

# **Adult Education Programme in Tamil Nadu**

## **An Evaluation of Mass Programme of Functional Literacy in Universities and Colleges Consolidated Report**

**MARCH 1991**

**EVALUATION OF ADULT EDUCATION PROGRAMME UNIT**

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## CHAPTER - I

### PROGRAMME AND METHODOLOGY USED FOR EVALUATION

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Literacy is an indispensable component of human resource development. Ignorance and poverty are two basic issues affecting development. The development programmes of the country can be strengthened only by harnessing the productive energies of all strata of society, specially those of the economically productive age group of 15-35 by proper education and training. It is in this context that adult education equips the learners by raising their level of awareness, literacy and functionality and acts as an indispensable tool in the development process.

Youth is nation's strength and pride and educated youth can be the vanguard in the national effort in the eradication of illiteracy. Hence, the effort to harness the energies of youth in a Mass Programme of Functional Literacy. It is a golden opportunity for educated youth of the country to serve the nation in a unique manner through this programme.

Mass Programme of Functional Literacy is an innovative programme launched on 1st May, 1986 by involving students enrolled in National Service Scheme and other students in colleges and universities<sup>1</sup> to eradicate illiteracy in the productive age group 15-35 within a stipulated period before the year 1995. The University Grants Commission issued guidelines in respect of students other than National Service Scheme.<sup>2</sup> This was then extended to the students enrolled in N.S.S. of Higher Secondary Schools with effect from 01-05-1987.

The mass programme in Tamil Nadu State is a short duration programme of about four months to be followed up by effective post-literacy and continuing education methods. It is expected that one student should impart literacy to two to five illiterates and also organise their post-literacy programme. The literacy course is to be imparted for approximately 150 hours by the student-volunteers and may be taken up as per local convenience. The learners may be his/her own parents, domestic servant, a neighbour, housewives, a fellow villager, hawkers, --r

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1. Vide Department of Youth Affairs and Sports (DOYAS), letter No. F-1-61/85-YS.III Dt.28.2.1986.
  2. Vide D.O. letter No. F-1-2/86/NFE Dt. May, 1986.



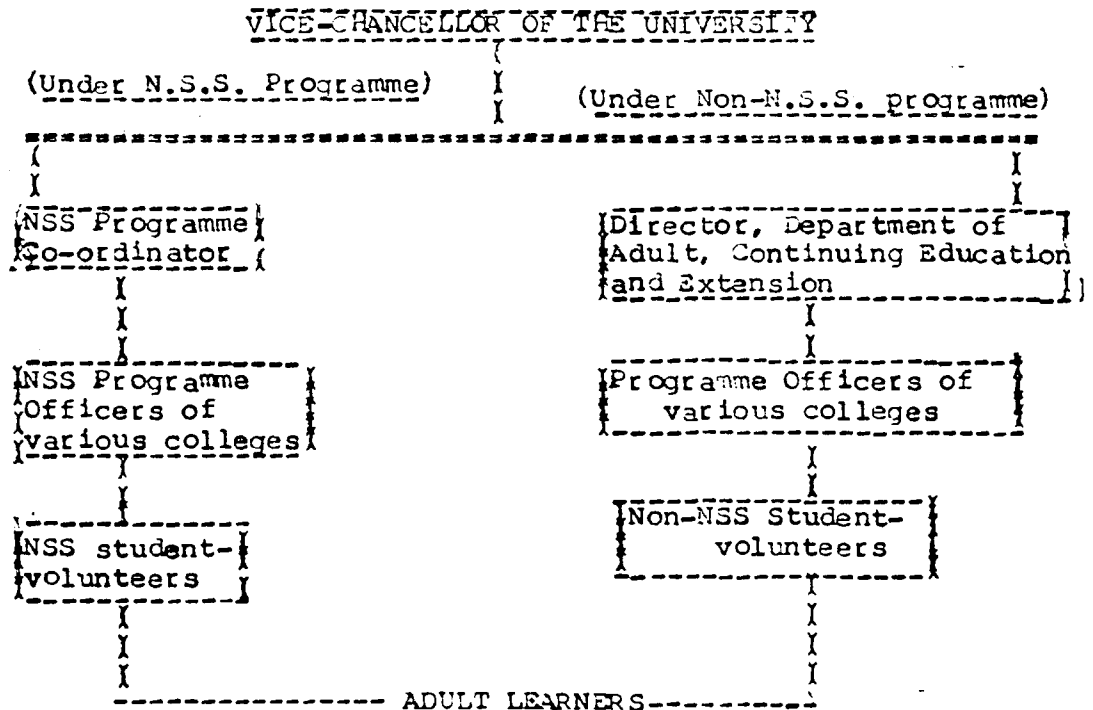
rickshaw pullers, construction workers or a person staying in a nearby slum. Preference to women and members of S.C./S.T. sections is contemplated under the scheme.

The literacy kits are to be used as teaching tools by the student-volunteers. The contents of the literacy kit have been listed in Appendix - V. It is the responsibility of the State Resource Centre, Madras, to prepare comprehensive learning materials for the mass programme in the form of literacy kits. The literacy kits will be provided free of cost to the volunteers by the State Resource Centre through the concerned Programme co-ordinators.

In Tamil Nadu, universities and colleges have the Mass Programme of Functional Literacy implemented by (i) N.S.S. students and (ii) Non-N.S.S. students. Out of the fifteen universities in Tamil Nadu, only eight universities were implementing the Mass Programme of Functional Literacy during the year 1989-90. (See Appendix - VI). This programme is being implemented in the universities for over four years. To assess what has been done

in implementing the Mass Programme of Functional Literacy at the universities and colleges level and what has to be done to make the programme more successful, an evaluation of the ongoing programme was found necessary and therefore, a unit for evaluation of Adult Education Programme in Tamil Nadu was set up in the Madras Institute of Development Studies, Madras as per guidelines issued in Government of India's letter No. F-8-3/88-AE(D.I) dated 17-01-1990. The unit took up for the study the Mass Programme of Functional Literacy implemented by the N.S.S. and Non-N.S.S. students in universities and colleges in Tamil Nadu.

The model of the organisation at the university level is as shown below:-



The methodology consisted of (a) discussion with the Vice-chancellors; (b) meeting the Programme Co-ordinator and Programme Officers; (c) collecting data from them in the form of a self-administered questionnaire; (d) guided interviews with the volunteers as well as the learners; and (e) informal discussion to gather necessary information. Thus the evaluation team undertook the evaluation of each and every tier. The months in which the eight universities were visited, the student-volunteers contacted, the utilisation of the literacy kits etc. are shown in table 1.1 annexed to this chapter.

Before the commencement of the field study in every university, there were preliminary discussions with the Vice-chancellors. Almost all the Vice-chancellors emphasised the importance of the participation of youth in this nation building venture and asserted that if the Mass Programme of Functional Literacy has to become a success, it should be made an integral part of the curriculum. The Vice-chancellor of Annamalai University also said that the entire university student-population should be involved in this project and the N.S.S. unit will act as a catalyst or a motivator for this purpose. The Vice-chancellor of Sri Avinashilingam Home Science Institute and Higher Education for

Women (Deemed university), Coimbatore who has already made this scheme a part of her university curriculum, suggested the opening of Regional Centres of the State Resource Centre at places like Tirunelveli, Madurai, Tiruchirapalli and Coimbatore so that literacy materials like the one prepared in her university and other places may be disseminated to all nooks and corners of the State for achieving better results in this Mass Programme of Functional Literacy.

A meeting of Programme Officers was held wherever possible for discussion and for obtaining data in the form of a self-administered questionnaire (See Appendix - II for format). Out of a total number of about 441 N.S.S. Programme Officers, 121 available Programme Officers were contacted and they responded to the questionnaire. As regards the programme implemented by the Non-N.S.S. Students, 21 Programme Officers out of 90 were available for interaction and they furnished necessary data by filling up the forms.

Before undertaking visits for the field study, letters were mailed to the officials concerned and dates were fixed. Even then the response was poor in many places and the personnel involved in the programme were reluctant to have the evaluation done as fixed. Out of eight universities contacted, only Madurai--Kamaraj University and Sri Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, co-operated readily to undertake the investigation on the dates suggested and in all other places, the team had to adjust to the dates suggested by the universities concerned. It was perceived by the Investigators that there was lack of motivation on the part of the personnel at top level, middle level and even bottom level involved in the implementation of the programme (See Table 1.2 annexed to this chapter and Tables 3.2(a) and 3.2(b) annexed to Chapter III).

There was also no sustained effort with the learners involved. Lack of sustained effort is clear by the fact that in most of the places, the stipulated 150 hours of teaching was not undertaken.

The Head of the Evaluation Unit wrote to the Programme Co-ordinators concerned to arrange for meetings of Programme Officers at convenient places. Meetings were arranged by the Programme Co-ordinators in the following five universities only:-

1. Alagappa University, Karaikudi;
2. Madurai-Kamaraj University;
3. Annamalai University, Annamalainagar;
4. G.D. Naidu Tamil Nadu Agricultural University, Coimbatore; and
5. Sri Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore.

They were aware that the Evaluation team is visiting on the stipulated dates; but still the response was not encouraging. The Programme Officers summoned a meeting of available student-volunteers with whose assistance available adult-learners were contacted.

The team members visited various colleges according to the programme evolved in consultation with the Programme Officers and contacted the student-volunteers who were involved in the Mass Programme of Functional Literacy. The questionnaire

forms intended for the student-volunteers were distributed and data collected from 1268 available N.S.S. volunteers and 389 Non-N.S.S. volunteers (See Appendix - III for the format).

The most important of the respondent group is the adult-learners of the age group 15-35 who are the real beneficiaries of the Mass Programme of Functional Literacy. The evaluators contacted 1320 adult-learners under the N.S.S. programme and 463 learners under the Non-N.S.S. programme. These learners were either illiterates or school drop-outs. The information required for the field study were elicited from these learners and recorded in the Interview Schedule (See Appendix - IV) intended for them.

An attempt has also been made to test the learners' attainment in Reading, Writing and Numeracy skills. Certain levels have been prescribed to assess the attainments in THREE Rs in Appendix - I to the National Literacy Mission document (Vide Appendix - VII). Keeping in view the materials in the literacy kit, the time limit

and the volunteer-learner motivation, the Evaluation unit has designed separate norms for testing their attainments as furnished in Appendix - VIII.

As the Adult Education Programme has three mutually reinforcing elements viz. literacy, functionality and awareness, it was also tested as to whether the learner has the knowledge of general awareness. The proforma to assess the knowledge of general awareness of learners is given in Appendix - IX.



TABLE - 1.1

S. No.	Name of the University	Month of visit for field study	Total No. of NSS volunteers	NSS volunteers involved in the MPFL	No. of NSS volunteers contacted	No. of kits received	No. of kits utilised
<u>NSS programme:</u>							
1.	Gandhigram	June, 90	500	210	56	300	210
2.	Alagappa, Karaikudi	July, 90	202	96	41	200	96
3.	Madurai-Kamaraj, Madurai	Aug. 90 & Sep. 90	22,500	9,000	606	5,550	4,550
4.	Annamalai, Annamalainagar	Oct. 90	2,000	848	129	1,000	804
5.	Bharathidasan, Tiruchi.	Dec. 90	21,000	6,340	201	8,307	6,340
6.	Sri Avinashilingam, Coimbatore.	Jan. 91	695	695	78	4,000	3,775
7.	G.D. Naidu Tamil Nadu Agricultural, Coimbatore.	Jan. 91	1,500	250	29	1,200	1,075
8.	Bharathiyar, Coimbatore.	Jan. 91	9,803	4,445	128	1,200	1,012
<u>Non-NSS programme:</u>							
1.	Madurai-Kamaraj Madurai	Aug. & Sep. 90	6,775	6,775	153	5,000	5,000
2.	Annamalai, Annamalainagar.	Oct. 90	210	210	22	240	210
3.	Bharathidasan Tiruchi.	Dec. 90	1,150	1,150	214	1,000	1,000

TABLE - 1.2

Details of procedure followed by Programme Officers for monitoring and evaluating the programme.

Name of the University.	Total No. of Programme Officers	No. of programme Officers contacted.	No. of Programme Officers who collected relevant records from the volunteers		No. of Programme Officers who sent report of the programme to the Dt. Adult Edn. Officer	
			No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Ganchiyram	6	4	-	-	-	-
2. Alagappa	2	2	2	100	-	-
3. Kaurai- Kamaraj.	100	42	24	57	10	24
4. Annamalai	20	12	12	100	3	25
5. Sarathi- dasan.	210	41	21	51	11	27
6. Sri Avina- shilingam	7	7	6	86	3	43
7. S.D. Maide Samil Madu Agri.	15	4	-	-	-	-
8. Bharathiyar	98	9	1	11	1	11

CHAPTER - II  
LITERACY LEARNING RECORDED

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The adult learners who are the real beneficiaries of the Mass Programme of Functional Literacy form the most important respondent group. Hence, their responses have great significance. Evaluation of success or failure of M.P.F.L. ultimately hinges on the effect of the programme on the adult learners.

The evaluation team was able to contact a total number of 1783 learners of both N.S.S. and Non-N.S.S. schemes. Out of the 1783 learners interviewed, 424 males and 896 females were from the N.S.S. programme and 110 males and 353 females were from the Non-N.S.S. programme. In both the components, females outnumber males. With regard to community, it can be seen that 34% under the N.S.S. programme and 43% under the Non-N.S.S. programme belonged to the S.C. section, while 52% and 53% respectively belonged to B.C./M.B.C. sections.

The Mass Programme of Functional Literacy contemplates special attention to be paid for promoting literacy among women and S.C./S.T.

sections. Among the S.C. section, out of 449 learners, 296 were women. With regard to S.T. section, there were equal number of men and women - 24 each. With regard to the programme by Non-N.S.S. students, out of 463 learners 353 were women of whom 160 were S.T. women. These are exemplified in the tables 2.2 (a) and 2.2 (b) annexed to this chapter.

More number of learners from S.C. section had joined the programme in the three university areas in Coimbatore District i.e. out of 442, 215 were from S.C. section. In the areas of Madurai-Kamaraj University (see appendix - X for areas), Sri Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore and Bharathiyar University, the number of woman learners outnumber men i.e. 641 women as against 261 men (vide table 2.3 (a) and 2.3 (b) appended to this chapter.

With regard to agewise distribution, about one third of the learners formed the age group 15--19 under the programme by N.S.S. volunteers and about two fifths under the Non-N.S.S. programme (See table 2.3 (a) and 2.3 (b)

annexed at the end of this chapter. Thus, it is perceived that those who had missed the opportunity of schooling in their childhood seemed to have availed of it now.

Regarding the occupation of the learners, it was found that the participation of housewives in this programme was found to be greater with 58% in Alagappa University whereas it was NIL and 2% respectively in Gandhigram Rural Institute and Madurai-Kamaraj University. 56% of the learners from agricultural labourers had participated in this programme in Bharathidasan University whereas it was 84% in G.D. Naidu Tamil Nadu Agricultural University. In Sri Avinashilingam Institute for Home Science and Higher Education for Women and Annamalai University area, unskilled workers were predominant with 53% and 40% respectively. With regard to the programme under Non-N.S.S., Agricultural Labourers outnumber other occupational people (See table 2.4 (a) and 2.4 (b) appended to this chapter.

Tables 2.5 (a) and 2.5.(b)

annexed at the end of the chapter indicate the distribution of learners by their prior educational level. In all the universities, except Annamalai and Bharathidasan Universities, more than 50% of the learners were total illiterates under the programme by N.S.S. volunteers. With regard to the programme by Non-N.S.S. students, fairly large number of illiterates from 45 to 55% had participated in this programme in the three universities viz. Madurai-Kamaraj, Annamalai and Bharathidasan Universities.

The distribution of learners by annual family income is presented in the annexures to this chapter under tables 2.6(a) and 2.6(b). It is seen that 53% of the total number of learners under the N.S.S. programme belonged to the family income group below Rs.2,000/- and it was 69% under the Non-N.S.S. programme. Only 5% and 2% respectively of the learners under the two programmes were hailing from families with an annual income of Rs. 6,000/- and more. Thus it appears illiteracy is linked with poverty.

The particulars regarding the family size of each learner are presented in the annexure to this chapter under table 2.7(a) for the programme by N.S.S. volunteers and under table 2.7 (b) for the Non-N.S.S. programme. 58% of the total number of learners under the N.S.S. programme and 49% under the Non-N.S.S. programme were having family with five and more members. Hence, it appears that illiteracy is also linked with large families.

The learners were asked to express the reasons for joining the programme. Most of the adult learners under both the programmes expressed that their desire to read newspapers and to read letters motivated them to join the M.P.F.L. scheme. 2% and 1% respectively of the total number of learners under the two programmes wanted to improve their skills. 2% of them under the programme by N.S.S. volunteers desired to earn a little more (See tables 2.8(a) and 2.8(b) annexed to this chapter).

The meat of the M.P.F.L. programme is the learners' ability in Reading, Writing and Numeracy skills. It is presented in Tables 2.1(a) and 2.1(b). It is seen from the above tables that there had been considerable variation in the attainments of the adult learners. With regard to the programme by N.S.S. volunteers, the performance of the learners-illiterates as well as school drop-outs in Sri Avinashilingam Home Science Institute and Higher Education for Women exceeded that of other universities, closely followed by Annamalai University. In Madurai-Kamaraj University, though the overall performance is not upto the mark, the evaluators perceived that in particular areas like J.A. college, Periakulam and V.V.V. College for Women, Virudhunagar, the performance was found to be better.

In Reading, the performance of illiterate learners was found to be "good" in the case of 47% and it was 57% in the case of drop-outs with regard to Sri Avinashilingam Home Science Institute and Higher Education for Women. It was followed by Annamalai University with 46% and 50% respectively. The attainment was very poor in the



case of Gandhigram Rural Institute, Alagappa University and Bharathidasan University with 3%, 6% and 5% respectively with regard to illiterate-learners.

In Writing, 24% among the illiterates and 49% among the drop-outs were found to be "good" in Sri Avinashilingam Home Science Institute and Higher Education for Women followed by Annamalai University with 18% and 47% respectively. It was found to be very poor in the case of Gandhigram Rural Institute, Alagappa University and Bharathidasan universities with Nil, 3% and 7% respectively with regard to illiterates.

With regard to Numeracy, Sri Avinashilingam Home Science Institute and Higher Education for Women ranks first with 23% at "good level" followed by Annamalai University with 18% in the case of illiterate-learners. The attainment was NIL at "good" level in the case of Gandhigram Rural Institute.

The overall performance with regard to the gains in THREE Rs was found to be

far from satisfactory in Gandhigram Rural Institute (Deemed university), Alagappa University, Bharathidasan University and G.D. Naidu Tamil Nadu Agricultural University, Coimbatore. The following colleges affiliated to Bharathidasan University area might be cited as example for worst cases viz. A.V.C. college, Mannampandal, Mayiladuthurai, Raja Sherfoji College, Thanjavur and Khader Mohideen College, Adirampattinam.

The performance of school drop-outs was uniformly "good" in all the university areas except Gandhigram Rural Institute (Deemed University) in "Reading ability" and Alagappa University in "writing skill".

The following inferences were drawn by the evaluation team:-

1. The performance of women learners was found to be better than that of men learners (See tables 2.1 (a) to 2.1 (d).

ii. The involvement of women volunteers was more effective than men volunteers in imparting education to the adult-learners.

iii. The performance of school drop-outs was found to be relatively better than the total illiterates (See tables 2.1 (a) to 2.1 (d)).

iv. The performance of the learners seemed to be better wherever there was regular teaching i.e. with higher number of continuous hours.

TABLE - 2.1 (a)

Learners' ability in Reading, Writing and Numeracy skills - (NSS Programme)

Name of the University.	RESPONDENTS WITH SUCH ABILITY																									
	ILLITERATES												DROP-OUTS													
	Good				Average				Below average				Good				Average				Below average					
	N	M	F	T	T%	M	F	T	T%	M	F	T	T%	N	M	F	T	T%	M	F	T	T%	M	F	T	T%
<b>I. READING:</b>																										
1. Gandhigram	31	1	-	1	3	10	2	12	39	2	16	18	58	33	3	4	7	21	7	7	14	42	-	12	12	37
2. Alagappa	34	-	2	2	6	2	12	14	41	1	17	18	53	24	2	8	10	42	1	8	9	37	-	5	5	24
3. Madurai-Kamaraj.	320	15	40	55	17	62	91	153	48	26	86	112	35	195	31	33	64	33	32	47	79	40	23	29	52	27
4. Annamalai	39	12	6	18	46	5	8	13	33	3	5	8	21	79	30	10	40	50	25	6	31	40	3	5	8	10
5. Bharathidasan	57	-	3	3	5	5	17	22	39	10	22	32	56	66	12	18	30	46	9	15	24	36	5	7	12	18
6. Avinashilingam	127	1	58	59	47	2	48	50	39	1	17	18	14	91	1	51	52	57	-	32	32	35	-	7	7	8
7. G.D.N.T.N. Agri.	40	3	3	6	15	1	9	10	25	5	19	24	60	15	4	4	8	53	-	4	4	27	2	1	3	20
8. Bharathiyar	127	15	14	29	23	29	33	62	49	7	29	36	28	42	7	13	20	48	8	9	17	40	1	4	5	12
	775	47	126	173	22	116	220	336	44	55	211	266	34	545	90	141	231	42	82	128	210	39	34	70	104	19
<b>II. WRITING:</b>																										
1. Gandhigram	31	-	-	-	-	10	3	13	42	3	15	18	58	33	4	4	8	24	4	7	11	34	2	12	14	42
2. Alagappa	34	-	1	1	3	2	17	19	56	1	13	14	41	24	1	3	4	17	2	14	16	66	-	4	4	17
3. Madurai-Kamaraj	320	13	30	43	13	65	106	171	54	25	81	106	33	195	28	29	57	29	41	58	99	51	17	22	39	20
4. Annamalai	39	5	2	7	13	12	10	22	56	3	7	10	26	79	28	10	38	47	28	6	34	44	2	5	7	9
5. Bharathidasan	57	-	4	4	7	4	14	18	32	11	24	35	61	66	11	5	16	24	12	30	42	64	3	5	8	12
6. Avinashilingam	127	1	30	31	24	3	74	77	61	-	19	19	15	91	1	44	45	49	-	36	36	40	-	10	10	11
7. G.D.N.T.N. Agri.	40	3	2	5	13	3	9	12	30	3	20	23	57	15	4	2	6	40	-	6	6	40	2	1	3	20
8. Bharathiyar	127	10	13	23	18	17	25	42	33	24	38	62	49	42	5	9	14	33	4	9	13	31	7	8	15	36
	775	32	82	114	15	116	258	374	48	70	217	287	37	545	82	106	188	34	91	166	257	48	33	67	100	18
<b>III. NUMERACY:</b>																										
1. Gandhigram	31	-	-	-	-	11	3	14	45	2	15	17	55	33	3	6	9	27	6	9	15	46	1	8	9	27
2. Alagappa	34	-	3	3	9	2	12	14	41	1	16	17	50	24	1	5	6	25	2	12	14	58	-	4	4	17
3. Madurai-Kamaraj	320	9	24	33	10	68	97	165	52	26	96	122	38	195	26	35	61	31	46	49	95	49	14	25	39	20
4. Annamalai	39	5	2	7	13	11	10	21	54	4	7	11	28	79	25	8	33	41	31	9	40	51	2	4	6	8
5. Bharathidasan	57	1	5	6	11	3	15	18	32	11	22	33	57	66	11	6	17	26	12	20	32	48	3	14	17	26
6. Avinashilingam	127	-	29	29	23	4	71	75	59	-	23	23	18	91	1	45	46	51	-	35	35	38	-	10	10	11
7. G.D.N.T.N. Agri.	40	2	2	4	10	4	9	13	33	3	20	23	37	15	4	3	7	47	-	5	5	33	2	1	3	20
8. Bharathiyar	127	11	11	22	17	29	36	65	51	11	29	40	32	42	6	8	14	33	8	13	21	50	2	5	7	17
	775	28	76	104	13	132	253	385	50	58	228	286	37	545	77	116	193	35	105	152	257	47	24	71	95	18

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TABLE - 2.1 (b)

## Learners' ability in Reading, Writing and Numeracy skills - (Non -NSS Programme)

Name of the University.	RESPONDENTS WITH SUCH ABILITY																									
	ILLITERATES												DROP-CUTS													
	Good				Average				Below average				Good				Average				Below average					
	N	M	F	T	T%	M	F	T	T%	M	F	T	T%	N	M	F	T	T%	M	F	T	T%	M	F	T	T%
<b>I. READING:</b>																										
1. Madurai-Kamaraj	121	3	17	20	17	12	45	57	47	11	33	44	36	146	18	27	45	31	18	54	72	49	2	27	29	20
2. Annamalai	24	-	13	13	54	-	4	4	17	-	7	7	29	20	1	9	10	50	1	8	9	45	-	1	1	5
3. Bharathidasan	76	10	22	32	42	11	16	27	36	-	17	17	22	76	6	21	27	35	17	27	44	58	-	5	5	7
Other universities:	---				---				NIL				---				---									
	221	13	52	65	29	23	65	88	40	11	57	68	31	242	25	57	82	34	36	89	125	52	2	33	35	14
<b>II. WRITING:</b>																										
1. Madurai-Kamaraj	121	1	10	11	9	11	52	63	52	14	33	47	39	146	17	25	42	29	19	57	76	52	2	26	28	19
2. Annamalai	24	-	10	10	42	-	11	11	46	-	3	3	12	20	1	6	7	35	1	10	11	55	-	2	2	10
3. Bharathidasan	76	12	15	27	34	9	20	29	39	-	20	20	27	76	7	21	28	37	11	18	29	38	5	14	19	25
Other universities:	---				---				NIL				---				---									
	221	13	35	48	22	20	83	103	47	14	56	70	31	242	25	52	77	32	31	85	116	48	7	42	49	20
<b>III. NUMERACY:</b>																										
1. Madurai-Kamaraj	121	3	9	12	10	13	49	62	51	10	37	47	39	146	17	25	42	29	19	53	72	49	2	30	32	22
2. Annamalai	24	-	9	9	37	-	11	11	46	-	4	4	17	20	1	7	8	40	1	9	10	50	-	2	2	10
3. Bharathidasan	76	3	23	26	32	17	22	39	53	1	10	11	15	76	4	20	24	32	18	25	43	57	1	8	9	11
Other universities:	---				---				NIL				---				---									
	221	6	41	47	21	30	82	112	51	11	51	62	28	242	22	52	74	31	38	87	125	52	3	40	43	17

TABLE - 2.1(c)

Learners' ability in Reading, Writing and Numeracy skill ( - NSS programme)

Name of the University	N=	Good				Average				Below average			
		M	F	T	T%	M	F	T	T%	M	F	T	T%
<b>i. READING:</b>													
1. Gandhigram	64	4	4	8	12	17	9	26	41	2	28	30	47
2. Alagappa	58	2	10	12	20	3	20	23	40	1	22	23	40
3. Madurai-Kamaraj	515	46	73	119	23	94	138	232	45	49	115	164	32
4. Annamalai	118	42	16	58	49	30	14	44	36	6	10	16	15
5. Bharathidasan	123	12	21	33	27	14	32	46	37	15	29	44	36
6. Avinashilingam	218	2	109	111	51	2	80	82	38	1	24	25	11
7. G.D.Tamilnadu Agri.	55	7	7	14	25	1	13	14	25	7	20	27	50
8. Bharathiyar	169	22	27	49	29	37	42	79	47	8	33	41	24
	1320	137	267	404	31	198	348	546	41	89	281	370	28
<b>ii. WRITING:</b>													
1. Gandhigram	64	4	4	8	12	14	10	24	38	5	27	32	50
2. Alagappa	58	1	4	5	9	4	31	35	60	1	17	18	31
3. Madurai-Kamaraj	515	41	59	100	20	106	164	270	52	42	103	145	28
4. Annamalai	118	33	12	45	38	40	16	56	47	5	12	17	15
5. Bharathidasan	123	11	9	20	16	16	44	60	49	14	29	43	35
6. Avinashilingam	218	2	74	76	35	3	110	113	52	-	29	29	13
7. G.D. Naidu T.N. Agri.	55	7	4	11	20	3	15	18	33	5	21	26	47
8. Bharathiyar	169	15	22	37	22	21	34	55	33	31	46	77	45
	1320	114	188	302	23	207	424	631	48	103	284	387	29
<b>iii. NUMERACY:</b>													
1. Gandhigram	64	3	6	9	14	17	12	29	45	3	23	26	41
2. Alagappa	58	1	8	9	16	4	24	28	48	1	20	21	36
3. Madurai-Kamaraj	515	35	59	94	18	114	146	260	51	40	121	161	31
4. Annamalai	118	30	10	40	34	42	19	61	52	6	11	17	14
5. Bharathidasan	123	12	11	23	18	15	35	50	41	14	36	50	41
6. Avinashilingam	218	1	74	75	35	4	106	110	50	-	33	33	15
7. G.D.Naidu T.N. Agri.	55	6	5	11	20	4	14	18	33	5	21	26	47
8. Bharathiyar	169	17	19	36	21	37	49	86	51	13	34	47	28
	1320	105	192	297	23	237	405	642	49	82	299	381	28

TABLE - 2.1 (d)

Leavers' ability in Reading, Writing and Numeracy skill (Non-NSS programme)

Name of the University	No	Good				Average				Below average			
		M	F	T	T%	M	F	T	T%	M	F	T	T%
<b>i. READING:</b>													
1. Madurai-Kamaraj	267	21	44	65	24	30	99	129	48	13	60	73	28
2. Annamalai	44	1	22	23	52	1	12	13	30	-	8	8	18
3. Bharathidasan	152	16	43	59	39	28	43	71	47	-	22	22	14
<u>Other universities</u>		---				NIL				---			
	463	38	109	147	32	59	154	213	46	13	90	103	22
<b>ii. WRITING:</b>													
1. Madurai-Kamaraj	267	18	35	53	20	30	109	139	52	16	59	75	28
2. Annamalai	44	1	16	17	39	1	21	22	50	-	5	5	11
3. Bharathidasan	152	19	36	55	36	20	38	58	38	5	34	39	26
<u>Other Universities</u>		---				NIL				---			
	463	38	87	125	27	51	168	219	47	21	98	119	26
<b>iii. NUMERACY:</b>													
1. Madurai-Kamaraj	267	20	34	54	20	32	102	134	50	12	67	79	30
2. Annamalai	44	1	16	17	39	1	20	21	48	-	6	6	13
3. Bharathidasan	152	7	43	50	33	35	47	82	54	2	18	20	13
<u>Other Universities</u>		---				NIL				--			
	463	28	93	121	26	68	169	237	51	14	91	105	23

TABLE - 2.2 (a)  
Communitywise distribution of learners - ( - NSS programme)

Name of the University	S.C.				S.T.				E.C.				M.B.C.				Others			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	1	15	16	25	-	-	-	-	-	-	-	-	-	-	-	-	22	26	48	75
2. Alagappa (N=58)	-	4	4	7	-	-	-	-	-	-	-	-	-	-	-	-	6	48	54	93
3. Madurai-Kamaraj (N=515)	74	71	145	28	2	12	14	3	60	169	229	44	51	70	121	24	2	4	6	1
4. Annamalai (N=118)	20	11	31	26	7	-	7	6	42	27	69	58	8	2	10	9	1	-	1	1
5. Bharathidasan (N=123)	8	30	38	31	-	-	-	-	31	48	79	64	2	4	6	5	-	-	-	-
6. Sri Avinashi-lingam. (N=218)	5	98	103	47	-	3	3	1	-	80	80	37	-	10	10	5	-	22	22	10
7. G.D. Naidu TamilNadu Agri. (N=55)	14	23	37	67	-	-	-	-	1	17	18	33	-	-	-	-	-	-	-	-
8. Bharathiyar (N=169)	31	44	75	44	15	9	24	14	21	49	70	42	-	-	-	-	-	-	-	-
Sum Total - N=1320.	153	296	449	34	24	24	48	4	155	390	545	41	61	86	147	11	31	100	131	10



TABLE - 2.2 (b)  
Community wise distribution of learners - (Non-NES programme)

Name of the University	S.C.				S.T.				E.C.				M.B.C.				Others			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Madurai-Kamaraj (N=267)	27	89	116	43.5	14	14	5		23	65	98	33	13	35	48	18	1	-	1	0.5
2. Annamalai (N= 44)	--	15	15	34	-	1	1	2	2	26	28	64	-	-	-	-	-	-	-	-
3. Bharathidasan(N=152)	13	56	69	45	2	-	2	1	25	47	72	48	4	5	9	6	-	-	-	-
Sum Total - (N=463)	40	160	200	43	2	15	17	4	50	138	188	41	17	40	57	12	1	-	1	-

TABLE - 2.3 (a)

Age-wise distribution of learners -- ( - NSS Programme)

Name of the University	Age group in years																			
	15--19				20-24				25-29				30-35				Above 35			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	-	7	7	11	1	7	8	12	4	7	11	17	2	10	12	19	16	10	26	41
2. Alagappa (N=58)	2	12	14	24	-	6	6	10	-	13	13	22	3	13	16	23	1	8	9	16
3. Madurai-Kamaraj (N=515)	62	145	207	40	37	52	89	17	31	43	74	15	31	59	90	17	28	27	55	11
4. Annamalai (N=118)	9	13	22	19	23	3	26	22	12	7	19	16	15	9	24	20	19	8	27	23
5. Bharathidasan(N=123)	18	36	54	44	11	14	25	20	6	16	22	18	4	7	11	9	2	9	11	9
6. Sri Avinashilingam Home Science(N=218)	3	65	68	31	-	48	48	22	-	48	48	22	-	24	24	11	2	28	30	14
7. G.D. Naidu Tamil Nadu Agri. (N=55)	4	15	19	35	3	5	8	14	4	13	17	31	2	3	5	9	2	4	6	11
8. Bharathiyar (N=169)	17	26	43	26	14	21	35	21	14	24	38	22	12	19	31	18	10	12	22	13
Sum total-(N= 1320)	115	319	434	33	89	156	245	19	71	171	242	18	69	144	213	16	80	106	196	14

TABLE - 2.3 (b)

Age-wise distribution of learners -- (Non- NSS Programme)

Name of the University	Age group in years																			
	15-19				20-24				25-29				30-35				Above 35			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Madurai-Kamaraj (N=267)	23	100	123	46	16	33	49	18	3	26	29	11	10	30	40	15	12	14	26	10
2. Annamalai (N=44)	1	11	12	27	1	12	13	30	7	10	10	23	-	6	6	14	-	3	3	6
3. Bharathi- dasan (N=152)	15	40	55	36	10	27	37	24	12	18	30	20	6	20	26	17	1	3	4	3
Other Universities	-- NIL --																			
Sum Total - (N=463)	39	151	190	41	27	72	99	21	15	54	69	15	16	56	72	16	13	20	33	7

TABLE - 2.4 (a)

Distribution of learners by occupation -- (Under - NSS Programme)

Name of the University	OCCUPATION/CATEGORY																			
	Agri-Labourer				Skilled worker				Unskilled worker				House-wife				Others			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	1	15	16	25	21	23	44	69	-	-	-	-	-	-	-	-	1	3	4	6
2. A lagappa (N=58)	3	10	13	22	-	-	-	-	2	9	11	19	-	33	33	53	1	-	1	1
3. Madurai-Kamaraj. (N=515)	72	80	152	30	25	24	49	10	31	153	184	36	-	9	9	2	61	60	121	22
4. Annamalai (N=118)	19	8	27	23	16	5	21	18	41	6	47	40	-	21	21	13	2	-	2	1
5. Bharathi-dasan (N=123)	25	44	69	56	5	6	11	9	9	4	13	11	-	26	26	21	2	2	4	3
6. Sri Avinashi-lingam. (N=218)	2	12	14	6	3	13	16	7	-	115	115	53	-	46	46	21	-	27	27	13
7. G.D. Naidu Tamil Nadu Agri. (N=55)	15	31	46	84	-	-	-	-	-	2	2	4	-	7	7	12	-	-	-	-
8. Bharathiyar (N=167)	59	70	129	76	7	5	12	7	1	5	6	4	-	22	22	13	-	-	-	-
Sum Total- (N=1320)	196	270	466	35	77	76	153	12	84	294	378	29	-	164	164	12	67	92	159	12

TABLE - 2.4 (b)

Distribution of learners by occupation -- (Under Non- NSS Programme)

Name of the University	OCCUPATION/CATEGORY																			
	Agri-Labourer				Skilled worker				Unskilled worker				House-wife				Others			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Maçurai-Kamaraj (N=267)	31	88	119	45	9	8	17	6	9	29	38	14	-	40	40	15	15	38	53	20
2. Annamalai (N=44)	1	22	23	52	-	3	3	7	-	1	1	2	-	14	14	32	1	2	3	7
4. Bharathi-dasan. (N=152)	27	56	83	55	1	11	12	8	16	10	26	17	-	31	31	20	-	-	-	-
Other Universities	-- N I L --																			
Sum Total - (N= 463)	59	166	225	49	10	22	32	7	25	40	65	14	-	85	85	18	16	40	56	12

TABLE - 2.5 (a)

Prior Education level of the learners

( - NSS Programme)

Name of the University	Illiterates				School drop-outs												Adult Education drop-outs			
					I Std.				II Std.				III Std.							
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	14	19	33	52	1	1	2	3	-	4	4	6	8	17	25	39	-	-	-	-
2. Alagappa (N=58)	3	32	35	60	-	1	1	1	1	8	9	16	2	10	12	22	-	1	1	1
3. Madurai-Kamaraj (N=515)	101	209	310	60	7	12	19	4	23	28	51	10	54	71	125	24	4	6	10	2
4. Annamalai (N=118)	20	19	39	33	2	3	5	4	24	3	27	23	31	15	46	39	1	-	1	1
5. Bharathi-dasan. (N=123)	15	42	57	46	3	2	5	4	3	10	13	11	20	28	48	39	-	-	-	-
6. Sri Avinashilingam Home Science (N=218)	4	123	127	58	-	5	5	2	-	18	18	9	1	67	68	31	-	-	-	-
7. G.D.Naidu Tamil-Nadu Agri. (N=55)	9	31	40	73	-	1	1	2	1	2	3	5	5	6	11	20	-	-	-	-
8. Bharathiyar (N=169)	51	76	127	75	2	2	4	2	4	6	10	6	10	18	28	17	-	-	-	-
Sum Total- (N=1320)	217	551	768	58	15	27	42	3	56	79	135	10	131	232	363	28	5	7	12	1

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TABLE - 2.5 (b)

Prior Education level of the learners

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( Non- NSS Programme)

Name of the University	Illiterates				School drop-outs												Adult Education drop-outs			
					I Std.				II Std.				III Std.							
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Madurai-Kamaraj (N=267)	26	95	121	45	4	13	17	6	15	24	39	15	18	53	71	27	1	18	19	7
2. Annamalai (N=44)	-	24	24	55	-	2	2	4	-	6	6	14	2	10	12	27	-	-	-	-
3. Bharathidasaraj (N=152)	21	53	74	49	3	8	11	7	8	19	27	18	12	26	38	25	-	2	2	1
Other universities									--	NIL	--									
Sum total - (N=463)	47	172	219	47	7	23	30	6	23	49	72	16	32	89	121	26	1	20	21	5

TABLE - 2.6 (a)

Distribution of learners by annual family income ( - NSS Programme)

Name of the Universities	INCOME GROUP															
	Below Rs. 2,000/-				Rs. 2,001/- - Rs. 4,000/-				Rs. 4,001/- - Rs. 6,000/-				Above Rs. 6,000/-			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	2	11	13	20	18	20	38	60	-	2	2	3	3	3	11	17
2. Alagappa (N=58)	3	24	27	46	2	9	11	19	-	9	9	16	1	10	11	19
3. Madurai-Kamaraj (N=515)	84	158	242	47	79	146	225	44	19	16	35	7	7	6	13	2
4. Annamalai (N=118)	26	28	54	46	25	9	34	29	16	2	18	15	11	1	12	10
5. Bharathidasan (N=123)	25	50	75	61	13	28	41	34	-	4	4	3	3	-	3	2
6. Sri Avinashilingam Home Science (N=218)	3	132	135	62	1	61	62	28	1	12	13	6	-	8	8	4
7. G.D. Naidu TamilNadu Agri. (N=55)	14	36	50	91	1	4	5	9	-	-	-	-	-	-	-	-
8. Bharathiyar (N=167)	48	52	100	59	5	32	37	22	12	15	27	16	2	3	5	3
Sum Total (N=1320)	205	491	696	83	144	309	453	34	48	60	108	8	27	36	63	5



TABLE - 2.6 (b)

Distribution of learners by annual family income ( Non - NSS Programme)

Name of the Universities	INCOME GROUP															
	Below Rs. 2,000/-				Rs. 2,001/- - Rs. 4,000/-				Rs. 4,001/- - Rs. 6,000/-				Above Rs. 6,000/-			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Madurai-Kamaraj (N=267)	36	126	162	61	21	56	77	28	3	15	18	7	4	6	10	4
2. Annamalai (N=44)	2	27	29	66	-	10	10	23	-	4	4	9	-	1	1	2
3. Bharathidasan (N=152)	40	89	129	85	3	15	18	12	1	4	5	3	-	-	-	-
Other universities	-- NIL --															
Sum Total (N=463)	78	242	320	69	24	81	105	23	4	23	27	6	4	7	11	2

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TABLE - 2.7 (a)

Particulars regarding the members of the family ( - NSS Programme)

Name of the University	FAMILY HAVING															
	3 members and less				Four members				Five members				Six members & more			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	8	4	12	18	6	11	17	27	4	15	19	30	5	11	16	25
2. Alagappa (N=58)	-	7	9	16	3	8	11	19	2	20	22	38	1	15	16	27
3. Madurai-Kamaraj (N=515)	38	70	108	21	33	48	81	16	41	75	116	22	77	133	210	41
4. Annamalai (N=118)	17	9	26	23	21	10	31	26	23	8	31	26	17	13	30	25
5. Bharathidasan (N=123)	9	22	31	25	7	13	20	16	9	20	29	24	16	27	43	35
5. Sri Avinashilingam Home Science (N=218)	1	51	52	24	1	55	56	26	-	41	41	18	3	66	69	32
6. G.D. Naidu Tamil Nadu Agri. (N=55)	4	10	14	25	3	8	11	20	4	9	13	24	4	13	17	31
7. Bharathiyar (N=169)	21	27	48	28	12	23	35	21	11	30	41	24	23	32	45	27
Sum Total(N=1320)	98	202	300	22	86	176	262	20	94	218	312	24	146	300	446	34

TABLE - 2.7 (b)

Particulars regarding the members of the family (Non -NSS Programme)

Name of the University	FAMILY HAVING															
	3 members and less				Four members				Five members				Six members & more			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Madurai-Kamaraj University (N=267)	24	49	73	27	8	42	50	19	12	37	49	18	20	75	95	36
2. Annamalai University (N=44)	-	5	5	11	-	12	12	27	1	13	14	32	1	12	13	30
3. Bharathidasan University. (N=152)	27	48	75	49	4	20	24	16	8	20	28	19	5	20	25	16
Other universities (Sum total - N=463)	51	102	153	33	12	74	86	18	21	70	91	20	26	107	133	29

TABLE - 2.8 ( a )

Reasons given by the learners for joining the programme ( NSS programme)

Name of the university	REASONS																																			
	To Read News papers				To read letters				To write applica-tion				To read simple notice				To write accounts				To put sig-nature				To read bus numbers				To earn little more				To improve skills			
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram (N=64)	15	12	27	42	2	12	14	22	-	2	2	3	-	7	7	11	2	6	8	13	-	-	-	-	4	2	6	9	-	-	-	-	-	-	-	-
2. Alagappa (N=58)	2	8	10	17	1	13	14	24	-	-	-	-	-	7	7	12	2	8	10	17	1	8	9	16	-	8	8	14	-	-	-	-	-	-	-	-
3. Madurai-Kamaraj (N=515)	129	136	265	51	114	153	297	58	20	38	58	11	57	82	139	27	40	46	86	17	20	47	67	13	30	42	72	14	-	-	-	-	-	-	-	-
4. Annamalai (N=118)	27	8	35	30	33	18	51	43	4	1	5	4	5	-	5	4	3	1	4	3	1	1	2	2	-	-	-	-	16	5	21	18	9	3	12	10
5. Bharathidasan (N=123)	24	44	68	55	21	43	64	52	7	6	13	11	13	9	22	18	11	12	23	19	10	20	30	24	7	15	22	18	-	-	-	-	-	10	10	8
6. Avinashilingam (N=218)	4	106	110	50	2	102	104	48	-	17	17	8	-	33	33	15	-	33	33	15	1	32	33	15	-	34	34	16	-	-	-	-	-	3	3	1
7. G.D. Naidu Tamil-Nadu Agri. (N=55)	11	17	28	51	7	21	28	51	4	7	11	20	4	4	8	15	4	4	8	15	4	15	19	35	2	10	12	22	-	-	-	-	-	-	-	-
8. Bharathiyar (N=169)	31	33	64	38	35	53	88	52	12	17	29	17	14	22	36	21	7	5	12	7	17	32	49	29	31	35	66	39	1	2	3	2	2	4	6	4
	243	364	607	46	215	445	660	50	47	88	135	10	93	164	257	19	69	115	184	14	54	155	209	16	97	146	343	26	17	7	24	2	11	20	31	2

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TABLE - 2.8 ( b )

Reasons given by the leftists for joining the programme (Non- NSS programme)

Name of the university	REASONS																																			
	To Read News papers				To read letters				To write application				To write accounts				To put signature				To read bus numbers				To earn little more				To improve skills							
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%				
1. Madurai-Kamaraj (N=267)	30	81	111	42	33	115	148	55	15	20	35	13	8	42	50	19	9	18	27	10	2	3	5	2	5	5	10	4	-	-	-	-	-	-	-	-
2. Annamalai (N=44)	1	15	16	36	-	14	14	32	-	-	-	-	-	-	-	-	1	3	4	9	-	8	8	18	2	4	6	14	-	-	-	-	-	1	1	2
3. Bharathidasan (N=152)	29	39	68	45	22	72	94	62	9	6	15	10	4	12	16	11	12	27	39	26	-	-	-	-	12	32	44	29	-	-	-	-	-	3	3	2
<u>Other universities:</u>													NIL																							
	60	135	195	42	55	201	256	55	24	26	50	11	12	54	66	14	22	48	70	15	2	11	13	3	19	41	60	13	-	-	-	-	-	4	4	1

CHAPTER - III

Preparation of Programme Officers, Teachers and  
volunteers (Under N.S.S. and Non-N.S.S. programmes)

@@@

The Programme Officers/Project Officers are the personnel directly involved in the programme at the Institutional level. Every Programme Officer has to be trained in the Mass Programme of Functional Literacy which is organised by the State Resource Centre, Madras. There is also another training (Training, Orientation and Research Centre - T.O.R.C.) for about 15 days and this is organised either at the Madras School of Social Work, Egmore, Madras - 600 008 or at Sri Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

The training to Programme Officers/  
Project Officers is necessary:-

- i. to know the intricacies of the Mass programme;
- ii. to select suitable volunteers and to give them necessary training to do their work at their level;
- iii. to monitor the programme; and
- iv. to evaluate the programme.

The Programme Officers in turn will give orientation training for three days to the student-volunteers. This training is necessary:-

- i. to involve the student-volunteers in the Mass Literacy Programme;
  - ii. to make them understand about the need of the programme;
- and
- iii. to enable them to understand the methodologies of the programme.

It is seen that the volunteers who expressed desire are selected even without commitment to the programme. As per evidence, most of the Programme Officers did not make effective monitoring of the programme and report on the programme had not been sent to the District Adult Education Officers so as to enable them to make 10% checking.

Tables 3.1 (a) and 3.1.(b) annexed at the end of this chapter indicate the details of training undergone by the Programme Officers and Project Officers respectively. It is seen from the above that 15% of the total number of Programme Officers under the N.S.S. programme did not have training either in M.P.F.L. or in T.O.R.C. 48% of the Project Officers of the Non-N.S.S. programme did not have training in M.P.F.L.

#### STUDENT-VOLUNTEERS

The Mass Programme of Functional Literacy entirely depends on the inputs by the student-volunteers - both N.S.S. and Non-N.S.S. Their expression of desire to participate in the programme does not guarantee that they have the zeal, enthusiasm and sustained effort necessary to successfully implement the programme.

The evaluation team interviewed 1268 N.S.S. volunteers and 389 Non-N.S.S. volunteers who were involved in the implementation of the Mass Programme of Functional Literacy.



Regarding the monitoring of the programme, it was found that the Programme Officers did not evince interest in getting the initial and terminal cards collected from all the volunteers who were involved in the programme. They had also failed in sending a report on the implementation of the programme to the District Adult Education Officer concerned who is the nodal officer at the District level. (Refer tables 3.2 (a) and 3.2(b) appended at the end of this chapter).

The timings of teaching adopted by the volunteers - both N.S.S. and Non-N.S.S. - are illustrated in the tables 3.3. (a) and 3.3.(b) appended to this chapter. A perusal of the two tables indicates that most of the volunteers had adopted the timings more to suit their convenience rather than that of the adult learners. The long duration of instruction as seen in Madurai-Kamaraj University and Bharathidasan University was confined to the teaching in the annual camps. Hence, the enquiry revealed that teaching to adult-learners was done in a sporadic manner according to the whims and fancies of the student-volunteers in the absence of any effective supervision and monitoring.

Some teaching aids or supporting materials should be used by the volunteers for the teaching to be very effective. 43% of the volunteers under the N.S.S. programme had not used any supporting material while the rest had used some supporting material or other like Slates, Blackboard, Newspaper, Magazines, Maps and Charts etc. Among the Non-N.S.S. volunteers except 32%, all others had used some supporting material. Suitable supporting materials, when used by the volunteers will make the teaching-learning process lively and also create motivation and proper understanding. But a sizable number of student-volunteers did not use any supporting materials at all. (Refer annexure under tables 3.4(a) and 3.4. (b) appended to this chapter).

The opinion of the volunteers about the Mass Programme of Functional Literacy training was sought by the evaluators during the interviews. 79% of the student-volunteers under the N.S.S. programme were of the opinion that the content coverage in the M.P.F.L. training

was enough and the timings suitable. About 23% of them felt that the duration was not enough and that it might be extended. With regard to the programme by Non-N.S.S. volunteers, 92% of them felt that the content coverage was enough and 85% opined that the timings were suitable. (See tables 3.5(a) and 3.5(b) appended at the end of this chapter).

TABLE - 3+1(a)

Distribution of Programme Officers with Details of training ( NSS Programme)

Name of the University	DETAILS OF TRAINING																			
	In the M.P.F.L.								T.C.R.C.								Had neither of the two types of training			
	Had training				No training				Undergone training				No training							
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhiram University (N=4)	4	-	4	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Alagappa University (N=2)	2	-	2	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Madurai-Kamaraj. (N=42)	8	4	12	29	20	10	30	71	19	9	28	67	9	5	14	33	1	3	4	10
4. Annamalai (N=12)	12	-	12	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Bharathidasan (N=41)	34	-	34	83	2	5	7	17	11	2	13	32	25	3	28	68	2	2	4	10
6. Sri Avinashilingam Home Science (N=7)	-	6	6	86	-	1	1	14	-	5	5	71	-	2	2	29	-	1	1	14
7. G.D. Naidu TamilNadu Agri. (N=4)	1	-	1	25	2	1	3	75	1	-	1	25	2	1	3	75	1	1	2	50
8. Bharathiyar (N=9)	3	3	6	67	3	-	3	33	2	-	2	22	4	3	7	78	4	3	7	78
(Sum Total-(N=121))	64	13	77	64	27	17	44	36	33	16	49	40	40	14	54	45	8	10	18	15

TABLE - 3-1 (B)

Distribution of Programme Officers with details of training (Non-NSS Programme)

Name of the University	DETAILS OF TRAINING																			
	In the M.P.F.L.								T.O.P.C.								Had neither of the two types of training			
	Had training				No training				Undergone training				No training							
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Madurai-Kamaraj (N=11)	6	4	10	91	1	-	1	9	-	-	-	-	-	-	-	-	-	-	-	-
2. Annamalai (N=1)	1	-	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Bharathidasan (N=9)	-	-	-	-	6	3	9	100	-	-	-	-	-	-	-	-	-	-	-	-
Other universities (Sum total N=21)	..								NIL								--			
	7	4	11	52	7	3	10	48	-	-	-	-	-	-	-	-	-	-	-	-

TABLE - 3.2 (a)

Details of procedure followed for monitoring and evaluating the programme ---

Procedure	Gandhigram (N=4)				Alayappa. (N=2)				Madurai-Kamaraj (N=42)				Annamalai (N=12)																			
	In the				In the				In the				In the																			
	Affirmative		Negative		Affirmative		Negative		Affirmative		Negative		Affirmative		Negative																	
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%												
<u>Have the following been collected?</u>																																
i. Initial Card	1	-	1	25	3	-	3	75	1	-	1	50	1	-	1	50	14	10	24	57	14	4	18	43	12	-	12	100	-	-	-	-
ii. Learners' Note Book.	4	-	4	100	-	-	-	-	2	-	2	100	13	3	16	38	15	11	26	62	1	-	1	8	11	-	11	92				
iii. Alphabet Card	1	-	1	25	3	-	3	75	1	-	1	50	1	-	1	50	8	1	9	21	20	13	33	79	1	-	1	8	11	-	11	92
iv. Evaluation sheet	4	-	4	100	-	-	-	-	1	-	1	50	1	-	1	50	9	3	12	29	19	11	30	71	11	-	11	92	1	-	1	8
v. Final Card	4	-	4	100	-	-	-	-	2	-	2	100	8	1	9	21	20	13	33	79	12	-	12	100	-	-	-	-				
<u>Has the report on the Programme been sent regularly to:</u>																																
i. Programme co-ordinator	4	-	4	100	-	-	-	-	1	-	1	50	1	-	1	50	17	10	27	64	11	4	15	36	12	-	12	100	-	-	-	-
ii. Dy. Adult Edn. Officer	1	-	1	25	3	-	3	75	-	-	-	-	2	-	2	100	9	1	10	24	19	13	32	76	3	-	3	25	9	-	9	75
iii. State Resource Centre.	1	-	1	25	3	-	3	75	-	-	-	-	2	-	2	100	4	1	5	12	24	13	37	88	2	-	2	17	10	-	10	83

Contd.

Bharathidasan (N=41)				Sri Avinashilingam (N=7)				T.N. Agricultural (N=4)				Bharathiyar (N=9)				Total (N= 121)																				
In the				In the				In the				In the				In the																				
Affirmative		Negative		Affirmative		Negative		Affirmative		Negative		Affirmative		Negative		Affirmative		Negative																		
F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%														
9	5	24	59	17	-	17	41	-	6	6	36	-	1	1	14	1	1	2	50	2	-	2	50	1	-	1	11	5	3	8	89	22	50	42	8	41
9	4	13	32	27	1	28	68	-	4	4	57	-	3	3	43	-	-	-	-	3	1	4	100	1	-	1	11	5	3	8	89	28	19	63	82	68
10	1	11	27	26	4	30	73	-	4	4	57	-	3	3	43	-	-	-	-	3	1	4	100	1	-	1	11	5	3	8	89	22	24	69	93	77
12	1	13	32	24	4	28	68	-	2	2	29	-	5	5	71	-	-	-	-	3	1	4	100	1	-	1	11	5	3	8	89	38	24	53	77	64
16	5	21	51	20	-	20	49	-	-	-	-	-	7	7	100	-	-	-	-	3	1	4	100	1	-	1	11	5	3	8	89	41	24	50	74	61
15	5	20	49	21	-	21	51	-	7	7	100	-	-	-	-	3	1	4	100	-	-	-	-	6	3	9	100	-	-	-	-	26	4	58	84	69
10	1	11	27	26	4	30	73	-	3	3	43	-	4	4	57	-	-	-	-	3	1	4	100	1	-	1	11	5	3	8	89	24	25	67	92	76
9	-	9	22	27	5	32	78	-	3	3	43	-	4	4	57	-	-	-	-	3	1	4	100	-	-	-	-	6	3	9	100	26	26	75	101	83

TABLE - 3.2 (b)

Details of procedure followed for monitoring and evaluating the programme

Procedure	Candhigram (N=11)				Alagappa (N=11)				Madurai-Kangraj (N=11)				Annamalai (N=1)											
	In the				In the				In the				In the											
	Affirmative		Negative		Affirmative		Negative		Affirmative		Negative		Affirmative		Negative									
	M	F	T	TX	M	F	T	TX	M	F	T	TX	M	F	T	TX								
Have the following been collected:-																								
i. Initial Card				-Nil-				-Nil-	6	3	9	82	1	1	2	18	1	-	1	100	-	-	-	-
ii. Learners' Note Book				-Nil-				-Nil-	5	3	8	73	2	1	3	27	1	-	1	100	-	-	-	-
iii. Alphabet Card				-Nil-				-Nil-	5	3	8	73	2	1	3	27	1	-	1	100	-	-	-	-
iv. Evaluation Sheet				-Nil-				-Nil-	5	3	8	73	2	1	3	27	1	-	1	100	-	-	-	-
v. Final Card				-Nil-				-Nil-	5	3	8	73	2	1	3	27	1	-	1	100	-	-	-	-
Has the report on the programme been sent regularly to:-																								
i. Programme Co-ordinator				-Nil-				-Nil-	5	3	8	73	2	1	3	27	1	-	1	100	-	-	-	-
ii. Dt. Adult Edn. Officer				-Nil-				-Nil-	7	4	11	100	-	-	-	-	1	-	1	100	-	-	-	-
iii. State Resource Centre.				-Nil-				-Nil-	4	2	6	55	3	2	5	45	1	-	1	100	-	-	-	-

(contd)



Non- NSS Programme)

Bharathidasan (N=9)				Sri Avinashilingam (N=11)				T.N. Agricultural (N=11)				Bharathiyar (N=11)				Total (N=21)											
In the				In the				In the				In the				In the											
Affirmative		Negative		Affirmative		Negative		Affirmative		Negative		Affirmative		Negative		Affirmative		Negative									
M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
4	3	7	78	2	-	2	22	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	11	6	17	81	3	1	4	19				
2	3	5	56	4	-	4	44	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	8	6	14	67	6	1	7	33				
2	3	5	56	4	-	4	44	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	8	6	14	67	6	1	7	33				
4	-	4	44	2	3	5	56	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	10	3	13	62	4	4	8	38					
3	-	3	33	3	3	6	67	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	9	3	12	57	5	4	9	43					
2	2	4	44	4	1	5	56	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	8	5	13	62	6	2	8	38					
3	2	5	56	3	1	4	44	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	11	6	17	81	3	1	4	19					
1	1	2	22	5	2	7	78	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	- Nil-	6	3	9	43	8	4	12	57					

TABLE - 3.3 (a)

Timings of Teaching adopted by the volunteers (NSS programme)

Timings	NAME OF THE UNIVERSITY																																							
	Gandhi-gram (N=56)				Ala-gappa (N=41)				Madurai-Kamaraj (N=606)				Anna-malai (N=29)				Bharathi-dasan (N=201)				Avinashi-lingam (N=78)				Tamilnadu Agri. (N=29)				Bharathi-Yar (N=128)				Total (N=1268)							
	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx	M	F	T	Tx				
9-12 Noon	-	-	-	-	-	-	-	-	6	49	55	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	49	55	4
10-11 A.M. (on Sundays)	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	1
10-1 p.m.	-	-	-	-	-	-	-	-	-	14	14	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	14	1				
2-3 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1				
2-6 p.m.	-	-	-	-	-	-	-	-	5	1	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1	6	1				
3-4 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	1								
3-6 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	3	1								
3-30-4-30 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	23	18	-	71	71	5				
3-30 - 5 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	30	2								
4-5 p.m.	-	-	-	-	8	-	2	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	1								
4-6 p.m.	-	-	-	-	8	-	8	20	-	-	-	-	8	-	8	6	38	-	38	19	-	-	-	-	-	-	-	-	54	-	54	4								
4-7 p.m.	-	-	-	-	-	-	-	-	12	138	150	25	-	-	-	-	2	-	2	2	-	-	-	-	-	-	-	-	14	138	152	11								
4-30 - 6.30 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	-	30	15	-	-	-	-	-	-	-	-	30	-	30	2								
5-6 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	24	2	26	20	-	32	32	16	-	-	-	-	2	-	2	2	26	34	60	4								
5-6.30 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	12	-	12	9	-	-	-	-	-	-	-	-	-	-	-	-	12	-	12	1								
5-7 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	11	3	14	11	22	-	22	10	-	-	-	-	-	-	-	-	15	7	22	17	48	10	58	4				
5-8 p.m.	-	-	-	-	-	-	-	-	118	68	186	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6	5	124	68	192	15				
5.30-8.30 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	4	10	8	6	4	10	1				
6-7 p.m.	-	-	-	-	16	-	16	39	-	-	-	-	40	2	42	33	18	9	27	13	-	-	-	-	-	-	-	-	7	3	10	8	81	14	95	7				
6-7.30 p.m.	-	-	-	-	10	-	10	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	-	10	1								
6-8 p.m.	48	8	56	100	-	-	-	-	87	23	110	18	4	2	6	5	12	9	21	10	-	-	-	-	13	16	29	100	4	1	5	4	168	59	227	17				
6-9 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	1	-	1	1				
6.30-7 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	1	14	7	-	-	-	-	-	-	-	-	-	-	-	-	13	1	14	1				
6.30-7.30 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	1				
7 - 8 p.m.	-	-	-	-	4	-	4	10	-	-	-	-	12	-	12	9	8	1	9	5	-	-	-	-	-	-	-	-	25	-	25	19	49	1	50	3				
7-9 p.m.	-	-	-	-	-	-	-	-	49	24	73	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	-	17	13	66	24	90	6				
8-9 p.m.	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	2	5	1	6	3	-	-	-	-	-	-	-	-	-	-	-	-	7	1	8	1				
8-10 p.m.	-	-	-	-	-	-	-	-	10	2	12	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	2	12	1				
9-10 p.m.	-	-	-	-	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1				
																																					742	526	1268	100

105(-)

TABLE - 3.3 (b)  
Timings of teaching adopted by the volunteers (Non-NSS programme)

Timings	NAME OF THE UNIVERSITY													Total (N = 389)	Total%		
	Madurai-Kamaraj (N=153)				Annamalal (N=22)				Bharathidasan (N=214)								
	Male	Female	Total	Total%	Male	Female	Total	Total%	Male	Female	Total	Total%	Male			Female	Total
2-4 p.m.	9	5	14	9	-	-	-	-	-	-	-	-	9	5	14	3	
3-6 p.m.	-	3	3	2	-	-	-	-	-	-	-	-	-	3	3	1	
4-6 p.m.	6	41	47	31	-	-	-	-	-	-	-	-	6	41	47	12	
4-30 - 6 p.m.	-	-	-	-	-	-	-	-	4	2	6	3	4	2	6	2	
5--6 p.m.	-	-	-	-	-	-	-	-	9	8	17	8	9	8	17	4	
5--7 p.m.	16	7	23	15	-	-	-	-	22	6	28	13	38	13	51	13	
5--8 p.m.	-	-	-	-	-	1	1	4	-	-	-	-	-	1	1	1	
6--7 p.m.	-	-	-	-	-	3	3	14	22	69	91	42	22	72	94	24	
6--8 p.m.	13	20	33	22	-	14	14	64	41	14	55	26	54	48	102	26	
6.30 - 8.30 p.m.	-	-	-	-	-	-	-	-	3	-	3	1	3	-	3	1	
7 - 8 p.m.	-	-	-	-	-	1	1	4	-	-	-	-	-	1	1	1	
7 - 9 p.m.	-	-	-	-	-	3	3	14	3	1	4	2	3	4	7	2	
8 - 9 p.m.	3	1	4	3	-	-	-	-	5	5	10	5	8	6	14	3	
Weekly 3 hours	-	29	29	18	-	-	-	-	-	-	-	-	-	29	29	7	
<u>Other universities:</u>	---													NIL		---	
														156	233	389	100

TABLE - 3.4(a)

Supporting materials used for teaching ---

S.No.	Types of materials used	Gandhinagar				Alappuza				Madurai-Kanraj				Annamalai				Bharathidasan			
		H	F	T	T%	H	F	T	T%	H	F	T	T%	H	F	T	T%	H	F	T	T%
1.	Slates	26	1	27	48	-	-	-	-	56	123	179	30	42	2	44	34	22	40	62	31
2.	Blackboard	-	-	-	-	4	-	4	10	-	-	-	-	-	-	-	-	14	40	54	27
3.	Blackboard & Rolling Board	-	-	-	-	-	-	-	-	24	9	33	5	11	3	14	11	-	-	-	-
4.	Adol. Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	Charts	-	-	-	-	21	-	21	51	-	-	-	-	-	-	-	-	6	42	48	24
6.	Pencil	-	-	-	-	21	-	21	51	-	-	-	-	-	-	-	-	-	-	-	-
7.	Rubber	-	-	-	-	21	-	21	51	-	-	-	-	-	-	-	-	-	-	-	-
8.	I Std. Book (Tamil)	-	-	-	-	21	-	21	51	-	-	-	-	-	-	-	-	-	-	-	-
9.	Maps	-	-	-	-	21	-	21	51	-	-	-	-	-	-	-	-	-	-	-	-
10.	Magazines	-	-	-	-	21	-	21	51	-	-	-	-	-	-	-	-	-	-	-	-
11.	Materials Nutritious and Family Planning Dept.	-	-	-	-	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-
12.	Audio-visual aids	-	-	-	-	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-
13.	Flash cards	-	-	-	-	1	-	1	2	-	-	-	-	-	-	-	-	-	40	40	20
14.	News paper and Magazines	-	-	-	-	-	-	-	-	11	20	31	5	7	-	7	5	-	-	-	-
15.	Copy writing work book	-	-	-	-	-	-	-	-	7	1	8	1	-	-	-	-	-	-	-	-
16.	Teaching Aids (charts)	-	-	-	-	-	-	-	-	27	26	53	9	-	-	-	-	-	-	-	-
17.	D.M.F.E. Books and colour books.	-	-	-	-	-	-	-	-	8	13	21	3	-	-	-	-	-	-	-	-
18.	Audio-visual cassettes.	-	-	-	-	-	-	-	-	10	4	14	3	-	-	-	-	-	-	-	-
19.	Radio and T.V.	-	-	-	-	-	-	-	-	2	-	2	1	-	-	-	-	-	1	1	1
20.	Nursery book and I Std. Tamil Reader	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21.	T.V. display	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	-	-	-	-
22.	Supplementary Story books.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	8	4
23.	Toys	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	2
24.	Note Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	69	-	69	34
25.	Text Book and Arithmetic tables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	14	7
26.	Text books and Exercise books.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27.	Charts and Pictures.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28.	Numerical book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29.	Chalkpiece	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30.	Picture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31.	Newspaper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32.	Alphabet books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33.	Pamphlets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34.	No supporting materials used.	22	9	30	54	12	-	12	29	142	123	265	44	59	4	63	49	86	12	98	49

( NSS Programme )

Avinashilingam				G.D. Naidu T.N. Agri				Bharathiyat				Total			
M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
-	25	25	32	1	-	1	3	31	9	40	31	178	200	378	30
-	-	-	-	-	-	-	-	8	16	24	17	26	56	82	6
-	-	-	-	-	-	-	-	-	-	-	-	35	12	47	4
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	7	-	7	24	8	-	8	6	42	42	84	7
-	8	8	10	-	-	-	-	20	7	27	21	41	15	56	4
-	-	-	-	-	-	-	-	-	-	-	-	21	-	21	2
-	-	-	-	-	-	-	-	-	-	-	-	21	-	21	2
-	-	-	-	-	-	-	-	3	-	3	2	24	-	24	2
-	-	-	-	-	-	-	-	3	-	3	2	24	-	24	2
-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1
-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1
-	-	-	-	-	-	-	-	-	-	-	-	1	40	41	3
-	12	12	15	-	-	-	-	-	-	-	-	18	32	50	4
-	-	-	-	-	-	-	-	-	-	-	-	7	1	8	1
-	-	-	-	-	-	-	-	-	-	-	-	27	26	53	4
-	-	-	-	-	-	-	-	-	-	-	-	8	13	21	2
-	-	-	-	-	-	-	-	-	-	-	-	10	4	14	1
-	-	-	-	-	-	-	-	-	-	-	-	2	1	3	1
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1
-	13	13	17	-	-	-	-	-	-	-	-	8	13	21	2
-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	1
-	8	8	10	-	-	-	-	14	8	22	17	83	16	99	8
-	-	-	-	-	-	-	-	-	-	-	-	14	-	14	1
-	5	5	6	-	-	-	-	-	-	-	-	-	5	5	1
-	11	11	14	-	-	-	-	-	-	-	-	-	11	11	1
-	1	1	1	-	-	-	-	-	-	-	-	-	1	1	1
-	-	-	-	1	-	1	3	1	11	12	9	2	11	13	1
-	-	-	-	4	-	4	14	9	-	9	7	13	-	13	1
-	-	-	-	2	-	2	7	6	-	6	4	8	-	8	1
-	-	-	-	-	-	-	-	3	-	3	2	3	-	3	1
-	-	-	-	-	4	4	14	-	-	-	-	-	4	4	1
-	26	26	23	3	11	14	48	26	6	32	25	350	170	540	43

## Supporting materials used for teaching ---

S.No.	Types of materials used	Gandhigram				Alagappa				Madurai-Kamara				Annamalai				Dharathigasan			
		M	F	T	TX	M	F	T	TX	M	F	T	TX	M	F	T	TX	M	F	T	TX
1.	Slates	-	-	-	-	-	-	-	-	15	24	39	30	-	-	-	-	10	20	30	14
2.	Blackboard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	35	42	20
3.	Blackboard & Rolling Board	-	-	-	-	-	-	-	-	12	22	34	22	-	2	2	9	-	-	-	-
4.	Addl. Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	Charts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	7	8	4
6.	Pencil	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Rubber	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	I Std. Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	Maps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	Magazines	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	Materials Nutritious and Family Planning Dept.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	Audio-visual aids	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	Flash cards	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	News paper and Magazines	-	-	-	-	-	-	-	-	11	5	16	10	-	-	-	-	4	28	32	15
15.	Copy writing work book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.	Teaching Aids (charts)	-	-	-	-	-	-	-	-	-	15	35	50	32	-	-	-	-	-	-	-
17.	D.N.F.E. Books and colour books.	-	-	-	-	-	-	-	-	-	3	-	3	2	-	-	-	-	-	-	-
18.	Audio-visual cassettes.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	Radio and T.V.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	Nursery book and I Std. Tamil Reader	-	-	-	-	-	-	-	-	-	15	15	10	-	-	-	-	-	-	-	-
21.	T.V. display	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22.	Supplementary Story books.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23.	Toys	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24.	Note Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	51	80	37
25.	Text Book and Arithmetic tables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	2
26.	Text books and Exercise books.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27.	Charts and Pictures.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28.	Numerical book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29.	Chalkpiece	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30.	Picture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31.	Newspaper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32.	Alphabet books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33.	Pamphlets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34.	No supporting materials used.	-	-	-	-	-	-	-	-	19	29	48	31	-	20	20	91	56	-	56	26

(Non- NSS Programs)

Avinashilingam				G.D. Naidu T.N. Agri				Bharathiyar				Total			
M	F	T	TX	M	F	T	TX	M	F	T	TX	M	F	T	TX
-	-	-	-					25	44	69	18				
-	-	-	-					7	35	42	11				
-	-	-	-					12	24	36	9				
-	-	-	-					-	-	-	-				
-	-	-	-					1	7	8	2				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					15	33	48	12				
-	-	-	-					-	-	-	-				
-	-	-	-					15	35	50	13				
-	-	-	-					3	-	3	1				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					3	15	15	4				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					29	51	80	21				
-	-	-	-					-	5	5	2				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					-	-	-	-				
-	-	-	-					75	49	124	33				

TABLE - 3.5 (a)

Opinion of the volunteers about the M.P.F.L. training - ( - NSS programme)

Name of the University		OPINION																																			
		(a) Content Coverage												(b) Timings												(c) Duration											
		Enough				Not enough				No Response				Suitable				Not suitable				No response				Enough			Not enough			No response					
		M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%
1. Gandhigram	(N=56)	7	-	7	12	41	8	49	88	-	-	-	-	8	2	10	18	40	6	46	82	-	-	-	-	5	-	5	9	43	8	51	91	-	-	-	-
2. Alagappa	(N=41)	28	-	28	68	13	-	13	32	-	-	-	-	35	-	35	85	6	-	6	15	-	-	-	-	31	-	31	76	10	-	10	14	-	-	-	-
3. Madurai-Kamaraj.	(N=606)	241	262	503	83	46	57	103	17	-	-	-	-	221	294	515	85	66	25	91	15	-	-	-	-	241	274	515	83	46	45	91	17	-	-	-	-
4. Annamalai	(N=129)	102	9	111	86	18	-	18	14	-	-	-	-	98	6	104	81	22	3	25	19	-	-	-	-	86	4	90	70	34	5	39	30	-	-	-	-
5. Bharathidasan.	(N=201)	119	53	172	86	27	-	27	13	2	-	2	1	126	53	179	89	20	-	20	10	2	-	2	1	124	53	177	88	22	-	22	11	2	-	2	1
6. Avinashilingam	(N=78)	-	76	76	97	-	2	2	3	-	-	-	-	74	74	94	94	-	4	4	6	-	-	-	-	71	71	91	91	-	7	7	9	-	-	-	-
7. G.D.Naidu TN Agri.	(N=29)	12	13	25	86	1	3	4	14	-	-	-	-	13	13	26	90	-	3	3	10	-	-	-	-	10	10	20	69	3	6	9	31	-	-	-	-
8. Bharathiyar	(N=128)	55	41	96	75	30	2	32	75	-	-	-	-	53	22	75	59	32	21	53	41	-	-	-	-	39	46	154	42	28	74	58	58	-	-	-	-
Sum Total- (N=1268)		564	454	1018	79	72	248	20	20	2	-	2	1	554	464	1018	79	62	186	248	20	2	-	2	1	536	963	1539	120	204	303	23	23	2	-	2	1



TABLE - 3.5 ( b )

Opinion of the volunteers about the M.P.F.L. training - (Non - NSS programme)

Name of the University	OPINION																																			
	(a) Content Coverage									(b) Timings						(c) Duration																				
	Enough				Not enough			No Response		Suitable			Not suitable			No response		Enough		Not enough	No response															
	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%	M	F	T	T%				
1. Madurai-Kamaraj (N=153)	35	94	129	84	3	1	4	3	9	11	20	13	37	70	70	107	1	25	26	17	9	20			32	126	82	94	6	1	7	5	9	11	20	13
2. Annamalai (N=22)	-	22	22	100	-	-	-	-	-	-	-	-	-	22	22	100	-	-	-	-	-	-	-	-	-	22	22	100	-	-	-	-	-	-	-	-
3. Bharathi-dasan. (N=214)	105	102	207	97	4	3	7	3	-	-	-	-	102	95	204	102	7	3	10	5	-	-	-	-	104	206	96	102	5	3	8	4	-	-	-	-
Other Universities	..																																			
Sum Total: (N=389)	140	358	218	92	7	4	11	3	9	11	20	5	139	333	194	86	8	28	36	9	9	11	20	5	136	354	218	91	11	4	15	4	9	11	20	5

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CHAPTER - IV

CONCLUSION

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(a) Main Findings:--

The Mass programme of Functional Literacy is a programme introduced as one of the many components of N.S.S. programme in Universities and Colleges. The achievements made are far from those anticipated particularly with regard to gains in literacy and numeracy (Vide table 2.1 (a) to 2.1 (d).

2. It was seen that wherever Vice-chancellors/Principals have evinced interest in the programme/have been supporting and reviewing the programme, the programme implementation was relatively successful as evidenced in the case of Sri Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, J.A. College, Periakulam and V.V.V. College, Virudhunagar.

3. There was no well defined internal system of monitoring process. The programme envisages each student-volunteer sending the initial reporting card immediately after the commencement of the programme to the concerned

District Adult Education Officer with a copy endorsed to the Programme Officer. Particulars of learners enrolled should be maintained in the colleges on the basis of the Initial reporting card sent by each volunteer. In the same way, a report in the terminal card is to be sent soon after the completion of the programme. This has not been fully complied with in all the universities. Neither the Programme Officers nor the Programme Co-ordinators seemed to have taken any action to get these basic data cards from the student-volunteers.

4. Most of the colleges have

not sent the first and last intimation reports which are the only sources of getting proper feed back about the number of volunteers and learners involved.

5. Mid-term and final evaluation have not been carried out according to guidelines.

6. It was perceived that most of the Programme Officers remained inert after distributing the literacy kits to the volunteers. They did not pay frequent visits to the learners. They did not <sup>also</sup> undertake proper follow up action on the utilisation of the kits so distributed.

7. In some of the colleges, the Programme Officers opined that the Head of the Institution insists on academic work being given priority. Hence they do not have enough time to supervise or oversee the M.P.F.L.

8. The Programme Officers did not also maintain proper record with them regarding the kits received, the manner of distributing them and regarding the names of learners who were benefited by these kits.

9. There is no effective post-literacy work at all which will prevent the neo-literates relapsing into illiteracy in due course.

10. In the present study, 68% under the N.S.S. programme and 76% under the Non-N.S.S. programme were women learners. Wherever there is large number of women volunteers, the participation of women learners is high as evidenced in Madurai-Kamaraj University and Sri Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. Therefore, a large number of women volunteers may be involved in this programme. The work done in Sri Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore is a model to achieve this objective.

11. In Madurai-Kamaraj University and Bharathidasan University, teaching was confined to the annual camps. Hence, in these universities the teaching to adult-learners was not done in a continuous manner. It was only for

10 to 15 days. After that no follow up action was taken. In Gandhigram Rural Institute, the student-volunteers went to the learners for teaching only occasionally. Hence, it was not continuous for about 150 hours of instructional period extending over 4--5 months as contemplated in the various circulars issued by the Directorate of Adult Education in the Ministry of Human Resource Development, Department of Education, Government of India, New Delhi. The work done in these camps with regard to M.P.F.L. was quite ineffective as revealed by the percentage of "good" category learners produced by them. (Vide table 2.1(a) to 2.1(d).

(b) Recommendations:-

Recommendations for overcoming the short-comings and for effective implementation of the programme are furnished below:-

1. At present there is no institutional commitment or full involvement in this scheme on the part of the Programme Officers, volunteers and learners as the scheme is conceived as a voluntary one. Moreover, the Programme Officers attend to the Mass Programme of Functional Literacy beyond the normal work load and hence they are unable to give their single minded attention to the literacy programme. At colleges level, the Principals attach more importance to the academic work without evincing interest in this programme. As there is no return or gain, the student-volunteers did not have real interest or commitment to this programme. These lacuna can be removed if the literacy programme is made part of the university/college curriculum as emphasised by most of the Vice-chancellors and Programme Officers in the team's interviews. If it is

made so, there will be proper monitoring of the scheme to ensure successful implementation of the programme.

2. In order to prevent the neo-literates relapsing into illiteracy in due course, it is suggested that sufficient attention should be paid to post-literacy work and continuing education also.

3. The Universities should have quarterly review meetings to review the programme implementation and take timely corrective measures.

4. State level steering committee should, preferably meet every quarter or at least twice in a year to review the programme and initiate necessary corrective measures.

5. State Resource Centre should conduct periodical review workshop/seminars and effect necessary changes in the training methodology, programme content, literacy kits etc.

6. Wide mass media coverage through Radio especially T.V. to telecast features on success stories, case studies, highlighting contribution of individuals and institutions etc. should be secured.



7. A well co-ordinated team work on the part of the related functionaries at State and District level (Director of Non-Formal Education, Director of Sports and Youth Services, N.S.S. Regional Centre, State Resource Centre) is essential.

8. Periodical publications by the State Resource Centre as "Appraisal/Status Report of programme in the State" in co-ordination with related functionaries will be very useful.

9. It is believed that the District Adult Education Officer's office is the most appropriate agency for the co-ordinating task with committed programme officers at the college-end to channelise the efforts of the student-volunteers. Hence, a good rapport between these two functionaries will go a long way in the fruitful implementation of the scheme.

10. It is observed that 15% of the total number of Programme Officers under the N.S.S. programme and 48% of the Project Officers under the Non-N.S.S. programme did not have training. All Programme Officers should be given training both

in M.P.F.L. and in the Training and Orientation Research Centre. The content of the training programme should be periodically reviewed.

11. The role of State Resource Centre has become multifarious just as:-

- i. to prepare learning and teaching material;
  - ii. to develop appropriate pedagogy;
  - iii. to train trainers and provide participatory education for Resource Personnel;
- and
- iv. to undertake specialised activities like Training, Research Methodology and Action Research Programmes.

Therefore, it may be decentralised by opening Regional Centres at Corporation cities like Coimbatore and Madurai.

APPENDIX - I

MEMBERS OF THE STUDY TEAM

@@@@

HEAD OF UNIT:

Mr. K. Gopalan, M.A., M.Sc., B.T.

FIELD INVESTIGATORS:

1. Mr. N. Krishnaswamy, M.A., B.Sc.,  
M.Ed.
2. Mr. M. Darsis King, M.A., B.Ed.,
3. Mr. R. Jayabal, M.A.
4. Mr. M.G. Dayalan, M.A., B.Ed.,

SECRETARIAL-CUM-ACCOUNTS ASSISTANT:

Mr. S. Narayanan.

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APPENDIX - II

MADRAS INSTITUTE OF DEVELOPMENT STUDIES

(Unit for Evaluation of Adult Education Programme in Tamil Nadu)

AN EVALUATION OF MASS PROGRAMME OF FUNCTIONAL LITERACY-1989-1990

QUESTIONNAIRE FOR PROGRAMME OFFICERS

1.0 Name of the Programme Officer

1.1 Name of the Institution and full postal address with pin code

1.2 Permanent residential address

1.3 Sex  M  F

1.4 Age

1.5 Marital status  MARRIED  UNMARRIED  WIDOW/ER

1.6 Experience in the N.S.S. (in years)

LESS THAN ONE YEAR  1 to 2 YEARS

2 to 3 YEARS  3 to 4 YEARS

MORE THAN 4 YEARS

1.7 Experience in the M.P.F.L. (in years)

LESS THAN A YEAR  1 to 2 YEARS

2 to 3 YEARS  3 to 4 YEARS

2.0 Details of training:

	<u>N.S.S.</u>	<u>M.P.F.L.</u>
1. No. of days		
2. Year of training		
3. Place of training		
4. Content coverage		
5. Timings	<u>Suitable</u>	<u>Suitable</u>
	<u>Not suitable</u>	<u>Not suitable</u>
6. Duration	<u>Enough</u>	<u>Enough</u>
	<u>Not enough</u>	<u>Not enough</u>
7. Whether undergone training in the TORC	<input type="checkbox"/> YES	<input type="checkbox"/> NO

3.0	Details about the kits received	<u>NO. OF KITS</u>	<u>DATE OF RECEIPT</u>
		[ ]	[ ]

3.1	Details of kits issued.	<u>NO. OF KITS</u>	<u>DATE OF ISSUE</u>
		[ ]	[ ]

4.0	Total no. of volunteers in the NSS	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
	SC/ST	[ ]	[ ]	[ ]
	B.C.	[ ]	[ ]	[ ]
	M.B.C.	[ ]	[ ]	[ ]
	OTHERS	[ ]	[ ]	[ ]

4.1	No. of volunteers enrolled in the MPFG.	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
	SC/ST	[ ]	[ ]	[ ]
	B.C.	[ ]	[ ]	[ ]
	M.B.C.	[ ]	[ ]	[ ]
	OTHERS	[ ]	[ ]	[ ]

4.2	Details of the training for volunteers.	<u>FROM</u>	<u>TO</u>	<u>TOTAL DAYS</u>
	1. DURATION	[ ]	[ ]	[ ]

2. NO. PARTICIPATED	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
SC/ST	[ ]	[ ]	[ ]
B.C.	[ ]	[ ]	[ ]
M.B.C.	[ ]	[ ]	[ ]
OTHERS	[ ]	[ ]	[ ]

4.3	No. of volunteers who have completed the programme.	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
	SC/ST	[ ]	[ ]	[ ]
	B.C.	[ ]	[ ]	[ ]
	M.B.C.	[ ]	[ ]	[ ]
	OTHERS	[ ]	[ ]	[ ]

4.4 No. of learners enrolled in the programme.	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
SC/ST			
B.C.			
M.B.C.			
OTHERS			

4.5 No. of learners who have completed the programme.	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
SC/ST			
B.C.			
M.B.C.			
OTHERS			

5.0 Monitoring and evaluation

Have the following been collected?

1. Initial Card	YES	NO
2. Learner's Note Book	YES	NO
3. Alphabet Card	YES	NO
4. Evaluation sheet	YES	NO
5. Final card	YES	NO

5.1 Have you sent your report regularly to the following:

1. NSS programme Co-ordinator	YES	NO
2. District Adult Education Officer	YES	NO
3. State Resource Centre	YES	NO

6.0 Problems faced during the implementation of the programme. I  
I  
I  
I  
I

1.

2.

3.

7.0 Suggestions to improve the programme. I  
I  
I

1.

2.

3.

⊙  
SIGNATURE OF THE PROGRAMME OFFICER  
WITH DATE

APPENDIX - III

**MADRAS INSTITUTE OF DEVELOPMENT STUDIES**

( Unit for Evaluation of Adult Education Programme in Tamil Nadu )

An Evaluation of Mass Programme of Functional Literacy 1989 - 90

QUESTIONNAIRE FOR THE VOLUNTEERS

1.0 Name of the learner <sup>Volunteer</sup>

1.1 Name of the Institution with Full Postal address

1.2 Sex 

M	F
---	---

1.3 Age

1.4 Class

HIGHER SECONDARY	UNDER GRADUATE	POST GRADUATE	POLY- TECHNIC						
	Year	Year	Year						
+1	+2	1	2	3	1	2	1	2	3

1.5 Experience in the N.S.S. (in years)

LESS THAN ONE YEAR	MORE THAN ONE YEAR & LESS THAN 2 YEARS	MORE THAN TWO YEARS
--------------------------	--	---------------------------

1.6 Experience in the M.P.F.L. (in years)

LESS THAN ONE YEAR	MORE THAN ONE YEAR & LESS THAN 2 YEARS	MORE THAN TWO YEARS
--------------------------	--	---------------------------

2.0 Training in the M.P.F.L.

1. Years of Training	1986	1987	1988	1989	1990
2. No. of days					
3. Place of Training					
4. Content coverage	ENOUGH		NOT ENOUGH		
5. Timings	SUITABLE		NOT SUITABLE		
6. <sup>Duration</sup> Content coverage	ENOUGH		NOT ENOUGH		



3.0 No. and date of receipt of the kit.

NO. OF KITS	DATE	MONTH	YEAR

3.1 Opinion about the Literacy kit.

1. Physical Get up

GOOD	NEEDS IMPROVEMENT
------	-------------------

2. Contents

ENOUGH	NOT ENOUGH
--------	------------

4.0 Date of commencement of the programme.

DATE	MONTH	YEAR

4.1 Date of sending the initial reports.

4.2 No. of learners enrolled.

	MALE	FEMALE	TOTAL
S C			
S T			
B C			
M B C			
OTHERS			

4.3 Timings of teaching

--

4.4 Place of Teaching.

HOUSE OF THE		PUBLIC PLACE
LEARNER	VOLUNTEER	

4.5 Date of completion of the programme.

DATE	MONTH	YEAR

Conti. 3

4.6 Date of sending of completion report.

DATE	MONTH	YEAR

4.7 No. of learners who have completed the programme.

	MALE	FEMALE	TOTAL
S C			
S T			
B C			
M B C			
OTHERS			

4.8 Supporting material used for teaching.  
( Details may be given )

--

4.9 Co-operation of the learner.

VERY CO-OPERATIVE	CO-OPERATIVE	NOT CO-OPERATIVE

5.0 Co-operation received from the Programme Officer.

VERY CO-OPERATIVE	CO-OPERATIVE	NOT CO-OPERATIVE

5.1 Date of visit by the Programme Officer.

	DATE	MONTH	YEAR
1.			
2.			
3.			
4.			

**6.2 Details of visitors other than the programme officer**

	NAME AND DESIGNATION	DATE OF VISIT		
		DATE	MONTH	YEAR
1.				
2.				

**6.0 Problems faced during the implementation of the programmes**

1.	
2.	
3.	

**7.0 Suggestions to improve the programme (specific remarks with regard to training, materials and duration of the programme )**

S.No.	TRAINING	MATERIALS	DURATION
1.			
2.			
3.			

SIGNATURE OF THE VOLUNTEER WITH DATE

# MADRAS INSTITUTE OF DEVELOPMENT STUDIES

( Unit for Evaluation of Adult Education Programme in Tamil Nadu )

*An Evaluation of Mass Programme of Functional Literacy 1989 - 90*

## INTERVIEW SCHEDULE FOR THE LEARNER

1.0 Name of the learner

--

1.1 Full Postal address

--

1.2 Sex

M	F
---	---

1.3 Age

--

1.4 Marital status

MARRIED	UNMARRIED	WIDOW / ER
---------	-----------	------------

1.5 Community

S C	S T	B C	M B C	Others
-----	-----	-----	-------	--------

1.6 Occupation

1.	Agricultural labourer	
2.	Skilled worker	
3.	Unskilled worker	
4.	House wife	
5.	Others (Mention Details)	

1.7 Annual income of the family

BELOW Rs. 2000/-	Rs. 2001/- to 4000/-	Rs. 4001/- to 6000/-	ABOVE Rs. 6000/-

Contl. 2

1.8 No. of members in the family

		MALE	FEMALE	TOTAL
1.	Adults			
2.	Children			

1.9 Prior Educational level

1. Illiterate

2. School dropout

 Std.

3. Adult Education Centre dropout

2.0 Reasons for joining this programme

1.	To read newspapers	
2.	To read letters	
3.	To write applications	
4.	To read simple notices	
5.	To write accounts	
6.	Others ( Give details )	
7.	To earn a little more	
8.	To improve your skills	

3.0 From among the following learning materials, what were actually received and used by you.

1.	Book No. 5	
2.	Exercise Book	
3.	Work Book	
4.	Pencil	
5.	Alphabet cards	

4.0 Impression about the co-operation / help received from the volunteer.

Very Co-operative	
Co-operative	
Not Co-operative	

4.1 Whether your expectations have been achieved.

YES	NO
-----	----

5.0 Problems, if any, during the programme.

1.	MATERIALS	YES / NO
2.	TEACHING	YES / NO
3.	OTHERS ( GIVE DETAILS )	

5.1 If yes, brief details.

--

6.0 Suggestions to improve the pace of learning

1.	MATERIALS
2.	TEACHING
3.	OTHERS ( GIVE DETAILS )

7.0 Learner Evaluation

	RATING	GOOD	AVERAGE	BELOW AVERAGE
1	READING			
2	WRITING			
3.	NUMERACY			

7.1 Knowledge of General awareness

		GOOD	AVERAGE	BELOW AVERAGE
1	Knowledge level			
2	Action level			

SIGNATURE OF THE INTERVIEWER WITH DATE

APPENDIX - V

MATERIALS CONTAINED IN THE LITERACY KIT

--/--

I. Items for a learner:

- 1.1 Pencil
- 1.2 Book No. 5

II. Items for a volunteer:

- 2.1 Bag
- 2.2 Book No. 1
- 2.3 Book No. 2
- 2.4 Book No. 3
- 2.5 Book No. 4
- 2.6 Evaluation Sheet 3 Nos.
- 2.7 Volunteer Profile 2 Nos.
- 2.8 Monitoring Cards 4 Nos.

III. Materials for the volunteer to teach the learner:

- 3.1 Anna Series @
- 3.2 Alphabet Card - 54@
- 3.3 Alphabet Card - 90@
- 3.4 Alphabet Card - 247@
- 3.5 Note Book @

---

@ These to be handed to the Programme Officer at the end of the programme.



APPENDIX - VI

List of universities involved in the Mass Programme of Functional Literacy during 1989-90.

	Name of the University	No. of kits supplied
	(1)	(2)
1.	Tamil Nadu Agricultural University.	1,200
2.	Madurai-Kamaraj University (inclusive of Manonmaniam Sundaranar University).	12,200
3.	Bharathiyar University	1,138
4.	Bharathidasan University	9,360
5.	Gandhigram Rural Institute (Deemed University).	300
6.	Annamalai University	1,000
7.	Alagappa University	200
8.	Sri Avinashilingam Home Science Institute for Women (Deemed University)	4,000

APPENDIX - VII

PRESCRIBED LEVELS IN THREE Rs.

(As given in Appendix-I of U.L.M. document)

--/--

READING:

- (a) Reading aloud with normal accent simple passage on a topic related to the interest of the learners at a speed of 30 words per minute.
- (b) Reading silently small paragraph in simple language at a speed of 35 words per minute.
- (c) Reading with understanding road signs posters, simple instructions and newspapers for neo-literates etc.
- (d) Ability to follow simple written messages relating to one's working and living environment.

WRITING:

- (a) Copying with understanding at a speed of seven words per minute.
- (b) Taking dictation at a speed of five words per minute.
- (c) Writing with proper spacing and alignment.
- (d) Writing independently short letters and applications and forms of day-to-day use to the learners.

NUMERACY:

- (a) To read and write 1--100 numerals.
- (b) Doing simple calculations without fraction involving addition, subtraction up to three digits and multiplication and divisions by two digits.
- (c) Working knowledge of metric units of weights, measures, currency, distance and area and units of time.
- (d) Broad idea of proportion and interest (without involving fractions) and their use in working and living conditions.

APPENDIX - VIII

NORMS FOR ASSESSING THE LEARNERS' ABILITY IN READING,  
WRITING AND NUMERACY SKILLS.

--/--

I. READING:

i. Good: Those who were able to read News paper headings without spelling out words.

ii. Average:  
Those who were able to read News paper headings by spelling out words.

iii. Below Average:  
Those who were not able to read anything.

II. WRITING:

i. Good: Those who were able to write a few dictated simple words without any mistake.

ii. Average:  
Those who were able to write a few dictated simple words without mistakes.

iii. Below Average:  
Those who were not able to write any simple word at all.

III. NUMERACY:

i. Good: Those who could do sums in addition and subtraction in one or two digits.

ii. Average:  
Those who could identify only numbers upto 100 but not able to do sums in addition and subtraction in one or two digits.

iii. Below Average:  
Those who did not have any ability even in identifying numbers.

APPENDIX - IX

PROFORMA TO ASCERTAIN THE GENERAL AWARENESS OF LEARNERS

--0--

- 1) What are your rights regarding property ownership?  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I
- 2) Have you heard of schemes like I.R.D.P., N.R.D.P., R.L.G.E.P., and DWAGRA? If so, what you know about them?  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I
- 3) What loans are available thro' Government, Banks etc. for improving the lot of rural people?  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I
- 4) What facilities are available for women in particular at the present juncture? Please state details.  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I
- 5) What is considered as a small family? Please state the advantages of a small family.  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I

- 6) Why should we grow more trees? What will happen if we destroy the existing trees? I  
I  
I  
I  
I  
I  
I  
I
- 7) What do you know about Small Savings? I  
I  
I  
I  
I  
I  
I  
I
- 8) When does a Man and Woman get the right to vote? I  
I  
I  
I  
I  
I  
I  
I
- 9) Is there any reservation for Women in Local Bodies and our Legislatures? I  
I  
I  
I  
I  
I  
I  
I
- 10) What is the prescribed age for marriage for both boys and girls? I  
I  
I  
I  
I  
I  
I  
I  
I  
I

APPENDIX - X

AREAS IN THE UNIVERSITIES - (DISTRICTS)

Name of the University	Areas (Districts)
1. Gandhigram Rural Institute (Deemed University), Gandhigram.	Unitary University
2. Alagappa University, Karaikudi.	-do-
3. Madurai-Kamaraj University, Madurai.	1. Dindigul Quaid-e-Milleth. 2. Madurai. 3. Pasumpon Thevar Thirumaganar. 4. Ramanathapuram. 5. Kamaraj.
4. Annamalai University, Annamalaiagar.	Unitary University
5. Bharathidasan University, Tiruchirappalli.	1. Tiruchirappalli. 2. Thanjavur. 3. Pudukottai
6. Sri Avinashilingam Institute for Home Science and Higher Education for Women, (Deemed University), Coimbatore.	Unitary University
7. G.D. Naidu Tamil Nadu Agricultural University, Coimbatore.	1. Coimbatore. 2. Madurai 3. Nellore-kattabomman. 4. Chidambaram. 5. Thanjavur. 6. Salem 7. Madras.
8. Bharathiyar University, Coimbatore.	1. Coimbatore. 2. The Nilgiris. 3. Periyar.

NIEPA DC



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