educated and elite sections of the population did not offer help to the programme. People's participation was lacking.

6.2 Specialities of Sangli TLC Village Adoption Scheme

As a part of rejuvenation programme, a scheme of village adoption was implemented in Sangli district. According to this scheme bigger villages in terms of number of identified illiterates were adopted by government officers in various government departments and they were to oversee the campaign in these villages in all its aspects. In all 129 officers adopted 241 villages. The scheme was useful to improve the campaign performance. This scheme brought in the contribution from the government departments other than the education and revenue. Similar schemes could be useful in other districts as well. It is quite important to rope in other departments of the government.

Gaon Kacheri and Micro-Planning in Atpadi Taluka

An enthusiastic Tahasildar of Atpadi Mr. Kaduskar tried to implement the Gaon Kacheri in Atpadi taluka. The concept of Gaon Kacheri was introduced by the Pune Zilla Saksharata Manch and our report of external evaluation of Pune district gives more details about it. The Gaon Kacheri functionally means that all the Government and Semi-Government functionaries working at the given village are to come together once in a week at a given place in the village under one roof from 11 a.m. to 5 p.m., where the villagers can meet the functionaries for their individual or collective works. It is a kind of single window clearance for

the rural areas. Reportedly the experiment was successful in some parts of the taluka. Through Gaon Kacheri, the literacy was linked up with the development work. Since the people saw that the Gaon Kacheri delivered goods they were motivated to attend the literacy classes.

Mr. Kaduskar also carried out micro-planning for literacy campaign and for that he involved various organization, such as Prathamik Shikshak Sangh, Prathamik Shikshak Samiti, Padavidhar Shikshak Sanghatana, Madhyamik Shikshak Sanghatana, etc. In this exercise elected representatives and other elite members of the society were also involved. The micro-planning exercise was quite useful. It may be noted here that the Atpadi taluka had the literacy achievement of 74.95 per cent which was quite higher than the district level achievement of 67.91 per cent. The Gaon-Kacheri and Micro-planning together came to be known as Kaduskar pattern in the district.

Sangli Sakshar Sandesh

The Sangli Abhiyan started publishing Sangli Sakshar Sandesh which contained good material for neo-literates. The District Information Officer worked as editor. Each village was supplied a copy through the Taluka Abhiyan Samitis. The publication was good but only six issues were published and it was discontinued. It may revived during PLC programme.

Radio Talks

The Sangli Abhiyan obtained two programmes per month devoted to literacy campaign in the slot of regular Lokajagar programme. This was quite helpful in communicating various aspects of the TLC to the TLC workers and to the general public.

Literacy Slogans and Logo on Vehicles

The Sangli Saksharata Abhiyan Samiti approached the Road Transport Officer and arranged to paint literacy logo and slogans

on all the vehicles registered with the Sangli office. The State Road Transport Corporation was also approached and logo and slogans were painted on the State Transport buses. During the field work of external evaluation and during the subsequent visits we have observed these logos and slogans all over the district.

Literacy Hoardings

The Sangli Abhiyan arranged to put up hoardings with literacy slogans and messages at a number of places. The expenses for these were borne by various sugar factories in the district. These were helpful in environment building.

Literacy Cell at Taluka Head Quarters

The literacy cell was established at every taluka place generally in the premises of Tahasildar's office. One Assistant Project Officer (Adult Education) was in-charge of the cell. Supervisor/s from Adult Education department, Primary Teachers from Zilla Parishad Schools and also from Municipal Schools were assigned to this cell in requisite number to monitor the TLC and look after day-to-day administration. These cells were quite useful for the functioning of the TLC. I had occasions to visit certain cells when I went on field tours after the test administration programme was over.

6.3 Field Mirror

We present in this section some events that took place during the TLC and which were narrated to us during our field visits and group discussions.

1. In one village, barbers decided that they will not cut the hair of those illiterate adults who do not attend the literacy classes.
2. In some villages flour mill owners decided that they will not process the grains of those illiterate adults who do

not attend the literacy classes.

3. One deaf and dumb girl in Lingnoor village was made literate during TLC. When we visited Lingnoor and conducted a special meeting of neo-literates and literacy workers this girl was present and she proved her writing abilities.

4. The Sarpanch of Lingnoor village made his jeep available for TLC work specially to visit the literacy classes located away from the main village and also provided diesel.

5. In certain places the local decisions were taken to bring in an element of compulsion to attend the literacy classes. One such thing was not to provide Kerosene on the ration card if any illiterate adult member does not attend the literacy classes. In Shivani village a member of Zilla Parishad has taken action against his own family. This had very positive impact on the attendance.

6. We met a number of neo-literate women in Shivani village who were keen to form Mahila Mandal and start some economic activity.

7. It was reported in one village that the villagers had the impression that the volunteer teachers were receiving some payment for the teaching work. The misunderstanding was removed by the volunteers and that helped in improving the participation.

8. The villagers and TLC workers in one village decided to make the village liquor-free and they did it. The adult learners — men and women were a big force behind this and the government officials cooperated by ordering the closure of the liquor shop in the village.

6.4 Recommendations

Students as Volunteer-Teachers

The Zilla Saksharata Abhiyan Samiti, Sangli depended mainly upon the students of the 8th and 9th standard to teach the adult learners. The help of primary teachers was taken later by

assigning two volunteers to one primary teacher who guided and supervised the teaching work. However, at the later stage of rejuvenation it was realised that the student-volunteers could not deliver the goods and the primary and secondary teachers were given the teaching responsibility.

It is observed that in many districts the burden is being ultimately shouldered by the primary teachers specially where the programme drags on beyond 15-18 months. We are also concerned that it is really not possible for the students to communicate a number of messages contained in the primer to the adult learners due to their age, lack of maturity and even certain social factors. The awareness about the causes of deprivation, possibilities of empowerment, messages concerning population and development, etc. are really difficult topics for the students to handle.

We suggest that the student-teachers should be supported right from the beginning by teachers, Anganwadi workers, other educated members of the society in the teaching programme. Presently ten volunteer-teachers have one Master-Trainer (in Sangli a Master-Trainer was assigned 30 student-volunteer teachers) who also monitors the teaching programme. We propose that one Master-Trainer should have no more than 10 volunteer-teachers assigned so that he has about 100 learners. A Master-Trainer should divide these 100 learners into 4-5 groups suitably and conduct at least one monthly meeting for each group and cover up the topics of above type which could not be covered up by the student-teachers. The group discussion method may be adopted for this purpose.

Seasonal Migratory Labour

In a number of districts in Maharashtra, the Total Literacy Campaign faces problems due to migratory labour specially the sugarcane cutters. The labour from the drought prone areas and areas with almost no irrigation facilities has always been moving

out of their villages to earn their livelihood after the local kharif season is over. With the spread of sugar factories, more and more land is brought under sugarcane cultivation where water availability is adequate. Some of these workers started work of cutting the sugarcane and the job has become specialized. The labour moves out of the village along with the family soon after the Diwali and stays out for about 4-5 months. This seasonal migration affects the TLC programme and in many cases the difficulties of these migratory labour are stated as one of the major factors in delay in completion of the TLC. We suggest that the concerned Zilla Saksharata Samitis should consider this problem in advance and prepare action plan accordingly. This is possible since it is common knowledge as to which are the villages from where the labour moves out, even the migratory families are known at the village level. We do not go here into the details of how the campaign can be planned but we suggest that this group could be appropriately separately treated. Since it is known problem the solution is quite possible. The districts where the TLC is in progress and the districts where the TLC is being planned should prepare special plan for these workers. Other migratory labour groups may be present in certain districts; they could also be considered in the planning process.

Utilization of Time Gap Between TLC and PLC, If any

We observed in Sangli that all the literacy activities came to a standstill soon after the external evaluation was carried out and that the initiation of Post Literacy programme was awaited. This is a common phenomenon that the external evaluation is considered a sort of terminal activity and unless the Post-Literacy project has already been submitted and sanctioned, there is a considerable time gap. We propose that those adults who are still to complete three primers should be provided with learning

facilities by properly organizing them into groups. One or two classes per village may perhaps be enough for this purpose. Concentrated efforts should be put in for this end part of the TLC. Leaving these adults to be covered by respective volunteers will not work. Since this component gets covered under PLC the DABOs wait for PLC to start. Under such special circumstances the above work should be allowed to be carried out and the expenses on diesel/petrol for visits may be sanctioned for this interim period.

Target Group for PLC

All those who have achieved the literacy norms are to be covered in PLC, in addition, those left behind have also to be brought to the level of third primer and when they achieve the literacy norms they go for PLC. If all this has to be done systematically, there is a need that every adult learner should be identified as to have achieved literacy norm or not. This is possible only if the ZSS carried out internal evaluation on 100 per cent basis using tests based on Dave norms. Since external evaluation is carried out on sample basis, it is useful in a limited way for this operational purpose. Internal evaluation on 100 per cent basis, therefore, is very useful. It may be carried out just before external evaluation.

Orientation Programmes

As has been observed in Sangli and even other districts the participation other departments and of educated elite is meagre in the TLC. We propose that when TLC is taken up the Zilla Samiti should organize brief orientation programmes at the district place and at the taluka towns for the employees of various government departments, public undertakings, voluntary organizations and for educated elite including professionals like doctors, lawyers, etc., and make them aware of the new campaign approach to adult literacy, the philosophy and objectives of the

campaign and how the Zilla Saksharata Samiti proposes to implement the campaign.

Publication of Poems Composed by Villagers

We have observed that in Sangli district a number of neo-literates and other villagers composed poems mainly on literacy programme. During our field work of test administration a number of such poems were recited. One woman neo-literate composed poems even on the structure of test paper for the external evaluation. We proposed to the DA&O that these poems be collected and published. The collection will be quite inspiring to the learners in new TLC districts besides being encouragement to the composers. The publication will also be helpful in PL programme of Sangli district. We hope that this suggestion is taken up by the ZSS seriously.

Total Literacy CampaignImportant Events

- 1) August 91 to : Survey of illiterate persons in age group
October 91 05-60 was conducted by Primary Education
Department (Zilla Parishad, Sangli)
- 2) March 20, 1992: A project proposal for illiterate adults in
age group 15 to 35 was prepared, following
the norms of NIM and submitted to Government
for sanction.
- 3) May 1992 : Modified project proposal for adult illiterates
in age group 15 to 60 was presented.
- 4) August 1992 : Formation of District Level Sakshrata Samiti
and formation of Taluka, Beat, Village
Sakshrata Samitis for training, environment
creation, monitoring, etc.
- 5) September 7, : Registration of Zilla Sakshrata Samiti (Under
1992 Societies Registration Act, 1860 and
Charitable Trust Act, 1950).
- 6) September 8, : 'International Literacy Day' was celebrated
1992 in presence of Chairman and Vice-Chairman of
Zilla Sakshrata Samiti.
- 7) September 9- : Visit of Dr. Laxmidhar Mishra, Director, National
10, 1992 Literacy Mission to review preparations of
Zilla Sakshrata Abhiyan Programme.
- 8) October 8-9, : Project proposal for Total Literacy Campaign
of Sangli District in age group 15-45 was
approved by Government in the meeting of
working committee of literacy mission, held
at Delhi.
- 9) October 8, : Selection of volunteers, matching/batching of
1992 to volunteers according to adult learners.
March 1993 Selection of master trainers, resource persons
(considering one centre of 10 adult illiterates),
stickers, cloth banners, metal badges were
prepared for the purpose of environment building.
Meeting of District Collector with Officers of
various departments
- 10) April 14 to : Programmes of Kalajathos and local art troupes
June 14, 1993 were arranged for the purpose of environment
building and to motivate illiterate adults for
learning. Posters, stickers carrying literacy
messages were pasted on rickshaws, buses,
private vehicles. Slogans were written on walls
which carried literacy message.
- 11) May 7, 1993 : Press conference was held to inform them about
the work of literacy campaign.
- 12) March 1993 to : Purchase of teaching-learning material and
June 14, 1993 distributing it upto village level.

- 13) May 31 to June 4, 1993 : First stage training programme arranged for resource persons at Pune, which conducted by State Resource Centre, Pune. Visit of Dr. Gupta Joint Secretary, Adult Education, Directorate of Education, New Delhi.
- 14) June 7-9, 1993 : First stage training programme for Master Trainers was conducted at taluka level.
- 15) June 12-14, 1993 : First stage training programme for volunteers was conducted (village level).
- 16) August 12-14, 1993 : First stage training programme for Kannad resource persons and Master trainers was conducted by State Resource Centre, (Karnatak).
- 17) May 1993 : Preparation of primer in Kannad language by State Resource Centre, Mysore, Karnatak.
- 18) June 15, 1993 : Teaching and learning was started all over the district at one and the same time.
- 19) January to March 1993 : 420 programmes were arranged at various places by 40 Kalajathas in order to motivate adult illiterates to learn.
- 20) December 93 to January 1994 : Training programme, Stage II, for resource persons, Master trainers, volunteers was completed.
- 21) August 1994 : Programme of verification of lists of illiterate adults was started.
- 22) September, 1994 : District level competitions of singing, debate, rangoli were conducted in which neo-literate adults participated.
- 23) March-April 1995 : Internal evaluation of neo-literate adults, who attended literacy classes, was carried out, according to Dave Committee's guidelines.
- 24) June-July 1995 : Internal evaluations carried out on sample basis.
- 25) Aug.-Sept. 95 : Crash programme of revision classes for neo-literate adults was implemented all over the district.
- 26) Sept. 95 : Second internal evaluation of neo-literate adults according to Dave Committee's guidelines.
- 27) Sept./Oct. 95 : Preparations for evaluation, field planning, selection of evaluators, etc. was done by external institution.
- 28) October 10-11, 1995 : Training of external evaluators.
- 29) October 10-20, 1995 : External evaluation of neo-literates who were selected by random sampling method from 92 village and 24 wards was carried out by Gokhale Institute of Politics and Economics, Pune

APPENDIX B : Method of Estimation

There are eight talukas in Sangli district. Each taluka has been divided into beats comprising of a certain number of villages for educational administration. The department of education has been using the concept of beat for a long time. There are 48 such beats in Sangli district. There are six municipal towns in the district which were more or less treated as beats by the Abhiyan for their administration. We also treated them as beats making a total of 54 beats.

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

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

Let us say,

y_{ij} = Number of identified illiterates (after adjusting

migration) by the survey in the sample villages in the j^{th} beat of i^{th} taluka,

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

Then,

$\frac{x_{ij}}{y_{ij}} = p_{ij}$ is the proportion of adult learners achieving literacy in the j th/of i th taluka.

($p_{ij} \times 100$ gives the percentage.)

Let us say,

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

Then the estimated number of adult learners achieving literacy in this beat is given by $Y_{ij} \times p_{ij}$

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

and proportion given

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

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

and the proportion is given by

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

where T stands for number of talukas.

We have obtained separate estimates for Marathi and Kannad languages in Jat taluka and we have also given pooled estimates.

APPENDIX C : IMPORTANT STATISTICS

IDENTIFIED ILLITERATES (15-45 years age group)	Male	91078
	Female	204027
	Total	295105
REVISED TARGET -----	Male	57485
	Female	136826
	Total	194311
TALUKAS	...	8
EDUCATIONAL BEATS	...	54
MUNICIPAL TOWNS	...	6
MUNICIPAL CORPORATIONS	...	-
VILLAGES	...	724
TRAINED FUNCTIONARIES : -----		
RESOURCE PERSONS	...	37
MASTER TRAINERS	...	1143
VOLUNTEERS	...	25990
VOLUNTEERS (KANNAD)	...	1800
ARTIST TROUPS -----	...	44
EXTERNAL EVALUATION STATISTICS -----		
SAMPLE VILLAGES	...	95
MUNICIPAL TOWNS	...	6
SAMPLE SIZE	...	15447
PERCENTAGE OF ATTENDANCE	...	91.76
DATE OF EXTERNAL EVALUATION		10 to 21 Oct. 1995
PERCENTAGE ACHIEVEMENT	Male	65.36
	Female	69.04
	Total	67.97

APPENDIX D1 : BEAT-WISE NO. OF IDENTIFIED ADULT ILLITERATES
IDENTIFIED AS PER SURVEY

TALUKA	BEAT	NO. OF VILLAGES	NO. OF MALE	NO. OF FEMALE	IDENTIFIED ADULT TOTAL	
MIRAJ	MADHAV NAGAR	9	1667	4194	5861	
	KAWALAPUR	10	539	1586	2125	
	KASABE DIGRAS	9	849	2037	2886	
	BHOSE	5	411	1189	1600	
	ARAG	8	1507	3108	4615	
	MALGAON	4	1039	1985	3024	
	MHAISAL	5	1130	2329	3459	
	ERANDOLI	13	1010	2373	3383	
	MIRAJ CITY	-	2797	7012	9809	
	SANGLI CITY	-	2506	6942	9448	
	TALUKA TOTAL	63	13455	32755	46210	
K. MAHANKAL	K. MAHANKAL	20	1363	3132	4495	
	DHALGAON	25	1566	3285	4851	
	DESHING	15	723	1915	2638	
	TALUKA TOTAL	60	3652	8332	11984	
JAT (MAR.)	JATH NO. 1	16	1742	2670	4412	
	SHEGAON	15	1744	3026	4770	
	JATH NO. 2	18	1613	2312	3925	
	DAPHALAPUR	11	1677	2412	4089	
	BILUR (M.)	10	940	1121	2061	
	BILUR (K.)		760	1219	1979	
	MADGYAL (M.)	11	963	1440	2403	
	MADGYAL (K.)		699	1190	1889	
	SANKH (M.)	21	1223	1646	2869	
	SANKH (K.)		1594	1840	3434	
	UMDI (M.)	5	608	1432	2040	
	UMDI (K.)		597	674	1271	
	BELONDAGI (M.)	11	136	304	440	
	BELONDAGI (K.)		984	1385	2369	
		TALUKA TOTAL (M.)		10646	16363	27009
		TALUKA TOTAL (K.)		4634	6308	10942
		TALUKA TOTAL (M+K)	118	15280	22671	37951
TASGAON	RAMANAND NAGAR	16	1394	3604	4998	
	MANE RAJURI	10	772	2217	2989	
	BHILAWADI	27	1506	4418	5924	
	VISAPUR	24	1422	3863	5285	
	EKAND	10	543	1551	2094	
	SAWALAJ	16	921	2638	3559	
	TASGAON CITY	-	381	1229	1610	
	TALUKA TOTAL	103	6940	19519	26459	

APPENDIX D1 CONTINUED ...

TALUKA	BEAT	NO. OF VILLAGES	NO. OF MALE	NO. OF FEMALE	IDENTIFIED ADULT TOTAL
KHANAUR	WITA NO. 1	21	786	2644	3430
	WITA NO. 2	19	911	2447	3358
	CHINCHANI	25	1254	3382	4636
	KHANAPUR	25	617	2255	2872
	KADEGAON	30	1313	3929	5242
	WITA CITY	-	544	1693	2237
	TALUKA TOTAL	120	5425	16350	21775
ATPADI	ATPADI	18	1275	3553	4820
	DIGHANCHI	12	1264	2190	3454
	KHARSUNDI	18	855	2316	3171
	KARGANI	12	1635	3240	4875
	TALUKA TOTAL	60	5029	11299	16328
WALWA	ISLAMPUR 1	10	579	1930	2509
	ISLAMPUR 2	14	485	1602	2087
	BHAVANI NAGAR	23	829	2271	3100
	YELUR	25	1291	3759	5050
	ASHTA (R.)	11	923	1769	2692
	BAGNI	12	598	1827	2425
	ISLAMPUR CITY	-	442	920	1362
	ASHTA CITY	-	446	970	1416
	TALUKA TOTAL	95	5594	15051	20645
SHIRALA	SHIRALA	31	728	3470	4198
	SAGAON	17	556	1963	2519
	BILASIII	23	316	2460	2776
	CHARAN	34	510	2956	3466
	TALUKA TOTAL	105	2110	10849	12959

APPENDIX D2 : BEAT-WISE NO. OF SAMPLE VILLAGES AND
NO. OF IDENTIFIED ADULT ILLITERATES
IN THE SAMPLE VILLAGE

TALUKA	BEAT	NO. OF SAMPLE VILLAGES	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE			
			MALE	FEMALE	TOTAL	
MIRAJ	MADHAV NAGAR	1	106	334	440	
	KAWALAPUR	2	38	121	159	
	KASABE DIGRAS	1	85	175	260	
	BHOSE	1	26	97	123	
	ARAG	2	107	243	350	
	MALGAON	1	85	216	301	
	MHAISAL	1	72	181	253	
	ERANDOLI	2	50	191	241	
	MIRAJ CITY	-		281	454	735
	SANGLI CITY	-		134	454	588
	TALUKA TOTAL	11	984	2466	3450	
K. MAHANKAL	K. MAHANKAL	4	86	230	316	
	DHALGAON	3	99	277	376	
	DESHING	1	73	165	238	
	TALUKA TOTAL	8	258	672	930	
JAT (M.)	JATH NO. 1	2	136	180	316	
	SHEGAON	2	109	227	336	
	JATH NO. 2	1	112	189	301	
	DAPHALAPUR	1	107	201	308	
	BILUR	1	61	60	121	
	MADGYAL	1	46	92	138	
	SANKH	1	95	122	217	
	UMDI	2	133	190	323	
	BELONDAGI	-		*	*	*
	TALUKA (MAR.)	11	799	1261	2060	
JAT (K.)	BILUR	1	66	131	197	
	MADGYAL	-	*	*	*	
	SANKH	1	124	129	253	
	UMDI	1	102	75	170	
	BELONDAGI	1	76	94	177	
	TALUKA (KAN.)	4	368	429	797	
	TALUKA (M.+K.)	15	1167	1690	2857	
TASGAON	RAMANAND NAGAR	2	108	267	375	
	MANE RAJURI	1	73	188	261	
	BHILAWADI	3	119	313	432	
	VISAPUR	3	107	350	457	
	EKAND	1	46	106	152	
	SAWALAJ	3	69	205	274	
	TASGAON CITY	-		28	132	160
	TALUKA TOTAL	13	550	1561	2111	

APPENDIX D2 CONTINUED...

TALUKA	BEAT	NO. OF SAMPLE VILLAGES	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
			MALE	FEMALE	TOTAL
KHANAPUR	WITA NO. 1	3	40	239	279
	WITA NO. 2	3	58	202	260
	CHINCHANI	3	104	286	390
	KHANAPUR	4	25	189	214
	KADEGAON	3	74	311	385
	WITA CITY	-	50	161	211
	TALUKA TOTAL	16	351	1388	1739
ATPADI	ATPADI	3	148	279	427
	DIGHANCHI	1	123	255	378
	KHARSUNDI	2	79	195	274
	KARGANI	1	146	249	395
	TALUKA TOTAL	7	496	978	1474
WALWA	ISLAMPUR 1	1	46	146	192
	ISLAMPUR 2	2	54	109	163
	BHAVANI NAGAR	3	31	194	225
	YELUR	4	115	343	458
	ASHTA (R.)	3	34	189	223
	BAGNI	2	47	151	198
	ISLAMPUR CITY	-	29	109	138
	ASHTA CITY	-	46	78	124
TALUKA TOTAL	15	402	1319	1721	
SHIRALA	SHIRALA	3	54	303	357
	SAGAON	1	92	162	254
	BILASHI	3	27	225	232
	CHARAN	3	31	271	302
	TALUKA TOTAL	10	204	961	1165

APPENDIX D3 : BEAT-WISE PERCENTAGE OF ATTENDANCE FOR
EXTERNAL EVALUATION IN THE SAMPLE.

TALUKA	BEAT	PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL
MIRAJ	MADHAV NAGAR	84.91	82.63	83.18
	KAWALAPUR	97.37	99.17	98.74
	KASABE DIGRAS	95.29	91.43	92.69
	BHOSE	92.31	93.81	93.50
	ARAG	96.26	94.65	95.14
	MALGAON	90.59	93.06	92.36
	MHAISAL	95.83	95.58	95.65
	ERANDOLI	98.00	97.91	97.93
	MIRAJ CITY	66.55	82.38	76.33
	SANGLI CITY	74.63	85.68	83.16
	TALUKA TOTAL	83.03	89.25	87.48
K.MAHANKAL	K. MAHANKAL	100.00	99.13	99.37
	DHALGAON	100.00	99.64	99.73
	DESHING	100.00	100.00	100.00
	TALUKA TOTAL	100.00	99.55	99.68
JAT (M.)	JATH NO. 1	94.12	95.00	94.62
	SHEGAON	100.00	95.15	96.73
	JATH NO. 2	98.21	97.35	97.67
	DAPHALAPUR	91.59	88.06	89.29
	BILUR	81.97	83.33	82.64
	MADGYAL	95.65	92.39	93.48
	SANKH	88.42	68.85	77.42
	UMDI	86.47	72.63	78.33
	BELONDAGI	*	*	*
	TALUKA TOTAL(M.)	92.37	87.63	89.47
JAT (K.)	BILUR	81.82	80.92	81.22
	MADGYAL	*	*	*
	SANKH	90.32	73.64	81.82
	UMDI	97.06	84.00	91.53
	BELONDAGI	90.79	90.43	90.59
	TALUKA TOTAL(K.)	90.76	81.35	85.70
	TALUKA TOTAL (M+K)	91.86	86.04	88.41
TASGAON	RAMANAND NAGAR	94.44	89.14	90.67
	MANE RAJURT	95.89	83.51	86.97
	BHILAWADI	90.76	94.57	93.52
	VISAPUR	92.52	94.00	93.65
	EKAND	89.13	90.57	90.13
	SAWALAJ	98.55	98.05	98.18
	TASGAON CITY	92.86	95.45	95.00
	TALUKA TOTAL	93.45	92.44	92.70

APPENDIX D3 CONTINUED...

TALUKA	BEAT	PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL
KHANAPUR	WITA NO. 1	92.50	96.65	96.06
	WITA NO. 2	94.83	99.50	98.46
	CHINCHANI	97.12	95.80	96.15
	KHANAPUR	100.00	100.00	100.00
	KADEGAON	94.59	90.35	91.17
	WITA CITY	86.00	88.20	87.68
	TALUKA TOTAL	94.30	94.96	94.82
ATPADI	ATPADI	83.11	97.13	92.27
	DIGHANCHI	95.93	92.16	93.39
	KHARSUNDI	93.67	95.90	95.26
	KARGANI	86.99	79.52	82.28
	TALUKA TOTAL	89.11	91.10	90.43
WALWA	ISLAMPUR 1	97.83	99.32	98.96
	ISLAMPUR 2	100.00	99.08	99.39
	BHAVANI NAGAR	96.77	98.97	98.67
	YELUR	97.39	95.34	95.85
	ASHTA (R.)	97.06	98.41	98.21
	BAGNI	100.00	98.01	98.48
	ISLAMPUR CITY	100.00	100.00	100.00
	ASHTA CITY	88.24	94.87	95.97
TALUKA TOTAL	97.05	97.73	97.85	
SHIRALA	SHIRALA	98.15	95.38	95.80
	SAGAON	100.00	100.00	100.00
	BILASHI	77.78	80.44	80.16
	CHARAN	100.00	92.62	93.38
	TALUKA TOTAL	96.57	91.88	92.70

APPENDIX TABLE D4 : BEAT-WISE PERCENTAGE OF LITERACY ACHIEVED

TALUKA	BEAT	% AGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
MIRAJ	MADHAV NAGAR	66.98	56.89	59.32
	KAWALAPUR	68.42	77.69	75.47
	KASABE DIGRAS	67.06	70.86	69.62
	BHOSE	54.17	73.68	69.75
	ARAG	60.95	77.31	72.30
	MALGAON	52.38	70.23	65.22
	MHAISAL	72.06	76.40	75.20
	FRANDOLI	72.00	69.47	70.00
	MIRAJ CITY	21.00	33.26	28.57
	SANGLI CITY	27.93	35.66	34.07
	TALUKA TOTAL	48.82	54.86	53.10
K.MAHANKAL	KAWATHE MAHANKAL	73.26	81.66	79.37
	DHALGAON	66.67	73.65	71.81
	DESHING	49.32	53.94	52.52
	TALUKA TOTAL	65.69	72.13	70.17
JAT(MAR.)	JAT NO. 1	63.85	70.76	67.77
	SHEGAON	44.04	64.35	57.54
	JAT NO. 2	43.24	64.71	56.71
	DAFALAPUR	56.12	61.58	59.64
	BILLUR	33.33	27.78	30.48
	MADAGYAL	64.44	56.32	59.09
	SANKH	60.23	57.61	58.89
	UMADI	64.66	46.53	54.62
	BELONDAGI	*	*	*
	TOTAL (MAR.)	53.10	59.47	56.96
JAT(KAN.)	BILLUR	55.17	56.14	55.81
	MADAGYAL	*	*	*
	SANKH	71.43	77.08	74.04
	UMADI	69.00	44.44	58.72
	BELONDAGI	76.00	66.30	70.66
	TOTAL (KAN.)	67.43	62.52	64.86
	TOTAL (M.+K.)	57.45	60.32	59.24
TASGAON	RAMANAND NAGAR	87.38	81.32	83.06
	MANE RAJURI	73.61	63.48	66.40
	BHILAWADI	76.99	82.00	80.63
	VISAPUR	60.58	60.65	60.63
	EKANAD	73.33	67.92	69.54
	SAWALAJ	88.24	82.27	83.76
	TASGAON CITY	62.96	64.62	64.33
	TALUKA TOTAL	75.77	73.37	74.00

APPENDIX D4 CONTINUED ...

TALUKA	BEAT	% AGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
KHANAPUR	WITA NO. 1	81.08	80.17	80.30
	WITA NO. 2	92.98	95.52	94.96
	CHINCHANI	74.04	78.42	77.23
	KHANAPUR	84.00	73.02	74.30
	KADEGAON	76.39	58.64	62.13
	WITA CITY	73.91	68.55	69.76
	TALUKA TOTAL	79.93	74.74	76.04
ATPADI	ATPADI	68.06	84.50	78.80
	DIGHANCHI	73.98	70.08	71.39
	KHARSUNDI	73.08	83.07	80.15
	KARGANI	73.28	66.37	68.91
	TALUKA TOTAL	72.10	76.21	74.95
WALWA	ISLAMPUR 1	88.89	84.83	85.79
	ISLAMPUR 2	87.04	93.58	91.41
	BHAVANI NAGAR	96.77	94.79	95.07
	YELUR	74.56	78.31	77.35
	ASHTA (R.)	82.35	84.13	83.86
	BAGANI	85.11	90.07	88.89
	ISLAMPUR CITY	79.31	87.16	85.51
	ASHTA CITY	89.13	71.79	78.23
TALUKA TOTAL	84.37	85.49	85.19	
SHIRALA	SHIRALA	86.79	82.94	83.53
	SAGAON	96.74	96.30	96.46
	BILASHI	80.77	68.92	70.16
	CHARAN	90.32	78.76	80.00
	TALUKA TOTAL	89.36	81.04	82.39

APPENDIX D5 : BEATS ARRENGED IN DESCENDING ORDER OF LITERACY
ACHIEVED

BEAT	TALUKA	PERCENT LITERACY ACHIEVED	PERCENTAGE OF ATTENDANCE
SAGAON	SHIRALA	96.46	100.00
BHAVANI NAGAR	WALWA	95.07	98.67
WITA NO.2	KHANAPUR	94.96	98.46
ISLAMPUR 2	WALWA	91.41	99.39
BAGANI	WALWA	88.89	98.48
ISLAMPUR 1	WALWA	85.79	98.96
ISLAMPUR CITY	WALWA	85.51	100.00
ASHTA (RURAL)	WALWA	83.86	98.21
SAWALAJ	TASGAON	83.76	98.18
SHIRALA	SHIRALA	83.53	95.80
RAMANAND NAGAR	TASGAON	83.06	90.67
BHILAWADI	TASGAON	80.63	93.52
WITA NO.1	KHANAPUR	80.30	96.06
KHARSUNDI	ATPADI	80.15	95.26
CHARAN	SHIRALA	80.00	93.38
K. MAHANKAL	K. MAHANKAL	79.37	99.37
ATPADI	ATPADI	78.80	92.27
ASHTA CITY	WALWA	78.23	95.97
YELUR	WALWA	77.35	95.85
CHINCHANI	KHANAPUR	77.23	96.15
KAWALAPUR	MIRAJ	75.47	98.74
MHAISAL	MIRAJ	75.20	95.65
KHANAPUR	KHANAPUR	74.30	100.00
SANKH (KAN.)	JAT	74.04	81.82
ARAG	MIRAJ	72.30	95.14
DHALGAON	K. MAHANKAL	71.81	99.73
DIGHANCHI	ATPADI	71.39	93.39
BELONDAGI (K.)	JAT	70.66	90.59
BILASHI	SHIRALA	70.16	80.16
ERANDOLI	MIRAJ	70.00	97.93

APPENDIX D5 CONTINUED...

BEAT	TALUKA	PERCENT LITERACY ACHIEVED	PERCENTAGE OF ATTENDANCE
WITA CITY	KHANAPUR	69.76	87.68
BHOSE	MIRAJ	69.75	93.50
KASABE DIGRAS	MIRAJ	69.62	92.69
EKAND	TASGAON	69.54	90.13
KARGANI	ATPADI	68.91	82.28
JAT NO. 1	JAT	67.77	94.62
MANE RAJURI	TASGAON	66.40	86.97
MALGAON	MIRAJ	65.22	92.36
TASGAON CITY	TASGAON	64.33	95.00
KADEGAON	KHANAPUR	62.13	91.17
VISAPUR	TASGAON	60.63	93.65
DAFALAPUR	JAT	59.64	89.29
MADHAV NAGAR	MIRAJ	59.32	83.18
MADAGYAL	JAT	59.09	93.48
SANKH	JAT	58.89	77.42
UMADI (KAN.)	JAT	58.72	91.53
SHEGAON	JAT	57.54	96.73
JAT NO. 2	JAT	56.71	97.67
BILLUR (KAN.)	JAT	55.81	81.22
UMADI	JAT	54.62	78.33
DESHING	K. MAHANKAL	52.52	100.00
SANGLI CITY	MIRAJ	34.07	83.16
BILLUR	JAT	30.48	82.64
MIRAJ CITY	MIRAJ	28.57	76.33

APPENDIX D6 : TALUKA-WISE DISTRIBUTION OF NEO-LITERATES
WHO APPEARED FOR EXTERNAL EVALUATION
ACCORDING TO CAST GROUP

TALUKA	SC			ST		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	98	361	459	17	38	55
2 K.MAHANKAL	47	125	172	0	0	0
3 JAT	179	250	429	11	4	15
4 TASGAON	105	251	356	6	27	33
5 KHANAPUR	52	177	229	0	1	1
6 ATPADI	45	89	134	0	0	0
7 WALWA	89	218	307	18	37	55
8 SHIRALA	37	87	124	0	0	0
DISTRICT	652	1558	2210	52	107	159

SC : SCHEDULED CAST
ST : SCHEDULED TRIBES

APPENDIX D6 CONTINUED ...

TALUKA	VJ			NT		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	16	58	74	33	94	127
2 K.MAHANKAL	33	62	95	61	120	181
3 JAT	24	9	33	224	289	513
4 TASGAON	48	64	112	66	171	237
5 KHANAPUR	35	81	116	4	11	15
6 ATPADI	19	29	48	230	386	616
7 WALWA	16	39	55	20	50	70
8 SHIRALA	0	0	0	1	2	3
DISTRICT	191	342	533	639	1123	1762

VJ : VIMUKTA JATI
NT : NOMADIC TRIBES

APPENDIX D6 CONTINUED ...

TALUKA	MINORITIES			OTHERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	198	279	477	345	1051	1396
2 K. MAHANKAL	7	34	41	98	275	373
3 JAT	19	51	70	511	702	1213
4 TASGAON	12	65	77	276	864	1140
5 KHANAPUR	3	18	21	229	991	1220
6 ATPADI	5	12	17	136	368	504
7 WALWA	13	45	58	226	821	1047
8 SHIRALA	0	5	5	157	744	901
DISTRICT	257	509	766	1978	5816	7794

APPENDIX D6 CONTINUED ...

TALUKA	CAST CODE NOT GIVEN			ALL LEARNERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1 MIRAJ	110	320	430	817	2201	3018
2 K. MAHANKAL	12	53	65	258	669	927
3 JAT	104	149	253	1072	1454	2526
4 TASGAON	1	1	2	514	1443	1957
5 KHANAPUR	8	39	47	331	1318	1649
6 ATPADI	7	7	14	442	891	1333
7 WALWA	13	79	92	395	1289	1684
8 SHIRALA	2	45	47	197	883	1080
DISTRICT	257	693	950	4026	10148	14174

APPENDIX D7 : TALUKA-WISE DISTRIBUTION OF NEO-LITERATES
WHO APPEARED FOR EXTERNAL EVALUATION
ACCORDING TO OCCUPATION

TALUKA	CODE 1	CODE 2	CODE 3	CODE 4	CODE 5	TOTAL
1 MIRAJ	390	470	55	1535	568	3018
2 K. MAHANKAL	277	108	13	425	104	927
3 JAT (M.)	469	426	7	565	376	1843
JAT (K.)	162	56	0	113	352	683
JAT (M.+K.)	631	482	7	678	728	2526
4 TASGAON	289	345	10	964	349	1957
5 KHANAPUR	729	241	29	632	18	1649
6 ATPADI	323	178	1	594	237	1333
7 WALWA	247	256	2	1003	176	1684
8 SHIRALA	373	3	12	692	0	1080
DISTRICT (M.)	3097	2027	129	6410	1828	13491
DISTRICT (M+K.)	3259	2083	129	6523	2180	14174

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