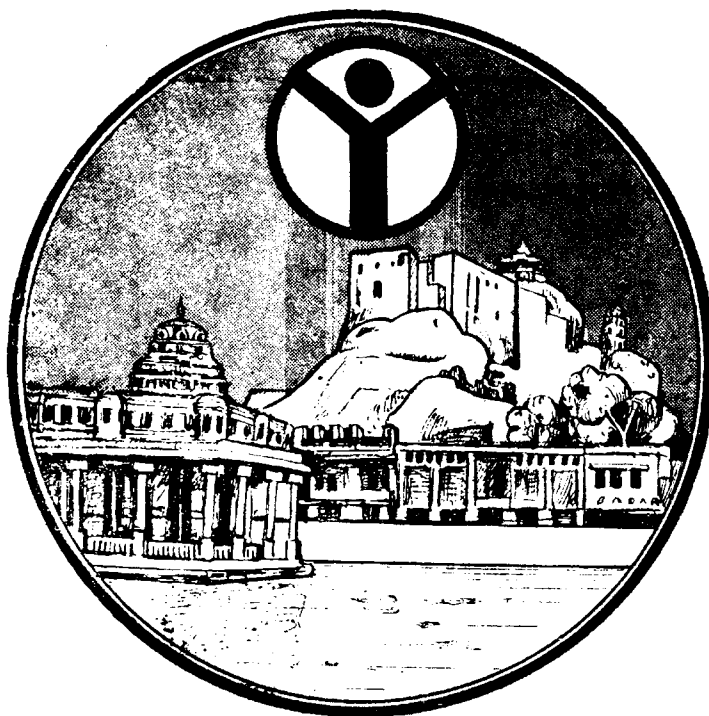


REPORT ON
RURAL FUNCTIONAL LITERACY PROJECT
1979-80
TIRUCHIRAPALLI DISTRICT



Directorate of Non-Formal and Adult Education

Tamil Nadu

NIEPA DC



D00779

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
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**RURAL FUNCTIONAL LITERACY PROJECTS-
TAMILNADU
1979-1980.**

Rural Functional Literacy Project is a programme started under the National Adult Education Programme in 1979-80 for the age group 15-35. Previous to this, Government of India was funding two types of programme in the State under Adult Education, namely Farmers' Education and Functional Literacy programme for the age group 15-45 and Non-formal Education programme for the age group 15-25. These two types were merged to form the present Rural Functional Literacy Projects as a centrally sponsored scheme.

In Tamilnadu, twelve Districts were selected for implementing the scheme with 300 centres each, spread over three or four contiguous blocks. As a preliminary measure a survey of the villages was undertaken, to identify the centres, instructors and learners. The needed orientation and training were given to the functionaries involved in the programme before commencement. The centres were started in July 1979 with the needed facilities for materials like books, slates, reading materials lights, blackboards, etc.

Apart from the periodical evaluation made by the Instructors and Supervisors, a full scale Mid-Term Evaluation was done by an Evaluation Team consisting of three members, in the month of March/April 1980 to assess the working of the programme into fulfilment of the objectives. The report on Mid Term Evaluation exhibited a very favourable picture about the working of the projects.

The projects have come to a close in May/June '80 after a period of ten months and reports of final assessment are now available. An over all view of the twelve projects and statistical data relating to the centres and learners are reported in these pages.

The final evaluation report reveals the success of the programme in Tamil Nadu. All those involved in the programme from the planning to the evaluation stage deserve to be congratulated on their endeavour.

J. A. Ryan,

Director of Non-formal & Adult
Education.

FOREWORD

It gives me great pleasure to know that the Rural Functional Literacy Project is bringing out the printed report on the scheme after the completion of the course of ten months. Several Agencies both governmental and others, are working in the field of Adult Education.

The Governmental Agencies, Rural Functional literacy Programme, a central Scheme in three blocks, and National Adult Education Programme a State Scheme in four blocks are functioning in the District under the overall control and direct supervision of the District Adult Education Officer at the District level.

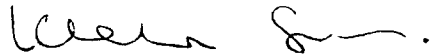
The Rural Functional Literacy Programme launched on 4-7-79 and concluded on 30-4-80, brought under the scheme 9027 learners in 300 centres that functioned in the three blocks of Jayamkondam, Andimadam and T. Palur. The three aspects of the programme Literacy, Awareness and Functionality received attention. It can be said that the learners who attended the centres derived the maximum benefit out of the scheme

Literacy is a continuous process. So the Government has propose to start Post Literacy Programme in the Blocks already covered by the programme and the Rural Literacy Programme is going to be launched very shortly in the three more blocks in the District. I am sure that scheme like this will go a long way in eradicating illiteracy.

The report besides furnishing the statistical particulars reveals the saliant features of the scheme. It is confessed that though the aim of the scheme was not mere literacy, the gaining of literacy skills has been given more importance than other aims. The reason for this is attributed to the fact that more number of employed teachers were appointed as animators. It is also revealed that Functional Literacy has received maximum attention. At the same time, the scheme has produced its effect on the society of the learners. The final evaluation has proved that nearly 22.5% of the learners were able to write letters and to express themselves clearly.

It is stated that the visits of Officers of Development Departments are not encouraging. This problem has to be solved and the co-ordinated effort should be made for the successful implementation of the schemes.

I commend the services of those who are responsible for bringing out the report in the printed form.



**(K. VENKATASUBRAMANIAN)
District Adult Education Officer,
Tiruchirapalli.**

**Tiruchy,
25-8-80.**

PREFACE

I have the honour to present the following Report on Rural Functional Literacy Project, Tiruchirapalli District for the period 1979-80.

With the encouragement and the guidance bestowed upon the personnel committed to the scheme by the Director of Non-Formal Education, Madras, with the co-ordinated efforts of the Officers of other departments and with the sincere co-operation extended by the learners, animators and supervisors, Rural Functional Literacy Project was launched and implemented in Tiruchirapalli District with an air of freedom for thought, expression and action.

This report is presented in small divisions with separate headings. Every effort was taken to give the report fully based on facts and supported by statistical particulars. Tables with statistical figures are annexed then and there to prove the inferences made in the running matter of the report. A map showing the area of the project is enclosed in the beginning of the report. Materials used for evaluation of the scheme are enclosed at the end of the report.

I solemnly admit that if anything substantial is considered to have been achieved by the implementation of this scheme, it is due to the encouragement and freedom showered by the superiors and due to the sincerity of purpose and tenacity of work exhibited by the Supervisors and animators, and if lapses are noticed it may be due to the ignorance on my part.

P. S. Santhana Raman

(P. S. SANTHANARAMAN)

Project Officer,

Rural Functional Literacy Project,
Tiruchirapalli-2.

Tiruchy,
25-8-80.

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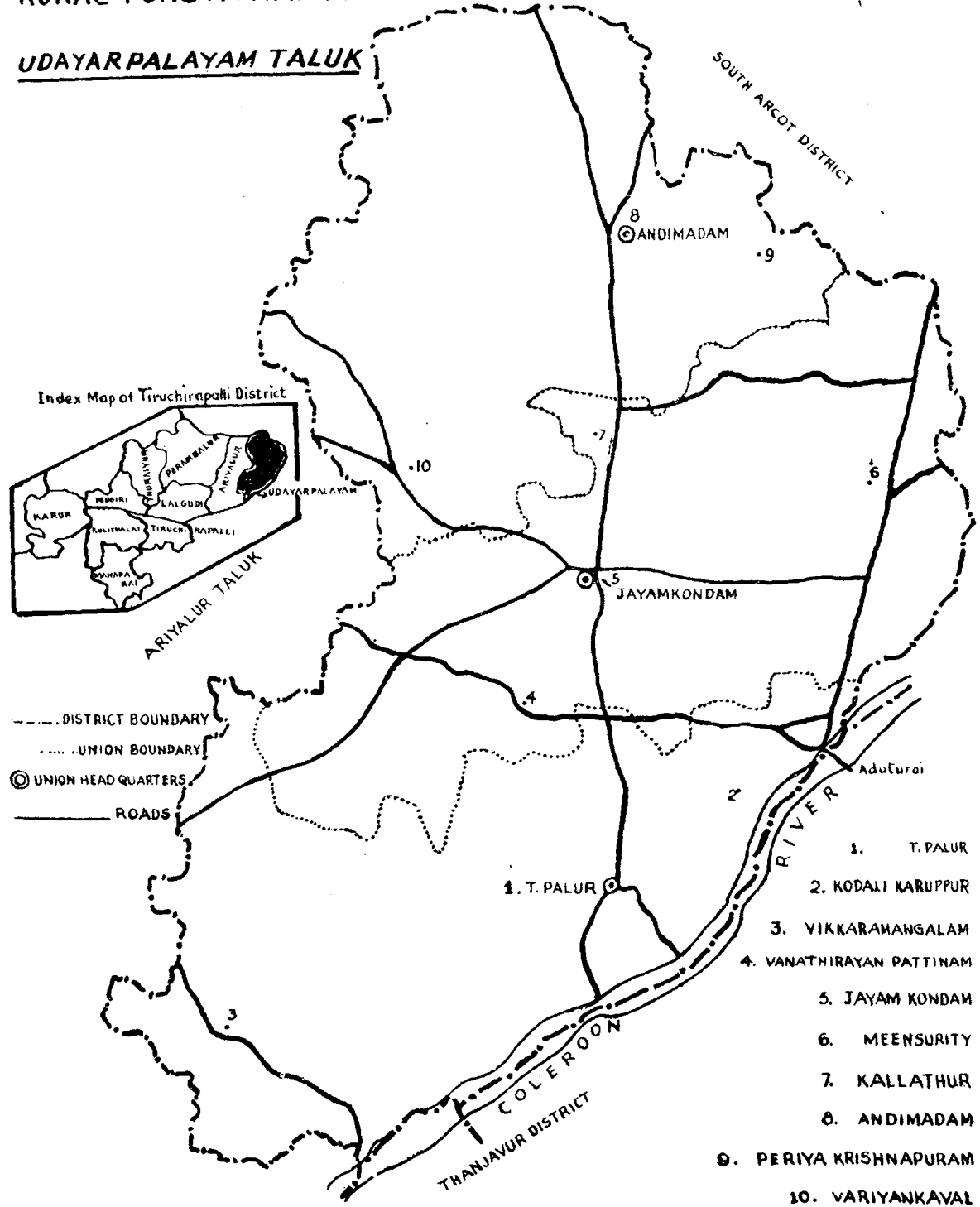
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RURAL FUNCTIONAL LITERACY PROJECT MAP 1979 - 1980

UDAYARPALAYAM TALUK



REPORT ON RURAL FUNCTIONAL LITERACY PROJECT TIRUCHIRAPALLI DISTRICT 1979-80

I. Introduction :

For the Welfare of a Country ruled by a king, it is sufficient to educate the king or his ministers; on the other hand if it is ruled by a dictator it is sufficient to educate the dictator; but if it is a democratic country it is a must to educate one and all. Realising this, the Government have taken each and every effort to provide educational facilities to all and especially to adults to enable them to take active part in developmental activities for their betterment in life. The Government of Tamil Nadu have launched several schemes in Adult Education since 1969. Farmers Education and Functional Literacy Project and Non-Formal Education for the age group 15-35 were the schemes launched in Tiruchirapalli District. From the year 1979 Rural Functional Literacy Project has been launched in the place of Non-Formal Education Scheme for the age group 15-35.

II. Selection of area

As Adult Education Schemes in the past attached importance for the gaining of literacy skills, those schemes could not succeed as they were expected. Having this past experience, in Rural Functional Literacy Project, emphasis was shifted towards creating awareness about environment and active participation in developmental activities. Thus Adult Education ceased to be the monopoly of Education Department and it has become an area where all departments have to put their efforts with all their earnestness and sincerity. As the Collector of the district is the administrative head of all departments in the district level, the scheme was launched in consultation with the District Collector. The District Collector suggested the area for launching the scheme with reference to the backwardness and the existence of developmental schemes.

The Collector, Tiruchirapalli District, suggested T. Palur, Jayamkondam and Andimadam Panchayat Unions. These three Panchayat Unions comprise of Udayarpalayam Taluk which is a most backward area in the District. Integrated Rural Development Programme and schemes in Small Farmers Development Agency are being Implemented in this area Government issued orders in G. O. No. 723/Edn. Dated 8-5-79, for the implementation of the scheme in T. Palur, Jayamkondam and Andimadam Panchayat Unions.

The total population of these three blocks is 133397 + 129961 (263358). Population of Scheduled Caste people is 29372 + 28207 (57579). Literates are 63508 + 21005 (84513) and illiterates are 69889 + 108956 (178845). (Vide Table No. 1.)

III Selection of Centres :

After selecting the area of operation, action was taken for the selection of centres. Hundred centres were opened in each block with a total of 300 centres for the whole scheme. Centres were selected in consultation with the Commissioners and the Deputy Inspector of Schools concerned. Priority was given to the area where people belonging to scheduled castes and more illiterates are living.

172 centres were opened for the welfare of Harijans. Out of these 172, 53 centres were exclusively for Harijans. Similarly 40 centres were opened exclusively for women. Women learners were also admitted along with men in 60 centres. On the whole there were 102 centres where women learners were participating (Vide Table No. 2).

IV Location of Centres :

Due considerations were given for the location of centres with reference to the accessibility to the participants and the availability to the participants and the availability of Physical Facilities such as light, Radio, Furniture, Black-board and etc.,

181 (60.3%) centres were located in School Buildings. 60 (20%) centres were functioning in private houses. 28 (9.3%) centres were held in temples.

TABLE No. I.

Table showing Population, No. of literates and No of illiterates in T. Paloor, Jayamkondam and Andimadam Panchayat Union areas.

POPULATION						LITERATE		ILLITERATE	
S.C		Others		Total					
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
29372	28207	104025	101754	133397	129961	63508	21005	69889	108956

TABLE No. 2.

Distribution of Centres according to Communities

Name of Union.	Centres opened exclusively for Harijans.				Centres in which Non-Harijans are attending				Centres for both Harijans and Non-Harijans			
	Men	Women	Common	Total	Men	Women	Common	Total	Men	Women	Common	Total
T. Paloor	7	...	7	14	14	10	14	38	27	4	17	48
Jayamkondam	14	1	1	16	25	3	7	35	36	5	8	49
Andimadam	18	2	3	23	38	13	4	55	19	2	1	22
	39	3	11	53	77	26	25	128	82	11	26	119

TABLE No. 3.**Distribution of centres according to location**

Name of Union	No. of centres located in						Total
	School Building	Private Homes	Temples	Chavadi	Open Air	Panchayat Offices	
T. Paloor	52	19	11	15	3	...	100
Jayamkondam	76	9	10	4	...	1	100
Andimadam	53	32	7	4	4	...	100
Total	181	60	28	23	7	1	300
	60.3%	20%	9.3%	7.6%	2.5%	.3%	

TABLE No. 4

Table showing facilities available in the centres.

S. No.	Nature of Facility	No. of centres.
1.	Electrification	109 (36.3%)
2.	Radio	100 (33.3%)
3.	Furniture	173 (57.6%)
4.	Black Board	300 (100 %)

23 (7.6%) centres were conducted in chavadi. 7 (2.5%) were located in open air. The remaining one (3%) centre was held in Panchayat Office. (Vide Table No. 3)

109 (36.3) centres were electrified 100 (33.3%) centres were having Radio. 173 (57.6%) centres were provided with furniture. All the centres were having black boards. (Vide Table No. 4).

V. Selection Of Animators.

The next step in the implementation of the Rural Functional Literacy Project was selection of Animators. This was done in consultation with Commissioners and Deputy Inspector of Schools concerned. Teachers who were employed in local schools or near by schools and who are residing in the locality where the centres were opened, were given appointment as animator. As it was difficult to get teachers residing in the locality of the centre in 10 places, educated unemployed youths were appointed in 10 centres and in the rest of 290 centres employed teachers were appointed. These ten educated unemployed youths were appointed in consultation with Employment Exchange. Out of 300 animators 232 are S. S. L. C. qualified and the rest sixty eight are well experienced Higher Grade teachers with not less than 15 years of service as teacher. After selection, 300 animators were given training for handling Rural Functional Literacy Project centres. Due to the inability of 13 teachers to handle the centre continuously, they discontinued and in their places substitutes were appointed and these 13 animators were teachers without training in Rural Functional Literacy Project.

Regarding the distribution of animators according to their age 17 animators were in the age group 25-30, 154 animators were in the age group 31-40, 90 teachers were of the age group 41-50 and the rest 39 teachers, were in the age above 50. In order to facilitate the women learners to feel free while attending the centres and to encourage women learners in attending the centres, 40 lady animators were appointed in the centres which were exclusively for women.

Similarly 47 animators belonging to Scheduled Caste were appointed to encourage the involvement of Harijan Candidates. (Vide Table No. 5).

Out of 47 animators of Harijan Community 29 were conducting centres which were exclusively for Harijans, 9 were conducting centres for learners of Non-Harijans and 9 were conducting centres for learners of both Communities Harijan and Non Harijan.

Similarly out of 253 animators belonging to Non Harijan community, 24 animators were handling centres which were solely intended for Harijans. 110 animators were handling centres in which candidates belonging to both communities were participating. 119 animators were handling centres in which learners of Non Harijan Community were participating (Vide Table No. 6).

From the table it is revealed that the caste of the animator was not a hindrance in conducting the centres.

VI. Selection of Supervisors.

For the effective guidance and counselling to the animators, provision has been made in Government order for the appointment of one Supervisor for every thirty centre. There are ten supervisors for the whole project. In order to give employment opportunity for the educated unemployed, Supervisors were selected and appointed by Chief Educational Officer, Trichy from the unemployed graduates sponsored by Employment Exchange.

Since it is very essential for the persons who are guiding and counselling, to have a thorough knowledge about the locality, persons who are the native of the blocks were appointed as supervisors. Except one supervisor who is an Ex-Servicemen, all others are native of the block where the scheme is launched. All ten supervisors are trained graduate teachers. Out of 10 supervisors, three are Scheduled Caste and one supervisor is an Ex-Servicemen.

VII. Training :

As the nature of work to be done by the personnel engaged in the implementation of Rural Functional Literacy Project is of special nature it is felt

essential to train them for their work. Training Programmes were conducted at various levels.

A. In-service Training for Project Officers

Project Officers of Rural Functional Literacy Project were already having three years experience in the implementation of Non - formal Education Schemes for the age - group 15-35. As such, before launching Rural Functional Literacy Project an In-Service Training for 3 days was conducted for Project Officers in Salem from 4—6—79. In this Training Programme, necessary planning was done for the proper implementation of the project. Treasury Officer, Salem was also kind enough to participate in this programme and offered his suggestions for following the procedures in financial matters.

B. Training of Resource Persons :

Resource Persons for imparting training to animators were selected from the personnel of School Education Department. Persons who are having experience in the field of Adult Education and who are having faith in the programme have been chosen and they were given training for 3 days from 7-6-79 at Salem.

Nine persons have been trained as Resource Persons for Trichy District. Out of nine two of them are Headmasters with 20 years of experience and the rest are belonging to the cadre of Deputy Inspector of Schools cum School Assistant. All the nine resource persons are having experiences both in teaching and in administration, as they served as School Assistants and Deputy Inspectors of Schools. All were having experiences in the field of Adult Education as they acted as Deputy Inspector of Schools for Non-formal Education Scheme and as Resource Persons in Adult Education Training Programmes.

The following topics were dealt during the training programme.

1. Aims and objectives of the Training Programme.
2. Aims and objectives of Rural Functional Literacy Project.
3. Survey and its importance.

4. Qualities of an instructor.
5. Preparation of curriculum.
6. How to use reading and Learning Materials.
7. Methodology.
8. Motivation.
9. Developing cultural talents in Animators.
10. Mobilization of local Resources.
11. Co-ordination of Development Departments.
12. Preparation of teaching aids.
13. Use of visual media for the effective running of centres.
14. Organisation and Administration of Centres.
15. How to maintain Registers and Records.
16. Evaluation.
17. Adult Psychology.

Experts in the field of Adult Education from Directorate of Non-formal Education, New Delhi, Directorate of Non-formal Education, Madras, State Council of Educational Research and Training, Madras and State Resource Centre, Madras participated in this programme. They rendered their valuable services in training Resource Persons.

C. Training of Animators :

Animators were given training before opening of centres. Training Programme was for 12 days from 18-6-79 to 29-6-79. The training courses were simultaneously conducted in 3 places in Jayamkondam, Animators were trained by the specially trained Resource Persons. In addition to the specially trained Resource Persons, experts from Development Departments like Divisional Development Officer, Medical Officers of Primary Health Centres, Officers from All India Radio and Extension Officers of Panchayat Unions participated in the training

programme and appraised the animators about the developmental activities that are taking place in the locality and the facilities provided to the poor people for their betterment, and how to utilise them for the benefit of the learners.

All topics dealt in the Training Programme of Resource Persons were dealt with for the animators. Guide lines for the conduct of post-literacy Programme were also given to the animators.

In addition to Training Programme for 12 days, animators were given In Service Training for one day in every month.

D Training of Supervisors :

Supervisors who are trained graduate Teachers were given Pre-Service Training along with animators for 12 days from 18-6-79. After gaining some experience in the field, Supervisors were given training for 6 days. Project Officers, District Adult Educational Officers, Experts from Directorate of Non Formal Education and Experts from various Development Departments have acted as Resource Persons in this programme. In addition to the topics that were dealt with for animators, stress was given in this training programme for getting co-operation and Co-ordination from various Developmental Departments and agencies.

VIII Supply of Materials :

Before opening the Centres, slates, Note-books, slate pencils and lead pencils were made available. As it was found difficult to supply required number of copies of primers at the beginning itself, Lesson sheets containing first six lessons were supplied on the date of opening of centres. Then Primer, இனிய வாழ்வை நோக்கி was supplied as soon as it was available. Posters and pamphlets produced by various development departments were also made available in the centres.

IX Learners :

As the aim and objective of the scheme is for the betterment of the poorest strata of the society living in the backward rural area by involving them in develop-

mental activities, the entire scheme was focussed on the youths of the age group 15-35. (ie) the age group which will be receptive to progressive ideas. From the table showing the age wise distribution of learners it is seen that 5747 (63.7%) learners are of the age group 15-25, 2825 (31.3%) learners are of the age group 25-35 and 455 (5%) learners are of the agegroup above 35. (Vide Table No. 7)

As people belonging to poor strata of society are to be elevated to a better living conditions, much concentration was given in the enrolment of Harijans. Percentage of Harijan Community in these blocks is only 21.9%. Due to the efforts taken by animators, the percentage of Harijan Youths enrolled in the centres is 32.8%. 2957 (32.8%) Candidates were of Harijan Community out of 9027, 2589 (87.6%) Candidates out of 2957 are men and the rest 368 (12.4%) are women. Comparing the percentage of men enrolled with that of women, the enrolment of men in scheduled caste is more (Vide Table No. 7)

By tabulating the number of learners according to their occupation it is seen that 905 (10%) learners are agriculturists, 7896 (87.5%) learners are agricultural coolies and 226 (2.5%) learners are others like artisans, street vendors, salesmen and etc.,

Out of 905 agriculturists 29 (3.3%) are belonging to scheduled caste and 609 (6.7%) belong to other communities.

Out of 7896 agricultural coolies, 2661 (29.5%) are scheduled castes and 5234 (58%) are other communities.

Learners from scheduled caste are either agricultural coolies or agriculturists. Learners other than agriculturists and agricultural Coolies are from other communities. 226 (2.5%) learners of other communities are neither agriculturists nor agricultural coolies but they are either artisans or street vendors or salesmen.

From Table No. 8 it is clear that the scheme has catered to the needs of poorer section of the society as 87.5% of the beneficiaries are agricultural Coolies.

Table No. 9 reveals that average attendance of the learners is 65%. 42 (14%) centres were having attendance less than 50%. Attendance in 200 (66.7%) centres was in between 50% to 75%. 58 (19.3) centres were having attendance more than 75%. 2141 (23.7%) learners put in cent percent attendance.

TABLE No. 5.

Table showing the particulars of the animaters regarding their sex, caste, age, qualification, Employment and Adult Training.

Name of Union	Caste		Sex		Age				Qualification		Employment		Adult trained or not	
	S.C.	Others	Men	Women	25-30	31-40	41-50	50 & above	SSLC	VIII Std	Employed	Unemployed	Adult trained	Untrained
T. Paloor	8	92	87	13	4	47	34	15	78	22	100	...	97	3
Jayamkondam	21	79	89	11	3	47	35	15	73	27	100	...	95	5
Andimadam	18	82	84	16	10	60	21	9	81	19	90	10	95	5
Total	47	253	260	40	17	154	90	39	232	68	290	10	287	13

TABLE No. 6.**Distribution of Centres according to the caste of the animators and the Learner.**

Name of Union.	Animaters belong to SC caste handling			Animaters belonging to other communities handling			Total
	SC Centres	Non SC Centres	Common Centres	SC Centres	Non SC Centres	Common Centres	
T. Paloor	4	1	3	10	37	45	100
Jayamkondam	12	6	3	4	29	46	100
Andimadam	13	2	3	10	53	19	100
	29	9	9	24	119	110	300



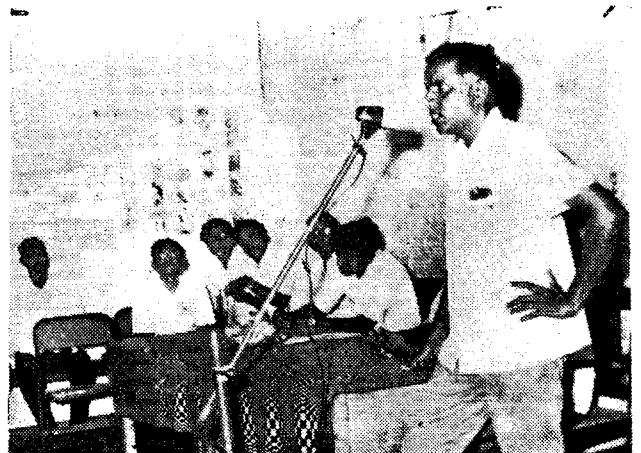
Thiru K. Murugannan, Chief Educational Officer, Trichy delivers his inaugural address



Thiru C. Adimoolam, Asst. Director of Non-Formal Education is stressing the need for creation of awareness among learners.



Thiru R. Venkatachari, Technical Officer delivers an emotional speech on Functionality



Thiru P. S. Santhanaraman, is listing out the salient features of the Programme

TABLE No. 7

Distribution of Learners according to their sex, Age and caste.

Caste.	AGE DISTRIBUTION											
	15—25			25—35			Above 35			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Scheduled Caste	1539	251	1790	843	117	960	207	...	207	2589	368	2957 (32.8%)
Others	2979	978	3957	1504	361	1865	198	50	248	4681	1389	6070 (67.27%)
Total	4518	1229	5747	2347	478	2825	405	50	455	7270	1757	9027
			(63.7%)			(31.3%)			(5%)	(80.5%)	(19.5%)	

TABLE No. 8

Distribution of learners according to Sex, Caste and Occupation.

Caste	OCCUPATION											
	Agriculturists			Agricultural Coolies			Others			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Schedule Caste	268	28	296	2321	340	2661	2589	368	2957
Others	441	168	609	4081	1154	5235	159	67	226	4681	1389	6070
Total	709	196	905	6402	1494	7896	159	67	226	7270	1757	9027
			(10 %)			(87.5%)			(2.5%)			

TABLE No. 9.**Distribution of Centres According to Average Attendance of Learners.**

Average Attendance.	No. of Centres.	Percentage.
Less than 40 %	12	4 %
41 - 45 %	13	4.3 %
46 - 50 %	17	5.7 %
51 - 55 %	24	8 %
56 - 60 %	45	15 %
61 - 65 %	49	16.3 %
66 - 70 %	42	14 %
71 - 75 %	40	13.4 %
76 - 80 %	28	9.3 %
81 - 85 %	18	6 %
86 - 90 %	9	3 %
91 - 95 %	2	.7 %
96 - 100%	1	.3 %
Total	300	100 %
Average Attendance	65 %	

TABLE No. 10

Distribution of Centres According to number of visits made by Supervisors to the Centres

No. of Visits made to the Centre	No. of Centres.	Percentage
Less than 3	Nil	—
3	6	2 %
4	12	4 %
5	42	14 %
6	53	17.7 %
7	64	21.3 %
8	49	16.3 %
9	46	15.3 %
10	20	6.7 %
11	5	1.7 %
12	3	1 %
Total	300	100 %
Average No. of Visits to Centres.		7
Average of Centres Visited by the Supervisor in a month		21

X Administration :

Animator is in charge of one centre. Centres were functioning for 1½ hours in the evening. In general the centres were functioning from 7-30 p. m. to 9-00 p. m. In addition to the learning of literacy skills, learners listened to Radio Programmes intended for the people living in Rural area. Periodically special Lectures were arranged with the assistance of Extension Officers of Panchayat Unions. Each Supervisor was in charge of 30 centres. He visited all the centres at least once in a month. Table No. 10 shows the number of visits received by the centre by the Supervisor. On an average each centre received seven visits during the course and each Supervisor visited 21 centres in a month.

In addition to the visit of Supervisors, Project Officers and District Adult Educational Officers made visits to these centres.

Monitoring of these centres was done through Initial Reports, Monthly Returns, Visit Reports and Quarterly Reports by Project Officer. Animators were paid Honorarium of Rs 50/- per month and Contingent charges of Rs. 5/- per month. Payment of Honorarium was made by Money Order on the recommendation of Supervisors.

XI Co-ordination :

As soon as the scheme was launched on 4-7-79, a meeting presided over by the Collector, Trichy District was held at Ariyalur on 12-7-79 for the co-ordinated effort of all Officers in the blocks. In the meeting it was decided to address the Government for the payment or pocket allowance of Rs. 10/- to the Officers who are visiting the centres and rendering their services for the uplift of the learners and for the payment of lumpsum amount of Rs. 150/- as an incentive to the animators of the centres where the percentage of attendance of learners is more than 80%. The decisions were brought to the notice of the Government by the Collector, Trichy District. Orders are awaited from the Government.

As felt by the members who were present in the meeting held on 12-7-79 at Ariyalur, the visits of Officers of various Development Departments were, not very encouraging. Only 75 visits have been made by the Officers, though 300

centres functioned for 200 days. Table No. 11 shows the visit of Officers who visited Rural Functional Literacy Project Centres. Learners derived benefits due to the visit of Officers. This aspect is dealt separately under the heading awareness and functionality.

XII Evaluation :

In general, Evaluation is considered as judgemental affair and Evaluator is considered as a fault finder and not as a friend. As this notion will widen pit falls and short comings of the scheme, it has been decided to have self evaluation which will bring out the truths boldly and publicly with out any fear or favour. In this scheme Evaluation is used as a diagnostic tool to find out the good aspects of the scheme as well as the pit falls and short comings of the scheme. It is done with an intention of improving the future schemes and to know how far this scheme has succeeded.

1. Initial Survey :

Fitst stage of Evaluation was initial survey of the locality and it was conducted by the animators before opening the centres. It was conducted to know about the locality and to plan for the conduct of the centre.

2. Inter District Evaluation :

Second stage of Evaluation was Inter-District Evaluation. It was conducted by a Committee set up by the Director of Non-Formal Education, Madras. This Committee consisted of one District Adult Educational Officer, one Project Officer and the Project Officer of the concerned Project.

The Committee, aqpointed for this District, evaluated the scheme by visiting the centres and by contacting learners, animators, Supervisors and Commissioners. Centres for visits were selected on the following principles.

TABLE No. 11.

No of Centres Visited by the Officers.

S. No.	Designation of the Officers	No. of Centre Visited
1.	Devisional Development Officer	11
2.	Commissioners of Panchayat Unions	10
3.	Medical Officers	8
4.	Extension Officer of Agriculture	6
5.	Extension Officer of Co-operation	10
6.	Extension Officer of Industries	3
7.	Extension Officer of Animal Husbandry	3
8.	Extension Officer of Education	7
9.	Rural Welfare Officer	16
10.	Health Inspector	1
	Total No. of Centres visited by Officers	75

	<i>No. of Centres</i>			
Centres exclusively for Men	4
Centres exclusively for Women	5
Centres for both	3
Centres exclusively for Scheduled Caste	3
Centres located in interior areas	6

Accordingly the Committee visited twelve centres covering three Panchayat Unions. A proforma was prepared and used as a tool for evaluation. The following are the findings of Inter-District Evaluation.

A) Awareness :

From the response by the learners through discussion it is ascertained that the animators are aware of the functioning of the programme. This awareness seen in animators is due to the training given to them in Rural Functional Literacy Project. From the discussion made with the learners it is found out that, in general, the learners are aware of the developmental activities that are taking place in their locality. They acquired this by attending the centres.

B) Impact of the Programme :

Really there is an impact of the scheme on the learners and on the society. One learner availed of the concession under Debt Relief Act. A number of learners in a centre exclusively for Scheduled Caste has opened Savings Bank Account. One individual has adopted Artificial insemination for bringing up hybrid variety of calves. Almost all the women folk are aware of the proper methods of cooking in hygienic way. They are also aware of health habits and preventive measures.

Participation of learners in Electrification of huts through Hut Electrification Scheme, Tree planting on the banks of tanks, Food for work programme and Debt Relief Scheme show the impact of the scheme on the society.

C) Co-Operation of the Public :

The learners and the public co-operate for the implementation of the scheme by providing lanterns, offering accommodation and rendering their service to run the centre in the absence of animator.

D) Involvement of other Development Department :

Except one centre out of 12, others do not have visits of other Development Officials like Agriculture and Animal Husbandry. Only one centre has received the visit of a Medical Officer, Divisional Development Officer and Commissioner, Extension Officer for Education.

E) Difficulties :

Due to domestic work among women and harvest operations among men, the attendance in the centres is poor. Non-availability of Electricity is another problem.

F) Meeting of the Supervisors :

The Committee had a meeting with 9 Supervisors of Rural Functional Literacy Project. From the discussion it is gathered that the Supervisors are aware of the functioning of the scheme. They have made frequent visits and guided the animators. In certain places they met the public and sought their co-operation.

3. Final Evaluation

Final evaluation was done after having a planning for evaluation. A meeting of Project Officers, Rural Functional Literacy Project was convened for two days on 8-4-80 and 9-4-80 at Trichy. Joint Director of Non-Formal Education, Madras, Assistant Director of Non-Formal Education, Madras, and Technical Officer of Non-Formal Education, Madras, participated in the meeting. All points connected with evaluation were dealt with and decisions were taken up.

Table No. 12

Table showing Number of centres with the aim of the centres.

S. No.	Aim of the Centre	No. of Centres	Percentage
1.	Gaining Literacy skills	274	91.3
2.	Gaining Numerical skill	201	67
3.	Creating Awareness	72	24
4.	To provide General knowledge	66	22
5.	To improve their skill in their Vocation	54	18
6.	To create civic responsibility	32	10.7
7.	To improve their living conditions	28	9.3
8.	To inculcate health habits	25	8.3
9.	To form cooperative societies	7	2.3
10.	To involve in Small Savings	5	1.7
11.	Family Welfare	6	2

Second meeting of Supervisors, Rural Functional Literacy Project was convened for 3 days from 23-4-80 to 25-4-80 at Kodaikanal. Project Officers, Technical Officer, Assistant Director of Non Formal Education Madras and Joint Director of Non-Formal Education, Madras participated in the meeting.

Supervisors are given necessary guidance for evaluating the scheme through animators. Proforma to be used as a tool for evaluation was prepared. To evaluate the awareness and functionality of the learners, one proforma consisting of 12 points was prepared and administered. Similarly to evaluate the literacy attainments of the learners three schedules were prepared with different grades. First is for the learners of below average, second is for the learners of average ability and the third is for the learners of above average. All proformas were printed and distributed to the animators. The animators conducted evaluation by administering the proforma supplied and submitted the proforma, dully filled in, to the Supervisors. The Supervisors and the Project Officer analysed the data furnished by the animators and inferences were arrived at on the basis of the results of the analysis.

A) Aim of the Centres :

A question was put to the animators to mention the aim their centres. On the analysis of their answers, it is found that gaining literacy skills was the main aim and objective of 274 (91.3%) Centres. Similarly gaining Numerical skill was the aim of 201 (67%) centres. Creating awareness about their environment was the aim of 72 (24%) Centres. To provide general knowledge about their area was the aim of 66 (22%) Centres. To improve the skills in their vocation was the aim of 54 (18%) Centres. To create civic responsibility was the aim of 32 (10.7%) Centres. To improve the living conditions of the learners was the aim of 28 (9.3%) Centres. To inculcate health habits and healthy living was the aim of 25 (8.3%) Centres. To form co-operative societies and to derive benefits from co-operative living were the aim of 7 (2.3%) Centres. To involve the learners in Small Saving Schemes was the aim of 5 (1.7%) Centres. Family Welfare was the aim of six Centres.

On the whole it is revealed that mere learning of literacy skill alone was not the aim of the scheme, But at the same time, it has to be accepted that gaining of literacy skills has been given more importance than other aims. This may be due to the fact that more number of employed teachers were appointed as animators. (Vide Table No. 12)

B) Framing of Syllabus

Adult Education will become meaningful only if it is correlated with living and working conditions of the learners. As living and working conditions of the learners differ from place to place, animators were trained to frame their own individual syllabus. Accordingly in 288 (96%) Centres animators have framed their own syllabus for their Centres. These syllabi were framed on the activities that are taking place in their environment.

From the analysis of the data furnished by the animators regarding the activities included in the syllabus of their centres, it is revealed that in addition to the learning of literacy skills, the learners were engaged in one activity or more. Table No. 13 shows the list of activities included in the syllabus with the number of centres in which they are carried out. Table No. 14 shows the activities that are carried out with the co-ordinated effort of the learners

C) Awareness and Functionality :

Since the aim and objective of Rural Functional Literacy Project is to create awareness among the learners about their environment and for their active participation in developmental activities, every effort was taken to fulfill this aim and objective. In order to find out whether this aim has been fulfilled three questions were included in evaluation schedule and the points elicited through these questions were analysed. Analysis shows the functional efficiency attained by the individual learners, by the families of the learners and the societies of the learners.

Table No. 15 reveals the functional efficiency attained by the learners. In 30 (10%) Centres 154 learners joined Food for Work Scheme. In 4 (1.3%) Centres six participants sent the soil of their lands for soil testing. In 8 (2.7%) Centres, 10 members got loans through Nationalised Banks for the improvement of their earnings through crafts. In 11 (3.7%) Centres 57 learners learnt mat weaving organised through Development Schemes. Eight participants of three (1%) Centres joined farmers training programme organised by Farmers' Training Centre Lalgudi, Trichy District. Women candidates were also equally benefitted by this scheme. In 18 (6%) Centres 65 ladies learnt the art of basket making. For Development of cottage industries, Match Factories are being opened in Udayarpalayam Taluk,

Table No 13

Activities included in the Syllabus with No. of Centres.

S. No.	Name of Activity	No. of Centres	Percentage
1.	Soil Testing	84	28
2.	Getting Loans from Banks	8	2.7
3.	Mat Weaving	11	3.7
4.	Training in Agriculture	3	1
5.	Involvement in Food for Work scheme	30	10
6.	Basket Making	18	6
7.	Manufacturing of Matches	10	3.3
8.	Tailoring	9	3
9.	Purchase of Sewing Machine at State Cost	1	.3
10.	Opening of Savings Account	34	11.3
11.	Rearing up Kitchen Garden	30	10
12.	Poultry farming	27	9
13.	Sheep rearing	8	2.6
14.	Electrification of huts	12	4
15.	Purchase of Milch cows through Bank	5	1.7
16.	Plant protection	31	10.3
17.	Use of selected seeds	3	1
18.	Formation composite pits	8	2.7
19.	Growing blue green Algae	2	.7
20.	Piggeries	2	.7
21.	Planting of Coconut seedlings	8	2.7
22.	Inoculation of Triple anti injection	7	2.3
23.	Maintaining Neutriment while Cooking	5	1.7
24.	Beekeeping	3	1

Table No. 14

Activities carried out with the Coordinated Efforts of Learners.

S. No.	Name of activity.	No. of Centres	Percentage
1.	Tree Planting.	56	18.7
2.	Removal of Slits.	34	11.3
3.	Cleaning the Surroundings.	42	14
4.	Digging of wells	6	2
5.	Laying of roads.	25	8.3
6.	Preventive measures for flood	7	2.3
7.	Erection of fence for School gardens.	7	2.3
8.	Enforcement of Prohibition.	5	1.3
9.	Feeling of Unity.	9	3
10.	Cultural Activies.	102	34
11.	Formation of Youth forums.	214	71.3

Table No. 15

Functional efficiency attained by the learners,

S. No.	Name of Function	No. of Beneficiary	No. of Centres	Percentage
1.	Food for work scheme	154	30	10
2.	Soil testing	6	4	1.3
3.	Received Loans from Banks	10	8	2.7
4.	Mat Weaving	57	11	3.7
5.	Training in Agriculture	8	3	1
6.	Basket Making	65	18	6
7.	Manufacturing of Matches	39	10	3.3
8.	Tailoring	13	9	3
9.	Purchase of Machine Sewing	1	1	.3
10.	Opening of S. B. Account	107	34	11.3

Table No. 16

Reflection of Rural Functional Literacy Project in the Families of the Learners.

S. No.	Name of Function	No. of families benefitted	No. of Centres	Percentage
1.	Rearingup Kitchen Garden	110	30	10
2.	Poultry farming	27	17	5.7
3.	Sheep rearing	13	8	2.7
4.	Electrefication of huts	51	12	4
5.	Purchase of Milch Cows	7	5	1.7
6.	Plant protection	39	31	10.3
7.	Use of selected Seeds	3	3	1
8.	Formation of Composite pits	8	8	2.7
9.	Rearing up Blue Green Algae	2	2	.7
10.	Piggeries	2	2	.7
11.	Seri Culture	2	1	.3
12.	Planting Coconut Seedlings	8	8	2.7
13.	Inoculation of Triple Anti Injection	7	7	2.3
14.	Maintenance of Nutriment	19	5	1.7
15.	Bee keeping	3	3	1

Table No. 17

Benefits derived by the Society from rural functional Literacy Project

S. No.	Benefit Derived	No. of Centres	Percentage
1.	Cleaning the surroundings	42	14
2.	Removal of slits	34	11.3
3.	Digging Wells	6	2
4.	Preventive measures from flood	7	2.3
5.	Tree planting	56	18.7
6.	Laying of roads	25	8.3
7.	Erection of fence for school Gardens	7	2.3
8.	Enforcement of Prohibitlon	5	1.3
9.	Feeling of Unity	9	3
10.	Cultural Activities	102	34
11.	Formation of Youth forums	214	71.3

39 Women candidates of 10 (3.3%) Centres were trained in the manufacturing of matches. 13 candidates of 9 (3%) Centres availed the opportunity extended through the scheme, Small Farmers Development Agencies and they were trained in tailoring. One poor widow received Sewing Machine at State Cost. 107 Candidates in 34 (11.3%) Centres joined Small Savings Scheme and opened Savings Bank Account in Post Offices.

Table No. 16 reveals the reflection of Rural Functional Literacy Project in the families of the learners. In 110 families of 30 (10%) Centres kitchen garden were reared up. Poultry farming was taken up in 27 families in 17 (5.7%) Centres. Similarly Sheep were also reared up in 13 families of 8 (2.7%) Centres. Fifty one houses were electrified in 12 (4%) Centres through Hut Electrification Scheme. Seven families in 5 (1.7%) Centres derived benefits by maintaining milch cows purchased through Nationalised Banks. The Agricultural Crops of 39 families in 31 (10.3%) Centres were protected as the Youths of these families were trained in Plant Protection. In 3 (1%) Centres, selected seeds were used for kitchen garden. In eight houses in eight (2.7%) Centres composite pits were formed. Blue gree Algae was reared up in two families in 2 (.7%) Centres. In two (.7%) Centres piggeries were started in two families. Seri culture was attended to in two families in one centre. In 8 (2.7%) Centres cocount seedlings, supplied at subsidised rates by Government, were planted. Due to the efforts taken by the learners, in seven (2.3%) Centres Triple Anti-inoculation was applied to the children of the families of the learners. In 5 (1.7%) Centres, 19 ladies learnt the art of maintaining nutriment while cooking. Bee keeping was done in 3 (1%) centres.

The functioning of the Centres has also produced its effect on the society of the learners. The Co-ordinated and Co-operated efforts of the learners have also reflected on the society. In 42 (14%) Centres the learned attended to the work of cleaning slum, temples, streets and etc. In 34 (11.3%) Centres slit was removed in lakes and wells. Youths dug wells in 6 (2%) Centres. In seven (2.3%) Centres Youths repaired the banks of tanks and Canals as a preventive measure to protect the village from flood. In 56 (18.7%) villages trees were planted in tanks or in the banks of the tanks. Learners laid roads in 25 (8.3%) villages. Fence was erected in school gardens in seven (2.3%) villages. Effective steps were taken by the learners in five (1.3%) villages for the enforcement of Prohibition in their villages and they succeeded. Youths have inculcated the feeling of oneness in their villages in 9 (3%) Centres. In 102 (34%) Centres, Youths were engaged in cultural activities. With the efforts taken by Supervisors, animators formed youth forums in 214 (71.3%) Centres. (Vide Table No. 17)

D) Literacy Attainments :

On the analysis of the evaluation schedules answered by the learners to assess their literacy attainments and numerical skills it is found that 2038 (22.5%) candidates are able to write letters and to express themselves clearly. They are also able to do arithmetical problems dealing with fractions, percentage and interest. 1474 (16.3%) Candidates are able to write sentences in sequence and postal address correctly. They are able to do simple problems dealing with four fundamentals. 3536 (39.2%) are able to recognise letters and are able to write words without difficulty. These candidates are able to do simple problems only in numbers. The attainments of 456 (5%) learners are left for improvement. Their attainments is below 50% in first stage. The attainments of 1523 (17%) Candidates could not be evaluated as they have not turned up on the date of evaluation. (Vide Table No 18)

XIII. Certification

After the completion of the course, learners who attended the centres continuously were given certificates of attendance in a specially arranged function. The function was arranged and conducted with an idea of giving wide publicity among rural people to have active participation in continuing education of neo-literates. The function was arranged in 14 places. Villiagers, learners animators teachers, headmasters, Panchayat Presidents, viliage officers and officers of Development Departments participated in the function. Cultural Programmes projecting the benefits derived by the learners participating in Developmental Schemes were conducted. Books supplied by the government were distributed to the learners as a beginning of Post Literacy Programme.

xiv Finance :

Table No. 19 shows actual expenditure under different heads for the implementation of the scheme in Trichy District. In addition to the expenditure of Rs 281858-15, shown in Table No. 19, expenditure has been incurred for the training of resource persons at Salem and for the training of Superviore at Cuddalore and for In Service Training of Supervisors at Kodaikanal.

Table No. 18

Distribution of Learners According to Literacy Attainments

S. No.	Attainments.	No. of Candidate	Percentage
1.	Able to express themselves clearly and write letters. }	2038	22.5
2.	Able to write sentences in sequence and write Postal address. }	1474	16.3
3.	Able to read and write simple words. }	3536	39.2
4.	Yet to improve.	456	5
Total.		7504	83
	No of candidates who have not turned up for evaluation. }	1523	17

Table No. 19

Statement showing the expenditure incurred for Rural Functional
Literacy Project, Scheme. 1979-80

S. No.	Details of Expenditure	Amount	
		Rs.	Np.
1.	Pay	63107	50
2.	Dearness Allowance	1329	85
3.	Other Allowances	4479	25
4.	Travel Expenses	6828	20
5.	Office Expenses	1210	85
6.	Fuel	400	00
7.	Material and supply	7095	00
8.	Honorarium	140223	65
9.	Training	37507	50
10.	Other Contingencies	13705	00
11.	Furniture	5971	35
	Total	281858	15

xv. Post Literacy Programme :

Adult learners have not been left abruptly. It is planned to keep them in touch with what they have learned and acquired. Opportunities have been provided to further their learning. Supplementary books are provided for the learners in all centres. Village forum consisting of educated Youths have been formed to take care of the centres - Listening to Radio Broad Casts intended for rural people, reading newspaper and discussion on the subjects like agriculture, Animal Husbandry and Health and Hygiene will be some of the daily programmes of the centre.

xvi. Problems and Suggestions :

Though average attendance of the Centres is 65%, the absence of 35% of learners is a night mare in this programme.

Provision should be made for the payment of some incentive at least in the form of cash award or food stuff to the learners who are attending the Centres regularly. Similarly, as suggested in the meeting of Officers held at Ariyalur, cash award of Rs. 150/- should be paid to the animators of the Centres where the attendance is cent percent.

Only 36.3% of the Centres are electrified. Though provisions are made for the supply of hurricane lamps the light produced by hurricane lamps are not sufficient. Dimness encourages only indifferent attitude, uninterestedness and inaction among the learners.

It is a must to provide electric light in all Centres. It should be made obligatory on the part of village panchayats to make provisions for electric light in Adult Education Centres.

The visit of Officers of Development Department is not encouraging as the Centres are functioning in the late hours of the day and the Centres are located in the interior parts of Panchayat Unions.

To induce the Officers to visit the Centres, a special remuneration should be given to the Officers as an incentive.

xvii Conclusion :

On the whole something substantial has been achieved through this scheme, though not every thing. We have done our job and the rest lies in the hands of society.



கிராமிய செயல்முறை எழுத்தறிவுத் திட்டம்

திருச்சி மாவட்டம்

எழுத்தறிவு மதிப்பீட்டுத் தாள்கள்

முதல் நிலை

குறிப்பு:-

1. ஊக்குநரே ஒவ்வொரு வினாவிற்கும் கொடுத்துள்ள குறிப்புக்களை கற்போருக்கு விளக்கவும்.
2. விடைகளை வினாத்தாளில் எழுதிவாங்கவும்.

கற்போரின் பெயர்

மையத்தின் பெயர்

1. அடைப்புகளில் கொடுத்துள்ள எழுத்துக்களிலிருந்து பொருத்தமான எழுத்தை தேர்ந்தெடுத்து கோடிட்ட இடத்தில் எழுதி வார்த்தையை பூர்த்தி செய்.

ப—சை (ட், ந், ச்)

செ—வம் (ட், ல், க்)

வ—மை (க, பு, லி)

ஆ—க்கியம் (ரோ, சோ, டோ)

வா—வு (க், ழ், ப்)

சுத்—ம் (ந், த், ப், ர்)

கி—மிகள் (கோ, ரு, தி, டோ)

2. ஒரு வார்த்தையில் உள்ள எழுத்துக்கள் இடம் மாறி உள்ளன இவற்றை வரிசைப்படுத்தி வார்த்தையை எழுதுக.

சை, ச், ப

செ, ம், ல், வ

மை, வ, லி

ரோ, ய, ஆ, கி, ம், க்

ழ், வு, வா

த், ம், சு, த

மி, ரு, ள், க, கி

3. கோடிட்ட இடத்தை பூர்த்தி செய்து வார்த்தையை எழுது.

தோ—— வா, ஓ, சி)

தோப்—— (ழு, பு, வா)

தோ—— (ழை, மு, சை)

சு——ந்திரம் (ண, தோ, த)

கண்——லி (செ, தே, டெ, பே)

கொ——பு (ணு, ம், மு)

கொ——ப்பு (தோ, மு, தே)

கொ—— (வே, டி, யி, வி)

எண்ணறிவு

எண்ணால் எழுது.

1. ஒன்பது

2. எண்பத்தி நான்கு

கூட்டுக

கழிக்க

பெருக்குக

வகுக்க

4 39

8 53

$12 \times 3 =$

14

2 13

2 18

$49 \times 64 =$

— =

—

—

2

—

—

92

— =

4

Evaluation of Rural Functional Literacy Project Centres in Trichy District.

Date of Visit

Time:

I STATISTICAL PARTICULARS.

1. Name of the Union.
2. Name of the Centre (Men/ Women/ Mixed).
3. Date from which the Centre is functioning.
4. Name of the Animator.
5. Designation and address.
6. Qualification.
7. Whether trained in R F. L. P.
8. Residence.
9. Centre located at.
10. Working hours of the Center.
11. Accessibility.
12. Facilities in the Centre.
 - a) Light.
 - b) Black Board
 - c) Learning Materials
 - d) Radio
 - e) Teaching Materials.
 - f) Other items.

13. Strength and Attendance of Learners at the time of visit.

II Awareness of the animator about the scheme.

III Is there any awareness among the participants about.

- a) Development Programme like S. F. D. A., I. R. D., I etc.
- b) Modern method of cultivation
- c) Rearing up hybrid varieties.
- d) Health and Hygiene.
- e) Family Welfare.
- f) Samall Savings.
- g) Civic Responsibilities.

IV Literacy aspect Reading and writing ability.

V Involvement of other agencies like Development Departments.

VI Co-operation and participation of the public.

VII inact of the scheme on.

- a) Individual.
- b) Family.
- c) Society.

VIII Difficulties expresped by

- a) Learners.
- b) Animators.
- c) Public.

IX Sugesstions made for the improvement of the scheme by.

- a) The Animator.
- b) The Learners.

X General

கிராமிய செயல்முறை எழுத்தறிவுத் திட்டம்

திருச்சி மாவட்டம்

மதிப்பீடு

மையத்தின் பெயர்

1. தங்கள் மையத்தின் குறிக்கோள் என்ன?
2. தங்கள் மையத்தில் கலைத் திட்டம் உள்ளதா?
3. தங்கள் மையத்தின் கலைத் திட்டத்தில் சேர்ந்து உள்ள செயல்கள் யாவை?
4. உங்கள் மையத்தில் எத்தனை இளைஞர்கள் மையம் நடைபெற்ற எல்லா நாட்களும் (200) வருகை தந்தனர்?
5. தங்கள் மைய இளைஞர்கள் அனைவரையும் கொண்டு தாங்களால் ஏதாவது செயல் செய்யப்பட்டுள்ளதா? ஆம் என்றால் அச் செயலையும், செய்யப்பட்ட முறையையும் விளக்கவும்.
6. தங்கள் மைய இளைஞர்களின் எண்ணிக்கையை அவர்கள் புரியும் தொழில் வாரியாக பிரித்துக் காட்டவும்.
7. தங்கள் மைய இளைஞர்கள் தனியாகவோ அல்லது பிறருடன் சேர்ந்தோ கடந்த பத்து மாதத்தில் செய்த செயல்களைக் கூறவும்.

8. தங்கள் மைய இளைஞர்கள் எழுத்தறிவை தவிர மற்ற முறையில் அடைந்த பலன்களைக் கூறவும்.

வ. எண்

இளைஞர் பெயர்

அடைந்தபலன்.

9. தங்கள் மையம் நடைபெற்றதால் இளைஞர்களின் குடும்பமும், சமுதாயமும் பெற்ற நன்மைகளைக் கூறவும்.

வ. எண்

குடும்பம்/சமுதாயம்

அடைந்த பலன்.

10. தங்கள் மையத்தை பார்வையிட்ட மற்ற இலாக்கா அலுவலர்களும், அவர்கள் செய்த பணியை பற்றியும் கூறவும்

பார்வையிட்ட
தேதி

அலுவலர் பெயர்
பதவி

அவர்கள் மையத்
திற்கு செய்தபணி

11. தங்கள் மையத்தில் குறிப்பிடக்கூடிய சிறப்பு அம்சங்கள் ஏதேனும் இருப்பின் குறிக்கவும்.

12. மையம் நடத்துவதில் உள்ள இடர்பாடுகளையும் அதை நீக்கும் வழி முறைகளையும் கூறவும்.

ஊக்குநர் கையொப்பம்

கிராமிய செயல்முறை எழுத்தறிவுத் திட்டம்

திருச்சி மாவட்டம்

எழுத்தறிவு மதிப்பீட்டுத் தாள்

இரண்டாம் நிலை

குறிப்பு:- விடைகளை வினாத்தாளில் எழுதிவாங்கவும்

1. கொடுத்துள்ள அனைத்து எழுத்துக்களையும் கொண்டு ஒரு வார்த்தையை எழுது.

சி, கி, ழ், ச், ம

,க, ள், கா, றி,ய்

து, த், ண, ச, வு

2. கொடுக்கப்பட்டுள்ள வாக்கியங்களை வரிசைப்படுத்தி எழுதவும்.

1. முனியன் ஒரு விவசாயக் கூலி

2. அவ்வழியே வந்த ஊர்நல அலுவலர் முதல் உதவி செய்தார்

3. இதைப்பார்த்த முனியன் உடன் கிணற்றில் குதித்து குழந்தையை வெளியே கொணர்தன்

4. அவன் வீட்டுக்கு அருகே ஒரு கிணறு உள்ளது.

5. ஒரு நாள் முனியன் குழந்தை அக்கிணற்றில் தவறி வீழ்ந்தது.

6. மறுநாள் முனியன் கிணற்றைச் சுற்றி கைப்பிடிச்சுவர் கட்டி விட்டான்.

7. அதற்கு கைப்பிடிச்சுவர் கிடையாது.

8. குழந்தை பிழைத்து விட்டது.

3. உனது விலாசத்தையும், உனது உறவினர் ஒருவர் விலாசத்தையும் எழுது.

எண்ணறிவு

1. நான் சட்டைத்துணி ரூ35/- போர்வை ரூ26/- துண்டு ரூ7/- ஆகியவை வாங்கினேன் எனக்கு ஏற்பட்ட மொத்த செலவு என்ன?
2. ஒரு கூடையில் 50 பழங்கள் இருந்தன அவற்றில் 22 அழுகி விட்டன. நல்ல பழங்கள் எத்தனை?
3. ஒரு கிலோ அரிசி ரூ 2/- என்றால் 27 கிலோ அரிசி விலை என்ன?
4. இரு இடங்களுக்கு இடையே உள்ள தூரம் 54 கி. மீ. மணிக்கு 18 கி. மீ. வேகத்தில் பயணம் செய்தால் எவ்வளவு நேரமாகும்?

கிராமிய செயல்முறை எழுத்தறிவுத் திட்டம்

திருச்சி மாவட்டம்

எழுத்தறிவு மதிப்பீட்டுத் தாளி

முன்றும் நிலை

1. பார்த்து எழுது

கூட்டுறவு வேளாண்மைச் சங்கம் உழவர்களின் நன்மைக்காக ஏற்பட்டதாகும். உழவர்களே அச்சங்கத்தின் உறுப்பினராக இருப்பார்கள். அவர்களுக்கு வேண்டிய எரு, விதை முதலியவற்றை கூட்டுறவுச் சங்கம் குறைந்த வட்டியில் கடன் கொடுத்தும் உதவி செய்யும். அறுவடையான தானியங்களைச் சங்கமே வாங்கி, விற்றுக் கொடுப்பதும் உண்டு.

2. உங்கள் தொழிலைப் பற்றி 5 அல்லது 6 வாக்கியங்கள் எழுது.

3. ஊராட்சி ஒன்றிய ஆணையருக்கு பொறுக்கி எடுத்த உயர்நக நெல் விதைகள் வழங்கும்படி கடிதம் எழுதவும்.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurbindo Marg, New Delhi-110017
DOC. No.....
Date.....

எண்ணறிவு

1. ஒரு மருத்துவமனை காலை 8 மணிமுதல் மாலை 3.00 மணி வரை வேலை செய்கிறது. மொத்த வேலை நேரம் எவ்வளவு?
2. ஒரு ஆளுக்கு தினக் கூலி ரூ 6-50 ஒரு சிறுவனுக்கு கூலி ரூ 4-75. தினம் 2 ஆண்களும், 6 சிறுவர்களும் வேலை செய்தால் மொத்தம் பட்டுவாட செய்ய தேவையான தொகை எவ்வளவு?
3. தபால் ஆபீஸ் சேவிங்ஸ் வட்டி 4½% அந்த பாங்கியில் ரூ 150/- இருவருடம் இருந்தால் வட்டி எவ்வளவு?

NIEPA DC



D00779

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110006
DOC. No.....
Date.....