

**INDIAN INSTITUTE FOR REGIONAL DEVELOPMENT STUDIES
KOTTAYAM, KERALA**

**EVALUATION STUDY OF
ADULT EDUCATION PROGRAMME IN KERALA**

**SPONSORED BY
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
GOVERNMENT OF INDIA
NEW DELHI
1990**

**INDIAN INSTITUTE FOR REGIONAL DEVELOPMENT STUDIES
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**EVALUATION STUDY OF
ADULT EDUCATION PROGRAMME IN KERALA**

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At the request of the Ministry of Education, Government of India, the Indian Institute for Regional Development Studies, Kottayam undertook the evaluation study of the Adult Education Programme in the seven northern districts of Kerala, in 1989-90. This is our first report on an evaluation study in the field of Adult Education Programme, submitted to the Ministry of Education, Government of India. I shall be grateful to the Ministry of Human Resource Development, Department of Education, Government of India for sponsoring the study and giving us financial assistance.

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Kottayam,
10th September 1990.

Molly Mathew
Molly Mathew
Project Officer.

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CHAPTER I

INTRODUCTION

The Background

Millions in India still do not know how to read and write. Also a very large percentage of our population remains miserably poor even today. A direct outcome of poverty, or quite likely, its cause, is illiteracy. Illiteracy has endangered the principle of equality of the people. It not only violates the individual's right to education, it is also one of the major obstacles to the effective enjoyment of human rights. The individual as well as the nation pays a very high price for illiteracy, even though the person concerned is not aware of it. The illiterates live isolated from the sophisticated social process, such as the democratic government and commercial marketing. If the Third World is to move forward from stagnation, recession and despair, they will have to generate a new climate of urgency for literacy.

In recent years, most developing countries have undertaken significant programmes and projects for renovating and reforming their educational systems. Primary

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education along with additional educational facilities are created on a massive scale in many countries. People and governments have not realised that fight against poverty and inequality of the large mass of the people depends upon the fight to remove illiteracy and ignorance of the people.

Our objective is to eradicate illiteracy from the country. This is unambiguously laid down in the Constitution itself.¹ "The state shall endeavour to provide within a period of 10 years from the commencement of the constitution, free and compulsory education for all children until they complete the age of 14 years". The above statement has been reinforced as follows: " The National Policy on Education 1986 (NPE) also gives an unqualified priority to universalisation of Elementary Education (UEE). It resolves that it shall be ensured that all children who attain the age of about 11 years by 1990, will have had five years of schooling, or its equivalent through the Non-Formal stream, and likewise, by 1995, all children will be provided free

1. 'Report of the working group on early childhood education, and elementary education set up for formulation of Eight Five Year Plan'. Published by Government of India, Ministry of Human Resource Development Department, Department of Education - 1989.

and compulsory education up to 14 years of age. The Policy further states that the National System of Education implies that upto a given level all students have access to education of a comparable quality".²

Literacy Trend in India

The literacy trend for the last four decades starting from 1941 is given below in table No. I. It is seen that the literacy rate increased from 16.10 per cent to 36.23 per cent during 1941 to 1981 period. But the number of illiterates have also increased. To explain the magnitude of this problem, M.L. Mehta says that "in India, literacy level went up from 5 per cent in 1901 to 36 per cent in 1981. While the literacy rate of the population increased, the total number of illiterates also increased. The percentage of literacy in 1961 was 24 per cent, when the number of illiterate persons was 334 million. In 1981, the percentage of literacy was 36 and the number of illiterate persons were 425 million. Thus during the

2. Non Formal Education - Ministry of Human Resource Development, Department of Education, Government of India, New Delhi - 1983
Page 1.

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Table I
Progress of Literacy by Sex in India from
1941 to 1981

Census Year	Percentage of Literates to total Population		
	Males	Females	Persons
1	2	3	4
1941*	24.90	7.30	16.10
1951**	24.95	7.93	16.67
1961	34.44	12.05	24.02
1971	39.45	18.72	29.46
1981***	46.89	24.82	36.23

Note : Literates refer to those who can read and write with understanding. Children in the age group of 0-4 years are treated as illiterates.

* For undivided India

** Excluded Jammu and Kashmir

*** Excluded Assam

Source: (i) 1941 data from Census of India 1981, Series-1, India, Paper-1 of 1981, Provisional Population Totals, Registrar General and Census Commissioner of India, New Delhi, 1981, p.43.

(ii) Census of India 1981, Series-1, India, Paper 2 of 1983 key population Statistics based on 5 per cent sample Data, Registrar General and Census Commissioner of India, New Delhi, 1983, p.15.

"Women in India, A Statistical Profile 1988", Government of India, Department of Women and Child Development, Ministry of Human Resource Development, New Delhi, P.61 (Table 4.1).

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period of 1961-81, India added about 91 million to its illiterate population".³ After independence, percentage of literacy as well as the number of illiterates increased, with wide disparity between regions and sex.

Table No. 2

Regional Disparity in Literacy in 1981

Literacy for all Persons	: Kerala	70%
	Females : Kerala	65%
Literacy for all Persons	: Arunachal Pradesh	21%
	Rajasthan	5.5%
	India	36.2%

Source: G.S. Sood, "Making Adult Education Programme a Success", Yojana, (Journal) Vol.32, No.11, June 16-30, 1988.

3. M.L. Mehta, 'Adult Education and Total development' Paper presented at the Asian Regional Seminar on Adult Education for total development, 1-5 October 1984, at Sri Lanka Foundation Institute, Colombo-7, Sree Lanka, Published in 'Social Change', Journal of the Council for Social Development, Vol.19, No.2.

Table No. 2Sex Disparity in Literacy in 1981 in India

Literacy for all areas	: Males	47%
	Females	25%
Literacy for rural areas	: Males	41%
	Females	18%

Source: G.S. Sood, "Making Adult Education Programme a success", Yojana, (Journal) Vol.32, No.11, June 16-30, 1988.

The above tables show that in the case of literacy rate Kerala leads other states with 70 per cent of literacy for all persons and 65 per cent for women. As against this the literacy rates of Arunachal Pradesh and Rajasthan were only 21 per cent and 5.5 per cent respectively. Thus wide disparities in literacy rates of different regions and sex are also being noticed.

It is now increasingly realised that because of illiteracy and ignorance, vast majority of our people had not been able to take advantage of the various development, programmes and schemes undertaken by the Government to raise the standard of living of the people in India.

Literacy and Development

Several studies and observations indicate the manner in which literacy affects human resource development. It is seen from Table No.4, that literate parents send their children to school more readily. So also their children are less likely to drop-out.

According to data compiled by the Registrar General of Census Operations, infant and child mortality rate (IMR) in respect of illiterate mothers is much higher"⁴.

Table No. 4

IMR and Education of Women

Educational Level of Women	Infant Mortality Rate	
	Rural	Urban
Illiterate	145	88
Literate but below Primary	101	57
Primary and above	71	47
Total Literate	90	50

4. (i) G.S. Sood, "Making Adult Education Programme a Success", Yojana (Journal), June 16-30, 1988, Vol. 32, No.11, p.5.

(ii) Ibid., Page.5.

The Government intends to eradicate illiteracy from the country by having Adult Education Programme implemented, especially for the age group 15-35. According to 1981 census, the number of illiterates in this age group was around 11 crores. The reason for focussing on this age group is that people in this age group are most productive and are prone to change. More efforts are directed particularly towards rural areas and towards women, scheduled castes, scheduled tribes and other deprived sections.

After independence, adult education was included as a regular component of the educational system within the frame work of the Ministry of Education. The Government of India sponsored various schemes for the spread of adult education. The most important in the field was the National Adult Education Programme (NAEP) of 2nd October 1978.

In the policy statement on adult education it was stated "The present thinking on adult education is based on the assumption (a) that illiteracy is a serious impediment to an individual's growth and country's socio-economic progress ; (b) that education is not coterminus with schooling, but takes place in most work and life situations (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the

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others; (d) that the means by which people are involved in the process of development are at least as important as the ends and (e) that the illiterates and the poor can rise to their own liberation through literacy dialogue and action.

Adult education should emphasise imparting of literacy skills to persons belonging to economically and socially deprived sections of society. But while literacy is important, the policy statement also made it clear that adult education while emphasising acquisition of literacy skills, should also be :

- relevant to the environment and learner's need.
- flexible regarding duration, time, location, instructional arrangements ;
- diversified in regard to curriculum teaching and learning materials and methods ; and
- systematic in all aspects of organisation.

Adult Education as conceived in the NAEP ; constitutes an integral part of human resource development, which is so vital for any development programme. The N.A.E.P has been visualised as an important strategy for achieving goals of redistributive justice and taking the benefits of development to the down-trodden

people by making them literate and by creating social awareness among them. The N.A.E.P emphasises, skills, family and health welfare, political consciousness and civic participation in addition to literacy".⁵

Adult Education Programme

In the light of the above write-up, it could be inferred that an effective implementation of the Adult Education Programme is the only panacea for this major social illness namely massive illiteracy. Further details are given below :

The Adult Education Programme is being implemented in Kerala largely through the following schemes.

- (a) Centrally sponsored scheme of Rural Functional Literacy Project,
- (b) Central scheme of assistance to Voluntary Agencies and NYK working in the field of Adult Education,
- (c) State sector scheme of State Adult Education Programme and

5. National Adult Education Programme (An Outline) - Adult Education - A Policy Statement - Ministry of Education and Culture, Government of India, 1978, pp. 21-22.

- (d) Adult Education Programme by Universities and colleges.

Adult Education Programme has three mutually reinforcing elements namely literacy, functionality and awareness.

1. Literacy

The learners are taught to read, write and do arithmetic. The participants are also urged to learn about health and family planning, importance of conservation of the environment, relevance of education for shaping the future, etc. Literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives. It also stimulates the initiative to participate in the creation of projects capable of acting upon the world, to transform.

2. Functionality

The aim of functionality is improvement of vocational skills for more productive use of time labour and resources. For example, it implies an understanding of the means to improve his land, and of supplementing one's income through village industries and other activities such as poultry farming, dairying, etc.

3. Awareness

It aims at making the learners capable of shaping their own future through the interlinking of learning, reflection and concrete action and in raising their general knowledge about the laws and government policies which enables them to realise their rights and responsibilities.

The World Conference of Education Ministers on the eradication of illiteracy organised by UNESCO at Tehran (1965) concluded that rather than an end in itself, literacy should be regarded as a way to prepare people for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training, consisting merely the teaching of reading and writing. The process of learning to read and write should be an opportunity for acquiring information that can immediately be used to improve living standards. Reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civic life, a better understanding of the surrounding world and should ultimately open the way to basic human culture.

"Dr.V.K.R.V. Rao, former member of the planning Commission in his book 'Education and Human Resource

Development' (1966) stated, "without adult education and adult literacy, it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content, or quality or tone to our economic and social development that makes it worth-while in terms of values and welfare. A programme of adult education and adult literacy should therefore take a front place in any programme for economic and social development".⁶

Adult Education is by nature a voluntary activity. The individual's motivation is the only driving force which urges him to attend the adult education classes. The planners and administrators know that national security and integration, productivity, population control, health and general welfare of the people improve only through wide-spread adult education and training. But to the individual farmer or urban dweller, it is difficult to willingly sacrifice several hours in order to acquire such education, so it is very essential that the teaching should be meaningful to the adult and should be clearly understandable and related to the environment and conditions in which he is living.

6. J.C. Aggarwal, 'Adult and Social Education in India' Global Perspective', p.53.

In view of the growing importance of social education for human development and Adult Education Programme being a basic segment of the same, it is necessary to examine its growth in India.

Development and Progress of Social Education in India

Education which is a basic human right and fundamental to the socio-political awakening of the masses did not receive adequate state support before independence. Shri. Dadabhai Naoroji, the veteran freedom fighter was the first to put forth the demand for universalisation of literacy before the Indian Commission on Education in 1882. Shri. Gopal Krishna Gohale also made a fervent but unsuccessful appeal before the imperial legislative council in 1910 and 1912. "In 1912, the Dewan of Mysore State, Sir. M. Visveswaraya, made an earnest effort for adult education by starting night schools and by establishing circulating libraries".⁷ Rabindranath Tagore also started a campaign against illiteracy in his own state of Bengal. He trained a number of enthusiastic young men and sent them to the villages for the upliftment of the villagers.

7. J.C. Aggarwal, 'Adult and Social Education in India' P.75.

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The first - world war gave a considerable impetus to the adult education movement in India. Our soldiers who had fought on foreign lands broadened their mental outlook and began to take keen interest in education in general and adult education in particular.

Period of Decline (1927-37)

Due to the economic depression, political disturbances and communal bitterness, there was a decade of decline in adult education. After the 1940's an active interest in the field of education again started. Dr. Frank Lauback gave a new slogan "Each one, teach One", to the Adult Education Programme but during the second world war, the movement of adult education received a set-back again. Two other factors responsible for this set back were the Quit India Movement, and the communal tension in the country.

After Independence

In 1949, a new and comprehensive concept of adult education known as Social Education emerged. This concept included elements of education for democracy, citizenship, and health, aiming at a desirable social change. In the social education, the subject for discussion was Adult

Education for Community Action. In the period from 1948 to 1951 several experiments in the Union Territory of Delhi. With the help of the primary school teachers in the village, the caravans went from one village to the other, to carry out initial literacy and social education work. A massive programme of Social Education was launched in the state of Madhya Pradesh also. Every year teachers and student volunteers organised summer camps in about 500 villages for social education. The then Government of Bombay also established regional committees for carrying out the programme.

When the 1st Five Year Plan was formulated, a new programme of Community Development was introduced, and Social Education was the method by which Community Development was carried out. In the period from 1948 to 1951, the State Governments got aid from the Union Government to build up programmes for Social Education. A Janatha College was established at Alipur in the Union Territory of Delhi, and steps were taken to meet the demand for suitable Social Education literature.

Adult Education pamphlets and posters were brought out by the Jamia Milia University with the help of Government grant. Thousands of copies were distributed free to the state governments. A scheme of awarding prizes to the best books for neo-literates was introduced.

Training courses were started in Delhi to train the teachers for the adult education centres. Training courses in audio visual education were also conducted at Delhi and Mysore with the co-operation of UNESCO experts.

During the 2nd Five Year Plan Adult Education Programme was integrated with the Community Development Programme. During the 3rd, 4th and 5th Five Year Plans several programmes were launched at National and State level. These included Farmer's Training and Functional Literacy Programme in 1967-68, Non-formal Education Programme for youth in the age group 15-25 in 1975 and National Adult Education Programme was included in Minimum Needs Programme in the 5th Five Year Plan and was listed as point No-16 of the 20-point programme and is at present as point No.10 of the New-20-point programme.

The target oriented approach to adult literacy was first recommended by the Education Commission in 1964-66. It formed the basis for the National Adult Education Programme (NAEP) which was later renamed Adult Education Programme (AEP). The No-Formal Education Programme for the 15-25 age group was launched in 1975-76

to provide meaningful education to the youth belonging to the weaker sections of the society. The Non-Formal Education Programme for urban workers and the Non-formal Continuing Education Programme are also part of the literacy drive. These are all carried through outside the school system.

Several Health Programmes especially the Integrated Child Development Services (ICDS) scheme has been linked with Adult Education. ICDS has three components - education, health and nutrition. This experimental programme was launched during the 5th Five Year Plan. The basic idea behind the ICDS programme is to develop an integrated programme through non-formal education of the rural sector to bring down the rate of infant mortality and for improving the physical health and nutritional status of mothers and young children and thus for the welfare of the whole family.

Functional Literacy Programme

UNESCO had launched the experimental Functional Literacy Programme in the mid-1960's.

The concept of functional literacy assumes that

- a) Literacy is not an end in itself, but has meaning only as a component of a larger scheme, composed of physical as well as educational inputs.
- b) A Programme of functional literacy has to help the farmer in his life and work, individual behaviour and community action, and in understanding and using complex technologies ;
- c) Adults involved in improved farming practices would be interested in literacy if it comes to them as a part of knowledge necessary for their agricultural betterment and increased income;
- d) Functional literacy curriculum is a composite one including reading, writing, numeracy, Socio-economic knowledge, agricultural know-how and practical experience.

Functional literacy is literacy integrated with the occupation of the learner and directly related to developmental programmes, while literacy merely gives access to written communication.

In short, functional literacy related to the occupation or vocation in which an individual is engaged in his day to day life.

A number of countries received UNESCO technical assistance for adult literacy programmes from 1967 to 1969. India got the Farmer's Education and Functional Literacy in the period 1969-1972 with the UNESCO assistance.

Various terms used in the Plan Documents for adult literacy programmes are the following :

First Five Year Plan	:	Social Education
Second Five Year Plan	:	Social Education
Third Five Year Plan	:	Social Education and Adult Literacy
Fourth Five Year Plan	:	Adult Literacy
Fifth Five Year Plan	:	Non-Formal Education
Sixth Five Year Plan	:	Adult Education
Seventh Five Year Plan	:	Adult Education

The Seventh Five Year Plan

The strategy was to adopt a mass movement involving social institutions, voluntary organisations, students, teachers, employers and the community. Efforts were made to link various development programme

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effectively with the Rural Development Programme (IRD P). The target was to cover about 90 million illiterates in this period.

A recent development in the Adult Education programme is the follow-up programme. Also more emphasis is given to Functional Literacy which gives emphasis to the developmental programmes. Literacy helps in conscientization so as to prepare them for securing their rightful claims and for participation in management.

In India, a new trend has emerged as a 'rising sun' '100 per cent literacy campaign' and 'each one teach one campaign' to eradicate illiteracy. In India, even though these campaigns were tried in different states and districts as stray incidents, a comprehensive mass programme was first successfully tried in Kottayam Municipal Area in Kerala State. The campaign was introduced 1988-89, as a people's movement known as 'People's Education and Literacy Campaign'. This experiment was tried again in Ernakulam District and 100 per cent literacy could be achieved in early 1990 itself. Taking stock of these two experiences Kerala Government started the campaign

'AKSHARA KERALAM' as the people's movement in 1990, to eradicate illiteracy from the entire state.

A massive operation is possible only with the participation of the masses. To achieve total literacy a political decision along with the administrative support of the civil servants and peoples participation in its implementation level are very essential.

Mass campaign for literacy does not mean mere alphabetization, but literacy as a component of development for people's health and for agricultural and industrial production. Literacy should touch upon the totality of the people's lives. A new identity, a new role and a new institutional affiliation will be created with the people through literacy. The struggle against illiteracy and ignorance should be part and parcel of the struggle against poverty and inequality and for social justice, peace and human rights. To quote : "In this respect Adult Education can be a useful entry point into concrete socio-economic and political situations, in organising and mobilising people for total change in the social order".⁸

8. Dr.K.Mathew Kurian (India) "Adult Education Faces Inequalities", Editor ; MalcolM,S.Adisheshaiah, published by Sangham Publishers, Madras for UNESCO University of Madras. P.41.

CHAPTER II

METHODOLOGY

In the seven-northern districts of Kerala (Trichur, Palghat, Kozhikode, Malappuram, Cannanore, Wynad and Kasaragod) the Adult Education Programme was conducted by the State Development Department, the Calicut University Colleges, and the Voluntary Agencies. The main voluntary agencies were the Kerala Association for Non-Formal Education (KANFED) the Nehru Yuvak Kendra and the Harijan Sevak Sangh. The State Agency for Adult Education Programme was not in operation during the year 1988-89, 1989-90.

Objectives of the Quick Appraisal

The objective of the concurrent evaluation of the Adult Education Programme was to find out the achievement of the target group in acquiring the skills like literacy, numeracy, and functionality to enable them to improve their economic status and well being. The study tried to examine the socio economic group to which the participants belonged and the response showed in attending the programme and the initiatives that were taken by the sponsoring agencies in running the centres. The study also tried to examine the problems and bottlenecks that had occurred during the implementation of the programme and also the participation of the instructors, the people and the supervisors in it.

Methodology and Operation

24.

Secondary data were collected from books and also through discussions. In each district an official discussion was arranged every month by the project officers with the project implementing and decision making bodies. A seminar was conducted at the final stage at Kozhikode to get the public opinion and the experts recommendations on this subject.

Primary data was collected by trained field officers along with the project officers. The interview method was adopted to collect the data. Four types of schedules were made and pre tested, to gather data from instructors, supervisors, learners, and also about the centres. A separate questionnaire was made (in Malayalam) to evaluate the skills acquired by the learners.

A separate questionnaire was prepared to be sent by post. Five hundred questionnaires were posted to get the opinion of the instructors in the southern districts of Kerala and the Aliwast Centres in Wynad.

For data collection from each district, 2 blocks with the highest illiteracy percentage (according to the 1981 census) was selected purposively after consulting the concerned District Adult Education Officers. From these two blocks, the researchers tried to take equal number of centres from each of the implementing agencies totalling twelve.

District-wise Number of Sample Centres
Taken for Evaluation

Sl. No.	District	RFLP	Implementing Agency		Total
			University of Calicut	Voluntary Agency	
1.	Trichur	7	4	1	12
2.	Falghat	4	4	4	12
3.	Malappuram	4	4	4	12
4.	Kozhikode	-	6	6	12
5.	Wynad	6	2	4	12
6.	Cannanore	8	4	-	12
7.	Kasaragod	12	-	-	12
Total		41	24	19	84

From each centre, 6 learners were selected by purposive sampling method. As the State Agency for Adult Education Programme was not functioning, those centres were substituted for the other agencies.

Total Number of Learners Studies

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Sl.No.	Agency	No. of learners interviewed
1.	Development Department	246
2.	University of Calicut	144
3.	Voluntary Agencies and NYK	114
Total		504

The programme conducted by the state government was not functioning in any of the seven districts and hence this was not covered by our evaluators. In Trichur district, apart from the Nehru Yuvak Kendra (NYK), no other voluntary organisation was working. Most of the NYK centres (totalling five) had just started functioning. So after taking one NYK centre, the rest was substituted by Rural Functional Literacy Programme (RFLP) centres run by the Development Department.

In Palghat and Malappuram districts, due representation was given for the three agencies. In Kozhikode district, RFLP centres were not functioning and hence they could not be studied. In Wynad district, of the university centres, altogether only six centres were working in one college. So only two centres were chosen, and the rest were substituted by RFLP centres.

In Cannanore district the voluntary organisations were not functioning. So it was compensated by RFLP centres. In Kasargod district, only the Development Department was conducting centres and hence all centres were taken from that agency.

In the study, an attempt was made to analyse the data gathered from the AE agencies, data about finding the location of the centre, accomodation in the centre, distribution of study materials to the centres, seating arrangements etc. The study also tried to examine the various aspects relating to adult learners who were selected for study. Their age wise and caste wise classification, occupational pattern, monthly income, attitude of the family members towards the programme, schooling facilities available for the learners, reasons for non-attendance, motivation for attending the centre, skills attained by the learners as a result of the programme etc.

In the study an attempt was also made to examine the various aspects related to the instructors at the selected centres. Their agency-wise, sex-wise, occupation-wise patterns were analysed. The methods adopted to obtain people's participation, the number of drop outs, reasons for dropping out, steps taken to avoid dropping out and the suggestions for improving the effectiveness of the centres were also considered.

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In the case of the supervisors the number of times the supervisors had visited a centre in a month, the number **of officers who had visited the centres** and the methods they had applied for inspection the method of eliciting the support of the local people and the suggestions of the instructors for improving the programme etc were analysed.

Along with the field work we have tried to have an overall view of the AE programme going on in the other districts of the Kerala State. We have tried to get information about the implementation of the programme by sending questionnaires by post to the instructors. A total of 500 questionnaires were sent to 500 instructors in different districts. Out of which three hundred and one questionnaires came back after all the information duly filled, without any personal influence from outside authorities.

CHAPTER IIISAMPLE STUDY ANALYSIS OF ADULT EDUCATION CENTRES,
INSTRUCTORS AND SUPERVISORS

In this chapter an attempt is made to analyse the data gathered from the Adult Education Agencies in the seven northern districts of Kerala. Item wise analysis relating to the location of the Adult Education Centres, their accommodation, nature of possession, maintenance of records, distribution of study materials, seating arrangements, drop out of learners with the reasons thereof, periodicity of visit by supervisors etc., is made. The relevant tables are given in Appendix No. III - 1 to III - 26.

Adult Education Centres

The adult education centres were expected to be the focus for dissemination of information and channelising the programmes of development especially the literacy programme implemented by the various departments of the Government.

Location of Centres

Regarding this aspect, the research team found that 92 per cent of the centres were working in rural areas.

With regard to the location of the centres, instructors and local leaders held the view that as the illiteracy is comparatively more in the villages, naturally more centres should be in the villages.

Agency wise analysis shows that, all the centres of the Development Department were working in rural areas, as against 68 per cent of the centres run by the voluntary agencies in the rural areas. The reason for the above phenomenon was that the former had jurisdiction only in the rural areas. All the centres run by KANFED were in urban areas. This was noticed during our visit to the AE centres in Kozhikode District. The centres started by KANFED were spread over the fifty wards of the corporation of Kozhikode. (Table No. III - 1).

Conduct of a Literacy Survey

There are several pre-requisites for starting an AE centre. An illiteracy survey is to be conducted in a particular area to ascertain the extent of illiteracy and its concentration.

The study revealed that 93 per cent of the centres were started after the literacy survey of the locality.

Agency wise analysis of this factor shows that 46 per cent of the centres run by Development Department were accommodated in houses as against 38 per cent for Calicut University and 79 per cent for Voluntary Agencies.

During our field visit to tribal areas of the state, it was seen that agency undertaking AE programme took initiative to construct small huts in each colony to facilitate the adult illiterates to attend the centre. This was noticed in the three (NES) Blocks of Wynad District which is predominantly a tribal area. In these three Blocks, the Harijan Sevak Sangh conducted three hundred Adult Education Centres in the remote rural area. This major step was very much appreciated by all concerned.

Nature of Possession of Adult Education Centres

We have earlier observed that majority of the AE Centres were being conducted in houses. Analysis of the nature of possession of the centres shows that 93 per cent of the centres were working in buildings provided for this purpose without any rent. This was noticed mainly in the case of centres conducted by the Development Department where no rented building was taken. With the remaining two agencies ie., Calicut University and the Voluntary Agencies, only 7 per cent were working in rented buildings. Table No. III - 4.

Instructors working in these rented building reported that they faced difficulties from the building owner in the matter of paying rent or in other related subjects. This aspect is important with regard to a programme like Adult Education. As a solution it is recommended that the participation of local leaders should be drawn in for the successful management of the project. (Table No. III - 4).

Maintenance of Records

Three types of records were kept in all Adult Education Centres and they were visitor's diary, attendance register and stock register. The evaluation study revealed that in 75 per cent cases, visitor's diary was maintained. Regarding the attendance register, all the three agencies had insisted on keeping it. Stock registers were kept in majority of the centres run by the Development Department and the Voluntary Agencies. In this aspect, poor performance was noticed in centres run by the University of Calicut. Our field investigation came to know that many of the instructors had even destroyed the stock registers. As a result of it our research team faced difficulties in taking the stock of books, study materials etc. One instructor of the Calicut University said that he was not able to keep the stock register due to lack of facilities to keep it safe. This situation showed that the supervisors of

Calicut University rarely inspected and looked into the aspects of maintenance of records.

Ninety five per cent of the instructors had taken interest in keeping the attendance register with them. In this respect better performance was observed in the case of the Development Department. The second place went to Voluntary Agencies and the third to Calicut University. Another reason for not keeping the records was that the agencies were not prompt in distributing the records in time. Also it was understood that supervisors and project officers rarely inspected these records and were disinterested in this activity. (Table No. III - 5).

Distribution of Study Materials

An important factor which influences the successful implementation of the programme is the prompt distribution of study materials to the centres. The materials include note books, pencils, black boards and text books. In the centres, the agencies had taken initiative to distribute study materials to the instructors. The agency-wise analysis of this aspect shows that the Development Department had distributed the required materials to all their centres. The second place in this respect goes to

University of Calicut and the third to the Voluntary Agencies. One noteworthy observation of the study is that, all the centres had got black boards. Regarding the distribution of text books, the Voluntary Agencies and the University faced some problem. This is mainly due to the fact that the centres of the Calicut University and Voluntary Agencies, especially that of the Nehru Yuvak Kendra were located in remote rural areas where it was difficult to reach without a vehicle and for which there was no provision in the AE Scheme. But in the case of the Development Department they were able to distribute the materials in time because the Department owned a vehicle purely for the conduct of RFLP. (Table No. III - 6).

Seating Arrangement in AE Centres

(Table No. III - 7). The research team noticed that 52 per cent of the centres had no specific seating arrangements for the learners. This aspect was noticed mainly in the case of centres run by the Development Department and the Voluntary Agencies. In 5 per cent of the centres, seating arrangements were made by the agency themselves and in others the house owners themselves took up the responsibility. In 40 per cent cases, seating arrangements were made by the instructors because of its dire necessity.

During our field visit, it was noticed that in many centres, one or two benches, some mats, sometimes a chair or two were seen. In many centres, the learners themselves were taking mats and other materials from their houses to the centre. This was a common phenomenon in the districts of Palghat and Trichur.

The learners stated that some kind of seating arrangements were necessary in all centres. But generally this problem was not taken care of properly.

Dropouts in AE Centres

Dropout is one of the major problems in the AE Centres. In 25 per cent of the centres this was not very significant. In the remaining 74 per cent of the centres, dropout was a major phenomenon. This was indicated in all the earlier studies conducted in Kerala.

Agency wise analysis showed that in all the agencies dropout was a common phenomenon. 88 per cent of the Development Department centres, 54 per cent of the Calicut University centres and 68 per cent of the Voluntary Agency Centres experienced the same problem.

HIS HONOURABLE CHIEF MINISTER
 DEPARTMENT OF EDUCATION
 PUBLIC AND ADMINISTRATIVE
 BUILDING, CHANDU MARG,
 TRIPUNITHURAI
 L.O.C. No 7023
 Date..... 28/12/2016

Dropouts and their Reasons

The main reasons pointed out by the instructors of the centres were heavy domestic work in the house, sickness, marriage etc. So far as women were concerned, change of residence, long hours of work in connection with their occupation and lack of aptitude for study were the main reasons. Table III - 9 shows that among the aforesaid reasons, the first and last but one were found to be very important. The third place in this respect goes to change of residence. Our field enquiry in Kozhikode District shows that a few learners had even gone abroad for job purposes. The fourth reason pointed out by the instructors was sickness. Though in 16 per cent cases lack of aptitude for study was observed, as a reason, it could not be considered as a determinant factor. It is the poverty and their mental condition which lead to such lack of aptitude for study.

Agency wise analysis of these reasons shows that work in relation to the occupation and heavy work in the family were mainly noticed in all the three agencies. Sickness was observed as a reason only in the case of the Development Department and the Voluntary Agencies. In some cases, marriage and change of residence were also found to be causative factors common to all the three agencies.

Steps taken to Avoid Dropping Out

Only less than half of the total instructors had taken steps to avoid drop outs. In many places it was observed that the instructors had taken personal interest in persuading the dropouts to attend the centres. The important role of the local leaders in this aspect was very clearly manifested in the tribal areas of Wynad.¹

It is noteworthy to observe that only the instructors of the voluntary agencies, especially the Nehru Yuvak Kendra and the Harijan Sevak Sangh and that of the Development Department persuaded the learners to attend the centre. In the case of the centres run by the university, the instructors and the supervisors had taken least care to persuade the dropouts.²

1. To cite an example the project officer of the Harijan Sevak Sangh observed that in one Tribal Colony in Sultan's Battery Taluk, there were dropouts in a serious manner in the initial stage. The learners were reluctant to attend the centre, the instructors and the assistant project officer of the area took initiative in this respect and tried to persuade the dropouts, but failed. Finally with the help of the local committee constituted in the area, the agency was able to make the learners attend the centre.
2. To quote an example, during our visit to one Adult Education Centre conducted by the Government (College, Kalpetta, it was noticed that of the thirty learners enrolled, only six were present there. When enquired about the absentees/dropouts, the instructor had no proper answer or comments.

The inference from the above discussion is that the initiative in this respect should come from the instructors/ local committees of the concerned centre who know each and every learner individually.

Table No. III - 10 shows that out of the total, 45 per cent of the instructors had taken action to avoid drop out of the learners from the classes. Whereas, in 55 per cent of the centres, instructors did not do any thing to avoid this phenomenon. Agency-wise analysis shows that it is the Development Department which stands 1st to avoid (54 per cent) drop out in their centres, whereas, Calicut University had taken least interest (29 per cent) to avoid this phenomena.

Table III-11 shows that out of the total number of illiterates registered as learners (2223), twenty one per cent were dropouts. Agency wise analysis shows that in the Development Department centres, inspite of all the steps taken to avoid dropouts, they had 29 per cent dropouts in their centres. Whereas, in Calicut University and Voluntary Agencies the dropout rate were 14 and 13 per cent respectively.

Periodical Visit

Another important ingredient which influences the successful implementation of the programme is supervision. Our study team interviewed 29 supervisors in 84 centres. Most of the instructors stated that the supervisors were regular in their visit and only thirteen per cent were irregular. Among the supervisors who are regular, 37 per cent paid visits to the centres more than two times a month, 32 per cent visited their centres twice a month while the balance 31 per cent visited their centres only once in a month.

Regarding this aspect, agency-wise analysis shows that supervision is almost regular in the case of voluntary agencies ; only about 5 per cent of their supervisors were found irregular. The second place in this respect goes to the Development Department where the team found less than one - tenth of the supervisors irregular. In the case of the Calicut University, 25 per cent of the supervisors were found irregular in supervision.

INSTRUCTORS

Instructors form the most important segment of the AE Programme. With proper training, they have to be equipped with the knowledge and skills necessary to function as

teachers to the adults in the AE Centres.

Educational Qualification

Analysis of the Table No. III-12 shows that 38 per cent of the instructors had acquired SSLC qualification which is considered as a suitable one for this job. Less than one fourth of the instructors were university degree holders. The participation of the degree holders were made possible mainly by the Calicut University in their programme. As the university is always in contact with degree holders, they had no difficulty in getting degree holders as instructors to their centres. Agency wise analysis also shows that instructors of Calicut University were more qualified than the Development Department. But it was noted that the Development Department had taken care to recruit experienced and qualified persons as instructors. Only 17 per cent of the instructors were found SSLC failed. So all the three agencies had adequately qualified candidates as instructors.

Experience of the Instructors

As seen from Table III-13 only 46 per cent of the instructors were having previous experience in the field, others were new to this job. This might be attributed to the very low salary/remuneration given to them. However,

the highest percentage (59) of experienced instructors were with the Development Department. The second place goes to the Voluntary Agencies.

The local leaders were of the view that for the proper execution of the programme, instructors with previous experience should be selected and employed. In the case of Calicut University emphasis was given to higher qualifications rather than to experience.

Sex-wise Classification of Instructors

Out of the total instructors selected for the study, 57 per cent were males. But in the Calicut University, majority (67 per cent) were females. Running of the literacy classes, usually after 6 PM posed a security problem for females in certain interior areas. Hence males were in majority as instructors in the Development Department and in the Voluntary Agencies.

Age-wise Classification of Instructors

Out of the total samples selected for the study, 65 per cent were in the age group 20-25 years. Only 19 per cent were below 20 years of age while 63 per cent of the instructors of the Development Department were in the age group 20-25. At the same time 54 per cent of the Calicut

University instructors belonged to the age-group of 20-25, while 37 per cent of the Voluntary Agency Instructors were in the age group of 20-25.

Monthly Income of the Instructors

It is revealed from Table No. III-16 that 74 per cent of the instructors had only a monthly income upto Rs. 150. This was due to the fact that a majority of Instructors had no subsidiary occupation. This was noticed in all the three agencies. (In Kerala Labourer's daily wage is higher than many other states). Only two per cent had a monthly income above Rs.500. They were retired school teachers.

Training of the Instructors

Training is one of the promoting factors in the Adult Education Programme. In the absence of proper training instructors will be incompetent and AE Centres may not function properly. An inefficient untrained instructor may even dampen the interest and enthusiasm of the illiterate learners. Therefore, as far as possible training should be given before the classes begin and also in between. Monthly orientation training classes are essential to strengthen their understandings and to clear their doubts.

Analysing this crucial factor the study observed that 75 per cent had received special training, (Table No. III-17) in addition to normal coaching classes. First place in this respect goes to the Development Department and the second place goes to the Calicut University. The Voluntary Agencies employed mostly social workers as instructors and this technique yielded good results. The Harijan Sevak Sangh which had 300 instructors had taken steps to impart special training to Instructors. They also gave practical training to instructors to take classes for elders.

Satisfaction Regarding Monthly Allowance

The Instructors received only Rs.100/month as allowance. The opinion of the instructors regarding monthly allowance was collected and 80 per cent reported to be dissatisfied with the allowance they received. This opinion was held by the instructors of all the three agencies. Only 14 per cent said that they were satisfied with the present monthly allowance while 6 per cent of the instructors had no opinion in this regard.

The local leaders also stated that the present rate of giving Rs.100 per month to the instructors was not at all enough for the smooth conduct of the programme and suggested that it should be increased reasonably.

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Local Support

For a programme like Adult Education the support of the people was highly essential. The Instructors were entitled to seek local support for the proper implementation of the programme. As per Table No. III-19 82 per cent of the Instructors claimed that they received local support for the conduct of the programme.

The agency which received the least local support was the University of Calicut. For obtaining local support supervisors should also be very active. They should go round and meet the local leaders to obtain their support. Only through local support, more learners could be attracted to the centres. In order to minimise the dropouts and to maximise the facilities at the centre, the local support is very essential.

Awareness of the Instructors Regarding the Objectives of National Literacy Mission

On examining the aspect (Table No. III-20) it is found that only 14 per cent of the Instructors were aware of the objectives of the National Literacy Mission (NLM).

Agency wise analysis shows that instructors of the Voluntary Agencies were better than the other two agencies. Since majority of the Instructors were ignorant about NLM, there is an immediate necessity to educate the instructors. This shows that instructors need periodical refresher courses after the initial training which was given before the classes began. As such, appropriate measures are to be taken in this direction by the respective agencies. Starting District wise State Resource Centre's are very essential for the ready availability of study materials and for training the Instructors.

SUPERVISORS

As pointed out earlier in this chapter, supervision has a positive role to play in the conduct of AE Programme. Hence, it is considered as a determinant for the successful implementation of the project. In this connection we have examined certain important aspects namely, preparation of tour programme by supervisors, utilisation of conveyance facility, checking of registers, method of instruction and the seeking of local support.

Preparation of Tour Programme

It was observed that 76 per cent of the supervisors prepared tour programmes before their visit to the Centres. Only 24 per cent failed in this activity.

Agency-wise analysis of the factor shows that 92 per cent of the supervisors of the Development Department and 88 per cent of the Voluntary Agency supervisors had prepared their tour programme, while many supervisors of the University did not care to do so.

Sex-wise classification of the supervisors showed that out of the 29 supervisors which came under the sample study, 26 were males and only 3 were females. All the 3 lady supervisors belonged to the Development Department.

Periodical Visit of the Supervisors

Another important aspect which influences the successful implementation of the programme is the periodical visit and help of the supervisors.

The study team interviewed 29 supervisors who are supervising the 8 centres. Data collected in this subject showed that majority of the supervisors were regular in

their visit and only thirteen per cent were irregular. Among the supervisors who are regular, 32 per cent paid visits to the centres more than two times a month ; 27 per cent visited their centres twice a month while the balance 28 per cent visited their centres only once in a month.

Regarding this aspect, agency-wise analysis shows that supervision is almost regular in the case of voluntary agencies ; only 5 per cent of their supervisors were found irregular. The second place in this respect goes to the Development Department where the study team found less than one-tenth of the supervisors irregular. In the case of the Calicut University, 25 per cent of the supervisors were found irregular in supervision.

Use of Conveyance Facility

The supervisor has to visit the centres in the night. Usually the classes are conducted between 6 to 10 P.M. The village roads are usually not good and without proper light.

One supervisor had to visit 8 to 10 centres twice every month, and conveyance facility was an important factor in this activity. According to an earlier study, majority

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of the supervisors were not using any conveyance facility. Agency-wise analysis showed that in the case of Development Department 62 per cent supervisors were using government conveyance, while in the case of the University and Voluntary Agencies, 25 and 38 percent respectively were using conveyance facility (See Table No. III-23).

Checking of Registers

Field data given in table III-24 showed that 97 per cent of the supervisors used to check registers during their visit to centres. This was observed in the case of the Development Department and the University. As against this, one supervisor under the Voluntary Agencies did not follow suit.

Methods of Inspection

Mainly four methods eg. watching the work, asking questions, discussing with instructors, and taking classes were used in this category. But many supervisors mainly resorted to the method of asking questions, 24 per cent of the supervisors had taken model classes to the instructors. Only a few supervisors had resorted to the three methods mentioned above. However, there is an impression that the

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inspection is not very effective. Actually the supervisors has to function like a guide and helper to the instructors. Further, the supervisors has to act as a link between the centres and the local committees to elicit their support to the centre.

Supervisors Impression about the Instructors

Table No. III-26 gives relevant data on the impression of the supervisors about the Instructors. According to them out of the 84 instructors only 33 per cent of the instructors were work conscious ; that means about 12 per cent of the instructors had the required motivation and 21 per cent efficient. On the whole, the quality of the key personnel involved in this programme is poor. This inference necessitates a further probing.

TABLE III - 1

Location of Adult Education Centres

Sl.No.	Agency	Urban	Rural	Total
1.	Development Department	-	41	41
2.	Calicut University	1	23	24
3.	NYI. & Voluntary Agencies	6	13	19
Total		7	77	84

TABLE III - 2

Conduct of Literacy Survey

Sl.No.	Agency	Yes	No	Total
1.	Development Department	41	-	41
2.	Calicut University	19	5	24
3.	NYK & Voluntary Agencies	18	1	19
Total		78	6	84

TABLE III - 3

Adult Education Centre's Accommodation Facilities

Sl. No.	Agency	House	Angan-wadi	Reading room	Youth club	School building	Church building	Public building	Others	Total
1.	Development Department	19	4	5	1	5	1	3	3	41
2.	Calicut University	9	-	2	3	5	1	3	1	24
3.	NYK & Voluntary Agencies	15	3	-	-	-	-	-	1	19
Total		43	7	7	4	10	2	6	5	84

TABLE III - 4

Nature of Possession of A. E. Centres

Sl.No.	Agency	Rented	Others	Total
1.	Development Department	-	41	41
2.	Calicut University	4	20	24
3.	NYK & Voluntary Agencies	2	17	19
Total		6	78	84

TABLE III - 5

Maintenance of Records in A.E. Centres

Sl. No.	Agency	Keeping of Visitor's Diary			Keeping of Attendance Register		
		Yes	No	Total	Yes	No	Total
1.	Development Department	40	1	41	40	1	41
2.	Calicut University	5	19	24	22	2	24
3.	NYK & Voluntary Agencies	18	1	19	18	1	19
Total		63	21	84	80	4	84

TABLE III - 6

Distribution of Study Materials

Sl. No.	Agency	Note books and Pencils		Black Board		Text Books	
		Yes	No	Yes	No	Yes	No
1.	Development Department	41	-	41	-	40	1
2.	Calicut University	24	-	24	-	20	4
3.	NYK & Volantary Agencies	11	8	19	-	13	6
Total		76	8	84	-	73	11

TABLE III - 7

Seating Arrangements in A.E. Centres

Sl. No.	Agency	No specific arrangements	Provided by the Agency	Provided by the instructor	Provided by the House owners	Total
1.	Development Department	24	2	14	1	41
2.	Calicut University	8	2	14	-	24
3.	NYK & Voluntary Agencies	12	-	6	1	19
	Total	44	4	34	2	84

TABLE III - 8

Number of Centre's where Dropout Occurred

Sl.No.	Agency	Having Dropouts	No Dropouts	Total
1.	Development Department	36	5	41
2.	Calicut University	13	11	24
3.	NYK & Voluntary Agencies	13	6	19
Total		62	22	84

TABLE III - 9

Reasons for Dropout

Sl. No.	Agency	No apti- tude for study	Change of residence	Marriage	Sickness	Work at home	Heavy work	Total
1.	Development Department	3	5	5	4	12	7	36
2.	Calicut University	5	1	1	-	5	1	13
3.	NYK & Voluntary Agencies	3	4	0	2	4	-	13
Total		11	10	6	6	21	8	62

TABLE III - 10

Number of Dropouts After Registration

Sl.No.	Agency	Total No. of learners registered in the centres.	No. of drop-outs
1.	R F L P	1084	314
2.	Calicut University	661	89
3.	NYM & Voluntary Agencies	478	61
Total		2223	464

TABLE III - 11

Steps Taken to Avoid Dropouts by the Instructors

Sl.No.	Agency	Yes	No	Total
1.	R F L P	22	13	41
2.	Calicut University	7	17	24
3.	NYK & Voluntary Agencies	9	10	19
Total		38	46	84

TABLE III - 12

Educational Qualification of Instructors

Sl.No.	Agency	S.S.L.C Failed	S.S.L.C.	Pre- Degree	Degree & Above	Total
1.	Development Department	7	22	8	4	41
2.	Calicut University	1	2	7	14	24
3.	NYK & Volantary Agencies	6	8	3	2	19
Total		14	32	18	20	84

TABLE III - 13

Previous Experience of the Instructor

Sl.No.	Agency	Yes	No	All
1.	Development Department	24	17	41
2.	Calicut University	7	17	24
3.	NYK & Voluntary Agencies	8	11	19
Total		39	45	84

TABLE III - 14

Sex-wise Classification of Instructors

Sl.No.	Agency	Male	Female	Total
1.	Development Department	28	13	41
2.	Calicut University	8	16	24
3.	NYK & Voluntary Agencies	12	7	19
Total		48	36	84

TABLE III - 15

Age-wise Classification of Instructors

Sl.No.	Agency	Below 20	Between 20 - 25	26 & Above	Total
1.	Development Department	2	26	13	41
2.	Calicut University	9	13	2	24
3.	NYK & Voluntary Agencies	5	7	7	19
	Total	16	46	22	84

TABLE III - 16

Monthly Income of the Instructors

Sl.No.	Agency	Upto Rs.150	Between Rs.151- 300	Between Rs.301- 500	Above Rs.500	Total
1.	Development Department	24	10	5	2	41
2.	Calicut University	23	-	1	-	24
3.	NYk & Voluntary Agencies	15	3	1	-	19
Total		62	13	7	2	84

TABLE III - 17

Special Training Received by the Instructors

Sl.No.	Agency	Yes	No	All
1.	Development Department	36	5	41
2.	Calicut University	17	7	24
3.	NYK & Voluntary Agencies	10	9	19
Total		63	21	84

Instructor's Satisfaction Regarding Monthly Allowance

Sl.No.	Agency	Satisfactory	Not Satisfactory	No Opinion	All
1.	Development Department	7	30	4	41
2.	Calicut University	3	20	1	24
3.	NYK & Voluntary Agencies	2	17	-	19
Total		12	67	5	84

TABLE III - 19

Local Support received by the Instructors

Sl.No.	Agency	Yes	No	All
1.	Development Department	37	4	41
2.	Calicut University	14	10	24
3.	NYK & Voluntary Agencies	18	1	19
Total		69	15	84

TABLE III - 20

Awareness of the Instructors Regarding the Objectives of NLM

Sl.No.	Agency	Aware	Not Aware	All
1.	Development Department	5	36	41
2.	Calicut University	3	21	24
3.	NYK & Voluntary Agencies	4	15	19
Total		12	72	84

TABLE III - 21

Preparation of Tour Programme by Supervisors

Sl.No.	Agency	Programme Prepared	Not Prepared	Total
1.	R F L P	12	1	13
2.	University	3	5	8
3.	N Y K & V. As	7	1	8
Total		22	7	29

TABLE III - 22

Periodicity of Visit by Supervisors

Sl.No.	Agency	Once in a month	Twice in a month	More than two times in a month	Irregular	Total
1.	Development Department	5	14	18	4	41
2.	Calicut University	12	5	1	6	24
3.	NYK & Voluntary Agencies	6	4	8	1	19
Total		23	23	27	11	84

TABLE III - 23

Whether Using Conveyance Facility by the Supervisors

Sl.No.	Agency	Yes	No	Total
1.	R F L P	8	5	13
2.	University	2	6	8
3.	N Y K & V. As.	3	5	8
Total		13	16	29

TABLE III - 24

Whether Registers are Checked by the Supervisors

Sl.No.	Agency	Yes	No	Total
1.	R F L P	13	-	13
2.	University	8	-	8
3.	N Y K & V. As	7	1	8
Total		28	1	29

TABLE III - 25

Modes of Inspection by the Supervisors

Sl.No.	Agency	Watching the Work	Asking questions	Discussing with Instructors	Taking classes
1.	R F L P	4	8	4	8
2.	University	5	3	2	1
3.	N Y K & V. As	4	4	1	2
Total		13	15	7	11

TABLE III - 26

Supervisors Impression About Instructors

Sl.No.	Agency	Motivation	Efficiency	Work Con- scious- ness	Dealings with Learners
1.	R F L P	4	7	9	4
2.	University	5	6	7	4
3.	N Y K & V. As	5	5	8	5
Total		14	18	24	13

LEARNERS

This chapter provides a detailed analysis of the learners according to their age, sex, religion and caste, occupation and monthly income, attitude of the family members towards the adult education programme, schooling facilities available to learners, reasons for non-attendance, motivation for attending the centres, regularity of their attendance skills attained by the learners as a result of the programme etc. (Tables appended).

Age-wise Classification of Learners

Learners are the most important of all the participants in this programme. We found that nearly 72 per cent of the beneficiaries were between 15-35 years of age and, 6 per cent were below 16 years and about 22 per cent above 36 years. (Table No. IV-1).

Agency wise analysis showed that 72 per cent of the learners in Development Department and 77 per cent of the learners in voluntary agencies, 69 per cent of the learners in the University Centres belonged to the age group of 16 to 35. At the same time 26 per cent of the learners in the Calicut University belonged to the age group above 35 years.

It was a common phenomenon that elders above 35 years were seen in every centre irrespective of the agency. Even though they were above 35 years, they were energetic and all equally interested in studies.

Analysis of the total population in the 84 centres also showed a similar phenomenon. This is a clear indication that agencies had tried to select beneficiaries in the age group of 15 to 35. (Table No. IV-2).

Sex-wise Classification of Learners

It is observed that for the rural poor and socially disadvantaged women, the basic problem is that of making women literate and independent. It is a fact that people become aware of their basic issues like health and hygiene through education. The study revealed that in Kerala out of the total population registered as learners, women constituted 58 per cent and they had the intention to learn. The study revealed that due to too many household constraints they were forced to drop out and to discontinue their studies.

Table No. IV-3 showed that 60 per cent of the learners (in the sample) were ladies. Agency wise analysis

also showed the same phenomenon. So far as, the Development Department and Voluntary Agencies were concerned, percentage of women was 70 and 62 per cent respectively. But in the case of Calicut University there was a slight variation. It showed that women learners were only 42 per cent.

Out of the total population of 2223 persons registered as learners in the 84 centres, 42 per cent were male and 58 per cent were female. (Table No. IV-4). It is not easy to conclude whether illiterate women seem to be more motivated to studies than illiterate men. This question has to be examined thoroughly.

Religion and Caste wise Classification of Learners

As seen from the table No. (IV-5), 73 per cent of the learners belonged to the Hindu Community. 25 per cent belonged to the Muslim Community and only 1.4 per cent belonged to the Christian Community.

Further analysis of caste wise classification of the study showed that 95 per cent of the learners belonged to SC, ST and OBC and only 5 per cent of the learners were from other categories.

The analysis of the total population (2223) also showed a similar phenomenon. (Table No. IV-6). It showed that 90 per cent of the population belonged to SC, ST and OBC and only 10 per cent belonged to the other category.

Occupational Pattern of the Learners

As revealed from the table No. IV-7, majority of the learners were unskilled labourers. There were about 44 per cent of agricultural labourers and 20 per cent of non-agricultural labourers. Only one per cent had some regular employment. At the same time 32 per cent were unemployed. Here again the data showed that a large percentage (96%) of the beneficiaries in the programme belonged to the economically weaker sections of the society ; they were either unemployed or unskilled labourers. Due to lack of employment opportunity, a good number of learners were occasionally employed as agricultural labourers.

Monthly Income of the Learners

Table No. IV-8, showed that 51 per cent of the learners had monthly income below Rs.300 only. 16 per cent of the learners claimed that they had monthly income from

Rs.300 to 500. The sample study showed that only 6 learners had a monthly income above Rs.500. (It has to be mentioned here that in Kerala State daily wages of the labourers are higher than many other states).

The majority of the learners in all the three agencies showed a monthly income below Rs.300. 65 per cent of the learners in Development Department and 40 per cent in Calicut University and 35 per cent in the voluntary agencies were having only a monthly income below Rs.300.

Attitude of the members of the Family Towards AEP

Table No. IV-9 showed that 99.6 per cent of the learner's family members were in favour of attending the A.E. Programme. This observation was made in all the three agencies. Only one family each in the Calicut University and the Voluntary Agency had some objection. It shows that people in Kerala are not against education. Generally speaking the programme enjoy the favour of the public. The available data on the socio-economic background of the learners revealed that agencies had tried to register as far as possible scheduled caste and scheduled tribe illiterate adults as learners. In Kerala 90 per cent of the illiterates who had registered as learners belonged to SC, ST and OBC.

Schooling Facilities Available to Learners

As seen from the table No. IV-10 it is an encouraging fact that 79 per cent of the learners had schooling facilities nearer to their residence during their school days. Only 21 per cent were without access to schools at an approachable distance.

Previous Attendance

A very important observation is that out of the total sample taken, 57 per cent of the learners had attended schools for some years. Agency wise analysis also showed that 69 per cent of the learners in the University centres and 61 per cent in the Voluntary Agencies and 47 per cent of the learners in the Development Department had studied upto the 4th Standard or up to 7th and even to 10th standard. This was a very surprising phenomenon. The analysis to find the extent to which the learners had attended schools, revealed that (Table No. IV-11) 44 per cent had not been to school but 43 per cent had studied upto IV standard and 13 per cent of the learners studied upto 7th standard and 79 per cent had been to 8-10 standard. Out of this 79 per cent, two learners had learned in Tamil and they wanted to learn Malayalam from A.E.Cs.

Agency wise analysis of this factor showed that majority of the learners in all the three agencies had studied upto the fourth standard. Only one learner each in the centres conducted by the Development Department and the Calicut University had studied up to SSLC.

The instructors said that the learners had been to the schools, but since they discontinued their studies, they forgot what they had studied and became ignorant of the language.

Reasons for Discontinuing School Education

The earlier phenomenon becomes more evident when we look into why they had dropped out of schools. The main reasons pointed out by the learners were, the poor economic conditions of the family, lack of aptitude for study, care of younger children, sickness, and the parent's reluctance to send the children to schools etc.

Table No. IV-12 showed that learners had given more than one reason as the cause. The first and the fifth reasons were observed as the main cause for discontinuing the studies. 13 per cent of the learners said they had no aptitude for study during their younger age. 30 per cent of

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the learners said they had to discontinue due to the poor economic conditions at home and the responsibilities at home to look after their younger ones or their aged parents only, 15 per cent of the learners were not able to attend the school regularly. In the case of 19 per cent, their parents were reluctant to send them to school because of too many financial constraints at home. Only 7 per cent said they dropped out due to sickness. Another 7 per cent did not like to reveal their difficulties.

All these facts infer to the point that poverty was the main cause and all other causes revolved round it. Poverty makes them sick, and when there are economic difficulties parents become reluctant to send their children to school but prefer to send them to work. So economic difficulties were the main causes which prevented them from becoming literates.

Motivation for Attending the AECs

The evaluation study examined the factors motivated them to attend the AECs. As seen from the table IV-13, 51 per cent of the learners came to the centre voluntarily (without anybody motivating them). In the case of 46 per cent, the instructors were the motivating factor. Two

per cent of the learners were motivated by the members of their family. It is quite surprising to know that out of the 504 beneficiaries taken for sample study, only 4 persons were motivated by the local leaders.

This showed that people had interest to learn, there was no need of compulsion to bring them to the centres. The majority of the illiterates in Kerala are willing to learn and develop their skills. But due to the difficult circumstances in their families they had to drop out from the studies.

Regularity of the Learners' Attendance

Table No. IV-14 showed that 92 per cent of the learners in the sample study were regular in their studies. Only 7.5 per cent were absent occasionally. Those who were occasionally absent, said that the heavy work at home, and at the work place made them absent. Only four per cent of the learners had some other reasons to say. Table No. IV-15 showed that 38 learners were occasional absentees. An analysis of the discontinuance and absenteeism showed that family problems and chances of agricultural work were the main causes. They got employment in sowing, weeding, and harvesting. This gave them a chance to work and earn a living.

Proximity of the Centre

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Location of the centre was one of the factors for the successful implementation of the programme. Analysis of the study showed that 99.6 per cent of the learners had centres nearer to their residence. Only two persons said the centre was slightly away from their residence. The supervisors and instructors viewed that if the centres are opened away from their residence, the learners may find it difficult to attend the classes. Table No. IV-16.

Regarding this aspect, it was noteworthy that the Voluntary Agencies, especially the Harijan Sevak Sangh, had taken the utmost care to start centres near to the Girijan colonies. Poor performance in this respect was noticed in the case of the Calicut University.

Learners' Efficiency in Reading and Writing

The main objective of our evaluation study is to find out how many of the learners were able to attain the skill of literacy, numeracy and functionality.

It was noticed during the field work that some learners had not attained any skill in all the three agencies. (8 per cent). Table No. IV-17.

For the purpose of the survey, the following divisions were made. An adult illiterate covered under the scheme was assumed to have become 'literate' if he could read three sentences from his text book and write one sentence without mistake. He is a 'perfect literate' if he could read fluently and write a letter to his/her friend.]

Those who could read and write are the literate. Data analysis showed that 14 per cent of the learners achieved the title of 'literate'. At the same time 13 per cent, of the literate got the 'perfect literate' rank. The column No.3, Table No. IV-17 showed that 25 per cent of the learners could write their name and addresses. If those 25 per cent learners could put a little more effort, in studies they could also achieve the title 'literate' in the near future.

Agency wise analysis showed that both, Development Department and the Calicut University learners attained equal proficiency (13.0%) as 'perfect literates'. Only 9 per cent learners in the voluntary agency could attain the 'perfect literacy'. 32 per cent of the learners in the Voluntary Association could write their name and address. But it showed that in the case of Development Department and Calicut University the percentages were 24 and 21 respectively. We expect that this group will also attain 'literacy' gradually.

The Development Department had a false notion that if the learners learn literacy and numeracy first, they may not attend the classes for the whole year. (Usually learners drop out after the 3rd or 4th month) . In order to keep the attendance regular, the Development Department adopted clever tactics. They taught the students how to write alphabets, ^{but slowly} More emphasis was given to teach them how to write their name and address.

The fact is that, it was difficult to hold the enthusiasm of the learners for the whole year. Learners used to give more emphasis to monetary gain rather than learning literacy skill. They used to compare the time they spent at the centre with what monetary gain they could get in profitable employment.

From field experience, we came to know that the learners were interested in studies and they wanted to learn how to read and write. But at the same time they were not interested in prolonging their studies for one year. Their interest in studies were minimum such as to write their name and address, or read a short story or comic, or to read the head lines of the news paper etc. They used to say that they wanted some quick understanding of reading and writing. It was seen that only very few were interested in writing letters to others. So in order to keep up the learners' interest, the curriculum and teaching methods also need some

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change. The one year programme could be shortened to six months courses. Those who were not able to attain literacy, numeracy and functionality, within this six months time could achieve it by continuing in the same centre. Those who were able to achieve literacy, numeracy and functionality could join 'Janasikshan Nilayam to continue their studies. So that the centres will be continuously carrying on the process of teaching until the illiteracy is completely eradicated from that ward.

The Time Taken to Achieve Perfect Literacy in the AECs.

From the table No. IV-17, have seen that 64 learners had achieved 'perfect literacy'. When this group of learners were further analysed to find the time taken to achieve this skill, it was found that (Table No. IV - 18) 20 learnerse had taken only 6 months time to achieve it. This showed that literacy could be attained within a short period of Six months time, provided that the instructors take active care and initiative towards achieving it.

Learner's Numerical Ability

From the study, it was revealed that elders were better in numerical ability. 44 per cent of the learners were able to write one to fifty without difficulty. At the same time 18 per cent were able to write from one to hundred, and ten per cent could write upto five hundred. Even 19 per cent of the learners could write upto five hundred. This is a good sign that elders were able to do their personal accounts without the help of others. There was a small minority (9%) who were not able to attain any numerical ability. In the case of additions and subtractions, learners were not very efficient. Instructors also commented that learners were interested and wanted to master numerical skill.

Agency wise analysis showed that 52 per cent of the learners in the Voluntary Agencies were able to write upto fifty. Whereas, only 44 per cent of the learners in the Development Department and 37 per cent of the learners in the Calicut University could write from one to fifty.

The knowledge and the ability in literacy and numeracy could help the learners to apply these skills in every day life. They would be able to read a sign board, or news paper, write an application, fill up a money order or such day to day necessities of life.

Adult Education and attainment of literacy must be followed by effective arrangements for continuing education. So that what they had learned would not relapse again. Knowledge of literacy is often viewed as a skill which gives some prestige and equality among higher groups. Even though the learners believed that literacy does not help them in earning a better livelihood, it is not correct. It indirectly helps to promote for better earning and better livelihood.

Achievements in Awareness and Functionality

The National Adult Education Programme does not merely aim at imparting literacy and numeracy skills to the learners. The fundamental objective is the creation of social awareness and functional ability in the learners.

Examining the opinion of learners regarding teaching the functional literacy programme, 81 per cent of the learners were happy to learn the functional literacy programme when 19 per cent of the learners had doubts regarding the need of this in the programme.

Attempts were made to measure the level of awareness among the learners about the benefits that were available

from different development departments. The procedure to get a loan from the bank, how compost manure is prepared and so on. However, the knowledge of the learners about some of the important questions like what should we do to get compost manure, or what are the benefits from co-operative society, which are meant for the welfare and upliftment of the people, the learners were not able to answer. While a good number of learners knew some of the block level benefits and who was the Chief Minister, and the Prime Minister etc. Table No. IV-21 showed that out of the eight questions, only 17 people could answer 5 questions. 33 per cent of the learners were able to answer questions correctly. At the same time 14 per cent were not able to answer any of the questions.

The analysis showed that a minority of the learners had not attained any skill. But majority of the population are willing to learn and look forward to learning and achieving more proficiency in life.

The evaluation study also examined the opinion of learners regarding their awareness in various matters like health habits, family planning methods, knowledge of banking procedure etc.

Opinion of the Learners Regarding Health Habits

Table No. IV-22 showed that out of the 504 learners selected for the sample study, only 49 per cent were aware of the health habits which were essential for routine life. Where as 21 per cent had no opinion in this regard. 30 per cent of the learners frankly admitted that they were unaware of the health habits.

Agency-wise analysis showed that majority of the learners in all the three agencies knew some aspects of the health and hygiene, 49 per cent of the Development Department and 51 per cent of the University beneficiaries and 46 per cent of the learners in the Voluntary Agencies were aware of some aspects of the hygiene habits.

Field experience revealed that in majority of the centres, where the team visited, the learners were of the view that the awareness of the health habits were very crucial and they appreciated the Government decision to include this aspect in the programme.

Perception of Learners Regarding the Awareness of Family Planning Method

Analysis of this aspect showed that (Table No. IV - 23) 53 per cent of the beneficiaries said they knew some family planning methods. Agency wise analysis of this aspect showed that 49 per cent of the learners in the

voluntary agencies came to know about the family planning methods. Whereas, 63 per cent of the learners were aware of this aspect in the University Centres. Poor performance was seen in the case of the Development Department (with 47 per cent). Majority of the learners in the three agencies expressed the view that though they knew that the family planning programmes were implemented by the Government, they were not 'fully' aware of the methods. 47 per cent of the learners were not at all aware of any family planning methods. This showed that the functional literacy programme was not working properly. Otherwise poor knowledge of family planning programme and health habits should not have occurred. Here the University Centres were more effective than other centres.

The field experience in this respect showed that certain Voluntary Agencies like the Nehru Yuvak Kendra which were conducting centres in the remote rural areas had taken initiative to teach their learners about family planning methods.

Knowledge of Banking Procedure

As seen from the table No. IV-24 it is very clear that learners were very backward in the knowledge of banking procedure. Only 37 per cent said they had some knowledge

about the banking procedure where as 63 per cent of the learners said they had no idea about the banking procedure.

Agency wise analysis showed that 68 per cent of the learners in the Development Department and 70 per cent of the learners in the Voluntary Agencies were unaware of the banking procedure where as 52 per cent of the learners of the Calicut University were aware of the banking procedures. It is to be noted that male percentage in the Calicut University centres were greater than that of the other agencies. Where as most of the learners in the other two agencies were unaware and lacked interest in learning banking procedure, because they did not feel that they would have to seek the help from banks in their routine life.

Post Literacy Programme

During the field work, the opinion of the learners were also sought regarding the need for post literacy programme. Table No. IV--25 showed that 68 per cent of the learners held the view that they would like to have a reading room and follow-up programme. This follow-up programme should be a part of the adult education programme and should be imparted to the neo-literates. Agency-wise

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analysis also showed that 70 per cent of the learners in the Development Department and 69 per cent of the learners in the Calicut University Centres and 61 per cent of the learners in the Voluntary Agencies expressed the same opinion. Whereas, 8 per cent of the learners objected. 24 per cent of the learners did not give any opinion. But the field experience showed that learners were happy to have the follow up programme.

The major objective of the post literacy and follow-up programme was to reinforce and consolidate the skills relating to literacy amongst learners and to equip the learners with better knowledge, perception, skills, attitude understanding, awareness, functionality etc.

JSN's had already started functioning. There were about 103 JSN's in the northern districts of Kerala.

	R.F.L.P	U.G.C.	Harijan Sevak	Total
Trichur	24	-	-	24
Palghat	24	-	-	24
Malappuram	16	-	-	16
Kozhikode	-	5	-	5
Cannannoor	12	-	-	12
Wynad	-	-	10	10
Kasaragod	12	-	-	12
Total	88	5	10	103

Official information showed that there were about 103 JSN's in these districts. Trichur and Palghat had 24 RFLP JSN's each. Whereas, Cannannoor and Kasaragod had 12 centres each and Malappuram had 16 centres under the RFLP (Development Department). Under the Calicut University there were 5 JSN's in Kozhikode and Harijan Sevak Sangh had 10 JSN's in Wynad district.

TABLE IV - I

AGE-WISE CLASSIFICATION OF LEARNERS

Sl.No.	Agency..	Below 16	16-25	26-35	36&above	Total
1.	Development Department	10	115	60	61	246
2.	Calicut University	6	49	51	38	144
3.	NYK & Voluntary Agencies	16	64	24	10	114
Total		32	228	135	109	504

TABLE IV - 2

Age-wise Distribution of Learners in A.E. Centres

Sl.No.	Agency	Below 15 years	15 - 35	36 & above	Total
1.	Development Department	20	822	242	1084
2.	Calicut University	16	530	115	661
3.	NYK & Voluntary Agencies	43	389	46	478
Total		79	1741	403	2223

* Total registered persons as learners.

TABLE IV - 3

Sex-wise Classification of Learners

Sl.No.	Agency	Male	Female	Total
1.	Development Department	75	171	246
2.	Calicut University	84	60	144
4.	NYK & Voluntary Agencies	43	71	114
Total		202	302	504

TABLE IV - 4

Sex-wise Classification of the Learners in A.E. Centres*

Sl.No.	Agency	Male	Female	Total
1.	Development Department	341	743	1084
2.	Calicut University	410	251	661
3.	NYK & Voluntary Agencies	181	297	478
Total		932	1291	2223

* Total registered persons as learners.

TABLE IV - 5

Religion and Caste-wise Classification of Learners

Sl.No.	Agency	Religion			Caste				Total
		Hindu	Chris- tian	Musl- im	SC	ST	OBC	Others	
1.	Development Department	223	4	19	105	41	83	17	246
2.	Calicut University	76	3	65	33	12	93	6	144
3.	NYK & Voluntary Agencies	71	NIL	43	15	41	53	NIL	114
Total		370	7	127	153	94	234	23	504

TABLE IV - 6

Table Showing the Caste-wise Classification of Learners*

Sl.No.	Agency	SC	ST	OBC	Others	Total
1.	Development Department	428	185	343	128	1084
2.	Calicut University	183	65	334	79	661
3.	NYK & Voluntary Agencies	63	245	169	1	478
Total		674	495	846	208	2223

* Total registered persons as learners.

TABLE IV - 7

Occupational Pattern of Learners

Sl.No.	Agency	Agricu- ltural Labourer	Non-Agri- cultural Labourer	Empl- oyed	Unempl- oyed	Others	Total
1.	Development Department	140	43	1	61	1	246
2.	Calicut University	51	32	3	50	8	144
3.	NYK & Voluntary Agencies	33	26	3	51	1	114
Total		224	101	7	162	10	504

TABLE IV - 8

Monthly Income of Learners

Sl.No.	Agency	Unemp- loyed	Below Rs.300	300-500	Above Rs.500	Total
1.	Development Department	61	159	24	2	246
2.	Calicut University	50	58	34	2	144
3.	NYK & Voluntary Agencies	51	41	20	2	114
	Total	162	258	78	6	504

TABLE IV - 9

Attitude of Family Members Towards Adult Education Programme

Sl.No.	Agency	Favourable	Unfavourable	Total
1.	Development Department	246	NIL	246
2.	Calicut University	143	1	144
3.	NYK & Voluntary Agencies	113	1	114
Total		502	2	504

TABLE IV - 10

Schooling Facility Available to Learners

Sl.No.	Agency	Yes	No	Total
1.	Development Department	191	55	246
2.	Calicut University	126	18	144
3.	NYK & Voluntary Agencies	81	33	114
Total		398	106	504

TABLE IV - 11

Previous Attendance in School

Sl.No.	Agency	Yes	No	If Yes			Total
				Upto std 4	5-7	8-10	
1.	Development Department	116	130	96	19	1	246
2.	Calicut University	99	45	67	31	1	144
3.	NYK & Voluntary Agencies	70	44	52	16	2	114
Total		285	219	215	66	4	504

TABLE IV - 12

Reasons for Non-attendance and Discontinuing the Studies

Sl.No.	Agency	Poor Economic condition	No aptitude for study	Look after younger children	Sickness	Parents reluctance	Others	Total
1.	Development Department	83	27	50	15	58	13	246
2.	Calicut University	76	22	17	9	13	13	150
3.	NYK & Voluntary Agencies	38	19	8	14	27	11	117
Total		197	68	75	38	98	37	513

(Learners had given more than one reason).

TABLE IV - 13

Motivation for Attending the Centre

Sl.No.	Agency	Instructor	Family members	Local leaders	Voluntary	Total
1.	Development Department	108	7	3	128	246
2.	Calicut University	76	1	NIL	57	144
3.	NYK & Voluntary Agencies	49	2	1	62	114
Total		233	10	4	257	504

TABLE No. IV - 14

Regularity of Learner's Attendance

Sl.No.	Agency	Regular	Occa- sional	If Occassional, Reasons				Total
				Change of re- sidence	Marri- age	Heavy work	Other	
1.	Development Department	232	14	-	-	8	6	246
2.	Calicut University	129	15	-	-	7	8	144
3.	NYK & Voluntary Agencies	105	9	-	-	2	7	114
Total		466	38	-	-	17	21	504

TABLE NO. IV - 15

Learners Break or Discontinuity During their Present Education

Sl.No.	Agency	Yes	No	If yes, Reasons				
				Work at home	Family problems	Marriage	Sickness	Harvest season
1.	Development Department	15	231	2	2	-	5	6
2.	Calicut University	13	131	2	7	-	2	2
3.	NYK & VA's	7	107	-	6	1	-	-
Total		35	469	4	15	1	7	8

TABLE No. IV - 16

Proximity to the Centre

Sl.No.	Agency	Distant	Near	Total
1.	Development Department	1	245	246
2.	Calicut University	-	144	144
3.	NYK & Voluntary Agencies	1	113	114
	Total	2	502	504

Learner's Efficiency in Reading and Writing

Sl.No.	Agency	Not attained any effi- ciency 1	Level of Efficiency					Total
			2	3	4	5	6	
1.	RFLP	13	82	59	19	39	34	246
2.	Calicut University	20	46	30	10	18	20	144
3.	NYK & VA's	5	45	37	5	12	10	114
Total		38	173	126	34	69	64	504

Criteria Adopted

1. Those who could not read and write.
2. Those who could write their own name.
3. Those who could write their name and address.
4. Those who could read the name board and head lines of news papers
5. Those who could read their text books and write down sentences.
6. Those who could read and write letters without any help.

TABLE No. IV - 18

Level of Literacy in Reading and Writing
Time taken to Read and Write*

Sl.No.	Agency	Upto 6 Months	7 - 9	10 - 11	Total No.of learners
1.	R F L P	8	5	21	34
2.	Calicut University	5	5	10	20
3.	NYK & VA's	7	2	1	10
Total		20	12	32	64

* The time taken by the 64 persons to achieve the skill of reading and writing.

TABLE No. IV - 19

Learner's Numerical Ability

Sl.No.	Agency	Not attained any skill	Those who could write numbers				Total
			1 - 50	51 - 100	101 - 500	501 & above	
1.	R F L P	19	108	42	26	51	246
2.	Calicut University	19	53	23	17	32	144
3.	NYK & VA's	5	60	27	10	12	114
Total		43	221	92	53	95	504

TABLE No. IV - 20

Opinion of the Learners Regarding Imparting
of Functional Literacy

Sl.No.	Agency	Yes	No
1.	Development Department	170	76
2.	Calicut University	135	9
3.	NYK & Voluntary Agencies	103	11
Total		408	96

TABLE No. IV - 21

Achievement in Functionality and Social Awareness

Sl.No.	Agency	Could not answer any question	Level of their Awareness						Total
			1	2	3	4	5	6	
1.	R F L P	34	41	90	33	40	8	-	246
2.	Calicut University	21	21	39	22	36	5	-	144
3.	Voluntary Agencies	17	26	36	16	15	4	-	114
Total		72	88	165	71	91	17	-	504

TABLE No. IV - 22

Perception of Learners Regarding Health Habits

Sl.No.	Agency	Yes	No	No Opinion	Total
1.	Development Department	120	74	52	246
2.	Calicut University	74	49	21	144
3.	NYK & Voluntary Agencies	53	29	32	114
Total		247	152	105	504

TABLE No. IV - 23

Perception of Learners Regarding the Awareness of
Family Planning Methods

Sl.No.	Agency	Yes	No	Total
1.	Development Department	118	128	246
2.	Calicut University	91	53	144
3.	NYK & Voluntary Agencies	56	58	114
Total		265	239	504

TABLE No. IV - 24

Awareness of the Learners Regarding Banking Procedure

Sl.No.	Agency	Yes	No	Total
1.	Development Department	78	168	246
2.	Calicut University	75	69	144
3.	NYK & Voluntary Agencies	34	80	114
	Total	187	317	504

TABLE No. IV - 25

Perception of the Learners Regarding
Post-Literacy Programme

Sl.No.	Agency	Yes	No	No Opinion	Total
1.	Development Department	172	26	48	246
2.	Calicut University	99	7	38	144
3.	NYK & Voluntary Agencies	70	9	35	144
	Total	341	42	121	504

CHAPTER VCONCLUSION

Before presenting the major findings of this study, it is worth pointing out its limitations. In order to evaluate a programme like concurrent evaluation of adult education in the seven districts, the time given was very short.

The learners' achievements in literacy and related areas are the outcome of not only what they have learned at the AE Centres, but also the composite outcome of what they have learned from their experiences for many years. In order to assess the skills achieved by the learners through adult education programme alone, a benchmark survey should have been conducted at the time of their entrance/admission and also at the final stage in the AE Centres. Without such an exercise we cannot realistically draw any conclusion. Adult education programme which is supposed to be an agent for social transformation can hit the targets by broadening the horizon of one's outlook. It is quite possible that they have developed this outlook even before joining the centre. Even with this background AE Programme is doing a good job through awakening the mass consciousness

of the people and making them know that education is essential for the total development of the person and the state. The immediate effect is reflected in their response in sending their children to schools for studies without interruption.

The findings given in III and IVth chapters provide an overview of the adult education programme conducted in Kerala. To supplement them an attempt is made to draw a variety of inferences and impressions of the research staff in relation to the objectives of the programme. Also recommendations based on the findings are presented for the consideration of the project implementing authority. It is hoped that they would induce further thinking on the part of programme formulators and implementing agencies and enable them to improve the level of efficiency in carrying out their respective functions.

Information about the Learners

General

1. Out of the total learners taken for the sample study, 60 per cent were women and 40 per cent men.
2. Nearly 72 per cent of the learners were in the age group of 15-35.

3. Nearly 74 per cent were Hindus, 11 per cent Christians and 25 per cent Muslims.
4. 49 per cent of the learners belonged to SC/ST and 48 per cent were OBC.
5. 65 per cent of the beneficiaries were unskilled workers namely, agricultural and non-agricultural labourers ; only slightly more than one per cent were regularly employed.
6. 32 per cent were unemployed.
7. About 51 per cent of the learners had only an average monthly income of less than Rs.300 and 16 per cent had an income of Rs.300-500 ; only one per cent had an income above Rs.500.

Educational

8. 79 per cent of the learners had schools near to their residence.
9. 57 per cent of the learners were school dropouts.
10. Nearly 39 per cent dropped out from schools due to poor economic conditions, 15 per cent had to look after their younger ones and 8 per cent complained about frequent sickness as the reason for dropping out.
11. 10 per cent were reported to be reluctant to studies, and 13 per cent had no aptitude for studies when they were young.

12. Nearly 43 per cent had studied upto IV standard and 13 per cent upto VII standard.
13. About 21 per cent of the learners dropped out from the Adult Education Centres.
14. Some of the reasons attributed for joining the adult education centres were - learners desired to write their name and address, While some wanted to pursue their studies to improve their earnings, some others wanted to read the name board of the bus ; only very few wanted to write letters to their dear ones.

Details of Important Phenomena revealed by the Study

1. Almost all the illiterates in Kerala are from the economically weaker sections of our society.
2. Almost half of the illiterates are dropouts from schools.
3. In order to get some ability in literacy and for some economic gain the illiterates had come and joined the adult education centres.
4. The main difficulties in the implementation of the programme are :
 - (a) The classes are usually in the night time.
 - (b) Teaching elders is not that easy
 - (c) Due to monetary difficulties elders are always worried about their day to day life.

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- (d) Sickness, overwork and absenteeism are all part of adult's education.
- (e) Present training is not sufficient to develop the required awareness and enthusiasm to Instructors and Supervisors.
- (f) Lack of an enlightened local committee to help.
- (g) Lack of proper physical facilities in the Centre.
- (h) At present the whole responsibility is shouldered by the instructor. He/She is not getting sufficient applause or enthusiasm or remuneration to sustain his/her responsibilities.
- (i) Text books are costly and are not available in a bulk at the right time to the centres.
- (j) Ward wise illiteracy survey is very essential, to identify the eligible illiterates.
- (k) It is very difficult to bring the illiterates to the centre. Most of them do not like to reveal that they are illiterates.
- (l) Training in functionality is very poor. Only 10 per cent gained literacy skill.
- (m) District Adult Education Officer has no definite/effective role with regard to Adult Education Programme.

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- (n) Supervision is in-effective at all levels.
- (o) The large number of unemployed unskilled labourers need some kind of training in skill formation.
- (p) The co-ordinated efforts of different development departments could help in giving training programmes to these illiterates.
- (q) Adult education programme should be a parallel exercise to enable the illiterates including dropouts to learn along with their occupation.

Learner's Achievement

The sample study revealed that the learners could achieve only a very low proficiency in reading and writing. When one fourth of the learners were able to write their name and address, only 14 per cent could read and write as a literate. At the same time about 13 per cent of the learners succeeded in acquiring the skill of reading and writing. They were able to read fluently and were even able to write letters to their friends. Another 25 per cent of the learners, who write their name and address, if put in a little more effort, could achieve the skill of reading and writing in the near future.

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Elders were better in achieving numerical ability. 44 per cent of the elders were ^{able} to write from one to fifty and 18 per cent could write upto hundred. Further, more than one fourth of the learners were able to write upto five hundred and even above five hundred. This was a good sign indicating that they would ^{be} able to do their day to day accounting without others' help.

Adult Education Programme gives more emphasis to imparting awareness and functionality to the learners. When we look at the achievement in the case of awareness creation and functionalability, 33 per cent could answer only two questions out of eight and 18 per cent were able to answer 4 questions. The maximum questions (5) were answered by only 3 per cent of the learners. This shows that if training facilities are available, people are willing to learn and are looking for chances to learn. Agency wise analysis also showed that learners in all the three agencies showed the same level of achievement with slight variations.

When outsiders enumerate the achievements of the learners, they usually ignore the difficulties the instructor and the learners had to undergo to teach and to learn. It should be noted that the learners are come from

a deprived social background. After a whole day's manual work, they come and attend the centre. Every day they are worried about next day's availability of work and sustenance. Only due to the desire to achieve better livelihood, the learners come to the centre to learn. They cannot spare and choose another time for learning ; that is why they choose the evening time for studies. Due to overwork and manual labour, the mental make up of the learners also showed very poor ability to grasp.

The instructor is the key person trying hard to make the learners achieve the skills. In order to help the learners in learning, she or he goes to the learner's residence, so that those who were unable to reach the centre could be taught at their residence. The instructor is not getting any recognition (not even a certificate) or any proper remuneration for his/her work. The Instructors' ability and motivation are important factors. Time is another factor ; daily 1½ hours is spent for learning/teaching. Within this short period, no one could teach how to read, write, numeracy, functionality and awareness creation. Taking into account all these factors neither the instructor or the learner could be blamed for his poor performance.

Major Determinants of Achievement

Data on achievement in learning showed that the adult learners had not achieved the expected level of literacy, numeracy, functionality and social awareness. This poor performance was not due to the inefficiency of the instructor or the built-in weaknesses of the programme. But it was due to a large number of factors like the presence of poverty and illiteracy at home, heavy work load at home and at work place. All these social and economic factors made him/her a chronic absentee from the centre and may even drop out from studies. Along with the aforesaid factors, individual factors like sex, age, prior schooling, exposure of outer world, made him/her less efficient to achieve the expected score in the studies. The mental and physical fatigue of the learners combined with the absence of physical facilities at the centre accounted for their poor performance in the tests. However, it is highly essential that these poor illiterates should get all encouragement and facilities to become 'literate'.

At the same time, better lighting arrangements and physical facilities at the centre, better teaching aids and encouragements from the teacher and local committees could make the learners more responsive and happy.

Segments where Improvement is Needed

A ward should be kept as the minimum geographical area to eradicate illiteracy. The study revealed that the agencies were not very particular in identifying the total illiterates in a particular area to carry out literacy programme. Agencies were usually interested in selecting only thirty illiterates without knowing the magnitude of the problem. In order to locate the centres properly and to fix their number, planning should be done. For this areas where there was concentration of illiterates had to be traced. Special characteristics or problems of illiterates of each locality are to be studied. But these activities could not be undertaken by the instructors alone. Instead, the supervisors and local committees could also bear the responsibility.

There is a notion that with such a high literacy rate, Kerala needed no adult literacy programme. But the study showed that 57 per cent of the illiterates (in the sample study) were school drop-outs and only 14 per cent could achieve the 'literacy' rank after studying in the adult education centres. So in order to take care of the school drop-outs and the existing illiterates, who had no chance to go to school, adult education programmes are

necessary. The illiterates could get a chance to become literates only through this programme. For this purpose, permanent and regular adult schools with continuing classes and parttime (paid) teacher is one of the ways to eradicate illiteracy from the concerned pockets. This would enable the elders to learn along with their occupation.

Involvement of the Local Community

In order to get the support of the local community a local committee should be formed. Such a committee could mobilise the physical facilities like a room to run the centre, seating arrangement therein, identifying the illiterates through a survey mobilising them for learning and to ensure regular attendance in the centre. As the classes are conducted during the night, the support of the local committee is very essential to help the women concerned to attend the centre at this odd time.

The study revealed that 52 per cent of the centres had no specific seating arrangements for the learners. Either the owner of the house, or the instructor or the learners themselves had to arrange some seating facility. Learners were complaining about the inadequacy of existing seating and lighting arrangement in the centres.

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The data on possession of the centres revealed that 7 per cent of the accommodation was in rented rooms. For a project like adult education the above situation showed the lack of local support and the inefficiency of the local committee. Both the supervisor and the instructor should try their maximum to get co-operation and involvement of the local committee and the local community. Irregular attendance is a big problem in every adult education centre just as in the case of getting good enrolment, in securing regular attendance, the involvement of the local committee could be sought.

Supervision

The supervisors were expected to visit 8 to 10 centres at least twice a month. For discharging his duties properly and to understand the problems of the centre, he may have to spend some time with the learners in each centre. Without a vehicle (at least a cycle) he may find it difficult to make good rapport with the people and the centre. If the AECs are located within a reasonably small geographical area, with adequate conveyance facilities, he may be able to visit these places during the late hours/night. So if supervision is to be strengthened, and to make it effective, a higher officer with conveyance facility should be

appointed. In that case the learners and instructors would be more vigilant, and responsive to his directions.

Instructors

The success and failure of the Adult Education Programme depends very much on the motivation, efficiency and potentiality of the instructors. Great care should be taken in the selection of the Instructors. As far as possible they should be from the same locality and can be either social workers or retired school teachers.

The instructor's age should be above twenty five years, and should have at least passed or failed in the SSLC exam. As the main functionary, the instructors should be trained effectively to create an awareness about the need and importance of the adult education programme. The study revealed that about 86 percent of the instructors were unaware of the objectives of the **National Literacy Mission**.

The objective of the adult education programme is to impart literacy, functionality and social awareness. But teaching was seen to have concentrated on literacy. This happened due to lack of proper training. Functionality and awareness creation were not known even to some

instructors. Therefore, in order to train the instructors, experts from Rural Development Department, Medical Department, Banking sector etc should be engaged. This kind of official training programmes could be conducted at a convenient central place, where learners from five or six centres of the same agency could attend. Such a get together would create a kind of belonging and enthusiasm for learning. Also it would enable the learners to see and understand many new things of the outer world. Usually in the functionality, the importance of co-operatives, post/telegram, bank, writing applications and letters, agricultural/animal husbandry/fish culture, use of fertilisers, medical care, vaccinations and family planning etc are to be discussed. Only specialists could give proper training in these subjects so that learners could attend the class.

In the case of social awareness, mainly three areas are identified. They are the social legislation, social evils and political matters covering dowry/bride price, minimum age for marriage, approaching witch-doctor, communalism, gambling, local self governments, elections, constitutional rights, minimum age for voting etc. The instructors are not competent to give training in these subjects and therefore officers from outside should be entertained for the purpose.

During field visits and interviews several questions have come up.

Are the illiterate population motivated to participate in the programme ? If not what are the reasons ?

It is a very difficult task to motivate the illiterates to participate in the literacy classes. From the field work we came to know that the illiterates are always working hard to maintain their basic needs in life, like food and shelter. During their hard struggle and hard work, they found no time to spend for literacy classes. Another question they usually ask was why should they become literate what monetary benefit are going to get out of learning ? In a country like India, where there is an army of unemployed population, they may doubt the availability of any job after attaining literacy. It once again shows the inseparability of the problems of poverty, illiteracy and social inequality.

In order to help the illiterates get motivated and to attract them to studies, we have to create an atmosphere for education. In the present educational set up, the adult education is viewed with disdain. If such a mentality is kept, both teaching and learning will be a failure.

Teaching the illiterates is not an easy job. Only through effective mass campaign we could motivate and make them understand the needs of education. Only through motivating them they come to learn. Education should become a people's mission. In order to motivate the poor illiterates, some kind of monetary benefit should be arranged like, teaching a new skill, or participating them in the rural development employment programme scheme etc. They should get opportunity to develop the skill which they had already achieved through their present occupation and a new skill by vocational training. These facilities could motivate them to come regularly for learning literacy. People should get an opportunity to learn modern skill for better production and also for getting better jobs. Many adult learners are in need of employable or saleable skills. If the adult education programme fail to cater to raising the incomes of the learners, the programme may fail.

If we are committed to give an opportunity to the adults for education, it should be for the benefit of the learners according to their needs. Even though the learners rate of achievements are lower, the learning could create an inspiration in them for studies. This inspiration they will pass it on to their small children at their homes.

How can we make AE Programme more Attractive ?

The adult education programme should become a parallel programme to enable the illiterates to learn along with their occupation. In order to keep up and maintain the health status and educational status of the society, there should be a continuous educational facility along with training in vocational and occupational skills. First of all, an atmosphere for adult education programme should be created through making the people know, about the needs of the adult education programme. Cultural and educational film shows, picture books, short stories enlightening songs etc could create some encouragement for learning. Training in vocational skill could help them to attain an occupational skill, which could help them attain monetary benefit.

What kind of Vocational Training could be given ?

Elders are often in the look out for better work efficiency. Training in cloth weaving, handling repairing works, khadi industries, carpentry, tying plastic for chairs and beds, soap making, candle making, wood craft, handicrafts, ~~sow the~~ seeds for forestry, preserving food, etc., could help them attain better efficiency in day to day life. In response to increasing international

competition and scientific and technological advances industrial countries devote tremendous resources to training and upgrading their labour forces. In developing countries, recognizing that skill development is a necessary condition for higher productivity and economic progress.

Cultural Programme

During the field work, it was noticed that cultural programme had become a part of the activity in these centres. It has got much effect on the learners as well as on the programme. The most important effect is that the programme gets publicity. The second one is, it binds the learners to work together. A feeling of unity and belonging could be created in the minds of the learners by participating in the cultural programme. The enthusiasm to show their whole might and better qualities could create an interest in the learners to come regularly to the centre and learn. The learners who used to drop-out during the first three months time also could be attracted. So in order to create an interest in the learners, and to get the support of the local people, instead of keeping the cultural programme as the last item of the centre's activity, could be kept within the first three months time.

Suggestions

1. A ward should be kept as the minimum geographical area to eradicate illiteracy. Ward level illiteracy survey should be done. Adult education centres should be keen to eradicate illiteracy from this ward.
2. Government should enforce compulsion through taxing or through enacting law to make every adult illiterate to become literate.
3. The Private and Public Sector managements who have employed illiterate workers in the organised and unorganised sectors should implement plans for literacy and continuing education of their workers. For this suitable law must be enacted and implemented by the Central Government.
4. Permanent regular adult schools and continuing classes with full time teacher/workers with paid honourarium is one of the way to eradicate illiteracy from the area.
5. Equal emphasis should be given to literacy, numeracy, functionality and awareness formation , so that adults could become aware of the causes of their deprivation.
6. In built periodical evaluation can be made compulsory to the learners. After the evaluation, certificates can be given to those who could pass the NLM standard and also to the instructors who could train maximum learners above the NLM standard. This would be a good incentive for both the instructor and the learner.

7. The training programme is the most important factor. For the success of the programme appropriate resource persons should be involved to give pre-service and in-service training programmes to create awareness in the instructors and supervisors.
8. An outside authority should be appointed for the supervision and training of the centres in each district. It could be entrusted to either the District Adult Education Office or to the District branch of the State Resource Centre. Instead of an Ambassador car, a jeep should be provided for such purposes.
9. A branch of the state Resource Centre should be opened in each district to strengthen the training programme (to the instructors and supervisors) and for the ready availability of teaching aids to all the centres, in the district.
10. A vehicle, at least a motor cycle should be made available to each project throughout the operation of the programme. Non availability of a vehicle effects the functioning of the centre.
11. Adult education has to design new vocational/occupational skills upgradation programme for the majority of the people who are outside the organised labour market and outside the skills formation strata.
12. Trysem programme and the training connected with it it could be linked with adult education centre, some training in skill development, employment and economic benefit could be given to the illiterates.

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13. The success of the Adult Education Programme depends upon the ability and knowledge of the instructors. As far as possible persons having interest in social service should be recruited and their age must be above that of the learners.
14. The whole responsibility is shouldered by the instructor and his/her remuneration should be increased from 100 to 250/month.
15. The follow up programme should be started, immediately after the term, so that the learners do not lapse back into illiteracy. The Janasikshan Nilayams should be started in each ward so that these centres could function as a community centre also.
16. The Neoliterates books must be more attractive with pictures and purana stories or comics, which would make them inquisitive to read.

LIST OF APPENDIX

- I. Schedules
- II. Questionnaire
- III. Case Study of One Centre
- IV. Analysis of the Postal Questionnaire
- V. Note on Total Literacy Campaign
- VI. Seminar on 'Adult Education Programme in Kerala.

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APPENDIX No. IADULT EDUCATION PROGRAMMECONCURRENT EVALUATION

Schedule No. 1

1. Name and address :
2. Age and Sex :
3. Religion and Caste :
4. Socio-Economic Group : SC/ST/OBC/Others
5. Marital Status : Unmarried/Married/
Divorced/Separated/
widowed
6. Main Occupation :
7. Monthly income :
8. Attitude of your family
members to your present
education :
9. Do you have any school
close to your house : Yes/No
10. Have you attended any
school previously ? : Yes/No

11. What prevented you from completing the primary school education ? :
12. Who persuaded you to attend the adult education centre ? :
13. Did you attend any other Adult education centre previously ? : Yes/No
14. When did you start attending the present centre? :
15. How do you attend the class ? : Regular/Occasionally
16. Have you made any break in your present programme ? : Yes/No
17. If yes, give reasons :
18. Distance to the centre from your home :
19. What is your attitude towards this course ? : Useful/Not Useful/No Opinion
20. How about the class ? : Interesting/Not interesting
21. What are the teaching aids used ? : Books/pictures/Black-Board/Charts/Slides/Discussions/Others/Radio

22. Does the Instructor gives you home work ? : Yes/No
23. If yes, are you in the habit of doing it ? : Yes/No
24. Is your Instructor helpful and efficient ? : Yes/No
25. What all things have you learnt after joining the centre ? : Speech/read/write/
read & write/numeracy/
keep accounts/
measurements.
26. Are you able to recognise blind beliefs ? : Yes/No
27. Can you understand good health habits ? :
28. Can you bargain for appropriate wages ? :
29. Do you acquire any skill through the centre ? : Yes/No
30. Have you heard/studied about
- a) National Integration : Yes/No
- b) Development Process : Yes/No
- c) Ecology : Yes/No
- d) Family Planning : Yes/No
31. Do you have cultural programme ? : Yes/No

32. Do you have excursion : Yes/No
programmes
33. Do you have any cele- :
bration at the centre ?
34. Do you get any stipend :
or any other incentive
for the course ?
35. Is there any film show :
at the centre ?
36. What did you understand :
from the film shows ?
37. Do you incur any : Yes/No
expenditure for
attending the course ?
38. What are your suggestions:
for improving the effe-
ctiveness of the course ?
39. Did you acquire any skill:
through this education ?
40. Do you like to have a :
reading room or any
follow up programme ?
41. Do you like to learn : Yes/No
employment oriented
courses through the
centre ?
42. If yes, what are they ? :

43. For Evaluation of the Achievements of Learners

I. Oral Questions

- a) What are the aids and services you get from the Block office ? :
- b) What is the procedure for getting a loan from the bank ? :
- c) How is compost manure prepared ? :
- d) What are the low cost but good food for the children's diet ? :
- e) (1) Who is our Prime Minister? :
- (2) who is our Chief Minister ? :
- f) What benefits do we get by forming co-operative societies ? :
- g) What should we do to get a good paddy crop ? :

II. Reading Ability

A short printed paragraph in malayalam was given to them for (1) reading it and (2) to state in one sentence what the paragraph was about.

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III. Writing ability

a) Name :

b) Age :

c) Name of the house :

2. a) Write five sentences about cleanliness

or

b) Five sentences about food

or

c) Five sentences about your occupation

3. Write down numbers from 1 to 50

Calculate : 2×2 , 5×2 , 2×3 .

Attendance of the respondent

In the beginning 6 months						In the end			
1	2	3	4	5	6	7	8	9	10

ADULT EDUCATION PROGRAMME

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CONCURRENT EVALUATION

Schedule No. 2

Centre-cum Instructor-cum Supervisor

- 1.01. Centre No./Name :
- 1.02. Location: Panchayat/Block/
Municipality and Taluk :
- 1.03. District :
- 1.04. Sponsoring Agency :
- 1.05. Accommodation : House/Other Building
- 1.06. Type : Permanent/Temporary
- 1.07. Roofing : Concrete/Tiled/
Thatched
- 1.08. No. of rooms and total
plinth area (in Sq.ft.) :
- 1.09. Is there proper ventilation : Yes/No
- 1.10. Electrified : Yes/No
- 1.11. Any Kerosene lamp : Yes/No

- 1.12. Nature of possession : Owned/Rented
- 1.13. Access to the Centre : Road/Lane/Foot Path
- 1.14. When was the centre started :
in the present building -
Year & Month
- 1.15. Is the building maintained : Yes/No
annually
- 1.16. Do you have a visitor : Yes/No
diary at your Centre ?
- 1.17. Is there an attendance : Yes/No
register
- 1.18. No. of learners on the rolls

	S C	S.T.	O.B.C.	Others	Total
Male					
Female					
Total					

- 1.19. No. of working days in :
a week
- 1.20. Time and hours per day :

1.21. Age-wise distribution of learners

	* 15	15-35	36-45	> 45
Male				
Female				

1.22. Average daily attendance : Male :
: Female:

1.23. Details regarding distribution of study materials.

a) Whether note books and pencils are distributed to all pupils :

b) Whether there is a black board :

c) Whether text books are given to the pupils :

1.24. Whether food is given to them :

1.25. What are the seating arrangements :

1.26. How many times a supervisor comes to visit your centre in a month :

1.27. Do you have a clock or time piece or radio at the centre :

Instructor

- 2.01. Is there an instructor in position ? : Yes/No
- 2.02. If yes, Name and address ? :
- 2.03. Age and Qualification and training ? :
- 2.04. Marital Status :
- 2.05. Main Occupation :
- 2.06. Subsidiary Occupation :
- 2.07. Monthly allowance from the centre :
- 2.08. Is it obtained regularly - the usual date ? : Yes/No
- 2.09. Average total monthly income of the instructor ? :
- 2.10. Experience in Adult education programme :
- 2.11. In how many adult education centres you work :
- 2.12. Did you conduct a literacy survey of the village ? :

- 2.13. a) What methods you adopted to get people's participation in this area ? :
- b) Have you organised any activity to mobilise a climate for literacy learning ? :
- 2.14. How many learners have registered their names ? :
- 2.15. Number of drop-outs ? :
- 2.16. Reasons for this phenomenon : a) School is far off
b) Constant failure
c) No aptitude for study
d) Economic instability
e) Work at home
- 2.17. a) Steps taken by you to avoid drop outs ? :
- b) Learners average attendance for the last 6 months : 1 2 3 4 5 6
- 2.18. Which are the teaching methods you adopt ? : a) By pictorial description
b) Oral
c) Writing on the black board
d) Others if any
- 2.19. Do you conduct class test ? :

- 2.20. If yes, do you keep a record/register for marks :
- 2.21. Which are the study materials used :
- 2.22. What is the nature of last months attendance : a) Steady
b) Nominal decline
c) Marked decline
- 2.23. Reasons for the above phenomenon :
- 2.24. Do you have a local committee to help :
- 2.25. How much time do you spend at the centre on each working day (in hours and minutes) :
- 2.26. Do you know the objectives of the National Literacy Programme ? : Yes/No
- 2.27. Do you personally appreciate them ? : Yes/No
- 2.28. Do you have any special training in this field ? :
- 2.29. What is the reaction of the learners to your efforts : a) questions in the class are properly answered
b) Home work is done regularly.
c) Change in attitude and outlook is noticed.

- 2.30. Have you read books or relevant literature relating to the objective ? :
- 2.31. Do you prepare notes before going to the class ? :
- 2.32. a) Do you think that the present monthly allowance of Rs.100/- is a critical factor contributing to the success of this programme ? :
- b) How much you expect ? :
- 2.33. Do you have any expenditure from your pocket for running the centre : Yes/No
- a) If yes, for what ? :
- b) How much ? :
- c) Is it a regular expenditure ? : Yes/No
- 2.34. Are you able to muster the support of the local people/voluntary organisations for the centre ? :
- 2.35. Your suggestions for solving the problems and improving the effectiveness of the centres :

Schedule No. 4

Supervisor

- 3.01. Name, Designation and Address :
- 3.02. Jurisdiction :
- 3.03. Do you prepare a monthly tour programme & tour diary. :
- 3.04. If yes, how many centres do you visit :
- 3.05. How many times you could visit a centre in a month :
- 3.06. How many officers are expected to inspect the AECs ? their designations ? :
- 3.07. Conveyance generally used for visiting the AECs :
- 3.08. When you go there, do you give previous notice ? : Yes/No
- 3.09. Do you check up the attendance register with the learners present :
- 3.10. Do you write in the visitors' diary kept at the centre ?

- 3.11 What methods do you apply :
for inspection
- (a) watching the works of the instructors
 - (b) asking questions to (i) instructors
(ii) learners
 - (c) Discussing with the instructors regarding
the method of teaching
 - (d) Taking Classes
- 3.12. Do you give orientation/ :
training to your instructors
How many times a year ?
- 3.13. Have you tried to elicit the :
support of the local people
and voluntary organisations
for the successful running
of the centre ?
- 3.14. Do you conduct any public :
meeting to attract illite-
rates
- 3.15. What is your opinion/impre- :
ssion about the Instructors
- w.r.t. (i) Motivation :
 - (ii) Efficiency :
 - (iii) Work conscious- :
ness
 - (iv) dealings with :
learners
- 3.16. Based on the above norms could you classify :
all the instructors in your jurisdiction as :
- (a) Excellent
 - (b) Good
 - (c) Satisfactory
 - (d) Unsatisfactory
- 3.17. What are your suggestions :
for improving the effecti-

APPENDIX No. II

Study on Adult Education

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Questionnaire to Instructors

1. Name :
2. Age :
3. Sex : Male/Female
4. Religion and Caste :
5. Marital Status :
6. Main Occupation :
7. Educational Qualification of the Instructor :
 - a) Below S.S.L.C.
 - b) SSLC Failed
 - c) SSLC Passed
 - d) Pre-Degree passed
 - e) Degree & above
8. a) Do you possess any technical training in addition to your Educational qualification ? : Yes/No
b) If yes, give details ? :
9. In your opinion, which is the main factor motivating the learners to attend the adult education centres ?
 - a) To study alphabets
 - b) To write one's address
 - c) To have correspondence with close relatives.
 - d) To get rid of exploitation due to illiteracy
 - e) Any other (specify)

10. Are you satisfied with the content of the syllabus ?
- Satisfactory
 - Satisfied to some extent
 - Not at all satisfied
11. Do you have enough facilities in your centre ?
- Yes/No
12. Do you think that the learners are satisfied with the present facilities available in the Centre ?
- Yes/No
13. Are the study materials distributed to your centre in time ?
- Yes/No
14. Do you think that if incentives are given to the learners they could be attracted to the centre ?
- Yes/No
- If yes, name them.
15. Does your centre experience any dropouts ?
- Yes/No
16. If drop out occurs, please state the reasons ?
- Change of residence,
 - Marriage in case of women,
 - Heavy work at home,
 - Sickness,
 - Heavy work in connection with occupation.
 - Any other reasons (specify)

17. Do you experience any change in the attitude of learners as a result of the implementation of the Adult Education Programme ?
18. How many adults learnt to read and write within a period of five/six months time in your Centre ?

Male

Female

Children

19. Do you favour employment oriented training to adult learners in addition to their routine syllabus ?

Yes/No

If yes, mention the names of those jobs.

20. Are you satisfied with your present allowance ?

Yes/No

If no, please state the minimum allowance you expect ?

CASE STUDY

In Trichur district, the RFLP Centre - Panambilly in Kundukadavu was one of the best centres under the Development Department. The instructor had studied upto B.A. Here out of the thirty learners, seventeen learners attained the skill of reading and writing. The speciality of this centre was the co-operation and enthusiasm of the Instructor and the learners. The learners said that they liked the way of teaching of the instructor and so they used to bring their friends also to attend the classes. Sixty per cent of the learners in this centre were drop outs. They had been to the lower classes in their younger ages.

The centre was only an easy walking distance to the participants from their residence. It was arranged by the instructor at one of the learner's residence. Time was also arranged according to the learners' convenience. Lighting facilities were good. Benches and mats were arranged for seating them. Teaching aids like black-board and charts were in the centre. Those who could not attend class at the centre due to sickness or over work, instructor used to go to their houses to teach them at

their convenience. Learners were from the lower income group. They were manual workers. Fifty per cent of them were unemployed. Rest of them were either agricultural labourers or quarry workers. The learners belonged to the age group of fourteen to forty. They belonged either to SC, ST or OBC group. Instructor said the learners started writing words by themselves after the fourth month.

Teaching Methods

The Instructor used to write teaching notes for each class. She used to mark the attendance daily. From the beginning itself, she used to teach them how to write alphabets ; and that too starting with the simplest Malayalam word. She was using picture cards as the teaching aid.

Instructor used to read out to them the daily newspaper and used to talk to them about the world news. There were discussions on food habits, child care and cleanliness etc. Instructor used to sing with them. Good stories were read for them and thus she used to catch their attention to keep the class lively.

The Instructor said, when the school started functioning in November 1988, for the first three months, the learners used to come to the centre regularly. They then started dropping out. Due to the Instructor's encouragement, advice, and regular contact, about fifteen to twenty learners were regularly coming to the centre.

She used to find out the learners' difficulties through casual talks. She used to take 1½ to 2 hours daily for teaching them.

The Instructor said she had to use force to bring few learners to the centre. But when they started coming to the centre, they found that they could learn and grasp. This was an encouragement for further learning. But those who were not interested in studies, even after one year could not learn to read or write. They usually used to be absentees' too.

Instructor's Opinion About the Learners

Instructor said that the learners come to the centre with a motive. They want to solve their day to day problems. For that they wanted to know how much

help they get from the Government. If the Instructor is helpful, co-operative, and experienced, to help them and make them enthusiastic for studies, the centre will be a success. For this, the instructor should get the proper training and conceptualisation about the aims of the Adult Education Programme. She also said that, if the learners have some interest for learning, then only the instructor could teach them.

The supervisor and the officials from the Development Department expressed their satisfaction in the conduct of the centre. The Project Officer, (RFLP) Trichur District held the view that this is a model centre as regards the conduct of the adult education programme is concerned.

APPENDIX No. IVInformation Collected through Postal Questionnaire

A questionnaire was prepared and sent by post to the instructors who were working in different districts. The main purpose of this questionnaire was to get their views on certain important questions without other people influencing them. A total of 500 questionnaires were sent to 500 instructors in different districts. Out of this, three hundred and one questionnaires were received back with all the required information. Two hundred and eight questionnaires were answered by the Harijan Sevak Sangh (Vol. Agency) conducting adult education centres in Wynad district and 93 by the RFLP instructors from different districts in Kerala.

Educational Qualification of the Instructors

Higher educational qualification is one of the factors which contributes to the success of the adult education centres in Wynad district and 93 by the RFLP instructors from different districts in Kerala.

Instructor's Opinion Regarding the Motivating Factors for Learning

(Table No.2) Instructors gave more than one motivating factor for the illiterates to learn. 71 per cent of the instructors wrote that in order to get rid of exploitation, the learners intended to learn. But 30 per cent of the instructors, held that the learners wanted to learn alphabets. 26 per cent of the instructors wrote that learners wanted to write their names and address. From the answers it could be inferred that even the scheduled tribes were inquisitive to learn and to shed off their ignorance and to escape from exploitations.

Instructor's Opinion Regarding the Contents of the Syllabus

When 9 per cent of the instructors were of the opinion that the syllabus was more than enough, 42 per cent was of the view that the existing syllabus was not adequate. At the same time, about fifty per cent of the instructors agreed that the syllabus was enough for giving adequate knowledge to the learners (Table No.3).

Facilities at the AECs

Out of the 301 instructors (Table No.4) 58 per cent were of the opinion that the physical facilities at the centres were inadequate and only 42 per cent of the instructors were of the opinion that it was adequate. During the field survey, the learners were complaining about the inadequate facilities at the centres like the space to sit, seating arrangement, low quality of the kerosene lamp etc. So there is an urgent need to look into and to provide more facilities to the centres.

Opinion Regarding the Availability of Study Materials at the Centre

Table No.5 A showed that 7 per cent of the instructors were not satisfied with the study materials they had received. They needed more charts and other teaching aids at the centres. 58 per cent of the instructors wrote that, to some extent, the teaching materials were useful for teaching. They needed more useful and better teaching aids for teaching. At the same time 35 per cent of the instructors were satisfied with the present level. But others wanted Almaraha, to keep the

teaching aids, slates and pencils, note books, different types of teaching aids like picture cards; calendar, news paper etc.

Instructors' Opinion Regarding Timely Distribution of Study Materials

Table No.5(B) showed that 84 per cent of the instructors were of the opinion that they had got the teaching materials at the proper time. But 16 per cent under both the agencies complained that they did not get the teaching and learning materials at the proper time. During the field work also there were complaints that teaching and learning materials were not supplied at the beginning.

Instructors Suggestion Regarding Giving Incentives to Learners

(Question No.13) The learners were mostly wage labourers. For the whole day they work either at home or in the work place for monetary gains. They compare the time spent at the centre with the monetary benefits, which they would have got within that time, so in order to attract them to the centre, some kind of incentives should be given.

The instructors' opinion had been rated and given below :

1. Some food to eat (80%)
2. Facilities to learn handicrafts and tailoring(75%)
3. A set of dress to the learners (60%)
4. Experts to take classes on different subjects(55%)
5. Film shows and medical assistance (52%)
6. Provide employment training (50%)

(only those opinion rating above 50% had been shown here)

Dropouts

Out of the 301 questionnaires, 61 per cent of the centres experienced dropouts (Table No.6). Only 39 per cent of the instructors were of the opinion that there were no dropouts in their centres.

Table No.7 showed the reasons for discontinuing their studies, 33 per cent of the instructors stated that it was due to the heavy work and physical tiredness. According to 16 per cent of the instructors, the learners work at home, prevented them from attending the classes.

Instructors were pointing out that change of residence due to marriage (in the case of women) and work, were the main reasons (in 34 per cent cases) for the drop-outs. Sickness was another reason. All these reasons give a clear picture of the hard life of the poor illiterates.

During summer, the scheduled tribes used to go to the interior forest and stay there to collect materials like honey, wax, wood, medicine and other valuable materials. They come back when the rainy season starts. Only during the rainy season these tribals were available in their huts. So change of residence was one of the major reasons for drop outs in the tribal areas.

The adult education programme has to take into consideration all these seasonal/adverse factors before they arrange the classes.

Change in the Attitude of the Learners as a Result of the Implementation of the Adult Education Programme

(Question No.16) As a result of the implementation of the AE Programme, learners especially the tribal population showed a good change in their behaviour. The instructors' opinion had been rated and the opinion rating above 50% are given below :

1. They started wearing clean clothes 80%.
2. They now clean their body and dress 76%
3. They talk better language 60%.
4. Started asking better wages for work 60%
5. Clean their surroundings 57%.
6. Now they come out and receive and talk to the outsiders 55%.
7. Now they light a lamp in the house 55%.
8. Prepare better clean and tasty food 50%.

How many Adults Learnt to Read and Write within Five to Six Months Time in the Centre

The instructors were of the opinion that 5376 people had become literate within five to six months time in their centres. Out of this 5376 persons, 51 per cent were women and 33 per cent were men and 16 per cent were children. This information is very helpful for further decision making in the case of fixing the duration of the centres.

Do you Favour Employment Oriented Training to Adults along with their Routine Syllabus

Table No.9 showed that out of the 301 instructors 291 agreed that training in occupational skill could be the

most suitable incentive to the learners to attend the centre. This training in skill formation would help the learners to achieve better wage earnings in life. The instructors gave the names in the order of their preference for the different types of occupations. Their opinions are rated and given below :

Training in

1. Handicrafts 70%
2. Tailoring 60%
3. Better agricultural methods 60%
4. Weaving 53%
5. Poultry farming 55%
6. Plastic works 50%
7. Basket making 48%
8. Cattle rearing 45%
9. Mat making 45%
10. Group farming 42%

Names rating above 40% only are given here.

Satisfaction of the Present Allowance

Table No.10, showed that 82 per cent of the instructors expressed their opinion that their present honorarium was insufficient. When one present, of the instructors were reluctant to demand a higher salary, 17 per cent stated that they were satisfied with the present honorarium. This information supported the earlier findings collected through the field survey. The instructors had given different views about the amount of the allowance. They had demanded Rs.300 to 500 as their allowance.

TABLE 1

Educational Qualification of Instructors

Sl.No.	Agency	Below S.S.L.C	S.S.L.C. failed	S.S.L.C passed	Pre- degree	Degree & Above	All
1.	Harijan Sevak Sangh	6	54	90	47	11	208
2.	Development Department	NIL	7	63	14	9	93
	All	6	61	153	61	20	301

TABLE 2

Instructor's Opinion Regarding the Motivating Factors
for Learning

Sl.No.	Agency	Learn alphabets	To write own address	To write letters	get rid of exploitation	Others	All
1.	Harijan Sevak Sangh	63	60	29	143	19	208
2.	Development Department	28	17	10	71	3	93
	All	91	77	39	214	22	301

TABLE 3

Instructor's Opinion Regarding the Contents of the Syllabus

Sl.No.	Agency	More than enough	Enough	Not adequate	All
1.	Harijan Sevak Sangh	18	92	98	208
2.	Development Department	9	56	28	93
	All	27	148	126	301

TABLE 4

Instructor's Opinion Regarding Facilities at the AE Centre

Sl.No.	Agency	Adequate	Inadequate	All
1.	Harijan Sevak Sangh	65	143	208
2.	Development Department	60	33	93
	All	125	176	301

TABLE 5 (A)

Instructor's Opinion Regarding the Availability of
Study Materials to the Centre

Sl.No.	Agency	Satisfactory	To some extent	Not at all	Total
1.	Harijan Sevak Sangh	65	127	16	208
2.	Development Department	41	48	4	93
	Total	106	175	20	301

TABLE 5 (B)

Instructor's Opinion Regarding Timely Distribution of
Study Materials

Sl.No.	Agency	Yes	No	Total
1.	Harijan Sevak Sangh	172	36	208
2.	Development Department	80	13	93
	Total	252	49	301

TABLE 6

Existence of Dropouts

Sl.No.	Agency	Yes	No	Total
1.	Harijan Sevak Sangh	129	79	208
2.	Development Department	55	38	93
	Total	184	117	301

TABLE 7

Reasons for Dropouts

Sl. No.	Agency	No Opin- ion	Change of re- side- nce	Marr- age in the case of women	Work at home	Sick- ness	Heavy work	Any other	Total
1.	Harijan Sevak Sangh		43	33	36	22	67	14	215
2.	Development Department	10	7	19	12	8	32	5	83
	Total	10	50	52	48	30	99	19	298

TABLE 8

Literacy Achieved by Learners within Five to Six Months

Sl.No.	Agency	Centres	Female	Male	Children	Total
1.	Harijan Sevak Sangh	208	1649	1273	541	3463
2.	Development Department	93	1112	467	334	1913
	Total	301	2761	1740	875	5376

TABLE 9

Instructor's Opinion Regarding Employment Oriented Courses

Sl.No.	Agency	Yes	No	Total
1.	Harijan Sewak Sangh	201	7	208
2.	Development Department	90	3	93
	Total	291	10	301

TABLE 10

Instructor's Opinion Regarding their Present Honararium

Sl.No.	Agency	Satis- factory	Unsatis- factory	No Opinion	Total
1.	Harijan Sevaak Sangh	24	182	2	208
2.	Development Department	26	65	2	93
	Total	50	247	4	301

The Total Literacy Campaign in Kerala State

Kottayam Town

Kottayam is the first town in India which has got the credit of attaining 100 per cent literacy on 12th June 1989. The unique achievement was the result of a year long movement involving people at all levels. It is also a shining example of what good interaction between the bureaucracy and the public can achieve. The campaign was called 'Operation Flood Light'.

The Government of India had sanctioned the project proposal for a literacy campaign for the total literacy of Kottayam Municipal area. It was for the total literacy of Kottayam Municipal area as a people's Education and Literacy campaign for 100 per cent literacy within 100 days time. The formal launching took place in December 1988. In January the socio-economic- educational survey was conducted and found that about 2206 people were illiterate in the age group of 6 to 60. They include those who had learned upto IV Standard and were weak and needed brushing up of literacy classes.

The SRC and the project officer assisted and guided the National Service Volunteers, who were in charge of the 32 wards in the Municipal Town. The literacy brigade included the youth squads, SSLC Students, Social Workers, retired people, etc., and they had training at different levels.

Teaching the illiterates is not an easy job. Though the initial resentments were over, Scepticism still prevailed. So only through different campaigns and follow up programmes, the illiterates could continue in their attainment of literacy and functionality.

After the 100 days literacy programme, different one month campaigns were organised as follow up programmes. They were the reading habits, planting shady trees in the town, cleaning the town etc. Such programmes will come to a close by September 1990.

According to the evaluation agency, it was found that 80 per cent of the illiterates were able to reach literacy as per ILM standards upto 12th June 1989. The other 20 per cent include, mental or physically ill persons mentally retarded, the drug and liquor addicts, the chronically ill, physically handicapped, non regular residents, and those who were totally opposed to learning etc.

Ernakulam District

In Ernakulam District, the scheme to achieve total literacy among illiterates in the age group of 5 to 60 was launched on the Republic day in 1989. The district literacy programme was purely on voluntary basis. The first six months were utilised for training the instructors and for building up the publicity campaign.

The programme was for not merely making the illiterates capable of reading and writing, but also for imparting to them, functional literacy and for creating an awareness among the masses, through the whole hearted involvement of the people.

Literacy Councils were organised in the district level, panchayath, corporation, municipal, block and also at the 1100 wards in the district. For teaching the volunteer instructors, master trainers were engaged for each ward. The Kerala Sastra Sahitya Parishad had been helping in training the Preraks. For the successful execution of the project like this the most important was public support, and six months were utilised for publicity campaign and for local organisational set up. The mass support had to be converted into mass movement, with the people's involvement at every level.

'As per the 1981 census, the literacy in Ernakulam district was 76.8 per cent. The survey revealed that there were 1,84,787 illiterates of whom 1,15,578 were women. Of the total illiterates, 65 per cent were above 35 years of age. 22,000 voluntary instructors were working for eradicating illiteracy.'¹

In the nearly 1100 wards of the lone corporation (Cochin) seven municipalities, and 86 panchayats in the district, people's committees were constituted, headed by the concerned ward members. Apex bodies were constituted for overall co-ordination. The Kerala Sastra Sahitya Parishad and the Kerala Association for Non-Formal Education and Development (KANFED) were actively associated with the project.

1,69,036 enrolled as learners and 22,000 instructors and master trainers conducted classes as voluntary services. The centres operated mostly between 6 and 10 P.M. When regular classes began in May 1989, it was found that the eye sight of many were poor. Eye checkup was conducted for 1.25 lakh of persons and spectacles were distributed to 75,000 people.²

1 & 2 The Hindu, Sunday, February 4, 1990., P.24.

Periodical monitoring and evaluation was conducted and cases of dropouts were notified to the local literacy committees.

Out of the 1,84,787 illiterates it was later assessed that 15,751 (8.2 per cent) of the illiterates could not be educated, for several reasons like sickness, alcoholism, physical disability, mental retardation etc. 120 Jana Sikshan Nilayams started in Ernakulam district for the follow up programme.

On February 4th 1990 The Prime Minister of India declared Ernakulam district as the 1st district in India which has attained 100 per cent literacy. The literacy campaign had created an awareness in the people, that education is very essential for a better living.

Akshara Keralam

The total literacy campaign in Kerala State

Kerala state will be the first state in India which will be attaining cent per cent literacy within a year. The Prime Minister of India inaugurated the programme on 4th February 1990. The State level 'Literacy Campaign Committee' started functioning with the Chief Minister as the Chair Person of the 'Saksharatha Samithy'.

April 8th 1990 was observed as the literacy survey day in the whole state. A squad of 5 to 6 volunteers went to 50 houses which were allotted to them for survey. The rough estimate shows that about 40 lakhs of people are illiterate in the State. An estimate of Rs.20, crore has been estimated for the expenditure. Out of this, 3 crore will be spent by the Central Government and another 3 crore by the State Government. The rest has to be collected by way of voluntary donations.

The whole Kerala is divided into 40 project areas and each project is sub divided into 20 small project. In each district the District Collector is in charge of the district activities. The (Jilla Saksharatha Samithy) the district literacy campaign committee guides and helps the municipal panchayat and the ward committees for its smooth functioning.

All other adult education programmes which were running with the help of the government aid stopped functioning and they are voluntarily co-operating with the state voluntary Instructors under the Saksharatha Samithy to eradicate illiteracy.

This is a people's mission and it can succeed only through the people's whole hearted voluntary work. Leaders of all political, religious, and other organisations are jointly working and have issued joint statements seeking the co-operation of the public for the programme. Special care has been given to launch special projects for the tribal belts.

After one year, Kerala state will emerge as the first state in India having hundred per cent literacy.

S E M I N A R

On 15th June 1990, Indian Institute for Regional Development Studies, Kottayam conducted a seminar on 'Adult Education Programme in Kerala' at Kozhikode. Professionals, officials of different organisations, Panchayat Members, Adult Education Instructors and people from different walks of life participated in the seminar. Papers on various aspects of the subject were presented and it was followed by a very fruitful discussion.

The main points that had come up during discussions were :-

1. The ultimate motive of the Adult Education Programme is eradication of poverty.
2. Survey must be conducted to identify the illiterate persons.
3. People's participation is a pre-requisite for total eradication of illiteracy in the state.
4. Success of the Adult Education Programme depends upon the motivation, understanding, and efficiency of the instructors in the execution of their

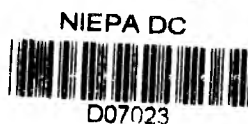
functions. Instructors and supervisors should be from the same locality. Certificates should be given to those instructors who are making a good number of illiterates to literates. As a recognition of their hard work, the instructors' remuneration should be increased from Rs.100 to Rs.250.

5. The instructor with the help of the ward samithy and the organisation should cater to the needs of the illiterates.
6. To create enthusiasm, education should be combined with songs and other interesting activities.
7. Job oriented instructions should be imparted so that the illiterates could acquire some skill/knowledge for a better living. Women who form 60 per cent of the participants in each centre are eager to learn a new technology for getting a better livelihood. The element of functionality should be in the curriculum.
8. Training in job oriented instructions could attract the participants for regularly attending the centre.
9. The duration for the basic adult education programme could be reduced to six months literacy and two months functionality.
10. In each ward, at least one Jana Sikshan Nilayam should be established so that neo-literates could take up further studies, for their own development.

11. The district Adult Education Officer can be provided with a jeep instead of a car to supervise all the Adult Education Centres including JSN in the district.

The Seminar put forward specific recommendations to the Government for consideration. They are :

1. Social workers who have a hold in the area should be selected as instructors of the Adult Education Programme. As a recognition to their work, the salary could be increased from Rs.100 to 250, so that they can work for more time for the benefit of the illiterates.
2. Job oriented training may be included in the curriculum as an incentive, so that the poor illiterates could earn a better living.
3. With proper co-ordination between the Rural Development Department and Adult Education Department, the Adult Education Programme could be made more effective and useful tool for the development of man which leads to eradication of poverty and illiteracy.



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