

# Participation of NSS Volunteers in The Mass Literacy Programme

BY

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# Introduction

## INTRODUCTION

"Literacy education is intended only to quicken our service. Literacy is not the end of education, not even the beginning, it is only the means whereby men and women can be educated".

-Mahatma Gandhi.

National development is the task of building a bright future for every citizen, utilising his own contribution. National development involves assessing the resources, setting up of well defined targets and gearing and adopting technology towards achieving the national goals.

National development means development, growth, expansion and reconstruction in economic, political, social and cultural expansions of a nation. National development is a slow, gradual process where sustained and continuous efforts have to be made. Education is the vehicle for human development as well as the national development. The main task of education must be to make all citizens conscious of their role, right and responsibilities in contemporary Indian society, to enable them to contribute their best in the advancement (Nanda, 1982).

Democracy cannot function without education. It has to be used as an instrument of social, economic and political change and should be related to solving the problems of national development. The formation of appropriate philosophy of education is basic to national planning and development (Devadas, 1979).

Mahatma Gandhi, Father of the Nation, considered illiteracy to be India's sin and shame. Literacy is essential for personal and national progress. According to the Census Report (1981) the number of illiterates in the age group of 15-35 are 11.0 millions. Youth has a vital role to play in eradicating this high level of illiteracy (Manorama Year, 1987).

Youth, the cream of <sup>a</sup> society, is an asset to a country. If proper direction is given, the youth can achieve unachievable. If the energy of the youth is harnessed and directed towards development, then the fruits of development will be in our hands (Pasi, 1985). Youth is the nation's strength and pride and educated youth can be the vanguards in the national efforts of eradication of illiteracy which is important, both for eliminating poverty and for healthy functioning of the political system.

The National Service Scheme(NSS) is an organisation for the students to help them get involved in nation building activities from their early years of age. The aims of the NSS are to promote national consciousness, a sense of social responsibility, inculcation of discipline, dignity of labour and help students to develop their total personality. The NSS was introduced by the Government of India in 1969-70 in selected universities and it is being expanded to cover all the universities in the country and the total number of students participating in the scheme is now more than 3,00,000 (Huibe, 1978).

Now, NSS is implemented at Higher Secondary School level in four states with a strength of over 7,20,000 for concurrent programmes, and over 3,60,000 for special camping programme during 1985-86. At present, the strength has increased to 65,000 in the Universities and 20,000 in Higher Secondary Schools(Venkatachari,1987).

Point No. 16 of the New 20 Point Programme relates to the involvement of students and voluntary agencies in programmes for the removal of adult illiteracy. Ministry of Human Resource Development,

Government of India (1987) in its draft outline on "Technology Mission for Eradication of Illiteracy" has indicated that the Mass Programme is to make literacy a people's mission, harness all agencies for the Mission, pose Mass Literacy Programme (MLP) as a challenge for the Youth, secure participation of the disciplined forces and lay stress on women's participation. It is also stressed that the functional literacy must be the main activity of National Service Scheme, increasing coverage from 2,00,000 student volunteers in 1986-87 to 5,00,000 by 1990.

Each NSS Volunteer of HSS involved in MLP <sup>is</sup> ~~are~~ expected to teach one learner and give a deep root to the programme. To assess the extent of participation of NSS volunteers of Higher Secondary Schools and thereby to build up the programme further, this pilot attempt is taken up. The objectives of the investigation are to study the,

1. Participation of NSS volunteers and programme officers in MLP.
- and 2. Opinion of learners about the MLP.

## Reviews of Literature

## II REVIEW OF LITERATURE

The literature related to this study are reviewed on the following lines:

- A. Adult Education - Need of the Day
- B. Existing Adult Education Programmes
- and C. National Service Scheme and Mass Literacy Programme.

### A. Adult Education - Need of the Day:

Education is a vital component for the progress and development of a society. It is often regarded as key input in country's developmental process. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups (Mahlwat, 1987).

Adult education has been undertaken to eradicate illiteracy from India. It aims in making the people conscious about their rights and duties and educate them regarding all the matters pertaining to their day to day life (Basu, 1987).

According to Singh (1987), adult education is the acquisition of new ideas, skills, attitudes and understanding by people whose primary occupation in life is other than learning or studentship. Adult basic education is ~~seen~~<sup>not</sup> to provide the skills needed to survive in the modern world but to go beyond that into enabling a person to function effectively in that world (Bown, 1987).

Adult education is essential to tone up the knowledge and the consciousness of the vast majority of out<sup>st</sup> people (Joshi, 1987). Adult Education is a weapon for combatting disease, ignorance and poverty. It is recognised as the most vital instrument in providing access to education for all (Devadas, 1978). According to Encyclopaedia, Britannica, adult education in its broad<sup>est</sup> sense, signifies any form of learning undertaken by or provided for mature men and women. Adult education is not like running a school to which students come for a certain number of years, and it is a matter of teaching a skill to a person and thinking that the job is done (Prasad, 1987).

Adult education - looked upon as a method of human resource development, including literacy, functional development and creation of awareness among the poor

regarding their inherent power to determine their destinies - should become the method in the new development process. It can contribute to the new development strategy in three significant ways: firstly, by making a substantial part of the whole force literate and better skilled; secondly by involvement of the people in various development programmes which would make it possible to achieve optimum potential and minimise wastage; and thirdly, by creation of awareness among the poor regarding the laws and policies of Government whereby it would be possible to implement the strategy of redistributive justice (Ministry of Education and Social Welfare, 1978).

Illiteracy as a mass phenomenon blocks economic and social progress, affects adversely economic productivity, population control, national integration and improvement in health and sanitation. Undoubtedly, illiteracy is a serious impediment to ones own growth as also to socio-economic progress and to the potential stability of the country.

The profile of illiteracy in the country, approximately coincides with the profile of poverty. Poverty and illiteracy, which form a positive means mutually reinforce each other (State Resource Centre for Non-Formal Education, 1986).

Literacy education is one simple and direct form to fight against this violation of human right which illiteracy represents. But adult education in its many forms should also begin by identifying the individuals who are denied their right to equality and who are discriminated against. This area of discrimination against our fellow human being should be burned into our conscience (Adiseshiah, 1937).

Literacy has been defined as an extension of the functional potential of language with regard to the written mode of transmission involving writing and reading skills. A person is literate who can, with understanding both read and write a short, simple statement of his every day life (UNESCO, 1966).

Literacy is essential for personal and national progress. We have millions of illiterate people in our land who are imbued with wisdom. But if they were able to read, they would be even better persons. Education gives inner strength to people and also helps them to improve their skills (Gandhi, 1937).

Literacy promotes attitudes of reflection and looking at things logically which are important in modern society. Apart from all these, literacy is an basic human right. One is surprised that one has to say so much in support of this (Raghavan, 1937).

Illiteracy retards the development of the country. This is the condition appalling ignorance and superstition of rural people. It is only proper education that can dispel this ignorance and superstition, thus helping to raise the social standards of our people (Mali, 1934). The eradication of illiteracy is a vital necessity because, illiteracy is one of the worst forms of human deprivation in contemporary society.

The role of literacy in the national development is beyond dispute now. Literacy is not the mere ability to read and write and do some arithmetic but it is the use of this ability for some of the most vital task of one's life. Literacy therefore, means to an end not an end by itself. It is used as an opportunity for acquiring the relevant knowledge, skills, attitudes and values, relating to one's vocational improvement, economic betterment, social and personal enrichment (Dutta, 1973). No nation in modern times has ever gained a comfortable standard of living without literacy. Literacy opens the way to further education, economic opportunity, advancement and better living.

According to the Census Report (1981) the literacy level in India is 36.23 per cent. Since 1950, difference has been steadily whittled down.

TABLE I

LITERACY LEVEL IN INDIA (1951-1981)		
S.No.	Year (1951-1981)	Percentage of Literacy
1.	1951	17
2.	1961	25
3.	1971	30
4.	1981	36

Male rate in India is 46.89 per cent and female rate is 24.82 per cent. The percentage of literate population is growing but it is increasing so slowly, than the number of illiterates in the country which has kept increasing (Manorama Year, 1987).

The statewise literacy level in India is given in Table II.

TABLE II

LITERACY LEVEL IN INDIA (STATEWISE) 1981.

=====

S.No.	India/State/UT	Total population		
		T	M	F
		2	3	4
-----				
INDIA *		36.23	46.89	20.82
STATES				
1.	Andhra Pradesh	29.94	39.26	20.39
2.	Bihar	26.20	38.11	13.62
3.	Gujarat	43.70	54.44	32.30
4.	Haryana	36.14	48.20	22.27
5.	Himachal Pradesh	42.48	53.19	31.46
6.	Jammu & Kashmir *	26.67	36.29	15.88
7.	Karnataka	38.46	48.81	27.71
8.	Kerala	70.42	75.26	65.73
9.	Madhya pradesh	27.87	39.49	15.53
10.	Maharashtra	47.18	58.79	34.79
11.	Manipur	41.35	53.29	29.06
12.	Meghalaya	34.08	37.89	30.08
13.	Nagaland	42.57	50.06	33.99
14.	Orissa	34.23	47.10	21.12
15.	Punjab	40.86	47.16	33.69
16.	Rajasthan	24.38	36.30	11.42
17.	Sikkim	34.05	43.95	22.29
18.	Tamil Nadu	46.76	58.26	34.99
19.	Tripura	42.12	51.70	32.00
20.	Uttar Pradesh	27.16	38.76	14.04
21.	West Bengal	40.94	50.67	30.25

UNION TERRITORIES:

1.	A & N Islands	51.56	58.72	42.14
2.	Arunachal Pradesh	20.79	28.94	11.52
3.	Chandigarh	64.79	69.00	59.31
4.	D & N Haveli	26.67	36.32	16.78
5.	Delhi	61.54	68.40	53.07
6.	Goa, Daman & Diu	56.66	65.59	47.56
7.	Lakshadweep	55.07	65.24	44.65
8.	Mizoram	59.88	64.46	54.91
9.	Pondicherry	55.85	65.84	45.71

=====

\* Excludes Assam where census could not be held

\*\* Excludes the population for area under unlawful occupation of Pakistan and China where census could not be taken.

TABLE III

## LITERACY RATE-TAMIL NADU STATE AND COIMBATORE DISTRICT

=====

State	Percentage of Literacy			
	Total	Male	Female	
	Total	46.76	58.26	34.99
Tamil Nadu state	Rural	38.56	51.16	26.80
	Urban	63.45	72.50	53.99
Coimbatore District	Total	53.10	64.04	41.59
	Rural	41.94	53.34	29.14
	Urban	64.06	73.39	54.05

Table II picturises the literacy level in the different states in India and Table III exhibits the state Tamil Nadu state and the study area, the Coimbatore District (State Resource Centre for Non-Formal Education, 1986).

## B. Existing Adult Education Programmes:

The different projects functioning at present are as under (State Resource Centre for Non-Formal education, 1986):

### 1. Rural Functional Literacy projects:

This is the major Centrally Sponsored Scheme under which funds are provided on cent per cent basis in accordance with the approved financial pattern to all the State Government and Union Territory administrations. The number of such projects at present is 386. The scheme aims at setting up adult education project, upto 300 adult education centres, covering one or two continuous development blocks, in case of States and upto 100 centres in case of some Union Territories, as well as hilly and difficult terrains in some States. At the end of March 1984, 70,285 centres were running with an enrolment of 20,96,528 learners in the country.

### ii. National Adult Education Programme:

It was launched on 2nd October, 1978, It has been accorded the highest priority by the union Government aims at liquidating adult illiteracy. It aspires to make the poorest of the poor literates,

build in them Skills, ensure them better standards of living, develop in them confidence and leadership to face the realistic challenge of life and help to find employment, to the extent possible (Bordia, 1980).

NAEP is a means to bring about a fundamental change in the process of socio-economic development. The Primary purpose of the Programme is to provide to the adult learners with skill for self-directed learning, leading to self-reliant and active role in their own development and in the development of their environment. Any NAEP will succeed only when it has an in built provision for follow-up (Reddy, 1981).

National Policy of education envisages that adult education would be a means for reducing economic, social and gender disparities. The principle aim of the new National Programme of Adult Education (NAEP) is to provide education including literacy, to the population in 15-35 age group, which numbers about 100 million. NAEP, would be phased time-bound programme, covering approximately 40 million by 1990 and another 60 million by 1995 (Singh, 1987).

**iii. State Adult Education Programme:**

An important development in the implementation of the programme is greater involvement of the State Governments than before. Efforts are continuously being made to step up the coverage of adult illiterates through schemes funded by the State Government. Not only are the on-going projects being strengthened but new projects are added to ensure that the programme reaches the educationally backward regions and secures the participation of women, scheduled caste and scheduled tribe communities whose literacy is much below the average literacy rate. The Tamil Nadu Government is providing funds for 121 projects covering 3,45,000 learners.

**iv. Adult Education through Voluntary Agencies:**

In the context of the new 20 Point Programme announced by the Prime Minister and the Minimum Needs Programme, the role of voluntary agencies in the Adult Education Programme cannot be over-emphasised. To ensure greater participation of voluntary agencies, the Central Scheme of Assistance to Voluntary Agencies working in the field of Adult Education, which remained in abeyance for some time, was revived in April 1982.

Under this scheme, registered voluntary societies are sanctioned grant by the Government of India for undertaking projects of functional-literacy. Post-literacy resource development, publications, holding of seminars, etc. The grant is given on project basis at the rate of 100 per cent of programme cost and 75 per cent on administrative cost for field projects. For publications and seminars, the grant is limited to 50 per cent and 75 per cent respectively of the approved pattern.

v. Involvement of Students and Youth in the Adult Education Programme:

In pursuance of point No. 16 of the new 20-point Programme, The University Grant Commission (UGC) has decided to actively involve universities and colleges all over the country in the Adult Education Programme, with special emphasis on women, scheduled castes/scheduled tribes and people from rural and backward areas as also the handicapped. It has earmarked about Rs. 135 million to provide 100 per cent financial assistance to the universities and colleges for the period upto March, 31, 1990 to enable them to undertake longterm planning and to formulate their action plans.

vi. Nehru Yuvak Kendras:

The involvement of non-student youth in the adult education programme has also been conceived mainly through Nehru Yuvak Kendras (NYK) . It is proposed to strengthen the present efforts of NYKS in taking up sizeable programme of adult education within their respective areas. While funds for the purposes will continue to be provided as before, the State Government/Union Territory administrations within whose jurisdiction the NYKS are established have been advised again to extend help and cooperation to the NYKS in developing suitable programme of training and educating the youth according to their felt needs. During 1983-84, 136 Nehru Yuvak Kendras were provided funds for organising Adult Education Programme in the country through National Service Volunteer (NSV). They organised approximately 2500 Adult Education Centres in which nearly 230 NSVs were involved and 70,000 rural adult learners benefited from their programmes.

vii. Functional Literacy for Adult Women:

Started in the International Women's Year 1975 and funded by the Government of India, the Programme is aimed at imparting literacy skills to rural and urban women under the integrated Child Development

Services Scheme. The major thrust of the programme is to provide education for women in subjects like:

- i. elements of health and hygiene;
- ii. food and nutrition;
- iii. home management and child-care;
- iv. civic education and
- v. vocational and occupational skills. The

programme is being implemented through the Ministry of Social Welfare. Under this scheme 85,137 women attended the functional literacy courses during 1983-84.

viii. Post-Literacy and Follow-up Programme:

One of the major thrusts during 1982-83 has been on initiating post-literacy and follow-up programmes at places where the regular adult education programme had been completed. It was considered essential not only to prevent learners (who had acquired basic literacy skills in the 10-month adult education course) from lapsing into illiteracy but also to make them self-reliant and induct them into a process of continuing education. The modalities of implementing the post-literacy and follow-up stage of adult education programme as worked out in the Report of the Committee

on post-literacy and Follow-up programme set up by the National Board of Adult Education envisages that responsibility for organisation and funding of this programme should rest with project agency which is responsible for conducting the adult education programme. In respect of the Central and Centrally sponsored Schemes of Adult Education for which the Government of India has the funding responsibility, funds are released by the Ministry of Education for post-literacy and follow-up activities in respect of projects that have already completed the first cycle of 10-month duration.

ix. Revised Pattern of Adult Education Programme:

Two Years of Adult Education Programme is clearly defined in III phases.

- |                         |   |
|-------------------------|---|
| I Phase<br>(8 months)   | : 350 hours of literacy, Numeracy with general education, as may be relevant to the needs of the learning clientele and be of use in their daily life.                        |
| II Phase<br>(4 months)  | : 150 hours-reinforcement of the literacy and numeracy skills in order to prevent any possibility of replace.   |
| III Phase<br>(one year) | : 100 hours spread over one year programme of post literacy and follow-up use of literacy and numeracy skills acquired during the first year and make him to be self reliant. |

It has been emphasised that Adult Education Programme should be linked with various development programmes, particularly the following, family planning and child welfare, conservation of energy and environment resources, IRDP, NREP, ~~R~~EDGP, TRYSEM, DWCRA. While strengthening the learning models under the adult education programmes to raise the level of the beneficiaries, determined efforts will have to be made simultaneously, through group activities to promote increased participation of the learners themselves, and to improve the functional relevance of education with reference to the various development programme.

### C. National Service Scheme and Mass Literacy

#### Programme:

NSS was started by the Ministry of Education and Social Welfare in September, 1969 in the selected universities from all over the country with the coverage of about 40,000 students and has now been gradually extended to cover about 7.7 lakhs students in the year 1986-87. At present it is operated under the Ministry of Youth Affairs and Sports. Tamil Nadu, thus is major state in the country, implementing NSS on a massive scale (Nagarajan, 1987).

In any mass literacy programme, services of various sections of the community and their talent should be utilised. Adult Education Programme so far devised have really not succeeded in attracting the serious attention of educated sections of the community including students, teachers, retired personnel, house-wives and voluntary organisations who can make significant contributions to the literacy campaigns. The educated sections of the country should be considered as an important community resource and mobilised for eradication of illiteracy.

Sustained efforts for a mass literacy campaign would call for nation. Wide mobilisation to involve all sectors of development and all agencies in the literacy efforts. A mass campaign for removal of illiteracy should involve all employers in the organised or semi-organised sections. Following are the objectives of mass literacy campaign:

1. The programme aims to upgrade the awareness of the people and improve their functional skills.
2. It should enable people to reduce their exploitation.
3. It should increase their participation in the development process of the country.

4. It should enable them to take advantage of the various programmes and facilities that have been created for them.
5. It should improve their own health and health of members of their families.
6. It should enable the women to secure their rights in the society.
7. It should improve the environment they live in.  
and
8. It should enable deprived and the poor to improve the quality of their lives.

The Central Advisory Board of Education had given a call for the utilisation of school and college students in MLP under<sup>n</sup> each one teach one programme. The Mass Functional Literacy Programme (MFLP) introduced in May, 1986, tries to involve more students (both NSS and Non-NSS) in the eradication of illiteracy, mainly during vacations and holidays. Subject to the convenience of both volunteers do it as part of their many activities and get credit for the work. It is a golden opportunity for educated youth of the country to serve the nation in a unique manner through its MLP. This MLP has to be really a people's programme ensuring the community support and assistance, needed for its success (State Resource Centre for Non-Formal education, 1987).

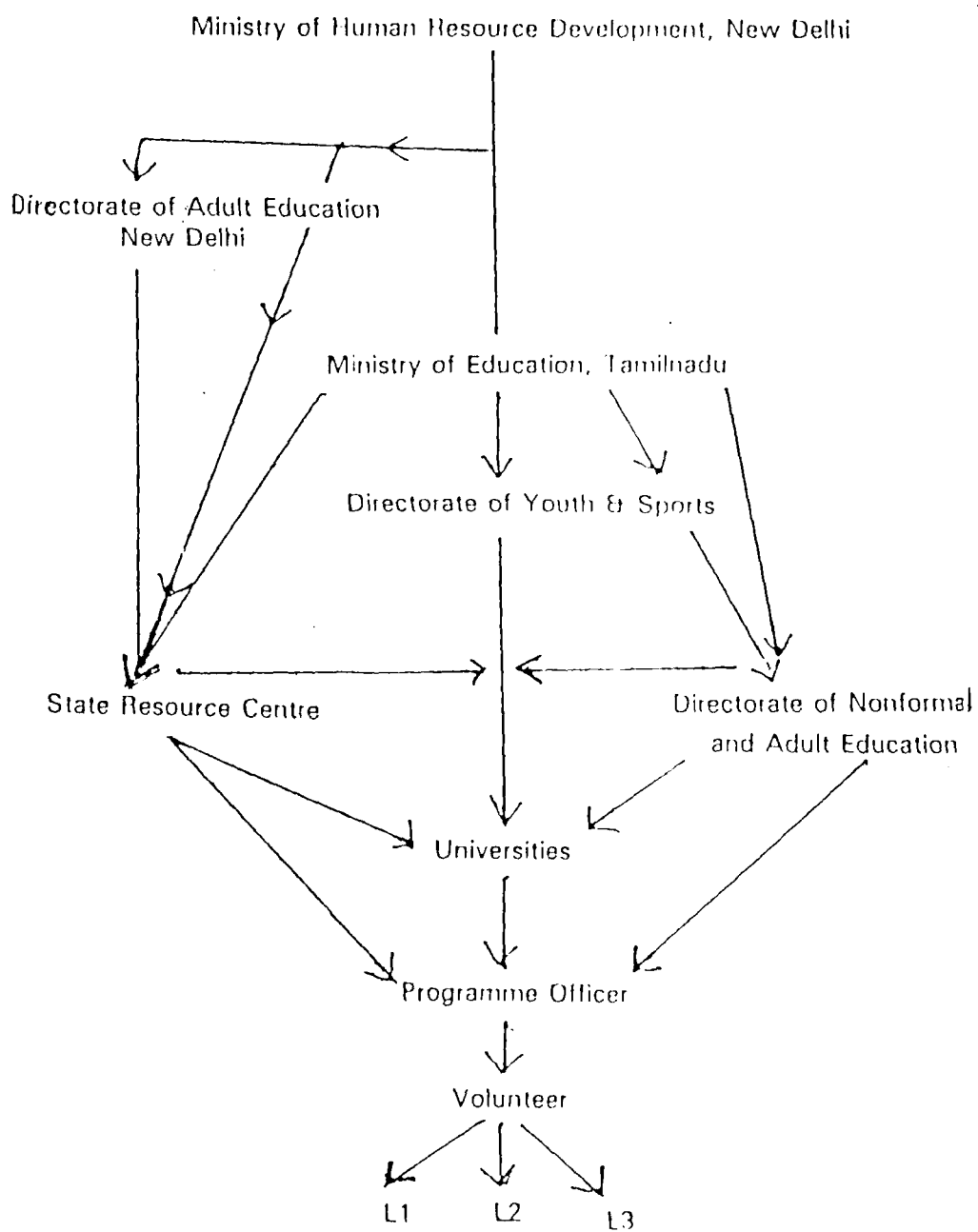
Mass Programme for Functional Literacy  
through students and teachers of Universities/  
Colleges/Higher Secondary Schools broadly aims at:

1. Planned involvement of students and teachers in universities and colleges in the critical task of eradication of illiteracy.
2. Creating motivation awareness and developing - learning atmosphere in the community so that the programme becomes self-sustaining;
3. Generating strong demand for literacy;
4. Promoting the process of interaction of universities/colleges with the community so as to accelerate the introduction of extension and also to enable to the universities /colleges to play a leading role in the Mass Programme for Functional Literacy;
5. Re-orienting and developing an educational system that would make the college a centre of socio-cultural, economic and environmental development for students as well as community;  
and
6. Extending human and physical resources of the university system in meeting urgent challenges of national reconstruction including eradication of illiteracy.

The mechanism used for the Mass Literacy Programme is given in Figure 1.

The volunteer is expected to identify adult learners in the age group of 15-35 near by his/her place of residence. The literacy course is to be imparted for approximately 150 hours by the student volunteers. According to present estimates, over 75,000 volunteers are expected to participate in the programme. The State Resource Centre would assist the NSS in the training of volunteers and also arrange for supply of literacy kits in different languages free of cost. The NSS is also making the necessary arrangements for the monitoring and evaluation of the programme. The NSS volunteers participating in the programme would be eligible for a graded certificate based on the number of persons made literate by the volunteers (Pillai, 1987).

Chaturvedi and Prakash (1983) made a study on the impact of functional literacy programme in rural areas in Delhi with a sample consisting of 594 farmers (male as well as female) who had joined functional literacy class. Data were collected through comprehensive interview schedule.



THE MECHANISM USED FOR THE MASS LITERACY PROGRAMME

Figure. 1

The findings of the study revealed that, the change in adoption was not significant for the older age groups satisfying to the fact that social change involves an integrated set of issues and integrated approach towards development. The results also revealed that the gain in literacy skills was more in the younger age group than in the older group. Women were more conservative than their male counter parts.

Seth et al , (1983) made a study on the impact of a Functional Literacy Programme in Delhi with the aim of assessing the progress of the learners in literacy skill relating to reading, writing and numberacy. The sample for the study consisted of all adult women participating in functional literacy classes in nine centres. The findings indicated that there was positive change in the learners but the rate of learning was very slow. Majority of the subjects under study obtained a poor score in writing speed, the maximum gain was made in com<sup>p</sup>rehension. In general the process of the adult learners were slow.

## Methodology

### III METHODOLOGY

The procedure adopted for the study on "the participation of NSS volunteers in MLP", comprises of the following steps:

- A. Selection of the Area
- B. Selection of the Sample
- C. Selection of the Method
- D. Collection of the Data
- and E. Interpretation and Analysis of the Data.

#### A. Selection of the Area:

The schools in and around Coimbatore, where the MLP<sup>is</sup> in operation through NSS, were purposively chosen for the study. The main criteria for the selection of the schools were that the investigator could easily reach the respondents for the collection of the data and the co-operation rendered by the NSS Programme Officers (POs). The list of schools selected for the study are listed below:

1. Corporation Boys Higher Secondary School,  
Rathna Sabapathi Puram.
2. Sabarban Higher Secondary School, Ramnagar.
3. K.G. Girls Higher Secondary School, Annur.
4. Government Higher Secondary School, Allandurai
5. Government Boys Higher Secondary School,  
Avinashi.
6. Government Higher Secondary School, Kottur.
7. Nanjappa Boys Higher Secondary School, Tiruppur and
8. Jeevabai Girls' Higher Secondary School, Tiruppur.

Out of eight schools, two are in Coimbatore city and six are around Coimbatore.

B. Selection of the Sample:

The sample for the study consisted of three categories - they were NSS volunteers conducting MLP, learners benefited through it and the POs who were guiding the volunteers in MLP.

The details of the size of the sample are given in Table IV.

TABLE IV

DETAILS OF THE SELECTED SAMPLE		
S.No.	Categories	Number of the sample
1.	NSS volunteers	80
2.	Learners	80
3.	NSS Programme Officers	8

All the eight POs from the selected schools were included in <sup>the</sup> sample. Among the volunteers involved in MLP, ten from each school were selected using random sampling method. The ten learners were the subjects of the ten selected volunteers of eight schools.

#### C. Selection of the Method:

According to Aggarwal (1975), Structrued questionnaires contains definite, concrete and pre-ordinated questions and it is designed to produce two things, the accurate communication and accurate response. Based on this view, questionnaire method was adopted to collect data from the POs and the volunteers involved in MLP (Appendices I and II).

Interview is the face to face method of collecting information. It is an important tool to supplement the ordinary objective evidence (Bhatia, 1984). To make the learners give details about MLP, interview method was adopted, with an interview schedule constructed for this purpose (Appendix III).

D. Collection of the Data:

The questionnaires<sup>in</sup> were administered to the POs and the volunteers to collect information about their participation in NSS and their role in MLP.

The learners were personally ~~in~~ interviewed by the investigator to collect details about their background, participation in MLP and views about the programme.

E. Interpretation and Analysis of the Data:

The data obtained through the questionnaires and interview schedule were consolidated, tabulated and analysed. The results are discussed in Chapter IV.

## Results and Discussion

## IV RESULTS AND DISCUSSION

The results of the study are discussed on the following lines:

- A. Participation of NSS volunteers and POs in MLP
- and B. View Points of the Learners Participating in MLP

### A. Participation of NSS volunteers and POs in MLP:

The details of the participation of NSS volunteers and POs in MLP, are discussed on the following headings:

- 1. General information about the volunteers
- 2. Participation of the volunteers in MLP
- and 3. Role of POs in MLP.

#### 1. General information about the volunteers:

The general informations about the volunteers involved in MLP are given in Table v.

TABLE V

## GENERAL INFORMATION ABOUT THE VOLUNTEERS

S.No.	Aspects	Percentage of volunteers stating (N:80)
1.	<u>Class</u>	
	Plus one	63
	Plus two	37
2.	<u>Sex</u>	
	Male	55
	Female	45
3.	<u>Age in Years</u>	
	15 - 17	73
	18 - 21	27
4.	<u>Enrolment in NSS</u>	
	One year	87
	Two years	13

Sixty three per cent of the volunteers were in plus one class and the rest in the second year; 87 per cent were serving through NSS for one year and 13 per cent of two years; 55 per cent of the volunteers were boys and the remaining were girls; majority (73 per cent) were in the age group of 15 - 17 years.

Table VI shows the different NSS activities in which the volunteers were participating.

TABLE VI

## PARTICIPATION OF THE VOLUNTEERS IN NSS

S.No.	Activities	Percentage of volunteers (N:80)
1.	Mass literacy programme	100
2.	Tree planting	63
3.	Medical camp	63
4.	Regularising the traffic	54
5.	Temple cleanliness	46
6.	Environmental cleanliness	43
7.	Games and tournaments	25
8.	NSS training camp	13
9.	Skill training	12
10.	Celebration of national days	12
11.	Supervision of noon-meal programme	12
12.	Small saving scheme	12
13.	Removal of untouchability	12
14.	Helping the handicapped	12
15.	Diagnosing leprosy	12
16.	Destroying parthenium weed	12

Other than MLP (Figure 2) the volunteers were participating in the activities like tree planting, organising medical camps, regularising the traffic, temple cleanliness and environmental cleanliness (Figure.3).

## 2. Participation of the volunteers in MLP:

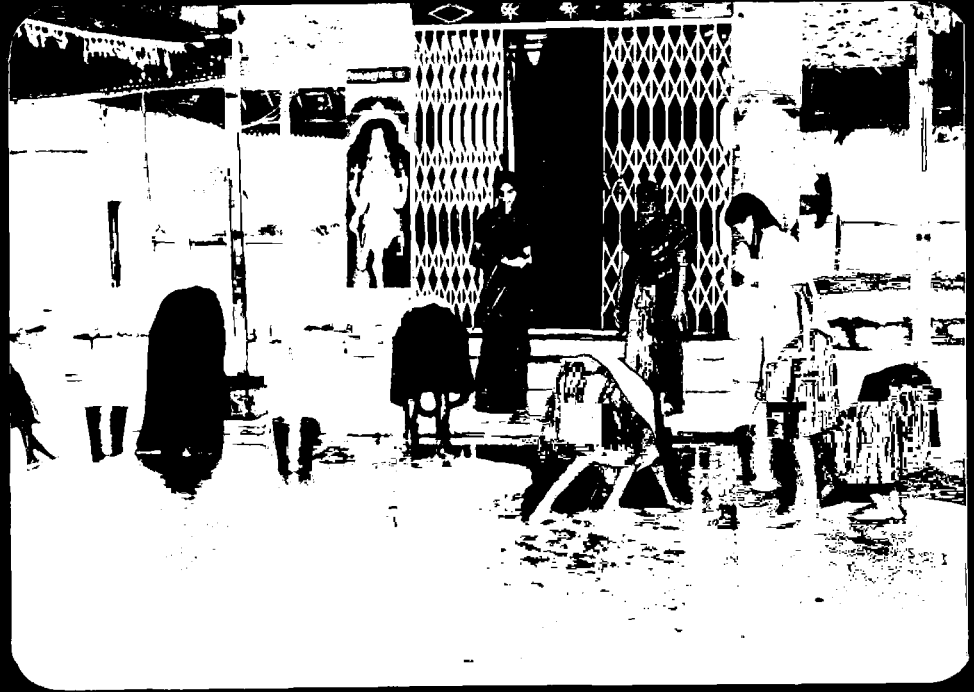
Among the eight selected schools, MLP was in operation for two years in two schools and only one year in six schools. The aims and objectives of MLP as viewed by the volunteers are given in Table VII.

TABLE VII

AIMS AND OBJECTIVES OF MLP AS VIEWED BY THE VOLUNTEERS =====		
S.No.	Aims and objectives	Percentage of volunteers stating(N:80)
-----		
1.	Imparting knowledge to the illiterates	62
2.	Teaching the learners to read and write	29
3.	Eradicating the ignorance of illiterates	19
4.	Implementing the national Programme	7
5.	Improving the status of the nation	5
=====		



MASS LITERACY PROGRAMME IN ACTION  
(FIGURE 2)



TEMPLE CLEANLINESS AND ENVIRONMENTAL  
CLEANLINESS NSS IN ACTION  
(FIGURE 3)



It is interesting to note that 62 per cent of the volunteers could state that imparting knowledge to the illiterates was the major objective of MLP. Teaching the learners to read and write and eradicating the ignorance of the people were the other major objectives stated by the volunteers, where all aim for national development.

Following are the reasons given by the volunteers for joining in MLP (Table VIII).

TABLE VIII

REASONS FOR JOINING THE MLP PROJECTS		
S.No.	Reasons	Percentage of volunteers stating(N:80)
1.	Doing social service	36
2.	Eradicating illiteracy from our nation	34
3.	Interested in the programme	26
4.	Improving the status of the community	17
5.	Getting peace of mind due to service	15
6.	Motivated by the POs.	11

Majority of the volunteers had joined this project to do social service (36 per cent), to eradicate illiteracy from our nation(34 per cent) and due to their interest in the welfare of the people of our nation.

The role of volunteers in MLP, as viewed by themselves, are given in Table IX.

TABLE IX

## ROLE OF NSS VOLUNTEERS IN MLP

S.No	Role	Percentage of volunteers stating(N:80)
1.	"Each one teach one"	56
2.	Teaching to read and write	40
3.	Educating the people about the society	23
4.	Helping to get self confidence	10
5.	Helping the POs to succeed in the effort	4

The volunteers were very sure of their role in MLP; 56 per cent expressed that "each one teach one" was their prime role in MLP; 40 per cent had stated that teaching the illiterates to read and write was their responsibility. The other roles were to educate

the people about the society and its changes, to help the people in getting self confidence and help the POs to succeed in the efforts of MLP.

Training for the volunteers:

The volunteers involved in MLP were given only one day training in their respective schools. The details of the training given for the volunteers involved in MLP (Figure 4) <sup>are</sup> given in Table X.

TABLE X

DETAILS OF TRAINING FOR THE VOLUNTEERS		
S.No.	Aspects	Percentage of volunteers stating(N:80)
1.	Methods of teaching adults	65
2.	Methods of motivating the learners	29
3.	Method of using literacy kit	25
4.	Problems in organising the class	12
5.	Methods of selecting the learners	11.

Sixty five per cent of the volunteers revealed that through the training they had learnt the methods of teaching adults, motivating the learners (29 per cent), using literacy kits (25 per cent ) and selecting the learners for the programme.



TRAINING FOR THE VOLUNTEERS  
(FIGURE 4)

Conducting Classes:

For conducting classes, all the volunteers were given literacy kits. About 65 per cent of the volunteers were using the kits, as the learners were able to understand easily with the materials given in the kit and the teaching and learning process was very simple and understandable. But, 38 per cent of the volunteers were using the kits without much interest because the kits were given to them, they put them into use.

To make the literacy classes lively, the volunteers were using certain methods and aids, as given in Table XI.

TABLE XI.

USE OF TEACHING METHODS IN MLP		
S.No.	Methods and aids	Percentage of volunteers stating(N:80)
1.	Pictures and photographs	42
2.	Charts and posters	40
3.	Primer	19
4.	Specimens and objects	9
5.	Posters	7

It is heartening to note that the volunteers use one or more methods and aids to teach the adult learners. The pictures and photographs and charts and posters were used by the 42 per cent and 40 per cent of the volunteers respectively.

While teaching the learners, the volunteers gained certain rich experiences. The benefits derived through MLP (Figure 5) as expressed by the volunteers, are given in Table XII.

TABLE XII

BENEFITS FOR THE VOLUNTEERS DUE TO MLP		
S.No.	Benefits	Percentage of volunteers stating(N:80)
1.	Deriving satisfaction in doing service through MLP	58
2.	Understanding society and its problems	51
3.	Learning the methods of teaching adults	30
4.	Studying the attitude of the people towards education	24
5.	Identifying the interest of the learners	12
6.	Getting a certificate	8

The volunteers were satisfied with their participation in MLP, as it had helped them to serve the people (58 per cent), understand the problems in the society (51 per cent), and they felt enlightened with the knowledge gained through their participation in the programme. It was also expressed by 44 per cent of the volunteers that their participation in MLP had not affected their <sup>or</sup> routine work and they were fully satisfied with their new assignment through MLP. The volunteers appreciated the co-operation of the POs (45 per cent) and fellow students (40 per cent) for their successful conduct of the MLP.

With their limited experiences in MLP, the volunteers had given the following suggestions for the better functioning of MLP (figure 5) in Table XIII.

KEY:

SUGGESTIONS

1. MOTIVATING LEARNERS THROUGH MASS MEDIA
2. TEACHING INCOME GENERATING SKILLS SUCH AS HANDICRAFTS
3. GIVING INCENTIVES TO THE VOLUNTEERS INVOLVED IN MLP
4. PROVIDING SOME INCENTIVES TO THE LEARNERS
5. MAKING ALL THE STUDENTS TO PARTICIPATE IN MLP
6. MAKING THE EDUCATED UNEMPLOYED YOUTH TO PARTICIPATE IN MLP
7. REQUESTING ALL LITERATES TO GET INVOLVED IN MLP

BENEFITS

- DERIVING SATISFACTION IN DOING SERVICE THROUGH MLP
- UNDERSTANDING SOCIETY AND ITS PROBLEMS
- LEARNING THE METHODS OF TEACHING ADULTS
- STUDYING THE ATTITUDE OF THE PEOPLE TOWARDS EDUCATION
- IDENTIFYING THE INTEREST OF THE LEARNERS
- GETTING A CERTIFICATE.

SUGGESTIONS AND BENEFITS STATED BY THE VOLUNTEERS

SCALE 1 CM = 5 PERCENT

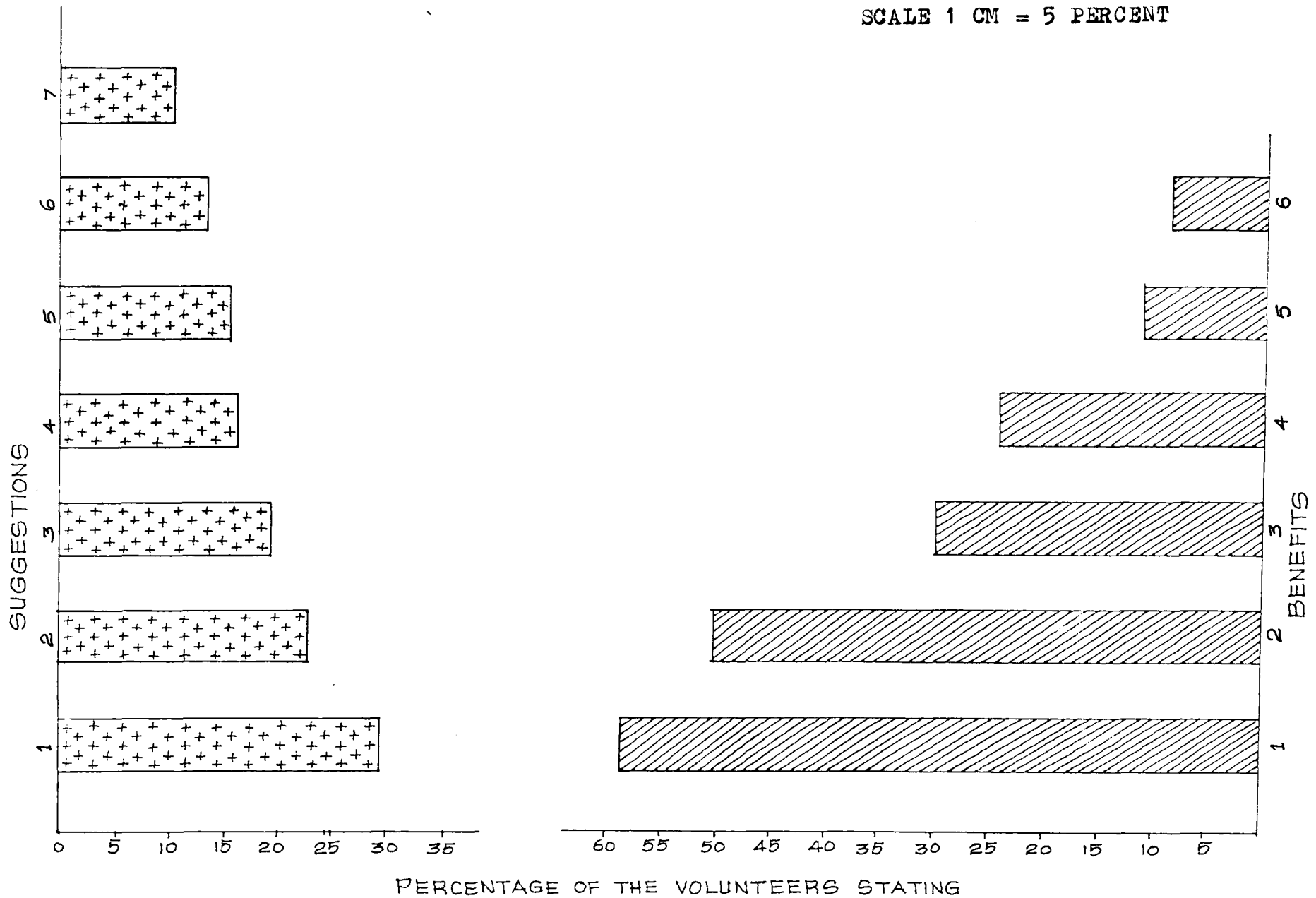


Figure.5,

TABLE XIII

## SUGGESTIONS FOR THE BETTER FUNCTIONING OF MLP

S.No.	Suggestions	Percentage of volunteers stating(N:80)
1.	Motivating learners through possible mass media	29
2.	Teaching income generating skills such as handicrafts	23
3.	Giving incentives to the volunteers involved in MLP	19
4.	Providing some incentives to the learners	16
5.	Making all the students to participate in MLP	15
6.	Making the educated unemployed youth to participate in MLP	13
7.	Requesting all literates to get involved in MLP	9

The volunteers had expressed that the learners must be motivated through all possible mass media (29 per cent). Another suggestion was that the skill training for income generating activities could make the MLP a success (23 per cent). The volunteers expected to be provided with some incentives (19 per cent) such as concessional transport charge, certificates and stipend. It was also confirmed by them that all educated must get involved in MLP.

### 3. Role of POs in MLP:

All the eight POs of the selected schools were included in the sample to study their role in MLP. The POs were the key persons in carrying out NSS activities as well as MLP at the Higher Secondary School Level.

Among the eight POs selected, six were male members and two were female. All the eight POs were in NSS for more than five years and all were trained for their job. The POs had taken up NSS, due to their interest in social service and thereby the national service and joy in working with the students. The NSS had really helped the POs to get satisfaction through service (6), utilise their leisure time meaningfully (4) and more closely with the people in the community and meet officials concerned with development programmes (3). It is to be appreciated that the POs really felt that they were benefited through NSS. The POs (6) felt that their prime responsibility was to motivate the students and orient them towards NSS. This could be done by frequently meeting the students, guiding and supervising the work <sup>and</sup> had appreciating their achievements.

NSS POs and MLP:

All the POs were involved in MLP for more than one year. The aims and objectives of MLP as viewed by the POs were to make the people literate, teach some skills and thereby improve their standard of living. According to the information given by the POs, in six schools, 10-20 volunteers were involved in MLP and only in two schools, more than 20 volunteers were in the programme. As per the norms of MLP, each volunteer was teaching one learner, but only very few volunteers had more than one learner in their credit.

All the POs agreed that they had to motivate the volunteers to join in MLP and the volunteers had selected their own learners. For the effective participation of volunteers in MLP, the POs revealed that they had trained the volunteers in the method of using the literacy (3), methods of teaching adults (4) methods of motivating the learners and the mode of evaluation of the MLP(3). To make the teaching effective, the POs had given suggestions to the volunteers, to use of news papers, story books and related literature.

The POs (4) made weekly or fortnightly visits to supervise the programme. The remaining POs(4) had been to the spot either monthly or bimonthly. The POs evaluated the programme through observation and interview of the learners and by making the learners to read and write and 'scrutinizing their attendance registers and exercise books.

The suggestions given by the POs for the better functioning of MLP are presented in Table XIV.

TABLE XIV

SUGGESTIONS GIVEN BY POs FOR THE SUCCESS OF MLP		
S.No.	Suggestions	Number of respondents stating(N:8)
1.	Giving intensive training to the volunteers	6
2.	Suggesting new ideas to the volunteers during supervision	5
3.	Motivating students through incentives	4
4.	Supervising the programme frequently	4
5.	Evaluating the programme in time and giving suggestions	3

The practical suggestions given by the POs were to give adequate training to the volunteers and motivating them through supervision and timely suggestions.

All the eight POs agreed that the MLP was a success. For the successful functioning of MLP at their level, the District Adult Education Officer, Directorate of Adult Education, NSS Co-ordinator, and MLP Liaison officer were responsible.

B. View Points of the Learners Participating in MLP:

The view points of the learners participating in MLP are discussed on the following headings:

1. Participation of the Learners in MLP
- and 2. Opinion of the Learners about MLP.

1. Participation of the Learners in MLP:

Fifty seven per cent of the learners were females and 43 per cent males. All the learners were in <sup>age</sup> ~~the~~ group of 15 - 35 years.

The sources of information for the learners about MLP, as expressed by the learners, are given in Table XV.

TABLE XV

SOURCES OF INFORMATION ABOUT MLP

S.No.	Sources of information	Percentage of learners stating(N:80)
1.	NSS volunteers	77
2.	FOs	19
3.	Friends	3
4.	Others	1

Majority of the learners (77 Per<sup>cent</sup>) received the information about MLP through the volunteers, which indicates that the volunteers had taken important role in the propagation of the idea of MLP.

From the opinion of the volunteers, it was found that the learners had joined the MLP with great enthusiasm. When the learners were enquired, it was revealed that most of the learners (94 per cent) had joined the MLP due to their interest to learn. Some of the learners (14 per cent) were to adjust with the family members and participate in MLP. At the same time, 94 per cent of the learners were appreciated by

the family members also, to join MLP. This indicates that the POs and the volunteers had properly motivated the importance of literacy.

Most of the learners (90 per cent ) were attending MLP for about 5 months and the rest were attending 6 to 10 months. Seventeen per cent of the learners were very regular, attending the class on all days. It is said by the learners that MLP was conducted between 5 - 6 P.M. (31 per cent), 6 - 7 p.M. (48 per cent) and after 8.00 P.M. (21 per cent). It was also expressed by the learners that the programme was conducted mostly in the residence of the volunteers.

Sixty eight per cent of the learners attended the class on their own, while the rest (32 per cent ) were brought to the class by the volunteers. All the learners were very much impressed by literacy kits given to them. They expressed that the pencils, primer and other accessories in the kits were very interesting for their learning.

For the effective functioning of the MLP, different teaching methods were adopted by the volunteers. The learners were impressed by the pictures and photographs (44 percent), stories and songs (39 per cent) Primer (28 per cent) and literacy kit (21 per cent).

## 2. Opinion of the Learners about MLP:

About 84 per cent of the learners felt that the learning process was very easy; but 16 per cent found it difficult to learn, which might be due to their age, day-to-day responsibilities and other circumstances.

By attending MLP regularly, the learners had revealed that they had really learnt a lot. The achievement of the learners, due to MLP are given in Table XVI (Figure 6).

TABLE XVI

## ASPECTS LEARNT BY THE LEARNERS

S.NO.	Learners	Percentage of learners stating(N:80).
1.	Reading and writing their names	100
2.	Reading and writing the names of their family members	70
3.	Reading the bus numbers	70
4.	Writing letters	41
5.	Keeping accounts	36

The different aspects of their learning seemed to be <sup>life</sup> oriented and practically useful in their daily routine which is the main objective of MLP. The major benefits of MLP as experienced by the learners were, that they were able to read news papers, write letters and applications, read the sign boards<sup>a</sup> and bus numbers and all the more, they were very proud that MLP had given them a status in their community.

### ASPECTS LEARNT BY THE LEARNERS

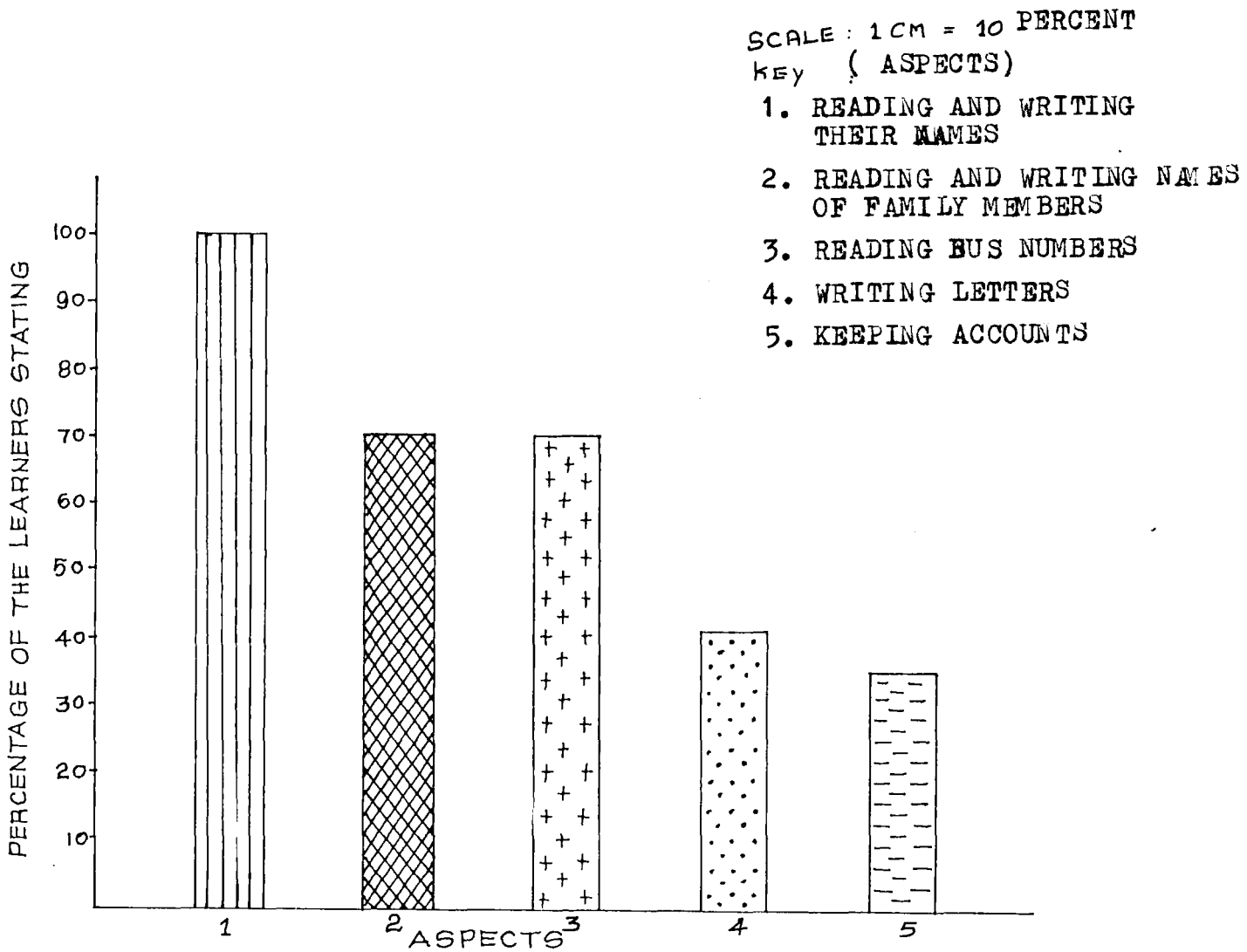


Figure.6

The learners wanted to continue their learning through MLP, because more than the literacy, the programme had helped them to get educated about the society (11 per cent), to acquire knowledge about the programmes for their own upliftment (10 per cent), understand the need for national integration (40 per cent), get new friends (55 per cent) and improve their living conditions (10 per cent). It was also realised by the learners (49 per cent) that the MLP had changed some of their traditional habits, taboos and superstitious and paved way for improvement in life.

The suggestions given by the learners for making the MLP more effective, are given in Table XVII.

TABLE XVII

SUGGESTIONS FOR THE SUCCESS OF MLP		
S.No.	Suggestions	Percentage of learners stating (N:80)
1.	Teaching handicrafts to the learners	26
2.	Giving more training to the volunteers	24
3.	Giving incentives to the learners	20
4.	Organising MLP in all places	12
5.	Supervising the MLP frequently	8

For making the programme a great success, the suggestions given by the learners were very practical. 26 per cent suggested of teaching handicrafts to the learners and help them to earn more; 24 per cent suggested for better training to the volunteers. The learners expected some incentives for greater motivation to participate in MLP. They also suggested to have more centres through MLP, involving all the students in the educational institutions, with frequent supervision of the centres by the concerned authorities.

## Summary and Conclusion

## V SUMMARY AND CONCLUSION

This investigation was undertaken to study the "Participation of NSS Volunteers of Higher Secondary Schools in MLP in Coimbatore District". The data were collected by administering questionnaires to the POs (8) and volunteers(80) and interview schedule to the learners (80). A summary of the findings are given as follows:

1. All the volunteers involved in MLP were aware of the objectives of the programme. They were motivated by the POs to join MLP.
2. Seventy percent of the volunteers joined MLP to eradicate illiteracy; and thereby serve the nation.
3. The aspects of training given to the volunteers for MLP were, the methods of motivating and selecting the learners, teaching the adults, using the literacy kit and conducting the classes effectively.
4. The volunteers had given suggestions for the better functioning of the MLP. They were, the learners need to be motivated through all possible mass media of communication, skills could be developed with literacy to earn more

for the family, incentives could be given to the volunteers as well as learners and all educated in the country need to be involved in MLP.

5. All the POs(8) were interested in MLP and majority of them supervised the MLP classes either weekly or fortnightly. The POs also had suggested about giving incentives to the volunteers and the learners, which will motivate both for better outcome.
6. Through MLP, the learners had learnt to read and write their names (100 per cent), read and write the names of the family members (70 per cent), read the bus number (70 per cent), write letters (41 per cent) and keep accounts (36 per cent).
7. About 50 per cent of the learners assured that MLP had helped to improve their knowledge about the society and it helped them to change their attitudes towards the changing society.
8. The learners (20 per cent) also wanted to learn, some skills, which could help them to enhance their earning for their livelihood.

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## Appendices

APPENDIX I

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN

COIMBATORE-43

- o -

Questionnaire to elicit information about the Participation  
of NSS Programme Officers in Mass Literacy Programme:

I. General Information:

1. Name of the programme officer:

2. Qualitication:

Male

Female

3. Name of the School:

Address:

4. Enrolment of students in NSS:

Male:

Female:

5. What motivated you to work as a programme officer?.

6. How many years were you serving as NSS PO?.

7. Did you participate in any training course?

Yes

No

If yes,

=====

S.No.	Details	Duration with dates		place
		From	To	
-----				

=====

8. What are the benefits gained by you through NSS?.

9. How did you motivate the students to join in NSS?.

10. What are the activities conducted under NSS?.

II. Mass Literacy Programme:

1. When was it started in your school?.

2. What are the aims and objectives of MLP?.

3. How many students are involved in MLP?.
4. What efforts did you take for involving the volunteers in MLP?.
5. How many are learning through MLP?.
6. Who Had selected the learners for MLP?

NSS POs

Volunteers

7. Training given by POs to the volunteers:

S.No.	Number of participants		Place	Time	Aspects taught
	Male	Female			
-----	-----	-----	-----	-----	-----

8. Did the volunteers use literacy kits to teach?

Yes

No

If no, give reasons.

9. Who are the persons/agencies responsible for the success of MLP?

District Adult Education Officer

Directorate of Adult Education

NSS Co-ordinator

MLP Liaison Officer

10. What are the teaching methods used in MLP?

Stories

Songs

Puppet show

Primer

Others

{Specify}

11. What are the suggestions given by you to the volunteers for the effective functioning of MLP?

12. What was the frequency of the supervision of MLP?

13. What are the methods used for evaluating the volunteers?.

14. Do you think that the volunteers were involved in this programme whole heartedly?.

Yes  No

If no, reasons.

15. What are the methods used for evaluating the learners?.

16. How many learners had benefited through MLP?

17. How many learners were studying now in MLP?

APPENDIX II

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN  
COIMBATORE-43

- o -

Questionnaire to elicit information about the participation  
of NSS volunteers in Mass Literacy Programme:

I General Information

1. Name of the student:

Class

2. Name of the school:

Age

Male

Female

Address:

II Role in National Service Scheme

1. For how many years you are in NSS?

One year

Two years

2. What are the activities you had participated  
in?

S.No.	Activities	Individual	Group

=====

III. Mass Literacy Programme:

1. When was MLP started in your school?
2. What are the aims and objectives of MLP?
3. What are the reasons for your joining in MLP?
4. For how many years you are in MLP?
5. What is your role in MLP?
6. How many learners had joined in your MLP project??
7. How many learners have you taught?
8. How many are learning now through MLP?



2. Do you use of literacy kit in MLP?.

Yes

No

Reasons.

3. Do you use any teaching methods and aids in MLP?

Yes

No

If yes, how did you get them?

4. Does your participation in MLP affect your studies?

Yes

No

Reasons:

5. What are the benefits you get due to your participation in MLP?.

V. General Details:

1. Are you satisfied with your participation in MLP?

Yes

No

Reasons:

2. Do you feel that this programme is a success?

Yes  No

Reasons:

3. What are your suggestions for the success of the MLP?

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An interview schedule to elicit information about  
the participation of learners in Mass Literacy Programme:

I. General Information:

1. Name of the learner:

Male

2. Age :

Female

3. Address :

4. Name of the volunteers

5. Name of the school :

II. Mass Literacy Programme:

1. How did you come to know about this programme?.

Through NSS PO

Volunteer

Friends

Others

(Specify)

2. Who had selected you for the MLP?.

NSS PO

Volunteers

Others

(Specify)

3. What are the reasons for your joining in MLP project?

NSS PO compulsion

Students' compulsion

Interested in learning

To spent the leisure time

Others

(Specify)

4. What is the opinion of the family members about your participation in MLP?

Accepted fully

Attending with some  
problems

No interest

No opinion was expressed

### III. Functioning of MLP:

1. For how long the programme is in operation?

2. For how many days in a week the class is conducted?

Number of days in a week:

Hours per day : From to

Place of conducting the class :

3. Are you attending the classes regularly?

Yes  No

Reasons:

4. What are <sup>the</sup> materials distributed to you?

S.No.	Materials	Use ful		Reasons
		yes	No.	
1.	Note book			
2.	Pencil			
3.	Primer			

5, What are the teaching methods used in the class by the volunteers?.

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S.No.	Methods	Understandable	
		Yes	No
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6. How did you feel about the learning process?

Easy

Difficult

7. What are the aspects learnt by you?

Reading the names

Writing the names

Reading and writing the names of their family members

Reading the bus number

Writing letters

Keeping accounts

8. Do you use these learning in your daily life?

Yes

No

Reasons:

9. Do you want to continue this learning?

Yes

No

Reasons:

10. What are the benefits gained by you due to MLP?

Knowing to read and write

Getting new friends

Changing the habits

Moving close with the  
community

Others

(Specify)

11. What are the problems faced by you due to MLP?

In the family

Individually

Generally

No problem

12. What are your suggestions for the success fo the MLP?.