

TOTAL LITERACY CAMPAIGN OF PUNE DISTRICT (RURAL)

EXTERNAL EVALUATION REPORT

DR. SUDHAKAR N. GADAM

APRIL 1994

**GOKHALE INSTITUTE OF POLITICS AND ECONOMICS
(DEEMED TO BE A UNIVERSITY)
PUNE - 411004**

TOTAL LITERACY CAMPAIGN OF PUNE DISTRICT (RURAL)

EXTERNAL EVALUATION REPORT

DR. SUDHAKAR N. GADAM

APRIL 1994

**GOKHALE INSTITUTE OF POLITICS AND ECONOMICS
(DEEMED TO BE A UNIVERSITY)
PUNE - 411004**

PREFACE

The National Literacy Mission (NLM) was launched on 5th May, 1988. Earlier programmes of Adult Education were evaluated over a period by a number of Research Institutions in the country. Their reports (56 in number) were thoroughly studied and the strengths and weaknesses were analysed. The NLM also examined the models available elsewhere in the world. It was concluded that India needed a more comprehensive and time-bound programme. It was also observed that India could not readily import a model in toto. The size of the country, the diversities of geographical terrain, national sub-cultures and also administrative mechanisms call for high level of flexibility and die-cast models could not work. The NLM identified the key issues for the success and listed the strategies for the new literacy programme.

The strategies listed by the NLM were, increase motivation, secure people's participation, significantly increase involvement of voluntary agencies, substantially improve on-going programme, launch mass movement, institutionalise continuing education, ensure availability of standard learning material, universalize the outreach, undertake technology demonstration and establish mission management system at different levels.

Ref. : Booklets, Published by NLM, (i) National Literacy Mission, January 1988 and (ii) NLM - The Mission for ALL.

The mission has set the target of imparting functional literacy to 80 million illiterate persons in 15-35 age group; 30 million by 1990 and additional 50 million by 1995. The functional literacy implies :

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

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

Pune was the 3rd district in the State of Maharashtra to receive the Central Government Assistance for the TLC. The other districts were Sindhudurg and Wardha. Subsequently, 5-6 more districts have been covered. Saksharata Andolan Manch, Pune was formed with Vice-Chancellor of University of Poona as the Chairman and was

registered as a Public Trust in the month of July, 1991. The Project Proposal of the Literacy Campaign for Pune district was sanctioned in the month of July, 1991. Few months before that the preparations for the Project Proposal as well as human resource mobilisation were started. The campaign was symbolically commenced in December, 1991.

The TLC was restricted to Pune district (Rural), that means, the two municipal Corporations namely, Pune Municipal Corporation and Pimpri-Chinchwad Municipal Corporation and three Cantonment Boards, namely, Pune, Khadki and Dehu Road Cantonment were excluded from the campaign. All the Nagar Palikas (Municipal Councils) in the district were, however, included.

The Pune Saksharata Andolan Manch undertook several supporting activities in addition to holding the literacy classes for the identified adult illiterates following the strategies of the NLM. By October, 1993 the Pune Saksharata Andolan manch desired to have external evaluation. The Minister of Human Resource Development, Department of Education, New Delhi requested the Gokhale Institute of Politics and Economics to take up the responsibility of external evaluation of the TLC, Pune.

On behalf of the Gokhale Institute, I took up the work of external evaluation and the present report is prepared for submission to the Ministry of Human Resource Development, Department of Education, New Delhi.

The main objective of the evaluation was to assess the impact of the TLC in terms of literacy out-comes among the adult learners in the district. The second objective was to critically document the process of implementation of the TLC by the Pune Saksharata Andolan manch and their experiences, etc., to cover the various phases of implementation, the organisational structure at different levels and co-ordination of different social and material resources and the special features, if any, of the Pune Manch.

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 Government schemes. Usually these schemes are introduced at the National or the State level and they are to be carried out through the existing machinery up to the ground 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 Andolan Manch or 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 Manch to work as full time functionaries or as volunteer workers and instructors essentially for their experience and motivation and irrespective of their social or official designations. The office bearers of the Manch right from the district level up to 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 Pune TLC and tried to study its activities and recorded them as extensively as possible in the report. As far as the literacy achievements are concerned, that are the results of the evaluation work carried out using the tests. I have tried to understand the ups and down in the campaign and tried to identify factors that contribute to good achievements. I also tried to draw lessons from the Pune TLC and report them for the benefit of the other TLCs. While doing so, I was benefited with the discussions I had at all levels. Due to the above mentioned specific character of the programme, in my opinion, it is also necessary to reflect the views of the high officials, namely The President, The Co-President and the Vice-Presidents in the report. This was achieved by listing down certain aspects of the Pune TLC and soliciting their views. I am glad to record that I received their co-operation in the endeavour. The list of points and the views of the Co-President and the two Vice-Presidents are enclosed as separate Chapter XI.

The present report is divided into eleven chapters. The first chapter gives the profile of Pune district. The methodology of external evaluation is presented in Chapter II. We have reviewed the literacy campaign of Pune briefly in Chapter III giving important stages. The activities of the Pune Manch are recorded

in Chapters IV and V. Chapter VI is devoted to the special features of the Pune Manch. Literacy achievements and field experiences during the external evaluation are included in Chapter VII. The special aspects of the TLC activities in the best Sub-Division, the best taluka, the best Nagar Palika and the best beat are discussed in Chapter VIII. A special chapter is added to the report (Chapter IX) where the impact of TLC as observed in the field and also as reported in the press through typical events is presented.

We have given our conclusions and recommendations including lessons to be drawn from Pune TLC in Chapter X. Chapter XI is again a special chapter where we have presented the views of the Co-President and Vice-Presidents of the Manch on some specific issues.

Pune

Sudhakar N. Gadam

April 14, 1994.

ACKNOWLEDEMENT

We are thankful to the Ministry of Human Resource Development, Department of Education, Government of India, New Delhi for their invitation to take up the responsibility of the present study. This has provided us an excellent opportunity to closely understand the massive work of the Pune Saksharata Andolan Manch.

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

I am thankful to all those two and half lakh neo-literate females and males in the age group of 15-35 for whom the Total Literacy Campaign was carried out and I got the opportunity to study and prepare this report.

I would like to record my gratitude to Dr. Shridhar Gupte, Vice-Chancellor, University of Poona and President of the Pune Saksharata Andolan Manch, Shri. Shivajirao Deshmukh, Collector, Pune and Co-President of the Manch, Shri. Avinash Dharmadhikari, Additional Collector, Pune and Vice-President of the Manch and Dr. Nitin Kareer, Chief Executive Officer, Zill Parishad, Pune and Vice-President of the Saksharata Andolan Manch, Pune, who have given full co-operation throughout the evaluation work. They have been kind enough to give their time for discussions whenever requested and also for giving their views for inclusion in this report.

I am thankful to Shri. Ashok Kumar Basu, Director, Adult Education, New Delhi for giving me the opportunity to have discussions with him, when he visited Pune.

I must mention that the Manch has maintained lots of records at Pune, such as, press clippings; correspondence, records of various programmes, date-wise record of radio- programmes, collection of invitation cards of different programmes held throughout the district, collection of issues of Nav Lokjagar, photo albums, video-cassettes, etc. Shri. Shyam Deshpande, Deputy collector, Pune has made all these records available to me for reference. He has made his time available to me for providing information and explaining the records, etc. He has also been kind enough to arrange and accompany me for certain field visit.

Thanks are also due the Computer Section of the National Informatics Centre at the Collectorate, Pune for providing basic data regarding identified illiterates and for typing part of the report on the computer at the Gokhale Institute.

Shri. Ajit Deshpande, Chief Coordinator of the TLC Pune has provided all the necessary information and help in carrying out my work. I have been greatly benefited by having discussions with him. I was provided all the facilities for field visits by the Manch. I have had discussions with TLC workers at various levels even upto the teachers and volunteers who conducted the classes in selected areas. I am thankful to all of them.

My sincere thanks are also due to the Director and Faculty of the Karve Institute of Social Work, Pune, the Director and Faculty of the Indian Institute of Education, Pune and the Director and the staff of the State Resource Centre, Pune for their help in various ways for the work of external evaluation.

I am grateful to all the students who have helped us in the external evaluation from various colleges which are listed in the report, I am also thankful to the Principals of these colleges. I am indebted to the students of Karve Institute of Social Work, Pune for efficiently working as Evaluation Team Leaders.

I would like to make special mention of Shri. C.R. Puranik, Assistant Project Officer, Department of Adult education, who was helpful to me during the entire period of preparation of the report. He worked as liaison between me and the TLC and has been always happy to procure any information I needed from the TLC. He is himself quite well-informed of the activities of the TLC and has an objective and analytical mind his help was quite valuable.

I sincerely thank Smt. K. Sumathy, Steno, Zilla Parishad, Pune, who has carefully taken the dictation of the report and typed the same neatly and to Ms. Deepa Dharmadhikari for typing part of the report on the computer. I am thankful to Ms. C. Shailaja for helping me voluntarily for checking the draft of the report.

My Colleague Prof. P. Venkatramiah has been the source of inspiration and encouragement throughout this work. I was benefited by discussions with him. I am grateful to him.

.Lastly, I must mention that I was assisted at the Institute by Shri. Jayant Dalvi, Shri. Bhushan Mutha, Shri. Mandar Phadke, Shri. Umesh Suryavanshi and Smt. Geeta Hardikar. I am thankful to them. Special thanks are due to Smt. Vandana Shivanekar who carried out the statistical work on the computer of the Institute.

Pune

Sudhakar N. Gadam

April 14, 1994.

CONTENTS

CHAPTER I	INTRODUCTION TO THE DISTRICT	001
1.1	Profile of Pune District	
1.2	The Pune City	
1.3	Population and literacy level in the District	
1.4	Educational Institutions	
1.5	The work of National Adult Education Programme in Pune District	
CHAPTER II	THE METHODOLOGY OF THE EXTERNAL EVALUATION	015
2.1	Objectives	
2.2	The Sample	
2.3	Organisation of the field work	
2.4	Training for external evaluation	
2.5	Tests and other materials	
2.6	Field Arrangement	
2.7	Carrying out external evaluation at the village level	
2.8	Background of the external evaluators	
CHAPTER III	REVIEW OF THE LITERACY CAMPAIGN	031
CHAPTER IV	ADMINISTRATIVE SET-UP AND TRAINING	041
4.1	Formation of the Manch	
4.2	Objectives of the Total Literacy Campaign	
4.3	Organisation and administrative set up	
4.4	Planning for Training	
4.5	Initial Training before launching of the Literacy classes	
4.6	The survey to identify illiterates (the learners)	

4.7	Teaching - Learning and other materials	
4.8	Launching the campaign	
4.9	Training during the campaign	
CHAPTER V	AN OVERVIEW OF ENVIRONMENT BUILDING AND OTHER OBJECTIVES	061
5.1	Environment Building	
5.2	Local Contribution	
5.3	Monitoring and Evaluation	
5.4	Participation of College students	
5.5	Participation of Voluntary Agencies	
5.6	Participation of the Banks	
5.7	Incentives and Disincentives	
5.8	Expenditure pattern	
CHAPTER VI	SPECIAL FEATURES OF THE PUNE MANCH	093
6.1	Radio talks	
6.2	Gaon Kacheri	
6.3	Mahila Mandals	
6.4	Nav Lokjagar Saptahik	
6.5	Internal evaluation along with external evaluation	
CHAPTER VII	LITERACY ACHIEVEMENTS	105
7.1	Attendance of noe-literates for the external evaluation	
7.2	Scrutiny of field records	
7.3	Methodology for estimation of literacy achievement	
7.4	Estimates of literacy achievement	

7.5	Performance of males and females	
7.6	Reliability of the literacy percentages	
7.7	Percentage of neo-literates scoring less than 70% marks	
7.8	Observations based on sample village questionnaire	
7.9	Field experience at the time of external evaluation	
CHAPTER VIII	BEST PATTERNS OF THE ACTIVITY	129
8.1	Specialities of the TLC activities in Baramati Sub-Division	
8.2	Specialities of Ambegaon Taluka	
8.3	Specialities of Bhor Nagar Palika	
8.4	Specialities of the Vanewadi Beat	
CHAPTER IX	FIELD MIRROR	143
CHAPTER X	CONCLUSIONS AND RECOMMENDATIONS	161
10.1	Achievements of Pune TLC	
10.2	Certain aspects of the experience of Pune Manch	
10.3	Special features of Pune Total Literacy Campaign	
10.4	Suggestions and recommendations	
CHAPTER XI	VIEWS OF THE MANCH ON CERTAIN ISSUES	183
11.1	The Issues	
11.2	The reply	
APPENDICES		199

CHAPTER I

INTRODUCTION TO THE DISTRICT

The Total Literacy Campaign in Pune District (Rural) was started in the month of July 1991 with the training programmes and the survey for identifying the illiterates and the actual literacy classes were launched on 4th December, 1991. In order to implement and monitor the Total Literacy Campaign effectively in the district, a Public Trust called "Saksharata Andolan Manch, Pune District" was formed, with the Vice-Chancellor of the University of Poona as the President and the Collector of Pune and Chief Executive Officer, Zilla Parishad, Pune as its Co-Presidents. The project proposal for the Total Literacy Campaign was submitted to the National Literacy Mission, Ministry of Human Resource Development, Department of Education, Government of India by the Manch on 16th July, 1991 and was sanctioned by the Executive Committee of the National Literacy Mission on 26th July, 1991.

The Saksharata Andolan Manch took up the Total Literacy Campaign for the rural areas of Pune district and covered the entire district, except Pune Municipal Corporation, Pimpri-Chinchwad Municipal Corporation and Pune, Khadki and Dehu Road Cantonment Boards. However, all the Nagar Palikas in the district were covered under the campaign though it is called the Total Literacy Campaign for Pune District (Rural).

1.1 Profile of Pune District.

Pune district is located in the western part of the Maharashtra State and is surrounded by 5 districts, namely Raigad on the

west,Thane on the north west, Ahmednagar on the north, east Solapur on the east and Satara on the south. The district headquarter Pune is quite centrally located.The district has in all 14 talukas including Pune City Taluka. The topography of the district is quite varied with about 7 hilly Talukas,with hilly ranges of the Sahyadri and the remaining 7 Talukas on the planes.It has a number of dams such as Panshet, Khadakwasala, Bhor-Bhatghar, Mulshi, etc. Salient features of the Pune district are given below :

- Location. : District is located between $17^{\circ}.54'$ and $19^{\circ}.24'$ north latitude and $73^{\circ}.19'$ and 75° east longitude.
- Geographical area. : 15642 Kms.
- Rainfall. : The district receives varied amount of rainfall in its different regions. The annual rain-fall ranges between 3000 mm. to 4000 mm in the Ghat Zone and in the western regions it is between 1250 to 2500 mm. In the mid-western and eastern side of the Sahyadri, rainfall varies between 700 mm to 1250mm. The scarcity areas on the eastern side receive rainfall ranging between 600 mm to 700 mm only.
- Rivers. : Bhima is the main river and Vel, Ghod Indrayani, Mulla and Nira are its tributaries.
- Climate. : Pleasant and dry during most part of the year. April,May and early part of June become somewhat uncomfortable due to high temperature.
- Soil. : The district possesses mainly three varieties of soils; black, red and brown.
- Cropping pattern. : Kharif crops like paddy, jowar, bajra, ground-nut and chillies, Rabi crop like wheat and sugarcane.
- Horticulture. : Grapes, figs, pomegranates.

No.of Sub-Divisions.	:	5
No.of Talukas.	:	14
No.of Municipal Corporations.	:	2
No.of Cantonments Boards.	:	3
No.of Municipal Councils.	:	11
No.of villages.	:	1768
No.of Gram-Panchayats.	:	1170
Population Total (1991 census)	:	5511457
Male	:	2846443
Female	:	2665014

1.2 : The Pune City.

The city of Pune formerly known as Poona has always been an important cultural, social, political and educational centre.

Historically speaking, Pune appears to have been a centre for trade and commerce for over 2000 years. It was a seat of importance during the Chalukya, Rashtrakuta and Yadava empires of Hindu period. It seems to have been equally important during Bahamani, Nizamshahi and Adilshahi sultanates of medieval muslim period. Subsequently, being a seat of the Peshwas it acquired increase prominence and the same was retained during the British rule.

It has been the Karma Bhoomi of many political leaders, social thinkers, social reformers and academic scholars, such as Lokmanya Bal Gangadhar Tilak, Gopal Krishna Gokhale, Justice N.C. Ranade,

C.G.Agarkar, V.K.Chiplunkar, Lokahitavadi, Mahatma Jyotiba Phule, Maharshi D.K.Karve, and so on. Prominent social, political, cultural and educational organisations such as the Servants of India Society, Satyashodhan Samitee, Tilak Maharashtra Vidyapeeth, Vaidik Samshodhan Mandal, Bhandarkar Institute, Gokhale Institute of Politics and Economics, Itihas Samshodhak Samaj, Maharashtraiya Kalopasak Mandal and so on were set up by these people in Pune.

Apart from these, there are a number of Government Institutions in the city of Pune such as the National Defence Academy, National Chemical Laboratory, Film and Television Institute of India, Central Water and Power Research Centre, etc. Pune city always has ample cultural activities and it has recently become an important industrial centre next to Bombay in Maharashtra. Pune city, thus, provides a very good background for the programmes like Total Literacy Campaign.

Pune district has 8 Co-operative Sugar Factories some of which are also having their own educational institutions in the rural part of the district. Pune city also has organisations like Rotary Clubs, Lions Clubs and number of voluntary organisations, working the fields of health, education, environment, etc.

It was, therefore, expected that the programme like Total Literacy Campaign would be quite successful in the district of Pune.

1.3 : Population and literacy level in the District.

The population of the district has been growing at a much higher growth rate than that of the state in the recent past. For

example, the decennial rate of growth of population of Pune district was 31.04% over the period 1971-1981 which was quite higher than the State growth rate of 24.54% over the same period.

The policy of the Maharashtra Government to restrict the further expansion of Bombay Metropolis has resulted in shifting of industrial establishments. Pune being very closely located to Bombay and well connected by rail and road, it became a good location for shifting of old units and setting up of new industrial units. The higher rate of growth of population in Pune district is partly explained by this policy of the Government of Maharashtra, which was followed in the past.

We present below the population figures for the last five decades.

Table 1.1 : Growth of population in Pune district from 1951 to 1991

Year	Population	Decadal growth rate %
1951	1,950,976	32.45
1961	2,466,880	26.42
1971	3,178,029	28.83
1981	4,164,470	31.04
1991	5,494,386	32.01

Literacy level in the district of Pune has been steadily rising. We present below the progress of literacy from 1901 to 1991 in Table 1.2 It will be seen that the literacy level has risen quite sharply from 1931 onwards. The percentage of literate population in 1931 was just 10.20 which rose to 21.30 in 1940 and steadily

thereafter upto 54.03% in 1981. However, rise in the literacy percentage during the last decade has been meager 5% from 54.03% in 1981 to 59.74% in 1991. The reason for decline in the growth of literacy during the decade 1981-91 may perhaps be due to the large scale migration of labour from the neighbouring districts of Maharashtra and Karnataka State. However, no definite reason for this could be attributed.

Table 1.2 : Percentage growth of Literacy in Maharashtra and Pune District - 1901 to 1991.

Year	MAHARASHTRA			PUNE DISTRICT		
	Male	Female	Total	Male	Female	Total
1901	8.5	0.6	4.60	11.62	1.50	6.61
1911	9.1	0.9	5.0	12.62	2.26	7.51
1921	11.1	1.6	6.4	13.34	2.97	8.26
1931	12.8	1.9	7.4	16.38	3.72	10.20
1941	23.2	5.5	14.4	31.30	10.72	21.30
1951	31.6	9.8	21.1	39.27	15.36	27.68
1961	42.0	16.8	29.8	46.18	21.74	34.31
1971	51.1	26.4	39.2	56.30	32.10	44.62
1981	58.8	34.8	47.2	65.16	42.14	54.03
1991	64.6	43.8	54.5	69.5	50.6	60.3

Source : District Census Handbook (1981) for Poona District and Census of India 1991, series I, Provisions population Totals: Rural Urban Distribution Paper 2 of 1991.

In the same table No.1.2 the figures of literacy percentage at the State level are presented for the period 1901 to 1991. The literacy level in Pune has always been higher than the average

literacy level in the State.

The literacy rates in the female population were always considerably lower than literacy rates of the male population. However, the difference in percentage rate has been declining over period.

As far as the literacy position of the Scheduled Castes and Scheduled Tribes population in the district, we present below Table 1.3. The figures in the Table 1.3 are drawn from the 1981 census since we could not get the figures for 1991. As far as the total SC population is concerned, their percentage in Pune district is more or less the same as their percentage in Maharashtra. The literacy rate in the SC population was 33.10% in Pune whereas it was 35.55% in the State. The ST population in Pune district was only 3.81% which was much lower than the percentage of ST population in the State which was 9.19 . The literacy rate in the ST population was 27.80% which was slightly higher than the literacy rate 22.29% of ST population at the State level. The literacy rates in the female population of either the SC or the ST was much lower than that in the corresponding male population.

1.3 Table : Literacy in Maharashtra & Pune,1981

Item	Maharashtra			Pune		
	Male	Female	Total	Male	Female	Total
Literacy in total Population	19056503 (58.79)	10564303 (34.79)	29620806 (47.18)	1401053 (65.16)	848861 (42.14)	2249914 (54.03)
Literacy in General Population	16986565 (62.47)	9754816 (38.50)	26741381 (50.90)	1280053 (67.12)	794861 (44.53)	2074914 (47.99)
Literacy in Scheduled Caste Population	1123191 (48.85)	469469 (21.53)	1592660 (35.55)	88328 (54.61)	42548 (27.98)	130876 (33.10)
Scheduled Caste population & as percent of Total population	2299098 (7.09)	2180665 (7.18)	4479763 (7.14)	161742 (7.52)	152055 (7.55)	313797 (7.54)
Literacy in Scheduled Tribe Population	946747 (32.38)	340018 (11.94)	1286765 (22.29)	32672 (40.21)	11452 (14.78)	44124 (27.80)
Scheduled tribe population & as percent of total population	2923955 (9.02)	2848083 (9.38)	5772038 (9.19)	81244 (3.78)	77461 (3.85)	158705 (3.81)

Note :- Figures in brackets are percentage of the respective populations.

Source :- Census of India,1981,Maharashtra Series-12,Part II B,
Primary Census Abstract.

Rural-Urban Literacy (1991)

The Rural-Urban distribution of the population and the crude literacy rates are available in the Census of India 1991 Series I Provisional Population Totals: Paper 2 of 1991. These are presented in Table No.1.4 and Table No. 1.5 for Maharashtra State and Pune district. The Urban population in Pune district is 50.8 % and rural 49.2%

The urban population in the State in 1991 was only 38.7% The district of Pune shows higher rate of urbanisation than the State as a whole. The crude literacy rate in the rural area of the district is 50.6% and that of the urban areas 69.8% making the literacy rate 60.3% for the total. The literacy rates of the female population are lower in both rural and urban areas.

1.4 : Educational Institutions.

The educational set up in Pune district (Rural) is quite good compared to either the State position or the position in most of the districts in the State. The latest data on the number of institutions is given below :-

Kind of educational institutions	:	Numbers.
1) Balwadi	:	1201
2) Anganwadi	:	1325
3) Primary schools	:	3090
4) Secondary schools	:	408
5) Degree colleges	:	19

Source : Post Literacy Project Proposal prepared by the Pune Manch.

**Table : 1.4 Population Gender & Urban-Rural
in Maharashtra & Pune District, 1991**

Maharashtra			
	Male	Female	Total
Total	40686254	38061961	78748215
	(51.7)	(48.3)	(100.0)
	(100.0)	(100.0)	(100.0)
Rural	24427060	23824803	48251863
	(50.6)	(49.4)	(100.0)
	(60.0)	(62.6)	(61.3)
Urban	16259194	14237158	30496352
	(53.3)	(46.7)	(100.0)
	(40.0)	(37.4)	(38.7)

Pune District			
	Male	Female	Total
Total	2846443	2665014	5511457
	(51.6)	(48.4)	(100.0)
	(100.0)	(100.0)	(100.0)
Rural	1378703	1335352	2714055
	(50.8)	(49.2)	(100.0)
	(48.4)	(50.1)	(49.2)
Urban	1467740	1329662	2797402
	(52.5)	(47.5)	(100.0)
	(51.6)	(49.9)	(50.8)

Source :- Census of India 1991, series-1 Provisional Population Totals :

Rural-Urban Distribution, Paper 2 of 1991.

Note :- The third bracket for literates gives the crude literacy rate for the respective total population.

**Table 1.5 Literacy percentages in Maharashtra & Pune District
for Rural - Urban and Male - Female**

Item	Maharashtra		
	Male	Female	Total
Rural	57.7	33.8	45.9
Urban	74.9	60.4	68.1
Total	64.6	43.8	54.5
	Pune		
	Male	Female	Total
Rural	62.3	38.5	50.6
Urban	76.2	62.7	69.8
Total	69.5	50.6	60.3

1.5 : The work of National Adult Education Programme in Pune District. :

The State of Maharashtra has a long history of Adult Education Programme and Pune district is no exception to it. Much before the National Adult Education Programme came up, there were programmes like Gram Shikshan Mohim and subsequently Kisan Shikshan Yojana run by the Government of Maharashtra. Pune city also witnessed the implementation of the State schemes from 1965 onwards till the starting of National Adult Education Programme (NAEP) on 2nd October, 1978. The National Adult Education Programme has two schemes namely 1) Rural Functional Literacy Programme and 2) State Adult Education Programme. These two schemes were operated as per the pattern set by the Central Government and were

operative only in the rural areas. All urban areas as per the census definitions were excluded from this programme. These programmes together are referred to as National Adult Education Programme (NAEP). We present below in Table 1.6 the coverage of NAEP for the last decade i.e. from 1981-82 to 1990-91. It will be seen that the number of adult education centres rose from 573 in the year 1981-82 to 1030 in the year 1986-87 and the same number continued till 1990-91. When the scheme was introduced in the year 1978 only 30 centres were opened. This programme was terminated in the month of October, 1991 prior to launching of the Total Literacy Campaign Programme.

As per the statistics of the Department of Adult Education the NAEP programme has made 157279 adults literate during the period from 1981-82 to 1990-91. The total number of adults enrolled during this period was 255057.

Here, it may be noted that the target of the Total Literacy Campaign of Pune District is of 2,46,707 adults which is 57% more than what has been reportedly covered during last ten years by the Department of Adult Education.

**Table : 1.6 Coverage of
Illiterate Adults in National Adult Education
Programme from 1981-82 in Pune District.**

Year	No. of A.E. centres.	ENROLLMENT			ADULT MADE LITERATE		
		Male	Female	Total	Male	Female	Total
1981-82	573	8710	8050	16760	7840	7246	15086
1982-83	618	8893	9660	18553	5674	6254	11928
1983-84	615	8644	9808	18452	4639	5216	09855
1984-85	627	7411	11402	18813	4645	6144	10789
1985-86	930	10189	17736	27925	5594	9511	15005
1986-87	1030	11305	19595	30900	6305	10100	16405
1987-88	1030	11311	19589	30900	6060	10153	16213
1988-89	1030	11581	19319	30900	7120	11848	18908
1989-90	1030	11166	19779	30945	7230	12292	19572
1990-91	1030	09875	21034	30909	7246	15932	23358
Total		99085	155972	255057	62583	94696	157279

Source : Yearly Report of the District Adult Education Office, Pune.

CHAPTER - II

THE METHODOLOGY OF THE EXTERNAL EVALUATION

Pune District (Rural) has 13 talukas with about 1800 villages. The number of adults identified as illiterates according to the survey conducted by the Pune District Saksharata Manch is about 2.5 lakhs. It was decided to cover 10 percent villages in the sample and also 10 percent illiterates. Since the work of external evaluation in Pune district was quite massive, it required large manpower. In order to complete the task of external evaluation, the Karve Institute of Social Work and the Indian Institute of Education were also associated. The Pune Zilla Saksharata Manch had organised massive manpower as per the requirements of the external evaluation. In the present chapter we present the objectives of the external evaluation, sampling plan, organisation of the field work, training, field arrangements etc.

2.1 : Objectives.

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

2.2 : The Sample

Each of the 13 talukas in Pune district is divided into 3 to 10 educational beats for the purpose of educational administration. Each educational beat consists of 15-40 villages depending upon the geographical size and the location of the villages. There are 77 such beats in Pune district. The Department of Education has been using the concept of 'beat' for a long time. There is one Extension Officer (Education) for each beat. These beats do not cover Nagar Palikas towns.

There are 11 Nagar Palikas and for each Nagar Palika there is one Administrative Officer (School Board) who is an employee of the State Government with the same rank as that of Extension Officer (Education) at the beat level. The campaign treated each Nagar Palika as an Educational beat for the administration and operations. There is a sort of uniformity within the beat because of administrative arrangements. We have, therefore, chosen beat as a unit of study and the sampling was carried out for each of these 88 beats separately.

The task of external evaluation was quite huge in terms of the number of villages to be covered, number of adults to be covered and also the typical geography of the villages in certain hilly talukas. It was, therefore, decided that the educational beat should be taken as operational unit for the field work. One team of evaluators for each educational beat was planned and was expected to carry out the external evaluation work in the sample villages in the concerned beat.

In order to facilitate the field work, it was decided to take up two villages in the sample from each beat by simple random method using random number tables and to cover all the neo-literates in the sample village. While doing so it was broadly seen that at the taluka level around 10 percent coverage of the neo-literates is achieved. In some of the educational beats where villages are small, more than two villages were sampled. In exceptional cases, where the sample villages were too big, one of the two sample villages in a beat was dropped by using tossing the coin method. As far as the Nagar Palikas are concerned the ward-wise information regarding the number of identified illiterates was obtained, and the sample of wards was drawn using random number tables. Since the Nagar Palikas are compact areas and since the full team was allotted to each Nagar Palika and also since the number of identified illiterates in most of the cases was too small compared to the population of the town, the larger sampling fraction was allowed in the Nagar Palika. Table 2.1, gives talukawise number of sample villages and also the number of identified illiterates in the sample villages.

It will be seen from the above table, that at the district level, the sample coverage of the neo-literates was about 11.75 percent and the sample coverage at the taluka level varies around 10 percent. Since each sample village / ward was covered on 100% basis it was not possible to make exact 10 percent sample.

**Table 2.1 : Taluka wise number of sample villages and
no. of identified illitrates**

Sr. No.:	Name of Taluka.	No. of beats.	No of sample villages	Nagar :Palikas:	Taluka :	Sample villages:	Identified illiterates.	Samp-ling frac-tion.
1.	Baramati	7	11	1	27149	2903	10.69	
2.	Indapur	7	11	1	27115	3063	11.31	
3.	Daund	5	8	1	21832	2266	10.38	
4.	Bhor	6	21	1	11297	1325	11.73	
5.	Velhe	3	14	-	06788	0654	9.63	
6.	Purandhar	7	10	2	10928	1467	13.42	
7.	Haveli	8	16	-	25173	2804	11.14	
8.	Maval	7	18	2	22430	2491	11.11	
9.	Mulshi	4	8	-	12306	1222	9.93	
10.	Shirur	6	11	1	22441	3479	15.5	
11.	Junnar	11	17	1	17609	2772	15.74	
12.	Ambegaon	8	21	-	13360	1671	12.44	
13.	Khed	9	17	1	28279	2909	10.29	
Total		88	183	11	2,46707	29026	11.76	

Method of Estimation

Method of estimation is explained in detail in Appendix A .

2.3 : Organisation of the field work

The field work of external evaluation was carried out simultaneously in all the educational beats and was completed in one week. One evaluation team was arranged for each of the 88 beats and each team covered all the external evaluation work in

their assigned beat. Only in some cases the teams were moved between the beats for the purpose of covering the field work. Each team consisted of one team leader, 2 evaluators, 3-4 students from the local colleges for general help and one representative of Taluka Manch. The team leader was fully responsible for carrying out evaluation work and he was the decision maker in the field.

Manpower

i) Team leaders

Since the Karve Institute of Social Work has a large number of post-graduate students, the team leaders were selected from the Karve Institute. It may be mentioned here that the students of the Karve Institute were also involved in earlier evaluation programmes carried out by Saksharata Manch in the month of April, 1993 and, therefore, were quite aware of the Total Literacy Campaign, its objectives, the procedure of evaluation, etc. Two team leaders were also taken from the Marathwada Mitra Mandal College.

ii) Evaluators

Since the manpower requirement was quite large, we took the help of students from some colleges in Pune city and also from the students of local colleges in some of the talukas. The distribution of students from the Institutions and Colleges is given in Table 2.2 who participated in the external evaluation.

Representative of the Taluka Evaluation Committee

One representative who was trained for internal evaluation was made available by the Saksharata Manch for helping each evaluation team at the beat level.

Table 2.2 : Institution-wise number of students who participated in external evaluation.(1/11/93 to 7/11/93)

Sr. No.:	College / Institution	Number of students
1.	Karve Institute of Social Work, Pune.	86
2.	Parvatibai Adhyapak Mahavidyalay, Pune. (Hingane Stree Shikshan Sanstha.)	39
3.	Bharati Vidyapeeth (M.S.W.students)Pune.	69
4.	Kala Vanijya Mahavidyalay. (S.N.D.T. University) Pune.	50
5.	College of Education. (S.N.D.T. University) Pune.	5
6.	District Resource Centre, Pune	24
7.	College of Marathwada Mitra Mandal, Pune	15
8.	Ayurvedic Medical College, Pune (Maharashtra Arogya Mandal)	10
9.	College in Pune District (Rural)	
	i) Annasaheb Awate College. Manchar, Tq. Ambegaon, Pune.	9
	ii) Shiv Chhatrapati Arts & Commerce College, Junnar, Pune.	12
	iii) Indrayani College. Talegaon-Dhabhade	9
	IV) Samajbhushan Ganpatrao Kalbhor College, Lonikalbhor, Pune.	7
	V) Arts & Commerce College Nasarapur. Tq. Bhor, Pune.	10
	VI) M.S.Kakade College. Someshwar Nagar, Baramati.	10
	VII) T.C.College.Baramati.	19
	VIII) C.T.Bora College. Ghodnadi, Shirur.	10
	Total	384

2.4 : Training for external evaluation.

Comprehensive training was given with the help of resource persons to team leaders and the evaluators. Since large number of students were to be trained, the training programme was organised for a

period of 4 days. Since the team leaders were to take the major responsibility of evaluation they needed more training, and therefore, they were trained for 4 days. The students who were to work as evaluators were given training for one full day. The team leaders were given an opportunity to meet and interact with the evaluators during the training programme. The training programme was organised at the Karve Institute, who provided all the infra-structural facilities such as lecture halls, office room, mess and dining hall, etc.

The resource persons were drawn from the experienced faculty of the Indian Institute of Education, Department of Adult and Continuing Education, University of Poona, Gokhale Institute of Politics and Economics, and also, personnel from the Pune Zilla Saksharata Manch. These resource persons were engaged on all these 4 days to impart thorough training to the team leaders and the evaluators which covered all aspects of external evaluation such as organising the team programme from taluka places to the villages, mobilising the local workers, obtaining the relevant records from the village workers, verification of lists, identification of neo-literates, environment creation for evaluation, conducting the tests, valuation of scripts, recording of marks, completion of results, submission of records and other important features of evaluation work. A booklet giving the detailed instructions for evaluation work was prepared covering all the guidelines of the National Literacy Mission and was printed in sufficient number to supply one copy to each team leader and evaluators. This booklet also includes the check-list and requisite proforma for

declaration of Gram Shikshan Samiti and sample test. Before the commencement of the field work the students involved were given detailed operational instructions.

2.5 : Tests and other materials

The State Resource Centre at the Indian Institute of Education has helped in preparation of test materials. It may be mentioned here that the Pune Zilla Saksharata Manch has carried out internal evaluation on 100% basis twice, once in the month of January 1993 and in the month of April, 1993. The preparation of test material for these two evaluations was also done with the help of the State Resource Centre. The field trials of the tests prepared were carried out by them and standard pattern of the test paper evolved. The same pattern was used for the external evaluation by preparing a new set of 50 tests covering questions on reading, writing and numerical skills as per the norms given by the National Literacy Mission. Out of the total 100 marks, 40 marks were for reading, 30 marks for writing and the remaining 30 marks for numeracy question (Refer Appendix B). As per the norms of the National Literacy Mission (N.L.M.), an adult who scores more than 70% in aggregate and 50% in each section of reading, writing and numeracy, qualifies for being declared as "Literate". During the internal evaluation, it was observed that it was slightly inconvenient to evaluate the questions on reading on the test paper directly. Therefore, a separate sheet for writing marks of the questions on reading was printed and was used for each of the adults by the evaluators. This sheet gave a proper proforma for writing the name and other details and the question-wise marks.

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 the marks on it.

A sufficient number of these sets of 50 different tests were got printed and were distributed to the teams. The teams were instructed that when the evaluation for a group is going on, every adult in the group should have a different test. The team leader was advised to see that this instruction is followed strictly.

The creation of a congenial and pleasant atmosphere at the time of carrying out evaluation work was to be done by the evaluation teams for which detailed instructions were given during training programme. For this purpose, one audio cassette of songs- Lokjagar (2) prepared by the Saksharata Manch was made available to each of the team.

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 sheets in the field itself. The village compilation sheets were provided to the teams. This contains the columns to write the name of the adult, marks scored in 3 different sections and the total. After entering the marks of individual adults on the village sheet, a beat level proforma was to be prepared. Beat level proforma contains the information on number of identified adults, number of adults present for evaluation, number of adults qualified as literate and the number of adults scoring lower marks etc. for each sample village. This beat level proforma were also provided to the teams.

In addition, to above, the teams were also asked to fill in a village level proforma which contains the information on activities of literacy campaign, participation of various officers, provision of facilities to the adult learners, etc., which was to be filled in by making the enquiry with local workers involved in the programme of Total Literacy Campaign. For certain questions in the proforma the team leaders and the evaluators had also to discuss various points with the adults.

The teams were provided with all the required stationery such as note-book, pen, pencils, rubber, cloth piece (bastas) for carrying test papers and stationery, etc., so that the field work does not get hampered for want of any of these materials. It is needless to say that to organise the distribution of material to so many teams and also to distribute the test papers and the various proforma in requisite numbers to each of the teams was a difficult and massive task which was handled by the Pune Zilla Saksharata Manch and the representative of Taluka Manch very efficiently.

Resource persons.

The same Resource persons who have helped in imparting the training to the evaluating teams were requested to provide the over all guidance and help to the teams in the field. One Resource person was allotted to each taluka and was provided with a vehicle so that he could meet the teams in the field in the different beats.

2.6 Field arrangement

The transport arrangement for taking the teams from Pune to taluka places and from there to the villages was made by the Saksharata Manch. A number of Government jeeps, and four buses of State Transport were deployed to transport the teams to the taluka places. The teams were provided with jeeps for their travel to the villages for the entire period of evaluation work. The Saksharata Manch appointed one Liaison Officer for each taluka to look after the transport, lodging, food and other arrangements of the evaluation teams. In addition, the Sub-Divisional Officer (Revenue) of each Division was requested by the Saksharata Manch to provide general help in all the talukas under his jurisdiction. One lady teacher was appointed as Liaison Officer at each of the location where the evaluation teams stayed. This was necessary because the evaluation teams included large number of girl students, specially deployed for evaluation work due to the large proportion of female illiterate adults.

It may be mentioned here that by and large the arrangements for residence, food, tea, etc., made by the Liaison Officers were satisfactory. All these arrangements were made for all the persons involved in external evaluation work such as the evaluation teams, resource persons, Liaison Officers, representative of the Institutes and colleges and also the drivers of the vehicles.

Submission of records

The teams were instructed to submit the records of external evaluation at the Karve Institute or at the Saksharata Manch Office in the Collectorate, Pune. These records were received

after preliminary scrutiny, and subsequently detailed scrutiny of these records was carried out by the Saksharata Manch which involved counting of the scripts and tallying the count with the recorded number by the team leaders on the village level proforma and arranging all the records systematically in cloth bastas beat-wise. After doing this work the Saksharata Manch handed over all the records to the Gokhale Institute for further scrutiny and analysis.

2.7 : Carrying out external evaluation at the village level.

It may be mentioned here that the Pune Zilla Saksharata Manch decided to carry out their internal evaluation work simultaneously when the external evaluation was going on. It was therefore, necessary to instruct in advance the village level workers in the Total Literacy Campaign programme in the sample villages, not to organise internal evaluation. The evaluation teams for external evaluation were to take the help of the local workers in organising the evaluation programme on the given dates for which the following steps were involved.

- 1) To see whether the items in the check-lists are satisfactorily carried out.
- 2) To create appropriate 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 Gram Saksharata Samiti and make the declaration which should be signed by some other prominent villagers.

- 4) To explain the method of evaluation to the adults and establish rapport with them.
- 5) To form the suitable groups of the adults for giving the tests and assign the groups to the 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 numbers.

It is not possible at the village level to collect all the adults at one time and carry out the evaluation. However, the local workers were requested to see that the adults attend the evaluation programme in large numbers. Therefore, it was necessary to conduct evaluation for adults at different times. No restrictions could be imposed on adult learners regarding the timing as to when the evaluation should be carried out. In many villages, the evaluation had to be carried out late in the evening. The evaluation teams had carried out the evaluation work as per the instructions by and large. Many of the teams had to work late in the nights and even in early mornings. The entire field work was, no doubt, very strenuous for the teams but it is heartening to note that all the teams have done all these works without any hesitation or grudge.

Male - Female coverage

As per the initial survey carried out by the Manch in 1991, out of the 246707 illiterates about 70 per cent were females. It was ob-

served during our earlier visits to the villages that the attendance of female adults for the literacy classes was in general much better than that of the male adults. It is reported that the female learners were in general more responsive to the TLC. With the intention to carry out male-female analysis of the evaluation results, the beat level competition was held in terms of males females.

2.8 Background of the external evaluators

As stated above, 384 students participated in the work of external evaluation. Most of the students were drawn from the colleges in Pune city and some from the colleges in the Pune district (Rural). These students were asked to give the information regarding their family background. Out of 384 students only 325 students submitted the forms. Important items of information were the native places of the students, their educational background, educational level of their parents and the occupation of the parents. Of the 325 students, 33.54 per cent came from rural background, 62.77 per cent were from Pune proper and 3.69 per cent were from towns other than Pune. Half of them were studying in post-graduate courses and half were under-graduate students. As many as 18 students were having illiterate parents, 39 students parents were just literate, perhaps some of them did not go to the school. Parents of 119 students have studied somewhere between Vth to XIth standard and the parents of only 109 students studied XIIth standard or more.

There were 7 students whose parents were wage earners, 56 students whose parents were farmers. Parents of only 145 students were in service. The above information shows that the background of the evaluators was suitable for undertaking the work of evaluation in the village setting, to establish rapport with the neo-literates and to conduct the evaluation according to the methodology set for. Since one third of them came from rural areas every team had one or two evaluators with rural background. (While tabulating the background of the parents the highest level considered).

Table 2.3 Background of evaluators (Reporting cases 325)

Background	Number	Percentage
1. Native Place		
a. Villages	109	33.54
b. Towns other than Pune	12	3.69
c. Pune proper	204	62.77
2. Education of the evaluators		
a. Post-graduate students	162	49.84
b. Under-graduate students	163	50.16
3. Educational level of parents		
a. Illiterate	18	5.53
b. Literate (Ist to IVth standard)	39	12.00
c. Vth to XIth standard	119	36.62
d. XIIth standard and above	109	33.54
e. Information not available	40	12.31
4. Occupation of the parents		
a. Labourer	7	2.15
b. Agriculture	56	17.23
c. Self-employment	47	14.46
d. Service	145	44.62
e. Retired	24	7.38
f. Information not available	46	14.16

CHAPTER III

REVIEW OF THE LITERACY CAMPAIGN

The Saksharata Andolan Manch, Pune was registered on 11th June 1991 as a Public Trust. The Project Proposal of the literacy campaign in Pune district (Rural) was submitted to the Ministry of Human Resources Development, Department of Education, New Delhi in the month of July 1991 and the Executive Committee of the National Literacy Mission sanctioned the same in the month of July 1991 itself. All the members of the Saksharata Andolan Manch were keen to undertake the literacy campaign and implement it successfully. The Manch wanted to develop a new " campaign model ".

The Manch conducted the survey to identify the adult illiterates which was completed by September, 1991.

The Manch organised several Melawas (seminars) in various parts of the district which were attended by villagers in large number. The attendance of women was very good. They were quite useful in environment building. The programmes of Kalajathas were also taken up. On 14th December, 1991 Kalajathas competition was held at Pune and prior to that Kalajatha competitions were organised at Sub-Division and Taluka levels. The volunteers were already enrolled for conducting the literacy classes. The volunteers consisted of students from high schools studying in 8th and 9th classes, college students and others, such as, educated unemployed youths, some persons who had earlier worked as "Sanghataks" in the programme of the Department of Adult Education, and Anganwadi Sevikas and others.

The office of the Manch was located at the Indian Institute of Education. The secretary of the Manch was on the staff of the Indian Institute of Education. Subsequently, it was decided to appoint the District Adult Education Officer as the chief Co-ordinator of the Total Literacy Campaign. This necessitated shifting of the office of the Manch to the District Collectorate which was done on 2nd December 1991.

It was around October-November of the year 1991 that the Pune District staff of the Department of Adult Education was shifted to the Manch for its work. The Government of Maharashtra closed the on-going programme of Adult Education Department in the District of Pune in the month of October, 1991. Thus the quarter October, November and December 1991 saw several changes and a sort of transitional period has occurred in the working of the Manch. The campaign was launched in a symbolic fashion at Alandi on 4th December, 1991 and subsequently the symbolic launching of the literacy classes was organised on 6th December, 1991 in all the villages and the Nagar Parishads, in the district.

The actual starting of the classes in the villages took place over a period of 3-4 months depending upon the delivery of "Aaple Vachan" primers to the villagers. Reportedly, the delivery of books continued up to the end of March 1992. In most of the villages the books were delivered by the end of February, but there were certain villages where the books were given during the month of March 1992. Therefore, some of the villages lost considerable time in starting the literacy classes.

The literacy classes were conducted by the volunteers. These classes continued upto April 1992. After that the school examinations and college examinations interrupted the activities of the volunteers for the literacy work and therefore, discontinuation of literacy classes took place in a number of places, many of the other volunteers also developed slackness in their work. During the summer the elections to Gram Panchayats, Panchayat Samitis and Zilla Parishads were held and drought and scarcity conditions prevailed in the district. All these affected the activities of the Manch and the pace of the TLC got slowed down. By September, 1992 , it appears, that the progress of the Pune TLC was considerably lagging behind the schedule that was planned in the Project Proposal. According to the original time schedule the campaign was to conclude by May, 1992. Shri L.Mishra, Joint Secretary, (Adult Education) and Director General (National Literacy Mission), Department of Education, Government of India, visited Pune on 9/9/1992, he wrote the following in his report of his visit :

"The TLC Pune was conceptualised and planned well with best of intentions and with lot of political will and commitment. It has a very good headstart. Complacency and laxity seems to have set in at some stage which has been compounded further by a divided and truncated leadership and lack of undivided attention which a TLC warrants for proper success. Even now it is not too late and all is not lost. Total literacy for Pune (Urban and Rural) should even now be a matter of pride, patriotism and distinction for all

residents of the district. The calendar for the TLC has been badly tilted and we should not allow any further let up. The trio, the Vice Chancellor, the Collector and the Chief Executive Officer and at a later stage the Mayor and Commissioner of Pune and Chinchwad Corporations should come together to think, plan and act together in the larger interests of 'Operational Restoration ', Pune with all urgency and seriousness, should revise and set a firm dateline for them, nucleate, reinforce and sustain all creative forces and energies (they are in abundance) till the goal has been reached".

In the same note, Shri Mishra, also said that as per the original time frame, the campaign was to conclude by May, 1992. He observed that it was doubtful and most improbable that the campaign could be concluded by December 1992. The following reasons were attributed to the shifting of the calendar.

- 1) election to Gram Panchayats, Panchayat Samitis and Zilla Parishad and bye-elections.
- 2) drought and scarcity conditions caused by low rainfall from April, 1992 to July 1992.
- 3) Pre-occupation of the district administration and Zilla Parishad with number of assignments not related to literacy.

It can, thus, be seen that by September 1992 the progress of TLC was wanting in many respects.

The Pune Manch decided to revitalise its activities and also take note of and act according to the suggestions made by Shri

L.Mishra. For obtaining Co-operation from various peoples' representatives including the newly elected representatives in the Panchayati Raj system the Manch organised a Shibir at Pune on 16th September 1992 which was addressed by the then Defence Minister, Shri Sharad Pawar. For the Shibir the peoples' representatives, such as Panchayat Samiti members, Zilla Parishad members, M.L.As, Directors of Co-operative Banks, Marketings Federations, Land Development Banks. Dairy Co-operatives, Agriculture Produce Marketing Committees, Sugar Factories, Presidents of Nagar Parishads, etc. were invited. This Shibir was attended by a large number of persons and the Defence Minister made a special appeal to the participants to take interest and participate in the TLC whole-heartedly. It seems that this Shibir had very good impact to boost the participation of peoples'representatives in the TLC.

Soon after Shri L.Mishra's visit , Dr.S.P.Sharma, Deputy Director, Adult Education, New Delhi visited Pune and assessed the progress of TLC,Pune. In his assessment note, Dr. Sharma writes, as follows:-

"TLC was conceived and produced by the University of Pune and Indian Institute of Education, Pune which was later on proposed to be adopted by the Collectorate and the District Adult Education Officer. But till date, they have not been provided with the legal rights for its adoption. To this end, it is suggested that the District Collector and District Adult Education Officer, Pune may be made Chairman and Secretary of the TLC Apex Body, and similarly the pivotal position in other similar committees."

Dr. Sharma also proposed certain revisions in the Project Proposal

and also gave certain suggestions regarding formation of Womens Mobilisation Sub-Committee and village Level Committees with representative from various fields. He made the following suggestions for greater publicity of the Project.

- 1) Preparation of stickers and badges.
- 2) Periodic organisation of Pad yatra, Cycle rallies in the villages.
- 3) Slides for Cinemas.
- 4) Logos and slogans on auto-rikshaws and other public vehicles.
- 5) Publication of slogan books and folders.
- 6) Publicity through other media like holding public meetings, press, radio and TV.
- 7) Maintenance of a register at every Government Office and private establishment to involve the general public in this programme.

The Manch took into consideration the suggestions made by Dr.Sharma and effected certain changes in the structure of the Trust. The Vice-Chancellor of the University of Pune continued as President, the Collector of Pune who was earlier Vice-President was made Co-President, Chief Executive Officer of Pune Zill Parishad continued as Vice-President and Additional Collector of Pune was included in the Manch as Vice-President. However, a number of Shibirs and Melwas were organised in all the talukas

where more participation of peoples' representatives was obtained. This could be considered as a period of general revitalisation of the activities of the Manch. The distribution of badges with literacy logo, distribution of posters , poster competition and distribution of Identity cards to the adult learners and also to the persons conducting the literacy classes was done. The efforts in the environment building were continued.

The Manch decided to carry out the internal evaluation in the month of January 1993 to take a review of the literacy work. This evaluation brought out that only 19.50 per cent of the adult learners have achieved literacy. This was a very low figure and it appeared that the programme of teaching the adult learners cannot be shouldered by the volunteers and therefore at this stage the primary teachers were brought in for participating in the teaching programme of TLC. The Manch tried to get the participation of the primary teachers by making request to them directly and through their associations and unions. Thus another stage was started for revitalising the teaching programme.

The preparation of the audio cassette was taken up, for which a training programme of artists was conducted at Narayan Maharaj bet in Daund taluka in the month of March 1993.

Around the end of 1992 the concept of " Gaon Kacheri" was taking shape and was introduced on 26th January 1993. The peoples' participation in the literacy campaign was further strengthened. The various measures taken have imbibed a sense of confidence in the adult learners and an increase in attendance at the literacy

class was achieved. The weekly radio talks started from 2nd January 1993 also helped in general environment building and had positive impact on attendance at literacy classes.

With the participation of the primary teachers in the teaching process and the general revitalisation of the programme , it was expected that the literacy achievement would be improved and therefore, it was decided to carry out internal evaluation throughout the district in the month of April, 1993. During this internal evaluation carried out by the Manch, it was found that the literacy achievement was 83.35 per cent. Thus it can be observed that the period from January 1993 to April 1993 was really the most important period in the achievements made by the Pune Manch.

After achieving this literacy level and pending the external evaluation the Manch had continued its activities under slightly adverse conditions because of the school examinations, the summer season, usual drinking water scarcity, marriage seasons, etc. The work of literacy classes was hampered for about 3-4 months. In the month of July 1993, the Manch introduced a programme of forming and registering Mahila Mandals for which training programmes were organised all over the district. This gave a boost to the literacy classes. Subsequently the weekly called "Saptahik Nava Lokjagar " was introduced in the month of September, 1993 with a view to provide the neo-literates useful reading material suitable and useful for the rural setting. This also helped in motivating the remaining adult learners and sustaining the atmosphere of the literacy campaign. The Audio Cassette called " Lokjagar-I " was

formally released in the month of July, 1993. The distribution of this cassette had already started before its formal release. The work on preparation of the 2nd cassette had already started for which a training programme for artists was organised at Urlikanchan and Khed Shivapur in the month of September, 1993. Thus after the internal evaluation (April 1993) till the final external and internal evaluation (November 1993) various activities of the Manch were continued. The Manch carried out the internal final evaluation along with the external evaluation of all those 90 per cent villages which were not covered by the external agency.

The Manch conducted a survey with the help of the Health Department of the Zilla Parishad, Pune to identify school drop outs and un-enrolled children in the age-group of 6-14. This was done with a view to collect the statistics quite in advance for launching the post literacy campaign. The data is presented in Appendix F.

CHAPTER IV

ADMINISTRATIVE SET-UP AND TRAINING

4.1 : Formation of the Manch

His Excellency, Shri C.Subrahmaniam, the then Governor of Maharashtra had shown keen interest in developing the Pune District Literacy Campaign and the Chief Minister of Maharashtra was also equally keen to promote the Literacy Campaign throughout the State. At Pune, the University of Poona decided and planned to involve the college students on voluntary basis in the campaign. As a sequence to this, a meeting was convened on the 11th of July, 1991 at the University of Poona under the Chairmanship of His Excellency Shri.C.Subrahmaniam, Governor of Maharashtra to discuss the Total Literacy Project with the representatives of various organisations and members of the colleges in Pune district, eminent educationists, social workers and others. At this meeting His Excellency, the Governor of Maharashtra, and the Chief Minister, the Minister for Education, the State Minister for Education, the Director General of National Literacy Mission, the Secretary for Education, the Divisional Commissioner, the District Collector, the District Adult Education Officer, the District Education Officer and other Government Officials were present. Shri Mohan Dharia, the former Deputy Chairman of the Planning Commission and Smt.Chitra Naik, Hon.Director of the Resource Centre for Non Formal Education, Pune also participated in the meeting. The programme received full support from all the dignitaries, and everyone assured all the necessary support for the project.

Subsequently a Trust called "SAKSHARATA ANDOLAN MANCH PUNE" was formed and registered as a Public Trust under Bombay Public Trust Act 1950 (Registration No.-6917-Pune) and under Societies Registration Act, 1860 under registration No. MAHARASHTRA/5867-91 on 11.6.1991.

The Vice-Chancellor of the University of Poona is the President of the Trust. At Present the Collector and District Magistrate, Pune is its Co-President, the Additional Collector, Pune and the Chief Executive Officer, Zilla Parishad, Pune are working as Vice-President. The Trust has 16 members in all.

The Saksharata Andolan Manch submitted its project proposal for Total Literacy Campaign in Pune district (Rural) in the month of July 1991 to the Ministry of Human Resource Development, Department of Education, New Delhi and was sanctioned on 26/7/1991 in the Executive Committee meeting of National Literacy Mission.

All the members of the Saksharata Andolan Manch were very keen to undertake the Literacy Campaign and implement it successfully. The Manch wanted to develop a new "Campaign Model " for the Total Literacy Campaign. The Manch also planned to take help from renowned research organisations and eminent citizens in the district for successfully implementing the programme of the campaign. The Indian Institute of Education was associated with the work of the Manch right from the beginning.

4.2 : Objectives of the Total Literacy Campaign

The Pune Saksharata Manch set the following objectives for the campaign.

- a) eradicating totally the illiteracy for the age group 15-35 in the rural areas of the district, with emphasis on rural women illiterates, and
- b) ensuring universal primary education for 6-14 age group in an allied campaign especially for bringing girls to school.

For the successful implementation of the programme the Manch had prepared a detailed action plan, which was also included in their project proposal. The action plan envisaged various steps for the programme, such as motivation and environment building for campaign, identification of learners and volunteers, training, preparation of teaching - learning material and proper organisation for planning, and implementation and campaign evaluation. As per the action plan post literacy classes and establishment of reading circles under post literacy programme were envisaged.

4.3 : Organization and administrative set up

The Manch decided to take up the Literacy Campaign for the entire district except the Pune Municipal Corporation, Pimpri-Chinchwad Municipal Corporation and Pune, Kirkee and Dehu Road Cantonment Boards. Therefore, it was called Total Literacy Campaign for Pune District (Rural). Pune District (Rural) has 13 Talukas with about 1800 villages. The work involved in the district of Pune is

massive, since it covers quite large geographical area and also population. It therefore, required a comprehensive planning and extensive administrative set up to implement the Literacy Programme. The Manch, therefore, formed various committees for the purpose. There are 2 main committees namely,

1) Executive Committee and 2) Finance Committee. Besides, there are 9 Sub-Committees which are meant to assist the above two committees through the district level core group committees headed by the additional Collector, Pune.

Sub-Committees

- 1) Survey
- 2) Training
- 3) Environment Building
- 4) Printing & Supply of Materials
- 5) Publicity
- 6) Monitoring & computerisation
- 7) Local contribution, and
- 8) Evaluation

Taluka Manch

At the taluka level, the initial proposal of TLC was to form Panchayat Samiti's Campaign Cell, but this was not effectively formed. At certain stage, the Zilla Manch decided to form Taluka Manch at the taluka level with the following Members :

- 1) President : Block Development Officer.
- 2) Vice-President : Tahsildar.
- 3) Secretary : Block Education Officer.
- 4) Co-Secretary : Supervisor from Adult Education Department.
- 5) Members : a) Principals of local colleges in the taluka, if any.
b) Head Masters of high schools in

the taluka.

- c) Heads of Government and Semi-Government Offices at the taluka level.

Since the elections for Grampanchayats, Panchayat Samitis and Zilla Parishad were over-due and these bodies were under the charge of Government Officers, the People's representatives were not included in the above list. However, even after these elections their inclusion was not done though they were involved whenever and wherever possible in the TLC work.

It may further be mentioned that practically, only the Block Development Officer, Tahsildar, Block Education Officer, Supervisor from AE Department remained the main functionaries of the Taluka Manch. The Officers from other Government departments working at the taluka level were involved whenever necessary and wherever possible. The Principals of Local Colleges were rarely active. The Head Masters of High Schools at the Taluka level were also rarely active. The Extension Officer (Education) of the beat worked as Officer In-charge of TLC at the beat level. Circle Officer (Revenue) was also to provide help to TLC. The Talathi, Gram Sevak or Head Master of the Primary School was nominated as the village co-ordinator. At the time of the Survey the officer In-charge of a beat was responsible for guiding the Panchayats to conduct village-wise house to house surveys and preparing lists of illiterate adults in the 15-35 age group and also lists of the volunteers willing to work in the campaign. The circle in-charge was also responsible for arranging the training of volunteers from every village from his circle and for distributing literacy kits,

monitoring and implementation of the programme, maintaining awareness through organising various stimulating activities and evaluating learners literacy skills on the basis of instructions from Evaluation Committee. These officers were, thus, responsible for supervising the local functioning of the literacy campaign in general. They gave fortnightly report of the work done and submitted periodical reports to the Taluka Manch which in turn consolidated the reports and forwarded to the Zilla Manch. This also gave them the opportunity to make functional adjustments wherever necessary.

Gram Shikshan Samiti

In the State of Maharashtra, Gram Shikshan Samitis were formed in all the villages in order to improve the performance of formal as well as non-formal education in the village and to achieve high level of literacy and school enrollment in general. The Manch has taken the help of these Gram Shikshan Samitis for TLC in all the villages right from the work of the survey. Most of the TLC functions at the village level were organised through the Gram Shikshan Samiti and the Gram Shikshan Samiti was expected to help TLC in motivating the adult learners to attend the classes and provide general help and guidance to the volunteers of the TLC at the village level. All the internal and external evaluations were carried out with the help and in the presence of Gram Shikshan Samiti.

Every Sub-Divisional Officer/Divisional Deputy Collector was placed in-charge of the Tahsils under his jurisdiction for the

purpose of monitoring and implementation of the Total Literacy Campaign. The Divisional Deputy Collector reviewed the progress every month and submitted their reports to the Zilla Manch.

There is a computer section at the Collectorate, Pune which was associated with the Total Literacy Campaign for processing of information and data. It was planned that the Taluka Manch should submit fortnightly progress reports which should be compiled and analysed by this computer section so that they are available for discussion at monthly coordination meetings of the Manch.

For the purpose of computer processing every village in Pune district was assigned an "Index Code Number IC " for recording information on various aspects such as population, number of illiterates identified, number of volunteers participated, campaign resources available in the village, etc., and also for recording various kinds of data to be collected during the period of campaign.

4.4 : Planning for Training

The training of personnel is an essential part of Total Literacy campaign which include motivation, organization, skill, pedagogical knowledge, etc. The Pune Zilla Manch had organised the training for personnel involved in the Total Literacy Campaign in various stages in an extensive manner at various levels and at every stage of the campaign.

The training covered the necessary details about the organisation of the campaign, the objectives of the campaign, roles assigned to

various functionaries, the role of Gram Shikshan Samiti, techniques of instructions, learners evaluation, monitoring and programme evaluation, etc. and methods of teaching the lessons from the prescribed primer : Improved phase and Content of Learning (IPCL) Primers I, II and III (Apale Vachan I,II and III) so as to achieve the expected literacy norms during the specified time span. Contents of training are given in Appendix.

For the purpose of ultimately training the village level worker it was necessary to build a chain of trainees. It was done with three-tier approach : (1) Resource Persons, (2) Master Trainers and (3) Taluka Trainers.

1. Resource Persons

The Zilla Manch identified sufficient number of resource persons from the local institutions who have a background in the field of literacy programme and who were keenly interested in associating with the programme. The list of resource persons who were associated with the work of State Resource Centre located at the Indian Institute of Education was of help in identifying the resource persons. The resource persons were the key trainers on whom the Manch depended for all types of training programmes required for the Total Literacy Campaign.

2. Master Trainers

5-6 persons from each Taluka from among college lecturers, head masters and teachers from secondary schools, teacher-educators from teachers colleges, technical institutions and so on were identified to function as master trainers for the Taluka for Total

Literacy Campaign. The resource persons trained master trainers.

3. Taluka Trainers

On an average about 120 trainers were selected from every Taluka from among the Circle Officers/Circle Inspectors of the Revenue Department, Extension Officers of all Departments and teachers from the colleges. These trainers trained the volunteers and other workers at the village level.

Training of the Volunteers

At the village level, the identified volunteers were to take the real burden of the Total Literacy Campaign by organising the literacy classes and actually covering the prescribed IPCL Primer and achieving the literacy goals in the villages. It was, therefore, necessary to give comprehensive training to the volunteers covering (a) the motivation aspects of literacy, (b) uses of IPCL kit lessons (c) evaluation, and (d) preparation of the ground work for post literacy.

The Taluka trainers took the responsibility of training the volunteers.

4.5 : Initial Training before launching of the literacy classes

Before launching the campaign, the first step was to organise training of various levels giving full idea about the concepts of Total Literacy Campaign the approach of the Manch, the administrative arrangements, the target groups and the expected achievements from the Total Literacy Campaign. Such training programmes were organised during the months of August, September

and November, 1991. As explained above, the Manch had evolved 3 tier systems of training personnel. A team of resource persons was formed comprising experienced faculty from the Adult and Continuing Education Department of the University of Poona and the Indian Institute of Education. These resource persons were given conceptual idea regarding the Total Literacy Campaign and the Manch representative discussed and formulated the training programme to be conducted for the next tiers of Training personnel. The next tier was that of Master Trainers and the 3rd tier was that the Taluka Trainers.

The resource persons gave the training to Master Trainers. This training programme was conducted for 5 full days. The Master Trainers in turn trained the Taluka Trainers under the guidance of resource persons. This training was conducted for 5 full days.

Since the actual work of teaching illiterates was planned to be carried out by volunteers, a large number of volunteers were listed and they were trained by the Master Trainers and Taluka Trainers under the guidance of resource persons. This training programme went on for 5 full days.

In addition, the training programmes were also organised for Government Officers, Zilla Parishad Officers and representative of voluntary agencies for the duration of 1 to 3 days. The details of the training programmes carried out prior to launching the Literacy Classes are given below :-

**Table 4.1 Details of the training programme organised
before launching the campaign.**

Sr. No.	Trainee persons	No.of persons.	No.of days and date.
1)	Master Trainers.	91	5 days. September 1991.
2)	Taluka Trainers.	1670	--do--
3)	Volunteers.	26374	--do--
4)	Others.		August & September 1991
	a) Extension Officers (Education)	5	2 days.
	b) Chief Officers of Nagar Parishad & Administrative Officers Shikshan Mandal.	15	1 day.
	c) Sub-Divisional Officers, Block Development Officers and Tahsildars.	48	1 day.
	d) Deputy Collectors and Head of Department of Zilla- Parishad.	17	1 day.

The above record gives the information regarding the training programmes carried out before launching the campaign, i.e. before starting the literacy classes, but the training was a continuous process followed by the Pune Manch and a number of training programmes were organised until the final external evaluation programme was initiated. The details of the training programmes carried out after launching of the campaign are given in section 4.8.

4.6 : The Survey to identify illiterates (the learners)

In order to start the Literacy Campaign it was necessary to identify the illiterate adults in the Pune Rural District for

which it was necessary to carry out a survey. Such survey was undertaken by the Manch during the period, July 1991 to September 1991. The survey was carried out with the help of primary and secondary teachers who were given one day's training for this purpose. The teachers took the help of school children and conducted the survey. each teacher took help of a group of 10 students for the survey and these students were also properly trained. On the eve of the survey in each village, " Prabhat Pherry " was organised which included the villagers and school children for the creation of atmosphere. Every adult (15-35 age-group) in the village was covered and by using the method of reading, the illiterate in the age group of 15-35 were identified. The village level information was compiled and collected at the Taluka level and finally collected at the District level. The requisite forms for compilation of the information were prepared and provided to the survey teams. The information was submitted to the computer section.

As per the survey carried out by the Manch, there were 2,46,707 illiterates in this age group. Of them 73,266 were males and 1,73,441 were females. The illiteracy was much higher in women than in men. The Talukawise data on the number of adult illiterates identified by the survey is given in the Table No. 4.2.

**Table 4.2 : Talukawise number of adult illiterates
identified in the survey.**

Sr.No.	Taluka	Male	Female	Total
1)	Baramati	9397	17752	27149
2)	Daund	6363	15469	21832
3)	Indapur	8253	18862	27115
4)	Bhor	2614	8683	11297
5)	Purandhar	2677	8251	10928
6)	Velhe	1815	4973	6788
7)	Haveli	7479	17594	25173
8)	Maval	7787	14643	22430
9)	Mulshi	3834	8472	12306
10)	Shirur	7380	15061	22441
11)	Ambegaon	3200	10160	13360
12)	Junnar	5032	12577	17609
13)	Khed	7435	20844	28279
Total		73266	173441	246707

In terms of simple numbers the Velhe Taluka had the least number of illiterate adults, whereas Khed Taluka had the highest number. The variation in the number of illiterate adults between the Taluka was considerable.

4.7 : Teaching - Learning and other materials

The Improved Phase and Content of Learning (IPCL) Primers I,II and III (Marathi) were used by the Manch for the TLC. The copies of these primers were supplied by the State Resource Centre, Pune.

Each adult learner was supplied with one copy of each of these primers, at appropriate stages of their learning.

There were referred to as L-Series (L for Learners). Along with this there was a booklet containing instructions for volunteers who conducted literacy classes which was called "Saksharata Kashi Dyawi" and another booklet on eradicating diseases called "Rograiche Nivaran " for the use by the volunteers to educate the adult learners. There were known as T-Series (T for teacher). Copies of these booklets were also supplied by the State Resource Centre, Pune.

The Materials like slates,pencils,roller blackboards, kerosene lanterns, kerosene oil,were made available by the Gram Shikshan Samitis, mostly through local contribution. The facilities like accommodation for the class room, electric lighting,ect. were also made available wherever necessary .The other materials like Audio-Cassettes and Video-Cassettes were also used. More details regarding these cassettes are given in the section on environment building.

Saksharata Manch, Pune also took up the activity of forming Mahila Mandals in all the villages in the district and for this purpose women were trained. For these training programmes booklets giving details regarding Mahila Mandal formation were produced and distributed. Similarly, the Pune Manch started an experiment with Gao Kacheri and the concept of the Gao Kacheri was explained in the different booklets supplied. In addition three Taluka Samitis, namely, Baramati, Daund and Indapur produced special booklets

called Gao Kacheri Margadarshika and they were distributed in these Talukas. Other Talukas are also following this and producing the booklets.

The necessary material for internal evaluation and the booklet on evaluation were also printed and distributed. The list of all these booklets and books with their titles is given in the Appendix.

Posters were printed and supplied by the Zilla Manch. The banners and wall writing were managed by Gram Samitis or Taluka Manch mostly through local contribution.

4.8 : Launching the campaign

The Total Literacy Campaign was launched in Pune District in a highly symbolic fashion at the Sant Dnyaneshwar Samadhi at Alandi village near Pune, on 4th December, 1991. The occasion was Dnyaneshwar Samadhi Day Sohala (695th Death Anniversary). The great Saint Dnyaneshwar is well known for his contribution in propagating knowledge amongst masses. "Dnyaneshwari " is known all over India and even outside India. Hundreds of "Warkaris" from all parts of Maharashtra were present for the Sohala. Padmashri Shankar Babu Apegaonkar, well known Warkari, made a symbolic offering of a copy of the primer prepared for the literacy drive. The literacy related songs and skits put up by the Pune Zilla Saksharata Andolan Manch in the temple premises were witnessed by the hundreds of Warkaris present. The District Collector was present on the occasion along with other workers of Saksharata Manch. The ceremony commenced with students from various schools

in Alandi arriving at the "Samadhi" amidst slogans like "Niraksharacha-Bhasmasur-Saksharatene Karuya Door" (let us drive away the evil of illiteracy with the campaign of literacy), "Niraksharanna Sakshar Karu, Lokshahi Sabal Karu". (let us strengthen democracy by making illiterates literate).

A troupe of folk singers from Ambegaon led by Gaikwad Guruji recited " abhanga " inviting the rural folk to participate in the drive and learn to read and write. Ten year old Abhijit Indurkar played the role of Gadge Maharaj, the maverick saint who preached the importance of literacy to avoid exploitation. He performed "kirtan" of Gadge Maharaj appealing to the people to keep away from false belief and Godmen and to live with dignity by learning to read and write. This was followed by a street play by Taibai Gaikwad and Kantabai Garware, two illiterate women, who described their daily plight due to illiteracy.

The symbolic implementation of the programme at the village level was started on December, 6th, Dr. Babasaheb Ambedkar's Death Anniversary. The first session of 2 hours of teaching was held at every village on this day by having the inaugural function in each village with prior announcements and preparations. Actual Literacy classes could be started only by April 1992 after receiving the Primers.

4.9 : Training during the campaign

The details of the training given after the literacy classes were launched are given in this section. The training programme

conducted prior to starting the literacy classes were comprehensive in order to launch the literacy classes. At the same time for a programme like this, training has to be an on-going activity. The training programmes were organised for various purposes for different groups of persons at different locations during the period of campaign. The contents of these training programmes were continuously decided upon after conducting review of the progress of the work of the campaign. They were organised to give training in order to improve upon the performance and also to communicate the changes made in the campaign, if any, and also to train for the purpose of evaluating performance of the learners, to impart training to women for forming Mahila Mandals and also to communicate the concept of Gao Kacheri so that the Gao Kacheri programme gets implemented properly. A special training programme was also conducted for the purpose of external evaluation so that the workers of the Manch have full idea regarding the process of external evaluation. It may be added here that the Pune Manch is the only District Manch which has undertaken final evaluation, on 100 % basis along with external evaluation that was carried out. Prior to the external evaluation, the internal evaluations were also carried out by the Manch in the months of January 1993 and April 1993. These evaluations also required training for the workers of the Manch. In the following table the date and purpose-wise record of training programme is presented.

Table 4.3 Details of Training Programmes Arranged After Launching The Campaign

Sr. No.	Trainee persons	No. of persons.	No. of days and date.	Location of the training	Purpose of the training
1	2	3	4	5	6
1.	Liaison Officers.	17	1 day. 18th Dec.1991.	S.R.C.Pune	Approach and arrangement of the campaign.
2.	Member of Taluka	92	1 day. April 1992.	S.R.C.Pune	Concept and carrying
3.	Representatives of organisations.	38	4 days. 5th March 1992. 18th March 1992.	S.R.C.Pune	Detailed information Literacy Campaign voluntary
4.	B.D.Os. & B.E.Os.	48	1 day.	S.R.C.Pune	planning of future
5.	Member of Taluka Evaluation Committee.	92	1 day. July 1992.	S.R.C.Pune	Training for first evaluation.
6.	Master Trainers.	72	1 day. 8th & 9th Sept.1992.	S.R.C.Pune	Training for next stage of TLC.
7.	Taluka Trainers.	1788	2 days. 17th Nov.to 24th Nov.1992.	Taluka places.	--do--

... contd ...

Table 4.3 (...contd...) Details of Training Programmes Arranged After Launching The Campaign

Sr. No.	Trainee persons	No. of persons.	No. of days and date.	Location of the training	Purpose of the training
1	2	3	4	5	6
8.	Volunteers.	24188	1 day. 23rd Nov.to 28th Nov.1992.	Beat places.	Detailed information about T.L.C. and role of volunteers.
9.	Volunteers.	2185	1 day. 13th & 14th April, 1993.	Beat places	Training for the first evaluation
10.	Master Trainers & Taluka Trainers.	1717	--do--	Taluka places	--do--
11.	Volunteers.	2151	1 day. 16th June to 23rd June 1993.	Taluka places.	About further work of TLC after completing " Aple Wachan I & II"
12.	Member of Mahila Mandals.	2176	1 day. 13th Aug.to 27th August,1993:	Taluka places.	Formation of Mahila Mandal,the role in TLC and village development.
13.	Evaluators for final internal evaluation.	4657	2 days. 18th Oct.to 28th Oct.1993.	Taluka places.	Final internal evaluation.
14.	Evaluators for external evaluation.	500	4 days. 11th Oct.to 14th Oct.1993.	Karve Insti- tute of Social: Work.	External evaluation.

CHAPTER V

AN OVERVIEW OF ENVIRONMENT BUILDING AND OTHER ACTIVITIES

5.1 : Environment Building

The environment building is an essential component for any of this type of social work where people's participation on a large scale is a pre-requisite for successful completion. The Pune Saksharata Andolan Manch has considered environment building as the most important aspect of the campaign. The efforts put by the Manch in this respect are laudable and it is worth recording the various steps they have taken in environment building for the campaign.

Saksharata Dindis / Pheries, Saksharata Palkhis Street Plays and Shibirs

A number of Saksharata Pheries and Saksharata Dindis were organised right from the beginning at all the taluka places, at the beat headquarers and in all the villages. They were also specially organised on the Literacy Days on the 8th September, of 1991, 1992 and 1993. A number of street plays were also organised at various places. Pune Saksharata Manch has successfully organised these programme with the help of Taluka Manch all over the district, during the Total Literacy Campaign. A number of Shibirs (Melavas) were also organised.

Since 70.30 per cent of the total identified illiterates were women in Pune district, it was necessary to concentrate on the activities of the TLC on women. Therefore, a number of Mahila

Shibirs were organised all over the district. In some of the Shibirs, the response has been very good, for example, the Mahila Shibir at Paud in Mulshi Taluka in August, 1992 was attended by about 10000 women. Each of these Mahila Shibirs organised on 3rd January, 1992 and 3rd January 1993, the Savitribai Phule Birth Day at Kharabvadi in Khed Taluka were attended by about 6000 women. " Janajagruti Melava " organised at Ambegaon on 29th July 1993 was attended by about 5000 persons. On the occasion of Women's Day on 8th March 1993, a Mahila Shibir was organised at Baramati where more than 1000 women actively participated.

Speciality of all shibir Organised by Pune TLC was that open question answer serious were organiser. Anybody present for like shibir could ask any question to the authorities present. This led to open dialogue on many occasions.

A number of Saksharata Pheries were organised where the students participated. Notable among them with large attendance were, the one organised in Lonavala (8th September, 1991) where 3000 students participated, the one organised in Baramati(8th September, 1991), where 5000 students participated. A large Saksharata Pheri was also organised at Bhor, Baramati and Haveli. The Pune Manch organised 11 rallies on 8th September, 1991) in the city of Pune covering most of the streets and areas in which about 16000 students from about 80 schools in the city participated.

A special district level Shibir for peoples' representatives was organised at Pune on 16th September, 1992 which was addressed by the then Defence Minister of India.

Kalajathas

Initially Gnyan-Vigyan Samiti, Pune was associated with the Total Literacy Campaign in Pune district. Their artists trained the identified artists in the rural area. About 7 to 8 artists were identified in each taluka and were trained for the campaign. For this training the artists of Gnyan-Vigyan Samiti were helpful. These artists in turn trained about three artists in each beat who were to organise Kalajathas. They were called "Beat level Sanghataks" and they mobilised local artists and organised programmes. Table 5.1 gives taluka-wise distribution of sanghataks.

This programme of Kalajatha continued for about 3 to 4 months after it took shape. However, subsequently the programme suffered a set back and there was a gap reportedly due to the drought and scarcity conditions caused by low rainfall during the summer of 1992, elections to Gram Panchayat, Panchayat Samiti and Zilla Parishad and bye-elections, etc. Afterwards around October, 1992 the Kalajathas programmes were revived for which the help of local colleges was also taken. A number of college students joined the programme of Kalajathas though their movement was restricted to the vicinity of locations of their colleges. The artists already trained, organised the Kalajathas with the help of college students at bazar places and places of traditional fairs for which Taluka Manch helped them. As far as the programme of Kalajathas were concerned, the performance in the taluka of Khed, Ambegaon and Baramati, was comparatively better than the remaining Talukas.

Table 5.1 : No.of Taluka-wise trained Kalajathas Sanghataks

Sr. No.:	Taluka	No. of Beats	No.of Sanghataks:
1	Baramati	7	21
2	Indapur	7	21
3	Daund	5	15
4	Bhor	6	18
5	Velhe	3	5
6	Purandhar	7	21
7	Maval	7	15
8	Mulshi	4	12
9	Shirur	6	18
10	Haveli	8	24
11	Junnar	11	24
12	Ambegaon	8	19
13	Khed	9	22
Total		88	235

For the purpose of involving the voluntary agencies in the environment building activity, a 'Shibir' of representatives of a number of voluntary agencies was organised. During this Shibir they were also given training for the formation and performance of Kalajathas specially for Total Literacy Campaign. However, as a result of this attempt only one voluntary agency, namely, Aarogya Dakshata Mandal came forward and participated. They performed the programmes in Velhe and Mulshi Talukas with the help of their own Kalajathas.

In order to mobilise the artists, two competitions were organised by the Manch. First competition was organised on 14th December, 1991 at Alfabachat Bhavan, Pune and was called Divisional Kalajatha Competition. The artists from the three Revenue Sub-Divisions, namely, Khed, Baramati and Haveli performed items for this competition. There were 40 groups which participated in the competition. For each division one winner was selected and a shield was presented to each winning group. For selecting the groups of artists for the above Divisional Competition, the competitions were organised earlier in each Sub-Division in which about 70 artists from each taluka participated.

The second competition called "Mahavidyalayeen Kalajatha Competition" was organised in Pune from 16th August 1993 to 19th August 1993 at Kher Wangmaya Bhavan in the Poona University Campus. All the 19 colleges from Pune District (Rural) participated in the competition. In this competition, each college was requested to send only one group and therefore, there were 19 groups for this competition. Three prizes were given. The winners were C.T.Bora College Shirur, Kala Vanijya Mahavidyalaya Nasarapur, Bhor and Hutatma Rajguru College, Khed.

As far as the identification of the artists is concerned, the Pune Manch decided to identify the local talents and did not enter into the process of taking the groups of artists from cities and towns to the villages. Most of the artists identified for the purpose of Kalajatha programmes for Total Literacy Campaign came from rural areas, many of them came from remote villages. They were generally teachers from primary school and high schools and village youth

and traditional artists who were already performing programmes like " Tamasha ", " Bharood ", "Bhajan" etc. and sub-sequently college students as well.

It may be mentioned here that one Kalajatha from Khed Taluka has performed extremely well and participated in the programme continuously. This Kalajatha had more number of women than men and therefore it is known as " Vanita Kalajatha ". This Kalajatha was the only Kalajatha which moved out of their taluka for performance. They visited Mulshi, Shirur, Junnar and Ambegaon talukas. This Kalajatha was also invited to perform programmes in other districts for their Total Literacy Campaign, but they could not go.

It is interesting to note that there used to be cash collections at the Programmes of this jatha as people used to spontaneously offer in appreciation of the performance. These collections were meticulously recorded in the register. The artists were paid a nominal amount of Rs.10/-per programme to partly cover their travel expenses. The Kalajatha has performed about 200 programmes during the TLC. The maximum collection has been around Rs.1000/-, the minimum being zero. It was a self financing jatha. They could also purchase some instruments through these collections.

The programmes of Kalajathas did help create motivation and urge in rural adults learners to attend literacy classes in the villages.

Poster Competition

A poster competition on literacy was organised for the college students in the district, at Pune on 22nd December, 1992 at Shivaji Sabhagraha of University of Poona. In all 14 colleges, 4 from Pune city and 10 from the district participated in this competition. One hundred and twenty one posters were received of which 24 were from colleges in Pune city and 97 were from other colleges. Three posters were selected for prizes, one each from C.T.Bora College, Shirur; Waghire College, Otur, Ta. Junnar and Modern College, Pune. In addition, 10 certificates were issued for encouragement. Moffusil colleges scored over city colleges.

The poster competition was given wide publicity. The posters collected for the competition were exhibited on 24th December, 1993 at the Shivaji Sabhagraha, where all Master Trainers and Taluka Trainers were present for evaluation work.

Distribution of posters

Pune Manch printed and distributed 25,000 posters on literacy. Two Kalajatha artists appeared in the picture of this posters. These artists also worked as Volunteers. Each village was given 10 posters, each Nagarparishad was given 100 posters and each Taluka Headquarters was given 100 posters. The Manch instructed the Taluka Manch to see that the posters were pasted at prominent places like, Primary School, Middle School, Primary Health Centre, Banks, State Transport Bus-Stand, Gram Panchayat office, Chavadi, Milk Co-operative Society, Multi-purpose Co-operative Society, Nagarpalika offices, Government and Semi-Government offices and

also at places like the location of weekly market, etc. Posters were also exhibited at various functions of the Manch and some copies were also sent to other districts, namely, Nanded, Latur, Ratnagiri, Kolhapur, Aurangabad, Sangli, at their request.

Badges with Logo and cloth banners

Badges with literacy logo were introduced for the campaign. In all 50,000 badges were distributed all over the district as part of environment building programme by the Manch.

A number of cloth banners were also prepared and used on various occasions all over the district. On an average about 50 banners were made by each Taluka Manch through local contribution and used.

Video Cassettes

The Manch had organised a number of 'Shibirs' where open question answer sessions were also held. The first such Shibir was organised at Narayangaon beat in Daund taluka. The atmosphere at this Shibir and the response and enthusiasm of the people present was so good that it was decided to carry out Video Shooting of the question - answer session and also the main items in the Shibir. Five Copies of this Cassette were made and distributed to 5 Sub-Divisional Officers and they were requested to organise Shibirs in all talukas and demonstrate this Cassette as well.

The Collector of Pune moved and visited a number of villages conducting meetings with the villagers. His speeches were recorded

on Video Cassette and the copies of this cassette were distributed in all the talukas to be used during various meetings for environment building.

This process of making video cassette was subsequently followed for recording all stages of TLC, such as training programmes for Master Trainers, Taluka Trainers and Volunteers, Training for evaluation, actual internal evaluation, Mahila Melawas, etc.

An orientation and training programme was organised in September 1992 at Pune for elected representatives of the people such as President and members of Zilla Parishad, member of Legislative Assembly, Sabhapati and members of Panchayat Samiti. This programme was addressed by the then Defence Minister of India Mr. Sharad Pawar. He appealed to the participants to help the TLC and make it a success. His speech was recorded. The copies of his cassette were also distributed to all Taluka Manch.

A video cassette of the programmes of the Vanita Kalajatha of Khed was prepared and copies were distributed for exhibition in all the talukas.

The Indian Institute of Education made available copies of a cassette on Population Education called, " Laxmi Nighoon Geli". They were distributed in September 1992 and were used during the Population Education week all over the district.

In addition, the Department of Adult Education supplied the Manch with a video cassette of a programme called " Whaya mee Savitribai". The Manch made copies of this cassette and

distributed for using for environment building. Each Taluka Manch was given a copy of this cassette. They utilised it by using their own V.C.R., if they had or they hired a V.C.R. for the purpose, the expenditure for which was met from local contribution. These cassettes were exhibited at all important meetings, Melawas, training programmes, etc.

Identity Cards

All the identified illiterates who were attending literacy classes were given identity cards by the Taluka Saksharata Manch in order to facilitate the adult learner to get her /his personal work done at Government, Semi-Government offices at Taluka and District level. A general appeal was made to these offices to give preference to the work of learning adult illiterates when they produce their identity cards. This was a sort of incentive for the adults to attend the literacy classes and was supposed to boost the confidence of the adult learners and also elevate him personally. The system was first introduced by the Ambegaon Taluka Manch and this was followed by other talukas.

All the volunteers teaching in the Literacy classes were also given Identity Cards.

Free Medical check-up

Free medical check-up was organised specially for adult learners on the occasion of World Health Day during 11th to 18th July 1992 at all Primary Health Centres (PHC) which covered the adult learners even from remote and hilly areas. The attendance for this

medical check-up was encouraging and helped in removing blind beliefs about the diseases and ill-health and in developing awareness for sanitation, etc. The Manch had designed a card giving proforma for recording the names, illness etc. of those adult learners who visited the PHC during this week. However no data was compiled by the manch about this.

"Lokjagar" audio cassettes

The Pune District Manch has put in lot of efforts in producing 2 cassettes called " Lokjagar-I and Lokjagar-II". In producing these cassettes the search for the local artists was done quite enthusiastically and very good talents from the rural areas have been identified. A number of songs are set containing the messages of importance of literacy, messages regarding the social evils such as dowry system, alcoholism and also importance of health and nutrition, etc. The set of songs that emerged in these cassettes has been very useful for creation of environment.

During the campaign period, large number of copies of cassettes were produced and distributed by the Manch and specific instructions were given for playing these cassettes at the literacy classes and all important functions of the Manch at the village, taluka and district level. It may be mentioned here that all the artists involved in this cassette making were amateurs and it was possible to bring out high quality of musicion for these cassettes with the help of Shri. Ram Kadam, renowned musical and singer in Maharashtra. Shri Ram Kadam has associated himself with the programme with all enthusiasm at the first request made to him

distributed for using for environment building. Each Taluka Manch was given a copy of this cassette. They utilised it by using their own V.C.R., if they had or they hired a V.C.R. for the purpose, the expenditure for which was met from local contribution. These cassettes were exhibited at all important meetings, Melawas, training programmes, etc.

Identity Cards

All the identified illiterates who were attending literacy classes were given identity cards by the Taluka Saksharata Manch in order to facilitate the adult learner to get her /his personal work done at Government, Semi-Government offices at Taluka and District level. A general appeal was made to these offices to give preference to the work of learning adult illiterates when they produce their identity cards. This was a sort of incentive for the adults to attend the literacy classes and was supposed to boost the confidence of the adult learners and also elevate him personally. The system was first introduced by the Ambegaon Taluka Manch and this was followed by other talukas.

All the volunteers teaching in the Literacy classes were also given Identity Cards.

Free Medical check-up

Free medical check-up was organised specially for adult learners on the occasion of World Health Day during 11th to 18th July 1992 at all Primary Health Centres (PHC) which covered the adult learners even from remote and hilly areas. The attendance for this

medical check-up was encouraging and helped in removing blind beliefs about the diseases and ill-health and in developing awareness for sanitation, etc. The Manch had designed a card giving proforma for recording the names, illness etc. of those adult learners who visited the PHC during this week. However no data was compiled by the manch about this.

"Lokjagar" audio cassettes

The Pune District Manch has put in lot of efforts in producing 2 cassettes called " Lokjagar-I and Lokjagar-II". In producing these cassettes the search for the local artists was done quite enthusiastically and very good talents from the rural areas have been identified. A number of songs are set containing the messages of importance of literacy, messages regarding the social evils such as dowry system, alcoholism and also importance of health and nutrition, etc. The set of songs that emerged in these cassettes has been very useful for creation of environment.

During the campaign period, large number of copies of cassettes were produced and distributed by the Manch and specific instructions were given for playing these cassettes at the literacy classes and all important functions of the Manch at the village, taluka and district level. It may be mentioned here that all the artists involved in this cassette making were amateurs and it was possible to bring out high quality of musicion for these cassettes with the help of Shri. Ram Kadam, renowned musical and singer in Maharashtra. Shri Ram Kadam has associated himself with the programme with all enthusiasm at the first request made to him

by the Manch. The quality of these cassettes is very good and the messages contained are very relevant and apt for the programme like Total Literacy Campaign. They are appealing to neo-literates. It is an example for other Total Literacy Campaign programme.

It is important to note that the most of the artists for these cassettes also came from rural area. The Manch has been successful in identifying and mobilising rural talents for making these cassettes. In all 67 artists were involved. Their distribution is given below. It may be particularly noted that almost half of them were females and that of the 67 artists 64 were from rural area.

Artists for Lokjagar Cassettes

	Male -----	Female -----	Total -----
Anganwadi Tais / Primary Teachers/local artist	22	20	42
Moffusil College Students.	12	10	22
Pune City.	2	1	3
Total	----- 36	----- 31	----- 67

Publicity through press.

The District Manch has kept continuous contact with the news persons and the journalists. In addition, frequent tour programmes of local press reporters and correspondents were arranged so that the press got first-hand information about the ground level realities of the Campaign. The following tours were organised :

1. Tour of Smt.Savita Bhave from daily Sakal.
2. Tour to Narayangaon in Junnar taluka for visiting literacy classes.

3. Tour covering entire district at the time of preliminary evaluation (26th January 1993.)
4. Tour at the time of internal evaluation (April 1993)
5. Press Conferences.

The activities of the Manch were observed to have been reported in various local news papers from Pune and also some news papers from Bombay. In addition, the reporting also has been done by the mofussil press. The Saksharata Manch has kept the clippings of various reports, articles etc. that appeared in the news papers in Pune and Bombay systematically. On-going through the clippings, it is seen that the activities of the Manch at the district, taluka and village level have been reported quite extensively which helped in the environment building. When the reports of various programmes appeared, the workers in other places also feel like carrying out those kind of programmes in their places. Therefore, the programme like Saksharata Dindi, Saksharata Palkhi, Street Plays, etc., were performed in large number.

The press reporting has started soon after the formation of the Pune Saksharata Andolan Manch and continued there after. The first clippings available are for the month of September 1991. For example, Sakal and Aaj Ka Anand (Hindi) dated 9/9/1991 reported about Saksharata Pheri, in Lonavala in which about three thousand students participated. Sakal of 11th September 1991 reported about Saksharata Pheri in Baramati where 5000 students participated. The Saksharata Manch had successfully organized rallies all over the district. In Pune city eleven rallies were organised covering most of the streets and areas in which about 16 thousand students from

about 80 schools in the city participated. The Pune event was also reported widely in the press. The students painted about 300 pictures, with literacy theme in the same programme. The saksharata Ganesh exhibit put up by a school for mentally retarded children was reported prominently, in the general report of the Ganesh immersion procession of Pune city. The press also covered important meetings of the Manch for example, the meeting held at Indian Institute of Education on the 26th September was reported widely in which a plan for environment building was chalked out and it was decided to use the media of Kalajathas, Shibirs, Folk Songs, Posters, Radio, T.V., etc. Press conferences and press release has been a regular feature and has helped to publicise the plans of the Manch, its progress and was useful for making appeals for co-operation and participation and general environment building.

The news items covered all types of events such as Saksharata Dindi, Saksharata Phalki, inauguration of training programmes, cultural activities, activities of the Kalajathas, meetings of various committees, Shibirs, Seminars, Participation of students, participation of banks, scheme of taluka adoption, formation of Mahila Mandals, achievements of campaign, evaluation, success of Mahila Semites in eradicating drinking habits, formation of Gao Kacheri, publication of weekly called " Lokjagar " by the Manch, etc.

The press has been quite active and reported the events frequently. On an average about 20 times the news of the activities of the Manch has appeared per month in the Marathi and

Hindi news papers from Pune and Bombay. In addition, they also appeared in the news papers at taluka level. We present the frequencies of appearance of news according to news papers in Table 5.2. In addition, month-wise frequencies are presented in the Appendix B.

Table 5.2 : Frequency distribution of news appearances regarding the activities of Total Literacy Campaign according to the News Papers (period Sept. 1991 to 11th November, 1993)

<u>Name of the News Paper</u>	:	<u>Frequency of appearance</u>
Marathi		
Sakal	:	122
Loksatta	:	104
Rashtratej	:	64
Pune Vartaman	:	60
Kesari	:	47
Prabhat	:	43
Pudhari	:	15
Other (11 newspapers) *	:	44
		499
	Sub Total	499
Hindi		
Aaj Ka Anand	:	30
English. **		
Indian Express	:	20
Times of India	:	23
Maharashtra Herald	:	20
		592
	Total	592

 * * English clippings were not maintained exhaustively. The frequencies are based on available clippings. Actual appearance may be more.

* The news papers are : Sanj Samachar, Pimpri-Chinchwad, Pune Samachar, Kanosa, Navakal, Kedareshwar, Samana, Sandhya, Bhimateer, Ekmat, Navashakhi.

Environment building during festivals

During the Diwali festival of 1992 the Manch distributed Akash Kandils (Lamps) with literacy message to all the members of Taluka Manch, Beat Co-ordinators, Sub-Divisional Officers, (Revenue) and requested them to display these Akash Kandils prominently and also put up the boards of the Manch. These Kandils were displayed for about one year by the recipients.

On behalf of Pune Manch a meeting was held in Pune of the representatives of Ganesh Mandals and they were explained the TLC and its importance and an appeal was made to them to take up the literacy theme for their decorations in the Ganeshostav. As a results 3-4 Ganesh Mandals in Pune had the decorations conveying the message of Total Literacy.

On the occasion of 15th August and 26th January all the Gram Shikshan Samitis were requested to organise Gram Sabha in their village and communicate the objectives of the TLC to all the villagers, in order to elicit co-operation from all. We could not lay hand on the records as to how many such Gram Sabhas were conducted, but reportedly there have been a large number of Gram Sabhas during the period of 2 years. Such Gram Sabhas were also organised in the month of April, 1993 when Saksharata Manch conducted their internal evaluation.

5.2 Local contribution

There was a Sub-Committee for the local contribution formed by the Pune Manch. There has been a substantive collection of local

contributions for the literacy campaign. The local contributions were collected at various Government officers at Pune and also at Sub-Divisional offices (Revenue) at Baramati, Bhore, Haveli, Maval and Khed. The total collection at all these offices was Rs.11,91,712/- The Table 5.3 gives the figures of collections at these offices. These collections came mainly from 8 Sugar Factories (Indapur-3, Baramati-2, Daund-1, Haveli-1 and Junnar-1), Agricultural Produce Marketing Committees, Milk Co-operative Societies and some individuals. The local contribution so collected was used mainly for distribution of slates, pencils, roller-boards, expenditure on wall writings, etc. There was no provision made by the Manch in the TLC project for expenses on these items.

The local contributions were also received in terms of kind for example, some banks met the expenses for slates, pencils and roller-boards for some villages.

In addition, the Taluka Manch mobilised the local resources and tried to finance the local expenditure in printing of invitation cards, expenses for loud-speaker, hire charges for V.C.R., banners, wall writings and expenses for arranging various functions to the extent possible. Other than transport expenses, the programmes of Kalajathas were financed through local contributions.

Table 5.3 : Saksharata Andolan Manch , Pune.

Table: Local contribution collected by the Manch according to the office of collection.

		: upto 10.10.1993.
1.	: Collectorate, Pune.	: 2,24,779 /-
2.	: Office of the Superintendent, : State Excise Duty, Pune.	: 4,00,000 /-
3.	: District joint Registrar, Pune.	: 74,735 /-
4.	: Regional Transport Office, Pune.	: 19,500 /-
5.	: Maharashtra Industrial Development : Corporation , Pune.	: 9,557 /-
6.	: Additional Collector (Land Ceiling : Branch), Pune.	: 26,800 /-
7.	: Sub-Divisional Office (Revenue) : Baramati.	: 10,055 /-
8.	: Sub-Divisional Office (Revenue) : Bhor.	: 47,557 /-
9.	: Haveli Sub-Divisional Office : (Revenue) Pune.	: 82,579 /-
10.	: Maval Sub-Divisional Office : (Revenue) Pune.	: 1,79,570 /-
11.	: Khed Sub-Divisional Office : (Revenue) Pune.	: 1,08,549 /-
12.	: Deputy Commissioner, : Sales Tax, Pune Division, Pune.	: 8,031 /-
Total Amount		11,91,712 /-

5.3 : Monitoring and evaluation

For the purpose of monitoring, reports were being collected at various level periodically. From each village the village co-ordinator who was either Talathi, Gram Sevak or primary teacher collected reports from the volunteers working in the village and

submitted them to the co-ordinator at the beat level. The beat co-ordinator compiled and submitted these reports to the Taluka Manch and the Taluka Manch submitted the Taluka reports to the Zilla Manch which were then compiled by the computer division. For the purpose of taking review and monitoring the programme, a meeting was arranged at Pune on the 3rd Tuesday of every month where all the Block Development Officers, Talathis, Block Education Officers and Sub-Divisional Officers (Revenue) from all the Talukas were invited.

In order to evaluate the success of the programme an Evaluation Sub-Committee was formed. The Evaluation Sub-Committee conducted their first evaluation in the month of April, 1992.

For carrying out evaluation work in the villages Taluka Evaluation Committees were formed in each taluka with 10 members each, namely, One Master Trainers, Four Taluka Trainers, One College Lecturer, Two Middle School Teachers, Gram Sevak, and One Social Worker.

For this evaluation in April 1992, 10 per cent villages were sampled. The purpose of this evaluation was to collect information at the village level regarding the activities of the Total Literacy Campaign in the village and to know what are the lacunae in the implementation of the programme. The village level questionnaire was prepared covering all aspects of the TLC. The members of the Taluka Evaluation Committee visited the sample villages and had discussions with the TLC workers at the village level and also the members of the Gram Shikshan Samiti and on the

basis of this, they filled in the village schedule. The village schedules were analysed and a report prepared by the Evaluation Sub-Committee. The observations and the results obtained were useful for self assessment and for improving the performance of the programme. The aspects covered in this were environment building, training, functioning of the literacy classes, attendance of the adult learners, difficulties of the learners, facilities for the volunteers and general co-ordination between various agencies participating at village levels. The Sub-Committee identified a number of areas where there was lacuna in the implementation of the programme. The Manch considered the report of the Evaluation Sub-Committee and decided to take the corrective measures in order to achieve the success in the TLC programme.

Soon after this, another evaluation was carried out where the members of the Taluka Evaluation Committee evaluated 10 adult learners with the main purpose of understanding their level in reading, writing, arithmetic in terms of Aaple vachan-I, since by that time they were supposed to have covered it in the Literacy classes. Again a small report was prepared by the Evaluation Sub-Committee which was helpful in organising teaching -learning in the literacy classes.

Subsequently in the month of August, 1992 a small survey was conducted by the Evaluation Committee for which small questionnaire was used to elicit the opinion of the general public regarding the activities of the TLC campaign. For this purpose, the same 10 percent villages which were sampled for the evaluation

in April 1992 were visited by the members of the Taluka Evaluation Committee and the questionnaire was filled in by them by interviewing various persons at different places like S.T stand, post office, weekly bazaar, etc. The report of this survey was not available to us but reportedly the findings of the enquiry prompted the Saksharata Manch to concentrate more on the environment building than in the past.

Thus it is seen that Pune Saksharata Manch has been constantly concerned about their own performance and a proper monitoring and the periodical evaluations were conducted by them. This has resulted in general improvement of all the activities of the Manch.

By December, 1992 the Saksharata Manch has completed one year of conducting the literacy classes. It was therefore, decided by the Manch to conduct evaluation of all the adult learners by giving them a test paper covering all the aspects as per the requirements of the National Literacy Mission. Such tests were prepared with the help of the State Resource Centre and the evaluation work was carried out on 26th January, 1993, on 100% basis in all the villages. A meeting was conveyed at the University of Poona on 24th December 1992 for this purpose for which Master Trainers, Taluka Trainers, Beat Level Co-ordinators, members of the Taluka Evaluation Committees, Professors in - charge of the Department of Adult and Continuing Education from all the 19 colleges in Pune District (Rural), Sub-Divisional Officers (Revenue), Tahsildars, Block Development Officers and Block Education Officers, were

invited.

The results of this evaluation showed that the achievement of the adult learners was not upto the mark. The Literacy percentage achieved was a meager 19.50 percent at the taluka level. Only 56.20 percent of the adult learners attended the test. It, revealed that the approach of the Manch to utilise the services of the volunteers for conducting the literacy classes did not yield expected results. This led to the decision of utilising services of more primary teachers in place of volunteers. The Manch made an appeal to the primary teachers through their organizations to join the TLC programme whole-heartedly and conduct the literacy classes in their villages systematically to achieve proper literacy level. The Manch carried out a programme after this mainly with the help of primary teachers with about 5-10% volunteer component.

The poor Literacy achievements observed led the Manch to revitalize the programme for which the Manch introduced the "Gao Kacheri". Distribution of 'Literacy badges' (Amhi Saksharteche Gondhali) was taken up. Identity cards were given to adult learners. The weekly radio talks were also introduced for revitalizing the programme and to increase people's participation. A 'shibir' of people's representatives was organized in each taluka for which Sarpanch, Police Patil, Panchayat Samiti members, Zilla Parishad members, M.L.A., Sabhapati of Panchayat Samiti, Director of Co-operative Bank. and Marketing Federation, Directors of Land Development Bank, President and members of Nagar Parishads, Directors of Dairy Sangh, Chairman of the local Milk Co-operative Society, Director of Agricultural Produce Marketing

Committee, Chairman of Gram Shikshan Samitis, Directors of Sugar Factories, etc. were invited.

Awaiting the final evaluation to be conducted by the external agency, the Manch decided to carry out internal evaluation in the month of April 1993 on 100 percent basis. At this time, the Manch requested the Karve Institute of Social Work, Pune and the Gokhale Institute of Politics and Economics, Pune to participate in the internal evaluation programme and visit some villages on sample basis. During this evaluation programme, the evaluating teams from the Karve Institute and Gokhale Institute were requested to give their reports covering various aspects of the programme on the basis of their experience at the village level. These reports were useful for the Manch to get a third party view about the ground level realities.

The Literacy achievement was 83.35 percent as per this internal evaluation. Attendance for this evaluation was 85.76 percent.

5.4 : Participation by the college students

The Vice-Chancellor of the University of Poona, who is the President of the Pune Zilla Saksharata Andolan Manch Pune, took keen interest in the TLC and provided the University support through some staff of its department of Adult and Continuing Education. The University also provided the facilities for meetings whenever the Manch requested.

In addition, the Vice-Chancellor appealed to the colleges in the Pune district (Rural) to give a helping hand to the TLC whole

heartedly. There are 19 colleges in Pune district (Rural) which are affiliated to Poona University. The Principals of these colleges were members of the Taluka Saksharata Manch in their taluka. The participation of college students was planned and expected in the field of cultural programme and motivating and teaching the adult learners, the participation of the colleges students as volunteers for Kalajathas and their participation in Kalajathas and Poster Competition was quite good. They have contributed to some extent in environment building and motivating the adult learners to attend the classes.

However, the participation of these college students in general was not upto the expected level. It is because of this, that the Vice-Chancellor took personal interest in mobilising college students in the months of July and August, 1993. A team of senior level functionaries and the Collector of Pune visited each and every college and conducted meetings. On August, 22nd 1993 a meeting of all the college teachers and students representatives was held in the University Campus.

For the purpose of external evaluation the Manch had already mobilised the students from the Karve Institute of Social Work and other colleges in the Pune city. The above meeting has helped in mobilising college students from the colleges in Pune (Rural) District for external evaluation.

Some of the college teachers worked as Resource Persons/ Master Trainers and helped the Manch in carrying out the training programme at taluka level.

5.5 : Participation of voluntary agencies

There are more than 150 voluntary agencies working in various parts of the district in the field of child care, immunisation, child health, sanitation, health care, forestry, rural development, early childhood education, women emancipation, etc. A number of voluntary organisations came forward initially to help the literacy campaign. After discussing the working arrangements with all the voluntary organisations it was decided to list one voluntary organisation for each taluka which will take up the responsibility of voluntary agencies component of Total Literacy Campaign. These voluntary organisations were requested to work as contact/liaison organisation for the Total Literacy Campaign and there by co-ordinate the efforts in the Literacy Campaign of all the voluntary agencies in the concerned taluka. Following were the contact voluntary organisations.

Taluka	Voluntary Agency
1) Baramati	- Baramati Krishi Pratisthan.
2) Daund	- Nav Nirman Nyas
3) Velhe	- Chhatrapati Trekking Institute and Janseva Foundation.
4) Purandhar	- Vanasthali.
5) Haveli	- Vanrai.
6) Maval	- Seva Dham Trust.
7) Mulshi	- UNDARP
8) Shirur	- Investment in Man Trust.
9) Ambegaon	- Maharashtra Arogya Mandal.
10) Junnar	- Janiv
11) Khed	- Yuvak Seva Prabodhini.

The Manch formed "Voluntary Cell " to ensure participation of voluntary agencies. However, on the whole the participation of voluntary agencies was much less than visualised and expected by the Manch. The voluntary organisations are in general busy in their own activities and perhaps they could not get enough time to participate in the literacy campaign.

The persons involved in the voluntary agencies may not have direct interest in the work of Literacy or Literacy may not be their priority. The Manch has conducted a number of meetings with the representatives of the voluntary organisations at the various stages of the literacy programme and the Manch benefited from the suggestions that emerged, though the participation level of the voluntary agencies in the campaign remained at a low level.

It may be necessary to mention here that certain voluntary organisations, such as, Vanasthali Gramin Vikas Kendra, SAMPARC, Sevadham Trust, United Social Economic Development and Research Programme (UNDARAD), Arogya dakshata mandal, Nav-Nirman Nyas, Investment in Man Trust, Pariwartan Prabodhini, have helped significantly the campaign in various ways.

5.6 : Participation of the banks

The Manch approached various banks for their contribution to the literacy campaign in various parts. The Lead Bank of Pune District i.e. Bank of Maharashtra had taken a lead in organising the meeting of the representatives of banking institutions. This meeting helped selecting the areas of co-operation and contribution of banks to the literacy campaign. The banks adopted

the Talukas for the literacy campaign and generously contributed towards the expenses of slates, pencils, roll of boards, posters, etc. in the concerned Talukas. some of the banks also gave aid in cash. The following is the list of banks and their adopted Talukas.

Bank		Taluka.
Bank of Maharashtra	-	Junnar
Central Bank of India	-	Ambegaon
Land Development Bank	-	Khed
Syndicate Bank	-	Maval
Union Bank of India	-	Mulshi
State Bank of India	-	Shirur
Union Co-operative Bank	-	Haveli
P.D.C.C.Bank. (Pune District Central Co-operative)	-	Bhor
--do--	-	Velhe
Bank of India	-	Purandhar
Bank of Baroda	-	Baramati
Bank of Maharashtra	-	Daund
Dena Bank	-	Indapur

State Bank of India, Pune Main Branch has helped by way of making a vehicle (jeep) available to the Saksharata Andolan Manch, Pune for a period of 1 month.

5.7 Incentives and disincentives

As reported earlier the Manch distribution then identity cards to the adult learners with a view to expedite their work at various

Government and Semi Government offices. This was, thus, a sort of incentive to the adult learners to attend the literacy classes. In addition, certain other incentives were also announced on different occasions such as promise to take up the works of water-shed development in the village where 100 % literacy is achieved (Daily Prabhat dated 31st August, 1992), cash prizes offered ranging from Rs. 1000/- to Rs. 5000/- at public meetings for the first village attaining 100 per cent literacy in a Taluka (Daily Pimpri-Chinchwad dated 5th August, 1992), promises to take up development works on priority basis in the village having good literacy results (Daily Sakal dated 30th October, 1992). These announcements may have had certain positive impact on the attendance at the classes. However, it is not clear whether these promises were implemented; cash prizes have not yet been given to any village. Along with the incentives of the above kind, certain disincentives were also announced, such as, cancellation of ration cards of those who refuse to attend the literacy classes, stoppage of kerosene quota, stoppage of Diwali quota of provision stoppage in issuing 7/12 extracts of land records. etc. (Daily Loksatta dtd. 1st Oct. 1992). It was also announced on some occasions that the wages at the Employment Guarantee Scheme works will not be paid unless the eligible adults attend the classes.

It may be mentioned that these types of disincentives were announced at public meetings but no adult learners were ever denied any of these benefits for the reasons of non-attendance at the literacy classes. At the same time the fear of these disincentives has perhaps helped in increasing the attendance at the classes. In

our opinion this type of disincentives imposed with good intention are sometimes useful and they should not be criticised. It may be mentioned here that these disincentives were announced orally and no written orders were issued in respect of any one of them.

At the last phase of TLC, the primary teachers were mainly shouldering the responsibility of conducting the literacy classes. It was announced that all the teacher's should stay in their head-quarters to conduct the classes regularly. At that time also it was announced that those teachers who were not staying at their head-quarters would not be given House Rent Allowance. This was done because many of the teachers in the vicinity of the urban areas do not stay in the villages and therefore, they were not able to conduct the literacy classes regularly. Even this announcement was made only to ensure better performance and there was not a single case where such discontinuation of payment of House Rent Allowance was done.

The Pune Manch offered participation certificates to all those who have worked for TLC in different activities and at different stages. This was worked as an incentive.

5.8 Expenditure pattern

The study of the expenditure pattern of the Manch was not planned. However, we present in Table 5.4 the expenditure incurred by the Manch upto 31st January, 1994. It is observed that the Manch has spent only 52.63 per adult learner against the provision of 61.40. The expenditure on environment building activities was much lower at Rs. 1.55 per capita against the provision of Rs. 4.10. The

Manch has carried out personal environment building activities but has successful economised. Expenditure on monitoring and evaluation of Rs. 0.60 only. The higher expenditure in spite justified since the monitoring and evaluation carried out has helped to achieve better performance.

**TABLE 5.4 : ITEMWISE PER CAPITA PROVISION AND EXPENDITURE INCURRED DURING
THE PERIOD OF THE CAMPAIGN IN PUNE DISTRICT (RURAL)**

Sr.No.	Items of Expenditure	Total approved provision by the Executive Committee of N.L.M.A. for 5 lakh adult learners		Total Revised Provision proportionate actually identified 2.46 adult learners		Expenditure incurred upto 31/1/94	Per Capita Expenditur
		Provision	Per Capita Provision	Provision	Per Capita Provision		
1.	Campaign organisational structure at District and Tahsil level.	37,90,000	7.58	18,70,039	7.58	17,61,626	7.14
2.	Survey and Data Processing	03,50,000	0.70	01,72,695	0.70	01,05,900	0.43
3.	Environment building and motivation activities	20,50,000	4.10	10,11,499	4.10	02,78,635	1.53
4.	Training functionaries	81,90,000	16.38	40,41,061	16.38	31,85,864	12.91
5.	Supply of literacy kits to learners	1,00,00,000	20.00	49,34,140	20.00	49,34,140	20.00
6.	Reading circles	40,00,000	8.00	19,73,656	8.00	16,00,348	06.49
7.	Monitoring and evaluation	3,00,000	0.60	01,48,024	0.60	06,34,308	02.57
8.	Certificates, Village celebration, literacy melas, etc.	3,70,000	0.74	1,82,563	0.74	00,27,499	00.11
9.	Contingencies	11,50,000	2.30	5,67,426	2.30	02,81,030	01.14
10.	Unforeseen Expenditure	3,00,000	0.60	1,48,024	0.60	--	--
11.	Service charges (5% of the items No.1+7+9+10)	2,00,000	0.40	98,683	0.40	7,726	00.31
Total		3,07,00,000	61.40	1,51,47,810	61.40	1,29,17,076	52.63

CHAPTER-VI

SPECIAL FEATURES OF THE PUNE MANCH

The Pune Zilla Saksharata Manch has taken up certain activities which are not found in other Total Literacy Campaign such as special radio talks, introduction of "Gaon Kacheri", formation of Mahila Mandals, and publication of "Lokjagar Saptahik" a weekly devoted to neo-literates, etc.

6.1 Radio talks

The Pune Saksharata Manch decided to use the media of radio for the purpose of campaign. For this, a weekly programme of 15 minutes was organised from 2nd January, 1993 exclusively devoted to the Total Literacy Campaign. The All India Radio, Pune station gave full co-operation for this purpose and the programme of 15 minutes every week is being transmitted even now. It is expected to continue for the Saksharottar (Post Literacy) activities as well. In this programme, the talks in the form of dialogue with all concerned, by the Vice Chancellor, District Collector, Additional Collector, Chief Executive Officer, Zilla Parishad have been a regular feature for the environment building for the campaign. This programme also included talks and interviews of other participants in the programme and also interviews of adult learners. Recently talks by the evaluators who conducted the final evaluation work were also broadcast. In all the meetings and during all the training programmes, an appeal has been made to all concerned to listen to this programme. It was observed that the adult learners were also quite keen in listening to these talks.

It can be said that these talks have been quite useful for motivational purposes.

It is interesting to note that during this period the neo-literates have been writing letters and reacting to these talks. In all about 2500 letters have been received by the Manch which may average to about 20 letter a week.

6.2 Gaon Kacheri

It was observed by the Manch that despite all its efforts the attendance at the literacy classes was below expectation. It was felt that the difficult task of increasing attendance at the literacy classes is dependent on co-operation at village level, of Government and Semi-Government officials and villagers together. If all these constituents put in co-ordinated efforts, then only the attendance at the literacy classes can be improved and sustained. Though the co-ordinated efforts at the Beat, Taluka and Sub-Division and District level are important, the planned co-ordination among the village level constituents is more important. It was from this background that the concept of Gaon Kacheri emerged and the Manch launched the programme of Gaon Kacheri on the auspicious occasion of 26th January, 1993.

The concept is based on Mahatma Gandhi's ideas of village development and "Gram Swaraj". In the process of decentralisation, the Zilla Parishads and Taluka Panchayat Samitis have been formed and Gram panchayats have come into being. The co-ordinating agencies to co-ordinate activities of various departments are available at only district level and taluka level in the form of

Zilla parishad and Panchayat Samiti respectively, but there is no co-ordinating agency working at the Gram Panchayat level. Therefore, there is a gap in terms of co-ordination at the Gram Panchayat level.

There are generally, 1 to 8 villages under the jurisdiction of Gram Panchayat. There are Government and Zilla Parishad employees such as Talathi, Primary Teacher, Gram Sevak, Health Assistant, Anganwadi Sevika, Patkari (Irrigation), Line Man (M.S.E.B.) Secretary of co-operative Societies, Forest Guard, Agriculture Assistant, etc. who operate at the village level. But there is no co-ordination among them and most of them are unaware of what the others are doing and they have no information regarding the schemes of the other departments. This results in difficulties in selecting beneficiaries for particular scheme, making the help reach appropriate beneficiaries and thereby in completing the targets of the scheme.

In order to make the benefits of the scheme reach the right people at the village level, co-ordination among the Government and Semi-Government officials is essential, but at the same time peoples' representatives and these officials should also have interaction and co-ordination. The concept of Gaon Kacheri has two aspects namely -

1) co-ordination among the village level officials of Government and Semi-Government organizations and 2) proper interaction between these officials and the peoples' representatives and the citizens at the village level. It was decided to introduce this concept through the platform of Pune Zilla Saksharata Andolan Manch.

The Gaon Kacheri meetings were proposed to be held once in a week on Mondays or Thursdays in all the villages. It was suggested that all the above mentioned village level officials, the peoples' representatives and the villagers who have work with these officials should meet at a suitable place like, Gram Panchayat, Chavadi or a school. The day and place of the meeting should be fixed in each village and the meeting of the Gaon Kacheri should be held regularly. An appeal was made to all the other organizations in the villages, like, Mahila Mandal, Tarun Mandal and also voluntary agencies working in the village to participate in the Gaon Kacheri. The Government and Semi-Government officials at the district level were requested to do the needful and give instructions to their village level staff to attend the Gao Kacheri.

The concept of the Gao Kacheri is introduced by the Manch at the last stage of the Total Literacy Campaign and has emerged out of the experience during the campaign. Though this is quite an innovative concept and could be very effective, at the same time it is a rather difficult programme to implement for the usual reasons, such as, the existing approach of the Government and Semi-Government officials, attitude of the society towards the general developmental work and also the present style of functioning of the peoples' representatives at various levels. A good beginning has been made in Pune district though it is too early to assess the performance of the Gaon Kacheri. It is observed that in a large number of villages, the meeting of Gao

Kacheri are being held though there are yet many villages, where it is not being done.

The Gaon Kacheri was supposed to help the campaign in terms of increased attendance at the literacy classes. It was, therefore, expected that the Gaon Kacheri would put in efforts in motivating the adult illiterates. It was at the same time necessary that the adult illiterates should be informed about the concept and should be requested to attend the Gaon Kacheri so that the Gaon Kacheri meetings eventually would be demanded by the people. Though initially increasing the attendance at the literacy classes was the purpose in introducing the concept of Gaon Kacheri, it is now planned that this should be an on-going programme to help the post literacy programme as well as village development in general.

During the external evaluation work, it was found that still there are a number of neo-literates who have not known about the Gaon Kacheri; there are places where the meetings of Gaon Kacheri are not being held regularly and therefore, more efforts would be necessary to make the system truly effective. It is also observed that in many villages where the Gao Kacheri meeting are held the Talathi, primary teachers and the Gram sevak are the only three Government workers present for most of the meetings. The response from other Government and Semi-Government department is poor.

The three Taluka Manchhas namely Baramati, Daund and Indapur took out a special booklet called "Gaon Kacheri" Margadarshika and distributed it. The booklet contains an introduction to Total Literacy Campaign, concept of Gaon Kacheri and the operational

arrangements and importance of this concept in the development of the village, with an appeal to everyone concerned to make this new experiment successful which is aimed at developing public oriented administration. In addition to this, this booklet gives complete list of various schemes available in the rural areas of the Taluka with the important details such as the Government Resolution number and date, the scheme in brief, eligibility for the beneficiaries and the address of concerned office for each of the scheme. In addition to the schemes run by the Government, the schemes run by Khadi Gramodyog Mandal, Maharashtra State Electricity Board, Maharashtra State Co-operative Agriculture and Rural Development Bank, Nagarparishads and Pune District Central Co-operative Bank are also included in the booklet. These booklets also give the list of villages in the Taluka and the day on which the Gao Kacheri is to be held. These booklets are quite useful and it is an example of how a programme like TLC can lead to the extended activities like this. It also indicates the success of Zilla Manch in creating awareness among the Government officials who are coming forward to take up this type of works.

6.3 Mahila mandals

The Pune Manch shows its commitment to the upliftment of the rural society through their programme of formation of Mahila Mandal in all the villages. As has been stated in Chapter-II among the adult illiterates identified during the survey, the proportion of women was 70.30 %. Thus, with Total Literacy Campaign started it was clear that their target group consists of large number of women. The Manch, therefore, decided to take the opportunity of utilising

the women force for the good cause of rural upliftment. It is, now widely accepted that the education and empowerment of women is essential for eradication of poverty and for the general economic, social and cultural development of all the rural as well as urban societies. The Pune Saksharata Manch decided that all the villages in Pune district should have Mahila Mandals and therefore, a campaign was launched. Extensive work was put in for propagation of the idea and then extensive material was produced explaining the concept and purpose of Mahila Mandal, steps for formation of Mahila Mandals and the formalities of registration. A booklet of about 30 pages was produced and distributed all over the district. It included information regarding how to keep accounts, how to conduct elections, how to manage the funds and the assets, etc. This booklet also gives information regarding various Government schemes available for women.

In Pune district there are five talukas namely, Baramati, Haveli, Khed, Ambegaon and Junnar, where Integrated Child Development Scheme (ICDS) is operative. Of these, except Baramati in the other four talukas Mahila Mandals already exists in a number of villages though many of them are not active. The Manch has put its efforts to activise these Mahila Mandals and form new Mahila Mandals in the remaining other talukas. A special training programme was organised for the purpose of formation of Mahila Mandals. The details of which have already appeared in the section on training. As per the information available to us we present below the position of formation of Mahila Mandals in different talukas in Table 6.1.

Table 6.1 : Formation of Mahila Mandals.

Taluka	Existing Mahila Mandals	New Mahila Mandals	
		registered	proposals Submitted
Baramati	--	221	--
Indapur	--	48	--
Daund	--	175	--
Bhor	--	---	225
Velhe	--	76	--
Purandhar	--	91	--
Haveli	225	---	--
Maval	--	---	59
Mulshi	--	101	--
Shirur	--	26	76
Khed	275	---	--
Ambegaon	207	---	--
Junnar	227	---	--
Total	934	738	360

It is observed during some of the field visits that in certain villages the women are quite enthusiastic regarding the activities to be undertaken by the Mahila Mandal, and therefore, it seems that the programme of Mahila Mandal can be successfully continued provided some further inputs are put in by either the Manch under their post literacy programme or by some other agencies. The formation and renewal of Mahila Mandal was an off shoot of the Total Literacy Programme but at the same time it helped the implementation of Total Literacy Campaign itself.

6.4 Nov-Lokjagar Saptahik

The Pune Manch decided to start a new weekly devoted to the neo-literates. The main purpose was to provide appropriate reading material to the neo-literates, on a regular basis in a proper print-type and covering various aspects of the village life, as well as to establish communication with the neo-literates. It is expected that this will help sustain the interest of neo-literates to educate themselves. It is found in certain cases as people after achieving literacy level lapsed into their previous state of illiteracy due to non-utilisation of their newly acquired literacy skills. It is, therefore, necessary to provide neo-literates with appropriate literature.

The first issue of Lokjagar was published on 5th September, 1993, the Teachers' Day. The Additional Collector of Pune took the responsibility of editing and the Collector of Pune that of publishing the same. By the time this is being written, the Lokjagar was being published regularly every week. At present the Lokjagar is published in 4 pages. Emphasis on illustration and high entertainment value is planned. The present structure of the Lokjagar contains information of activities of the TLC, one serial on Savitribai Phule, a song from Lokjagar cassette, one " Bharood " on superstition, Science, etc. It has also allotted space for the letters from neo-literates. An appeal was made in various meetings to neo-literates to communicate with Lokjagar through letters to the editor. It may be mentioned that every day around 20-25 letters are received from the neo-literates. Though only selected

letters are published, there is a continuous flow of the letters. Some communication will have to be sent to the authors of the unpublished letters otherwise the flow may be reduced. It shows that the Lokjagar is marching towards the success in terms of communication with the neo-literates. Lokjagar is planned to be an important instrument of the post literacy programmes as well. The neo-literates take time to read usual news-papers. In the interim period the Lokjagar will help in developing liking for reading news-papers, it will add to the vocabulary and, of course, it will provide good amount of knowledge to the neo-literates.

The copies of the Lokjagar are being distributed to all the high schools, primary schools, Gram Panchayats, Mahila Mandals, Talathis, Gram Sevaks, members of Taluka Panchayat Samitis, Anganwadis, fair price shops and colleges in the Pune district (Rural). Through them it is expected to reach the neo-literates who attend the literacy classes, who attend Mahila Mandal, etc. The Lokjagar will also be given to them in the Post literacy (Saksharottar) programme.

6.5 Internal evaluation along with external evaluation

Pune Saksharata Manch is perhaps the only Manch which took up final internal evaluation along with the external evaluation. When the external evaluation was being conducted on 10 percent sample basis, the Pune Saksharata Manch conducted their internal evaluation for the remaining 90 percent adults through the taluka and village level workers of the Manch and on the basis of this internal evaluation decided to give certificates to the adults for

their becoming " literate ". The procedure followed for the internal evaluation, was the same as that followed by the external evaluation except that it was carried out by the internal evaluation workers of the Manch.

CHAPTER VII

LITERACY ACHIEVEMENTS

In this chapter we present the results of the external evaluation carried out on sample basis as explained in Chapter II. The entire field work of conducting the tests was carried out from 1st November to 5th November, 1993 in all villages except in some villages where it continued upto 7th November, 1993. All the records were submitted by the team leaders to the Manch and they were subsequently brought to the Gokhale Institute. A team of tabulators worked for scrutinising the papers, various compilation sheets and preparing the final data for computer processing.

7.1 : Attendance of neo-literates for the external evaluation

As cited earlier the sample villages/wards were to be covered on 100 per cent basis. However, due to unavoidable circumstances, such as, the adults migrated temporarily for wage employment, adults migrated due to marriage, some adults died, some adults were out of station during the week of evaluation, etc., all adults could not be examined. In addition, some adult learners perhaps were present in the village but did not attend the evaluation. As a result the attendance for the external evaluation at the district level was 85.14 %. The level of attendance varied from Taluka to Taluka and also from beat to beat. We present in Table 7.1 taluka-wise number of adult illiterates identified as per the survey and in Table 7.2 no. of sample villages and No. of adult illiterates identified in the sample villages. We present figures of attendance for external evaluation of males and females

separately in Table 7.3. It will be seen that the attendance of female learners for external evaluation was in general higher than that of male learners. At the district level attendance of males was 72.61 per cent and that of females was 90.86 per cent. The highest percentage of attendance was achieved in Daund Taluka taking males and females together, which was 96.65, the next was in Junnar Taluka at 95.42, the lowest attendance was in Velhe Taluka with 57.49 per cent. The data at beat level corresponding to Table 7.1, 7.2 and 7.3 is presented in Appendix D1, D2 and D3.

Table 7.1 : TALUKA-WISE NO. OF ADULT ILLITERATS IDENTIFIED AS PER THE SURVEY

Sr. No.	Taluka	No. of Villages	No. of Identified Adults		
			Male	Femele	Total
1.	BARAMATI	117	9397	17752	27149
2.	DAUND	77	6363	15469	21832
3.	INDAPUR	82	8253	18862	27115
4.	BHOR	232	2614	8683	11297
5.	VELHA	137	1815	4973	6788
6.	PURANDAR	129	2677	8251	10928
7.	HAVELI	121	7479	17694	25173
8.	MAVAL	221	7787	14643	22430
9.	MULSHI	137	3834	8472	12306
10.	SHIRUR	111	7380	15061	22441
11.	AMBEGAON	136	3200	10160	13360
12.	JUNNAR	136	5032	12577	17609
13.	KHED	179	7435	29844	28279
DISTRICT TOTAL		1815	73266	173441	246707

**Table 7.2 : TALUKA-WISE NO. OF SAMPLE VILLAGES
AND NO. OF IDENTIFIED ADULT
ILLITERATES IN THE SAMPLE VILLAGE**

Sr. No.	Taluka	No. of sample Villages		No. of Identified Adults in sample villages		
		Villages	N.P.S	Male	Femele	Total
1.	BARAMATI	11	1	866	2037	2903
2.	DAUND	8	1	654	1612	2266
3.	INDAPUR	11	1	971	2092	3063
4.	BHOR	21	1	277	1048	1325
5.	VELHA	14	-	181	473	654
6.	PURANDAR	10	2	436	1031	1467
7.	HAVELI	16	-	641	2163	2804
8.	MAVAL	18	2	1014	1477	2491
9.	MULSHI	8	-	389	833	1222
10.	SHIRUR	11	1	1706	1773	3479
11.	AMBEGAON	22	-	366	1305	1671
12.	JUNNAR	17	1	736	2036	2772
13.	KHED	17	1	847	2062	2909
DISTRICT TOTAL		184	11	9084	19942	29026

**Table 7.3 : TALUKA-WISE ATTENDANCE FOR
EXTERNAL EVALUATION IN THE SAMPLE VILLAGES**

Sr. No.	Taluka	No. of Neo-Literates who attended			Percentage of Attendance for External Evaluation		
		Male	Femele	Total	Male	Female	Total
1.	BARAMATI	783	1906	2689	90.42	93.57	92.63
2.	DAUND	641	1549	2190	98.01	96.09	96.65
3.	INDAPUR	827	1848	2675	85.17	88.34	87.33
4.	BHOR	267	943	1210	96.39	89.98	91.32
5.	VELHA	97	279	376	53.59	58.99	57.49
6.	PURANDAR	339	941	1280	77.75	91.27	87.25
7.	HAVELI	449	1901	2350	70.05	87.89	83.81
8.	MAVAL	628	1197	1825	61.39	81.54	73.26
9.	MULSHI	255	787	1042	65.55	94.48	85.27
10.	SHIRUR	623	1734	2357	36.52	97.80	67.75
11.	AMBEGAON	341	1228	1569	93.17	94.10	93.90
12.	JUNNAR	700	1946	2645	95.11	95.58	95.42
13.	KHED	651	1854	2505	77.04	89.83	86.11
DISTRICT TOTAL		6601	18113	24713	72.61	90.86	85.14

7.2 : Scrutiny of field records

Since a large number of neo-literates (29026) were to be evaluated spread over in as many as 183 villages in 13 Talukas and 11 towns having Municipal Councils, the size of records was huge. The evaluation teams had a very hard time in carrying out the evaluation work; they worked day and night in the field. At times they had to walk on foot due to the peculiar situations at the sample villages. They had also to fill in the village sheets wherein the names of the neo-literates, their scores in reading, writing and arithmetic and total scores were to be written. Afterwards they were to prepare beat-level summary. All these works were to be carried out in the field. We felt that scrutiny of records is a must. It was decided to carry out scrutiny of each and every answer 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 checked whether there were properly posted on the village level compilation sheet. While doing so an overall inspection of the answer sheet was carried out to find out whether there were differences in the hand writing in answers, specially in the letter writing part of the question. Since the field work was being carried out with light 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 total or in the posting of the marks. It was also necessary to tally the names written on the village compilation sheets and the names of the adults written on the answer paper, their male/female

categorisation 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 beat level compilation sheets were checked and corrected based on the village level final compilation sheets. The beat level compilation was then sent to the computer.

7.3 : Methodology for estimation of literacy achievement

An education beat was taken as a unit for sampling and estimation purposes. The villages were sampled from each beat by using random number tables. The sample villages were covered on 100 % basis. The neo-literates who have scored 70 % or more marks and also satisfy the condition of obtaining at least 50 % marks in each of the sub-sections in reading, writing and arithmetic were considered as having achieved "Literacy". The number of neo-literates achieving literacy divided by number of adult literates identified as per the survey in the sample villages 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 beat level was estimated by using this percentage and the number of adult literates identified in the survey in the entire beat concerned. Thus, the number of neo-literates achieving literacy was estimated for each of the beat in a taluka. The taluka total of these estimated number of neo-literates achieving literacy divided by the total number of adult literates identified by the

survey in the taluka gives the percentage literacy achieved at the taluka level. By doing this for all the talukas, literacy percentage achieved at the District level is computed. (The methodology is explained mathematically in the Appendix A).

7.4 : Estimates of literacy achievement

The estimates of literacy achieved at the district level has worked out to 76.91 per cent.

We present in Table 7.4 the estimates of literacy achievement as per external evaluation at the taluka Level. It will be seen that the literacy percentage achieved varied from the highest of 92.22 in Ambegaon taluka to the lowest of 34.89 in Velhe taluka. The literacy achievement is higher than 80 per cent in five talukas, namely, Ambegaon (92.22), Daund (87.83), Junnar(87.07), Baramati (84.87) and Indapur (84.24). Five talukas have achieved literacy of more than 70 per cent but lower than 80 %. These are Haveli (78.79) Purandhar (79.13), Bhore (78.11) and Khed (71.80) and Mulshi (70.20). One taluka achieved slightly less than 70 %, namely, Shirur (68.62). The literacy achievement of Mawal taluka is poor of 56.84 and that of Velha taluka is poorest at 34.89.

It may be noted that the percentage of attendance at taluka level given in Table 7.3 is simple percentage for all sample villages in a taluka. Whereas, estimate of literacy percentage achieved presented in Table 7.4 is obtained by using weighted method as explained above. Generally, the percentage of attendance in Table

7.3 will be higher than the Literacy percentage estimate in Table 7.4. However, this could be otherwise as in the case of Shirur taluka.

Table 7.4 : TALUKA-WISE ESTIMATES OF PERCENTAGE OF LITERACY ACHIEVED

Sr. No.	Taluka	No. of Identified Adults		
		Male	Femele	Total
1.	BARAMATI	82.62	86.07	84.87
2.	DAUND	92.51	85.90	87.83
3.	INDAPUR	81.31	85.53	84.24
4.	BHOR	84.76	76.11	78.11
5.	VELHA	36.94	34.15	34.89
6.	PURANDAR	76.71	79.91	79.13
7.	HAVELI	74.95	81.84	79.79
8.	MAVAL	56.78	56.88	56.84
9.	MULSHI	61.20	74.27	70.20
10.	SHIRUR	61.84	71.94	68.62
11.	AMBEGAON	92.54	92.11	92.22
12.	JUNNAR	88.85	86.49	87.17
13.	KHED	74.88	70.70	71.80
DISTRICT TOTAL		75.39	77.55	76.91 ✓

The beat level data on literacy achievements is presented in Appendix Table D4. The beats are arranged in a descending order of literacy achievement and the list is presented in Appendix D5. There are two beats, namely Shinoli and Ghodegaon in Ambegaon taluka with 100 per cent literacy achievement. There are as many as 25 beats out of the total 88 beats where the literacy achievement is 90 per cent or more. The following table 7.6 presents the distribution of beats according to the level of achievement.

Table 7.5 : No. of beats according to the percentage of literacy achievement.

% Class	No. of beats
90 to 100	28
80 to less than 90	19
70 to less than 80	12
60 to less than 70	11
50 to less than 60	12
Less than 50	6
Total	88

Among the lowest 6 beats with achievement less than 50 %, Sakhar, Panshet and Velhe beats are in Velhe taluka, Lonavala Nagar Palika and Lonavala Rural in Maval Taluka and Alandi Nagar Palika in Khed Taluka. Among the 11 Nagar Parishads, Bhor nagar Parishad has the highest achievement which is 91.95 per cent.

7.5 : Performance of Males and Females

Out of total of 246707 adult illiterates identified in the survey 173441 were females. The task of mobilising and teaching the women was challenging. It is noteworthy that the literacy achievement by the females is more than the match in percentage terms as compared to the achievement of the males in Pune. At the district level the achievement of females was 77.55 per cent and that of males was 75.39 per cent. In seven talukas, percentage achievement of

females is more than that of males. Since the number of females was much larger the percentage comparisons are not really that important. It is important to note that the number of females made literate through TLC is 134509 and that of males is 55237. The Pune Manch has been able to successfully carry out the programme for such a large number of women spread over in several villages in different talukas. It can be observed in Appendix D3, that in several beats the attendance of females for the external evaluation has been much higher than that of males. The attitudes of female adults towards the programme seem to have been really positive. It is really creditable to have mobilised these neo-literate women in such a large number. The programme of forming new Mahila Mandals and reviving the old Mahila Mandals has also given a boost to the programme at the last stage.

7.6 : Reliability of the literacy percentage estimated

It may be necessary here to mention that perhaps the Pune district is the only district we know where the external evaluation was carried out with the help of a large number of students (384) who were totally out-siders to the programme of the Manch. This has helped in maintaining the standards of evaluation work which has to be really carried out by a third party. The average workload per evaluator was planned at around 25 neo-literates per day which really worked out to around 15.12 neo-literates per day. This has helped in maintaining quality of field work. It was our endeavour to see that the local workers do not influence evaluation work. Clear instructions were given to the evaluators and their team leaders for maintaining the quality of

evaluation work. It is observed from the reports submitted by the evaluators and also from the discussions we had with them after the evaluation work was over that the instructions issued were followed quite satisfactorily.

In addition, as explained above we have scrutinised every answer paper and checked all statistical work at the Institute before the data was transferred to computers. Thus the quality of data given is quite satisfactory. The percentage estimates of literacy achievement arrived at are according to us quite reliable.

We have also used the statistical methods for computing the estimates of standard errors and constructing confidence intervals for the estimates. This is presented in Appendix D6.

We also present the Revenue Division-wise estimates of literacy percentage achieved in Table No. 7.8. Baramati division has the best performance with 85.50 per cent achievement, the next being Junnar division with 80.97 per cent.

Table 7.6 : REVENUE DIVISIONWISE ESTIMATES OF LITERACY ACHIEVED

Divisions	Talukas	No. of adult illiterates identified by the survey			Literacy % achieved		
		Male	Female	Total	Male	Female	Tot
I. Baramati	Baramati Daund Indapur	24013	52083	76096	84.79	85.82	85.50
II. Bhore	Bhor Velhe Purandhar	7106	21907	29013	69.51	68.01	68.33
III. Haveli	Haveli	7479	17694	25173	74.95	81.84	79.79
IV. Mawal	Mawal Mulshi Shirur	19001	38176	57177	59.64	66.68	64.35
V. Junnar	Ambegaon Junnar Khed	15667	43581	59248	82.97	80.25	80.97
Total		73266	173441	246707	75.39	77.55	76.91

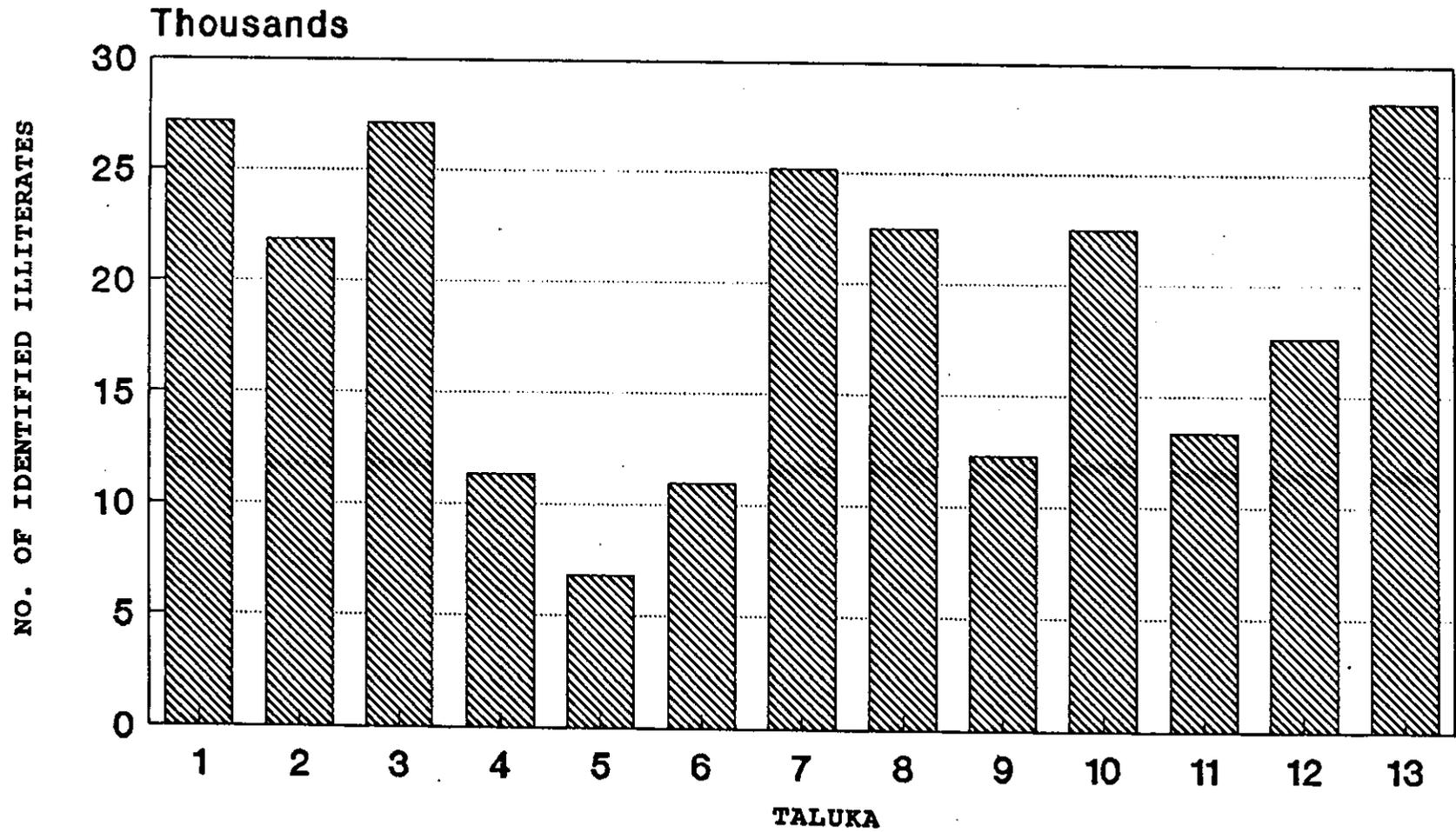
We also present charts I and II showing number of adult illiterates identified in the survey in different talukas using bar diagram and charts III and IV estimates of literacy percentages achieved at taluka level again using bar diagrams.

7.7 Percentage of neo-literates scoring lower than 70 % marks

In table 7.7 we present the estimated percentage of neo-literates scoring 0 to 49 marks and 50 to 69 marks for each taluka and for males and females separately. Those neo-literates who score 70 marks or above but fail to score 50 per cent in each of the three sections are not treated as having achieved literacy. These are counted in the score-category of 50-69 percent for the purpose of this tabulation.

IDENTIFIED ILLITERATES

CHART 1 : TOTAL

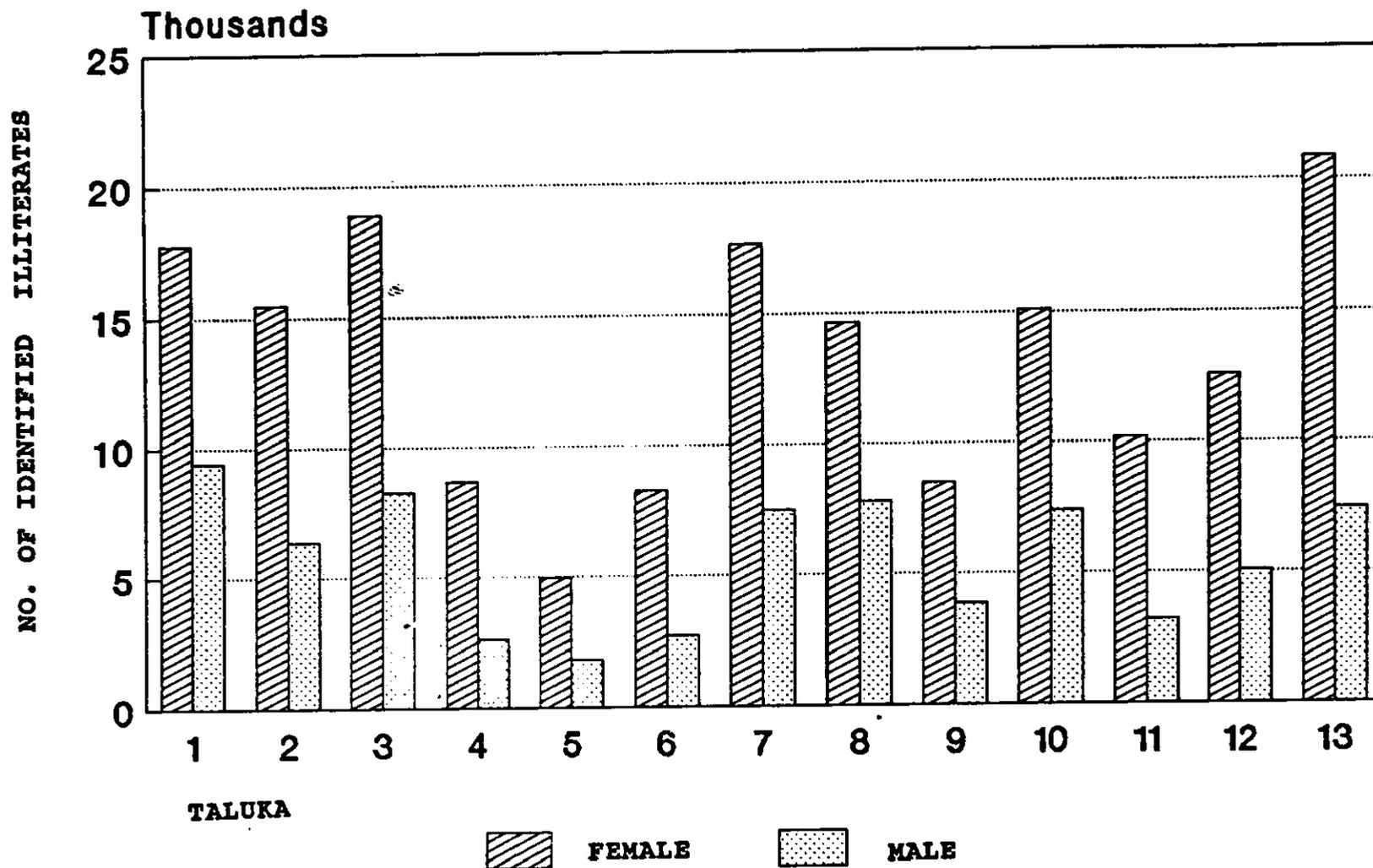



TOTAL

- | | | |
|--------------|---------------|--------------|
| 1 - BARAMATI | 2 - DAUND | 3 - INDAPUR |
| 4 - BHOR | 5 - VELHA | 6 - PURANDAR |
| 7 - HAVELI | 8 - MAVAL | 9 - MULSHI |
| 10 - SHIRUR | 11 - AMBEGAON | 12 - JUNNAR |
| 13 - ... | | |

IDENTIFIED ILLITERATES

CHART 2 : FEMALE, MALE



1 - BARAMATI
4 - BHOR

2 - DAUND
5 - VELHA

3 - INDAPUR
6 - PURANDAR

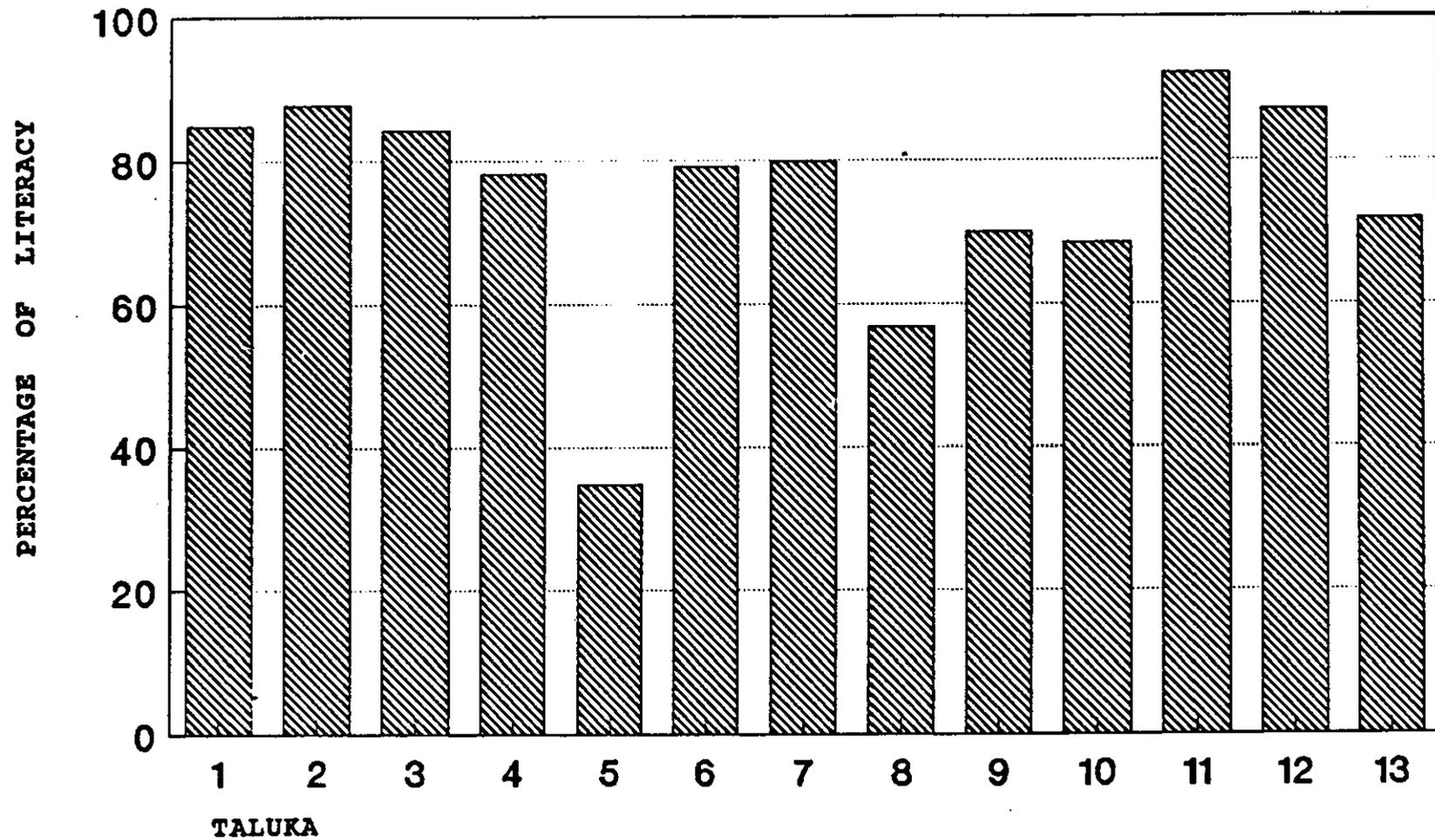
7 - HAVELI
10 - SHIRUR
13 - KHED

8 - MAVAL
11 - AMBEGAON

9 - MULSHI
12 - JUNNAR

PERCENTAGE OF LITERACY ACHIEVED

CHART 3 : TOTAL



TOTAL

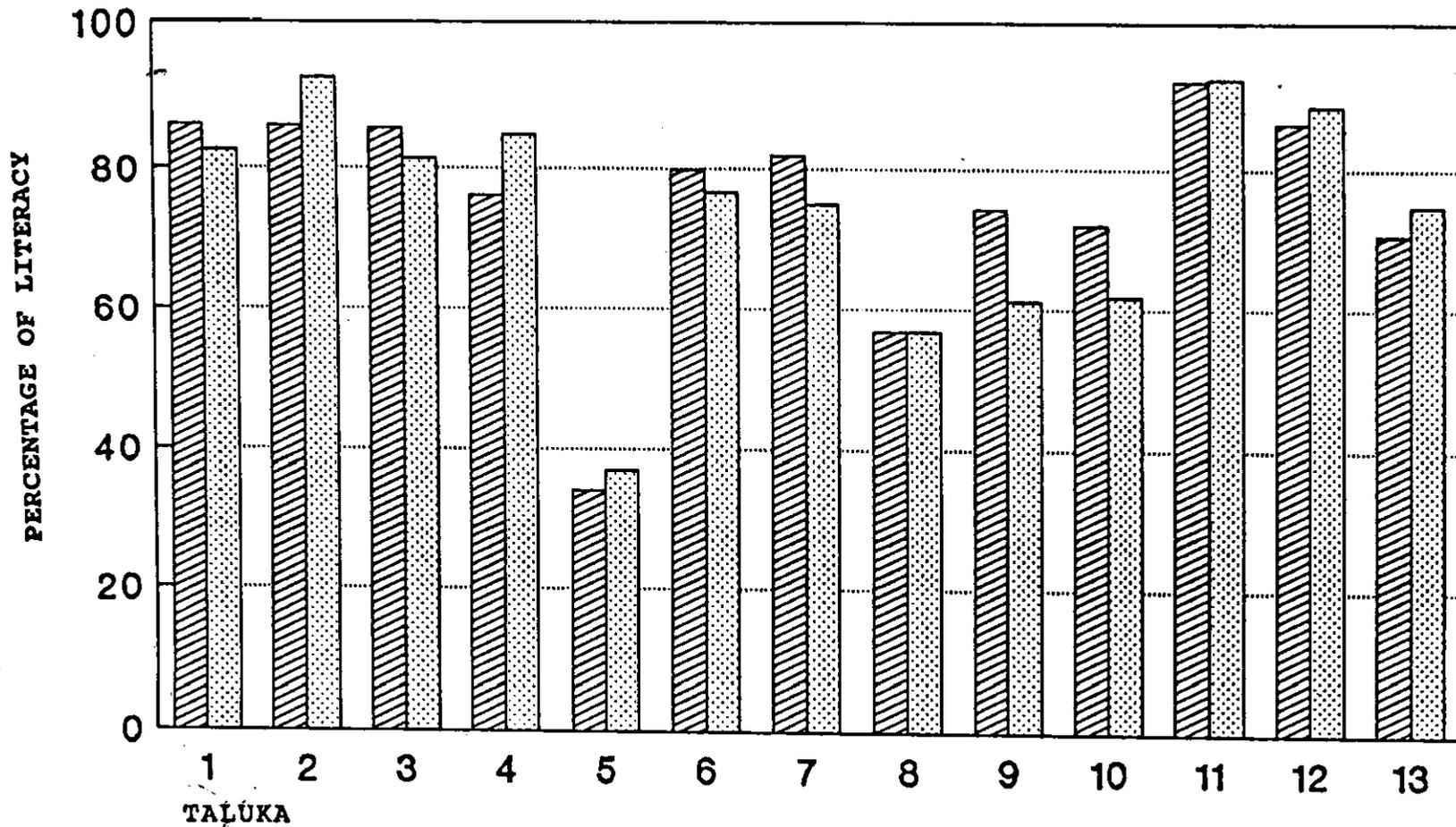
- 1 - BARAMATI
- 4 - BHOR
- 7 - HAVELI
- 10 - SHIRUR

- 2 - DAUND
- 5 - VELHA
- 8 - MAVAL
- 11 - AMBEGAON

- 3 - INDAPUR
- 6 - PURANDAR
- 9 - MULSHI
- 12 - JUNNAR

PERCENTAGE OF LITERACY ACHIEVED

CHART 4 : FEMALE, MALE



FEMALE



MALE

- 1 - BARAMATI
- 4 - BHOR
- 7 - HAVELI
- 10 - SHIRUR
- 13 - KHED

- 2 - DAUND
- 5 - VELHA
- 8 - MAVAL
- 11 - AMBEGAON

- 3 - INDAPUR
- 6 - PURANDAR
- 9 - MULSHI
- 12 - JUNNAR

Table 7.7 Estimated percentages in the score-categories

0-49 marks and 50-69 marks

Taluka	Estimate % of neo-literates			
	Scoring 0-49 marks		Scoring 5-69 marks	
	Males	Females	Males	Females
1. Baramati	1.88	3.83	5.26	3.89
2. Daund	2.08	4.34	3.41	5.36
3. Indapur	0.83	1.46	4.97	5.06
4. Bhore	3.07	5.28	7.34	6.76
5. Velha	6.10	11.08	5.81	10.33
6. Purandhar	2.05	3.57	3.82	8.57
7. Haveli	3.45	2.79	1.92	4.45
8. Maval	1.53	12.51	5.68	12.88
9. Mulshi	11.38	6.40	6.32	15.89
10. Shirur	0.39	2.24	4.51	22.72
11. Ambegaon	0.30	0.74	0.97	1.58
12. Junnar	1.73	4.76	4.95	5.75
13. Khed	3.91	7.81	6.78	9.66
District Total	2.53	4.86	4.73	8.43

We would like to repeat that all the percentage computations in this chapter are with reference to total identified illiterates by the initial survey conducted by the Manch. Therefore, the total of the percentages in the above reported categories plus percentage of literacy achievement will not add to 100. The shortfall is the estimated percentage of absentism.

7.8 : Observations based on sample village questionnaire :

Each of the evaluation team was provided with village questionnaire to be filled in at the time of evaluation. This questionnaire contained a list of questions regarding the activities of TLC in the village. The teams were expected to talk to the local workers, members of the Gram Shikshan Samiti and the neo-literates and fill in the questionnaire for sample village. Since the entire field work of external evaluation was to be carried out in a short period of 5 days and the teams were also expected to prepare the village compilation sheets and beat level compilation sheets, it is observed that the teams were quite busy in carrying out these works and therefore, many of them could not fill in the village questionnaires. Out of 184 sample villages and 11 nagar Parishads questionnaires were received only from 97 villages and 7 Nagar Parishads from the evaluators which were used for tabulation. The Taluka-wise number of questionnaires received is presented in the Table 7.8.

Table 7.8 : No of Village Questionnaires Received

Sr.No.	Taluka	Number of sample		No. of questionnaires received	
		Villages	N.Ps.	Villages	N.Ps.
1.	Baramati	11	1	10	1
2.	Daund	8	1	6	1
3.	Indapur	11	1	9	1
4.	Bhor	21	1	10	1
5.	Velhe	14	-	4	-
6.	Purandhar	10	2	5	1
7.	Haveli	16	-	4	-
8.	Maval	18	2	9	1
9.	Mulshi	8	-	-	-
10.	Shirur	11	1	-	-
11.	Ambegaon	22	-	18	-
12.	Junnar	17	1	6	-
13.	Khed	17	1	15	-
Total		184	11	97	7

Before the information brought out by the questionnaire is discussed it is important to note here that the submission of questionnaires is better from the talukas with general better performance in TLC. No forms were received from two talukas, namely, Mulshi and Shirur. The results presented here have therefore, bias towards having slightly better picture than average picture of the district as a whole. It is requested that

this may be kept in mind while reading the information presented in this section.

On the question regarding the preservation survey forms of the initial survey carried out to identify the illiterates, it was reported that these forms were kept with the Panchayat Samiti in the case of 77.88 per cent villages. The evaluators did not get information from 13 villages (12.50 %). The survey forms from the remaining 10 villages (9.62 %) were kept with Primary School, Village Co-ordinator, Gram Panchayat, High Schools or at beat level.

The question-wise responses are given in Table 7.8 below. The table is self explanatory from which it can be seen that all the activities are carried out in most of the villages. Gaon-Kacheri meetings are also held in most of the villages. About Gaon-Kacheri it was reported that the Talathi and Gram Sevak attended the Gaon-Kacheri in most of the villages. In addition, the primary teacher, village health worker, Police Patil, Sarpanch, Lineman of Electricity Board, have also been reported to have attended Gaon-Kacheri in certain villages.

As regards the Gramsabhas it was reported that during the TLC period except 20 villages (19.23) in all the other villages Gramsabhas were held. The frequency of villages according to the number of Gramsabhas is given in Table 7.10. In all the Gramsabhas during this period the Saksharata Andolan was reportedly discussed.

**Table 7.9 : Responses to Village Questionnaire
(No of questionnaires 104)**

Sr.	Question	Yes	No	N.A.
1.	Is there Taluka Trainers in the villages ?	79.81	17.31	2.88
2.	Is there a volunteer in the villages ?	93.27	1.92	4.81
3.	Whether the volunteer is trained ?	91.35	2.88	5.77
4.	Have posters been received in the villages ?	90.38	8.66	0.96
5.	Has cassette of Lokjagar - I been received ?	89.42	8.65	1.93
6.	Whether the walls have been painted with literacy slogans ?	88.46	9.62	1.92
7.	Whether the board of Gao Kacheri is put up ?	88.46	10.58	0.96
8.	Whether Lokjagar Saptahik is received in the village ?	88.46	9.62	1.92
9.	Whether Lokjagar Saptahik is used in the literacy classes ?	86.54	11.54	1.92
10.	Is there any Mahila Mandal in the village ?	93.27	5.77	0.96
11.	Is the Mahila Mandal registered ?	72.12	25.96	1.92
12.	Is there any trained member in the Mahila Mandal ?	48.08	47.12	4.80

Table 7.10 : No of Gram Sabhas Held

No. of Gramsabhas held	No. of villages	Percentage
None	20	19.23
1 to 5	37	35.58
6 to 10	22	21.15
11 to 15	14	13.46
Above all	11	10.58
Total	104	100.00

7.8 Field experience at the time of external evaluation

Many of the team leaders on their own submitted reports regarding their experience during the field work. The evaluating teams generally were satisfied with the arrangements of their stay, food, and transport made by the Saksharata Manch with few exceptions. In most of the cases, the intimation regarding the external evaluation was properly sent and the evaluation teams were able to follow all the instructions given to them before the commencement of actual evaluation work. In some cases, the teams have faced difficulties in procuring the lists of the identified illiterates in the villages for which some time was lost. In some cases the teams had to spend some time in order to sort out the questions of Wadis and Vastis. Since the teams were given the names of the villages along with the data regarding the identified illiterates (males and females) the teams were required to tally numbers with the lists available at the village level. As regards

the availability of material, availability of local help, availability of premises etc., the teams generally did not face any problem. Some of the villages were quite difficult to reach because of the peculiar locations of the village, absence of proper motorable roads, and scattered Wadis, Vastis, etc. In certain cases the students had to walk 5-10 kilometers on foot to reach the sample village.

The evaluating teams faced certain problems at the village level where the local workers or officials tried to influence the work of the evaluation in order to obtain better results. The teams were given extensive training and were repeatedly instructed that they should not succumb to the local pressures, if any. Though such pressures have been reported only in limited number of cases, the team leaders have seen to it that the teams do not succumb to these pressures and follow the instructions fully. On the whole, the students have reported that they have successfully overcome such difficulties, when faced.

The teams were instructed to be careful regarding the process of impersonation. Though, it is not easy to tackle this problem at the village level for an outsider, it was reported that the teams were watchful to identify such problems, and if identified they cancelled the paper written. It can be, in general, said that this phenomenon was kept to the minimum,

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 someone other than the concerned neo-literate. The teams reported certain cases of this type which they have discarded. At the scrutiny time in Pune, we also looked into the hand-writing differences in the answer books. In some 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.

After the external work was over we had visited certain villages in order to discuss certain issues with the people involved in the TLc work. During these discussions, at number of places, it was reported that the evaluation teams sent by us have been quite strict in their work. It may, therefore, be said that evaluation work carried out has been of satisfactory level of objectivity.

CHAPTER VIII

BEST PATTERNS OF TLC ACTIVITIES

On the basis of our field visits, the results of the external evaluation and the discussions with the workers of the Manch and taking into consideration all the activities of TLC we have come to the conclusion that at the Revenue Sub-Division level, Baramati Sub-Division consisting of three talukas, namely, Baramati, Daund and Indapur can be considered as the best Sub-Division. On the same lines at taluka level, Ambegaon Taluka can be considered as the best Taluka. At the beat level among the 11 Nagar Palika beats, Bhor Nagar Palika had the best performance in the external evaluation. Therefore, we visited Bhor and had long discussions with all those involved in the TLC work and tried to understand the efforts put in to achieve such success. Among the remaining beats there are a number of beats having a literacy achievement of more than 90 per cent, among them Vanewadi beat in Baramati taluka had the highest target for the external evaluation (516 neo-literates) and there was good achievement of 92.44 per cent. We decided to visit this beat and to have discussions with the local workers. In the discussions we learnt that a number of useful measures were taken in Vanewadi beat in addition to all those activities carried out in the Baramati Taluka and Baramati Sub-Division. These measures were specialities of Vanewadi and were really very useful in achieving success. After this visit we felt that the Vanewadi beat can be considered as an ideal beat in terms of the TLC activities and the pattern of Vanewadi beat could be a model to be followed by other TLCs.

We, therefore, take up to describe the special activities of the TLC in Baramati Sub-Division, in Ambegaon Taluka, in Bhor Nagar Palika beat and in Vanewadi beat in the following.

8.1 Specialities of TLC activities in Baramati Sub-Division

The following activities undertaken in this Sub-Division can be considered to be of special importance and some of them are unique to this Sub-Division.

The co-ordination among the officials such as Sub-Divisional Officer, Block Development Officers, Tahsildars and Block Education officer was quite good.

The participation of peoples' representatives was perhaps maximum in this Sub-Division. The concerned workers of the TLC in this sub-division have of course put in a lot of efforts to achieve this participation.

1. One of the Sugar Factories in the Sub-Division has a woman as Director. Panchayat Samiti, Baramsti has a woman as a Vice-chairman and the Vice President of Baramati Nagar Palika is also a woman. All of them were quite interested in the literacy campaign and TLC has taken maximum help from them in mobilising the adult women illiterates for which a number of their tours were organised. This has helped a lot in increasing the attendance of adult women learners and also subsequently in establishing Mahila Mandals.

2. On 8th March, 1993, the International Woman's Day, Mahila Melawas were organised at one suger factory in Baramati taluka,

where the representatives of all Mahila Mandals in the taluka were invited. All three women leaders mentioned above were present at this melava. Their presence and appeal at the melava along with the presence of the Collector and the Chief Executive Officer of the Zilla Parishad were very useful for environment building. Baramati taluka has come under the ICDS Scheme recently, and therefore, the Manch mobilised the ICDS staff along with its own staff, which helped the formation of New Mahila Mandals expeditiously. The existing Mahila Mandals and the newly formed Mahila Mandals were very useful in establishing rapport with the adult women learners in the villages and for environment building.

3. In this Sub-Division a novel practice of sending invitations to each and every adult learner by their names was introduced. This invitation to Melawas and competitions for adult learners was printed as hand-bills and was delivered to each adult learner by writing his name on that. The actual handing over of the invitation was done by the Gramsevak, Talathi or Police Patil. This has helped in increasing rapport with the adult learners who now also had a sense of self-respect and identity. This has generated motivation among the learners and increased the attendance at the various literacy classes.

4. Various competitions were organised throughout the sub-Division among the adult learners in reading, writing as well as arithmetic. For this type of programmes it was seen in this Sub-Division that peoples' representatives at various levels are always called as Chief Guest or as President. The winners in the competitions were given prizes in the form of various household

articles for which the funds were raised through local donations.

5. At one Sugar Factory in Baramati taluka a Member of the Legislative Assembly addressed a Shibir organised on 13th August, 1993 in which the Chairmen of both Sugar factories in the taluka were present. The members of Panchayat Samiti and Nagar Palikas were also invited. The M.L.A. read out the achievement in attendance in each of the three talukas of the Sub-Division and made an appeal to all concerned that all those villages and beats which are lagging behind should work hard to achieve better attendance. It appears that the appeal made by the M.L.A. was quite effective. This M.L.A. also mobilised other M.L.A.s., in the Sub-Division and meetings were organised in concerned talukas.

6. In order to achieve increased participation of peoples' representatives, the Saksharata Andolan Manch, Daund decided to organise a special Shibir inviting M.L.A.s, Presidents of Sugar factories, Directors of District Central Co-operative Bank, Sabhapati of Panchayat Samiti, Daund and other peoples' representatives such as ex-M.L.A., Members of Zilla Parishad and Panchayat Samiti, Chairmen of Co-operative Societies, Sarpanch, etc. along with officials. It was the first of this kind where the peoples' representatives were invited and were present in a large number. This has helped in a big way in environment building and increasing participation of peoples' representatives. Subsequently, Shibirs of this kind were organised in other Sub-Divisions also. The venue of the Shibir was a small village called Narayan Maharaj Bet.

7. One woman who has done good work in the literacy campaign was given an election ticket for one of the Milk Co-operative Societies and this was announced at a public meeting by the M.L.A. This created a very good incentive for the social workers to come forward for doing some good work for the literacy campaign. There are five sugar factories in this Sub-Division and it is interesting to note that all the Shibiris organised in this Sub-Division were financed by the sugar factories.

8. For monitoring purpose, special flying squads were formed at the Sub-Division level consisting of officials and peoples' representatives. These squads paid surprise visits to the villages to find out what was going on at the grass-root level. The system of squads was also introduced at taluka beat level. A Number of random visits of these squads proved to be quite useful in bringing in regularity and punctuality in the literacy classes and also in attendance. Since peoples' representatives were also members of these squads they were more effective.

9. It may be mentioned that in this Sub-Division, the participation of village level officials from other departments (other than Tahsildars, Gram Sevaks and primary teachers) was quite good in "Gaon-Kacheri".

8.2 Specialities of Ambegaon taluka

Literacy achievement in Ambegaon Taluka is the highest. Right from the beginning Ambegaon Taluka was ahead of all the talukas in the performance at every stage of literacy campaign. Ambegaon taluka introduced a number of schemes and activities for the first time. Some of these activities were later on adopted for the entire district. The performance of Ambegaon taluka became known quite early. It was reported in the press that the cognisance of the Ambegaon scheme was taken at the National level (Daily Pune Vartaman of 13-9-92).

We present below import and specialities of Ambegaon scheme.

1. Cuppa System (Literacy Pocket)

Each educational beat was divided into 3/4 clusters of villages called "Cuppa". These clusters already existed in the administration of Education Department. There is one teacher in each Cuppa who is in-charge of the distribution of salaries and who is supposed to collect periodical reports from all the teachers in his Cuppa and forward them to the beat level Extension Officer (Education). Ambegaon Taluka Manch used more or less the same Cuppas for the activities of the Campaign. At the Cuppa level, Head Master of one of the centrally located high schools was appointed as Cuppa co-ordinator and one college teacher was identified as Resource person to provide guidance and help in overall monitoring of the programme at the Cuppa level. The Cuppa coordinators were invited for a meeting of 9th June, 1992 and

they were given clear idea regarding the TLC and they were requested to take up the responsibility of coordinating the activities for which the first step was to conduct the meetings of volunteers, (High school students, college students and others, Gram Sevaks, Talathis, Anganwadi workers, etc.,) in each Cuppa during 10th to 15th June 1992. The coordinators monitored the TLC programme in their Cuppa and periodical reports were submitted by them to the beat level TLC officials. This has resulted in comparatively better participation of high school and college teachers and students and in better monitoring of the programme.

2. Identity Cards :

The Ambegaon Taluka Manch introduced the concept of identity cards for the first time and distributed the same to the adult learners. Separate identity cards were distributed to volunteers. The following was printed on the identity cards, "This Identity card is limited only for the Saksharata Andolan Manch, Ambegaon Taluka, and it is requested that the card holder be given preferential cooperation." The colour of the identity card was different for male and female adults. The ration cards of the adult learners were rubber stamped with the letters "Adult Learners". The idea in distributing the identity cards and also in stamping the ration cards was to give preferential treatments to those, who are attending the literacy classes regularly. This was successfully implemented in Ambegaon Taluka and seeing the impact on the attendance at the literacy classes, the Pune Manch decided to adopt the scheme of identity cards for the entire district.

3. Saksharata Jyot

Apart from the Saksharata Dindies and Pheries, Ambegaon taluka organised "Saksharata Jyot". The Saksharata Jyot was organised in the entire taluka on 8th Sept. 1992, the National Literacy Day. The procession of one Jyot was started from each of the beats in the taluka and all these Jyots were brought to the Taluka Head-Quarter, namely, Ghodegaon and then they were merged in Taluka Jyot. A large number of students and youths participated in the Jyot procession. This programme of Saksharata Jyot has helped in environment building.

4. Saksharata Palakhi

Ambegaon was the only Taluka where Saksharata Palakhi was organised. The concept of Palakhi is quite known in this part of the country. A number Palakhis in the names of saints are taken to Pandharpur every year on Aashadhi Ekadashi day. The Ambegaon Manch took the same concept and prepared Saksharata Palakhi. Aple Vachan primers and other books useful for adult learners were kept in the Palakhi and the procession was started on 8th April 1993 from Bhimashankar, famous philgirmage centre in the west part of taluka and was moved towards east covering beat head quarters and other villages on the way. The programme continued upto 11th April, 1993 on which day the Palakhi procession reached Mahalunge Padval a village from where the famous martyr Shri. Rajguru came. The palakhi was wel-decorated with pictures showing literacy classes.

5. Attendance boards at S.T. stand

The Ambegaon Taluka Manch put up the attendance boards at various S.T. stands showing the attendance figures of the adult learners in each Cuppa. The exhibition of attendance figures on the board at the public places like S.T. stands attracted the passengers to read the figures and know which are the Cuppas with very good attendance and very bad attendance. This has resulted in a sort of competition of increasing the attendance at Cuppa level. These boards of attendance were updated every fortnight and therefore people used to understand and talk about the rank position of Cuppas in attendance over time. It was reported by the officials in Ambegaon that there had been very good impact of these boards on attendance at the literacy classes.

8.3 Specialities of Bhor Nagar Palika

It is generally observed that the performance in Nagar Palika areas was much below the expectation. Bhor Nagar Palika performance was really good. The following are the special features of Bhor Nagar Palika.

1. All the teacher's of Nagar Palika took keen interest in the programme. Teachers from two local high schools including one Girls' High School participated in the programme. These teachers divided the adult illiterates among themselves taking into consideration the residence of adult learners and the residence of the teachers. Two lecturers from the local colleges also participated in the programme.

2. The programme began with "each one teach one" with the participation of volunteers from high schools and colleges. This was successful to some extent but, however, during examination time this did not work and hence the primary teachers from Nagar Palika Schools had to take up more responsibility.

In the last stage of TLC from July 1993, one of the ward was taken up by the local college and the teachers and students from that college took the full responsibility of teaching the adult learners in the ward.

3. As far as this Nagar Palika beat is concerned, the officials of the Nagar Palika, the Tahsildar, B.D.O. and the B.E.O. had very good coordination among them.

4. The teachers constantly took help from the Nagar Palika and other officials in conducting the literacy classes. The officials helped by paying periodical visits to the literacy classes and motivating the adult learners to attend the classes.

5. The Nagar Palika allotted the adult learners to the other staff of the Nagar Palika who were not directly involved in the TLC and gave them the responsibility of keeping in touch with the adult learners and motivating them to attend the classes, etc. These Nagar Palika workers also took keen interest in the work allotted to them and constantly kept in touch with the adult learners in their purview.

6. In certain localities the teachers, specially the women teachers felt insecure because of the nuisance and misbehaviour of

drunkards. In these localities the officials took the help of the Police Department and visited the localities repeatedly and created a better atmosphere. Very good cooperation was extended by the Police Department to the Literacy Programme.

7. During the last stage of the programme the officials used to move in groups in the entire Nagar Palika area and visited the literacy classes. Group visits of officers had very good impact.

8. The Bhor Nagar Palika had the advantage of having three good voluntary workers who conducted classes and also helped in environment building and motivational work in a big way. Every one was in praise of these volunteers during our discussion meeting.

9. Special Rangoli exhibitions were organised where the adult learners participated and drew various pictures including pictures in the primers.

10. During the Ganesh Festival, an exhibit showing the on-going literacy class was put up by one of the Ganesh Utsav Mandals. This became so popular that on demand of the people, this exhibit was continued for a week after the Ganesh Utsav was over. The peoples representatives, such as President of the Nagar Palika, Nagar sevaks, Sabhapati of the Panchayat Samiti, etc., were present for various meetings of the TLC in Bhor Nagar Palika and appealed to the adult learners to attend the classes.

11. During the campaign period the Nagar Palika tried to link solving local problems with the performance of literacy classes in specific areas. The Chief Officer of the Nagar Palika, the

President of Nagar Palika and the Nagar Sevaks used to appeal to the people to improve the performance of the literacy classes and promised to solve their problems on the condition of good performance. These promises were implemented. There were about 5 to 6 Nagar Sevaks, who whole-heartedly supported the programme of TLC and worked for it.

12. It was observed that all the teachers, students, officials and peoples' representatives working for TLC in Bhor Nagar Palika had the best possible co-ordination among themselves and the best possible team work, etc. During the meeting we conducted, we observed that the teachers were giving credit to officials and the officials were giving credit to teachers and everybody was in full praise of the volunteers. This shows the spirit of understanding, co-ordination and mutual respect.

8.4 Specialities of the Vanewadi Beat

Vanewadi beat is in the Baramati Taluka which comes under Baramati Sub-Division. As mentioned earlier, Baramati Sub-Division was the best Sub-Division in terms of the TLC activities. All those activities which were undertaken in the Baramati Taluka were also undertaken in the Vanewadi beat. In addition of this, some special activities were carried out which are given below :-

1. In the entire Vanewadi beat, in every village wherever the primary school exists, a programme of daily Prabhat Pheri was organised. Each class was allotted days in the week for such Prabhat Pheri. This is perhaps the only beat where the Saksharata Pheri is organised on a daily basis.

2. The first literacy class was opened at the house of the Sarpanch of Vanewadi. The house of the Sarpanch was also used for each of the evaluation programmes.

3. At the starting of the literacy class the organisers/teachers used to ring a bell for the information of the adult learners.

4. The flying squad scheme was implemented in its perfect spirits in this beat. The squads included the peoples' representatives as well.

5. During the last stage of the TLC, peoples' representatives worked hard. They used to mobilise and bring the adult learners to the classes. At a number of places, the peoples' representatives waited at the classes till the class was over or revisited the class at the end to ensure continued attendance. This has given very good results in terms of attendance during the last phase.

6. The Vanewadi beat organised various competitions for adult learners. The competitions were organised at the village level and also between villages and at the beat level as well. The prizes were given through local contributions.

7. Vanewadi beat had very good participation from High schools, Primary Schools, Health Department, Anganwadi workers, peoples' representatives from all sectors including co-operative sector.

8. The Primary Health centre provided their jeep on a number of occasions. Their participation was exceptional in this beat.

9. There was a special Kala Jatha organised by Vanewadi beat which include Anganwadi workers, primary teachers and students. This beat level Jatha was quite effective.

10. One of the Anganwadi worker had prepared educational tools suitable for programme like TLC and used them in her own literacy class successfully.

CHAPTER IX

FIELD MIRROR

During the period of Total Literacy Campaign a number of events have occurred which certify the success of the campaign in terms of its impact on the common man and woman. Certain events are worth recording in a report like this. We undertake such reporting in this section. Most of the events listed here have been reported in the press. The events are self-explanatory.

1. As has been repeatedly mentioned in this report, more than 70 per cent of the adult learners in Pune district were women. The literacy classes and several allied activities of the Manch provided good opportunity to the rural women to come together, to discuss their day-to-day matters, develop friend circles, etc. Their cultural hunger has been aroused and partly met by the literacy programme. Attending the literacy classes became an attraction for many of the women. Most of them felt relieved of their tensions. They felt free to talk with the other women and men as well, and got to know several things other than those taught in the classes. This naturally had tremendous impact on the life styles of these women. They became bold. They started talking on several topics. They discussed their problems themselves. They came forward in the activities of the Mahila Mandals. They understood the concepts like Gaon-Kacheri. They started demanding regular meetings of the Gaon Kacheri in their villages. (Dail Loksatta dated 31-07-1993). This phenomenon has resulted in many social repercussions, which may be observed throughout the district though in varying degree. In many places the quarrels at

the public water source have got reduced. Women became attached to the literacy classes; while going to the literacy classes, they felt as if they were going to their "MAHER" (Maher means mother's place)

During one of the field visits, at one village, the Vice-Chancellor was watching a group of women who were fetching water from the public water source. One drunken man came towards the women and was shouting at one of them using abusive language. As a reaction, the woman came forward and slapped the man. The Vice-Chancellor and the visiting team was astonished to witness the event. The man shouted, "I am your husband. God to you. What are you doing with your God?" The woman rebuked, "Then behave like a God". The team talked to the woman who then informed them that he was her husband and that he had been drinking and beating her since they were married. Then she said, "Now, that I am literate and that I have many literacy class-mates with me, I am not going to be as timid and meet as earlier".

2. It is reported that in Haveli Taluka for as many as 15 Gram-Panchayats the members were elected unopposed. There seemed to be some contribution of the literacy campaign in this phenomenon due to the general environment that was built up.

3. It is reported that a number of women volunteers who worked for the literacy campaign and did outstanding work were, successful in getting elected to the Gram Panchayat, Panchayat Samiti and even to the Zilla Parishad. Their contribution to the TLC has helped them.

4. Vanita Kala Jatha in Khed taluka visited several villages performing their programmes. The driver who used to drive the jeep of the Kala Jatha himself got involved in this programme to such an extent that subsequently he too started performing in the Kala Jatha.

5. One Kotwal in Mulshi Taluka conducted the literacy classes. (Kotwal means Village night-watchman.)

6. One corporator from Indapur Nagar Palika conducted the literacy classes himself in Wadarvasti in addition to several other activities he had undertaken for the TLC.

7. A college student conducted classes in Daund Taluka in the areas where illicit liquor was being produced (illicit liquor production units are known as "Hat-Bhatti.")

8. There are instances of novel methods being used to motivate the adult illiterates to attend the literacy classes. This also certifies the zeal of the involved workers. For example, Smt. Rajadande from Kodapur village of Velhe taluka reported, "Some women refused to attend the literacy classes. I used to form a group of women attending the classes and go to a woman who is not ready to go to the classes, talk to her, demand a cup of tea for each one of us and sit in her house and have open discussion with her. This woman would then be convinced and start attending the classes. We would then repeat this method with other such women. We have been able to cover almost all the woman adults in our village by this process".

9. In one village it was reported that one of the adult women flatly refused to attend the classes. So the wife of one of the high officials in the TLC went to the house of that woman, talked to her and told her that she did not know how to make and bake Jowar roti ("Bhakari") and requested the woman to teach her the same. The adult illiterate woman was excited and taught the process of making jowar roti systematically. At the end of this experiment the visiting woman said, "Bai, you have taught me how to make jawor roti. I have learnt it from you since you know it and I did not know it. Similarly, since you do not know reading and writing while I know, why don't you learn it from me?". This was a successful experiment and the concerned illiterate woman started attending the classes regularly thereafter.

10. Shri Eknath Borkar, a coolie who transports goods using a hand-cart in Chakan village of Khed Taluka and who is himself an illiterate offered Rs. 200/- to the Collector, Pune as his contribution towards the literacy campaign. Shri Borkar said, "It is difficult for anyone to live without education and the literacy campaign is doing benevolent work of providing education; this will help numerous illiterates like me". (Daily Loksatta, Bombay-Pune dated 10th January, 1992).

11. The villagers of Lavi Bk. in Velhe taluka declared a programme of boycott of illiterate adults who refused to attend the literacy classes. This has effectively increased the attendance in this village. The decision of boycott was taken at the initiative of the Ex-Sarpanch of the village and Member of Velhe Panchayat

Samiti, Shri Tukaram Bapusaheb Renuse, who held a meeting of all the villagers and educated youths in the village. (Daily Kesari, Pune dated 28th August, 1992).

12. The following was reported from Manchar in Daily Sakal. Smt. Parubai Shankar Kokane, who was attending the literacy classes in Chincholi village of Ambegaon taluka said, " Now, we will prohibit drinking of liquor in our village. This will improve the village atmosphere and the new generations will live a better life. Because of the literacy classes, we now understand the importance of prohibition and therefore, all women in our village will join hands to prohibit drinking".

Smt. Anita Ramdas Kokane said, " Now, we have become literate. We will send our children to the school and see that they become educated citizens of India."

Smt. Narmadabai Khandu Kokane said, "Before attending the literacy classes our impression was that if we pay money into the bank we lose the money and we never get it back. But, now we understand that the money paid to the bank is deposited in our account and we would get it back. We used to keep our money in earthen pots or boxes, but now we keep it in the bank. We have opened accounts in the bank. We now know that our money earns interest in the bank".

Smt. Shiubai Kokane said, " We have got knowledge regarding health and sanitation because of literacy classes; we used to get afraid when someone fell sick in the house and we used to call "Mantrik", but now we go the Doctor". (Daily Sakal, dated 4th March, 1992).

13. Village, Gevhande is located at the foot of the historical Fort Torana with a population of about 300. It is located in hilly tract and is very difficult to reach. In such a small village, there were 4 liquor shops selling illicit liquor. The drunkards used to abuse the adult women illiterates and obstruct them from attending the literacy classes. In March, 1993, the Collector and Additional Collector, Pune, the Chief Executive Officer, Zilla Parishad, Pune and District Superintendent of Police (Rural) conducted a joint tour in Pune District for revitalising the Saksaharata Andolan. During one of their meetings Smt. Shantabai Santaji Gaikwad along with other women from Gevhande village spoke openly and informed them that inspite of their complaints and the requests made to the authorities, the liquor shops in the Gevhande village have not been closed. This resulted in open discussions between the village officials including Police Patil and the Collector and others and it was decided to take appropriate steps to close the liquor shops in the Gevhande village. Action was taken soon after. The Police Department warned the liquor addicted males in the village. The Mahila Mandal President, Smt. Muktabai Yeshwant Gaikwad took the initiative in this matter. Now, the literacy classes in the village are going on peacefully and the women adult learners are attending the literacy classes. (Daily Sakal, dated 24th March, 1993, Daily Loksatta dated 4th April, 1993).

It was from here onwards that the demand for "Daroobandi" (Prohibition) started coming up and the District Administration took up the matter seriously. The District Superintendent of

Police and the Department of Excise gave full co-operation and the process of closing the liquor shops started. Thus, the Saksharata Andolan has resulted in the movement for prohibition in rural areas. Subsequently, the Collector, Pune announced at various meetings that if the villagers decide unanimously by passing resolutions at the Mahila mandals, or Gram Panchayats and send their requests, the liquor shops would be closed in the concerned village. It is reported that by now, about 15 villages have approached the authorities in this regard and action has been taken accordingly.

The information of this phenomenon had reached the State Level. The Chief Minister announced that if any Gram Sabha unanimously passes a resolution demanding prohibition, the Government would take immediate action. Thus, this process which began in Pune district has now become a State Level process.

It is noteworthy that the Saksharata Andolan Manch, Pune has mobilised the Police Department. The high officials in the district from the Police Department have attended several public meetings organised by the Saksharata Andolan manch in the rural parts of the district.

14. In Ambegaon Taluka, Nabhik Samaj (Barber's Association) declared that in order to encourage the literacy programme the Samaj offered concessional rates for customers who attend the literacy classes. The decision was taken in the meeting of the Samaj held specifically to discuss the matter. The existing rate for hair-cutting was Rs. 8/- and concessional rate fixed for adult learners was Rs. 6/-.

15. Smt. Shantabai Phoolpagar, an adult learner attending the literacy classes in Nehru Bazar in Junnar wrote a letter on the blackboard, when the Collector visited the class. The contents of the letter were, "My daughter was born in the city and for her school admission I need a birth certificate. Please give it to me." (Daily Loksatta, Bombay-Pune, dated 13th April, 93).

16. A report in the Maharashtra Herald, Pune dated (April 13, 1993).

When a blushing village maiden Nanda Wable wrote her name on the classroom blackboard, it provided an assurance that the era of social awareness and prosperity in rural areas was no longer a distant dream but a possible reality.

It is unbelievable that in a village a few kilometers from the Arvi Earth Station with the giant meterwave radio telescope, and the champagne factory around , people had remained totally illiterate till about a year. The transformation brought by the literacy drive launched in January last year is now visible in the cluster of villages.

"I can read and write. I am no longer dependent on others to read the ST bus destination board. I can count the exact bus fare. People can no longer cheat me by collecting more money than the actual fare. This was the common statement of women, mainly farm labourers. They had to toil hard in the farms to earn Rs. 15 a day. They would come home, complete the house-hold chores, cook food, feed the children and then attend the literacy drive

classroom for two hours, from 9 p.m.

"My husband now consults me for every decision, since I am also educated now", one woman said, signifying the slow but steadily tumbling male dominance in society. This is the picture that emerges from the assessment of the literacy drive in Narayangaon taluka.

The villages visited by one team were Hivare Tarfe, Narayangaon, Satpuda, Patademala and Bori Thakar Vasti. The last two villages have no means of communication. There is no TV set, not many radios, and no newspaper.

Dilip Sonavane, a 21 year old mentally retarded boy has attended the literacy drive classes for more than a year, and can read and write. He has composed a poem, a biography, in which he narrates how he was neglected by his family in his childhood, thrown out of the house, mocked at by the villagers and lived a life worse than a dog. He is now proud that he too is "literate".

One woman said that her husband was an alcoholic and always ill-treated her. "Now I am educated. He has given up liquor and now we living happily", she said, beaming with joy.

In Bori Thakar Vasti, inhabited by Adivasis, the "neo-literates" have imposed a self-discipline and vowed not to drink liquor. Till very recently, they ran many illicit liquor distilleries.

17. "We send our produce to Bombay, Pune, etc., and earlier we had to request somebody to write the name on the package. Now, because

of the literacy classes, we are able to write the name ourselves. We can also count the money properly" said the neo-literate Shri. Vasant Kashinath Jadhav from Satalwadi village in Purander taluka. The question, "Do I go to the literacy class or go to fetch water?" was asked by an adult woman to the Tahsildar of Purander who was on tour to motivate the adults to attend the literacy classes. The problem of water shortage was aptly described by the woman. (Daily Loksatta dated 28th March, 1993).

18. "Newly married Smt. Samundara Dasharath Sattale, an adult learner said, "I try to find time inspite of my heavy daily workload for attending literacy classes. Sometimes I invite the wrath of my mother-in-law, but I still go to the literacy classes. I feel that because of the literacy classes the dark era in my life has disappeared". (Daily Sakal dated 20th March, 1993).

19. Shri. Pralhad Vittal Jadhav from Wadarvasti in Narayangaon, taluka Junnar said, "Earlier, I had to get my letters read by others, now I read them myself."

Due to the "literacy classes, I am able to read the rate-board at the provisions shop and I also understand the vegetable rates and measures." said Smt. Rajani Naik from Varulwadi.

"I like reading stories from Chandoba Magazine" said, the neo-literate Smt. Laxmibai Ajanave.

20. Yeshwantrao Chavan Institute of Development Administration, Pune, had arranged a tour of 17 senior officials from different districts in Maharashtra. During their tour at Ghodegaon in

Ambegaon Taluka, one neo-literate woman made a demand for constructing a memorial for a village martyr who died in fighting the extremists in Bombay. The team of officers had a pleasant surprise to see that such a demand had come from a neo-literate. The Collectors of Yavatmal and Amravati districts were present, they immediately offered donation of one thousand rupees each for the memorial. (Daily Loksatta, Bombay-Pune, dated 4th March, 1993).

21. The Vice-Chancellor, University of Poona, the Collector and the Additional Collector, Pune and other officials were on tour in the month of January, 1993. During their visit to the village Tamhanwadi in Daund Taluka, a number of adult learners talked to them.

Shri Mahadeo Hingane said, "We are goat-reares and we have been going with the goats right from the morning since our childhood. Our position was worse than a blind man. We did not have the third eye. Now, the literacy classes have provided that to us".

Shri. Namdeo Nivruti Tamhane said, " Earlier I did not know how to count the note. I was never able to find out whether the change given to me by the bus conductor was right or not. I was not able to read the price of the bus ticket. Now, because of the literacy classes I can do all this".

Smt. Laxmibai Thorat said with immense pleasure on her face, " I now sign. I have benefited greatly by the literacy classes. I can now count my working days and claim my wages."

22. At one of the open sessions organised at Baramati where the adult learners were invited on the stage to narrate their opinions and experience about the literacy classes; most of the women learners said that they were scared, but still spoke on the microphone. They read various banners put up on the stage. They read papers kept on the table and proved that they had acquired the capacity to read the written or printed matter outside their text "Apale Vachan".

23. The importance of education was in general understood better by the villagers due to the TLC. Ranjana Tamhane of Tamhanewadi in Daund taluka requested, "In our village there is no arrangement for our girls to study beyond VIIth standard. At least 15 - 20 girls who have passed VIIth standard, stayed back at home. The village should be provided with facility of education upto Xth standard (Daily Sakal 30th Jaunary 1993).

24. In the village Bhavadi in Ambegaon Taluka the villagers cancelled the annual programme of Tamasha and the rece of bullock carts for which contribution of about Rs. 15000/- had already been collected. They donated this amount for the school building that was to be constructed in the village. (Daily Sakal dated 24-4-1993).

25. Two artists who were Anganwadi Helpers participated in the Kala Jatha programmes doing the roles of Vaidini (women from tribe called Vaidu), were photographed during their performance. Their husbands were angry for the photographs and their active participation in Kala Jatha and wanted them to stop their

activities in Saksharata Manch. But then these women persisted and convinced their husbands about the good work that they were doing. Their husbands too were ultimately so convinced that they agreed to the printing of their photographs on the Saksharata poster which was produced by the Manch (25000 copies).

26. One Muslim priest (Kazi) in Ambegaon Taluka, took up the work of the literacy classes and motivated Muslim women to increase their attendance at the literacy classes. He also took up teaching of Urdu at order to attract the Muslim women to the classes. He conducted four classes mainly for Muslim women.

27. At one of the Mahila Melewas, organised at Paud in Mulshi taluka, where Maharashtra's Minister of Education was also present and a large number of women participated; one tribal woman (adult learner from Katkari tribe) walked onto the stage and from there she expressed the following " You people talk of equality among men and women. You do only one thing. You put our names along with our husbands on 7/12 extract of our land holding."

In the same Melava, another woman who belonged to the Scheduled Caste spoke and complained regarding the "Indira Aawas Yojana." Immediately, instructions were issued to do justice.

28. In Donde Thakarwadi (Khed Taluka), one teacher has done a lot of work for the school since 1984. With the TLC campaign, the same teacher mobilised the entire Thakar population in the Wadi and achieved 100 per cent literacy in the wadi. Every man and woman in the age group of 15 to 35 is now literate. Every child of school going age attends this school. In this village, in the meeting

which was organised when we visited, it was reported that because of the Saksharata Andolan, the villagers have come together and worked out and implemented many schemes for the benefit of all. One such scheme was the Lift Irrigation Scheme for the co-operative farm of 42 acres. They have now repaid more than 80 per cent of the loan borrowed under this scheme. The women in the village contributed their labour in constructing a water tank for drinking water in the village.

29. In Khed Taluka, one dumb woman attended the literacy classes. She learned letters and was able to identify the names written. When her husband's name is written, she will point out to her Kumkum to say that it is her husband's name. When her son's name is written, she will point out to her son to say that it is her son's name. She may not pass the literacy test because the literacy tests for the deaf and dumb have not been formulated yet by us, but she has achieved literacy.

30. Shri. Balchandra Raikar from Ambegaon Taluka says "I have a laundry. My wife used to write the names on the clothes. I faced difficulties when she went away to her parents. I attend literacy classes and I can now write the names on the clothes myself".

Shri. M.M. Phalle and Shri. Y.G. Indore, teachers who conducted literacy classes in Ambegaon Taluka said, " In the eastern part of the taluka, there are many dogs. In and around Bhimashankar, the number of tigers and other wild animals is quite large and it is difficult to move about in the night. In Ranjani village, one teacher was bitten by a dog affected by rabies. In spite of that

the concerned teacher continues his literacy work. (Daily Sakal, dated 24th April, 1993).

31. In Dehugaon, Malwadi and Vitthalwadi, a number of adult learners were taught in the afternoon during their lunch break. These learners were mainly workers at the brick kilns. They did not find it convenient to attend the literacy classes at night. Therefore, the concerned teachers organised literacy classes during their lunch break (Daily Sakal, dated 24th April, 1993).

32. Smt. Kusum Jayawant Dube, a peon in Minor Irrigation Department said, " I am a peon in the Government department, I used to receive salary after putting my thumb impression. With the literacy drive, I started attending the literacy classes and now, I can take my salary by signing the papers. I also know what is my salary and how much is received by me."

Smt. Manubai Jalindar Dhende works as a sweeper in the Railways. She said, " I have to go to Solapur quite often to work. I have to ask others about the names of the stations. Now, I can read the boards at the railway station and I do not depend upon others. To be illiterate is to be almost blind."

Husband of Smt. Lui Mary, works in the Railways. Their mother tongue is Tamil. Smt. Lui does not know Marathi. Now, that she has studied in literacy classes, she can read Marathi and sign in Marathi.

Smt. Padma Vinchurkar is the wife of a teacher. She said, " My husband is a teacher, he taught many students but I had remained

illiterate. Now with the Saksharata Andolan, I started attending literacy classes. Now I can read; I know the numbers and I intend to teach the other illiterates and make them literate". (Daily Sakal dated 24 April, 1993.)

33. In an open session at Baramati one adult learner, from Vaidu tribe stood up and told in his own style, "I am a Vaidu. I am a Nomad and move along with my donkey. For any scheme I am asked to produce my caste certificate. Tell me how do I get it?".

The narration of this person was so impressive that all the officials present there were taken aback. His dialogue has been recorded by the Manch on the Video Cassette.

34. At Gholavade village in Mulshi Taluka the neo-literate women staged a mock-Gaon-Kacheri at the Melewa of neo-literates organised on 16th Sept., 1993.

35. A number of neo-literate women write letters to Saptahik Nav Lok Jagar demanding regular working of the Gaon-Kacheri. For example, Smt. Malan Khomane of Pangori village in Purandhar Taluka wrote and requested that the higher authorities should visit the villages where the meetings of Gaon-Kacheri are not held regularly and correct the situation (Lokjagar dated 11th August, 1993).

36. Smt. Surekha Damishte writes from Dhairy village in Haveli Taluka "Every Monday Gaon-Kacheri meeting takes place in Dhairy but no problem get solved". The neo-literates are not just happy with the Gaon-Kacheri meetings; they want results. (Lok Jagar date 15th November, 1993).

37. Once a programme of the visit of the Collector, Pune to the literacy classes in a village called Dindori was announced, but the Collector could not go to that village. Smt. Tulsabai, who leads the Mahila Mandal in Dindori, went to the nearby village - Hingodi walking 5 kms. on foot and met the Collector who was addressing a meeting and told him that the women in the Dindori village were waiting for him and that they would not move from the place where they had gathered unless the Collector visited them and addressed the meeting. The demand made by Smt. Tulsabai was accepted by the Collector and he visited the village Dindori.

38. Smt. Meharbai Sahebrao Bhasalge writes from village Pathardi in Kalamb Taluka of Osmanabad District, "We listen to the radio talk of Shri. Avinash Dharmadhikari, every Friday where we get information regarding the literacy work in Pune district. There is no information available to us about the literacy drive in Kalamb Taluka of Osmanabad District. Our village Pathardi has 90 per cent illiteracy. Therefore you are, requested to do something for our village also".

The neo-literates appreciated the Saptahik and also made suggestion to publish information on certain items which would be useful to them. For example, Smt. Alka Kondharkar and Smt. Vimal Kondharkar from Shinde (Manachiwadi) wrote "We read Nav Lokjagar regularly. We understand most of the matter. Our Wadi is situated on the hills. It is far away from the village. Many women have learnt in the literacy classes conducted at night. We like to read Lokjagar. We understood the meaning of exploitation explained by

Gadage Baba. We are group of 20 women. We had a lot of discussions and we now feel that we should start some small scale cottage/household industries." (Lokjagar dated 31st January 1994).

39. In one village neo-literate woman refused to pay Rs. 100 for repair of electric pump to the electrician. She argued with the electrician and told him that the work he has put in does not deserved Rs. 100. She was observing the work carried out by him and told him point blank that he has been cheating the villagers for long and that the neo-literates would not allow this any more. Finally she paid him Rs. 25 only and settled the matter.

40. During one of the internal evaluations, we observed one learner solving questions in arithmetics quite fast. We were keen to understand the reason. We asked him how was he able to solve the problems so fast. He reported that he was a cobbler and was able to carry out computations of that type. We then asked him as to why he was attending the literacy classes. He told promptly that he did know reading and writing and that he now writes his accounts.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

10.1 Achievements of PUNE TLC :

The Total Literacy Campaign of Pune district is characterised by a number of ups and downs but ultimately achieving good literacy result as well as significant social impact and also taking up of innovative programmes. The duration of the literacy campaign has been substantially longer than planned. Though the Manch was registered in July 1991 and campaign was formally inaugurated in December 1991 by September, 1992 the progress of the Pune Manch was quite poor. Shri L. Mishra, Joint Secretary (Adult education) writes in his report, "The TLC Pune was conceptualised and planned well with the best of intentions and with a lot of political will and commitment. It had a very good headstart. Complacency and laxity seems to have set in at some stage which has been compounded further by a divided and truncated leadership and lack of undivided attention which a TLC warrants for proper success". The above remarks of Shri. Sharma described the conditions of Pune TLC at that time very aptly. Soon after that Dr. S.P. Sharma, Deputy Director, Adult education, visited Pune. In his assessment note, Shri. Sharma writes, "TLC baby was conceived and produced by the University of Poona and Indian Institute of Education, Pune which was later on proposed to be adopted by the Collectorate and District Adult Education Officer. Shri. Mishra and Dr. Sharma have given a number of suggestions for revitalisation of the TLC work. The Pune Saksharata Andolan Manch

also decided to revitalise the programme. It may, however, be mentioned that the Pune Manch also suffered set backs due to the local conditions of drought, water scarcity and elections of Panchayat Raj Institutions. The revitalisation activities were undertaken and at the same time it was decided to undertake 100 per cent evaluation on 26th January, 1993 to assess the progress of the literacy achievement. The poor performance at this evaluation of the adult learners prompted the Manch to have all pronged attack. New concepts and programmes were launched. New strategies were planned. The primary teachers were involved in larger numbers. Gaon Kacheri was introduced. Within the next three months, in April 1993, the second evaluation was carried out which showed very good progress in literacy achievements. After this, again there was a halt due to summer. Subsequently, the Manch took up the Mahila Mandal activity and also launched "Nav Lokjagar Saptahik " and at literacy classes preparations for final evaluation were going on. The external evaluation was carried out in the first week of November 1993. Thus, the Pune TLC marched towards success passing through difficult times over a period of two years.

Literacy Achievements :

The literacy achievement of Pune TLC as has been estimated in the external evaluation, is 76.91 per cent at the district level. The percentage achievement of female which is 77.55 per cent is slightly more than that of males which is 75.39 per cent. The literacy achievement differed from taluka to taluka. One taluak

has achievement of more than 90 per cent, there are 5 talukas having more than 80 percent achievement, 5 talukas with achievement above 70 per cent and less than 80 per cent and 1 taluka having achievement slightly less than 70 per cent and 1 taluka achieved 56.64 per cent. One taluka had the achievement of only 34.89 per cent.

The Revenue Division of Baramati under which 3 talukas namely, Baramati, Daund and Indapur are covered had the best performance with each taluka having more than 80 per cent achievement. Junnar Sub-Division with Ambegaon, Junnar and Khed talukas stands next with 2 talukas above 80 per cent and one taluka with 71.80 per cent.

Of the 88 beats, 2 beats achieved 100 per cent literacy and there were as many as 28 beats achieving literacy of 90 per cent or above.

Thus, it can be said that the literacy achievements in Pune district are really good. At the cost of the repetition we may mention here that the external evaluation in Pune district was carried out with the satisfactory level of objectivity.

Social Impact :

The TLC in Pune district has achieved a number of things in addition to the literacy. The environment building activities, field visits of high officials, organisation of a number of seminars and gatherings and Mahila Shibirs, etc., has had lot of impact on the minds of the adult learners and also other villages.

We have already recorded a number of events in the chapter on "Field Mirror". On the basis of our own field interactions at number of villages and discussions with the workers of the Manch we can say that there is a definite atmosphere creation against the alcoholism, the rural women have become bold, have started talking, have started demanding results from the Government and Semi-Government machinery. The adult women learners have become aware of their rights to some extent. In general, it can be said that the process of becoming aware of the causes of the deprivation has begun.

The Gaon-Kacheri and the movement of Mahila Mandals together have resulted in the neo-literates coming together. It can be considered as a beginning of their organisation and participation in the process of development.

Thus, the Pune TLC has come to a stage where the post literacy programme can be successfully implemented to achieve further objectives of the Mission.

Educational Impact

It is observed that due to TLC most of the parents, specially, the mothers are becoming aware of the importance of education. In many villages, the women reported that they now want their children to go to the schools. It appears that the object of universalisation of primary education can be achieved in Pune district.

Officers rapport with the Villages

It is observed that high officials at the district level and sub-divisional level as well as officials at the taluka level moved into the interior villages of the district for the campaign. The visits of these officials were quite frequent in the entire district. This gave an opportunity to the people to meet the officials. Many of the villagers told us that but for the TLC these officials would not have visited their villages. It is in general observed that even some of the block level officers also do not visit certain interior villages which are difficult to reach, but these villages were also visited by the officials and that was only because of the campaign. Thus, the campaign has given good opportunity to the villagers to meet the high officials at the same time the officials got the opportunity to understand the village setting and the villagers needs much more closely.

The conditions achieved and the atmosphere created in the entire district has to be properly utilized for the post literacy programme which we understand has been already planned by the Pune Manch.

In the following, we would present our views on certain aspects of the experiences of Pune Saksharata Andolan Manch and list out our observations on special activities started by the Pune Manch and then make certain specific recommendation for the consideration of the National Literacy Mission.

10.2. Certain aspects of the experience of Pune Manch :

Participation by the college students

College students have actively and voluntarily participated in the environment building process such as Pathna Natya, Audio Cassettes, Poster competition, Kala Jatha competition and also in actual evaluation process. However, the participation of colleges was not upto the mark in actual teaching process of the TLC. It was also observed that the college teachers were not motivated enough for the work of the campaign. We feel that the efforts in motivating the students and teachers of the colleges were not enough.

Participation of Voluntary Agencies

Despite the fact that there are more than 15 voluntary agencies working in various parts of the district in various fields of rural development, the participation of voluntary agencies in the TLC remained much below the expectation. The voluntary agencies may not have direct interest in literacy work or literacy may not be their priority. In spite of the efforts the Manch has put in motivating the voluntary agencies for the TLC work, their participation was wanting till the last. We feel that the National Literacy Mission and the other TLCs should consider the experience of Pune TLC in this regard and plan for the participation of voluntary agencies in a more realistic manner, and decide upon the level of dependency on the voluntary agencies on the basis of local conditions.

Participation of Peoples' Representatives

It can be said that the participation of the peoples' representatives in the literacy campaign has been better in this district than in many other districts. It is reported that in some TLCs there has been opposition from the peoples' representatives but as far as Pune district is concerned no opposition was experienced, on the contrary in certain parts of the district peoples' representatives have contributed significantly in the campaign. For this, the Pune Manch has to be given credit for involving the peoples' representatives in the environment building process which was quite effectively done in certain Sub-divisions and talukas. It may, however, be said that the formation of District Literacy Council and Panchayat Literacy Councils as proposed in the original project proposal of Pune TLC would have been useful to solicit more participation by the peoples' representatives and it would have perhaps helped in making the literacy movement truly a "peoples' movement". Taking into consideration the entire district, it can be said the TLC has taken the shape of "peoples' movement" in certain talukas but not in the remaining talukas.

Environment Building

The Pune Manch carried out several activities of the environment building, but still in certain talukas the environment building remained poor. It is observed that the environment building activity suffered certain set backs due to the difference of

opinion between the Manch and the Coordinator for the Committee for environment building. This has resulted in loss of time and a sort of discontinuity in the environment building activity. As reported earlier, the TLC achievements had remained quite poor even after one year of launching the campaign. The Manch started the revitalisation programme by taking up a number of activities. The environment building activities were also geared up. The importance of environment buildings in the TLCs has been emphasised by many. For example Saldanha brings out the importance in his article (Ref. 10). He also points out that the various programmes undertaken for the environment building may not mechanically get transferred into sustained reading-learning unless the messages communicated are reinforced by pedagogical process in the literacy classes. Mathew, A and Krishna Mohan Rao, C. write (Ref. 7) the following in their article on TLC regarding environment building activities referred to as macro processes. "The major objective of the macro process is putting literacy as the central agenda in the social discourse and in district administration. Besides, the macro facets of the TLC have also certain related but specific objectives, like creation of a positive value for literacy in society and a conducive climate for the TLC, creating an empathy in everyone in government and civil society about the need to bring the deprived illiterates into the educational and national mainstream. Thus, while macro processes in the TLCs have specific ends in view, apart from their preparatory role, the general notion of their automatically guaranteeing an effective teaching-learning process cannot be taken for granted."

Involvement of other Government Departments

The staff of Revenue Department and the Zilla Parishad were mobilised and actively involved in the TLC. However, the staff from other Government Departments and Semi-Government Organisations did not participate significantly in the programme. In certain areas some participation of the officials other than the Revenue and Zilla Parishad has however, been obtained. We feel that the Manch did not concentrate enough on mobilising the staff of other Departments. It may also be observed that the members of staff of Revenue and the Zilla Parishad other than those who were given direct responsibility of TLCs did not contribute anything to the campaign. As a matter of fact many of them treated TLC as some other Department with which they are not connected.

In Bhor Nagar Palika, it is observed that the staff of Nagar Palika other than those who were assigned the direct responsibilities of TLCs were mobilised to participate in the TLC work in a supporting manner. As this has given good result in the Bhor Nagar Palika area, the other TLCs may consider this experience.

Role of volunteers in Total Literacy Campaign

The Pune Manch started the programme by using a large number of volunteers from schools and colleges. However, the performance of volunteers was not upto the mark and it can be said that the approach of using these volunteers to conduct the literacy classes

has failed as far as Pune experiment is concerned. It was finally shouldered by the primary teachers. There are certain problems in utilising the services of the students for conducting literacy classes such as, their own learning schedule, examination schedule, etc., comes in the way of their participation in the teaching programme. Therefore, the work of teaching should be assigned to these students specially during the period when they are comparatively less free from their studies and examinations. Secondly the age of students in the high school is also not suitable for conducting the classes for the adults. Perhaps the high school and college students can be used as supplementary force along with the primary teachers for the teaching programmes.

Voluntarism

It is expected that in the campaign of this type, the Government and other officials should forget their posts and status and join the campaign as volunteers. It may be mentioned here that this has happened in some parts of the district but not in the other parts. There are a number of officials in Pune TLC who have really worked as volunteers in the true sense of the word. This has been one of the most important factors responsible for the success of Pune TLC.

Attitude of Educated Classes

The experience of Pune Manch is that, from the highly educated class, the social workers and thinkers were in general indifferent

to the literacy programme. The Manch could not receive much help from this class in Pune district.

10.3. Special Features of Pune Total Literacy Campaign

(a) Gaon - Kacheri

The concept of Gaon-Kacheri with two aspects, namely (i) Coordination among the village level officials of Government and Semi Government Organisations and (ii) Proper interaction between these officials and peoples' representatives and the citizens at the village level was introduced by the Pune Zilla Saksharata Andolan Manch on 26th January, 1993. The Pune TLC calls it an Experiment in "Responsive Administration". This experiment of "Gaon-Kacheri" functionally meant that all the Government and Semi Government functionaries working at the given villages are to come together once in a week at a given place in the village under one roof from 11 am. 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 system for the rural areas. The results of these efforts have yet to reach the satisfactory level. It will take some time for this concept to take shape. It is necessary to continue the process because this concept has a very good potential of achieving the results.

(b) Mahila Mandals

The Pune Manch has successfully formed and registered Mahila Mandals in several villages and it is expected that the remaining

villages would also be covered shortly. It may be now necessary to hand over certain functions and challenges of post literacy work to these Mahila Mandals. In addition, these Mahila Mandals will have to be provided with enough guidance and training so that they can participate in the village level programmes and also take up a number of activities at the village level to generate employment and also to sustain the literacy levels of female as well as male adults. The role of Mahila Mandals in eradicating alcoholism has already shown good results.

(c) Lok Jagar Saptahik

The Pune Manch started a weekly called "Nav Lok Jagar Saptahik" with the main purpose to provide proper reading materials to the neo-literates on regular basis in a proper print-type and covering various aspects of the village life, as well as to establish communication with the neo-literates. To our knowledge, Pune TLC is the first to start such a weekly fully devoted to the neo-literates. The success of the Saptahik lies in the response it is getting through the letters from the neo-literates. The weekly is being demanded from other districts of Maharashtra also. At present about 18000 copies of the Saptahik are circulated. Of them 2000 copies are circulated in districts other than Pune. The other TLCs can think of taking up this activity.

(d) Radio Talk

The Pune Manch started using the media of radio for the purpose of campaign from 2nd January, 1993 with 15 minutes talk on every

Friday devoted fully to the Total Literacy Campaign. These talks have been quite useful for the TLC. It is interesting to note that the neo-literates have also been writing letters and reacting to these talks.

It may be mentioned here that the PUNE TLC has rightly kept the media of Television out of their preview, since only a limited number of adults have easy access to T.V.

(e) 100 per cent internal evaluation along with external evaluation

The Pune TLC conducted internal evaluation along with the external evaluation for the remaining 90 per cent of the adults through the taluka and village level workers of the Manch. This has increased the objectivity of the external evaluation since all the TLC workers everywhere were kept busy in conducting their own internal evaluation; there was no possibility of the TLC workers from other villages interfering with the process of external evaluation in the selected villages.

The second advantage of this was that the certificate of achieving literacy could be given to each adult only after evaluating him individually.

(f) Two Internal Evaluations Prior to Final External Evaluation

The Pune TLC is perhaps the only TLC where two internal evaluations on 100 per cent were carried out prior to the final internal and external evaluation. This has helped the Manch in

understanding the literacy achievements of the adult learners from time to time and adopt the corrective measures accordingly.

10.4 Suggestions and recommendations

1. On the structure of the Manch/ Samiti and sharing of responsibilities

a) As far as the State of Maharashtra is concerned, most of the administrative machinery at the taluka, beat, and village level comes under Zilla Parishad. All primary schools in the villages are under Zilla Parishad, there are a number of development departments under Zilla Parishad and their staff goes upto the village level. Zilla Parishad is involved in developmental work but the Revenue department is not. It is therefore proposed that the Chief Executive Officer of Zilla Parishad be made either the Co-President or the Working President of the District Manch when the new districts are taken up.

b) It has been observed in Pune district that the participation of peoples' representatives improved the performance of the literacy work. We also observed that the Literacy Councils proposed initially were not formed effectively. That could have helped more. It is reported that in many districts the TLC is not receiving co-operation from peoples' representatives. In our opinion, the participation and support of peoples' representative is quite necessary and useful for any massive programme like TLC. The hypothesis that since TLC is supposed to develop awareness among the masses, the political workers consider that the TLC may go against their interest, is presented as a reason behind non-

cooperation or non-participation of the peoples' representatives in TLC. This may or may not be true. We are inclined to believe that this is not true.

We propose that each TLC should put in efforts to involve the peoples' representatives. For this, an advisory body may be formed at the district level comprising of peoples' representatives at various levels on the lines of District Literacy Council that was proposed in the initial TLC proposal of Pune.

c) In Maharashtra, most of the Universities have a Department of Adult and Continuing Education and almost all colleges have a unit attached to this department for supporting its activities in the vicinity of the concerned college. One of the teacher in the college is in-charge of such a unit. It is proposed that the faculty of University Department alongwith the college teachers incharge of these units be given the responsibility of training for the TLC. The college teachers looking after the NSS work may also be roped in. They should prepare training material and arrange and actually impart training for which they may take appropriate help from the State Resource Centre. The District Manch should shoulder the responsibility of co-ordination. The suggestion made by us below regarding the role of the State Department of Adult Education may kindly be read in conjunction with this.

d) Role of Department of Adult Education

As far as the State of Maharashtra is concerned there is no

competent central organisation or institution to whom the District Total Literacy Campaign can look forward for academic guidance, planning, etc. Though the Directorate of Adult Education is located in Pune, it is observed that there is no direct significant contribution beyond routine monitoring work carried out by the Directorate in the Total Literacy Campaign of Pune District.

We suggest that the Department of Adult Education should try to develop a "Total Literacy Cell" consisting of competent and well trained personnel at the Directorate level. This cell should provide academic input and guidance to various TLCs in a number of ways for which the cell should solicit cooperation and participation from the faculty of various institutions and universities. This is not to propose any centralisation of the activities nor it is proposed that the TLC should work under the supervision of the Department. The idea is that at the State level there should be a cell available to which the individual TLCs can approach for getting different kinds of academic inputs as well as data and information and also get to know through them about the activities of other districts. This cell should also provide platform of exchange of experience and ideas among different districts who have taken up the Total Literacy Campaign.

By now 7-8 districts have been covered by TLC and it is necessary that their experience should be taken into consideration before launching the TLC in other districts. The above cell can organise meetings and workshops of the representatives of these districts and also those who have evaluated their TLCs. Learning should be a continuous process.

As far as the district unit of the Department of Adult Education is concerned it is observed that such unit of Pune District was merged with the TLC Pune. We would like to suggest that when a new district is taken up for the TLC, the department of Adult Education should try to post select, competent and trained staff in that district to the full sanctioned strength and make that staff available to TLC. These staff should be trained adequately so that they can cope up with the challenges of Total Literacy Campaign. Their transfers may be avoided during the TLC period. This is how the Department of Adult Education can strengthen the Total Literacy Campaigns.

e) It is learnt that very good literature was produced through a number of booklets for the TLC in Nanded district of Maharashtra, in addition to the primers obtained from the State Resource Centre. It is proposed that each TLC should have a Committee for the Production of Literature. This Committee should decide upon the subjects to be covered, choose literature from the available, popular, prize-winning books, identify authors and approve the manuscripts. The Manch then takes up the responsibility of procuring/ producing the material.

The State Resource Centre, of course, continues to supply primers. The above Committee may also select certain books/ booklets produced by the SRC, if found suitable.

2. On some administrative aspects

The Chief-Coordinator, Pune TLC faced certain difficulties in

carrying out the responsibilities. For example, except few, most of the Committies formed by the Manch remained in the name sake and the Chief-Coordinator had to undertake responsibilities much beyond co-ordination. For doing this type of work, the office of the Chief-Coordinator was not well-equipped with personnel. When we discussed these matters with the existing incumbent, he was of the opinion that his office should have had (i) one academic expert who could have attended to several works connected to the training programmes and also who could have been deputed to different talukas for coordination of training programmes, (ii) one trained accounts person to maintain the accounts of the TLC as per the requirements of the NLM and also to periodically prepare the statements of accounts and (iii) one English steno-grapher so that the Chief-cooridnator could prepare and deliever periodic reports of TLC more efficiently as required by the NLM and also prepare notes for various meetings of the TLC, etc.

He was also of the opinion that there should have been one more vehicle with dirver at the disposal of his office in addition to the one he has. It was also proposed that there should be one office superintendent for the TLC during the campaign period. The other TLCs and the NLM may consider these recommendations since they have practical implications.

3. Recognition and reward for committed worker

In a massive programme like this, a large number of Government and Semi-government employees, students and volunteers are invloved. There are always a good number of them who are committed workers

and who contribute a lot in the success of the mission. During our discussions, it was observed by many that real good workers in TLC should be properly recognised and, if possible, appropriately rewarded. A number of suggestions came up for this. We felt that the following types of rewards could be offered.

- i) Recording the contribution in the confidential report (CR)
- ii) At the time of departmental promotion based on seniority list, preferential treatment
- iii) Administrative posting in the same cader with higher responsibilities
- iv) Additional increments
- v) Transfer at a place of choice specially for primary teachers

For those who are not in service such as students, unemployed educated youth, etc., a certificate recognising their devoted work in TLC should be given. Certificates are usually issued to all the workers. What is proposed here is award of special merit certificates for the selected workers.

As far as the Pune TLC is concerned, we are sure that the Pune Manch is aware of a number of voluntary workers and officials who were possessed with the urge of doing literacy work. These people have inherent qualities because of which they participate in the social programmes with full devotion. The programme can not creat volunteers. Volunteers are there who join the programme. The programme operators have to identify the colunteers which takes considerable time. Since already such identification has been done, a list of these volunteers be prepared, they should be appropriately rewarded and services of these vounteers should be

suitably utilised for the social benefit such as bringing about more effective and efficient delivery of welfare and development programmes.

4. Further study of Pune TLC

The present study has certain limitations. It was not possible to collect systematic information on certain qualitative aspects of the programme and its impact on the society due to the time frame. We have not been able to analyse certain aspects and test hypotheses. We have put in efforts to produce the best possible evaluation report under the given circumstances.

It is proposed that a separate study may be conducted about the qualitative aspects of the working and impact of Pune TLC. This may be carried out using structured questionnaires and should cover the following aspects :

1. Attitudes of various sections of the society towards TLC and reasons behind their cooperation or non-cooperation including peoples' representatives.
2. Attitudes of primary teachers and their perceptions about the TLC and post literacy programme.
- 3. Attitudes and perceptions of neo-literates
4. Level of awareness of the causes of one's deprivation
5. Awareness and participation levels in the development process
6. Above aspects 2,3,4 specially for women
7. Women's attitude towards Mahila mandals and their aspirations and new expectations due to literacy campaign.
8. Awareness about the rights specially among women
9. Changes in perceptions and attitudes in district

administration

10. Response to and working of Gaon-Kacheri
11. Impact of Nav-Lokjagar and Radio talks
12. Causes for good or bad attendance at the literacy classes.

The list, of course can be extended. We propose that such a study of qualitative aspects would throw light upon several things and will also help in testing several hypotheses which would serve as guidelines for other TLCs.

CHAPTER XI

VIEWS OF THE MANCH ON CERTAIN ISSUES

Total Literacy Campaign is entirely different than usual Government programmes. It is carried out by forming a Saksharata Andolan Manch or Samiti with a time-bound plan. The office bearers of the Manch right from the district level upto the village level are expected to work with missionary zeal. The major strategy is planned at the district level but every one involved upto the village level volunteer who conducts literacy class is involved in planning and organising the activities at his level and is also expected to have innovative ideas and approaches wherever possible. We tried to understand the processes and recorded them in earlier chapter. At some stage of work we felt that on certain issues the views of the officials of the Manch would be useful to record. We also felt that recording their views in their own words would enrich the report further. For this, we prepared a list of issues and requested the President, the Co-President and the two Vice-Presidents to give their views for inclusion in the report. We are glad that the Co-President and the two Vice-Presidents have given to us their unanimous opinion on these issues. We present in this chapter the list of issues and the reply given.

11.1 The issues

1. Participation by the college students :

The college students have actively and voluntarily participated in environment building process, such as, Patha Natya, Audio

Cassettes, Poster Competition, Kalajatha Competition and also in actual evaluation process.

The participation of colleges was not upto the mark in actual teaching process of the TLC. What are the lessons to be learned from this experience ? Can we generalise and say that the college students, in general, are not keen enough to participate in this type of programmes or is it that the efforts in motivating these students were not enough ? It is observed that even the college teachers were not motivated enough. Can we say that this is a situation specific to Pune or is there any possibility of generalisation out of this experience ?

2. Participation of Voluntary Agencies

Pune district has a number of Voluntary agencies working in various fields. The Pune Manch formed a "Voluntary Cell" and conducted several meetings of the voluntary agencies, but the participation of the voluntary agencies in the TLC remained much below the expectation. The voluntary agencies may be in general busy in their own activities and perhaps they can not get enough time to participate in the literacy campaign. The persons involved in the voluntary agencies may not have direct interest in literacy work or literacy may not be their priority. What can we say on the basis of our experience in Pune district ? Is it possible to make generalisations so that they can provide substantive feed back to the National Literacy Mission, since substantive role is generally visualised for the voluntary agencies ?

3. The Participation of people's representatives :

It can be said that the participation of people's representatives in the literacy campaign has been better in Pune district than in many other districts. It seems that the "Literacy Council" was not functioning as visualised in the Project Proposal. Reviewing the situation now, can it be said that more participation of the people's representative could have been possible ? If yes, how ? Taking the the entire district into consideration, can it be said that the TLC has taken the shape of "People's movement" ? Perhaps, in certain Talukas yes, but in the remaining Talukas no.

4. Environment buidling :

The Pune Manch carried out several activities for Environment Building, but in certain Talukas, the environment building wa poor. Can we pin-point the lacuna and suggest corrective measures for the guidance of other TLCs ?

5. Involvement of other Government Departments

The staff from Revenue Department and the Zilla Parishad was mobilised and actively involved in the TLC. However, the staff from other Government Organisations did not participate in the programme. Is it that the effort in this direction did not materialised upto the expectation ?

6. Role of volunteers in Total Literacy Campaign :

The Pune Manch started the programme by using a large number of volunteers from schools and colleges. However, the performance of volunteers was not upto the mark and it can be said that the approach of using these volunteers to conduct the literacy classes has failed as far as Pune experience is concerned. The burden of teaching the adult learners was finally shouldered by the primary teachers who have taken real pains and shown the results, in a short period. What are the lessons of Pune experience ? Is it possible to mobilise volunteers in a better way and obtain better results ? If yes, how ? It may be possible that the selection of volunteers was not proper, the training was insufficient or the efforts of motivating them was not enough.

7. Field experience and success stories

Through your field experience can you cite certain success stories which show positive impact of TLC ?

8. Lessons from Pune Total Literacy Programme :

Taking into consideration the activities of the Pune TLC and the results achieved, is it possible to list down the strengths and weaknesses of the TLC, Pune ?

What are the lessons from TLC, Pune, which can become guiding factors for other TLCs and provide feed back to the National Literacy Mission ?

(Since by the time this letter was delivered we had collected enough material on "Success stories", we suggested orally that these may not be listed).

1.2 The reply

1. Participation by the College Students :

Initially, the whole idea of literacy campaign was conceived by Indian Institute of Education and University of Poona jointly. The basic idea of participation of colleges, its teachers, and students in the literacy campaign was different. The effective participation of colleges in the literacy campaign throughout the district, was, however, lacking, upto about June 1993. In some of the colleges, the literacy work was handled isolatedly as a "NSS Co-Ordinator's baby". This resulted in a very weak response/participation in the literacy campaign by the colleges. This situation was not conducive for the literacy movement. This issue, therefore, was thoroughly discussed by us with the Vice-Chancellor of the Pune University, who also heads the Saksharata Andolan Manch of (Literacy Campaign of) Pune district (Rural). And it is at this stage i.e. somewhere in June/July 1993, that the Vice-Chancellor, and Pro-Vice-Chancellor came forward with their personal involvement in the literacy campaign. The sporadic participation of college professors and college students in some colleges in the district got a boost when the Vice-Chancellor decided in the Executive Committee meeting of the University to sanction an amount of Rs. 1 Lac to meet the fuel expenses incurred by the college professors for visiting the literacy

classes in the vicinity of the colleges in the district. Basically, it was Vice-Chancellor's decision, which eventually gave a required thrust to the campaign in its last stage after June, 1993. The monthly meeting of the Principals & NSS Co-ordinators of all the colleges in the district conducted by us in the university building paved the way and identified the modalities to increase the extent of participation of all colleges in the literacy campaign of the district. The recruitment conditions as laid down by U.G.C. for the college lecturers/professors were explained to them in the college wise meetings held in June/July 1993 and the condition of 'Extension work' in their recruitment as college lecturers/professors was interpreted to them in terms of their personal involvement and personal participation in the literacy campaign in the vicinity of their colleges. In addition to this, the Vice-Chancellor was also personally instrumental in getting another important decision passed in the Academic Council meeting of the University of Poona. This was a decision of granting promotions to (the degree course students) or conferring degrees on those who have made minimum two adult illiterates literate during the course of their studies. This decision, in turn, helped us to boost up the morale of the students who were actually participating besides proving itself as an 'incentive' to those who want to participate and register their personal involvement in the literacy campaign.

The following team went from college to college, conducted the meetings of staff & students, talked to them and ascertained their

extent of participation expected in the literacy campaign. 1. Prof. Tej. Nivalkikar of Adult and continuing Education Dept. of University of Poona, 2. Prof. Nandkumar Nikam, Co-Ordinator of N.S.S. of University of Poona, 3. Avinash Dharmadhikari, Addl. Collector, Pune & 4. Shri. Ajit Deshpande, Chief Co-Ordinator of T.L.C. Pune. Thereby, all the activities to be carried out by each and every college were planned out systematically to make it an organised effort. This went on from July 1993 to November, 1993. The "historic" meeting of all professors from all colleges in the district on 22nd Nov. 93 at the University hall, culminated in the burst of activities of literacy campaign in all the colleges.

We have been working and trying to link literacy with development through the experiments on 'Responsive Administration'. Here, the 'Gaon Kacheri' Concept comes in. The participation of college students & professors in it was found to be fairly good. Had it not been at the expected level, the attendance of adult learners at literacy classes in the third stage would have badly affected.

2. Participation of Voluntary Agencies :

Pune district has an excellent network of Voluntary Agencies. we have personal equation with them. However, we found that the participation of Voluntary Agencies in the literacy campaign within their area of work was almost nil. This statement, unfortunately, is applicable even today with a few V.A.S. as exceptions.

This, in turn, proved to be an encouragement to the govt. machinery working for literacy campaign right from district to village level. The Principles, modalities of Voluntary Agencies in undertaking any work or project were brought into practice by the entire govt. machinery in the district, thereby making "Voluntarization" of govt. system. The entire govt. machinery has really done "wonders" through its spirit, zeal & enthusiasm alike Voluntary Agencies during the entire course of literary campaign and did not let anyone have a feel of absence of effective participation of V.A.S. in the literacy campaign.

3. Participation of Peoples' Representative :

Here, we would like to catch the spirit of the last sentence in your paragraph. The overall participation of people's representatives, though not of the same intensity everywhere, was however, fairly good, in the sense that the resistance or opposition to the campaign activities was never registered throughout the campaign by people's representatives in the entire district. Honorable Mr. Sharad Pawar, Chief Minister of Maharashtra, who happens to be from this district, is an example of glorious exception. He, during many of his sittings with local peoples' representatives, has reviewed their participation in the literacy campaign on & oft. and has been encouraging them to participate effectively in the campaign. Alike him, we would positively like to mention a few names, who, all the while, helped us to make the campaign successful in their area. Notable amongst

them are Mr. Ashok Mohol, M.L.A., Mr. Subhash Kul, M.L.A., Mr. Narayanrao Pawar, M.L.A., Mr. Anantrao Thopte, M.L.A. and Ex-Education Minister, Mr. Ashok Mahaske, Chairman, Panchayat Samiti, Haveli (Pune), Mr. Satish Khomane, Chairman, Panchayat Samiti Baramati, Mr. Satav, Chairman, Mpl. Council Baramati, Mr. Baravkar, Member, Panchayat Samiti, Dound, Mr. Shripatrao Ghorpade, Chairman, Panchayat Samiti Bhor, Mr. Kank, Deputy Chairman, Panchayat Samiti, Bhor, Mr. Tukaram Hagwane, Chairman, Panchayat Samiti, Mulshi.

4. Environment Building :

We implemented the literacy campaign in its true spirit. Thereby, we mean that the literacy campaign can be successfully implemented by giving weightage to the actual attendance of learners at the literacy classes and the actual teaching/learning activity at the literacy classes.

The programmes of environment building are, no doubt, essential but these are not indispensable. Majority of environment building programmes like huge seminars, mammoth rallies, crowded melawas have a cosmetic value. Even the Kala-Jattha Programmes. People turn up in large numbers at such programmes, remain present during the proceedings of such programmes and conveniently forget the message. However we did not discard such programmes in total. We took out 2 (Two) audio-cassettes comprising the songs based on the theme of importance of literacy & development. Our new experiment in "Responsive Administration (Goan Kacheri)" went underway during

the campaign period. Registration of Mahila Mandals on a large scale in the short span and the training programmes for Mahila Mandals motivated the female-folk which happens to be the major chunk of illiterate population in the age group of 15-35 in the district.

In addition, the Kala-Jatthas formed in each taluka in the initial phase of the campaign went from village to village propogating the importance of literacy & its benefits. Noted Marathi Music Director Mr. Ram Kadam went from Taluka to Taluka with his troupe.

The introduction of weekly "Nav-Lokjagar" in Marathi after September 1993 also played its role in a most effective way for proper building of literacy environment in the district.

The weekly talk/dialogue about literacy campaign on A.I.R. Pune on every friday by either V.C./or the Collector or Addl. Collector or Chief Executive Officer Zilla Parishad Pune or Superintendent of Police, Pune (Rural) or other functionaries has been the main cause to sustain the literacy environment in the district right from January, 1993.

The Mahila Mandals, as stated earlier, have registered excellent participation in the literacy campaign by actually working hard to increase the attendance of female illiterates/semi-literates at the literacy classes.

- 5 to 7 : Involvement of other Govt. Deptts :
- : Role of Volunteers in Total Literacy Campaign
- : Field experience and success stories

It is through 'Gaon Kacheri' that we tried to get other Govt. deptts. involved in the campaign right at the grass-root level d i.e. village level. The concept of 'Gaon Kacheri' (Village office) was introduced in January 1993. Before bringing it into practice, it was explained to all the district - level officers of various departments in several meetings. The basic idea behind introducing 'Gaon - Kacheri' was to develop the idea of 'Parent hood' of illiterate/semi - literate adults at the village level. In brief, the village - level employee of every department was asked to 'adopt' one or two illiterate adults/semi - literate adults for bringing them to literacy classes punctually while implementing the works or schemes of his/her department in that village. This was also an effort in the direction of linking literacy with development. It has been our attempt to establish and register into the minds of the village level functionaries involved in the 'Gaon - Kacheri' that 'Gaon Kacheri' has not been introduced only for and upto the period of literacy campaign. In the real sense, the main objective of 'Gaon - Kacheri' is to link literacy with all developmental activities at the village level. Literacy of every individual is of prime importance since it through literacy that all developmental schemes/works in the villages can be better understood and implemented by the villagers. Moreover, their grievances or problems within the jurisdiction of the village can be sorted out at the village level itself due to the presence of every village - level employee at

the 'Gaon Kacheri'. The reasons of introducing 'Gaon - Kacheri' therefore can be attributed to the non - existence of Umbrella - like structure of administration at the village level at present. The scope for functioning of 'Gaon-Kacheri' was therefore widened by including in it all village - level non officials like village Sarpanchas and Dy. Sarpanchas besides the village level functionaries of all departments. It is, in a way, also an effort to establish "Responsive administration" at the village level based on the principles of public - accountability.

Our experience of 'Gaon - Kacheri' so far, shows that the women in practically all the villages have started coming forward individually and collectively with the issues concerning their day - to - day life with its problems. Co-incidentally, the majority of the issues to be sorted out at the village - level are women - related issues. i.e. drinking water, facility for pre-primary education, provision of drainage lines, provision of toilets and latrines for women, anti-liquor drive etc. The formation and registration of Mahila Mandals on a large scale in the district provided a very effective platform for the neo-literate and semi-literate women to give vent to their problems.

We are trying to support these Mahila Mandals by giving them an initial grant-in-aid of Rs. 1000/- through the Women and Child - Welfare Committee of Zilla Parishad, Pune. The success - stories and responses of Mahila Mandals are being published in the weekly 'Nav-Lokjagar' in order to encourage the rest. We, at the district level, have also taken actions on the complaints received

from Mahila Mandals in order to boost up their morale.

The contribution and involvement of primary education department of Zilla Parishad, Pune has been outstanding throughout. The primary teachers are respected in the society even today. The primary teachers at village level are listened to (and more effectively so) by the villagers. (illiterates, semi-literates and neo-literates together) It is, at this point of increasing the attendance at literacy classes that primary teachers really did 'wonders' throughout the district. As far as teaching - learning activities are concerned, there is no better expertise available in villages at present than the primary teachers.

The role of and contributions made by some employees from Health department, Social forestry department, Development department, Revenue department & Police department cannot be overlooked. It was as effective as was required to accelerate the pace of the campaign wherever they participated.

8. Lessons from Pune TLC :

As we have stated earlier, the proper and effective communication with learners and functionaries of the campaign is of prime-importance.

Many a times, it is the gap in the communication that poses problems in the implementation of the scheme/project. Every functionary in the campaign (and they are thousands of them there) must know the modalities of the project and the basic line of

thinking that goes with it. In the absence of this, there can be problems posed by the very functionaries on whom the success of the campaign rests.

In order to achieve this, our effort in introducing weekly 'Nav Lokjagar' and bringing out two audio-cassettes (Part I & part II) of the songs based on the theme of importance of literacy and other developmental issues proved to be the successful exercise in development communication.

The weekly talk on All India Radio, Pune has been receiving a very good response. Through this fifteen minutes duration programme, we have succeeded in reaching to the adult learners as well as the village level functionary for guiding them all at a time in order to have uniformity and to avoid any kind of confusion or gap in communication.

The very pace of the campaign could be effectively monitored through this radio programme. From the beginning, we have insisted on per-cent evaluation of the adult learners. We did not allow exaggeration or manipulation in reporting at any time anywhere. We worked as a team throughout the campaign. Therefore, the independence and reliability amongst all of us was very high throughout the campaign. Our efforts in introducing 'Nav Lokjagar' weekly and in submitting the PL project received a wide acclamation. The secretary to Govt school Education Department Mrs. Kumud Bansal gave us absolutely support.

While implementing the campaign, the lacuna remained, we feel, is that no one from NLM has visited the district at the time of final evaluation.

APPENDICES

APPENDIX A : METHOD OF ESTIMATION

There are 13 talukas in Pune district (Rural). Each taluka has been divided into 3 to 8 beats comprising of a certain number of villages for educational administration. The Department of Education has been using the concept of beat for long time. There is one Extension Officer (Education) for each beat. There are such 77 beats. These beats do not cover the Nagar Palika towns. There are 11 Nagar Palikas and for each Nagar Palika there is one Administration Officer (School Board) who is an employee of the State Government with the same rank as the Extension Officer (Education). The Campaign treated each Nagar Palika as an educational beat for their administration and operations. There is a sort of uniformity within the beat because of the Administrative arrangements. We have therefore, chosen the beat as a unit of study and the sampling is carried out for each beat separately.

We have treated each beat as stratum. Thus we have followed stratified sampling method by dividing the district into 88 strata. The stratified approach was adopted, in order to provide adequate representation of cross-section of the population. However, for the reasons of administration of the evaluation work and the logistic of it, it was not possible to follow the method of selecting adult learners randomly. At the beat level, it was necessary to have intermediate step of selecting villages. For the same reason it was decided to have 100 % coverage of adult learners in the selected villages. The number of villages to be selected was fixed around two per beat. This number was varied in order to achieve around 10 % coverage at the taluka level. The

procedure was so necessitated by the practical requirements.

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

Let us say,

y_{ij} = Number of identified illiterates by the survey in the sample villages in the jth beat of the ith taluka

$$(i = 1, 2, \dots, 13)$$

and x_{ij} = Number of adult learners who have achieved literacy in the sample villages in the jth beat of ith Taluka

Then,

$\frac{x_{ij}}{y_{ij}} = p_{ij}$ is the proportion of adult learners achieving

literacy in the ith beat. ($p_{ij} \times 100$ gives the percentage)

Let us say,

Y_{ij} = The total number of identified illiterates in jth beat of ith taluka.

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

$$Y_{ij} \times P_{ij}$$

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

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

and proportion by

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

Extending the same to the district level the estimated of no. of adult learners achieving literacy is given by

$$\sum_{i=1}^{13} \sum_{j=1}^{N_i} Y_{ij} \times P_{ij}$$

and the proportion is given by

$$\frac{\sum_{i=1}^{13} \sum_{j=1}^{N_i} Y_{ij} \times P_{ij}}{\sum_{i=1}^{13} \sum_{j=1}^{N_i} Y_{ij}}$$

APPENDIX B

Monthly frequency of appearance of news regarding activities of Saksharata Manch, Pune in the Marathi and Hindi news papers from Pune and Bombay.

Month ----- 1991. -----		Frequency. -----
September	:	22
October	:	25
November	:	10
December	:	55
Sub - Total		----- 112
1992. -----		
January	:	19
February	:	7
March	:	16
April	:	13
May	:	--
June	:	15
July	:	26
August	:	30
September	:	43
October	:	28
November	:	32
December	:	7
Sub - Total		----- 235
1993. -----		
January	:	22
February	:	7
March	:	34
April	:	34
May	:	21
June	:	2
July	:	20
August	:	17
September	:	17
October	:	17
November	:	5
Sub - Total		----- 182
Total		----- 529 -----

Note:..Some clippings from mofusil papers have also been included. However, the clipping of mofusil papers was not done fully by the Manch. The number of press appearances reported here in fact is on the lower side.

APPENDIX C

Structure of the questionnaire.

- a) **Reading (40 marks)**
- i) Reading - 5 words, some of which have been joining alphabets. 5 marks.
 - ii) Reading 5 brief sentences, some words in these sentences have joint alphabets. 15 marks.
 - iii) Reading a paragraph, issues content is related to the life and environment of the adults with about 5 brief sentences and answering the questions on the same, orally. This include reading and both. 20 marks.
- b) **Writing (30 marks)**
- i) Writing name, address, age, occuption, etc. of the self.This item related to the functional use of literacy. 10 marks.
 - ii) Writing any 5 words of his choice. 5 marks.
 - iii) Writing a letter in a complete form at a given theme functionally related to the learners life. 10 marks.
- c) **Numeracy (30 marks)**
- i) Reading three two digit numbers. 3 marks.
 - ii) Addition (5 examples) 10 marks.
 - iii) Substraction (4 examples) 8 marks.
 - iv) Multiplication (2 examples) 4 marks.
 - v) Division (2 examples) 4 marks.
 - vi) Reading from the drawing of watch. 1 mark.

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

TALUKA	BEAT	NO. OF VILLAGES	NO. OF MALE	NO. OF FEMALE	IDENTIFIED ADULTS TOTAL
BARAMATI	BARAMATI N.P.	N.P.	971	1805	2776
	SHIVNAGAR	20	1763	2819	4582
	KATEWADI	20	2194	4351	6545
	DHAVAN WASTI	16	755	2028	2783
	VANEWADI	10	779	1366	2145
	SUPE	32	1713	3363	5076
	WADGAON N IMBALKAR	19	1222	2020	3242
	TALUKA TOTAL	117	9397	17752	27149
DAUND	DAUND N.P.	N.P.	461	968	1429
	DAUND RURAL	21	931	2454	3385
	KEDGAON	14	1496	3603	5099
	KURKUMBH	19	1508	4096	5604
	YAWAT	23	1967	4348	6315
	TALUKA TOTAL	77	6363	15469	21832
INDAPUR	INDAPUR N.P.	N.P.	285	681	966
	INDAPUR RURAL	19	1225	3290	4515
	BHIGAVAN	17	37	2202	2989
	SANSAR	16	1619	3547	5166
	BAWADA	10	1169	2857	4026
	NIMGAON KETAKI	10	1696	3199	4895
	LASURNE	10	1472	3086	4558
	TALUKA TOTAL	82	8253	18862	27115
BHOR	BHOR N.P.	N.P.	116	343	459
	UTROLI	39	269	1230	1499
	SHIND	53	608	1900	2508
	AMBAWADE	66	710	2748	3458
	NASARAPUR	38	501	1546	2047
	KIKAVI	36	410	916	1326
	TALUKA TOTAL	232	2614	8683	11297
	VELHA	VELHA	53	835	2028
PANSHET		43	423	1229	1652
SAKHAR		41	557	1716	2273
TALUKA TOTAL		137	1815	4973	6788

APPENDIX D1 CONTINUED...

TALUKA	BEAT	NO. OF VILLAGES	NO. OF MALE	NO. OF FEMALE	IDENTIFIED ADULTS TOTAL
PURANDAR	NEERA	14	685	1501	2186
	AMBODI	41	568	2249	2817
	RAJEWADI	24	411	1493	1904
	JEJURI RURAL	13	368	1140	1508
	PARINCHE	37	320	1140	1460
	SASWAD N.P.	N.P.	182	363	545
	JEJURI N.P.	N.P.	143	365	508
	TALUKA TOTAL	129	2677	8251	10928
HAVELI	LONI KALBHOR	21	1944	4713	6657
	KHED SHIVAPUR	13	600	1707	2307
	URULI KANCHAN	11	879	2113	2992
	DEHU	7	422	1352	1774
	LOHGAON	10	538	2010	2548
	SHIVANE	21	675	1797	2472
	WAGHOLI	17	1512	1607	3119
	KHADAKWASALA	21	909	2395	3304
	TALUKA TOTAL	121	7479	17694	25173
MAVAL	WADGAON MAVAL	28	862	1860	2722
	TALEGAON D RURAL	42	1405	2747	4152
	LONAWALA RURAL	33	1159	1701	2860
	KHADKALA	56	1623	3190	4813
	KALE COLONEY	62	1643	3230	4873
	LONAWALA N.P.	N.P.	543	967	1510
	TALEGAON D N.P.	N.P.	552	948	1500
	TALUKA TOTAL	221	7787	14643	22430
MULSHI	HINJAWADI	27	910	2303	3213
	MALE	26	660	1674	2334
	PAUD	39	1122	2645	3767
	PIRANGUT	45	1142	1850	2992
	TALUKA TOTAL	137	3834	8472	12306
SHIRUR	PABAL	7	1416	1718	3134
	SARADWADI	29	1578	2291	3869
	TALEGAON DHA.	23	1063	3128	4191
	KAWATHE	27	1147	3111	4258
	NHAVARA	25	1906	4129	6035
	SHIRUR N.P.	N.P.	270	684	954
	TALUKA TOTAL	111	7380	15061	22441

APPENDIX D1 CONTINUED...

TALUKA	BEAT	NO. OF VILLAGES	NO. OF MALE	IDENTIFIED FEMALE	ADULTS TOTAL
AMBEGAON	TALEGHAR	16	556	1501	2057
	AMBEGAON	24	341	845	1186
	AMONDI	9	108	469	577
	SHINOLI	9	223	599	822
	SAL	11	200	647	847
	GHODEGAON	18	434	1323	1757
	MANCHAR	20	780	2426	3206
	AVASARI	29	558	2350	2908
	TALUKA TOTAL	136	3200	10160	13360
JUNNAR	AMARAPUR	13	363	1150	1513
	NARAYANGAON	8	368	1208	1576
	MADH	16	341	841	1182
	SAVARGAON	17	201	882	1083
	PADALI	25	833	1907	2740
	BELHE	7	448	1241	1689
	OTUR	14	944	1332	2276
	ALE	10	612	1270	1882
	PIMPALWANDI	5	231	972	1203
	APTALE	21	543	1336	1879
	JUNNAR N. P.	N. P.	148	438	586
	TALUKA TOTAL	136	5032	12577	17609
KHED	ALANDI N. P.	N. P.	198	104	302
	KHED	24	846	2930	3776
	CHAKAN	31	1327	3764	5091
	KHARPUDI	23	1324	3874	5198
	KADUS	12	809	2167	2976
	PAIT	25	1101	2682	3783
	WADA	21	547	1691	2238
	KUDA	25	861	2237	3098
	DEHANE	18	422	1395	1817
TALUKA TOTAL	179	7435	20844	28279	

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
BARAMATI	BARAMATI N.P.	N.P.	87	218	305
	SHIVNAGAR	1	129	318	447
	KATEWADI	2	257	515	772
	DHAVAN WASTI	2	97	266	363
	VANEWADI	2	157	359	516
	SUPE	2	80	215	295
	WADGAON N IMBALKAR	2	59	146	205
	TALUKA TOTAL	11	866	2037	2903
DAUND	DAUND N.P.	N.P.	86	213	299
	DAUND RURAL	2	104	220	324
	KEDGAON	2	136	335	471
	KURKUMBH	2	177	484	661
	YAWAT	2	151	360	511
	TALUKA TOTAL	8	654	1612	2266
INDAPUR	INDAPUR N.P.	N.P.	64	198	262
	INDAPUR RURAL	2	36	99	135
	BHIGAVAN	2	51	132	183
	SANSAR	1	48	99	147
	BAWADA	2	71	133	204
	NIMGAON KETAKI	2	502	1017	1519
	LASURNE	2	199	414	613
	TALUKA TOTAL	11	971	2092	3063
BHOR	BHOR N.P.	N.P.	64	197	261
	UTROLI	4	39	173	212
	SHIND	3	38	153	191
	AMBAWADE	3	53	170	223
	NASARAPUR	5	37	132	169
	KIKAVI	6	46	223	269
	TALUKA TOTAL	21	277	1048	1325
VELHA	VELHA	4	47	94	141
	PANSHET	4	58	163	221
	SAKHAR	6	76	216	292
	TALUKA TOTAL	14	181	473	654

APPENDIX D2 CONTINUED...

TALUKA	BEAT	NO. OF SAMPLE VILLAGES	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
			MALE	FEMALE	TOTAL
PURANDAR	NEERA	2	156	256	412
	AMBODI	2	34	160	194
	RAJEWADI	2	23	72	95
	JEJURI RURAL	2	43	138	181
	PARINCHE	2	1	33	34
	SASWAD N. P.	N. P.	109	176	285
	JEJURI N. P.	N. P.	70	196	266
	TALUKA TOTAL	10	436	1031	1467
HAVELI	LONI KALBHOR	2	42	129	171
	KHED SHIVAPUR	2	156	541	697
	URULI KANCHAN	2	92	258	350
	DEHU	2	89	347	436
	LOHGAON	2	74	398	472
	SHIVANE	2	39	230	269
	WAGHOLI	2	131	192	323
	KHADAKWASALA	2	18	68	86
	TALUKA TOTAL	16	641	2163	2804
MAVAL	WADGAON MAVAL	4	82	169	251
	TALEGAON D RURAL	3	195	96	291
	LONAWALA RURAL	3	154	167	321
	KHADKALA	5	205	500	705
	KALE COLONEY	3	125	215	340
	LONAWALA N. P.	N. P.	155	149	304
	TALEGAON D N. P.	N. P.	98	181	279
	TALUKA TOTAL	18	1014	1477	2491
MULSHI	HINJAWADI	2	82	243	325
	MALE	2	71	96	167
	PAUD	2	40	89	129
	PIRANGUT	2	196	405	601
	TALUKA TOTAL	8	389	833	1222
SHIRUR	PABAL	3	1183	1093	2276
	SARADWADI	2	231	185	416
	TALEGAON DHA.	2	20	111	131
	KAWATHE	2	32	70	102
	NHAVARA	2	136	149	285
	SHIRUR N. P.	N. P.	104	165	269
	TALUKA TOTAL	11	1706	1773	3479

APPENDIX D2 CONTINUED...

TALUKA	BEAT	NO. OF SAMPLE VILLAGES	NO. OF IDENTIFIED ILLITERATES IN SAMPLE VILLAGE		
			MALE	FEMALE	TOTAL
AMBEGAON	TALEGHAR	2	58	187	245
	AMBEGAON	4	32	79	111
	AMONDI	2	34	151	185
	SHINOLI	3	46	169	215
	SAL	2	25	109	134
	GHODEGAON	3	16	76	92
	MANCHAR	3	117	310	427
	AVASARI	3	38	224	262
	TALUKA TOTAL	22	366	1305	1671
JUNNAR	AMARAPUR	2	47	168	215
	NARAYANGAON	2	41	153	194
	MADH	2	61	202	263
	SAVARGAON	2	45	153	198
	PADALI	2	123	163	286
	BELHE	1	73	209	282
	OTUR	2	72	199	271
	ALE	1	86	301	387
	PIMPALWANDI	1	14	122	136
	APTALE	2	133	196	329
	JUNNAR N.P.	N.P.	41	170	211
TALUKA TOTAL	17	736	2036	2772	
KHED	ALANDI N.P.	N.P.	198	104	302
	KHED	2	63	154	217
	CHAKAN	3	135	475	610
	KHARPUDI	2	154	418	572
	KADUS	2	56	185	241
	PAIT	2	94	182	276
	WADA	2	46	191	237
	KUDA	2	35	103	138
	DEHANE	2	66	250	316
TALUKA TOTAL	17	847	2062	2909	

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

TALUKA	BEAT	PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL
BARAMATI	BARAMATI N.P.	54.02	92.20	81.31
	SHIVNAGAR	93.80	97.48	96.42
	KATEWADI	91.83	90.29	90.80
	DHAVAN WASTI	94.85	93.61	93.94
	VANEWADI	100.00	94.15	95.93
	SUPE	96.25	97.67	97.29
	WADGAON N	89.83	91.10	90.73
	TALUKA TOTAL	90.42	93.57	92.63
DAUND	DAUND N.P.	98.84	99.06	99.00
	DAUND RURAL	96.15	87.73	90.43
	KEDGAON	98.53	97.31	97.66
	KURKUMBH	98.31	98.35	98.34
	YAWAT	98.01	95.28	96.09
	TALUKA TOTAL	98.01	96.09	96.65
INDAPUR	INDAPUR N.P.	95.31	96.46	96.18
	INDAPUR RURAL	100.00	97.98	98.52
	BHIGAVAN	96.08	96.97	96.72
	SANSAR	91.67	86.87	88.44
	BAWADA	90.14	92.48	91.67
	NIMGAON KETAKI	91.24	79.74	83.54
	LASURNE	57.79	99.52	85.97
	TALUKA TOTAL	85.17	88.34	87.33
BHOR	BHOR N.P.	100.00	99.49	99.62
	UTROLI	94.87	63.58	69.34
	SHIND	94.74	94.12	94.24
	AMBAWADE	88.68	84.71	85.65
	NASARAPUR	100.00	97.73	98.22
	KIKAVI	100.00	98.65	98.88
	TALUKA TOTAL	96.39	89.98	91.32
VELHA	VELHA	36.17	45.74	42.55
	PANSHET	81.03	60.74	66.06
	SAKHAR	43.42	63.43	58.22
	TALUKA TOTAL	53.59	58.99	57.49

APPENDIX D3 CONTINUED...

TALUKA	BEAT	PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL
PURANDAR	NEERA	52.56	96.88	80.10
	AMBODI	97.06	93.75	94.33
	RAJEWADI	95.65	97.22	96.84
	JEJURI RURAL	76.74	89.13	86.19
	PARINCHE	100.00	81.82	82.35
	SASWAD N.P.	97.25	86.36	90.53
	JEJURI N.P.	88.57	87.24	87.59
	TALUKA TOTAL	77.75	91.27	87.25
HAVELI	LONI KALBHOR	88.10	86.05	86.55
	KHED SHIVAPUR	23.72	74.12	62.84
	URULI KANCHAN	76.09	78.29	77.71
	DEHU	98.88	98.85	98.85
	LOHGAON	85.14	91.21	90.25
	SHIVANE	92.31	97.83	97.03
	WAGHOLI	77.86	100.00	91.02
	KHADAKWASALA	88.89	94.12	93.02
	TALUKA TOTAL	70.05	87.89	83.81
	MAVAL	WADGAON MAVAL	98.78	100.00
TALEGAON D RURAL		91.28	77.08	86.60
LONAWALA RURAL		36.20	79.75	57.63
KHADKALA		49.76	73.20	66.38
KALE COLONEY		56.80	84.65	74.41
LONAWALA N.P.		25.16	94.63	59.21
TALEGAON D N.P.		100.00	76.80	84.95
TALUKA TOTAL		61.39	81.54	73.26
MULSHI	HINJAWADI	97.56	99.59	99.08
	MALE	92.96	93.75	93.41
	PAUD	100.00	100.00	100.00
	PIRANGUT	35.20	90.37	72.38
	TALUKA TOTAL	65.55	94.48	85.27
SHIRUR	PABAL	26.71	99.09	61.47
	SARADWADI	29.44	94.05	58.17
	TALEGAON DHA.	100.00	90.99	92.37
	KAWATHE	84.38	100.00	95.10
	NHAVARA	100.00	100.00	100.00
	SHIRUR N.P.	53.85	95.15	79.18
TALUKA TOTAL	36.52	97.80	67.75	

APPENDIX D3 CONTINUED...

TALUKA	BEAT	PERCENTAGE OF ATTENDANCE FOR EXTERNAL EVALUATION		
		MALE	FEMALE	TOTAL
AMBEGAON	TALEGHAR	98.28	95.72	96.33
	AMBEGAON	90.63	83.54	85.59
	AMONDI	97.06	94.70	95.14
	SHINOLI	100.00	100.00	100.00
	SAL	40.00	79.82	72.39
	GHODEGAON	100.00	100.00	100.00
	MANCHAR	95.73	91.94	92.97
	AVASARI	100.00	99.55	99.62
	TALUKA TOTAL	93.17	94.10	93.90
	JUNNAR	AMARAPUR	93.62	95.24
NARAYANGAON		90.24	95.42	94.33
MADH		98.36	99.50	99.24
SAVARGAON		80.00	91.50	88.89
PADALI		100.00	100.00	100.00
BELHE		100.00	100.00	100.00
OTUR		95.83	100.00	98.89
ALE		94.19	96.01	95.61
PIMPALWANDI		100.00	100.00	100.00
APTALE		91.73	99.49	96.05
JUNNAR N. P.		100.00	71.76	77.25
TALUKA TOTAL	95.11	95.58	95.42	
KHED	ALANDI N. P.	47.47	95.19	63.91
	KHED	93.65	76.62	81.57
	CHAKAN	78.52	83.58	82.46
	KHARPUDI	91.56	93.54	93.01
	KADUS	98.21	89.19	91.29
	PAIT	54.35	79.89	71.38
	WADA	100.00	100.00	100.00
	KUDA	97.14	94.17	94.93
	DEHANE	100.00	99.60	99.68
TALUKA TOTAL	77.04	89.83	86.11	

APPENDIX D4 : BEAT-WISE PERCENTAGE OF LITERACY
ACHIEVED.

TALUKA	BEAT	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
BARAMATI	BARAMATI N.P.	41.38	68.81	60.98
	SHIVNAGAR	88.37	92.77	91.50
	KATEWADI	83.66	84.27	84.07
	DHAVAN WASTI	85.57	86.84	86.50
	VANEWADI	98.09	89.97	92.44
	SUPE	92.50	97.67	96.27
	WADGAON N	79.66	73.29	75.12
	TALUKA TOTAL	82.62	86.07	84.87
DAUND	DAUND N.P.	61.63	53.52	55.85
	DAUND RURAL	89.42	83.18	85.19
	KEDGAON	97.79	94.03	95.12
	KURKUMBH	96.61	83.68	87.14
	YAWAT	94.04	90.00	91.19
	TALUKA TOTAL	92.51	85.90	87.83
INDAPUR	INDAPUR N.P.	90.63	88.38	88.93
	INDAPUR RURAL	97.22	91.92	93.33
	BHIGAVAN	94.12	95.45	95.08
	SANSAR	89.58	75.76	80.27
	BAWADA	78.87	88.72	85.29
	NIMGAON KETAKI	78.69	73.45	75.18
	LASURNE	55.28	91.79	79.93
TALUKA TOTAL	81.31	85.53	84.24	
BHOR	BHOR N.P.	100.00	89.34	91.95
	UTROLI	94.87	60.69	66.98
	SHIND	94.74	80.39	83.25
	AMBAWADE	56.60	62.94	61.43
	NASARAPUR	100.00	93.94	95.27
	KIKAVI	89.13	92.38	91.82
	TALUKA TOTAL	84.76	76.11	78.11
VELHA	VELHA	23.40	23.40	23.40
	PANSHET	62.07	36.20	42.99
	SAKHAR	38.16	45.37	43.49
	TALUKA TOTAL	36.94	34.15	34.89

APPENDIX D4 CONTINUED...

TALUKA	BEAT	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
PURANDAR	NEERA	46.15	66.02	58.50
	AMBODI	94.12	86.25	87.63
	RAJEWADI	95.65	95.83	95.79
	JEJURI RURAL	60.47	73.19	70.17
	PARINCHE	100.00	75.76	76.47
	SASWAD N.P.	86.24	67.05	74.39
	JEJURI N.P.	77.14	79.59	78.95
	TALUKA TOTAL	76.71	79.91	79.13
HAVELI	LONI KALBHOR	80.95	82.95	82.46
	KHED SHIVAPUR	19.87	67.65	56.96
	URULI KANCHAN	65.22	67.83	67.14
	DEHU	94.38	95.39	95.18
	LOHGAON	81.08	85.93	85.17
	SHIVANE	92.31	96.96	96.28
	WAGHOLI	70.99	60.42	64.71
	KHADAKWASALA	88.89	94.12	93.02
	TALUKA TOTAL	74.95	81.84	79.79
MAVAL	WADGAON MAVAL	92.68	89.35	90.44
	TALEGAON D RURAL	81.54	11.46	58.42
	LONAWALA RURAL	31.90	54.43	42.99
	KHADKALA	45.85	52.00	50.21
	KALE COLONEY	55.20	76.28	68.53
	LONAWALA N.P.	20.65	69.80	44.74
	TALEGAON D N.P.	62.24	66.30	64.87
	TALUKA TOTAL	56.78	56.88	56.84
MULSHI	HINJAWADI	86.59	76.13	78.77
	MALE	43.66	84.38	67.07
	PAUD	80.00	62.92	68.22
	PIRANGUT	32.65	79.01	63.89
	TALUKA TOTAL	61.20	74.27	70.20
SHIRUR	PABAL	23.75	83.99	52.68
	SARADWADI	29.00	91.89	56.97
	TALEGAON DHA.	100.00	83.78	86.26
	KAWATHE	84.38	92.86	90.20
	NHAVARA	84.56	32.21	57.19
	SHIRUR N.P.	47.12	65.45	58.36
	TALUKA TOTAL	61.84	71.94	68.62

APPENDIX D4 CONTINUED...

TALUKA	BEAT	PERCENTAGE OF LITERACY ACHIEVED		
		MALE	FEMALE	TOTAL
AMBEGAON	TALEGHAR	94.83	89.30	90.61
	AMBEGAON	90.63	82.28	84.68
	AMONDI	97.06	91.39	92.43
	SHINOLI	100.00	100.00	100.00
	SAL	40.00	77.98	70.90
	GHODEGAON	100.00	100.00	100.00
	MANCHAR	94.87	89.03	90.63
	AVASARI	97.37	98.21	98.09
	TALUKA TOTAL	92.54	92.11	92.22
JUNNAR	AMARAPUR	93.62	91.07	91.63
	NARAYANGAON	85.37	89.54	88.66
	MADH	75.41	80.69	79.47
	SAVARGAON	80.00	77.12	77.78
	PADALI	92.68	88.96	90.56
	BELHE	94.52	87.56	89.36
	OTUR	93.06	82.41	85.24
	ALE	89.53	92.36	91.73
	PIMPALWANDI	100.00	95.90	96.32
	APTALE	87.97	87.76	87.84
	JUNNAR N. P.	46.34	52.94	51.66
	TALUKA TOTAL	88.85	86.49	87.17
KHED	ALANDI N. P.	34.85	58.65	43.05
	KHED	68.25	56.49	59.91
	CHAKAN	65.19	59.58	60.82
	KHARPUDI	87.01	78.47	80.77
	KADUS	87.50	78.38	80.50
	PAIT	45.65	65.22	58.70
	WADA	97.83	93.72	94.51
	KUDA	88.57	65.05	71.01
	DEHANE	93.94	89.60	90.51
	TALUKA TOTAL	74.88	70.70	71.80

APPENDIX D5 : BEATS ARRENGED IN DESCENDING ORDER OF LITERACY
ACHIEVED.

BEAT	TALUKA	PERCENT LITERACY ACHIEVED	PERCENTAGE OF ATTENDANCE
GHODEGAON	AMBEGAON	100.00	100.00
SHINOLI	AMBEGAON	100.00	100.00
AVASARI	AMBEGAON	98.09	99.62
PIMPALWANDI	JUNNAR	96.32	100.00
SHIVANE	HAVELI	96.28	97.03
SUPE	BARAMATI	96.27	97.29
RAJEWADI	PURANDAR	95.79	96.84
NASARAPUR	BHOR	95.27	98.22
DEHU	HAVELI	95.18	98.85
KEDGAON	DAUND	95.12	97.66
BHIGAVAN	INDAPUR	95.08	96.72
WADA	KHED	94.51	100.00
INDAPUR RURAL	INDAPUR	93.33	98.52
KHADAKWASALA	HAVELI	93.02	93.02
VANEWADI	BARAMATI	92.44	95.93
AMONDI	AMBEGAON	92.43	95.14
BHOR N.P.	BHOR	91.95	99.62
KIKAVI	BHOR	91.82	98.88
ALE	JUNNAR	91.73	95.61
AMARAPUR	JUNNAR	91.63	94.88
SHIVNAGAR	BARAMATI	91.50	96.42
YAWAT	DAUND	91.19	96.09
MANCHAR	AMBEGAON	90.63	92.97
TALEGHAR	AMBEGAON	90.61	96.33
PADALI	JUNNAR	90.56	100.00
DEHANE	KHED	90.51	99.68
WADGAON MAVAL	MAVAL	90.44	99.60
KAWATHE	SHIRUR	90.20	95.10
BELHE	JUNNAR	89.36	100.00
INDAPUR N.P.	INDAPUR	88.93	96.18
NARAYANGAON	JUNNAR	88.66	94.33
APTALE	JUNNAR	87.84	96.05
AMBODI	PURANDAR	87.63	94.33
KURKUMBH	DAUND	87.14	98.34
DHAVAN WASTI	BARAMATI	86.50	93.94
TALEGAON DHA.	SHIRUR	86.26	92.37
BAWADA	INDAPUR	85.29	91.67
OTUR	JUNNAR	85.24	98.89
DAUND RURAL	DAUND	85.19	90.43
LOHGAON	HAVELI	85.17	90.25
AMBEGAON	AMBEGAON	84.68	85.59
KATEWADI	BARAMATI	84.07	90.80
SHIND	BHOR	83.25	94.24
LONI KALBHOR	HAVELI	82.46	86.55
KHARPUDI	KHED	80.77	93.01
KADUS	KHED	80.50	91.29
SANSAR	INDAPUR	80.27	88.44

APPENDIX D5 CONTINUED ...

BEAT	TALUKA	PERCENT LITERACY ACHIEVED	PERCENTAGE OF ATTENDANCE
LASURNE	INDAPUR	79.93	85.97
MADH	JUNNAR	79.47	99.24
JEJURI N.P.	PURANDAR	78.95	87.59
HINJAWADI	MULSHI	78.77	99.08
SAVARGAON	JUNNAR	77.78	88.89
PARINCHE	PURANDAR	76.47	82.35
NIMGAON KETAKI	INDAPUR	75.18	83.54
WADGAON N	BARAMATI	75.12	90.73
SASWAD N.P.	PURANDAR	74.39	90.53
KUDA	KHED	71.01	94.93
SAL	AMBEGAON	70.90	72.39
JEJURI RURAL	PURANDAR	70.17	86.19
KALE COLONEY	MAVAL	68.53	74.41
PAUD	MULSHI	68.22	100.00
URULI KANCHAN	HAVELI	67.14	77.71
MALE	MULSHI	67.07	93.41
UTROLI	BHOR	66.98	69.34
TALEGAON D N.P.	MAVAL	64.87	84.95
WAGHOLI	HAVELI	64.71	91.02
PIRANGUT	MULSHI	63.89	72.38
AMBAWADE	BHOR	61.43	85.65
BARAMATI N.P.	BARAMATI	60.98	81.31
CHAKAN	KHED	60.82	82.46
KHED	KHED	59.91	81.57
PAIT	KHED	58.70	71.38
NEERA	PURANDAR	58.50	80.10
TALEGAON D RURAL	MAVAL	58.42	86.60
SHIRUR N.P.	SHIRUR	58.36	79.18
NHAVARA	SHIRUR	57.19	100.00
SARADWADI	SHIRUR	56.97	58.17
KHED SHIVAPUR	HAVELI	56.96	62.84
DAUND N.P.	DAUND	55.85	99.00
PABAL	SHIRUR	52.68	61.47
JUNNAR N.P.	JUNNAR	51.66	77.25
KHADKALA	MAVAL	50.21	66.38
LONAWALA N.P.	MAVAL	44.74	59.21
SAKHAR	VELHA	43.49	58.22
ALANDI N.P.	KHED	43.05	63.91
LONAWALA RURAL	MAVAL	42.99	57.63
PANSHET	VELHA	42.99	66.06
VELHA	VELHA	23.40	42.55

APPENDIX D - 6

TABLE : CONFIDANCE INTERVALS FOR ESTIMATED
PERCENTAGES' OF LITERACY ACHIEVED

Taluka	Point Estimate	Standard Error (%)	Confidance Interval		
Baramati	84.87	0.6678	83.62	to	86.12
Daund	87.83	0.6519	86.60	to	89.06
Indapur	84.24	0.8967	82.57	to	85.91
Bhor	78.11	1.2918	75.69	to	80.53
Velha	34.89	1.965	31.95	to	38.63
Purandhar	79.13	1.3892	76.56	to	81.70
Haveli	79.79	0.9969	77.95	to	81.65
Maval	56.84	0.9979	54.98	to	58.70
Mulshi	70.20	1.6211	67.14	to	73.26
Shirur	68.62	1.2087	66.43	to	70.81
Ambegaon	92.22	0.6253	91.04	to	93.40
Junnar	87.17	0.60249	86.07	to	88.27
Khed	71.80	0.9214	70.07	to	73.53
District	76.91	0.2828	76.38	to	77.43

APPENDIX B

SAKSHARATA ANDOLAN MANCH, PUNE. IMPORTANT EVENTS

1. July 1991 to August 1991. : Conducted Survey work of Adult illiterates in the age group 15-35 in Pune District (Rural).
2. 4th Dec. 1991. : Sybolic inauguration of Literacy Centres of Pune District (Rural) at Alandi Devachi, Taluka Khed.
3. 6th Dec. 1991. : Symbolic beginning of the literacy classes in each village in every Taluka.
4. Nov. 1991 to March, 1992. : Distribution of "Aaple Wachan" part 1, 2 and 3 to all the adult illiterates in the age group 15 - 35.
5. 28th Feb. 1992. : Visit to Purandhar Taluka Saksharata Melava at Jejuri, by Shri Baroi, the Commissioner (Revenue), Pune Division, Pune.
6. 10th March 1992. : Mr. Kolin Power, Assistant Director, Adult Education, NESCO had a meeting with the Vice Chancellor, the Collector and the Additional Collector, Pune Zilla Parishad, Pune, regarding the progress of literacy campaign.
7. 24th March 1992. : Visit to Daund Taluka Saksharata Andolan March at Narayan Maharaj Bet by Shri Baroi, the Commissioner, Pune Division, (Revenue) Pune.
8. 9th August 1992. : Visti to adult literacy classes at Mulshi Taluka by Shri. Jambhulkar, Deputy Director, Directorate of Adult Education, New Delhi.
9. 9th Sept. 1992. : Visit of Shri. L. Mishra, Joint Secretary (Adult Education) and D.G. (NLM), Department of Education, New Delhi.
10. 16th Sept. 1992. : An appeal has been made by Hon. Shri. Sharad Pawar, the then Defence Minister in the meeting conducted at Alpabachat Bhavan at Pune, to all the non-officials (peoples' representatives) to participate in the Saksharata Andolan.

11. 18th Sept. to : Visit to Saksharata Andolan Manch, Pune 22nd Sept. 1992. by Shri. S.P. Sharma, Deputy Director, Adult Education, New Delhi.
12. November, 1992. : Visit of the Education Officers & Adult Education Officers from South India.
13. 1st Dec. 1992. : Mulshi Taluka Saksharata Melava was attended by Hon. Shri. Anantrao Thopte, the Education Minister, Maharashtra State.
14. 3rd Jan. 1993. : Conducted Mahila Melava at Kharabvadi in Khed Taluka. Hon. shri Patangaon Kadam, Minister of Education was present.
15. 5th Jan. 1993. : Started the programme of giving information about Saksharata Andolan Manch on All India Radio, Pune on every Friday at 8.15 p.m.
16. 26th Jan. 1993. : Conducted internal evaluation in the entire district.
17. 26th Jan. 1993. : Introduction of the experieiment of Gao Kacheri.
18. 5th Feb. 1993. : Bhor Taluka Saksharata Melava attended by Hon. Shri. Anantrao Thopte, the then Education Minister.
19. 8th April to : Conducted Saksharata Palkhi at Ambegaon 11th April, 1993. Taluka and procession of Saksharata Juot on the occasion of "Saksharata Day" on 8/9/93.
20. 14th April to : Conducted second internal evaluation in 18th April, 1993. the entire district. Help of Karve Institute of Social Work and Gokhale Institute of Politics and Economics was taken.
21. 24th & 25th May 93. : Visit to literacy classes in Mulshi and Khed Taluka by Hon. Shri. Salim Zakaria, Minister of School Education.
22. 28th July 1993. : Visit to adult literacy classes in daund Taluka, and inauguration of the Lokjagar Cassette - I by Hon. Shri. P.C. Alexander, Governor of Maharashtra.

23. 4th Sept. 1993.: Publication of the booklet called Gao Kacheri by the Baramati Taluka Manch at the hands of Governor of Maharashtra, in the presebce of Hon. Shri. Sharad Pawar, Chief Minister of Maharashtra.
24. August 1993. : Visit to adult literacy classes in Ambegaon Taluka by Hon. Shri. P.C. Alexander, Governor of Maharashtra.
25. 4th Sept. 1993. : Visit at the time of evaluation to villages in Haveli Taluka by Shri. V.P. Rane, Commissioner (Revenue), Pune Division, Pune.
26. 1st Nov. to : Conducted external evaluation by Gokhele 5th Nov. 1993. Institute of Politics and Economics, Pune and internal evaluation by the Manch.
27. 3rd Jan 1994. : Inauguration of Lokjagar - II by Shri. Shridhar Gupte, Vice Chancellor, University of Poona, and distribution of certificates to external evaluators and formal launching of PL phase.

IMPORTANT STATISTICS

Identified illiterates (15-35 age group)		Male	:	73266
		Female	:	173441
		Total	:	246707
Sub-Divisions			:	5
Talukas			:	13
Educational Beats			:	77
Nagar Palika (Also treated as Beats)			:	11
No. of villages			:	1861
Master Trainers			:	91
Taluka Trainers			:	1760
Volunteers			:	26000
Trained Kala Jatha Artists			:	235
Trained Officers at Taluka Level				
Sub-Divisional Officers			:	5
Block Development Officers			:	13
Tahsildars			:	13
Block Educative Officers			:	13
Extension Officers (Edn)			:	77
Chief Executive Officers (Nagar Palika)			:	11
Administrative Officers (School Board)			:	9
Project Officers (Adult Education)			:	2
Assistant Project Officers (Adult Education)			:	10
Project Assistants			:	1
Supervisors			:	24
Trained members of Taluka Eva. Commt.			:	97
Team Leaders for external evaluation			:	88
Post Graduate & Under Graduate Students			:	
Worked as evaluators for external evaluation			:	374
No. of Posters distributed			:	30000
No. of badges with logo distributed			:	50000
Mahila Mandals newly registered/proposals sent for registration			:	1098
Copies of Saptahik Nav Lok Jagar circulated			:	
Copies of Lok Jagar Cassette distributed			:	19000

REFERENCES

TLC MATERIAL

1. Project Proposal for TLC, Pune District (Rural) submitted by Saksharata Andolan Manc, Pune dated 16h July, 1991.
2. A brief report of TLC, Pune District (Rural) prepared by Saksharata Andolan Manch, Pune dated June 1993.
3. Project report for post literacy and continuing education prepared by Saksharata Andolan Manch, Pune dated January 1994
4. Evaluation Report of Evaluation Committee (March 1992, May 1992, August 1992.)
5. Results of Internal Evaluation carried out by the Manch. (26 January, 1993 and 14th April, 1993).
6. Important Correspondance
7. Important notes
8. Minute book of the Saksharata Andolan Manch
9. Press Clippings
10. Record of Akashwani Programmes (Radio talks).
11. Collection of Invitation cards of various programmes conducte by TLC.
12. File of correspondance regarding requests for " Daroobandi".
13. Books and booklets prepared and distributed by the TLC.
14. Video cassetes, Audio Cassetes and Photo Albums.

OTHER REFERENCES

1. Banerjee, Sumanta : Uses of Literacy, Total Literacy Campaign in Three West Bengal Districts. Economic and Political Weekly Vol. 27.1, Frb 29, 1992 pp. 445-449.
2. Binoy Kumar, Total Literacy Campaign and District Administration - The Nizambad Experience, The Indian Journal of Public Administration, Volume XXXIX No.1 Jan-March 93 pp.73-83.
3. Carron G. , Bordia A., : Issues in Planning and Implementing National Literacy Programmes, UNESCO : International Institute for Educational Planning, 1985.
4. Ghosh Arun, Education for All, the Financing Problem, Economic and Political Weekly, Vol.27.1,1992, April 4, 1992 pp.679-683.
5. Lieten G.K., Literacy in Post-Land Reform village : Economic and Political Weekly, Vol 27.1, Jan 18, 1992 pp. 103-109.
6. Louri, Sylvain, Education and Development : Strategies and Decisions in Central America, UNESCO : International Institute for Educational Planning, Trentham Books, 1989.
7. Mathew, A. and Krishna Mohan Rao, C. Divergent Perceptions of Literacy Campaign : Towards a Balanced View, Mainstream, Vol. XXXII, No. 10, Jan. 22, 1994.
8. Prem Chand, Mathew A., Fourth Battel of Panipat : Total Literacy Campaign in Haryana, Economic and Political Weekly, Vol. XXVIII No.40, Oct.2, 1993 pp.2112-2115.

9. Saldanha Denzil, The Total Literacy Campaign in Sindhudurg District, A Consolidated Report, Unit for the reaserch in the Sociology of Education, Tata Institute of Social Sciences, Bombay, March 1992.
10. Saldanha Denzil, Cultural Communication in Literacy Campaigns - Social Relational Contexts, Process and Hegemonic Organisation, Economic and Political Weekly, May 15, 1993, Vol. 28.2.1993 pp. 981-989.
11. Saxena, Sadhana, Myth of Total Literacy in Narsinghpur, Economic & Political Weekly, Vol. 27.3, Nov 7, 1992, pp. 2408-2410
12. Shatrugna M., Literacy and Arrak in Andhra : Economic and Political Weekly , Vol 27.3 Nov. 28, 1992 pp. 2583-2584.
13. Thimmaiah G., State and Right to Education - Economic and Political Weekly Vol. 27.3, Oct. 17,1992 pp. 2331-2332.
14. Upendranath C., Structurak Adjustment and Education - Issues Related to Equity. Economic and Political Weekly, Vol. XXVII No. 44, Oct 30, 1993, pp. 2415-2419.

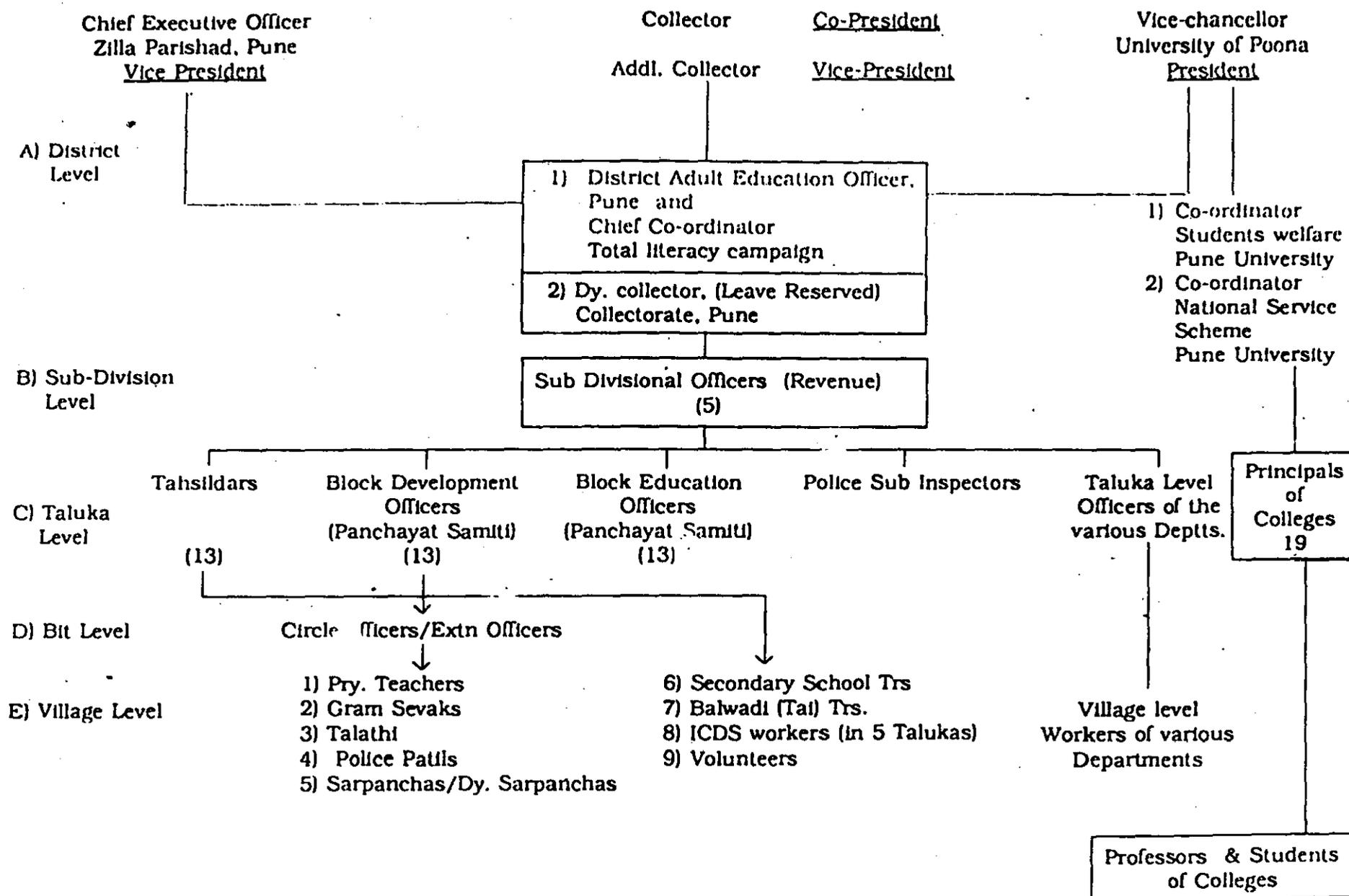
SAKSHARATA ANDOLAN MANCH, PUNE

POST-LITERACY CAMPAIGN : AVAILABLE INFRASTRUCTURE IN PUNE DISTRICT (RURAL)

Sr. No.	Taluka	Number of							Total
		Primary Schools	Secondary Schools	ICDS Anganwadis	Balwadis	Rural Libraries	Jan-Shikshan Nilayams	Award-winning Women's Centres	
1.	Indapur	277	36	-	163	12	-	-	488
2.	Baramati	218	35	309	10	11	44	-	627
3.	Daund	223	40	-	126	12	42	-	443
4.	Bhor	233	19	-	161	13	35	1	462
5.	Velhe	135	4	-	56	5	16	1	217
6.	Purandhar	170	37	-	130	16	31	-	384
7.	Haveli	279	45	273	12	37	3	2	651
8.	Maval	225	25	-	133	9	8	1	401
9.	Mulshi	196	14	-	102	6	4	-	322
10.	Shirur	243	36	-	149	47	-	1	476
11.	Junnar	328	50	246	54	56	9	2	745
12.	Ambegaon	227	30	221	57	49	8	-	592
13.	Khed	336	37	276	48	32	9	2	740
	Total (13 Talukas)	3090	408	1325	1201	305	209	10	6548

**SAKSHARATA ANDOLAN MANCH, PUNE
LITERACY CAMPAIGN, PUNE DISTRICT (RURAL)
ADMINISTRATIVE SET-UP**

Appendix - 6



**SAKSHRATA ANDOLAN MANCH, PUNE DISTRICT
ADMINISTRATIVE SET-UP**

Appendix - H

TRUSTEE COMMITTEE

PRESIDENT - DR. SHRIDHAR GUPTA

