

**IMPACT OF NATIONAL ADULT EDUCATION PROGRAMME ON
RURAL WOMEN**

By

K. UMMANESHWARI

**A Thesis Submitted to the University of Madras in
Partial Fulfilment of the Requirements for the
Degree of Master of Science through Sri
Avinashilingam Home Science Autono-
mous College for Women, Coimbatore
MAY, 1982**

A C K N O W L E D G E M E N T

The author wishes to express her profound sense of gratitude to Mrs. Leelavathi Sekar, M.Sc., M.Phil., Dip. Ed.(Madras), Assistant Professor of Extension Education, Sri Avinashilingam Home Science Autonomous College for Women, Coimbatore for her constructive criticism, timely encouragement and able guidance at every step of this study.

It is with a deep sense of gratitude and utmost pleasure that the author wishes to express her heartfelt thanks of Miss R. Alamelu, M.Sc.(Madras), Assistant Professor of Extension Education for her valuable advice and immense help given throughout this investigation.

The author submits her grateful thanks to Dr.(Miss) S.Sithalakshmi, Professor of Extension Education for valuable suggestions and permission for this study.

The author records her thanks to Thiru N.S.Narayanaswamy, Project Officer of Rural Functional Literacy Project, Coimbatore, the personnel supervisors, Animators and Learners for getting the information for this study.

Grateful acknowledgement is due to the Director, Dr.(Mrs.) Rajammal P.Devadas, M.A., M.Sc., Ph.D.(Ohio State), D.Sc.(Madras) for the keen interest shown by her in the

course of this study. Deep appreciation is expressed to the Principal, Dr. (Mrs.) Godavari Kamalanathan, M.S. (Cornell), Ph.D. (Madras), for the deep interest and facilities provided for this investigation.

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I. INTRODUCTION

Providing education for one destitute person brings greater blessing than building ten thousand temples or establishing a thousand choultries for free feeding of the poor.

(Subramania Bharathi)

Science and Technology have brought rapid changes in economic, political, social and cultural conditions of our country since Independence. All these changes have brought new avenues for the people to make use of all the available material and cultural resources to the fullest extent. However persistent prevalence of malnutrition, hunger, poverty, ignorance, illiteracy and social justice among large sections of the population are serious impediments for the growth of the nation.

While determined efforts have been made to universalise elementary education upto the age of 14 years it is encouraging to note that the government has resolved to wage a clearly conceived well planned and relentless struggle against illiteracy to enable mass particularly adult education population to play an active role in social and cultural change so that the poor can be prevented from being exploited by the privileged and minority elite.

Education is to upgrade and update the citizen in various aspects of knowledge and skills is a necessity in this technological age. Adult Education is more than education for literacy. It is also more than remedial education. The rapid out dating of knowledge which is important characteristic of the present times had made Adult Education both a necessity and a very vital tool for the country's all round development (Devadas, 1978).

Adult Education is a process where by persons who no longer attend school on a regular and full time basis undertake sequential and organised activities with the conscious intention of bringing about changes in information, knowledge, understanding or skill appreciation and attitudes or for the purpose of identifying and solving personal or community problems (Haygood, 1977).

The National Adult Education Programme (NAEP) was formally launched on Gandhi Jayanathi Day, 2nd October, 1978. Adult Education touches all aspects of living including all activities that are carried on by people in their daily life, with an educational purpose. Adult Education must aim at enabling the common man to live a richer life in all its aspects, social, economic, cultural and moral. For this purpose Adult Education must definitely envisage all adult centres as social centres interested primarily in providing social, recreational and

cultural facilities for the people and must endeavour to develop their powers of initiative, judgement and integrity as citizens (Dutta, 1973).

The National Adult Education Programme (NASP) which has been accorded the highest priority by the union Government aims at liquidating adult illiteracy within a time bound frame. It calls for a massive effort to education and make self-reliant 100 millions of adult illiterates in the age group of 13-35 years within a five year period starting from 1976-79. Adult Education is intended to help in situations where it is difficult to retain the learner in the formal school. Different categories, namely, the dropouts, handicapped, the unemployed, marginal farmers, the weaker sections and others can all benefit by Adult Education (Devadas, 1978).

The work of Adult Education has become so varied and complex that it can no more be attended to by a single agency even the government. Hence, all the organisations, institutions and agencies such as Farmer's Association, the Universities and other educational institutions, the employers singly and in groups, the Trade Unions and the different clubs and other organisations of the employees, the residents of an area and other agencies which contact with adult population have to make a contribution in the field of Adult Education (Shukla, 1970).

So far the biggest agency of Adult Education Working in India is the government mainly the Government of India. The Central Government functions in this respect directly through the various Ministries and the bodies set up by the Ministries. The first place among the Ministries naturally and constitutionally belongs to the Ministry of Education. The work of the Department of Community Development, Cooperation and Panchayati Raj appears to be largely Adult Education oriented in its functions though its educational potential has still fully to justify. The Defence Ministry is determined to eradicate illiteracy to all ranks of the Defence forces. The Ministry of Information and Broadcasting through the All India Radio, the Film Division (which had produced upto the end of 1961, 555 Documentaries) and the Publications Divisions bring out Adult Education material unique both in value and volume. The Ministry of Commerce and Industry through the Small Scale Industries Board, the Khadi and Village Industries Commission and the Handi Crafts Board are the most active and effective Agencies for the occupational training of adults. The former Ministry of Scientific Research and Cultural Affairs also has rightful claim for a place in the field of Adult Education through its scheme of Vigyan Mandirs and Museums (Singh, 1968).

The Adult Education programme is mainly for rural areas and even there, the priority is on the coverage of

women, and persons belonging to scheduled castes and scheduled tribes. A financial provision of Rs. 200 crores made in Draft Plan (1978-83) for Adult Education to be shared equally by the central and state governments and the inclusion of Adult Education in the Revised Minimum needs Programme reflects the high priority accorded to this programme (Sabanayagam, 1980).

A variety of implementing agencies both official and non-official have been involved and a number of sub-programmes or specific schemes have been launched to achieve the success of this programme. One such specific scheme is Rural Functional Literacy Project (RFLP) sponsored and fully financed by the Central Government. This is the biggest single scheme under the programme with financial investment amounting to about 70% of the central allocation earmarked for Adult Education and expected to contribute the large share in the achievement of national targets. More than 240 such projects ranging from 100 to 300 Adult Education centres each have been established at different points of time in all states and Union Territories in the beginning of the programme (Sabanayagam, 1980). The Rural Functional Literacy Project is run by a Project Officer under the coordinatorsip of the District Adult Education Officer of the district. This project was started on 4-7-1979 in three selected Panchayat Unions namely Sulur, Palladam, and Tongalur of Coimbatore District. There

6

were 300 Adult Education centres organised in the three selected Panchayat Unions and they continue functioning. Under the Project Officer there are ten supervisors who give technical guidance and supervise the activities of the Animators of these 300 Adult Education centres who are the key functionaries of the entire programme.

This study is an attempt made by the investigator to find out the extent of involvement of the learners especially women in selected rural areas in this project and also the benefit in terms of gain of knowledge and skill to read write and thereby participate in all the public activities in their day to day life.

II. REVIEW OF LITERATURE

The literature pertaining to this study are reviewed under the following headings:

- A. Genesis of Adult Education in India
- B. Adult Education in other countries
- C. National Adult Education Programme (NASP) in action

A. Genesis of Adult Education in India

Dr. Radhakrishnan (1968) states that during early periods of British Administration in India one finds records on night schools of some sort of adults in towns in the Report of the Education Commission of 1880. The establishment of museums and public libraries were also effective through indirect sources of informal education of adult persons. With the development of formal education through the growing number of schools adult education also came in for some attention on the part of government and of the public leaders. The establishment of the Indian Adult Education Association in 1939 brought the ideal concept of Adult Education to the forefront. The purpose of informal education of the grown up citizen thus acquired new status. It aimed at producing literature and also took in hand the training of Adult Education workers.

In early part of the 20th century Adult Education was

synonymous with adult literacy and limited to imparting a knowledge of the three R's. But the conference held in 1937 defined a new concept. Adult Education must aim at enabling the common man to live a richer life in all its aspect social, economic, cultural and moral. For this purpose Adult Education must definitely envisage all adult centres as social centres interested primarily in providing social, recreational and cultural facilities for the people and must endeavour to develop their powers of initiative, judgement and integrity as citizens (Dutta, 1972).

Adult Education came to be recognized as a respectable even a very necessary part of National Educational system. The period between 1937 and 1942 was a bright period for Adult Education in India. All governments recognized it as their responsibility in the same way as the education of children and most Education Department began to make room for it (Sohan Singh, 1957).

The Education Commission (1964-66) strongly recommended the effectiveness of the programmes of adult education depends upon a competent administrative machinery. An effective programme of adult education in the Indian context should envisage liquidation of illiteracy, continuing education, correspondence courses, libraries, role of Universities in adult education and organization and

administration of adult education. The commission who suggested that the essential condition for success in a literacy programme is that it should be very carefully planned and that all necessary preparations should be made well ahead in time. Organisation of massive programmes, preparation of material, training of personnel and a number of other requisities require time. It will be possible to achieve full literacy in different areas at different times depending upon the stage of educational development in the area, public cooperation and efficiency of organisation (Kothari, 1966).

During the period of the first plan a sum of rupees five crores was allotted to the various schemes of social education. 67 lakhs of adult literates were enrolled in literacy classes and 35 lakhs were declared literate after successfully completing the course in 63,000 community centres 434 social cum community centres and 95,000 youth clubs were established. The second plan was more richly endowed with rupees 15 crores allocated to social education scheme. Among the voluntary organisations the Indian Adult Education, Mysore State, Adult Education Council, the Bombay City Social Education Committee and Literacy Houses, Lucknow continued to play an important role in the implementation of various projects. The Central Ministry of Education and Community Development along with the State Government together allocated rupees 25 crores (Dutta, 1977).

The Central Government launched a massive programme of National Adult Education on 2nd October 1978. The present mass movement has drawn experiences from the previous National and International Adult Education Literacy Programmes and has tried to improve, upon them.

B. Adult Education in other Countries

Adult Education may be said to have started in China in the year 1924 when the United Front formed by the communist and the Kuomintang government in Kwangchia opened a cultural institute for the peasants and started a literacy campaign for soldiers and villagers. During 1949-52 revolution great efforts were made to eradicate illiteracy. Classes were held in every village by day during busy periods. The government provided funds for preparations of teaching materials and trained teachers. Examinations were instituted and certificates issued. In 1978, 43,000 students were enrolled in nine different courses. The Institute produces its own text books which are distributed free of cost to the students. It also trains correspondence instructors who are paid for teaching and for making scripts. Instructions are not however confined to the correspondence method but made use also to face to face teaching

and for Radio and Television. To offer an example of Non-formal Education of particular interest to the developing countries since it succeeds in combining man power training with continuing education for adults.

It is claimed that illiteracy was wiped out in Northvietnam in 1958 under president Houchiairh in view of the great importance attached education one department of the vietnamese communist party was given responsibility for the education of illiteracy. The Ministry of Education organised general education for adults and the Ministry of labour took charge of workers education. In south vietnam although four million people were still unable to read and write in 1975. The illiteracy was celebrated in March 1978. In present day vietnam there is a strong belief that education and production in factories on farm or else where are directly related. An illiterate peasant or workers would attend literacy classes then a general education course and then complementary or Adult action classes up to a level enabling him or her to function better or to enter technical or professional school or university. Today all the villagers are literate. 60% to 70% continue their studies at secondary school, while rest combine work with complementary education (Paul Mhaiki, 1980).

Continuing Adult Education is a comparatively recent phenomenon in the U.S.S.R. Two pedagogical Institutes are engaged exclusively in this work. The all union Znanie Association which publishes many books and is responsible for the people's universities and the Research Institute for Adult Education in Leningrad people's university, for an effective system of continuing education in U.S.S.R. Approximately eighty million people study in their leisure time to acquire knowledge in Arts and science. In 1974, 1,35,00,000 people had graduated from the people's Universities, (Khan, 1979).

C. National Adult Education Programme (NAEP) in action

The present thinking of Adult Education states emphatically the policy statement on Adult Education issued by the Union Government is based on the assumptions that,

- a. Illiteracy is a serious impediment to an individual's growth and to country's socio economic progress.
- b. Education is not coterminous with schooling but takes place in most work and life situations.
- c. Learning, working and living are inseparable for each acquires a meaning only when correlated with others.

- d. The means by which people are involved in the process of development are atleast as important as the ends.
- e. The illiterate and the poor can rise to their own liberation through literacy, dialogue and action. (Nehankumar, 1981).

To implement the literacy programmes effectively careful planning is needed. The problem should be attacked at all fronts social, educational, political, moral financial or any other. Keeping in view the multifaceted nature of the problem, the objectives of the national programme of Adult Education can be envisaged as follows.

1. To identify the requirements of different areas with regard to Adult Education.
2. To explore available resources (human, material, financial etc.,) for Adult Education in different regions of the nation.
3. Whenever needed to arrange for supplementing the available resources either with the help of government and private agencies or through redistribution.

4. To orient the Adult Education properly.
5. To motivate the illiterates with the help of workers and mass media.
6. To set the national and regional objectives of Adult Education.
7. To organise the resources, workers and the illiterate adults for effective interaction.
8. To chalk out an appropriate follow up programme.
9. To evolve procedures of evaluating periodically the degree of success of the programme and to effect necessary changes indicated (Sharma, 1979).

Special features of the programme are

1. The programme has received acceptance from different political parties.
2. It is a mass literacy programme covering 100 million illiterates of the age group 15-35 in a period of five years. The estimated cost on the programme is Rs. 686 crores.
3. Provision has been made in it for a liberal financial assistance to voluntary organisations working in the field of Adult Education.

4. Special emphasis is on the education of weaker sections of the society like Harijans, Gidijans (Forest Tribes) and women.
5. The programme is flexible, diversified, systematic in approach and relevant to the environment of learner's needs (Nagappa, 1980).

The conceptual framework of the (NASP) has been concretized around three aspects of its programme content Literacy, Numeracy and Functionality. The concept has been borrowed from Gandhiji's ideas on basic education. (Nai Talim) Literacy, Numeracy, and Functionality at a level which would enable learners to continue to learn in a self reliant manner. Functional Development-functionality being viewed as the role of an individual as a producer, worker a member of family and a citizen in the civic and political system (Anil Bordia, 1981).

As a part of its responsibility for social and economic planning the Central Government has naturally to provide leadership in NASP. It has got special responsibility for involvement of the various agencies, particularly the voluntary organisations and Universities

Colleges and taking up of programmes such as training production of teaching and learning materials and evaluation. The Ministries and the Departments of the Central Government as well as their various autonomous organisations and other agencies explore ways to relate their programme with NSEP, the state Governments also have to take responsibility for identifications various agencies and creation of appropriate administrative and managerial structures. (Ministry of Education and social and welfare, 1978).

Involvement of Non Governmental agencies such as khadi and village Industries commission, All India or state Handicrafts Boards, Banks, Co-operative Societies Sports Clubs, Recreation clubs, Bhajan Mandals, Youth clubs and Mahilamandals or organisations working with scheduled castes and scheduled Tribes like Harijan sevak sangh, Adijati sevak sangh are also essential for the success of Adult Education Programme (Dandiya, 1978).

Aranganayagan (1978) invites the services of dedicated and devoted social service workers, for the successful implementation of NSEP Programmes.

Sri Avinashilingam (1978) emphasis the national and socio economic importance of the programme. He states that it has been launched to impart a science based education to people and stimulate their interest in experimentation.

A Study was conducted by the Madras Y.M.C.A. in 1978. The Y.M.C.A. started a special Adult Literacy programme near and around the Y.M.C.A. among the slum dwellers. The Y.M.C.A. had Adult Literacy centres in 3 places. They have about 76 women on the rolls 17+31+28 and they meet in their centres. An Adult Literacy full time worker was appointed. Functional Literacy was taught to them with the basic knowledge of family planning, Health and hygiene, Nutrition, Handicrafts, Citizenship, Home and social education with aid of charts, posters, pictures and filmshows. Such education helps them to keep their environment clean and tidy. Learning handicrafts in the centre helps them to supplement their income. They teach them to write words which are often useful in their every day life like simple arithmetic to do their shopping. The project has been accepted by the women and the change in their attitudes, thinking and behaviour is clearly

visible though the progress is gradual. Intensive campaign on family planning has been conducted and as a result several women have undergone sterilisation and tubectomy.

Directorate of Adult Education (1973) reports from a study conducted by voluntary organisation on Mahilemandal functioning in the village Deoli which was started in 1958 with the help of women social Education workers. The women themselves started such a mandal. They were taught in addition to learning, knitting, tailoring, sewing, health, nutrition and family planning and child care. Through literacy classes held by the women social Education worker, about 30-40 women started reading and writing. They began to read newspapers and other literature in Hindi, lectures and demonstration on sanitation were followed up with action to improve sanitary conditions in the homes. Child care practices were improved. Twenty to Twenty five women had used diaphragms and between 150-200 had used loops. It was reported that 25 members had now brought their own sewing machines for stitching clothes for their families. The food habits of the members had also changed and they had begun to be nutrition conscious. More and more children were now being given milk and other

proteins in their diet. The mandal intends to expand its programme of literacy training, tailoring, embroidery and knitting to arrange demonstration lessons in house keeping and home science and to promote kitchen gardens and Family planning.

During the year 1968-69, 256 literacy classes and 113 post literacy classes for women were organised. Over 7,500 women were enrolled in these classes and of them 5,634 appeared the examination and 5,356 passed. 36 sewing, cutting classes in different localities were also organised. Nine Matra Vikas Kendras for training of women to be efficient housewives good mother and enlightened citizens are also in operation. (A report of Bombay Social Education Committee, 1970).

Banwasi Sewa Ashram situated in Gaindpur, 24 kms further away from Renukat was established in 1954. The Ashram provides training to the workers, employment to the jobless, education to the illiterate, agricultural advice extension, service to the farmers, medical aid to those who seek it and practical demonstration in farming, gardening dairy and such other services as the community needs. The Ashram is running 100 literacy classes. 6 for

women and 94 for men in 89 villages. One such class was visited at a distance of about 15 kms from the Ashram. Some 16 women were receiving classes. They could read and write. The study reveals the truth that the establishment of such composite activity cumservices centres in many unsuccessed pockets in the country will go along way in enriching life of the people like Adivasis and the Tribals inhabiting interior areas where amenities of modern life have sofar failed to enter. Such projects not only help the eradication of illiteracy but will also accelerate our fight against poverty, exploitation, superstition and disease, (Guptha, 1973).

A study of women working in production centres of Delhi was conducted by Maihotra (1977). Data was collected through interview, home visits, observation and assessment of work performance by a panel of experts. Majority of women and husbands were positively inclined towards introduction of educational programmes and were more interested in learning skills that would either further increase their income. This study reveals that production centres could be used as good avenues for imparting education to women in the lower income group.

Mridula Seth (1977) conducted a study for women working in selected production centres in Delhi. All the women who were working in these centres included in the sample. The finding revealed that irrespective of type of organisation, the women possessed similar socio economic characteristics and majority of them were over 30 years of age with a duration of service more than one year. The response of these women in introduction of educational programmes are encouraging, 69% of the total sample gave a positive response. This may be perhaps by becoming out of their homes these women have broadened their outlook on life and are keen to learn new things.

Manda and Beri (1974) conducted a study to find out the advantages as perceived by the adults of literacy attained in literacy centres. The sample of the study included 100 male and 100 female adults attending Adult Literacy centres in patiala circle Punjab. Majority of the females 78% sampled were below the age of eighteen in the case of males only 44% were below that age. The present investigation reveals that the main advantages of attaining literacy in the literacy centres as perceived by the adults include increase in knowledge

(58.5%), help in sewing and embroidery (93%), among females help in attending further education (44%), help in agricultural production (36.9%), help in domestic affairs (31%) among females.

Renuka Biswas (1967) conducted a study to find out the extent of progress of women learners in adult education in selected 10 villages of Ajitmal District, Haryana. The programme was carried out for a period of 9 months in the three consecutive years. In the first and second year of this project the coverage was thirteen and ten villages. Out of ten classes of ladies seven classes were conducted by Gram Sevikas (ie) staff of women's programmes and the three were by local women. The number of women covered in six villages in the third year is about 600. It is observed in Ajitmal experiment that the teaching of some general knowledge of 3rd helped in building up enthusiasm and interest among adult women for attending literacy classes. This group also completed counting upto 100 and learned some addition and subtraction. From these experiments better progress in women's learning was found out.

Mathur (1979) conducted a study on the scheme of functional literacy for adult women which is implemented in all the ICDS projects in the country. 3,038 centres of functional literacy for adult women are functioning in the 33 old ICDS projects. In these centres approximately 48,000 adult women were attending functional literacy classes. In the 67 ICDS projects opened during 1977-78 another 1,636 centres have already started working and more centres are likely to come up as and when these projects become fully operational. It is increasingly realised that for any programme of Adult Education for women to succeed it is necessary to link it with socio-economic programmes so that the women come to the adult education centre can also learn some skills or get skills upgraded so that they can earn an extra income. Such vocational and production programmes supported by a good marketing organisation will help to improve the economic status of women and make the programme of Adult Education a success.

Mushtaq Ahmed (1963) conducted study in Nazran women's school at Braulikahallabad, 15 women attended the night school. The teacher reported that with the dhindipicking season often they come at night with sore hands but once they begin reading, their excitement slowly

mounts up and they start writing without realising that their hands were tired. Two young girls when asked, they would like to become a teacher. The old concept of being resigned to their lots in weakening and a Harijan girl was hoped to take up a teaching profession.

Kanu (1978) tried a functional literacy programme for Harijan women and utilised the Mahalir mandram (women's Club) as a spring board to elicit group action. Twenty five women in the 15-35 years age group benefited from the programme with 84 per cent attendance on an average. The study indicated the possibilities of motivating the rural women for functional literacy and the efficacy of a Tamil Primer 'Varungal Karpom' prepared specially for women with the technical assistance for the literacy house, Lucknow was tested and proved satisfactory. The study also pointed out the beneficial efforts of vocational training programme (Tailoring) as complementary to the functional literacy effort.

Gugani (1980) from Rural Functional Literacy Project has made a field study in a female centre Brahman Mohalla. The instructor is ITI person trained. Hence the learners have the additional advantage of learning, cutting, tailoring and stitching including needle work

from the instructor. The learning material provided to the learners includes primer 'Jeeb Pahchan'. The attainments in the literacy skills at the centre, within a period of one year (September 1979 - September 1980) were quite satisfactory as the learners could write short simple sentences, count upto 1,000 and do additions and subtractions upto three digits. The reading level was at the desired level.

Devadas et al. (1980) conducted a study in the village Govandor of perianaikeppalayam Panchayat Union of Coimbatore district selecting twenty five women in the age group 15-35 for imparting education. Different types of audio visual aids, cooking demonstrations, and film shows all formed part of the education media used. In a total of 48 classes over a period of three months conducted, out of 25 women twenty two members attended adult education classes throughout, developed their skill in reading, writing and understanding. The primer 'Varungal Karpon' was found very useful as far as the concepts introduced were concerned. The benefits gained through adult education classes observed by the women are, know alphabets, new words and concepts, to put their signature, more thing regarding nutrition, ability to read signs on public conveyance and the like.

III. METHODOLOGY

The methodology followed for the study on the "Impact of National Adult Education Programme on Rural Women in selected areas in Coimbatore District" is as follows:

- A. Selection of the Area.
- B. Selection of the Sample.
- C. Method of Investigation.
- D. Preparation of Interview Schedule.
- E. Pre-testing.
- F. Conduct of the Study.
- and G. Documentation and Interpretation of the results.

A. Selection of the Area

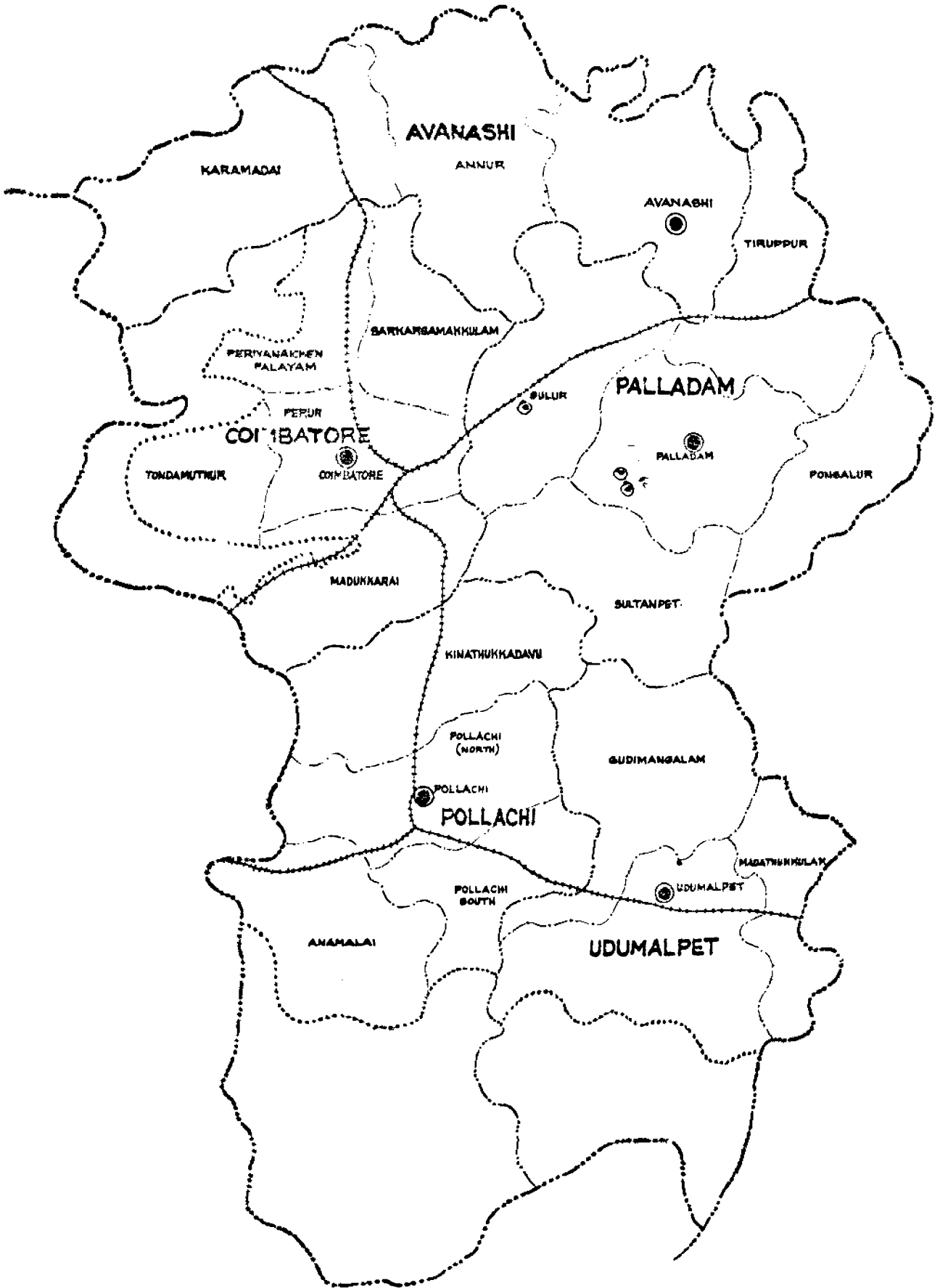
For this study the investigator selected three Panchayat unions for getting the information about Learners, Animators and Supervisors. The investigator collected the information from Rural Functional Literacy Project Office in Coimbatore. A good beginning has been made in the field of Adult Education (age group 15-35 year) in the Coimbatore District after the successful inauguration of National Adult Education Programme under the label Rural Functional Literacy Project on 4.7.1979. While the first phase was in progress in the month of September 1979 the district of Coimbatore came to be bifurcated

and all the three panchayat unions of first phase had gone to Periyar District which were newly formed.

The second phase was implemented in Sulur, Palladam and Pongalur panchayat unions during the year 1980-81. Hence the investigator selected these three panchayat unions for getting the information from learners, Animators and supervisors. Out of one hundred and twenty eight centres for women, the investigator selected ten centres for acquiring the information. The investigator selected these centres because of the following reasons.

- A. All the centres had good attendance.
- B. They were easily approachable.
- C. There was welcoming co-operation from the organisers.

Twenty samples from each centre of those panchayat unions constituted the samples. (Figure 1)



© **LOCALE OF THE PROJECT**

Figure 1

| <u>APSA</u> | <u>NUMBER OF CENTRES</u> |
|---------------------|--------------------------|
| 1. Sular | 2 |
| 2. Palladam | |
| Karadivavi | 3 |
| Peruvai | 1 |
| Anupatti | 1 |
| Chithambalam | 1 |
| Chinnvedugampalayam | 1 |
| 3. Pongalur | |
| Kethanoor | 1 |

B. Selection of the Sample:

The design of any study demands a careful selection of the sample. There are various factors to be considered at the time of selecting the sample. Two hundred samples were randomly selected from ten centres.

According to Aggarwal (1975) random sampling is the form applied when the method of selection assures each individual or element in universe an equal chance of being chosen. In random sampling population is numbered from 1 to N and a series of number is drawn either by means of table of random numbers (There are

many tables available) and we can begin at any point on any page and choose the required numbers of units or by placing the numbers in a bowl, mixing them thoroughly and drawing N numbers in succession.

Learner is the person who comes to the centre and undergoes the education for learning. Two hundred Learners in the age group 15-35 were contacted.

The term Instructor is implied not one person responsible for class room activities but persons drawn from a variety of fields of activities who according to the needs of the programme, will share in duties of the Animators.

The Animator has to perform some of the functions as follows:

A. Generating awareness among the learners and in the community regarding their situation predicament rights problems and their possibilities.

B. Disseminating functional information which would help the learners acquire practical skills in their occupations and skills of management to their own advantages as a group.

C. Imparting literacy skills which would help the learners to fully master atleast given levels of reading, writing and numeracy in the fixed period of time. The literacy skills should be related to the lives and needs of the learners. Ten Arinators Constituted our samples.

The supervisor is the authority visits these centres once in a month. He takes the responsibility for repairing the performance of the learners, about the centres to the official level. (Directorate of Adult Education, 1973).

All the personnel in the literacy project contacted to know about this programme.

C. Method of Investigation:

In this study the interview method and observation were adopted. The interview method was adopted for this study as recommended by Rangaswamy and Devadas (1969) it is observed that it can be successfully employed for collecting a wide range of information including attitudes values and beliefs. Hence the technique that was adopted for this selection was nothing but random sampling which had the advantage of giving an equal probability of representation for all the equal universe. (Appendices I, A, B, C

According to Young (1973) observation may be defined as systematic, viewing coupled with the consideration of the seen phenomena. That is consideration must be given to the larger unit of activity in which the specific observed phenomena occur.

Hart (1973) suggest that observation may take many forms and is at once the most primitive and the most modern of research techniques. It includes the most casual, uncontrolled experiences as well as the most exact film records of laboratory experimentation. (Appendix II) Hence the investigator prepared a rating scale for the observation of the centres.

D. Preparation of Interview Schedule

An interview schedule was prepared with questions which would elicit answers from the sample beneficiaries, animators and supervisors. The presentation of question was done wisely insuch a way that they would lead to specific answers.

E. Pre Testing

Chowdhari (1969) suggests that in matters where literature is scanty and doubtful, a pilot study and

one or two pretests and a final version of the questionnaire are essential. The empirical checks must cover all points, the logic of the items, the structure of the schedule and phraseology. Hence the tools of the evaluation were pretested in mixed centre in Karadivani which was not included for the collection of data for the investigation.

F. Conduct of the study:

After pre-testing the questionnaire schedule, the investigator did the conduct of the study. The conduct of the study had revealed the results of the investigation.

G. Documentation and Interpretation of the Results:

After the data had been collected it must be documented and interpreted to draw proper inferences. The data is arranged and interpreted carefully in the subsequent chapter.

IV. RESULTS AND DISCUSSION

The results of the investigation on "Impact of National Adult Education Programs on the Rural women of Coimbatore District" are dealt as follows:

- A. Profile of Project Officer
- B. Duties and responsibilities of Supervisors
- C. Assessment of the performance of the Selected Animators
- D. Evaluation of the performance of the selected Learners
- and E. Opinion of the Investigator

A. Profile of Project Officer

Project Officer is the apex of this Rural Functional Literacy Project. He is the authority to organise the centres which were selected by the Supervisors. He supervises all the three hundred centres within the specific period. The Project Officer evaluates the programmes and submits the report to the authority where this project is under official control; and also submits a report to the Government of India, regarding the training for the supervisors, he is the authority and offers guidelines and ideas to the Supervisors to improve the programme.

The orientation training was offered to the supervisors. Oneday training at Coimbatore, trained them on the teaching methods in Adult education. The second training was conducted at Vellore for five days. This training equipped them on the literacy, numeracy and functionality in Adult education. A fourday training at Coimbatore enabled them to understand about the functional development and propagation of creating awareness about the National Adult Education Programme.

The Supervisors are given inservice training once in a month by this officer. During the training the project Officer imparts the knowledge on teaching of the animators, preparation of aids and discusses the problems and difficulties. The Project Officer is responsible for the payment of the supervisors, Animators and other co-workers. He checks all the records and registers which are maintained by the supervisors. If any centre is functioning well he recommends and forwards it to the authority to provide them with more facilities. Project officer is highly responsible for the success of the programme.

D. Duties and Responsibilities of Supervisors:

It is dealt under the followings:

1. Background information of the Supervisors
2. Training obtained
3. Preparation for setting up centres
4. Motivation of the Animators
- and 5. Evaluation of the Animators

1. Background information of the supervisors

Two supervisors were interviewed in order to attain the information about their qualification and the experiences in the field of Adult Education Programme. Each supervisor is responsible for 30 centres of Sulur and Palledam Panchayat Unions. Of the two supervisors one is male and other is female.

2. Training obtained

The Supervisors had undergone the training in different places. One day training at Coimbatore trained on the teaching methods in Adult Education and the consecutive training for five days at Vellore equipped them on the literacy, numeracy and functionality in Adult

Education. A four day training at Coimbatore enabled to understand about the functional development and propagation of creating awareness about the National Adult Education programme.

When they were asked about the reasons for undertaking this job, they expressed that it was due to their affinity they had towards social service. Both of them felt the income obtained from this job served as supplementary income for their families. Both of them had been in this job ^{for} the past three years.

3. Preparation for setting up centres

The supervisors motivated the village leader and obtained co-operation, suggestions and guidance for setting up of centres in the villages.

4. Aspects to be remembered.

The supervisors kept in view the population of the village, data on illiterates, members willing to join in Adult Education Programme and transport facilities in the villages while planning to set up the Adult Education Centres.

b. Sources of financial support

Financial assistance for the Rural Functional Literacy Project is offered by the Central Government and hence no monetary commitments in the centre.

4. Motivation of the Animators

The Supervisors encouraged the Animators by offering suggestions, contacting them individually, making arrangements to show films, arranging for field trips, arranging for cultural programmes and conducting special classes.

The Supervisors encouraged not only the animators but also the learners by means of conducting interview, discussions and competitions.

5. Evaluation of the Animators

5. Supervision

The Supervisors visited the centres twice in a month. They examine the registers and records of each centre maintained by the Animators. They were Attendance Register, stock register, Account register and Registers for remarks of the Supervisor.

b. Problems faced

While starting the centre the supervisors had faced the problems like lack of transport facility, inadequate financial support, non cooperation among people and selection of the place for the centre.

c. General view of Supervisors

The Supervisors revealed that this programme needs further development, by increasing payment of the Animators, by providing a separate place for conducting the classes; by enhancing the number of learners through better motivation methods like filmshows and field trips.

C. Assessment of the performance of the selected Animators:

The performance of the selected Animators is discussed under the following headings:

1. Information about the Animators
2. Details of the training
3. Planning and motivation of the learners
4. Implementation of the programme
5. Evaluation of the learners
- and 6. General information about the centre.

1. Information about the Animators:

Table I describes the distribution of the Animators according to their age

**TABLE I
ANIMATORS BY AGE**

| S. No | Age in years | Percentage |
|-------|--------------|------------|
| 1. | 18 - 20 | 50 |
| 2. | 21 - 23 | 30 |
| 3. | 23 and above | 20 |

Fifty per cent of the Animators were between 18 - 20 years; 20 per cent of them were above 23 years.

Table renders the information about the educational status of the selected Animators:

**TABLE II
QUALIFICATION WISE DISTRIBUTION OF ANIMATORS**

| S.No | Educational Status | Percentage |
|------|--------------------|------------|
| 1. | S.S.L.C | 70 |
| 2. | Higher secondary | 20 |
| 3. | P.U.C | 10 |

Table reveals the educational details of the selected Animators; 70 per cent of the Animators had completed their school finally 10 per cent had finished the P.U.C indicating that they were qualified for imparting Adult education.

2. Details of the training

a. Training places of the Animators

All the Animators had undergone training for ten days. They had their training in Palladam and Pongalur.

b. Items covered

Animators learnt the items like Agriculture, Nutrition, childcare, Home management, savings, sanitation, crafts and the methods of teaching during their training period to equip themselves for the Non-Formal education courses in the field.

c. Problems faced during their training

Out of the 10 Animators four of them were from distant places and hence they could not cope up with in the timings of the conveyance and it was obvious that all most all had the problem of transport facility.

d. Reasons for undertaking job

Table III reveals the reasons for undertaking this job by the selected Animators.

TABLE III

REASONS FOR UNDERTAKING THE JOB

| S.No. | Reasons | Percentage station of No = 10 |
|-------|--------------------------------------|-------------------------------------|
| 1. | To fulfill the economic necessity | 100 |
| 2. | To teach others | 70 |
| 3. | To create awareness | 50 |
| 4. | To earn pocket money | 30 |
| 5. | To spend time usefully | 20 |

It is rewarding to note that every animators had some purposeful objective in undertaking this job and all of time felt that it was a philanthropic venture

3. Planning and motivation of the learners

a. Planning

Animators prepared the plan before teaching. They planned according to the government's norms and standards. They prepared charts posters and leaflets, for teaching and equipped themselves with aids provided from the Adult Education office.

b. Motivation of the learners

The learners were motivated through individual conduct, and initiation and encouragement by the Project officer. The supervisors also motivated the learners by interviewing, encouraging the learners to participate in the activities and also by clapping when they participate effectively in the class room teaching.

The classes were made interesting by the use of charts, folksongs, discussions and group work.

4. Implementation of programme

The mandatory of the government for the course was ten months and hence the whole term was utilised for the programme.

a. Time schedule

Out of the 10 Animators, seven Animators prepared their time table on monthly basis and Three Animators prepared their time table on weekly basis. In all the selected centres the classes were conducted from 7.00 p.m. to 9.00 p.m. The classes were started with prayer song. The Animators allotted half an hour for each subject. The subjects were Nutrition Agriculture and Sanitation. At the end of the class, they discussed about the subjects which were dealt in the previous class.

b. Syllabus for the course

In selected centres they had the syllabus on literacy Numeracy, Social studies, Agriculture and Crafts, as enunciated and directed by the project. But whenever there is a special demand from the learners, the 'Topic on savings' the Animator modified the programme accordingly. Political education was included.

3. Evaluation of the learners

The Animators did their evaluation by conducting monthly tests, making the learners to participate in class activities and giving tests, on reading and writing. After evaluation the learners were rewarded by clapping and appreciative words.

a. Frequencies of visits by the Supervisor and village leaders

The Supervisor visited the centre once in a month and it is discouraging to note that no centre had been visited by the village leaders.

b. Centres by attendance

It is highly rewarding to note that the regularity of the learners had enhanced during the course of the programme reaching 80 per cent. While starting the course 70 per cent of the centres had the enrollment of 25-30

learners. Now 90 per cent of the centres have the attendance of 25-30 learners in their centres (Figure, 2)

c. Maintenance of registers

All the Animators maintained Attendance register, Stock register, Account register and Registers for remarks of the supervisor in their centres for the follow up. (Appendix III, A,B,C and D)

4. General information about the centres

a. Financial assistance

The Animators were aware of the financial assistance being offered by the central Government for their centres. The animators were paid Rs. 50 per month and then additional amount of Rs. 15 was given as contingencies for pencils and kerosene. Out of the Animators, eight Animators felt that the programme is highly educative and informative but the rest stressed the need for improvement

b. Achievements attained

The Animators have positively agreed to the achievements of the programme. They expressed that the people have learnt to cooperate with others, learnt to

CENTRES BY ATTENDANCE

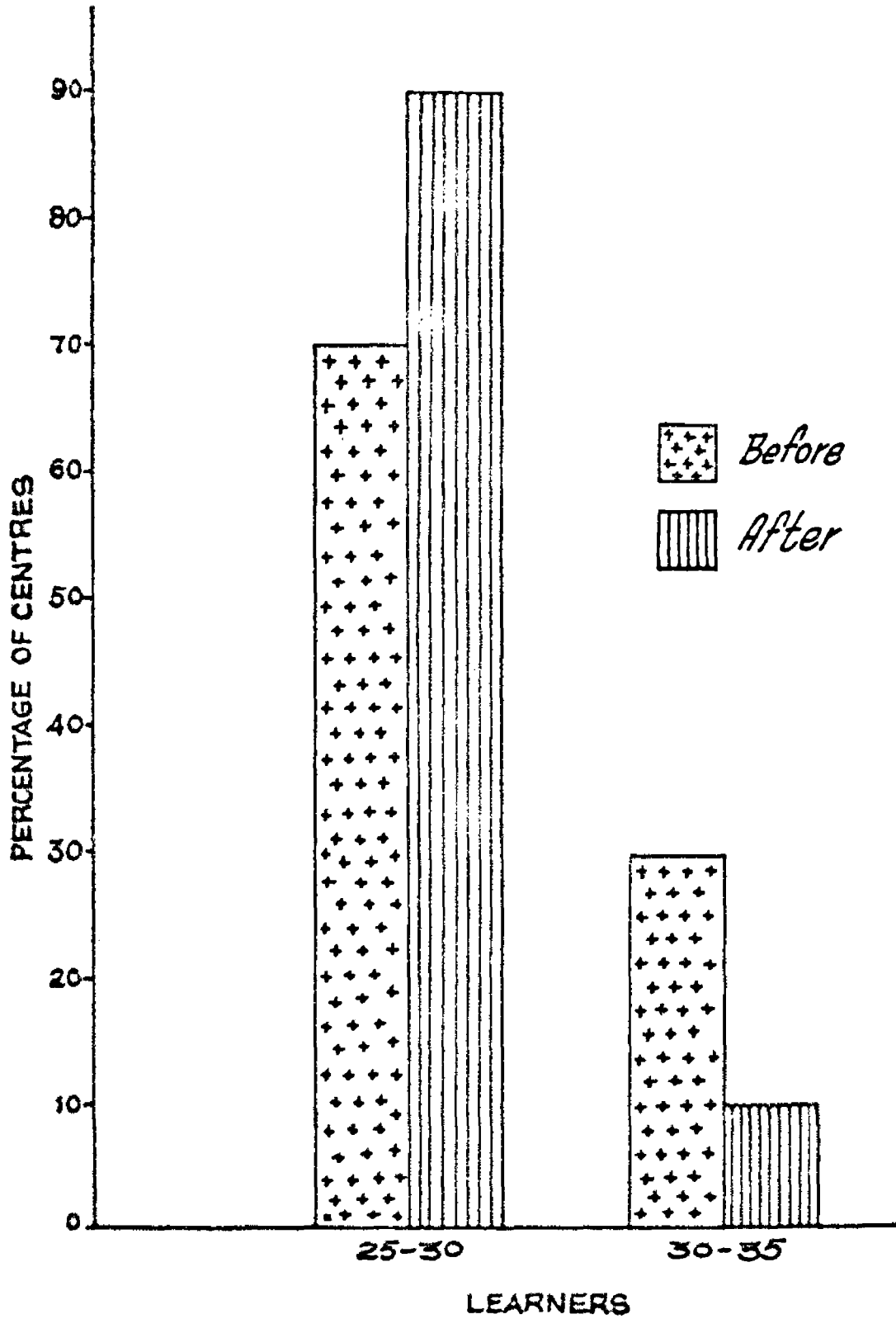


Figure 2

read and write, to participate in public activities, to try to implement their learning activities; to reveal their problems without hesitation to the higher authority and also to inspire other for learning.

C. Problems faced while organising centres

The Animateurs had faced to thing troubles in organising the centres; like inadequate number of learners lack financial support and unavailability of charts and posters.

D. Evaluation of the performance of the selected Learners:

It is dealt as follows:

1. Background Information about the Learners' families.
2. Details about the selected Learners
3. Information about the Centre
4. Programme in Action
- and 5. Evaluation of the Learners.

1. Background information about the learners families

Table IV shows the age wise distribution of the learners families

TABLE IV

AGE WISE DISTRIBUTION OF THE LEARNERS FAMILIES

| S.No. | Age in years | Percentage No = 200 |
|-------|---------------|------------------------|
| 1 | Below 2 years | 1 |
| 2 | 2 - 5 years | 1 |
| 3 | 5 - 18 years | 39 |
| 4 | 18 and above | 59 |

The table reveals that 59 per cent of the samples were in the age^{group} of 18 and above; 39 per cent of the samples were between the age group of 5 - 18 years.

The educational status of the selected learners families is indicated as follows.

TABLE V
DISTRIBUTION OF LEARNERS FAMILIES ACCORDING TO
EDUCATIONAL QUALIFICATION

| S.No. | Educational Status | Percentage (N=200) |
|-------|------------------------------|-----------------------|
| 1. | Class studied Primary School | 1 |
| | Elementary School | 14 |
| | High School | 1 |
| 2. | Studying class | |
| | Primary School | 1 |
| | Elementary School | 14 |
| 3. | High School | 1 |
| | Illiterate | |
| | Male | 25 |
| | Female | 42 |

It is interesting to know that 14 percent of the respondents had their elementary school education; 14 per cent of the respondents were studying in the elementary school; It is striking to note that 25 per cent of the male respondents and 42 per cent of the female respondents were illiterates giving wide



scope for the implementation of the Adult Education Programme through Rural Functional Literacy Project.

Table VI explains the occupational status of the learning families.

TABLE VI
OCCUPATION WISE DISTRIBUTION OF LEARNERS' FAMILIES

| S.No. | Occupation | Percentage (No=200) |
|-------|-----------------|------------------------|
| 1. | Coolies | 81 |
| 2. | Self Employment | 8 |
| 3. | Mill workers | 5 |
| 4. | Agriculture | 4 |
| 5. | Work shop | 1 |
| 6. | Business | 1 |

It is evident from this table that majority, 81 per cent of the learners families were coolies, eight per cent of the learners were self employed indicating that a large section being in low income group.

Table VII gives the information about the income levels of the learners families.

TABLE VII

INCOME LEVEL OF THE SELECTED LEARNERS' FAMILIES

| S.No. | Income/years | Percentage (No=200) |
|-------|---------------|------------------------|
| 1. | Below 2,500 | 58 |
| 2. | 2,501 - 5,000 | 35 |
| 3. | 5,001 - 7,000 | 7 |

It is noted that a large section of the people falling in the income range of below Rs. 2,500 (Figure 3)

2. Details about the selected learners.

a. age

Age-wise distribution of the learners is indicated in Table VIII

TABLE VIII

DISTRIBUTION OF LEARNERS ACCORDING TO THEIR AGE GROUP

| S.No. | Age in years | Percentage (No=200) |
|-------|--------------|------------------------|
| 1. | 15 - 20 | 31 |
| 2. | 21 - 25 | 22 |
| 3. | 26 - 30 | 9 |
| 4. | 31 - 35 | 19 |

***INCOME LEVEL OF THE SELECTED LEARNERS
FAMILIES***

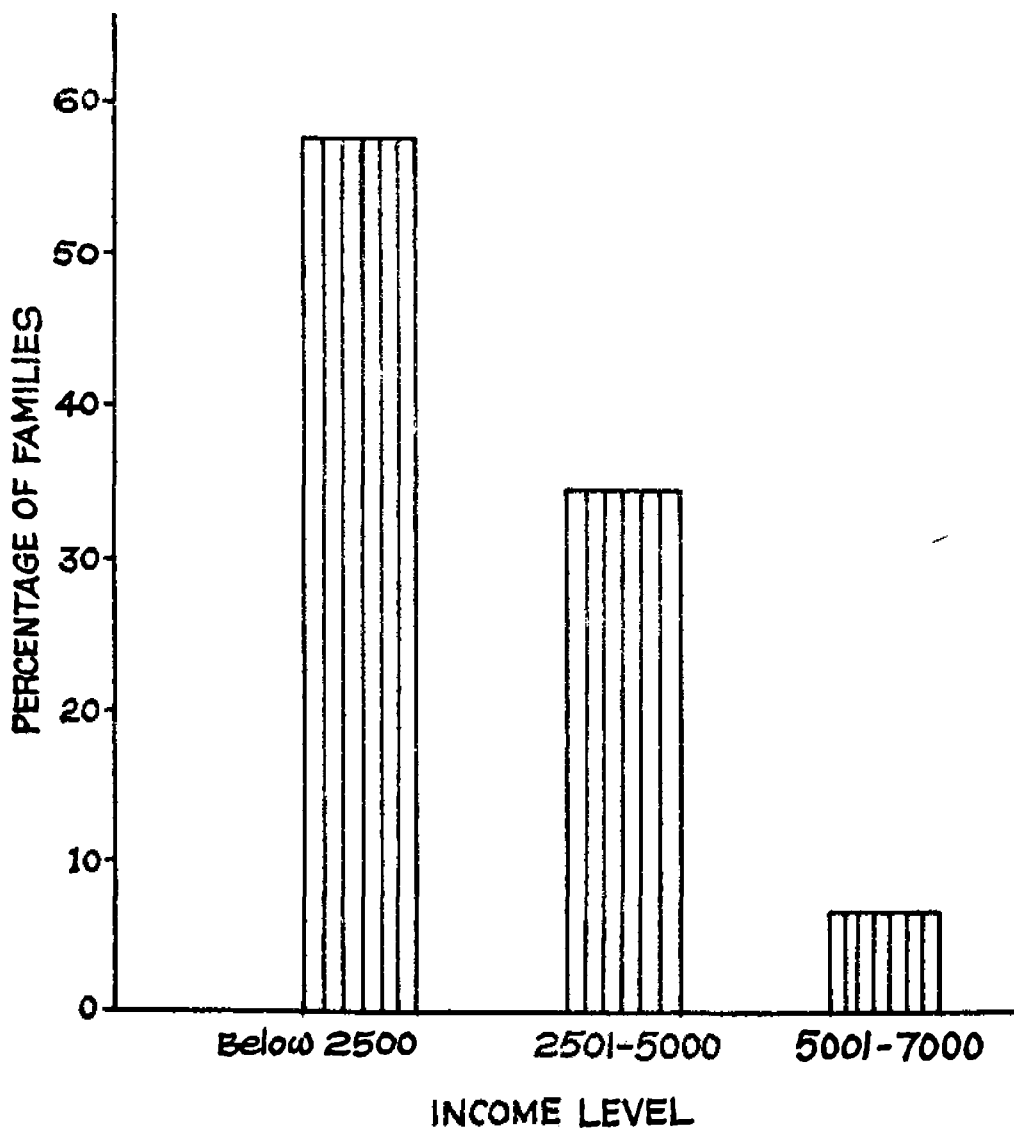


Figure 3

It is observed that of the selected learners, 51 per cent of them were between 15 - 20 age group; 22 per cent of the learners were between 21 - 26 age group; 18 per cent were between 31 - 35 age years indicating the sportive and constructive age of undergoing any meaningful course for their time (Figure 4).

Table IX states about the occupations of the selected learners.

TABLE IX
LEARNERS BY OCCUPATION

| S.No. | Occupation | Percentage (N = 200) |
|-------|-----------------|-------------------------|
| 1. | Agriculture | 3 |
| 2. | Coolies | 78 |
| 3. | Self employment | 4 |

As could be seen in the Table IX, 78 per cent majority of learners were coolies.

b) Educational status:

Of the selected learners, 96 per cent had not attended the school at all; and the other eight attended the school. Inspite of their going to school they have forgotten what ever they studied. Hence they were attending the Adult Education classes.

*DISTRIBUTION OF LEARNERS ACCORDING
TO THEIR AGE GROUP*

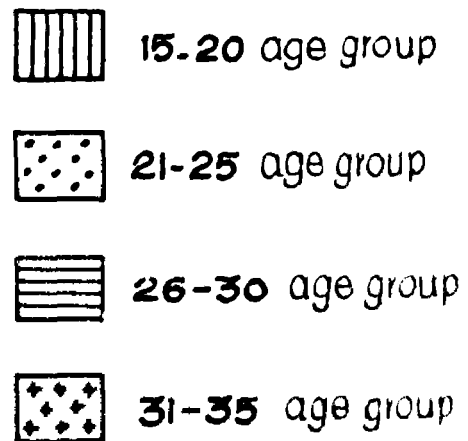
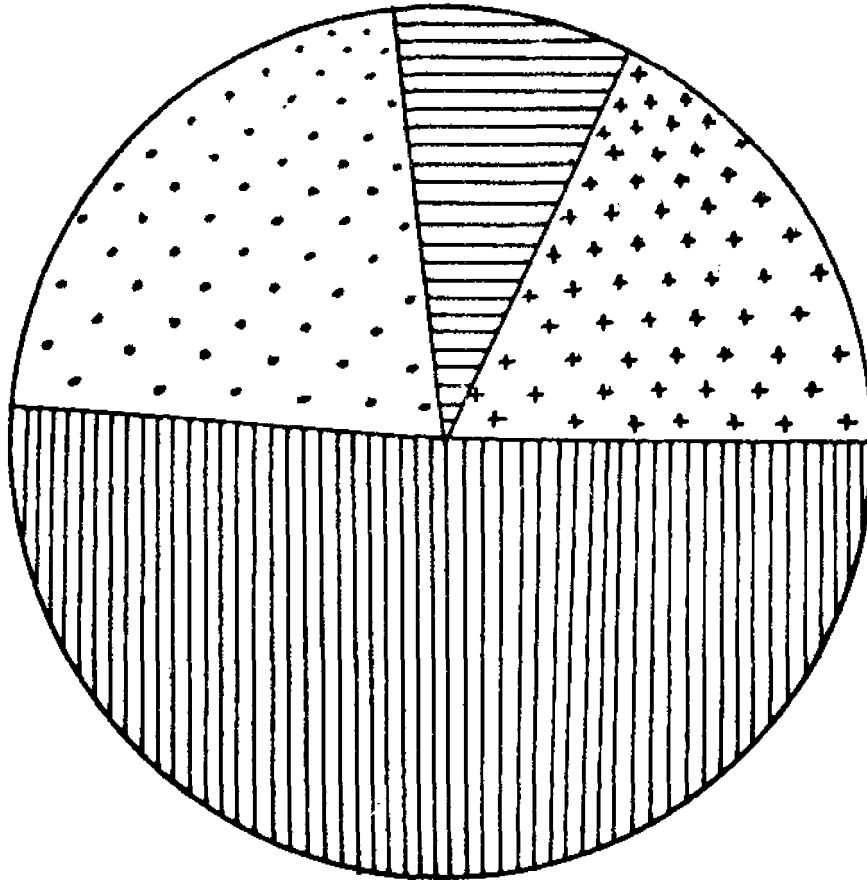


Figure A

3. Information about the centre.

a) Facilities centrewise.

Table X describes the facilities provided in the centre where the classes were being conducted.

TABLE X

FACILITIES CENTREWISE

| S.No. | Facilities | Percentage stating (N = 200) |
|-------|-----------------------------|------------------------------|
| 1. | Placer: Adequate | 100 |
| | Inadequate | — |
| 2. | Lights: Adequate | 60 |
| | Inadequate | 32 |
| 3. | Seats: Adequate | 97 |
| | Inadequate | 3 |
| 4. | Ventilation: Adequate | 57 |
| | Inadequate | 43 |
| 5. | Things needed for learning: | |
| | Adequate | 98 |
| | Inadequate | 2 |
| 6. | Charts, Posters: Adequate | 52 |
| | Inadequate | 48 |
| 7. | Pencils: Adequate | 100 |
| | Inadequate | — |

Table X illustrates the facilities made available in the centres. All the learners in all the 10 centres were satisfied with their place allotted, light arrangements, seating and learning materials like pencils, books etc. They expressed their dissatisfaction in factors like provision of ventilation in the centre and charts and posters for the classes.

b) Centres by location:

The details regarding the location of the centres, where the classes had been conducted are shown below

TABLE XI
CENTRES OF LOCATION

| S.No. | Location of centre | Percentage (N = 200) |
|-------|----------------------------|-------------------------|
| 1. | Public place | 70 |
| 2. | Government place | 20 |
| 3. | Village leader's residence | 10 |

Table XI reveals that 70 per cent of the centres were being conducted in public place like temples and public buildings; 10 per cent of the centres in village leader's residence who had given permission to run the centre; 20 per cent of the centres in government places like balogdi and elementary schools.

c) Centres by working days.

Table XII depicts the working days of the centre.

TABLE XII
CENTRES BY WORKING DAYS

| S.No. | Working days | Percentage (N = 200) |
|-------|---------------|-------------------------|
| 1. | 200 - 220 | 20 |
| 2. | 221 - 240 | 40 |
| 3. | 241 and above | 40 |

Though the mandatory by the project officer to conduct the classes is only 200 days it is interesting and encouraging to note that all the centres had filled in the required days and 80 per cent have exceeded the set days too.

4. PROGRAMS IN ACTION

a) Motivation of the learners

All the learners expressed that they had been motivated through varied extension methods and audio visual aids like interview, discussion, cultural programmes, and by project officer.

b) Items dealt in the classes

Table XIII explains the different aspects covered in the classes.

TABLE XIII
ITEMS COVERED IN THE CLASSES

| S.No. | Items taught | Percentage (N = 200) |
|-------|------------------------|-------------------------|
| 1. | Crafts | 180 |
| 2. | Child care | 100 |
| 3. | Nutrition | 100 |
| 4. | Agricultural technique | 100 |
| 5. | Savings | 100 |
| 6. | Sanitation | 90 |
| 7. | Home Management | 50 |

It is encouraging to note that important aspects for family living have been covered in the classes and all of them had expressed that these items had been dealt by the Animators.

c. Learning materials used.

The learners were provided with the primer "Ancha Vilaichal Tharum Athisaya Cholam" published by Ministry of Education, Tamil Nadu (Appendix IV). The books were offered to learners after four months. During that period the Animators taught the learners by making use of first and third standard books which were published by Ministry of Education, Tamil Nadu. From this evidence it is satisfying to note that the Animators were very much interested in

teaching and they engaged the learners, to spend their time usefully and purposefully. The learners were given slates and pencils and taught through charts.

d) Teaching methods adopted.

Table XIV and Figures (5, 6, 7, 8, 9) describe the teaching methods adopted in the classes.

**TABLE XIV
TEACHING METHODS ADOPTED**

| S.No. | Teaching methods | Percentage (N = 200) |
|-------|--------------------|-------------------------|
| 1. | Discussion | 44 |
| 2. | Charts and posters | 33 |
| 3. | Folk songs | 12 |
| 4. | Story telling | 11 |

Table depicts that the 44 per cent of the learners liked the discussion method; 33 per cent of them had the affinity on the teaching methods using charts and posters.

d) Lessons liked by the learners.

The following are the lessons liked most by the learners.



ATTENTIVE LEARNERS



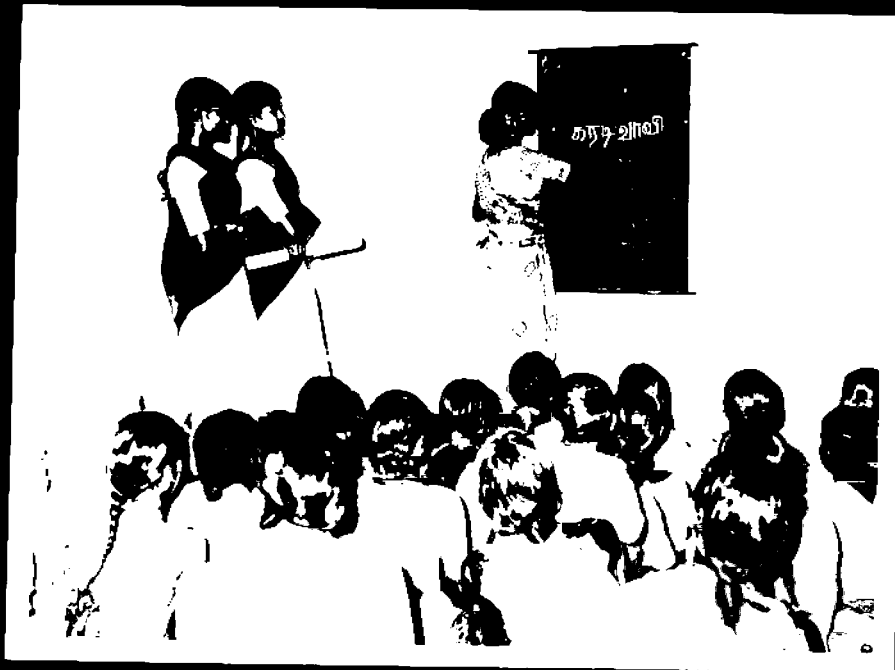
LEARNERS - HAPPY AND GRAY



LEARNING BY DOING - CRAFT CLASS IN PROGRESS



LEARNER BECOMING TEACHER HERE



CONGRATULATIONS-CONCRETE ACHIEVEMENT

TABLE XV
LESSONS LIKED BY THE LEARNERS

| S.No. | Lessons liked | Percentage stating (N = 200) |
|-------|---------------------------|---------------------------------|
| 1. | Jowar | 20 |
| 2. | Garden | 19 |
| 3. | Method of crop protection | 18 |
| 4. | Craft | 16 |
| 5. | Wheat | 11 |
| 6. | Sugarcane | 8 |
| 7. | Family | 8 |

It is revealed that their liking towards the lessons was evenly distributed stating most of them liked the topics on Jowar. Crop protection and gardening which might be due to their main occupation as coolies and agriculturists. They were very much interested in ^{with} knowing about the crop protection, because their life was related with agriculture (Appendices IV-A, B, C, D and E).

e) Words liked by the learners:

Table XVI states the words they liked from their lessons.

TABLE XVI

WORDS LIKED BY THE LEARNERS

| S.No. | Words liked | Percentage (N = 200) |
|-------|-----------------|-------------------------|
| 1. | Jowar | 40 |
| 2. | Transplanting | 40 |
| 3. | Crop protection | 34 |
| 4. | Garden | 34 |
| 5. | Craft | 30 |
| 6. | Agriculture | 28 |
| 7. | sugar cane | 25 |
| 8. | wheat | 15 |
| 9. | Family | 11 |

Majority of the learners had a liking towards the words like jowar, transplanting, crop protection and garden which are mostly terms in agriculture which might be attributed to the fact that they are very much associated with agricultural operations.

5. Evaluation of the learners

a) Time taken for learning

It is indicated below

TABLE XVII

TIME TAKEN FOR ACQUIRING LEARNING SKILLS

| S.No. | Number of days | Percentage (N = 200) |
|-------|---|-------------------------|
| 1. | Days taken for developing writing skills: | |
| | 0 - 40 | 1 |
| | 41 - 60 | 8 |
| | 61 - 80 | 32 |
| | 81 -100 | 59 |
| 2. | Days taken for developing reading skills: | |
| | 0 - 40 | 3 |
| | 41 - 60 | 26 |
| | 61 - 80 | 63 |
| | 81 -100 | 6 |

Table XVII explains that 59 per cent of the learners were able to put their signature, to write their village names, and simple words like 'Ammu', 'Akka', 'Pachchi', 'Pattam', 'Malar', 'Veedu' within 81-100 days; 63 per cent of them gained knowledge to read the head lines in the newspaper, count the numbers upto 100, and read the names of the places coded in the transport system within 81-100 days. All the learners have learnt read and write. The simple and/familiar words during their course of study.

However when the learners were asked by the investigator to write the words they knew, all of them wrote only easy words and could not write hard words.

b) Methodology of teaching:

Close observation of the investigator revealed that the words were taught in wholistic and functional way creating a concept of meaning and comprehension. For example the word 'Anna' was taught as 'اننا' (Anna) as such not splitting into letters 'ا, ن, ن, ا' (A NA, NA) whenever possible, pictorial representations and the real objects were brought to the class. For eg., use of a picture for teaching the word 'قائد' (Qaid). The learners were always associated with lively situations like reading the bus numbers, spelling and understanding the cinema posters and so on.

c) Benefits attained:

Table XVIII indicates and the achievements attained by the learners due to attending the classes.

TABLE XVIII

BENEFITS ATTAINED

| S.No. | Benefits | Percentage (N = 200) |
|-------|-------------------------------|-------------------------|
| 1. | Reading newspaper | 85 |
| 2. | Helping in daily life | 100 |
| 3. | Knowing the public activities | 100 |
| 4. | Maintaining the accounts | 67 |

All the learners expressed that the learning had been useful to them. The benefits attained by the learners are really enriching and it is felt that the objectives of the project have been realized. Eighty per cent of the learners got satisfaction with the learning materials, teaching methods and facilities provided for learning and 20 per cent of them stressed the need for improvement with regard to provision of better place, modification in teaching methods and making arrangements for field trips and film shows for learning.

d) Suggestions offered:

All the learners expressed that they were not willing to change day's schedule, content of the syllabus assigned and the animators. They were satisfied with the facilities which were available in their centres. Due to distractions in the public places,

six per cent of the learners wanted to change the place for their classes and 25 per cent of the learners wished to add on teaching methods like more charts, posters, and demonstrations. All the learners suggested that opportunities for field trips and film shows could be availed for them during their learning period.

B. Opinion of the Investigator:

The investigator's observation reveals the following

1. Project officers:

The investigator feels that there is a lacunae existing between the village leader and the Project Officer. The existing gap is due to the heavy responsibility anchored on the Project Officer. He is incharge of 300 centres. Obviously he cannot perform his duties to the best of his ability. At the same time the village president is not in a position to have a close acquaintance with the project officer. The village president should have a cordial atmosphere with his people in order to materialise his objectives and plans. Hence at this stage it is felt a coordinator can bridge the gap existing on either sides.

2. Supervisor:

On the part of supervisor, the frequencies of visits to the centre can be increased. Due to the visits of Supervisor there will be proper guidance and motivation

for the Animators and learners. The inservice training can be conducted twice in a month, while conducting the training the Animators can exchange their ideas and attain the knowledge and skill from the others. It also will be helpful for the Animators for acquiring the technical guidance from the Supervisor.

3. Animators:

The investigator suggests that the mode of payment can be increased, so that, the increase will be incentive for the Animators to carry out their responsibilities and duties in a better way.

4. Learners:

Learners are enthusiastic in attending the classes. The attendance of the learners can be made progress by giving special lectures and arranging film shows, demonstration and field trips.

5. Rating of the centres:

The investigator formulated a rating sheet to assess the efficacy of the facilities provided in the centres. Table XIX reveal (Appendix II) the summary of evaluation of the centres performed through a five point rating sheet.

TABLE XIX

**TOTAL SCORES FOR FACILITIES AVAILABLE IN THE
CENTRES**

| S.No. | Range for percentage score | Number of centres |
|-------|-------------------------------|-------------------|
| 1. | 70 - 74 | 2 |
| 2. | 75 - 79 | 4 |
| 3. | 80 - 84 | 3 |
| 4. | 85 - 89 | 1 |

All the centres were provided with adequate facilities for the conduct of the classes.

V. SUMMARY AND CONCLUSION

The investigation on the "Impact of National Adult Education Programme on the Rural Women in Selected Areas of Coimbatore District" under the label of Rural Functional Literacy Project, performed with one Project Office, two Supervisors, 10 Animators and 200 Learners in 10 Adult Education centres in Sulur, Palladam and Pongalur Panchayat Unions in Coimbatore District brought forth the following findings:

Personel in Rural Functional Literacy Project:

Project officer is the apex of this Rural Functional Literacy Project. He is the authority to organise the centres which were selected by the Supervisors. He supervises all the three hundred centres assigned in the specific period. Each Supervisor is responsible for 30 centres of Sulur and Palladam Panchayat Unions. Of the two Supervisors one is male and the other is female. When they were asked about the reasons for undertaking this job, they expressed that it was due to their affinity they had towards social service.

The Supervisors kept in view the population of the village, data on illiterates, members willing to join in Adult Education Programme and transport facilities in the village while planning to set up the Adult Education centre.

Fifty per cent of the Animators were between 18 - 20 years, 20 per cent of them were above 23 years; 70 per cent of the Animators had completed their school final and 10 per cent had completed the P.U.C. indicating that they were qualified for imparting adult education.

All the Animators had undergone training for ten days held in Palladan and Pongalur. The syllabus included items like Agriculture, Nutrition, Child Care, Home Management, Savings, Sanitation, Crafts and the methods of teaching during to equip the Animators for the Non-formal Education course in the field. The Animators had some purposeful objective in undertaking this job and all of them felt that it was a philanthropic venture. The Animators prepared the plan before teaching. They planned it according to the government norms and standards. They prepared charts, posters and leaflets for teaching and equipped themselves with aids provided from the Adult Education office. Out of 10 Animators, seven animators prepared their time table on monthly basis and three Animators prepared on weekly basis.

The adult education classes were scheduled from 6.00 P.M. to 9.00 P.M. and they were started with prayer songs. The Animators allotted half an hour for each subject. At the end of the class, they discussed about the subjects which were dealt in the previous class. The Animators evaluated the learners making by conducting

monthly tests, making the learners to participate in class activities and giving tests on reading and writing. After evaluation the learners were rewarded by clapping and appreciative words. It is highly rewarding to note that the regularity of the learners had enhanced during the course of the programme reaching cent per cent, while starting the course 70 per cent of the centres had the enrollment of 25 - 30 learners. Now 90 per cent of the centres have the attendance of 25 - 30 learners in their centres.

All the Animators maintained Attendance Register, Stock register, Account register and Registers for remarks of supervisors in their centres for evaluation and follow up.

Rural Functional Literacy Programme in Action:

Seventy three per cent of the learners were between the age group of 15 - 26 indicating the sportive and constructive age of undergoing any meaningful course for their life time. Majority (78%) of the learners were coolies. Of the selected learners, 95 per cent had not attended the school. In spite of their going to school they have forgotten what ever they studied. Hence they were attending the Adult Education Classes.

All the learners in all the 10 centres were satisfied with the places allotted, light arrangements, seatings and

learning materials, like pencils, books etc. They expressed their dissatisfaction in factors like provision of ventilation in the centre and charts and posters for the classes.

Seventy per cent of the centres were being conducted in public places like temples and public buildings; 10 per cent of the centres in village leader's residence who had given permission to run the centre; 20 per cent of the centres in government places like balwadi and elementary schools.

Though the mandatory by the Project Officer to conduct the classes is only 200 days, it is interesting and encouraging to note that all the centres had filled in the required days and 80 per cent have exceeded the set days too.

All the learners expressed that they had been motivated through varied extension methods and audio visual aids like interview, discussion, cultural programmes and by Project Officer.

It is encouraging to note that important aspects for family living have been covered in the classes and all of them have expressed that those items had been dealt by the Animators.

The learners were provided with the primer "Ancha Vilaichal Therun Athisaya Cholam" published by Ministry of Education, Tamil Nadu. The books were offered to learners

after four months. During that period the Animators taught the learners by making use of first and third standard books which were published by Ministry of Education, Tamil Nadu.

Forty four per cent of the learners liked the discussion method; 33 per cent of them had the affinity on teaching methods using charts and posters.

The learners' liking towards the lessons was evenly distributed. Most of them liked the topics on jowar, crop protection and gardening which might be due to their main occupation as coolies and agriculturists. They were very much interested in knowing about the crop protection, because their life was related with agriculture.

Majority (40%) of the learners had a liking towards the words like jowar, transplanting, crop protection and garden which are mostly terms in agriculture which might be attributed to the fact that they are very much associated with agricultural operations.

Close observation of the investigator revealed that the words were taught in wholistic and functional way creating a concept of meaning and comprehension.

Fifty nine per cent of the learners were able to put their signature, write their village names, and simple words within 81-100 days; 63 per cent of them gained the knowledge to read the head lines in the newspaper, count the numbers upto 100 and read the names of the places coded in the transport system within 8-100 days. All the learners have learnt the simple and familiar words during the course of study.

All the learners expressed that the learning had been useful to them. The benefits attained by the learners are really enriching and it is felt that the objectives of the project have been realized. Eight per cent of the learners were satisfied with the learning materials, teaching methods and facilities provided for learning and 20 per cent of them stressed the need for improvement with regard to provision of better place, modification in teaching methods and making arrangements for field trips and film shows for learning.

The learners were satisfied with the schedule, date, content of the syllabus assigned and the Animators. Six per cent of the learners wanted to change the place for their classes and 25 per cent of the learners wished to add on teaching methods like more charts, posters, and demonstrations. All the learners suggested that opportunities for field trips and film shows could be availed for them during their learning period.

National Adult Education Programme is the cry of the hour and all the governmental, voluntary and quasi-educational institutions are engaged in it. Evaluative studies in the field of suitable books, methodology of teaching and learning. Outcomes are very much welcomed and appreciated by the field workers. Rural Functional Literacy project is a step towards this direction. It has created remarkable changes in the clients and brought about meaningful and everlasting effects on the target groups.

If you plan for a year,
Sow a seed.

If you plan for a decade,
Plant a tree.

If you plan for a century
Educate the people.

(Fisher, 1971)

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APPENDICES

QUESTIONNAIRE TO GET THE INFORMATION FROM THE SUPERVISORS REGARDING THE NATIONAL ADULT EDUCATION PROGRAMME

I. Personal data of the supervisor

- a. Name of the Interviewer :
- b. Name of the Supervisor :
- c. Age, Qualification of the Supervisor :
- d. Residence :

II. Training in Adult Education

- a. Have you undergone any training for this job?
Yes () No ()

If yes, details about the training

| S.No | Training place | Duration | Details about the training | Problems faced |
|------|----------------|----------|----------------------------|----------------|
| | | | | |

.....

- b. Reasons for undertaking this job

- c. How many years are you working in this job?

III. Planning

a. Do you approach the village leader before starting the centre?

Yes () No ()

If yes,

- i) For physical facilities ()
- ii) For getting co-operation of the people through Motivation ()
- iii) others ()

b. What are all the aspects do you keep in mind while planning?

- i) Population of the village ()
- ii) Number of illiterates ()
- iii) Number of persons who like to join in adult education programme ()
- iv) others ()

c. From where do you get the finance for working of the centre?

- i) Voluntary organisation ()
- ii) Educational Institutions ()
- iii) Government ()
- iv) others ()

IV. Motivation

a. Do you make arrangements for the Animators to get the salary regularly?

Yes () No ()

If yes, on what basis do you evaluate their efficiency?

- i) Submitting the reports within the specific time limit ()
- ii) Performing the work at appropriate time ()
- iii) Sending the reports to the office promptly within the specific time ()
- iv) Others ()

If No, reason

b. Will you offer suggestions to the learners frequently?

Yes () No ()

If yes, what are the methods?

- i) Interview ()
- ii) Discussion ()
- iii) Letter correspondence ()
- iv) Others ()

If No, reasons

c. Apoint from the Animators do you motivate the Learners?

Yes () No ()

If yes, in the following way,

- i) Interview method ()
- ii) Discussion ()
- iii) Conducting competitions ()
- iv) Arrangements for celebrations ()
- v) Others ()

If no, reasons

d. Do you help the Animators to motivate the Learners?

Yes () No ()

If yes, what are they?

- i) Film shows ()
- ii) Arranging for discussion ()
- iii) Making arrangements for cultural programmes ()
- iv) Conducting classes ()
- v) Others ()

V. Evaluation

a. How often you evaluate the Animator in the centre

- i) Once in a week ()
- ii) Twice in a month ()

b. Do you check all the registers in the centre?

Yes () No ()

c. After checking the registers do you send the report to the authority?

Yes () No ()

VI. General information in running centre

a. Problems faced while organising the centre

- i) Lack of transport facilities ()
- ii) Inadequate financial assistance ()
- iii) Non-Cooperation of the people ()
- iv) Non cooperation the leader ()
- v) Lack of time for learners ()
- vi) Location of the centre ()
- vii) Lack of aids ()
- viii) Others ()

b. What is your opinion about this centre?

- i) Satisfactory ()
- ii) Need to be improved ()
- iii) Drawbacks ()

If there is a need to be improved, give your suggestions in the table below.

.....

| S.No. | Defects | Methods to overcome |
|-------|---------|---------------------|
| | | |

.....

**QUESTIONNAIRE TO ELICIT INFORMATION FROM THE ANIMATORS
ABOUT THE NATIONAL ADULT EDUCATION PROGRAMME**

I. Details of the Animator

- a. Name of the Interviewer :
- b. Name of the Animator :
- c. Age and qualification :
- d. Residence :
- e. Name of the centre :

II. Training in Adult Education

a. Have you undergone any training in adult education?

Yes () No ()

If yes, details of the training

.....

| S.No | Training Place | Duration | Details about the training | Problems encountered |
|------|----------------|----------|----------------------------|----------------------|
| | | | | |

.....

.....

- b. What are the reasons for understanding this job?
- c. When the centre was started?
- d. How long are you working in this centre?
- e. How many members were there at the starting of the centre?
- f. How many learners are at present?

III. Planning

- a. Do you plan before teaching?
Yes () No ()

If yes

- According to government plan ()
On the basis of learners wish ()

If No, reasons

- b. Do you prepare the aids by yourselves?
Yes () No ()

If yes, indicate

- i) Posters ()
ii) Charts ()
iii) Leaflets ()
iv) Others ()

If no, from whom do you get the aids for teaching?

- i) Educational Institution ()
- ii) Voluntary organisation ()
- iii) Head Office of the centre ()
- iv) Others ()

IV. Motivation

a. How did you activate people to join in the centre?

- i) Individual Method ()
- ii) With the help of village leader ()
- iii) Through Government authority ()
- iv) Through Colleges ()
- v) Through Students ()
- vi) Through institutions in the village ()
- vii) Others ()

b. Does the Supervisor encourage the learner?

Yes () No ()

If yes, by the following methods

- i) Interview method ()
- ii) Conducting competitions ()
- iii) Clapping (appreciations) ()
- iv) Make them to participate in the activities ()
- v) Others ()

If no, reasons

V. Implementation

a. What is the duration of the courses?

i) 6 months ()

ii) 10 months ()

b. Do you plan time schedule before teaching?

Yes () No ()

c. If yes, indicate in the following time schedule

i) Annual plan ()

ii) Monthly plan ()

iii) weekly plan ()

iv) Daily schedule ()

d. Do you follow the syllabus prescribed by the RFLPT?

i) Writing ()

ii) Reading ()

iii) Demonstration ()

iv) Arithmetic ()

v) Social Education ()

vi) Political Education ()

vii) Agricultural ()

viii) Others ()

e. By what methods were the classes conducted?

- i) Discussion ()
- ii) Folk songs ()
- iii) Lectures with suitable aids ()
- iv) Demonstrations ()
- v) Others ()

VI. Evaluation

a. Do you evaluate the performance of the learners?

Yes () No ()

If yes how?

- i) Weekly test ()
- ii) Monthly test ()
- iii) Conducting competitions in writing ()
- iv) Participation in the class ()
- v) Readability and writing ability of the learner ()
- vi) Others ()

b. After evaluation do you motivate the learners?

Yes () No ()

If yes,

- i) Distribution of prizes ()
- ii) Clapping ()
- iii) Others ()

c. Give details about the maintenance of registers and records by you?

- i) Attendance register ()
- ii) Stock register ()
- iii) Account register ()
- iv) Registers for remarks of Supervisor ()
- v) Others ()

d. How many times, does the supervisor visit the centre?

Once in a month ()

Twice in a month ()

e. Does the village leader visit the centre?

Yes () No ()

VII. General Informations

a. What are the sources of the assistance for the centre

- i) Voluntary organisation ()
- ii) Through Government agency ()
- iii) Through educational Institution ()
- iv) Through village leader ()
- v) Through Panchayat union ()
- vi) Others ()

b. Give your opinion about the centre

- i) Satisfactory ()
- ii) Need to be improved ()

c. What are the benefits derive from the centre by the people?

- i) Development of co-operation among the people ()
- ii) Decreased the class, caste stratification ()
- iii) Atleast few of them learnt to read and write ()
- iv) Voluntary participation in discussion ()
- v) Participation in public activities by themselves ()
- vi) Try to implement their learning in practice ()
- vii) Without hesitation, they express their needs and problems to the authorities ()
- viii) They teach the learnings in the family members and others ()
- ix) Emergence of youth clubs, Mahilamandals and libraries ()
- x) Others ()

d. What are the problems faced in starting the centre?

a. Non co operation of the

- i) Village people ()
- ii) Learners ()
- iii) Village leader ()
- iv) Others ()

b. Lack of physical facilities ()

c. Inadequate finance ()

d. lack of aids ()

e. Others ()

**QUESTIONNAIRE TO ELICIT INFORMATION FROM THE (LEARNERS)
BENEFICIARIES OF THE NATIONAL ADULT EDUCATION PROGRAMME**

- i) Name of the Interviewer**
- ii) Name of the Interviewer**
- iii) Name of the village**
- iv) Name of the panchayat union**
- v) The distance of the centre from the entrance
village**

I. Family background

•

.....

| S.No. | Family member | Age | Relationship to the head of the family | Educa tion | Occupa tion | Income year |
|--------------|----------------------|------------|---|-------------------|--------------------|--------------------|
| | | | | | | |

.....

b. Have you gone to school?

Yes () No ()

**If yes, upto which class/standard have you studied
in the school?**

- i) upto IInd Standard ()
- ii) upto IIIrd Standard ()
- iii) upto IVth Standard ()
- iv) upto Vth Standard ()

C. Mention year of admission in the centre

- i) Year 1978 ()
- ii) Year 1979 ()
- iii) Year 1980 ()

II. Details about the centre

a. When was your centre started?

- i) Year 1978 ()
- ii) Year 1979 ()
- iii) Year 1980 ()

b. By whom your centre was started?

- i) By Government ()
- ii) By Private institute ()
- iii) By voluntary agency ()
- iv) Others ()

c. What are the facilities available for learning?

.....

| Aspects | Adequate | Inadequate |
|---------|----------|------------|
|---------|----------|------------|

.....

Place

Light

Seatings

Ventilation

Learning materials

Charts, posters

pencils

Others

.....

d. What are the materials you are provided with for learning?

- | | |
|---------------------|-----|
| i) Black board | () |
| ii) Pencil | () |
| iii) Book | () |
| iv) Table and Chair | () |

e. Where is your centre located?

- | | |
|----------------------------------|-----|
| i) Public place | () |
| ii) Government place | () |
| iii) Village leader residence | () |
| iv) Others | () |

III. Details about the learning

a. What are the teaching methods in used in the class?

- i) Lecture ()
- ii) Demonstration ()
- iii) Monthly test ()
- iv) Discussion ()
- v) Cultural programme ()
- vi) Education ()
- vii) Others ()

b. What have you learnt through this education?

- i) Agricultural technique ()
- ii) Nutrition ()
- iii) Child care ()
- iv) Craft ()
- v) Others ()

c. What are the methods used for motivating the learners?

- i) Interview ()
- ii) Discussion ()
- iii) Cultural programme ()
- iv) Notice ()
- v) Through village leaders ()
- vi) Others ()

- d. If the lessons taught, which is your favourite lesson?
- e. Which teaching or method you like more?
- f. How many days, were the classes conducted?
- g. How many days were taken by you for written?
- h. How many days taken by you for reading?
- i. Which was the lesson/better/words or other written at the recent past?
- j. Do you find this programme useful to your daily life?
 Yes () No ()

If yes indicate how it is useful?

- To read newspaper ()
- Useful in daily life ()
- To know public activities ()
- Others ()

How was performance of the centre according to your view?
 Satisfaction ()
 Need to be improved ()

IV. Suggestions

| S.No | Aspects | Need to change | No need to change | Methods to change if needed |
|------|-------------------|----------------|-------------------|-----------------------------|
| 1. | Place | | | |
| 2. | Date | | | |
| 3. | Time | | | |
| 4. | Teaching methods | | | |
| 5. | Title assigned | | | |
| 6. | Book | | | |
| 7. | Animator | | | |
| 8. | Motivation method | | | |

1. இயற்கைப் பூக்கள் வளர்ப்பதற்கான முயற்சிகள்

2.

அ. கனம்மாற்றுப் பூக்கள் வளர்ப்பதற்கான உதவியை நாடுவதற்கான

சூசி () மதிப்பு ()

ஆகியவை

- 1. இட வசதிக்கான ()
- 2. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()
- 3. தண்ணீர் வழங்கும் குடிநீர் வழங்கும் ()
- 4. பிற ()

3. வளர்ப்பதற்கான முயற்சிகள் மேற்கொள்ளப்படுகின்றன

- 1. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()
- 2. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()
- 3. 3. குடிநீர் வழங்கும் முயற்சிகள் மேற்கொள்ளப்படுகின்றன ()
- 4. பிற ()

4. கனம்மாற்றுப் பூக்கள் வளர்ப்பதற்கான முயற்சிகள் மேற்கொள்ளப்படுகின்றன

- 1. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()
- 2. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()
- 3. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()
- 4. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் ()

5.

அ. கிணற்றுக்கு அருகில் குடிநீர் வழங்கும் முயற்சிகள் மேற்கொள்ளப்படுகின்றன

சூசி () மதிப்பு ()

கதி மதி அறிவுறுத்தல் மையத்திற்கு அறிவுறுத்தல் மையத்திற்கு

- 1. கதிமதி அறிவுறுத்தல் மையத்திற்கு அறிவுறுத்தல் மையத்திற்கு ()
- 2. அறிவுறுத்தல் மையத்திற்கு அறிவுறுத்தல் மையத்திற்கு ()
- 3. அறிவுறுத்தல் மையத்திற்கு அறிவுறுத்தல் மையத்திற்கு ()
- 4. மீற ()

அறிவுறுத்தல் மையத்திற்கு

க. அறிவுறுத்தல் மையத்திற்கு அறிவுறுத்தல் மையத்திற்கு
கதி () மையம் ()

கதி மதி

- 1. அறிவுறுத்தல் மையத்திற்கு ()
- 2. அறிவுறுத்தல் மையத்திற்கு ()
- 3. அறிவுறுத்தல் மையத்திற்கு ()
- 4. மீற ()

அறிவுறுத்தல் மையத்திற்கு

க. அறிவுறுத்தல் மையத்திற்கு அறிவுறுத்தல் மையத்திற்கு
கதி () மையம் ()

கதி மதி அறிவுறுத்தல் மையத்திற்கு

- 1. அறிவுறுத்தல் மையத்திற்கு ()
- 2. அறிவுறுத்தல் மையத்திற்கு ()
- 3. அறிவுறுத்தல் மையத்திற்கு ()
- 4. அறிவுறுத்தல் மையத்திற்கு ()
- 5. மீற ()

- 8. கையாள் அறிவேயாது அறிவேயேயாது?
- 9. கையாள் அறிவேயாது அறிவேயேயாது
- 10. கையாள் அறிவேயேயாது அறிவேயேயாது
- 11. கையாள் அறிவேயேயாது அறிவேயேயாது
- 12. கையாள் அறிவேயேயாது அறிவேயேயாது

13. கையாள் அறிவேயேயாது அறிவேயேயாது

கையாள் () அறிவேயேயாது ()

14. கையாள்

1. கையாள் அறிவேயேயாது அறிவேயேயாது ()

2. கையாள் அறிவேயேயாது அறிவேயேயாது ()

15. கையாள் அறிவேயேயாது அறிவேயேயாது

16. கையாள் அறிவேயேயாது அறிவேயேயாது

கையாள் () அறிவேயேயாது ()

17. கையாள் அறிவேயேயாது அறிவேயேயாது

கையாள் ()

கையாள் ()

கையாள் ()

கையாள் ()

வினாக்கள் மற்றும் கேள்விகளுக்குரிய பதில்கள்

- 1. கட்டிட நிபந்தனை ()
- 2. திட்டமிடல் அமைச்சர் ()
- 3. கட்டிடக்கலை நகராட்சி மன்றங்கள் ()
- 4. கட்டிடம் ()

3. கட்டிடக்கலை

அ. கட்டிடக்கலை சேவைகளை வழங்கும் கட்டிடக்கலை அமைப்புகள்

- 1. கட்டிடக்கலை அமைச்சர் ()
- 2. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 3. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 4. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 5. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 6. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 7. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()

ஆ. கட்டிடக்கலை சேவைகளை வழங்கும் கட்டிடக்கலை அமைப்புகள்

அம் () மீட்டர் ()

இ. கட்டிடக்கலை சேவைகளை வழங்கும் கட்டிடக்கலை அமைப்புகள்

- 1. கட்டிடக்கலை அமைச்சர் ()
- 2. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 3. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 4. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()
- 5. கட்டிடக்கலை அமைச்சர் அலுவலகம் ()

മിഥ്യതയുടെ അനുകൂലത

4. വായനയുടെ

5. കുറിപ്പുകളുടെ

- 1. 6 കുറിപ്പുകൾ ()
- 2. 10 കുറിപ്പുകൾ ()

6. **കുറിപ്പുകളുടെ എണ്ണം കൂടിക്കൂടി വായനയുടെ ഗുണമേന്മയെ ബാധിക്കുമെന്ന് തീർച്ചപ്പെടുത്തുക** () **മിഥ്യത** ()

7. കുറിപ്പുകളുടെ

- 1. 10 കുറിപ്പുകൾ ()
- 2. 15 കുറിപ്പുകൾ ()
- 3. 20 കുറിപ്പുകൾ ()
- 4. 25 കുറിപ്പുകൾ ()

8. കുറിപ്പുകളുടെ

- 1. 10 കുറിപ്പുകൾ ()
- 2. 15 കുറിപ്പുകൾ ()
- 3. 20 കുറിപ്പുകൾ ()
- 4. 25 കുറിപ്പുകൾ ()
- 5. 30 കുറിപ്പുകൾ ()
- 6. 35 കുറിപ്പുകൾ ()
- 7. 40 കുറിപ്പുകൾ ()
- 8. 45 കുറിപ്പുകൾ ()

5. பதவிகளில் இயற்றல்

- 1. க. லக்ஷ்மீபதிசெல் ()
- 2. இராமச்சந்திர பதிசெல் ()
- 3. சாந்திபதிசெல் ()
- 4. சுவாமிநாதபதிசெல் ()
- 5. இடம் ()

6. அமைச்சரவை அமைப்புகளில் பதவிகளில் பதவிகளில் பதவிகளில்

- 1. அமைச்சர் 10 பேர் ()
- 2. அமைச்சர் 15 பேர் ()

7. அமைச்சரவை அமைப்புகளில் பதவிகளில் பதவிகளில்

- 1. () இடம் ()

8. அமைச்சரவை

9. அமைச்சரவை அமைப்புகளில் பதவிகளில் பதவிகளில்

- 1. அமைச்சர் 10 பேர் ()
- 2. அமைச்சர் 15 பேர் ()
- 3. அமைச்சர் 20 பேர் ()
- 4. அமைச்சர் 25 பேர் ()
- 5. அமைச்சர் 30 பேர் ()
- 6. இடம் ()

10. அமைச்சரவை அமைப்புகளில் பதவிகளில் பதவிகளில்

- 1. அமைச்சர் 10 பேர் ()
- 2. அமைச்சர் 15 பேர் ()

9. கனம் குரல்பித்தரின் ஏற்பட்ட நன்மைகள்

- 1. மக்களிடையே ஒத்திசைவு வளர்ச்சியை ()
- 2. சாதி, மத வேறுபாடு குறைவு வளர்ச்சி ()
- 3. பெரிய மக்களின் ஆர்வத்தை ஊக்குவிக்க சிறிது உதவியளித்த ()
- 4. சமீபகாலமாக நாள்தோறும் மிக சிறு சமீப உதவியளித்த ()
- 5. சமீபகாலமாக மக்களிடையே பண உடைவு குறைவு வளர்ச்சி வளர்ச்சி உதவியளித்த ()
- 6. சமீபகாலமாக மக்களிடையே பண உடைவு குறைவு வளர்ச்சி உதவியளித்த ()
- 7. சமீபகாலமாக மக்களிடையே பண உடைவு குறைவு வளர்ச்சி உதவியளித்த ()
- 8. சமீபகாலமாக மக்களிடையே பண உடைவு குறைவு வளர்ச்சி உதவியளித்த ()
- 9. சமீபகாலமாக மக்களிடையே பண உடைவு குறைவு வளர்ச்சி உதவியளித்த ()
- 10. சமீபகாலமாக ()

10. கனம் குரல்பித்தரின் ஏற்பட்ட பிரச்சினைகள்

அ. ஒத்திசைவு

- 1. மிக மிக ()
- 2. சமீபகாலமாக ()
- 3. மிக மிக ()
- 4. மிக மிக ()
- 5. மிக மிக ()
- 6. மிக மிக ()
- 7. மிக மிக ()
- 8. மிக மிக ()
- 9. மிக மிக ()
- 10. மிக மிக ()

**தமிழ்நாடு கல்வித் துறைத்துறை அமைச்சர் அலுவலகம், (தமிழ்நாடு)
 திருச்சி, தமிழ்நாடு அரசு கல்வித் துறை**

- அ. பேரவை அமைச்சர் அலுவலகம்
- ஆ. பேரவை அமைச்சர் அலுவலகம்
- இ. அமைச்சர் அலுவலகம்
- ஈ. அமைச்சர் அலுவலகம்
- உ. அமைச்சர் அலுவலகம்

1. கல்வித் துறை

.....
, கல்வித் துறை அமைச்சர் அலுவலகம், திருச்சி, தமிழ்நாடு அரசு கல்வித் துறை

.....
 6. கல்வித் துறை அமைச்சர் அலுவலகம்
 கல்வி () இலக்கம் ()

- கல்வித் துறை அமைச்சர் அலுவலகம்**
- 1. கல்வித் துறை அமைச்சர் அலுவலகம் ()
 - 2. கல்வித் துறை அமைச்சர் அலுவலகம் ()
 - 3. கல்வித் துறை அமைச்சர் அலுவலகம் ()
 - 4. கல்வித் துறை அமைச்சர் அலுவலகம் ()



19. அகயத்திரிசேரிப் பண்ட வரம்பித்த உயிர்

- 1. 78-உள் உயிர் ()
- 2. 79-உள் உயிர் ()
- 3. 80-உள் உயிர் ()

20. அகயத் பற்றிய விபரம்

21. உயிர் அகயத்திரிசேரிப் பண்ட வரம்பித்த உயிர்

- 1. 1978-உள் உயிர் ()
- 2. 1979-உள் உயிர் ()
- 3. 1980-உள் உயிர் ()

22. உயிர் அகயத் பாராட்டி வரம்பித்த உயிர்

- 1. அகயத்திரிசேரி ()
- 2. அகயத்திரிசேரி ()
- 3. அகயத்திரிசேரி ()
- 4. அகயத்திரிசேரி ()

23. உயிர் அகயத் அகயத்திரிசேரி

.....
 பெருமையின் பெருமையின் பெருமையின்

- 1. அகயத்திரிசேரி
- 2. அகயத்திரிசேரி
- 3. அகயத்திரிசேரி
- 4. அகயத்திரிசேரி
- 5. அகயத்திரிசேரி பெருமையின் பெருமையின்
- 6. அகயத்திரிசேரி
- 7. அகயத்திரிசேரி (அகயத்திரிசேரி)
- 8. அகயத்திரிசேரி

.....

ෆ. අධ්‍යාපනික ලක්ෂ්‍යවලට වැඩි කොටසක්

- 1. සෞඛ්‍යසේවා ()
- 2. සෞඛ්‍ය සේවා ()
- 3. පුහුණුව ()
- 4. පාලන ()
- 5. පරිසර සලකුණු කිරීම
- 6. පාලන ක්‍රම (විද්‍යාමය) ()
- 7. සෞඛ්‍ය සේවා ()
- 8. සෞඛ්‍ය සේවා ()
- 9. සෞඛ්‍ය සේවා ()
- 10. සෞඛ්‍ය සේවා ()

ග. සෞඛ්‍ය සේවා සැපයීම

ආ. සෞඛ්‍ය සේවා සැපයීමේ ප්‍රධාන අභියෝගවලට හේතු වන

- 1. සෞඛ්‍ය සේවා ()
- 2. සෞඛ්‍ය සේවා ()
- 3. සෞඛ්‍ය සේවා ()
- 4. සෞඛ්‍ය සේවා ()
- 5. සෞඛ්‍ය සේවා ()
- 6. සෞඛ්‍ය සේවා ()
- 7. සෞඛ්‍ය සේවා ()

ඇ. සෞඛ්‍ය සේවා සැපයීමේ අභියෝගවලට හේතු වන

- 1. සෞඛ්‍ය සේවා ()
- 2. සෞඛ්‍ය සේවා ()
- 3. සෞඛ්‍ය සේවා ()
- 4. සෞඛ්‍ය සේවා ()
- 5. සෞඛ්‍ය සේවා ()

9. கீழ்க் பதிக அறிவுகளைக் குறிப்பிடுக

- 1. வெட்டி காண்பதில் ()
- 2. கவந்திராமராமலி ()
- 3. காம நிகழ்ச்சி நடத்தல் ()
- 4. நெளவட்டி கதை ()
- 5. வெள்ளையாள் கதை ()
- 6. கந்திரகம் ()

- அ. நானிலி கந்திர கந்திர கந்திர பாலி கதை
- ஆ. கீழ்க் கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- இ. கீழ்க் கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஈ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஊ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஋. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ௌ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ௎. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஔ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஐ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஓ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர
- ஔ. கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர

உரி () மிதம் ()

உரி கந்திர கந்திர கந்திர கந்திர கந்திர கந்திர

- 1. செட்டித் தாதி பட்டியத்தி ()
- 2. கந்திராட மார்த்தித் திசுதி உய்யொகதி ()
- 3. வெதி நடவடிக்கைகதி கத்தித் தொதி ()
- 4. கத்திராட ()

பக. திசுதித் கத்திராட கதித் கத்திராட வெய்யொகதி

- 1. திசுதித் கத்திராட ()
- 2. கத்திராட வெய்யொகதி ()

க. திசுதித் கத்திராட

| க. கதி. | கத்திராட | கத்திராட வெய்யொகதி | கத்திராட வெய்யொகதி கதித் |
|-----------------------|----------|--------------------|--------------------------|
| | | கதித் | கத்திராட |
| 1. கத்திராட | | | |
| 2. தாதி | | | |
| 3. வெதி | | | |
| 4. நடவடிக்கைகதி | | | |
| 5. மார்த்தித் திசுதி | | | |
| 6. திசுதி | | | |
| 7. நடவடிக்கைகதி | | | |
| 8. கத்திராட வெய்யொகதி | | | |

APPENDIX III A

சென்னை மதுகா

| சென்னை மதுகா | சென்னை மதுகா | 12345678910111213141516171819202122232425262728293031 | சென்னை மதுகா | சென்னை மதுகா | சென்னை மதுகா |
|--------------|--------------|---|--------------|--------------|--------------|
| | | | | | |

APPENDIX III B

இருப்பு பதிவேடு

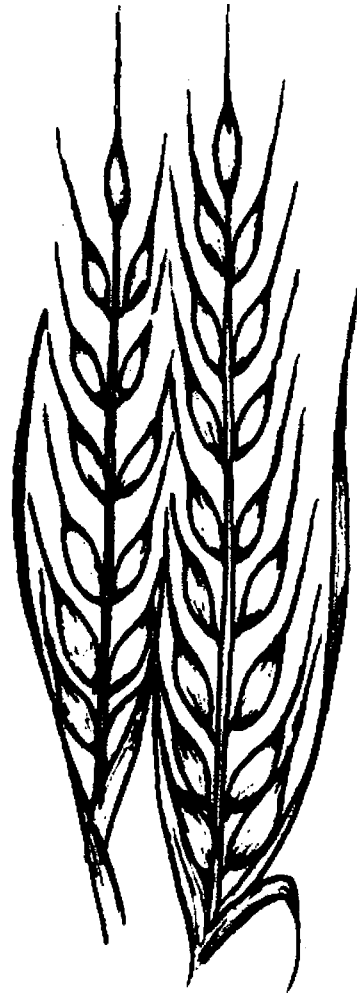
| | | | | | | | | |
|----------|--------------|-----------------|-------------------------|------------------|-----------------------|---------|-----------|----------|
| வ எண் | வின்ச எண் | பொருள் பெயர் | யாரால் வழங்கப்பட்டது | என்கிற என்கிற | வழங்கப்பட்ட என்கிற | இருப்பு | கையொப்பம் | குறிப்பு |
|----------|--------------|-----------------|-------------------------|------------------|-----------------------|---------|-----------|----------|

APPENDIX III D

தீர்மானம்/செறிபாதிக்கப்பட்ட அமைப்புகள் மற்றும்

| தீர்மானம் | பாதிக்கப்பட்ட பகுதி | அமைப்புகள் எனும் பகுதி பெயர் |
|-----------|------------------------|------------------------------------|
|-----------|------------------------|------------------------------------|

APPENDIX No. A



சோழமை

சோழமை நவீ நாகிழி பெருமைகீர் கும்பகீரிமியுதிரு. சோழமை நாகிழிநவீ காரிபெருமைகீர்நெரி கீரிநவீ கீரி உதிரு. இது சோழமை பெருமைகீரிநவீ கீரிநவீ பெருமைகீரி. சோழமை கல நாகிழி கீரிநவீ கீரிநவீ பெருமைகீரி. சோழமை, கல கீரிநவீநவீ, கீரிநவீ கீரிநவீ. சோழமை நவீ நாகிழி பெருமைகீரி கீரிநவீநவீ பெருமைகீரி. சோழமை கல கீரிநவீ கீரிநவீ, இது கீரிநவீ சோழமை பெருமைகீரி கீரிநவீ.

