

**A STUDY OF THE WORKING OF
THE RURAL FUNCTIONAL LITERACY PROJECT
IN PERUMKADAVILA BLOCK, 1982-83
AND THE
ACHIEVEMENTS OF THE LEARNERS**

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FOREWORD

Rural Functional Literacy Programme has been under implementation in the State as a continuation of the Farmers' Functional Literacy Programme, which was started during 1973. The programme is now implemented in the Districts of Trivandrum, Alleppey, Trichur, Palghat and Cannanore. The annual target is to operate 1500 Functional Literacy Centres at the rate of 300 each in these districts. Two Blocks have been selected in each district, and in each Block in turn 150 centres are functioning. There will be 30 learners in a Centre. Thus in 10 Blocks 1500 centres are run to serve 45000 learners per year. The duration of a centre is 10 months with 300 hours of work. Till 1982-83 about 2,12,054 learners were made literate under FFLP and RFLP on functional grounds. During the current year 1500 centres have been opened and 45,000 learners are attending in these classes.

The State Resource Centre for Adult Education in Kerala, which was set up under the National Adult Education Programme (NAEP) has conducted a concurrent evaluation on the implementation of the Programme in Perumkadavila Block of Trivandrum District during the year 1982-83. The study report is the first of its kind conducted on RFLP in Kerala and therefore bear much importance.

The State Government is publishing the study report through the Rural Information Bureau of the Development Department, since it is felt that the study will be of considerable use to all those concerned with RFLP in this State and in the other States.

I am utilising this occasion to express my gratitude to Prof. N. P. Pillai, Director of the State Resource Centre and his team for having conducted this useful study.

Trivandrum,
18-1-1984.

P. SHANMUGHASUNDARAM,
*Development Commissioner and Secretary to
Government.*

PRFFACE

This is the first study of its kind done in Kerala, though evaluation or appraisal studies of NAEP Centres, some on a more extensive scale, have been carried out in a few places elsewhere in India by external agencies. It tries to combine and correlate the conditions in which the Adult Education Centres are run under the Rural Functional Literacy Project in the State and the achievements of the learners in the 3 R's as well as in oracy, awareness of problems of living and knowledge of a vocation. For surveying the facilities available in the literacy centres and for assessing the achievements of the learners, reliance has been made on the animators for the simple reason that they were the persons who knew best the centres and their learners. The evaluation of the learners has been done in a rather unique way, combining the advantages of both an external and an internal evaluation. The test paper was set by the Director of the State Resource Centre for Non-formal Education, an external expert, but it was given to the animators of the R. F. L. P. Centres at least one month ahead of the testing time, and they were asked to familiarise the learners with all items in the test and get them answered without setting any restrictions as in a formal examination. The valuation of the answer scripts was also left to be done by the animators, though strictly according to instructions given, and later subjected to a scrutiny by the SRC. This procedure was decided upon as it offers a solution to the vagaries of an external evaluation conducted by persons who may or may not set questions on the basis of objectives and value their answers without knowing what the learners have been taught, and the vagaries of the internal examiners who may not seek to test all the objectives if they have not covered them in teaching and may not strictly and impartially evaluate the scripts of their own wards. It is not claimed that this is a flawless method of assessment, but it can be perfected if proper precautions are taken against wilful misuse of the trust imposed on the internal evaluators.

If the learners of the RFLP Centres in Perumkadavila Block have secured above average scores in all the objectives tested, it may partly be due to this procedure of testing. To a large extent, however, the credit for it should go to the animators, supervisors and all the other project staff who had done commendable work. Therefore, the findings of this study, if widely disseminated, would certainly help lend encouragement to all who work in the RFLP sector in the different districts of the State and to some extent offer guidelines to all others as well, who are engaged in the task of Adult Education for improving their performance. It is this conviction that prompts the State Resource Centre for Non-formal Education, Kerala, to welcome the publication of this Report by the Rural Information Bureau of the Development Department, Government of Kerala for and on behalf of the SRC.

We are grateful to the Minister, the Secretary Shri M. Shannugha Sundaram, Shri M. Kamaluddin Sahib, Deputy Development Commissioner and Ex-officio Deputy Secretary, Shri E. Vasu, Chief Officer, RIB all other officers of the Development Department for this kind gesture of goodwill and support to the SRC and the project staff for all the help given. We are specially indebted to the Secretary, Development Department, for the foreword he has been kind enough to write. Our thanks are due also to the Chief Officer of the Rural Information Bureau for getting the Report printed and published in a very short time. We sincerely hope that the SRC/KANFED would continue to get similar co-operation and help from the Department in all its eudeavours in future.

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30-12-1983.

Dr. N. P. PILLAI.

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I. INTRODUCTION

1. Objectives of the study

The Rural Functional Literacy Project (RFLP) was implemented in 5 Districts of the State of Kerala, namely Trivandrum, Alleppey, Trichur, Palghat and Cannanore in 1982-83. In each District two Development Blocks were selected for the purpose, as given under

Trivandrum	Perunkadavila Vellanad
Alleppey	Muthukulam HariPAD
Trichur	Vadakkancherri Chevannoor
Palghat	Attappadi Chittoor
Cannanore	Kanjangad Neeleswaran

In each of these Blocks 150 literacy centres were run under the control of a Project Officer. An Assistant Development Commissioner exercised general supervision and gave necessary directions from time to time.

In July 1982 the State Resource Centre for Non-formal Education (S.R.C.) established in the Kerala Association for Non-formal Education and Development (KANFEED) decided to conduct a survey of the literacy centres in one of the Blocks to find out the facilities offered in these centres for the effective implementation of the adult education programme and evaluate the learners to find out the strengths and weaknesses of the programme and their learning achievements. The Director, SRC personally discussed this matter with Shri P. Padmanabha Pillai, Project Officer, RFLP, Trivandrum District and at his invitation, participated in the training camp for RFLP workers being conducted at that time in the Vellanad Block, Trivandrum District to personally acquaint himself with the problems confronted by the organizers and literacy workers (animators) and their perceptions about the programme. This was in the month of September. The Director then visited some of the literacy centres run by different agencies in Trivandrum District including the RFLP to find out for himself the actual situation in which learning was imparted and the way it was done. After studying all the conveniences that the researchers could get in Vellanad and Perunkadavila Blocks including easy access to the literacy centres, the Director finally suggested that the study should be conducted in the Perunkadavila Block, and the Project Officer agreed.

This is a 'type' study. The conditions this study would reveal will more or less be the same in every other Block where the RFLP is organized. The strengths and weaknesses of the programme, as revealed, will also be the same in most places. Hence the suggestions for improvement, offered as a result of this study, will also be applicable to all literacy centres run under the RFLP. Many of these may, *mutatis mutandis*, be applicable to all literacy centres, run outside the RFLP also.

2. Assumptions

In the light of past experiences of the researcher, the following assumptions were held:

1. That, in a State like Kerala where women are free from many inhibitions, if literacy centres are organized in places suitable to them, more women than men from the disadvantaged groups would enrol themselves for learning and continue to complete the course.
2. That, the greater part of the drop-outs will occur during the first five months, after which those who still continue, will mostly complete the course.
3. That, the provision for imparting functionality is generally confined to theoretical instruction only and that techniracy is not being imparted in most literacy centres.
4. That, the achievement of learners will be greatest in oracy if creating awareness is attempted through discussions, and that the achievement of learners will be normally lowest in numeracy.
5. That, in most literacy centres, not more than 50% will continue to attend for 10 months and still less will successfully complete the course and become literate.
6. That, most of the workers come from lower income groups and they have to be given fair wages if they are to be enabled properly to attend to their duties.

3. Definition of Terms

(1) *Centre*.—The term 'Centre' is used often in this Report to mean a 'literacy centre'. It is a centre where literacy work is conducted for 10 months.

(2) *Worker*.—The term 'Worker' or 'literacy worker' is used in this Report to mean the person in charge of a literacy centre. His business is to organize the centre, to keep registers of attendance and other activities, conduct literacy work there, and to get Resource Persons to take special classes. He is also referred to as 'animator'.

(3) *Resource Person*.—The term is used to refer to all persons who are specialists or have enough competence to deal with specific topics and guide a discussion.

4. The suitability of the area selected for study

The Perunkadavila Block is one of 12 blocks in the Neyyattinkara taluk and is easily accessible by road from Trivandrum. The Block office is only 32 kilometres away. It has an area of 304.30 square kilometres.

As per the 1981 Census, it has a total population of 189,524. Of this, 94,992 are males and 94,912 are females. The Scheduled Castes number 15142, and the Scheduled Tribes 1833. Together they make a little less than 9% of the population. The literate population is 126,663, of whom 67917 are males and 58746 are females. The percentage of literacy in Perunkadavila Block is 66.83 as against the State average of 70.42%.

There were 18 High Schools, 23 Primary Schools and 40 Lower Primary Schools within the Block so that the facilities for formal education were quite adequate for all sections of the people desirous of benefiting by it. Those who were still left out were mostly the disadvantaged groups.

For administrative convenience the Block is divided into 9 Panchayats. They are:

- (1) Kallikkad
- (2) Ottas kharamangalam
- (3) Aryankode
- (4) Perunkadavila
- (5) Perupazhuthur
- (6) Amburi
- (7) Vellarada
- (8) Kunnathukal
- (9) Kollayil

The Block has a large area which borders on forest land and is hilly terrain, but all parts are accessible by country roads and footpaths.

A study of the above facts made it clear that it was a typical area for studying the impact of the literacy drive by the State of Kerala.

5. Methodology

A Questionnaire was immediately prepared (See APPENDIX I). It contained seven Schedules and one Evaluation Sheet. They are:

- (1) A status survey of the literacy worker/Supervisor
- (2) A survey of the conditions obtaining in the literacy centres
- (3) A survey of the problems of organisation
- (4) A survey of the problems of attendance
- (5) A survey of the learning materials and methods
- (6) A survey of the literacy levels attained by the learners and the social changes accrued.
- (7) Opinions of the learners
- (8) Evaluation Sheet.

The seven Schedules and the Evaluation Sheet were distributed to the literacy workers of Perunkadavila Block on 18th February, 1983 while they were having a two-day training camp at Perunkadavila. Shri C. S. Abdul Majid and Shri C. K. Mohan Das, Research Associates, S. R. C., attended the training camp with the Director. The Director explained the contents of the Questionnaire, item by item, at a common meeting of the literacy workers and Supervisors, and the Research Associates followed it up by contacting the workers in each of the 5 groups separately with its Supervisor, to give necessary clarifications on points raised by them. The need to fill up each item of the Schedules honestly and to administer the Evaluation Sheet properly was stressed. The animators were particularly asked to explain, in the course of their routine teaching, each item of the Evaluation Sheet to the learners

and to teach the answers to each of the questions asked together with many other similar questions and their answers and give practice in the way the answers were to be written by giving a few class tests so that when this test was finally given, they would not feel lost, and would be able to do their best without getting any examination fright. It was agreed that the animators would fill up the first six Schedules and see that the seventh Schedule was filled up by the learners or with the help of the learners, and when they were completed, return them to the Director through the Project Officer. The Evaluation Sheet was to be administered to all the learners of a centre on a particular day and collected after the lapse of roughly, not exactly, $1\frac{1}{2}$ hours, as this is not a speed test, and as it would avoid unnecessary haste and nervousness on the part of the examinees. This was to be done after the oral test and the reading test have been conducted. It was suggested that the oral test and the reading test could conveniently be given at class time during the last two weeks before the final written test. These instructions were scrupulously carried out in all the centres. The final test was administered on 30th March, 1983. The papers were all handed over to the Director, S. R. C., the very next day by Shri Padmanabha Pillai, the Project Officer, in person.

The analysis of the Schedules and the Evaluation Sheet was done by the Research Associate, Shri D. Nelson assisted by Research Associate, Shri C.K. Mohan Das. A good proportion of the answer papers were checked by them to find out whether marks were awarded only to the answers written, and were given as per instructions.

Out of the 150 filled up Questionnaires received, 50 were selected for analysis by random sample—taking every third Questionnaire in the order in which it was found placed in the bundle without regrouping them under Panchayats for getting a proportionate number of centres from each Panchayat or under any other kind of stratification. The list of selected centres is given in *APPENDIX II*. The answers in each of the first six Schedules were then tabulated and passed on to the Director. As for the seventh Schedule and the Evaluation Sheet, every alternate paper was selected for analysis. The consolidated tables were made available to the Director by the end of October, 1983 for writing the Report.

6. Limitations of the Study

The study suffered from all the short-comings consequent on the use of the Questionnaire technique for the survey of the 150 literacy centres. More so because the respondents were all young men and women, inexperienced in answering Questionnaire schedules, and could not be depended upon for taking the task seriously. The S. R. C., does not have more than a few research officers. If the survey was to be even partly supervised by the S. R. C., it would have had to commission a large number of paid investigators. This was considered an impossible thing, and so the only possibility was to ask a few good friends of the locality to see that the returns were made correctly. How far this was effective no one can say. The returns were prepared by the literacy workers of the respective centres and were checked by the Supervisors concerned. However honest they might have been, it cannot be ruled out that at least some of them would have slightly, at least, bloated up the attendance of learners or the facilities available in the centres for fear that their centres should not be considered as below par. This situation was anticipated and taken into account in preparing the Questionnaire. A few questions were repeated in differing words in different contexts to find out whether there was any inconsistency in the answers given by the animators. For cross checking the information given by the animators, information was asked from the learners as well. Of course, as the learners could not fill up the forms by themselves, they would have had to seek the assistance of the animators in completing them and hence, if they wanted, they could have manipulated that information too. The cross checking done at the S. R. C., however, convinced us that not much of manipulations had taken place and so the data received was considered reliable. Variations between the statements given by the animators and the learners were indeed minor and could easily be adjusted.

The Evaluation Sheet was also entrusted to the animators to administer and to score the answers. Any other way of doing this was not conceivable for the S. R. C. at that time. An army of 150 people would have been necessary to be requisitioned by the S. R. C. for a period of 3 days if the tests, (one oral test, one reading test and one writing test) were to be given by them simultaneously in all the centres. However, a check of the answer papers did not reveal any tampering with them by the animators. Nearly 30% of the answer sheets were checked by the research officers of the S. R. C. They found that the answers were all written by the learners themselves, and except in very few cases, the valuation of the scripts was strictly in accordance with the instructions given.

In any case, these are limitations which must be kept in mind in any evaluation of this study.

II. ANALYSIS AND INTERPRETATION OF DATA

Responses of Literacy Workers

In the following six sections the first six Schedules filled in by the literacy workers are analysed and interpreted.

1. Status Survey of Literacy Workers/Supervisors

The first Schedule seeks information relating to the literacy workers and Supervisors.

(a) *Age and Educational Qualifications.*—Most of the literacy workers were women. Out of the 50 literacy workers—one for each of the 50 centres selected for study—39 were females and only 11 were males. 18 of them were in the age-group 16-25; 25 belonged to the age group 26—35; and 7 were in the age-group 36—45. This shows that while 36% of the literacy workers were perhaps very young, 64% of them were more mature persons who could command the respect of adult learners. Regarding educational qualifications, 32 out of 50 (64%) were S.S.L.C. holders and 5 (10%) had higher qualifications like Pre-degree pass and B.A. Degree. One had M.A., and M.Ed. Degrees 12 had completed S.S.L.C., but had not passed. Only one did not have 10 years of schooling. That 74% of the literacy workers had S.S.L.C. or higher qualifications is very creditable.

(b) *Income.*—However, when we consider how many of these people were otherwise employed, the picture that arises is very dismal. Only 2 were self employed. One was employed in a private firm. 5 persons were casual helpers. 42 (ie. 84%) were unemployed. All the income 31 (62%) of them got was the incagre allowance that was paid to them for the adult education work. 15 earned below Rs. 50 per month from other sources; 3 earned between Rs. 50 and 100, while only one had an additional income over Rs. 100.

Seven of the men and 19 of the women were unmarried, but the others were all married, i.e. 6 men and 18 women and they had each to support a family. These are factors which detrimentally affect the motivation of the literacy workers to do full justice to the task they have undertaken.

(c) *Caste distribution.*—The caste-wise distribution of the literacy workers shows that only 3 belonged to the Schedule Tribes; 11 belonged to the Scheduled Castes and 36 (72%) belonged to other communities which are educationally more advanced.

(d) *Training.*—Of the 50 literacy workers 37 (74%) were freshers, who had received training only during 1982-83. 7 persons had two years' experience in adult education; 2 upto 3 years; 3 upto 4 years and one up to 5 years. The latter would naturally have had more days of training. 13 persons thus claim to have had some training before they got appointed as animators in the RFLP centres at Perunkadavila. 37 persons had received 21 days training, while one had received 48 days training; one had 40 days training, 3 had 31 days' training, 3 had 29 days training, 2 had 28 days' training, 2 had 7 days' training and one had only 2 days' training in-service.

The literacy workers were all asked to keep personal diaries, but only 34 (68%) were following this instruction. It is in this personal diary that the worker was required to note down changes in the behaviour or attitude of the learners from time to time, as well as the progress they showed in reading, writing and arithmetic, besides other important day-to-day occurrences.

(e) *Supervisors.*—For the 150 literacy centres the RFLP scheme provided for the appointment of 5 Supervisors—one for every unit of 30 centres. Four of the Supervisors were University graduates while the fifth had studied up to the Degree class final year. They all belonged to the 20-30 age group.

2. Conditions obtaining in the literacy centres

(a) *Location.*—The 50 RFLP centres selected from among the 150 centres were all run by the Development Department. All were located in rural areas. 42 of them (84%) had name boards. 12 of them were for men (24%); 33 were for women (66%) and 5 of them were for both men and women (10%). Almost all of them were run by Mahila Samajams, libraries and Youth Centres. 22 of them (44%) were located in private houses, 6 of them (12%) were in libraries; 3 of them (6%) were in schools. The rest (19, ie. 38%) were located in sheds. While 36 centres were conveniently situated, 14 of them (28%) were difficult for the learners to reach.

(b) *Facilities.*—49 centres (98%) worked 6 days a week while one centre (2%) worked only for 5 days. 48 of them (98%) worked in the late afternoons or evenings, one in the morning and one at night. All centres worked for 1½ hours. However only 46 centres (92%) had enough seating capacity for all the learners. 10 centres (20%) had no lighting arrangements as they did not need them; 31 centres (62%) used kerosine lights, 7 centres (14%) had petrolmax lights, and only two centres (4%) had used electric lights, though many more had electric connections. All the centres had facilities to display pictures, wall-newspapers etc. In 33 centres (66%) the learners sat on the floor, while 17 (34%) had benches. 47 out of 50 (94%) had black boards. In all the centres slates and note books had been issued for writing. 6 centres (12%) alone had made provision for conducting some kind of nominal work activity.

3. Organization of the Literacy Centres

(a) *Choosing the site.*—The centres were located in places selected by the workers themselves, by RFLP officials, by the learners, or by the local committee. Out of the 50 centres 19 were selected by the workers (38%), 13 by local officials (26%), 12 by the learners (24%) and 3 (6%) by the local committees. Obviously in many places the local committees were formed only after the sites were determined by the RFLP officials with the help of the literacy workers. No information is available in the case of 3 centres as to who selected their location.

(b) *Literacy Surveys.*—48 centres (96%) had conducted a literacy survey of the locality before a centre was started there to find out the number of illiterates and ascertain their willingness to attend the literacy centres. 35 of the centres (70%) surveyed between 50 and 75 families each; 20 to 30 families were surveyed by each of 7 centres (14%); 31 to 50 families were surveyed by each of 4 centres (8%); 75 to 100 families by one centre (2%) and 100 to 200 families by another centre (20%). Whether the remaining two centres conducted a survey or not is not known; nor is it known how they located their learners without a survey.

The total number of people who were covered by the survey conducted by the 48 centres was 10,994, which included 1,193 men and 1,235 women from among the Scheduled Castes and 292 men and 310 women from among the Scheduled Tribes. The total illiterate population in this group numbered 4,849, which is a little over 44.30%; and it included 946 men and 1,090 women from the Scheduled Castes and 267 men and 233 women from among the Scheduled Tribes.

(c) *Enrolment.*—The number of illiterates who agreed to enrol or were picked up for enrolment were 1428 for the 50 centres. This works out to 29 learners per centre but the actual number enrolled and were present on the first day of the first month in the centres was only 1,313, which works out only to 26 learners for each of the centres. This included 194 males and 262 females from among the Scheduled Castes and 95 males and 58 females from the Scheduled Tribes. This means that while some of the 50 centres had enrolled 30 learners each, others were able to get only a less number to attend them.

In 47 of the centres (94%) the occupation of the learners happened to be more or less the same—agricultural operations. This made it easy to organize lesson discussions and other field activities.

(d) *Local Committees.*—Only 36 out of the 50 centres (72%) had local committees. 13 of these committees were constituted by the workers themselves; 9 by the local people and 5 by the RFLP officials. How in the rest (9 centres) local committees were constituted is not clear. Of these committees 11 did not meet at all; 3 met only once; 10 met twice, 3 met 10 times, 7 met 8 times, one met 9 times and one met 7 times in the course of ten months. Generally speaking we may say that most of the local committees had not been active. 22 of these local committees had less than 10 members while 14 had between 10 and 20 members. Of the members as a whole, 19 males and 2 females were members of the Panchayats; 35 men and 17 women were officials; 35 men and 23 women were local leaders; 80 men and 95 women did not belong to any of these categories. Altogether those who worked in local committees numbered 314,—176 males and 138 females. In 14 centres the local committee members gave some financial assistance.

4. Information about learners

(a) *Age-groups.*—At the end of 10 months when this survey was taken, the number of learners below the age of 15 in the 50 literacy centres selected for study were 44. Of these 7 were boys and 37 were girls. This does not work out even to one such learner in a centre. In any case they were kept as supernumerary.

Those between 15 and 24 years of age numbered 338, and those between 25 and 35 were 460. In the 15 to 35 age group, 160 were men and 638 were women.

The Government of India seeks to make literate all the illiterates in the age-group 15 to 35 before 1990. The number of learners enrolled and were present on the first day of the first month in the 50 centres under study were 1313. The learners in the age-group 15 to 35 at the end of 10 months were only 798, which makes only 60% of the total enrolment.

In the age-group 36-45 there were 196 persons—26 men and 170 women. Those above 45 numbered only 22—10 men and 12 women. Thus it is seen that the learners above the age-group 15-35 in the 50 centres under study were only 218.

(b) *Occupational status.*—The occupations of the learners were also ascertained. 182 men and 454 women were agricultural labourers. They formed the largest group. Next came casual labourers working on land, headload workers, construction workers, bullock cart drivers etc. 184 men and 132 women belonged to this group. Mostly the working women belonging to the above two groups were also house keepers—women who were only house wives were practically few. No fishermen had enrolled in any of these centres, but there were 15 fisher women, whose business was vending fish brought from the coastal areas. Those who did not belong to the above categories numbered only 53 persons, 15 men and 38 women.

(c) *Attendance.*—Attendance during a day of surprise check on the first month was 215 for men and 555 for women; thus in all, 770 persons were present on that day in the 50 centres taken together. This makes an average attendance of 15.4 learners per centre (say 15 learners) and an average attendance of 56.5% on the total enrolment of

1313 learners in 50 centres on the selected day of the first month of the course, which, to say the least is disappointing. Of the persons who were present, 358 were from Scheduled Castes, 96 men and 262 women. The Scheduled Tribes who attended numbered 90 men and 16 women. During the second month, on the day of surprise check 205 men and 520 women, making a total of 725 learners were present. Among them were 87 men and 231 women from the Scheduled Castes and 80 men and 15 women from the Scheduled Tribes. During the third month the total attendance fell to 708—198 men and 510 women. Of these, the Scheduled Castes numbered 307—81 men and 226 women; and the Scheduled Tribes numbered 89—73 men and 16 women. Attendance during the fourth month was only 657. Of these 173 were men and 484 were women. 283 of them belonged to the Scheduled Castes, and while only 73 of them were men, 210 were women. The tribals accounted for 81 persons, of whom 69 were men and 12 were women. In the fifth month the attendance did not differ much. Total attendance was 659. Of this 163 were men and 496 were women. Of them, 96 men and 205 women came from the Scheduled Castes while 60 men and 12 women came from among the tribals. The average attendance in the fifth month in each of the 50 centres was only 13 learners on the selected day.

Table I shows the attendance of the learners during the first five months.

TABLE I
Attendance of Learners in 50 centres during the first half of the course (5 months)
on the selected day

Months	No. on rolls at the beginning	Attendance			Attendance				Attendance SC & Others		Average attendance	Average attendance in total enrolment	No. of learners in each centre
		Men	Women	Total	Scheduled Castes		Scheduled Tribes		S'I	total			
1	1313	215	555	770	96	262	90	16	464	306	56.6	56.6	15
2	1243	205	520	725	87	231	80	15	413	312	58.3	55.2	14.5
3	1161	198	510	708	81	226	73	16	396	312	60.9	53.9	14.1
4	1135	173	484	657	73	210	69	12	364	293	57.9	50.0	13.1
5	1099	163	496	659	96	205	60	12	373	286	59.9	50.2	13.2

(d) *Monthly strength of learners and drop outs.*—The number on rolls present in the 50 centres together at the beginning of the second month was only 1243. There was thus a fall of 70 learners within the first month itself. 82 learners dropped out during the second month. At the beginning of the third month this left only 1161 learners on the rolls. From this 26 dropped out during the course of the month. The number of learners at the beginning of the fourth month was thus only 1135. 36 dropped out from this before the fifth month so that the strength on rolls at the beginning of that month had come down to 1099. From this 34 dropped out, thus leaving only 1065 learners for the sixth month. In the seventh month it became 1047, though the dropout was 25, because 7 of those who had dropped out earlier came back to attend classes again. This pattern continued during the next month as well. Thus, though 13 learners dropped out during the seventh month, the total learners who were present during the last day of the month were 1056, which means that 22 of the earlier drop outs had returned. In the eighth month, 12 dropped out, but 14 of the earlier learners returned, and so at the end of the month, the strength on rolls was 1058. During the ninth month 35 learners dropped out, and so, at the beginning of the tenth month there were only 1023 learners on the rolls. 8 dropped out from this, but 5 of the earlier drop outs had returned so that at the end of the month the number on rolls was 1020. The total number of learners who completed the full course of ten months in the 150 RFLP centres of Perunkadavila Block was therefore only 3060.

The number of learners who actually enrolled in the 150 centres was 3939, and those who completed the course was 3060. This works out to 78%. If we calculate the percentage on the optimum number of learners expected to be enrolled in the 150 centres it will only be 68 per cent.

(e) *Reasons for the droppage.*—Various reasons have been given by the learners for absenting themselves from classes and dropping out. 28 women have said that their absence was due to the fact that there was no one in the house to look after their grown-up daughters. 24 have claimed that their absence was due to the hostility of their husbands. 30 persons have been prevented from attending classes because of illness. 30 had work at home tending cattle. As against these who adduced personal inconvenience as the reason for their absence, others blamed the set-up as the cause for their absence. Among them 20 learners claimed that the centre was far away from their homes; 7 said they were not interested in the subjects taught; 10 said the time when the classes were held was not suitable; and 22 blamed the absence of vocational training as the main reason for their absence. Others had no reasons to offer.

5. Instructional materials and methods

(a) *Importance of lighting arrangements.*—One of the most important items to be provided in a literacy centre is lighting. This could be done by providing electric lights in towns and even villages, if the centres are by the road-side, as, in Kerala, electricity has reached almost all villages. Alternately, petromax lights or kerosene lanterns

are used. The survey showed that in only two out of the 50 centres taken up for study, electric lights were used though in many more centres electric connections were available. 9 centres were using petromax lights. 34 centres only had kerosene lamps. One centre had no need for any kind of lighting arrangement as it met in the mornings. 6 centres did not answer this question.

The importance of the type of lighting used arises out of the fact that different types of seating arrangements have to be made according to the type of lights used. If electric lights are used, the learners can sit in any part of the room and read and write as sufficient light would be received in all parts of the room. This is the case with the use of the petromax lamp also, if the lamp is hung at the centre of the room or placed on a pedestal. In the case of the kerosene lamps, however, only a few learners can sit round a lamp and read or write. Hence when reading or writing has to be done, not more than 4 or 5 persons should use one light. Discussion groups also should use one light for each group. In 16 of the centres, usually learners sat forming a square, while in 13 of them they sat forming a circle. It is obvious that, where the learners were using kerosene lamps, if all of them sat with one or two lamps only whether it be as a square or as in a circle, all of them would not have been able to read or write by the light they got.

(b) *Use of Primers and other aids.*—In 17 of the literacy centres the primers published by KANFED were used for reading, writing and conscientization. These Primers had been issued to all centres. Perhaps in some of the centres these primers were not the only books used by the animators for reading. Other books used include stories from the Ramayana and the Bible and the life of Mahatma Gandhi. In all the centres KANFED NEWS* and NATTUVELICHAM* seem to have been used for creating awareness.

All the 50 centres replied that slates were given to them. Note books also were used in these centres. In 16 centres flash cards were also used. These were prepared by the animators themselves. In 27 centres pictures were used in teaching. Mostly these were pictures in books or were cut out from books and magazines. These centres claim to have used charts too.

(c) *Methods of instruction.* It is interesting to note that the replies from 29 centres indicate that they usually started their lessons by telling stories or by showing pictures. 37 centres claim that they started their lessons by posing problems or by discussing the most important events reported in the news-papers as having happened during the previous day. 10 centres alone said that they started their lessons by writing the topic on Blackboard.

Mostly classes followed the discussion method. While 41 centres followed the method of general discussion in class, 16 followed also group discussions. In 21 centres however, asking questions to elicit answers happened to be the usual method.

The text-book (primer) was used differently in the different centres. In 24 centres the usual method seems to have been for the animator, first, to tell the learners a brief summary of the lesson, and then, to take up a discussion on it. Only 6 centres had said that they read the passage in class, and then, started the discussion. In 34 centres blackboard work was done simultaneously.

In 25 centres, the learners were made to read the passage after the animator had read it and the class had discussed its contents. In 42 of the centres the animator used to write the important words on the blackboard. In 36 centres the learners were also asked to write the words on blackboard. Most of the centres had replied that the discussions helped to motivate reading, motivate thinking and motivate speaking alike. They also enabled them to solve problems. The topics of discussion ranged from the occupations of the learners to the problems of health and hygiene, family welfare, rearing of children, cleanliness of surroundings, nutrition, immunisations etc. in all centres.

Study tours were conducted only by 14 centres. Exhibitions were arranged only by 6 centres, but 36 centres had taken the learners out to see exhibitions.

6. Literacy level and the level of functionality and awareness achieved

All the 50 centres replied that they had aimed at and achieved satisfactory levels in learning to speak, to read, to write and to do mental sums and simple arithmetic. These centres also claimed to have prepared the learners to solve day-to-day problems, and to know something more about their occupations. But only 39 of the 50 centres claimed that they were able to prepare their learners for a social change.

(a) *Oracy.*—As per returns given by the animators the ability to answer questions orally in one or two sentences correctly was achieved by the learners of 10 centres before the end of the second month, 14 centres in the third month, 17 centres by the end of the fourth month and 9 centres before the end of the fifth month.

The ability to describe an event or to tell a story was achieved by the learners of 2 centres in the second month, 4 centres in the third month, 6 centres in the fourth month, 13 centres in the fifth month, 10 centres in the sixth month, 5 centres in the seventh month, 4 centres in the eighth month, 5 centres in the ninth month and one centre in the tenth month.

*KANFED NEWS is a weekly published by KANFED for the use of learners. NATTUVELICHAM is a monthly illustrated wall news paper published by the SRC.

As for developing the ability to balance the pros and cons of a question and come to a judicious decision, no centre claimed that it was achieved during the first two months. One centre has stated that it was achieved in the third month; 4 centres stated that it was achieved in the fourth month, 5 centres stated that it was achieved in the fifth month; 5 centres stated it was achieved in the sixth month, 12 centres claimed that it was done in the seventh month; 12 centres claimed that it was possible only in the eighth month; 7 centres claimed that it was done in the ninth month and 4 centres stated it was done only in the tenth month. It will be seen that 40 centres stated that this was possible only within the last five months. This is a reasonable claim. Table II gives the achievements of particular centres in oracy.

TABLE II
Learning Chart of 50 Centres—No. of centres achieving particular learning objectives
ORACY

Months	<i>To Answer questions orally</i>	<i>To tell a Story</i>	<i>Discussions and Judgement</i>
1	..	..	..
2	10	2	..
3	14	4	1
4	17	6	4
5	9	13	5
6	..	10	5
7	..	5	12
8	..	4	12
9	..	5	7
10	..	1	4

(b) *Reading ability.*—As for the acquisition of reading ability by the learners, the first stage of reading words letter by letter is stated to have been achieved by 3 centres in the first month, 10 centres in the second month, 15 centres in the third month, 6 centres in the fourth month, 5 centres in the fifth month, 6 centres in the sixth month, 3 centres in the seventh month and 2 centres in the eighth month. It is surprising that about 20% of the centres lagged behind others in imparting reading ability.

Reading, after having heard the instructor read a passage, is also a simple thing. As per the answers received, it is found that the centres in which the learners acquired this ability are 3 in the second month, 4 in the third month, 10 in the fourth month, 7 in the fifth month, 9 in the sixth month, 8 in the seventh month, 5 in the eighth month, and 4 in the ninth month. This means that more than 25 out of the 50 centres acquired the ability only after five months of instruction.

The ability to read small sentences without difficulty was achieved by the learners in one centre in the second month, 2 centres in the third month, 4 centres in the fourth month, 7 centres in the fifth month, 9 centres in the sixth month, 10 centres in the seventh month, 7 centres in the eighth month and 10 centres in the ninth month. It means that all except 14 centres achieved this target only after five months of instructional time.

The ability to read many sentences together was achieved by the learners only after 3 months in any centre. The returns show that only 4 centres achieved this target in the fourth month, 5 centres in the fifth month and only 6 centres in the sixth month. In the seventh month 5 centres, eighth month 9 centres, ninth month 17 centres and in the tenth month 4 centres achieved this target. It shows that it took more than five months for the learners in 41 centres to read a paragraph together.

As for the ability to understand and state the meaning of a paragraph in a few sentences after reading it, it is stated that the learners in 3 centres acquired it in the fourth month, 2 in the fifth month, 5 in the sixth month, 8 in the seventh month, 12 in the eighth month, 15 in the ninth month and 5 in the tenth month. This shows that the learners in 45 centres acquired this ability only after five months.

Similarly, the ability to expand the idea contained in a paragraph which is read, was achieved by the learners in 2 centres in the fifth month, 5 centres in the sixth month, 12 centres in the seventh month, 11 centres in the eighth month, 12 centres in the ninth month and 8 centres in the tenth month. This shows that the ability was acquired by the learners in 48 centres only after five months.

Table III gives the relative achievements of the 50 centres in imparting reading ability.

TABLE III

Learning Chart of 50 Centres—No. of centres achieving particular learning objectives

READING AND COMPREHENSION

<i>Months</i>	<i>Reading words letter by letter</i>	<i>Reading sentences after having heard them read</i>	<i>Reading small sentences by oneself</i>	<i>Reading many sentences together</i>	<i>Read and state meaning of a para</i>	<i>Explain the idea contained in a para</i>
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	3	..	..	..	..	..
2	10	3	1	..	..	..
3	15	4	2	..	..	..
4	6	10	4	4	3	..
5	5	7	7	5	2	2
6	6	9	9	6	5	5
7	3	8	10	5	8	12
8	2	5	7	9	12	11
9	..	4	10	17	15	12
10	..	..	..	4	5	8

(e) *Writing ability.*—Learning to write is more difficult than to speak and naturally should have been taken up only after a month or two of oral work and familiarization with the alphabets through pictures and flash cards. However the learners are said to have begun copying letters of the alphabet from the first month itself. The ability to copy written letters is said to have been acquired by the learners in 14 centres in the first month itself; in 16 centres in the second month; in 11 centres in the third month; and in 9 centres in the fourth month. In no centre did it exceed more than four months. One thing that becomes clear is that all centres started teaching writing of letters from the very first month itself and succeeded in making the learners copy the letters of the alphabet in less than four months time.

The learners were able to write letters of the alphabet on dictation in 8 centres in the second month, in 12 centres in the third month, in 14 centres in the fourth month, in 9 centres in the fifth month, and 7 centres in the sixth month. This shows that in all but 7 centres it took only less than six months for the learners to write letters of the alphabet on dictation.

The learners learnt to copy written words in 10 centres in the second month, in 16 centres in the third month, in 14 centres in the fourth month, and in 10 centres in the fifth month.

Dictated words were written down by learners in 2 centres in the third month, 12 centres in the fourth month, 19 centres in the fifth month, 9 centres in the sixth month and 8 centres in the seventh month. Only less than one-third of the total centres seemed to have required a little more than five months for imparting this ability.

The centres in which the learners acquired the ability of writing sentences without the help of others numbered one in the fourth month, 6 in the fifth month, 10 in the sixth month, 15 in the seventh month, 10 in the eighth month and 8 in the ninth month. 43 centres acquired this ability only after five months.

Similarly, the centres in which the learners were able to write a paragraph on their own without the help of others were one in the fourth month, 4 in the fifth month, 13 in the sixth month, 12 in the seventh month, 11 in the eighth month and 8 in the ninth month. Thus, 45 out of 50 centres were able to impart this ability only after five months.

Only 37 centres answered the question regarding the learners who were able to achieve the ability to write letters on their own. In one centre the learners achieved it in the sixth month, in 4 centres in the seventh month, in 7 centres in the eighth month, in 10 centres in the ninth month and in 15 centres in the tenth month. In no centre did they achieve it in less than five months. It is presumed that the 13 centres which did not answer the question did not at all try to impart this ability.

The question with regard to the acquisition of the ability to fill up forms by learners was answered only by 20 out of the 50 centres. 6 centres claimed that this ability was imparted in the ninth month, and 14 centres claimed that it was imparted in the tenth month.

Table IV gives the relative achievements of the different centres in imparting the ability to write.

TABLE IV
Learning Chart of 50 Centres—No. of centres achieving particular learning objectives

Months	Writing-copy- ing letters of the alphabet	Writing let- ters of the alpha- bet on dictation	Copying written words	Writing dictated words	Writing sentences without out side help	Writing a paragraph by oneself	Writing letters	Ability to fill up forms
1	14							
2	16	8	10	..	..	..	..	..
3	11	12	16	2	..	..	..	..
4	9	14	14	12	1	1	..	..
5	..	9	10	19	6	4	..	..
6	..	7	..	9	10	13	1	..
7	..	..	..	8	15	12	4	..
8	..	..	..	..	10	11	7	..
9	..	..	..	..	8	8	10	6
10	..	..	..	..	..	..	15	14

(d) *Numeracy*.—As for simple arithmetic calculations, the ability to recite numbers from 1 to 100 in the ascending order was achieved by learners in 15 centres in the second month, 17 centres in the third month, 14 centres in the fourth month and 4 centres in the fifth month.

The ability to recite numbers 100 to 1 in descending order was achieved by learners in 5 centres in the second month, 9 in the third month, 14 in the fourth month, 11 in the fifth month, 4 in the sixth month and 7 in the seventh month.

Adding two figures with two digits each is an ability which, according to the returns, was achieved by the learners of 8 centres in the third month, 9 centres in the fourth month, 18 centres in the fifth month, 8 centres in the sixth month, 4 centres in the seventh month and 3 centres in the eighth month. This means that 70% of the centres were able to impart this ability within the first five months.

Similarly, in subtracting one figure with two digits from another figure with two digits, the learners in 4 centres acquired the ability in the third month, 12 centres in the fourth month, 14 centres in the fifth month, 15 centres in the sixth month, 4 centres in the seventh month, and one centre in the eighth month. The returns show that this ability was also acquired by the learners in 60% of the centres within five months' time.

Adding two figures, each with 3 digits is more complicated. Learners in 6 centres were able to achieve this in the fourth month, 8 in the fifth month, 10 in the sixth month, 14 in the seventh month, 6 in the eighth month and 5 in the ninth month. The returns show that only 14 centres out of 49 centres which answered this question achieved this target within five months; 35 centres seem to have taken 6 to 9 months to achieve it.

The ability to subtract one figure with 3 digits from another with 3 digits was achieved by 8 centres in the fifth month, 6 centres in the sixth month, 5 centres in the seventh month, 10 centres in the eighth month, 6 centres in the ninth month and 2 centres in the tenth month. Only 8 centres out of 37 which had answered this question were thus able to impart this ability within five months' time. The others took 6 to 10 months.

Multiplication is still more difficult. The returns show that the ability to multiply a 3 digit figure with a one-digit figure was achieved by the learners of 6 centres in the sixth month, 4 centres in the seventh month, 5 in the eighth month, 10 in the ninth month and 5 in the tenth month. This shows that it was only after five months that instruction was imparted in multiplication to learners in any centre and that 30 centres only tried to do it. It is also interesting to note that out of the 30 centres, 50% were able to do it only in the ninth and tenth months.

As far as division is concerned, the ability to divide a two-digit figure with a one-digit figure was achieved by the learners in 3 centres in the sixth month, 4 in the seventh month, 5 in the eighth month, 8 in the ninth month and 9 in the tenth month. No centre out of the 29 which answered the question achieved this target within five months. While 17 of them achieved it only during the last two months 21 centres did not attempt to teach it at all.

The ability to do mental arithmetic was acquired by the learners in 10 centres in the third month, 12 centres in the fourth month, 8 centres in the fifth month, 13 in the sixth month, 4 in the seventh month and 3 in the eighth month. In 30 centres the learners achieved this ability within the first five months, while in 20 centres it was achieved only within 6 to 8 months.

The ability to read and follow the calendar was achieved by the learners in 3 centres in the third month, 10 in the fourth month, 14 in the fifth month, 14 in the sixth month and 9 in the seventh month. More than half of the centres claim to have imparted this ability within five months.

The ability to understand time by reading a watch is claimed to have been achieved by the learners in 6 centres in the third month, in 14 centres in the fourth month, in 10 centres in the fifth month and in 5 centres in the sixth month. Only 35 centres had answered this question, i.e., 70% of the centres only had attempted to teach this. But it is gratifying to note that the learners of 30 Centres, i.e., 85% of those exposed to it, learnt it within five months.

The learners in 3 centres were able to read and write figures with 5 digits in the fifth month; in 2 centres in the sixth month; in 13 centres in the seventh month, in 11 centres in the eighth month, in 9 centres in the ninth month and in 8 centres in the tenth month. This shows that the learners in 43 out of 46 centres achieved this ability, only after five months. In 4 centres probably this was not taught at all.

Table V gives a description of the relative achievements of the 50 centres in numeracy.

TABLE V

Learning chart of 50 Centres—No. of Centres achieving particular learning objectives

NUMERACY

Month	Arithmetic reciting 1 to 100 Ascending order	Reciting 100-1 Descending order	Adding two digit numbers	Adding 2 figures each with 3 digits	Subtracting 2 digit figure from another 2 digit figure	Subtracting a 3 digit figure from another 3 digit figure	Multiplying a 3 digit figure with 1 digit figure	Dividing a 2 digit figure with a one digit figure	Mental arithmetic	Reading the calendar	Reading a watch	Reading figures with 5 digits
1	..	..	..	..	..	..	..	..	..	..	..	..
2	15	5	..	..	..	..	..	..	..	..	..	..
3	17	9	8	..	4	..	..	..	10	3	6	..
4	14	14	9	6	12	..	..	..	12	10	14	..
5	4	11	18	8	14	8	..	..	8	14	10	3
6	..	4	8	10	15	6	6	3	13	14	5	2
7	..	7	4	14	4	5	4	4	4	9	..	13
8	..	..	3	6	1	10	5	5	3	..	..	11
9	..	..	..	5	..	6	10	8	..	..	..	9
10	..	..	..	..	..	2	..	9	..	..	..	8

(c) *General Observations on the Learning of the 3 R's.*—It is clear from the above analysis that oracy was attempted to be achieved practically by all the centres within a period of five months through conversations. 50% of the centres taught their learners to tell also a story or describe an event within the first five months. But the learners were trained to discuss pros and cons of a problem and come to correct judgment only during the latter half of 6 to 10 months.

As for the attempt to teach reading, 78% of the centres succeeded in making the learners read words letter by letter within five months and 48% of the centres succeeded in making the learners read sentences after having heard them read by the animator or some one else; but only 28% of the centres succeeded in making the learners read small sentences by themselves within that period. Only 18% of the centres were able to successfully instruct the learners in reading small sentences together within the five-month period. To read and state the meaning of a paragraph, only the learners in 10% of the centres were trained within the first five months. Only 4% of the centres could get their learners read and expand the contents of a paragraph within five months.

Regarding writing competency, it was found that within a period of five months all the centres were able to train their learners in copying the letters of the alphabet and copying written words. While 68% of the centres succeeded in making the learners write the letters of the alphabet on dictation, only 66% of the centres succeeded in getting the learners write complete words on dictation. When it came to a matter of writing sentences on their own, all except 14% of the centres did it between 6 and 9 months' time. For preparing the learners to write a paragraph, all except 10% of the centres required 6 to 9 months time. No centre taught letter-writing during the first five months, and perhaps 26% of the centres did not reach that stage at all. 80 to 100% of the centres did not teach filling up of forms. In the centres where it was taught, it was done only during the ninth and tenth months.

Achievement in numeracy certainly lagged behind achievement in oracy, reading and writing. Within the first five months all centres succeeded in imparting instruction to recite 1 to 100 in the ascending order while instruction in reciting 100 to 1 in the descending order was given within that time only to the learners in 78% of the centres. With regard to adding two 2-digit numbers the learners in only 70% of the centres were given instruction within five months, while in adding two 3-digit numbers the centres which prepared their learners within that period were still less, namely, 28%. The maximum time taken for these calculations, however, was only eight months and nine months respectively. As for subtracting a 2-digit figure from another 2-digit figure, 60% of the centres succeeded within five months to impart instruction, and it did not take more than eight months for any centre to achieve it. But for subtracting a 3-digit figure from another 3 digit figure, only 16% of the centres succeeded in training their learners within five months and it took all the way from 6 to 10 months for the rest of the centres to achieve it. Multiplication, being a more difficult process, took anything between 6 months to 10 months for any centre to impart instruction to their learners; and the same was the case with division. Not that the learners did not know the last two types of calculations. What they did not know, and found difficult in comprehending, were the mechanics of these operations in writing. For, it turned out, that when these operations were to be done mentally, all centres registered success within a period of 3 to 8 months. Learners in 54% of the centres were able to pick up the ability to read the calendar within the first five months while the rest were able to manage it within the next two months. The ability to read time by looking at a watch dial was also picked up by the learners in 60% of the centres within five months, and by 10% of the centres in the sixth month. Perhaps, in the other centres (30%) no effort was made for this sort of activity; for, they have not answered the question. The learners who were workers, were normally used to 3-digit and, perhaps, 4-digit figures, but not 5 digit figures in their daily dealings, and this may be the reason why, out of the 46 centres which answered that they attempted to teach reading 5-digit figures, all but 3 centres took all the time between 6 and 10 months to achieve it.

(f) *Creating Awareness.*—How far the centres attempted creation of awareness was ascertained by a few questions. 31 centres out of 50 claimed that they had imparted knowledge of popular science related to life. 36 centres stated that they had imparted knowledge of social problems, including child care and nutrition. 39 centres had tried to impress upon learners the need to give up superstitions. 41 centres had impressed upon them the need to save. 44 centres had created awareness against bad habits of daily life. 33 centres had stressed national integration and loyalty to the nation. 36 centres had given them the rudiments of citizenship. 40 centres had stressed co-operation. 45 centres had given them simple lessons in health and hygiene. 31 centres had tried to open up possibilities of employment creation. All the 50 centres stated that knowledge of agriculture and poultry farming was given.

(g) *Functionality.*—In 6 centres, some kind of occupational training seems to have been given. In 4 centres the learners started some business activity as a result of the discussions, though such discussions were stated to have been held in 41 centres at least. Of these 41 centres, 35 centres had been helped in imparting employment information by Village Extension Officers or other Resource Persons. 11 centres had the benefit of conducted study tours; 23 centres had access to posters and bit notices only; 36 centres gave the information from books; and in 28 centres the main source of information was the animator.

(h) *Attempts at bringing about social change.*—Concerted effort was made in some centres for effecting social change keeping it as the ultimate aim of adult education. In 39 centres, serious attention was given to wiping out superstitions, evil customs and traditional behaviour which stood against acceptance of innovations. 43 centres mounted strong agitation, as it were, against the evil practices of indulging in drinks and drugs. 39 centres raised their voice against casteism and inequalities in social and political life. 41 centres gave simple lessons in family planning and family welfare. 31 centres advocated freedom for women in all walks of life. 35 centres linked their discussions also with development plans. The animator used printed materials dealing with doles, pensions to weaker sections, grants and other concessions to the poor as the basis for discussions and invited Resource Persons to elaborate them. They also helped deserving persons to get loans, etc., for poultry farming, starting cottage industries, etc. In more than 36 centres the various schemes of government in helping the poor were discussed.

(i) *Resource Persons.*—In many centres, it is stated that Resource Persons from outside were utilized for taking classes. They include midwives, *Ela* Development Officers, Panchayat Members, V.E.O.'s, A.E.O.'s, Agricultural Officers, and Doctors.

III ANALYSIS AND INTERPRETATION OF DATA (Contd.)

Reactions of Learners

1. The sample analysed

The Questionnaire Schedules 1 to 6 were filled up by the animators. To cross check the information given by them with regard to many important items, a Questionnaire was given to the learners also. However, as the learners have not developed the ability to fill up questionnaires independently, most of them would have taken the help of the animators in answering them. Hence their value, as a check, will be limited to that extent.

It was decided to select every alternate response for analysis from every one of the 50 centres. In some centres there were less than 20 learners at the time the Questionnaire was administered and so, from such centres only 9 or 8 responses could be selected for analysis. The total number of responses, being 1020 only, the Schedule returns selected for analysis came to be 510.

2. Sex and Age of Learners

Of the 510 learners whose responses were analysed 96 were men and 414 were women. 398 of them, 78 men and 320 women were between 15 and 35 years of age while 99 of them, 13 men and 86 women were in the age-group 36 to 45 and 13 of them, 6 men and 7 women were more than 45 years of age. This shows that while 78% of the learners were in the age group 15 to 35—the target group—who should all be made literate by 1990—only 22% were above that age group.

3. S. C., S. T., O. B. C. and Forward Communities—Their Sex and age-group.

Of the learners 136 persons, 34 men and 102 women, belonged to the Scheduled Castes and 36 persons, 31 men and 5 women belonged to the Scheduled Tribes. 99 persons belonging to the Scheduled Castes, 25 men and 74 women, were in the age-group 15 to 35. Of the learners belonging to the Scheduled Tribes, 26 belonged to this age-group, 4 men and 22 women.

5 men and 26 women, making a total of 31 persons, belonged to the 36-45 age-group among the Scheduled Castes while only 7 women were in that age-group among the Scheduled Tribes. Learners above the age of 45 numbered 6, 5 men and one woman, among the Scheduled Castes while there was only one woman in that age-group among the learners of the Scheduled Tribes.

206 of the learners belonged to the Other Backward Communities. Of them 36 were men and 170 were women. 32 men and 139 women, making a total of 171 persons belonged to the 15-35 age-group, and 5 men and 26 women, making a total of 31 persons were in the age-group 36 to 45 while only 4 women were more than 45 years of age.

132 of the learners, out of 510, a little more than one fourth, belonged to the forward castes. Of them, 110 were women and only 22 were men. 103 persons, 19 men and 84 women, belonged to the age-group 15 to 35, while 29 persons, 3 men and 26 women, belonged to the age-group 36-45. There was no one who was more than 45 years old. Table VI shows the distribution of the 510 learners in caste and age-groups.

TABLE VI

Distribution of 510 learners in caste and age groups

Caste	Male Female		Total	Age range 15-35			Age range 36-45			Age range above 45		
	Men	Women		Men	Women	Total	Men	Women	Total	Men	Women	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Scheduled Caste	34	102	136	25	74	99	5	26	31	5	1	6
Scheduled Tribe	31	5	36	4	22	26	0	7	7	0	1	1
O. B. C.	36	170	206	32	139	171	5	26	31	0	4	4
Forward Castes	22	110	132	19	84	103	3	26	29	0	0	0
Total	123	387	510	80	319	399	13	85	98	5	6	11

4. Conduct of the centres.

The responses of learners are analysed below. 504 of the learners who had responded have stated that they met 6 days a week in the literacy centre. 479 of them have stated that they met generally for 1½ hours per day. 490 of them have stated that books and slates were given to them. 476 have said that satisfactory lighting arrangements had been made. 505 have stated that the worker regularly attended the centre and also visited the houses of the learners. 120 persons had said that the Resource Persons who took classes for them numbered anything between 7 and 20. But 306 of them have stated that only less than 6 Resource Persons had gone to their centres to take classes and 56 persons have stated that no Resource Persons took any classes for them. 28 persons have left this question unanswered. If this means that no Resource Persons ever took classes for them, their number should also be added to 56; and it would make 84. This shows that perhaps in two centres or so, no Resource Persons would have gone, and in about 60 % of the centres the animators had invited only a few Resource Persons to handle different subjects. It is also possible that those who had said that no Resource Persons had gone to their centres or only a few Resource Persons had gone there had not included the B.D.O, V.E.O. and the other officers of Government among Resource Persons.

5. Curricular and co-curricular activities.

497 learners have stated that newspapers were read in their classes. While 457 of them stated that the KANFED NEWS was one of these newspapers, 497 learners had stated that many classes were taken using copies of the wall-newspaper, NATIUVELICHAM, published by the S.R.C.

As for film shows, while only 164 of the learners have stated that they had been shown films, 346 learners stated that they were not shown any films. This means that nearly in 70% of the centres, film shows were not held. 412 of the learners have also said that they had no other forms of entertainment as well. 62 learners mentioned that dramas have been performed in their centres and 10 learners stated that *thiruvathirakkali* was performed.

As for the co-curricular activities, the findings are very interesting. Out of the 50 centres studied, 17 centres conducted entertainments; 18 centres used radios in and outside class work; in 34 centres newspapers were read in class. In 10 centres role-play was held. 17 centres conducted dramatics. In 2 centres *Ottamthullal* (a dance with satirical verses exposing social evils) was performed. In 5 centres *vil-pattu* (Music played on the string of a bow with the accompaniment of drums etc.) was held. *Kathaprasangam* (story telling with songs and action) was held in 9 centres. 7 centres held exhibitions. 9 centres conducted study tours. In 20 centres 'savings weeks' had been organized. Dances were held in 12 centres. In 19 centres some arrangement was made for serving tea to those who needed it. Films were shown in 12 centres. In 24 centres vegetable gardens were kept.

Only 47 learners out of the 510 who had responded have stated that any kind of play activities were held in the centres. Obviously some kind of play activity was conducted only in at the most, 2 of the centres. The Radio was tuned in more than 60% of the centres, as 309 of the learners out of 510 have said so; and in almost all the centres daily news was read from newspapers. 459 out of 510 learners have recorded positive replies to this.

As for the subjects handled in different classes, the positive responses of the learners (given in brackets) indicate that the following were satisfactorily stressed in almost all centres—health (504), family welfare (470) social relations (383), village development (409), village level administration (429) national integration (389), savings habits (455), occupational information (472), agricultural information (498), Government schemes, to help disadvantaged groups (447), eradication of bad habits (436), campaign against superstitions and outmoded customs (420) and the need for accepting modern ideas for social change (265).

6. Methods of Teaching

On methods of communication adopted by the workers and Resource Persons in the different centres, the following responses have been received. Out of the 510 persons who responded, 237 persons have stated that general discussions were held, while only 84 have stated that group discussions were held. 190 persons have given negative responses which show that in about 8% of the centres general discussions and group discussions were not generally held at all. One usual method of teaching was that the worker read out the lessons in class and tried to teach the words and sentences orally. 500 learners testified that this was the usual method. 498 of them said also that the learners were asked to read the lessons. Words were then written on blackboard according to 497 learners, both by the teachers and by the learners. 498 learners responded that mathematical sums were also worked out on blackboard. All 510 learners stated that written examinations were held. While 64 of them stated that only one written examination was held, 446 persons stated that the tests conducted were between 2 and 5.

IV. EVALUATION OF THE ACHIEVEMENTS OF LEARNERS

For the evaluation of the achievements of the learners a question paper was prepared with due attention to the objectives to be tested. 10 questions were framed, each carrying 10 marks.

1. Oracy and awareness of felt problems

The first question was an oral test to find out the achievement of the learners in general knowledge and awareness of felt problems. 11 items were asked, of which they were to answer only 5. For each correct answer 2 marks were to be given.

These 11 items are given below :

- (1) What are the aids and services you get from the Block Office ?
- (2) What are the procedures for getting a loan from a Bank ?
- (3) How is compost manure prepared ?
- (4) What are the benefits obtained by family planning
- (5) What are the inoculations for the immunisation of children? What are ingredients of a good children's diet ?
- (6) Which is the capital of India ? Who is our Prime Minister ? Who is our Chief Minister ?
- (7) How many colours are there in our National Flag ? What are they ?
- (8) What benefits do we get by forming co-operative societies ?
- (9) Why should we organize reading rooms ?
- (10) What should we do to get a good paddy crop ?
- (11) What are the activities of a Mahila Samaj ?

These questions were to be asked individually to the learners by the animator or Supervisor to test both oracy and general information acquired by the learner. 510 papers were selected out of the 1020 answer papers for evaluation by taking every alternate answer paper out of the 50 centres. Only 492 candidates took the oral test out of the selected population of 510. Of these 470 secured 40% or more. The aggregate marks secured by all the 492 candidates came to 3429, making an average of 6.97 which means that almost half of the candidates who took the test had answered at least 4 questions out of 5 correctly. Those who did not take the test numbered only 18 out of 510 i.e. roughly 4%.

2. Reading ability

The second question was to test ability to read and comprehend. A short paragraph was printed in the question paper. The learners were asked (1) to read it, and (2) to state in one sentence what the paragraph was about. The presumption was that if a candidate was able to answer the second part of the question, then alone he has read with understanding. Only 432 learners answered this question. Out of them, 380 learners secured 40% or more. The aggregate marks secured by them was 2657, which makes an average of 6.15. Those who did not take the test numbered 78, and those who failed to get 40% numbered 52. This means that out of the 510 candidates who were examined 190 persons could be taken as not attaining the reading ability. This is roughly 38%. The scores secured by the examinees is comparatively less than on many other questions, not because they failed to read the script but because many failed to correctly comprehend the ideas in the passage read.

3. Writing ability

The third question was intended to test ability to write words on dictation. In other words, while the second question tested knowledge of recognition vocabulary, the third question tested knowledge of recall vocabulary. 492 candidates out of 510 answered this question. 477 of them secured 40% or more. The total number of marks secured by all the candidates was 3418, making an average of 6.92. Instruction given to the examiners was to dictate only simple words which were familiar to the learners, and this explains the high score secured by most of them.

The fourth question was the completion of sentences by inserting the proper word in the blank space within each given sentence. This was answered by 498 learners, of whom 444 got 40% or above. The aggregate marks secured by them was 3770 which makes an average of 7.57. The fifth question asked was for copying a given paragraph. Those who answered this question numbered 470. Of them, 441 received 40% or more marks. The aggregate marks was 3473 which makes an average of 7.39. These two questions tested ability to write words without committing gross mistakes. The high average marks secured by those who answered these questions show that, generally speaking, the learners had acquired a fair degree of competence in writing down or copying words and sentences.

4. Numeracy

Questions 6, 7, 8 and 9 were intended to test numeracy. Question 6 was a question on number series asking to complete given numbers like 2, 4, 8, 16, or 20, 19, 18. This question included 5 such items. 477 learners answered this question, of whom 426 got 40% or more. Their marks aggregated to 3291 which makes an average of 6.90. The

seventh question was intended to test their knowledge of simple arithmetical tables like how many grams make a kilogram or how many hours make a day. 494 learners answered this question, of whom 430 got 40% or more. Their marks made an aggregate of 3088 which makes an average of 6.25. Question number 8 was intended to test simple multiplication. The question asked was what would be the price of 10 kilograms of rice at Rs. 3.50 per kilogram. Only 432 learners answered this question and only 395 of them got 40% or above. Total marks secured by them was 2648 which makes an average of 6.13. Question number 9 tests knowledge of the prices of postal covers, inland flaps, and post cards, along with knowledge of simple addition and subtraction of rupees and paise. This question was answered by 345 learners only, of whom 316 got 40% or above. Their aggregate marks was 2146, which makes an average of 6.22. The marks obtained in all the four questions shows that the candidates had achieved a fair competence in addition, subtraction and multiplication of one or two digit numbers and had some knowledge of simple mathematical tables in daily use.

5. Letter writing

The 10th question was on letter writing. It asked for writing a letter to one's younger brother asking him to come home to discuss his sister's marriage proposal. Of the 10 marks allotted to this question, 5 marks were to be given for the form of the letter and 5 marks for the contents, if correctly written. 414 learners answered this question. Of them 323 alone got more than 40%. Their marks totalled 2143, making an average of 5.18. It should be noted that 177 persons out of 510 failed to write the letter or, if they wrote, failed to get 40%. This makes 35%, which is a fairly high rate of failure.

Table VII Summarises the achievements of the learners.

TABLE VII
Evaluation of the achievements of 510 learners in 50 centres

Question No.	No. of learners who answered each question	No. getting 40% and above	Aggregate marks secured	Average marks secured out of 10	Objectives tested	% qualified
1.	492	470	3429	6.97	Oracy and awareness	93
2.	432	380	2657	6.15	Reading ability	74.5
3.	494	477	3418	6.92	Writing and comprehension ability	} 89
4.	498	444	3770	7.57	do.	
5.	470	441	3473	7.39	do.	
6.	477	426	3291	6.90	Numeracy	} 77
7.	494	430	3088	6.25	do.	
8.	432	395	2648	6.13	do.	
9.	345	316	2146	6.22	do.	
10.	414	323	2143	5.18	Letter writing	63.3

6. Interpretation of scores

The total number of papers selected for scrutiny from the answer bundles received from the 50 centres already selected for study was 510. This was done by selecting every alternate paper from the bundle of answer sheets returned by each of the selected centres. The aggregate marks secured by these 510 learners came to 30063. This makes an average of 58.95, which is fairly high. But those who secured 40% or more are only 411. This means that 99 learners out of 510 did not make the grade. This roughly comes to a little more than 19%.

An average of 58.95 is a fairly high score, which might give the impression that the learners in these literacy centres have done extraordinarily well, unless all the facts impinging on this score are explained fully. The objective of the assessment carried out is to find out whether the candidates who have undergone a 10 months course in the literacy centres have achieved a minimum necessary standard in oracy, reading, writing and arithmetic and have got some awareness about facts of life, including their own occupation. The questions asked call for a certain amount of general knowledge, knowledge of arithmetical tables and forms of letter writing and skill in answering new-type questions of different kinds, to which they have not been exposed earlier and which might therefore unnerve them to some extent. Hence, steps had been taken to lessen the difficulties and put them at ease in taking the oral and written tests. The question paper was given to the animators well in advance and the nature of the answers expected was clearly explained to them. They were asked to teach the answers to all these questions along with other similar examples (without telling the learners which are the questions asked for the test) so that when the

learners got the question paper in hand they would not feel surprised at the question wording or the format of the answers required. No fixed time limit was set for writing the answers, though they were required to get them written in one class-sitting of roughly one and a half hours. Instruction was given that the valuation of the answers should be done liberally, not penalising the learners for small mistakes. 10 marks out of 10 were to be given if, for example, in letter writing, the format was correct and the body of the letter contained only one or two sentences. The purposeful teaching or coaching to take this test, if some animators had done only that, is justified as we are interested in testing only what they had been taught and are therefore expected to know, and not to find out whether they had originality and initiative and could strike new ground. The liberal marking of answers is also justified as they were unused to taking examinations of this type and might not have taken even this examination very seriously, as they had nothing to lose if they did not fare well. The justification for not fixing an exact time limit was to enable those who were slow thinkers or slow writers also to complete the answers if they knew them by permitting them to take a little more time than $1\frac{1}{2}$ hours. It was also intended as a factor in promoting rapport, by relaxing the tension in racing against time.

An examination of the answer scripts by the researchers showed that, at least in some centres the learners, had been taught or perhaps coached well to answer these questions. The letter written, as answer to question 10 invariably contained the same sentences (though not all the sentences) in the answer books of many of the learners from a centre, which clearly shows that they had been exercised on it previously.

A random checking of the answer scripts showed that the valuation had been done according to instruction and so did not require any moderation, except in a few cases.

The Perunkadavila Block is one in which the atmosphere was conducive to the propagation of literacy. As there were 150 literacy centres in the Block, they were fairly close to each other, and hence each Supervisor, who was in charge of 30 centres, might have been able to visit each centre at least once in a fortnight. As all the Supervisors were college educated young men, and belonged to the locality, they were able to do the supervision some what effectively. Almost all the animators were also Secondary School Leaving Certificate holders imbued with some social sense and they must have done their best in spite of personal difficulties arising out of their struggle to make both ends meet. These were some of the reasons for the fairly high average score achieved by the learners in the test.

One relevant question is why a 40% minimum was fixed to differentiate the literate from the illiterate. The answer is simple. If the valuation was strict, normally 35% would have been considered as the dividing line. In this case, 5 marks more have been required of the candidates in order to rectify the vagaries of valuation if any, by the animators, some of whom atleast might not have been competent to assess accurately the answers given.

V. SUMMARY AND INFERENCES

1. Summary

(a) *Methodology.*—The Perumkadavila block, where 150 R.F.L.P. centres were functioning, was selected as a type for studying the facilities available in these centres and the effectiveness of the programme. A Questionnaire with 7 Schedules and an Evaluation Sheet was prepared and distributed to the workers of these centres. They were returned duly filled in through the Project Officer. Returns from 50 out of the 150 centres were selected for analysis.

(b) *The Literacy Workers.*—The first Schedule sought information about the literacy workers. Most of them were women who were of middle age with S.S.L.C. or higher qualifications, but unemployed and with no other income. Most of them had come from educationally advanced communities, were married, and had to support a family with the meagre allowance of Rs. 50 they got from R.F.L.P. All except a few had, at least, 21 days' training. Only 68% of them kept personal diaries though this is a must.

There were 5 Supervisors; 4 of them were graduates and the 5th had completed the Degree course.

(c) *The Literacy Centres.*—All the literacy centres were established in rural areas. Nearly half of them were run in private homes while the others were run in libraries, schools or in sheds put up for the purpose. 66% of them were exclusively women's centres. All except 4% of the centres, were held in the evenings, and for 6 days in the week. All except 28% of them were situated in places not difficult to reach. Most of them had name boards and all except 20% had some sort of lighting arrangements. All centres had facilities to display pictures, wall newspapers etc. All centres worked for 1½ hours. 94% of the centres had black boards. Only 12% had made provision for some kind of work activity.

The centres were located in places selected by the workers, by the R.F.L.P. officials, by the learners or by the local committees. Literacy surveys were conducted in almost all the places and they revealed that over 44% of the people in the pockets surveyed were illiterate. Among them, there was a sizable population of Scheduled Castes and Tribes. Most of the illiterates were farmers. The learners who were actually enrolled in the 50 centres at the beginning of the course, or were present on the first day of the first month were 1313, which works out to only 26 learners, per centre.

72% of the centres had local committees but not all of them met regularly. These committees were made up of local men and women, both officials and non-officials. Some of these committees extended some financial help also, while all helped finding Resource Persons.

(d) *The Learners.*—Of the learners, about 75% were between 15 and 35 years of age. The attendance on a selected day was 15.4 persons per centre in the first month, but it came down to 13.2 in the 5th month. The number of learners came down, in the course of 10 months, from 1313 to 1022 in the 50 centres. It is safe, therefore to assume that the learners who completed the course in the 150 centres can only be 3066, i.e. 78% of those actually enrolled, or 68% of the total number expected to be enrolled, namely 4500.

(e) *Conduct of literacy work.*—All centres were in remote villages. Only in two centres out of 50, electric lights were used, and in all the others, petromax lights or kerosine lamps were used. In all the centres, Primers published by KANFED/SRC were used. KANFED NEWS was read and discussed. Note works, flash cards, etc., were used in many centres, but not all. Lessons were started either by telling stories or by posing problems. Discussion method was followed in most of the centres. Reading and writing by the learners were also practised in many centres. Matters discussed included topics on health and hygiene, family welfare, nutrition, sanitation etc. Study tours and exhibitions were conducted by a few centres while many centres took the learners out to see exhibitions.

In almost all centres, the learners aimed at and achieved satisfactory levels in learning to speak, to read, to write and to do mental sums and simple arithmetic. They also learnt to solve problems. Some knowledge of their own occupations was also imparted to them.

39 centres out of 50 claimed that they prepared their learners for a social change.

The ability to answer questions orally was gained by the learners in all the 50 centres before the end of the 5th month. The ability to tell a story or describe an event, however, was achieved only by the learners in 25 centres within this period. The ability to discuss a problem, balancing the pros and cons and come to a judicious decision was reached only by the learners of 10 centres before the end of the 5th month and by the rest only in the course of the next 5 months. Learners in 30 centres learnt to read words, letter by letter, within 5 months, while the others took more time. The ability to read after hearing the passage read by the animator, was gained only by the learners in 24 centres before the end of the 5th month, while all others took more time. The ability to read small sentences without difficulty was achieved by the learners only in 14 centres by the 5th month while the others took more time. The ability to read many sentences together was achieved by the learners of only 9 centres before the end of the 5th month, the rest taking more time. It took more than 5 months for 45 centres to prepare their learners for understanding and stating the meaning of a paragraph read. So too, the learners in 48 centres out of 50 were able to expand the idea contained in a paragraph and speak about it only after 5 months.

The learners in all the 50 centres learnt copying the letters of the alphabet within the first 4 months and copying words within the first 5 months. Learners in 43 centres were able to take dictation of letters of the alphabet within the first 5 months. All learners were able to take down dictated words also within 7 months. The ability to write sentences on their own was acquired by learners in 86% of the centres only after 5 months. Similarly all but the learners in 5 centres out of 50 took more than 5 months to write a paragraph on their own. For writing letters competence was claimed by the learners of 37 centres only and all but one centre had achieved it only after a period of 7 months at the earliest. 13 centres did not perhaps impart instruction for it.

As for imparting learning to write numbers 1 to 100 in the ascending order no one centre took more than 5 months. But to write the numbers in descending order it took 7 months for the last centre to achieve it. To add 2 figures with 2 digits each, the learners in no centre took more than 5 months. So too, to subtract a two-digit figure from another two-digit figure, the learners in 60% of the centres did not take more than 5 months. However, the learners in all but 29% of the centres took more than 5 months to add two 3-digit figures. 58% of the centres were able to impart instruction for subtracting a 3-digit figure from another 3-digit figure only after 5 months and 26% of the centres did not probably teach it at all. For multiplying a 3-digit figure with an one-digit figure instruction seems to have been imparted only by 30 out of the 50 centres, and while in all centres it took more than 5 months to teach it, 50% of the centres did the work only during the 9th and 10th months. Division of a two-digit figure with an one-digit figure was attempted only by 29 out of the 50 centres, and 17 of the centres i.e. 60% of them, did it only during the last two months. The ability to do mental arithmetic was evidenced in 30 centres out of 50, i.e., in 60% of the centres, by the 5th month. Similarly, the ability to read the calendar was acquired by more than 50% of the learners in the course of 5 months. Only 35 centres out of 50 (i.e. 70%), exposed their learners to reading time by the watch, but of them 85%, i.e. learners, in 30 centres mastered it in 5 months. 43 out of 46 learners learnt to write and read figures with 5 digits only after 5 months.

Information on creating awareness of problems was given on differing topics like popular science, social life, saving habit, superstitions, bad habits, national integration, citizenship, health and hygiene, employment creation, agriculture and poultry farming. Almost all these items were taken up in at least 60% of the centres, but agricultural information seems to have been most popular, having been dealt with in all centres.

Occupational training was given in very few of the centres only. Discussions, study tours and dissemination of employment information were the usual items bearing on functionality.

Attempts were also made in most centres to usher in social changes by bringing about, generally, behavioral changes in the learners. Campaigns were mounted against superstition, drink evil, casteism, etc., and for communal harmony, womens' rights, and family welfare in most of the centres. Discussions were held also to familiarize the weaker sections with the grants, loans and doles instituted for their welfare. Resource Persons were called in for this purpose.

(f) *Opinions of Learners.*—Of the 1020 Schedules received from the 50 centres, alternate ones were selected for analysis of the responses of the learners to cross check the information the animators had given. The total number of learners whose returns were analysed, thus numbered 510, of whom 96 were men and 414 were women. 398 of them, 78 men and 320 women, were in the age-group 15 to 35, i.e. 78% of the total number. 172 of the learners were Scheduled Castes and Tribes, and of them 125 belonged to the 15-35 age group. 206 of the learners belonged to the Other Backward Communities, of whom 171 came within the 15-35 age group. Almost all agreed that the centres met for 6 days a week, 1½ hours per day, and that books and slates were given to them and the lighting arrangements were satisfactory. Resource Persons who took classes numbered between 6 and 20. Newspapers, including KANFED NEWS were read in class. NATTUVELICHAM was also used. Film shows were not held in 70% of the centres. Only in a few centres, dramatization and role-play were held, or any performing arts or exhibitions held. Study tours were also held for the benefit of the learners only in a few centres. Play activities were rarely held. The radio was tuned on in many centres. Almost all subjects necessary for creating awareness of ones' problems in day-to-day life were covered in discussions carried on in most centres. The usual method of teaching was reading and explaining; discussions were also held. Sometimes mathematical sums were worked on black board. Written and oral tests were also held.

(g) *Achievements of Learners.*—The same sample of 510 learners was elected for evaluation of the achievements of learners at the end of 10 months. 470 learners (94%) got 40% or above, which is the cut-off point to differentiate pass and failure in the oracy and general knowledge test. 380 learners (74.5%) got 40% or more in the reading test. 445 learners (89%) qualified on an average in the writing tests taken together. In the numeracy tests taken together, those who qualified numbered on an average 392 learners (77%). On the final letter writing test, 323 learners (63.3%) alone qualified. The total marks secured by all the 510 candidates together was 30,063, which makes an average of 58.95. Those who secured 40% and above in the test, all questions taken together, numbered 411 out of 510 or 2466 out of 3066 i.e. a little over 80% of those who took the tests. Both the number of persons who qualified as literates and the standard achieved by them are indeed creditable to the RFLP organization.

2. Inferences

(a) *Advantages of a Block-wise organization of literacy centres.*—The Rural Functional Literary Project in Perunkadavila Block consisted of 150 literacy centres spread out within an area of 304.30 sq. kilometres and supervised by 5 Supervisors working under a Project Officer. Naturally, the centres were fairly near to each other, so much so, the Supervisors, each one of whom had to supervise 30 centres, could normally find time to visit a centre

at least once in a fortnight, if he decided to visit 2 centres a day, or concentrate on one centre spending a whole day there. Though this is not enough for an effective supervision, if the Supervisors were dedicated and conscientious workers and were properly guided by the Project Officer, this could have led at least to a nominal supervision. It is common knowledge that where adequate arrangements are not made for proper supervision most of the adult education centres organised by some agencies fail to meet on all appointed days. Where for example, as in the case of many voluntary agencies only 30 NAEP centres had been sanctioned to be opened without insisting on their location being within one Block and they had been opened in an area covering more than one Block, with only one Supervisor to oversee them, the experience has been that many centres did not meet at all for days together as the Supervisor could not visit a centre even once a month.

(b) *The need to increase the allowances to workers.* The animators were all at least S.S.L.C. passed young men and women, and naturally capable of sustained work involving house visits during day time and conducting classes and other learning activities at night, provided however, that they were given proper incentives. The allowance of Rs. 50 a month given to them would have been hardly enough to sustain any one in the job for a long time or to goad them to do sincere work, unless they were inspired by ideals of social service as a result of periodic exhortations at meetings and conferences by the Project Officer, other superior officials and by non officials of repute in the locality and the State. Most of them were unemployed educated youth who came from poor families and were not able to make both ends meet. Hence there is a case to increase the allowance given to the literacy workers, atleast hereafter. That they had not found time to do their very best is evident from the fact that even at the very beginning not all centres had succeeded in enrolling 30 learners in each and during the course of the 10 months nearly 20% had dropped out.

(c) **Those who become literate are only around 50%.—**

While the optimum number of learners to be enrolled was 4500, the total number of learners who were picked up to be enrolled in the 150 centres, calculated on the basis of the data obtained from the sample of 50 centres studied, was only 4234. Those who actually joined the centres were, however, still less, being 3939. At the end of 10 months there were only 3060 learners on the rolls. This is only 68% of the optimum number expected to be made literate by the project. And, of them, those who successfully completed the course were only 2466, i.e. 80% of the learners who took the tests or only 53.9% of the expected enrollment of 4500.

(d) **Number of SC's, ST's, and O.B.C's who completed the literary course and of the learners in age-group 15-35]satisfactory**

TABLE VIII shows the distribution of learners caste-wise and age-wise

TABLE VIII

Distribution of learners in caste and age groups at the end of 10 months in 150 Centres

Caste				Age range 15-35			Age range 36-45			Age range above 45		
	Male	Female	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Sch. Caste	204	612	816	150	444	594	30	156	186	30	6	36
Sch. Tribe	186	30	216	24	132	156	0	42	42	0	6	6
OBC	216	1020	1236	192	834	1026	30	156	186	0	24	24
Forward Castes	132	660	792	114	504	618	18	156	174	0	0	0
Total	738	2322	3060	480	1914	2394	78	510	588	30	36	66

From Table I we find that 443 out of 1313 learners who were on rolls in the first month belonged to the Scheduled Castes, and Tribes. This is 33.8%. It may be seen that 33.7% of the learners who qualified at the end of 10 months of the course belonged to the Scheduled Caste and Scheduled Tribes together. Another 40.4% who completed the course belonged to the other Backward Communities. Similarly 2394 out of 3060 i.e., not less than 78.2% of the learners belonged to the 15-35 age-group.

(e) Literacy levels achieved are above average

Instruction given in literacy and awareness creation was more than satisfactory. Most of the centres had the necessary facilities provided and efforts had been made to make use of those facilities with a view to achieving the objectives. A good number of Resource Persons have been engaged for creating awareness. Table IX shows the success achieved in the different aspects of literacy, taking all the 150 centres together.

TABLE IX
Evaluation of the 3060 learners

Qn. No.	No. of learners who answered each question	No. getting 40% and above	Aggregate marks secured	Average marks secured out of 10	Objective tested	Percentage qualified
1.	2952	2820	20574	6.97	Oracy & awareness	93%
2.	2792	2280	15942	6.15	Reading & comprehension ability	74.5%
3.	2964	2862	20508	6.92	Writing ability	} 89%
4.	2988	2664	22620	7.57	do.	
5.	2820	2646	20838	7.39	do.	
6.	2862	2556	19746	6.90	Numeracy	} 77%
7.	2964	2580	18528	6.25	do.	
8.	2592	2370	15888	6.13	do.	
9.	2070	1896	12876	6.22	do.	
10.	2484	1938	12858	5.18	Letter writing	63.3%

The aggregate marks secured by the 3060 learners is 180378 which yields an average of 58.95. This high average shows that the performance of the learners was fairly high. Those who made 40% grade number 2466. While these may be considered literate, those who did not become literate are only 594 i.e. 19.4%. Achievements of the learners was highest in oracy and awareness, and down in the scale came writing, numeracy, reading with comprehension and letter writing in that order. Least effective of all was achievement in functionality, as instruction in most centres was not accompanied by provision for skill training.

VI. CONCLUSIONS AND RECOMMENDATIONS

1. Concentrated work in a limited area is better than sporadic work in a whole State

For an intensive propagation of adult education activities, concentrating on small territorial units like Panchayats or Development Blocks by starting a large number of centres near to each other, is better than starting literacy centres sporadically here and there in a District or State. The concentration helps organizational and supervisory efforts and leads to better achievements of the learners. While sanctioning AEP units of 30 centres each to voluntary agencies, this fact should be kept in mind, and they should be required to concentrate these centres in a Panchayat or two.

2. Initial and continued propaganda essential

Even when the propagation of literacy activities is concentrated in areas like Development Blocks, and where literacy surveys show that these areas have a large number of illiterates, it may not be possible to get the minimum required of 30 learners for each centre, even to be enrolled, and much less to be retained for 10 months unless intensive campaigns have been mounted earlier in the area stressing the need for literacy and the benefits which might accrue to the learners as a result of becoming literate. The propaganda part of the activity is as important as the conduct of literacy centres, and should be continued systematically through holding meetings and organising jathas and melas even after the starting of the centres, through the 10-month period. Unless an intensive campaign including house visits, is mounted at the beginning, all available learners may not be attracted to register their names in the literacy centres, and unless continuously reminded of the need for and the benefits accruing from literacy, it may not be possible to retain those who had enrolled for the period of the entire course. The SRCs should therefore be asked to carry on continuous propaganda throughout the years in the area of their jurisdiction.

3. Local Committees if formed, will not only assist the animator in running the centre but add credibility to it

If local committees are formed before starting the centres by the agency responsible for starting them, these committees may help them not merely in locating the centres in suitable places but also in identifying the possible learners in the locality and in enrolling them in the literacy centres. They may also be of help, to some extent, in following up the attendance of these learners throughout the ten months. They may also be able to assist the animators in securing teaching aids, bringing in Resource Persons and organizing co-curricular activities.

We have found that wherever local committees were organized in the Perunkadavila Block, they had been of great service to the R.F.L.P. Centres. Some of them seem to have helped the centres even financially. While the R.F.L.P. centres are financially supported by Government and need very little help from outside, the centres run by many voluntary agencies do not often have enough funds to carry on their daily activities and are not generally well equipped with even the minimum essential requisites like blackboards, lanterns, books and study aids. If they are among those which are started under the A.E.P. set up, monthly salaries may be paid to the animators as long as Government grants are received on time; but often, especially in the second half of the ten months, this does not happen, and so, for months the workers may go without any allowances being paid to them. Under these circumstances, they would often be constrained to neglect their work, and for days together the centres may stand closed or meet only nominally off and on, at a time when the teaching-learning process has just reached the take-off stage and ought to get a momentum. If local committees are formed with Members of the Panchayats and other influential persons of the locality in it, they may perhaps be able to help the centres tide over such situations by securing monetary grants or loans from the public or at least by appealing to the social conscience of the animators and extending sympathy to them.

Their greatest value, however is that, as sentinals on the spot, they are able to watch the day-to-day activities of the centre and vouchsafe to the fact that they meet regularly or not on the scheduled days and at the scheduled time. Their opinions ought to have the greatest weight also with regard to the claims made on behalf of the centres in matters like the conduct of film shows, exhibitions, study tours and the like, as well as whether Resource Persons have been invited to the centres or not. Hence their opinions should be taken by the Supervisors as part of the monitoring and evaluation of the centres every month. If this is done it would add credibility to the centres' claims regarding the holding of classes, the attendance of learners and the organization of most of the curricular and co-curricular activities. It is common knowledge that in all these, the animators usually make tall claims which normally one finds it often difficult to believe, and one has very little means to verify in the absence of some sort of local testimony.

It is, therefore, recommended that whenever AEP centres are sanctioned to any organization, it must be laid down as a condition that a local committee should be properly formed before the starting of each centre.

This is also the reason why we should seriously consider sharing the responsibility of starting and conducting AEP centres with local bodies like the Municipalities and Panchayats and with voluntary organizations which are locally operating and are willing to collaborate with the local bodies in this matter.

4. Incentives are necessary to prevent dropouts

Unless proper incentives are given, the drop out rate in the literacy centres will continue to be high. If the learners get some monetary benefits, they may stay on even if the programme does not convince them. In its absence, the provision of minimum physical comforts in the centre like adequate sitting space in the building or shed where the centre is held and enough mats or benches, to sit on, and a cup of tea after an hour of instructional or other activity may go a long way to retain their continued presence. If adequate provision is made of the required instructional aids like blackboard and chalk, and slates and note books, and proper lighting arrangements are ensured, only then, they may help to retain the continued presence of even those who are otherwise motivated to learn. It is absolutely necessary to supplement the teaching of the 3 R's with study tours or visits to places of interest in the neighbourhood, film shows connected with topics in agriculture, health and hygiene, etc., which are interesting and informative, and other entertainment programmes like the locally popular performing arts and play activities which would attract them to come to the centres regularly. If the discussions on problems of civic and economic activities, social life, health and hygiene, agriculture, industry and trade, are conducted with the participation of all interested learners, and they help throw light on tackling felt needs, they might also help ensure continued attendance of the learners. Most of the learners, we should know, come to the centre not because they are generally motivated to learn but because they would like to see what immediate benefits they can get out of it. This is why we find that a major portion of the learners drop out during the first 5 months. Those who still keep attending may be those who are genuinely motivated.

The Kerala State Government and the Kerala Association for Non-formal Education and Development (KANFED) have instituted incentive awards for learners as well as for the best literacy centres. KANFED has also instituted special awards for the best literacy workers. These are steps in the right direction.

5. On an average only about 50% of the learners complete the literacy course and still less qualify as literate

The estimated enrolment of 50 RFLP centres was 4500, as 30 learners were expected to join each centre. But, in spite of all the efforts of the Project Officer, Supervisors and the literacy workers (it is presumed that government machinery should have alerted all those responsible for the Project to secure admission of the optimum number of learners) it was possible only to make a list of 4284 learners, and effect the enrolment of only 3939. And, from this, there was a continuous drop out month after month, with the result that, at the end of 10 months, there were only 3066 learners left on rolls. These were the learners who took the literacy tests. Of them, only 78% qualified by getting 40% which was, in this case, decided as the cut-off point. If we calculate the percentage of literates on the expected enrolment of 4500 learners, it would only be 68%. However, it must be conceded in this connection, that even 68% on the optimum number of 30 learners per centre becoming literate is a creditable achievement, as normally in centres run by voluntary agencies, the average literacy achieved is only roughly or less than 50%.

This is a point to remember in calculating the literacy figures every year. There is a tendency to consider all those who were enrolled once in a literacy centre as having become literate for purposes of statistics. This should be avoided. Only those who complete the course and pass the tests should be counted as literate, if the term is to have any meaning. All agencies conducting literacy centres should therefore be required to conduct proper evaluation of the learners and count only those who have passed the tests as literate in their returns to Government.

6. For effective supervision more Supervisors are necessary

If supervision fails, everything in the literacy centre would fail. More Supervisors may have to be appointed in every Block if proper supervision is to be ensured. One Supervisor is now appointed for every 30 centres. It is not possible for a Supervisor to 'supervise' the activities of normally more than one centre a day. If he visits two centres, it will be a visit and not a supervision of the activities of centres with a view to checking their daily programmes and giving corrective suggestions. In the absence of proper supervision, atleast some animators may take the freedom to absent themselves on working days or may not attend the centre at the time classes are to be held, or dismiss classes earlier than the closing time. Most animators are likely to bloat up the attendance of learners in days in which many are absent if they know that the chances of finding it out are rare. So too, some of the animators may not bother about getting the services of Resource Persons as often as necessary. All instructional lapses may also go unnoticed. For optimum efficiency in supervision, one Supervisor should not be entrusted with supervision of more than 10 centres. This would enable one to visit a centre at least 3 times a month and not merely sit through a whole instructional period but even visit some of the leading local men's homes and some of the learner's homes to find out their opinions about what happens in the centre. This is a reform which deserves, therefore, immediate consideration. There are proposals at present for increasing the allowances given to the Supervisors taking into consideration the quantum of work they have to do, but this will certainly not help improve the periodicity or effectiveness of their supervision. These can be achieved only by increasing their number.

7. Reduce duration of the course and the number to be enrolled

In a course which is 10 months long we find that a good part of the drop out takes place during the first 5 months. Serious instruction takes place also only during the last 5 months. If something is done to increase the motivation of learners, and instruction time is increased, and supervision strengthened, probably the duration of

the course may be lessened to say 5 or 6 months. It would also enable the course to be organized during periods convenient for sections of the people like agricultural labourers, as the months when they are most required in the farm could easily be left out. This would help secure better attendance throughout the period. If the maximum number of learners required to attend a centre is also reduced from 30 to 20 or even 15, it would also be a step in the right direction as it would considerably help conduct of the centres with better efficiency.

8. Achievement of learners depend on proper organization of activities

The attainment of the learners is above average in the Perumkadavila Block because all minimum necessary tools for learning, namely primers, slates, books and pencils were issued to all the learners, and all activities conducive to promote learning, curricular and co-curricular, were properly organized. In many adult education centres outside the RFLP this is not done, and it affects learning detrimentally. Arrangements for proper supervision are also part of efficient organization. It is suggested that writing practice should be done in note books instead of on slates, as this would make available a permanent record of the learner's work, which the Supervisors and others could check to find out what has been done and at different months.

9. Achievements in oracy, writing, numeracy and reading with comprehension are in descending order

Learners' achievements in the Perumkadavila Block are maximum in securing oracy and general information. This is because discussions had become a favoured pattern of instruction, and had been held in many centres to create awareness in all aspects of life. Next in the order came achievement in writing, which shows that the learners had been regularly exercised in writing. Numeracy is usually neglected in many literacy centres. Though this was not the case in the Perumkadavila Block, still the achievements of learners in numeracy ranked far below writing. The reasons are not far to seek. The literature produced by the SRC's on numeracy instruction is scanty. Still less is the time devoted to the teaching of methods of imparting numeracy in the training of the animators. Greater attention has therefore to be paid to improve this situation. Much lower in the scale of achievement came reading with comprehension. This shows that while formal reading might have been exercised on in most centres, few centres really exercised their learners on finding the meaning of what was read. This is a matter which should be brought to the attention of all literacy workers for future guidance. Forms of letter writing have not been taught in some centres while practice in filling up application forms for securing loans from banks or the benefits extended by government to disadvantaged groups have not been seriously taught in any centre. These are, perhaps, the last things to be taught in any literacy centre, but they are the most important ones. Unless these items are taken up simultaneously with giving writing exercises by dexterously weaving these aspects into them, the animators are apt to leave them out for want of time. This is a matter which should be brought to the attention of curriculum makers.

10. Important areas for research

This study has revealed many areas for research. The most important among them is how to retain the learners enrolled in the literacy centres for the entire period of 10 months. Whether the 10 month period of the course can be still further reduced, increasing the duration of the classes held each day, is another important problem for research. Methods of enlisting local support for enrolling all the illiterates in a locality and retaining them throughout the course is still another area of interest for research. Studies may have to be conducted also on the optimum number of centres which could be entrusted to one Supervisor. On methods of instruction, one important enquiry to be made is how far literacy teaching, divorced from the creation of awareness on problems of life, including occupational training (functionality), is effective. Another is the relative weightage to be given to functionality in literacy training and how this could be achieved in the context of most literacy centres not being workshops as well. Also for research, an interesting topic is the relative interest shown by the learners in literacy training and in the discussions for the creation of awareness. The impact actually made by awareness creation on behavioral change brought about in the learners, and social change in the locality through the learners, is another interesting and important area for research.

There are also many areas of Action Research like the time taken to teach reading, writing and arithmetic, adopting different methods; the optimum lighting required for each centre and how to provide it if kerosene lamps only are used; the size of the types to be used in printing primers for the learners, who, though illiterate are over 15 years of age, and the topics which would make interesting reading if included in the Primers. It has been stated earlier that one advantage of using note books instead of slates by the learners from the beginning of the course is that the note books would form a permanent record which the Supervisors and others interested in monitoring the progress of the learners could assess at any time in the course of the 10 months. Hence, whether note books could be substituted for slates from the beginning of the course is another topic which could, and should be taken up for Action Research.

APPENDIX I

State Resource Centre, Kerala

I A QUESTIONNAIRE ON RURAL FUNCTIONAL LITERACY PROGRAMME*

For the attention of literacy workers

1. Included in this Questionnaire are 7 Schedules. Unless they are all filled in, the Questionnaire returns will be incomplete and therefore will not be useful.

2. A Reference Number is marked on the top of the facing sheet of the first Schedule. It should be entered on top of every Schedule which is to be returned. The Reference Number is the same for all Schedules issued to one centre.

3. Against many questions, possible answers are also given. Where the answers are Yes/No, put a tick mark (✓) on the correct answer. Where 3 or 4 possible answers are given, put a (✓) tick mark on the correct answer or answers. If the question requires an answer to be given by you, write it clearly in the space given.

4. Be honest with regard to all answers given. If you do not know the correct answer to a question ask those who know about it and then write. Do not guess or enter what may be an approximate answer.

Please note that whatever may be the answers you give, they will in no way detrimentally affect your interests.

5. If other arrangements are not made to collect the filled up Questionnaire from you, it may kindly be sent to the Director, S.R.C., KANFED, Saksharata Bhavan, Trivandrum-14.

Thanking you,

Yours Sincerely,

DR. N. P. PILLAI,
Director, S.R.C.

Saksharata Bhavan,
Trivandrum.
10th Jan. 1983.

SCHEDULE I

STATUS SURVEY OF THE LITERACY WORKER/SUPERVISOR

Ref. No.

Person collecting the data

Date of collecting the data

1. Name:..... 2. Male/Female

3. Age (A) Below 15
(B) 15—25
(C) 26—35
(D) 36—45
(E) 46—55
(F) Above 55

4.. Educational Qualification

(A) Below S.S.L.C.
(B) Failed S.S.L.C.
(C) Passed S.S.L.C.
(D) Others.....

* Translation of the Malayalam Questionnaire

5. Main Vocation

- (A) No vocation
- (B) Self-employed
- (C) Part-time job
- (D) Government Service
- (E) Private job
- (F) Others.....

6. Monthly Average Income

- (A) No income
- (B) Rs. 1—50
- (C) Rs. 51—100
- (D) Rs. 101—150
- (E) Rs. 151—200
- (F) Rs. 201—250
- (G) Rs. 251—300
- (H) Rs. 301—350
- (I) Rs. 351—400
- (J) Above Rs. 401

7. Community

- (A) Scheduled Caste/Scheduled Tribe (B) Others..... (Specify)

8. Marital Status

Single/Married

9. Experience in Adult Education

- (A) Below one year
- (B) 1 to 2 years
- (C) 2 to 3 years
- (D) 3 to 4 years
- (E) 4 to 5 years
- (F) Above 5 years

10. Address of the worker

Name

House Name & No.

Place

District

Pincode

11. Have you received any training? Yes/No

- (A) If so, from where?
- (B) Total No. of days of Training
(Before commencing work at the centre.....)
(After starting the work.....)
- (C) Under what programme?

12. Name and Address of the Centre.....
.....
.....

13. Whether a diary of anecdotal records (including behavioral changes and progress in different aspect of learning of each learner) is maintained in respect of each learner. Yes/No

SCHEDULE II

CONDITIONS OBTAINING IN LITERACY CENTRES

- Ref. No.
 Person collecting data
 Date of collecting data
1. Under which agency/programme does the centre function?
 2. Where is the Centre situated—Village/Town
 3. Address of the Centre with name of Block and pincode number
 4. Has the Centre a Name Board? Yes/No
 5. For whom is the Centre organized? Men/Women/Both
 6. Where does the Centre function?
 (A) In a house (B) School (C) Reading Room
 (D) Other places (Specify)
 7. Date of commencement
 8. How many days a weekMention the week days.....
 9. Time of work on each day.....How many hours a day.....
noon/evening/night Starting time:
 10. Has the Centre adequate accommodation for 30 persons? Yes/No
 11. Accessibility to the learners Difficult/Not difficult
 12. Has the Centre lighting arrangements? Yes/No
 13. Sort of lighting Electric light/Petromax/Hurricane lamps/others
 14. Seating arrangement during discussion:
 (A) Floor & Mat (B) Benches (C) Other seating facilities (Specify.....)
 15. How long is it since the present batch was started?
 Below one month. (B) 2 months (C) 3 months (D) 4 months (E) 5 months
 (F) 6 months (G) 7 months (H) 8 months (I) 9 months (J) 10 months

SCHEDULE III

ORGANIZATIONAL PROBLEMS

- Ref. No.
 Person collecting data
 Date of collecting data.....
- A. Survey
1. Who choose this place for running the Centre?
 (A) The worker
 (B) Supervisor/Project Officer
 (C) The Learners
 (D) Local Committee
 (E) Any other person (Specify.....)
 2. Had a Literacy Survey been ever conducted? Yes/No
 3. If yes, state—

	<i>Male</i>	<i>Female</i>	<i>Total</i>
(a) Name of the person who conducted it			
(b) No. of families the survey covered			
(c) Total population			
Scheduled Castes
Scheduled Tribes
(d) No. of illiterates			
Scheduled Castes
Scheduled Tribes
(e) No. of present learners			
No. of Scheduled Castes
No. of Scheduled Tribes
 4. From the Survey did you find out the occupations of the learners? Yes/No

B. Local Committee

5. Is there a Local Committee to help the Centre? Yes/No
6. Who elected/selected the Local Committee?
 (A) The workers
 (B) Local people
 (C) Supervisor/Project Officer/B.D.O.
 (D) Others
7. How many times did the Local Committee meet?
8. Name of the President of the Committee
- | 9. No. of members in the Committee | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|------------------------------------|------------|--------------|--------------|
| (A) Panchayat Members | .. | .. | .. |
| (B) Officials | .. | .. | .. |
| (C) Local Leaders | .. | .. | .. |
| (D) Others | .. | .. | .. |
| Total | | | |
10. In what ways were the Committee helpful?
 (Rank in order 1, 2, 3, 4, 5)
 (A) Gives financial help
 (B) Gives encouragement to learners
 (C) Cooperates in arranging discussions
 (D) Helps in procuring learning materials
 (E) Helps in the conduct of classes and other activities of the Centre
 (F) Others

C. Field of Activity

11. (A) Did the learners receive materials to practise writing? Yes/No
- (B) Is there a Black board? Yes/No
- (C) What are the Primers used by the learners?
 1..... 2. 3.....
- (D) What are the other study aids?
 1..... 2. 3.....
- (E) Is there any provision for occupational training in the Centre? Yes/No
 If yes, describe the occupation and the facilities available
- (F) Are you getting any Newspapers? Yes/No
 If yes, name them

- (G) Does the animator use books other than the Primers? Yes/No
 If "Yes", what are they?

- (H) Are film shows held for the learners? Yes/No
 If "Yes", name some of the films

12. Have you provided the Centre with drinking water? Yes/No

SCHEDULE IV
INFORMATION ABOUT LEARNERS

Ref. No.

Person collecting the data:

Date of collecting data:

	<i>Male</i>	<i>Female</i>	<i>Total</i>
1.. No. of present learners below age 15
No. between 15 & 25
Do. 26 & 35
Do. 36 & 45
Do. 46 & above

Total No. of learners

	<i>Male</i>	<i>Female</i>	<i>Total</i>
2.. Learners' main occupation			
Agriculture
Fishing
Casual labour, head-load work, bullock cart driving, construction work
Household jobs
Others

3.. Attendance position of the Centre (on the date of inspection)

<i>Month & date</i>	<i>No. Attended</i>		<i>No. of S.C.s.</i>		<i>No. of S.Ts.</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
1
2
3
4
5
6
7
8
9
10

4. No. of Learners from the commencement of the course

<i>Month</i>	<i>No. at the beginning</i>			<i>Drop-outs during the month</i>			<i>No. at the end</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
First									
Second									
Third									
Fourth									
Fifth									
Sixth									
Seventh									
Eighth									
Ninth									
Tenth									

5. Reasons for dropping out (in the opinion of the animator)
(Specify the number in each category)

- | | |
|---|-------|
| | Nos. |
| 1. Because the Centre is situated far away | ..... |
| 2. Because of ill-health | ..... |
| 3. Owing to the presence of grown-up girls in the family (who have to be specially taken care of) | ..... |
| 4. Because domestic animals like cow and goat have to be looked after | ..... |
| 5. Due to resistance from wife/husband/children | ..... |
| 6. As the behaviour of the animator is not liked | ..... |
| 7. For want of interest in the subjects dealt with | ..... |
| 8. The time of holding the classes being unsuitable | ..... |
| 9. As there are no facilities for training in some vocation | ..... |
| 10. Other reasons (specify) ..... | ..... |

6. Kind of motivation the regular learners had received (In the animators' opinion)

1. Desire to learn the alphabets
2. Desire to master a vocation or learn more about it
3. Desire to gain knowledge to live a better life
4. Desire to see the films frequently projected at the centre
5. Desire to secure the doles, loans & other help from developmental departments which the animator would arrange.
6. Other factors (specify)

SCHEDULE V

INSTRUCTIONAL MATERIALS AND METHODS

Ref: No.....
 Person collecting data.....
 Date of collecting data.....

- | | | | | |
|--|---|-----------------------------|----------------|-----------|
| | EL | Px | IIL | O. |
| 1. No. of lights in the centre | | | | |
| Electric light/Petromax/Hurricane lantern/others | | | | |
| 2. Type of seating arrangement for discussion: | | | | |
| 1. As a triangle | 2. Semi-circle | 3. As a square or rectangle | 4. As a circle | 5. Others |
| 3. Are you using any Primers? | Yes/No | | | |
| If "Yes" name them : | ..... |  |  |  |
| | | | | |
| | | | | |
| 4. If you are using other books, mention the titles:..... | ..... |  |  |  |
| | | | | |
| | | | | |
| 5. Are the learners provided with slates? | Yes/No | | | |
| 6. „ Note books? | Yes/No | | | |
| 7. „ Primers? | Yes/No | | | |
| 8. To start with, on what medium do you give practice in writing | (A) Slate (B) Paper (C) Sand on the floor | | | |
| 9. Do you use flash cards? | Yes/No | | | |
| 10. If 'Yes', who made them? | | | | |
| (1) Self-made | (2) | | | |
| 11. Do you use charts? | Yes/No | | | |
| 12. Are picture books being used? | Yes/No | | | |
| If 'Yes', name them | (1) | | | |
| | (2) | | | |
| | (3) | | | |

133. How do you start instruction each day?
1. By telling stories
 2. By introducing a problem
 3. By showing pictures
 4. By describing an event or situation
 5. By asking questions on portions covered and arousing apperception
 6. By writing about the theme on Black board
 7. Any other way.....
144. How are the discussions held?
1. In groups
 2. As a general discussion involving all the learners
 3. In question & answer form (Catechetical Type)
 4. Any other (Specify)
153. How are Primers and other books used?
1. After giving a brief summary of the lesson, the animator reads from the text book portion by portion.
 2. The animator reads the books without any introduction, as the learners enter the class.
 3. The animator makes the learners read sentences from the lesson after writing them on the board.
 4. After first reading the lesson, the animator makes the learners read it.
 5. The animator reads the lesson first and then writes out the significant words on the board for the learners to read.
 6. From the words which the learners can read, certain letters or words are asked to be written on the BB by the learner.
 7. Other ways (specify)
163. Objectives of the discussion.
1. To motivate reading
 2. ,, the thinking process
 3. ,, the conversational exercise
 4. To help solve problems
 5. Others (specify)
173. Salient topics for discussion
1. Occupation
 2. Health
 3. Civics and general knowledge
 4. Family welfare
 5. Rearing children
 6. Environmental sanitation
 7. Nutrition
 8. Preventive medical care
 9. Agriculture
 10. Others (specify)
183. Have any study tours been conducted? Yes/No
If 'Yes' where and when?
193. Have any exhibitions been organised? Yes/No
If 'Yes', where?
203. Have you taken the learners out to show exhibitions? Yes/No
If 'Yes' give details
213. Have you visited the important institutions nearby? Yes/No
(Specify)
223. Was role-play tried at any time? Yes/No

SCHEDULE VI

STANDARD OF LITERACY, FUNCTIONALITY AND AWARENESS ACHIEVED

Ref: No.....

Person collecting data.....

Date of collecting data.....

Literacy

1. Objectives of the learning activities in the Centre
 1. To speak
 2. To read
 3. To write
 4. To do arithmetic
 5. To solve life's problems through discussion
 6. To know more about one's job
 7. To prepare for social changes

2. Tick mark the month at which the following learning outcomes were acquired.

Months

1. Ability to answer in a sentence or two
2. Ability to describe an event/situation or to tell a story
3. Ability to look into both sides of a question and arrive at some conclusion

1	2	3	4	5	6	7	8	9	10

3. At what month could the learners:

1. read words
2. read a passage after the animator has read it out
3. read small sentences without difficulty
4. read many sentences together
5. read a paragraph and say what it is about
6. read a paragraph and describe the contents

1	2	3	4	5	6	7	8	9	10

4. At what month could they write:

1. Letters of the alphabet looking at the letters
2. Letters of the alphabet without looking at the letters
3. Words by copying them
4. words without looking at them
5. sentences without help
6. a paragraph freely
7. letters to dear ones
8. filling up a form

1	2	3	4	5	6	7	8	9	10

5. At what month did they get the ability to do simple arithmetic:

1. count up to 100
2. count in the reverse order ?
3. add up two digit numbers
4. add 2 three-digit numbers
5. subtract a two-digit number from another 2 digit number
6. subtract a three-digit number from another 3 digit number
7. multiply a two digit number with an one-digit number
8. divide a two-digit number by an one-digit number
9. do mental sums quickly
10. read and make use of a calendar
11. read time from a watch
12. read and write five-digit figures

1	2	3	4	5	6	7	8	9	10

13. Other achievements in arithmetic (specify).....

6. Tick mark the achievements gained through discussions

1. Scientific information related to life
2. Knowledge about social and civic affairs
3. Knowledge of the evils of superstitions
4. Knowledge of the need for saving

- 5. Knowledge of undesirable traits (like the drink and drug habits) in character and social conduct .
- 6. Sense of patriotism and need for national integration
- 7. Sense of co-operation
- 8. Child care and Nutrition
- 9. Knowledge about Health and Hygiene and Family Welfare
- 10. Knowledge of the widening scope of work
- 11. Other matters (specify).....

7. Functionality and Related Matters

- 1. Is there any vocational training or practice in the Centre? Yes/No
If 'Yes', what are they ?
- 2. As a result of the discussions, has any one started some business concern. ?
- 3. Do you discuss possibilities of increasing the opportunities for individuals to start new business? Yes/No
- 4. If yes, how ?
 - 1. Through the help of Gramsevak
 - 2. ,, help of others
 - 3. ,, Study tours
 - 4. ,, Posters & Pamphlets on work opportunities
 - 5. ,, Books read out to them about work opportunities
 - 6. ,, The efforts of the literacy worker

8. For effecting Social changes

- 1. Has anything been done through the centre to eradicate superstitious practices Yes/No
If yes, specify.....
- 2. Has any influences been exerted against the use of intoxicants? Yes/No
How? (specify).....
- 3. Has any work been done to efface casteism and disparities from society? Yes/No
Please describe.....
- 4. Has any knowledge, or information been disseminated to preserve and promote health and to prevent illhealth and contagion.
.....
.....
- 5. Has adequate information been disseminated with regard to family welfare ? Yes/No
If 'Yes' How and to what extent ?.....
.....
- 6. Has the centre been a source of influence to advocate greater freedom to women? Yes/No
If yes, how ? (specify).....
- 7. Did the centre ever take care to see that the learners derive the several benefits available as a result of the developmental programmes ? Yes/No
If yes, mention a few, and how each one was done

Benefit secured

How secured ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 8. Have you made the Scheduled/backward class people aware of the special concessions and benefits available to them in the various sectors of Government ? Yes/No
- 9. Whether classes had been arranged to be taken by outsiders ? Yes/No
If 'Yes'

By whom ?

and on what subject ?

.....
.....

.....
.....

9. Extra curricular activities
1. Have you had recreational or entertainment activities in the centre? Yes/No
If yes, what were they?
 2. Did the learners have any radio-listening sessions at the Centre Yes/No
 3. Have news papers been read out to the learners Yes/No
 4. Has any role-play been ever conducted? Yes/No
 5. Has any drama been ever staged in the centre? Yes/No
 6. Has any 'Ottamthullal' ever been held? (Stories through satirical songs) Yes/No
 7. Any *Vilpat*? (stories told through song and talk over a country bow as musical instrument) Yes/No
 8. Any *hathaprasangam*? (story elucidation through song and speech) held? Yes/No
 9. Has any Exhibition been held?
 10. Any Study tours conducted?
 11. Has any Small Saving Scheme or economic activity been introduced Yes/No
 12. Have any dance items been organised? Yes/No
 13. Are there any local arrangements for taking coffee/tea together as a group? Yes/No
 14. Have they ever been shown films or film strips? Yes/No
If yes, specify.....
 15. Has any kitchen garden programme been introduced? Yes/No

SCHEDULE 7

THE REACTION OF THE LEARNERS

Ref: No.....

Person Collecting data.....

Date of Collecting data.....

1. On how many week days is your centre run? 1 2 3 4 5 6
2. For what duration each day?.....hours
3. Have you received Yes/No
books? Yes/No
slate?
4. Is there enough lamps? Yes/No
5. Are the learners regular in coming to the centre?
6. Has the worker ever visited the homes of the learners? Yes/No
7. Have any Resource Persons come to take classes
8. Did you have the KANFEI NEWS read out to you by your animator? Yes/No
9. Has the animator read out to the learners any other Newspapers?
10. Has any class been taken with the help of copies of the 'Nattuvelicham'?
(the monthly wall news paper of SRC)
11. Have you been shown any films? If yes, how many.....
12. Have any entertainment programmes been held? Yes/No
If yes, specify.....
13. Have you had any sports or games together? Yes/No
If yes, specify.....
14. Have the learners been exposed to radio programmes? Yes/No
15. Have the daily news been referred to in the class? Yes/No
16. Have the following subjects been dealt with? Health, Family Welfare, Social relations, Village development, Panchayatiraj, National integration, small saving programmes, Labour contracts, Agricultural matters, concessions eligible from the Government. The Drink and Drug Evils, Superstitious practices, Progressive steps for Social change.
17. Is it usual to hold discussions in classes? Yes/No
If 'Yes' specify Group discussion/General discussion
18. Is it usual to read out lessons to learners?
19. Is it usual to make learners read out?
20. Is it usual to make good use of the Black Board?
21. Do you write words on the Black Board?
22. Do you ususally work out arithmetic problems?
23. Have written Examinations been conducted? Yes/No
If so, how many?.....

State Resource Centre/KANFED

2. EVALUATION SHEET*

(R.F.L.P.)

1. Reference Number ..
2. Name of the agency conducting the centre ..
3. Name of Centre ..
4. Panchayat ..
5. Block ..
6. Name of learner ..
7. Other details of the learner (Put a tick mark against each correct item)

Man/Woman

Scheduled Caste/Scheduled Tribe/Other Backward
Classes/Forward Class.

Age group 15 to 35/36 to 45/above 45

Corrections, if any, should be made by the animator on the above details.

1. Oral Examination

N. B.:—The animator should ask the following questions one by one, and put marks for each

Five questions are to be answered. Each question carries 2 marks. The answer to each question shall be in not more than 3 or 4 sentences. If the answer is correct, but not given in correct sentences give only 1 mark each. (Total marks 10).

Space for marks

1. What are the aids and services you get from the Block Office?
2. What are the procedures for getting a loan from a Bank?
3. How is compost manure prepared?
4. What are the benefits of Family Planning?
5. What are the inoculations for immunisation of children? What are the ingredients of a good children's diet?
6. Which is the capital of India? Who is our Prime Minister? Who is our Chief Minister?
7. How many colours are there in our National Flag? What are they?
8. What benefits do we get by forming Co-operative Societies?
9. Why should we organise Reading Rooms?
10. What should we do to get a good paddy crop?
11. What are the activities of a Mahila Samaj?

2. Reading Test

N. B.:—Marks should be given by the animator giving the test. 5 marks for reading without any mistake. 5 marks for answering in a sentence what the paragraph is about—(Marks 10)

We feel as if we had entered a new world. What a number of birds, animals, parrots with different colours, peacocks that dance with spread-out plumes! There are also many reptiles. In addition, there is a separate play ground for children. It is a Zoo.

The animators should ask the learners to write the answers to the following questions in the space given against or under each question.

*Translation of the Malayalam Evaluation Sheet.

Writing test

3. Dictation (Marks 10)

(The animator is to dictate slowly 10 simple words which are familiar to the learners one by one and let the learners write them down in the space given below)

- | | | |
|----|-----|------------------------|
| 1. | 6. | <i>Space for marks</i> |
| 2. | 7. | |
| 3. | 8. | |
| 4. | 9. | |
| 5. | 10. | |

4. Completion (Marks 10)

(Each word written without spelling mistakes will be given 2 marks)

1. Our mother tongue is.....
2. Sun rises in the horizon
3. is our State
4. Mosquitoes and house-flies spread.....
5. is a contagious disease

5. Copy writing (Marks 10)

Copy the following in the space below:

We should be very careful when we purchase vegetables. They would have been sprayed with insecticides. Whether it be so or not, they should be used only after washing with water. Eating raw tomatoes and lady's finger should be done only after washing them sufficiently in water.

Numeracy test

6. Write the number series to fill in the blanks (Marks 10)

Space for marks

1. 5, 10, 15, 20,,
2. 1, 5, 9, 13,,
3. 2, 4, 8, 16,,
4. 40, 20, 10,,
5. 20, 19, 18,,

7. Fill in the blanks (Marks 10)

1. Half a rupee = paise
2. One kilogram = grams.
3. Half a metre = centimetre.
4. One day = hours.
5. 315 (write in words)

8. One kilogram of rice costs Rs. 3 Ps. 60.

What will be the cost of 10 kilograms of rice. (Marks 10)

9. A person paid Rs. 2 Ps. 50 after buying 2 post covers, 2 inland letter flaps and 3 post cards. What balance will he get in return? (Marks 10)

Letter writing

10. Write a letter

(5 marks for ideas, 5 marks for the format)

A marriage proposal has come for your sister.

Write a letter to your brother who is residing at a distant place requesting him to return home immediately to discuss the matter.

APPENDIX II

List of Centres Selected at Random for Analysis of Data Re-arranged Panchayat-Wise*Kallikad Panchayat**Aryankode Panchayat*

1. Girijan Mahila Samajam
Plavettithadatharikattu
Kottoor-P.O.
2. Mahatma Gandhi Memorial,
Near I.P.S.,
Rantamthodu,
Mailakkara-P.O.
3. Adult Education Centre,
Peringalkadavu,
Kallikad.
4. Chachaji Girijan Mahila Samaj,
Narakathinkuzhi,
Mailakkara-P.O.
5. Tagore Memorial Youth Club Library,
Puzhanad-P.O.
6. Harijanohdarana Mahila Samaj,
Aduthalli,
Mailakkara-P.O.
7. Nehru Memorial Mahila Samaj,
Perunkulangara,
Neyyar Dam-P.O.
8. Gandhiji Smarak Mahila Samaj,
Pachiyoorakonam,
Kunthanad, Puzhanad-P.O.
9. Perunkulangara One lakh Housing Colony,
Neyyar Dam-P.O.
10. Bappuji Memorial,
Mahila Samaj,
Neervazhikonam,
Puzhanad-P.O.

16. Priyadarsini Mahila Samaj,
Moonnattin Mukku,
Aryankode,
Ottasekharamangalam-P.O.
17. Samadarsini Mahila Samaj,
Mailachel,
Ottasekharamangalam-P.O.
18. Kairali Kalavihar,
Chempoor,
Ottasekharamangalam-P.O.
19. Nava Kerala Mahila Samaj,
Aryankode.
20. Nava Kerala Mahila Samaj,
Thudali, Talumugham-P.O.
21. Mannam Memorial Mahila Samaj,
Thellukuzhi,
Branch, Pazhinji Kuzhi,
Perumkadavila.
22. Manchankode Mahila Samaj,
Manchankode,
Mannankonam-P.O.
23. Rural Mahila Samaj,
Mailachel,
Talumukhom-P.O.
(via) Ottasekharamangalam.
24. Rural Functional Literacy Centre,
Damodaravilas Reading Room,
Chempoor,
Ottasekharamangalam.
25. S.R.M. Mahila Samaj,
Aryankode,
Ottasekharamangalam.

Ottasekharamangalam Panchayat

1111. Functional Literacy Centre,
Rural Agricultural Library,
Valikode.
1212. Red Star Youth Club,
Chettikunnu,
Vazhichel-P.O.
1313. Lenin Memorial Mahila Samaj,
Alachakkonam,
Vazhichel-P.O.
1414. Youth Club Kissan Library,
Ottasekharamangalam-P.O.
1515. Wiswadeepam Library,
Attoor,
Mannankonam-P.O.

Perumkadavila Panchayat

26. Harijan Mahila Samaj,
Pazhamala, Perumkadavila
27. N.E.S. Vanitha Kshema Kendram,
Perumkadavila.
28. Kasthurba Memorial Mahila Samaj,
Ayiroor, Perumkadavila-P.O.
29. A.K.G. Memorial Mahila Samaj,
Marayamuttam,
Perumkadavila.
30. Dr. Ambedkar Memorial,
Harijan Mahila Samaj,
Perumkadavila.



Perumpazhuthur Panchayat

31. Priyadarshini Vanitha Samaj,
Kattachikonam,
Perumpazhuthur.
32. Prathibha Mahila Samaj,
Maruthathur,
Parakkottukonam,
Chaykottukonam-P.O.
33. Prathibha Vanitha Samaj,
Erumpil,
Arivippuram-P.O.

Amburi Panchayat

34. Functional Literacy Centre,
Thumpinkal, Plankala,
Amburi-P.O.
35. Functional Literacy Project Centre,
Kurichi,
Kandanthitta, Pantha-P.O.
36. Mala Araya Colony,
Mayam-P.O.
Vellarada.
37. Harijan Mahila Samaj,
Kumpichal,
Mayam-P.O.
38. Kasthurba Mahila Samaj,
Ulayankonam,
Pantha-P.O.

Vellarada Panchayat

39. Nava Kerala Mahila Samaj,
Pulikkode, Talumugham-P.O.
40. Adult Education Centre,
Social Welfare Vanitha Samaj,
Vayam Vila,
Vellarada-P.O.

41. Kasthurba Vanitha Samaj
Thanni Moodu,
Panachamoodu-P.O.
42. Kairali Mahila Samaj,
Chemmannuvila,
Panachamoodu-P.O.
43. Cherupushpa Arts Club,
Rural Functional Literacy Centre,
Mullilavu Vila,
Kudalayal-P.O.
44. Vellarada Panchayat,
Gandhi Smarak Mahila Samaj,
Kuthali-P.O.

Kunnathukal Panchayat

45. Harijan Sevak Vanitha Samaj,
Kuduthuvila,
Kottakal-P.O.
46. Sree Narayana Cultural Centre,
Anavoor,
Kottakal-P.O.
47. Panavila Mahila Samaj,
Vandithadam,
Karakkonam-P.O.

Kollayil Panchayat

48. Deveswaram Vanitha Samaj,
Panayammoola,
Amaravila-P.O.
49. A.K.G. Memorial Arts Club,
Dhanuvachapuram,
Nettoorkolla,
Amaravila-P.O.
50. Ushas Mahila Samaj,
Kottaman,
Dhanuvachapuram-P.O.