

TAE
**A STUDY OF FUNCTIONAL LITERACY PROGRAMME OF THE INTEGRATED
CHILD DEVELOPMENT SERVICES IN TAMIL NADU**

**BY
LAKSHMI. H**



**A Thesis Submitted To The University Of Madras
In Partial Fulfilment Of The Requirements
For The Degree Of Master Of Science,
May - 1979**

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

The author wishes to express her heartfelt thanks to Dr.(Mrs.) Rajamaal P. Devedas, M.A., M.Sc., Ph.D(Ohio State), D.Sc.,(Madras) Principal, Sri Avinashilingam Home Science Autonomous College for Women, and Mrs. Jothimani, M.A., Lecturer, for offering constructive suggestions and able guidance during the course of the study. Her thanks are also due to the Block Development Officers, Child Development Project Officers, Supervisors and also Anganwadi Workers of both Nilakottai and Thalli blocks, for their excellent co-operation and help rendered at the time of the study.

TABLE OF CONTENTS

CHAPTER

PAGE NO

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIX

I. INTRODUCTION	1
II. REVIEW OF LITERATURE	
A. Adult education as means of non-formal education	7
1. Importance of education	7
2. Functional literacy for women	13
3. Functional literacy - the new concept of adult education	16
4. Motivation programme for functional literacy classes	19
5. Curriculum construction for non-formal education programme	25
6. Learning materials used for literacy programmes	27
B. Integrated child development services - its package of services	30
1. Syllabus framed for functional literacy programme	32
2. Training given to engaged workers	34
3. Precautionary measures that should be taken while imparting functional literacy	37
4. Judging the success of a literacy programme	39

CHAPTER

PAGE NO

III. METHODOLOGY

40

- A. Selection of the site
- B. Selection of the sample
- C. Selection of the method
- D. Conduct of the study
- E. Interpretation of the data

IV. RESULTS AND DISCUSSION

- A. Background of Anganwadi workers 45

- 1. Location of the anganwadi workers
- 2. Educational level of the anganwadi workers
- 3. Training undergone by them
- 4. Their teaching experience

- B. Conduct of the functional literacy Classes in Integrated Child Development Services 47

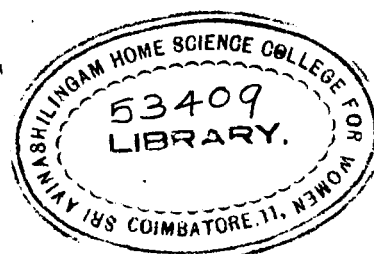
- 1. Strength and number attending in all the centres 48

- 2. Time allotted for taking functional literacy classes 54

- 3. Learning materials used for conducting functional literacy classes 55

- a. Primers used

- b. Teaching aids used



CHAPTER	PAGE NO
4. Experiences offered to the adult learners	80
5. Facilities given in conducting functional literacy classes	83
6. Evaluation of the functional literacy programme	86
7. General problems and suggestions in conducting the functional literacy classes	90
V. SUMMARY AND CONCLUSION	98
Suggestions given by the investigator to improve the functional literacy classes	101
BIBLIOGRAPHY	103
APPENDICES	109

LIST OF TABLES

S.NO.		PAGE
1.	STRENGTH OF ADULTS ENROLLED FOR THE FUNCTIONAL LITERACY CLASSES	40
2.	NUMBER OF ADULTS ATTENDING THE FUNCTIONAL LITERACY CLASSES	51
3.	TIME ALLOTTED FOR CONDUCTING THE CLASS	54
4.	EXPERIENCES OFFERED TO THE ADULT LEARNERS	82
5.	FACILITIES OFFERED FOR THE FUNCTIONAL LITERACY CLASSES	83
6.	ELICITING THE PARTICIPATION OF THE ADULT LEARNERS	85
7.	METHODS USED FOR EVALUATING THE FUNCTIONAL LITERACY CLASSES	86
8.	SPEED OF LEARNING OF THE ADULT LEARNERS	88
9.	WORDS LEARNED BY THE ADULT LEARNERS IN ONE FUNCTIONAL LITERACY CLASS	89
10.	SUGGESTIONS REGARDING THE IMPROVEMENT OF FUNCTIONAL LITERACY CLASSES	95

LIST OF FIGURES

<i>S.No</i>		PAGE
	MAP OF NILAKOTTAI BLOCK	43
	MAP OF THALAI BLOCK	44
1.a.	STRENGTH ENROLLED FOR THE FUNCTIONAL LITERACY CLASSES IN NILAKOTTAI BLOCK	49
b.	STRENGTH ENROLLED FOR THE FUNCTIONAL LITERACY CLASSES IN THALAI BLOCK	50
2.a.	NUMBER OF ADULTS ATTENDING THE FUNCTIONAL LITERACY CLASSES IN NILAKOTTAI BLOCK	52
b.	NUMBER OF ADULTS ATTENDING THE FUNCTIONAL LITERACY CLASSES IN THALAI BLOCK	53
3.	அரசினர்	58
4.	சீமன்	61
5.	சுட்டி 'A'	63
6.	செயற்கை மூலம்	65
7.	செயற்கை	67
8.	சுட்டி 'B'	69
9.	செயற்கை	71
10.	சுட்டி 'C'	73
11.	AN ANGANWADI WORKER TEACHING HANDICRAFTS TO THE ADULT LEARNERS	76
12.	AN ANGANWADI WORKER TAKING THE FUNCTIONAL LITERACY CLASS USING CHART PREPARED BY HER	78
13.	A FUNCTIONAL LITERACY CLASS BEING TAKEN BY ONE OF THE SUPERVISORS	92

LIST OF APPENDICES

S.NO.	Page
1. INTERVIEW SCHEDULE TO EVALUATE THE FUNCTIONAL LITERACY PROGRAMME FROM THE ANJAMADI WORKERS	109
2. INTERVIEW SCHEDULE TO EVALUATE THE FUNCTIONAL LITERACY PROGRAMME FROM THE ADULT LEARNERS	118
3. LIST OF VILLAGES VISITED BY THE INVESTIGATOR IN MILKOTTAI AND THALLI BLOCKS	121

I. INTRODUCTION

Literacy has become the most important tool for man to develop and expand his faculty of thinking. There is an unquestionable relation between the literacy of the country and its social and economic development. Therefore most of the advanced countries have registered a high percentage of literacy. This is positive proof that literacy is fundamental to all advancement. Illiteracy should be banished, if the nation has to advance.

Illiteracy, is a social evil and a stumbling block on the way of national progress. It should be wiped out with all the might at the disposal of the nation, if the nation is to advance, and even to survive. Education should be extended to all men and women to enable them to understand the present day scientific developments which synchronise with other changes of far-reaching consequences (Tripathi, 1970).

Different countries have approached education for rural development in different ways. A series of case studies from 17 countries compiled for the World Bank, indicate that the greatest success by any criterion has been achieved where there is clear and over-powering national ideology, and strong leadership committed to this ideology.

success has been an ingredient in a package, where economic initiatives were centred. The compilation shows two other points also-They are:

1. Women as a group have been almost universally neglected
- and
2. The danger of internal stratification developing between formal and nonformal education is very great. This would further strengthen undesirable urban-rural elite masses and the educated literate dichotomics (Swaminathan, 1977).

The number of persons illiterate in the age range of about 15-35 years in India is 207.799 million. The number projected by 1983 is 255.790 million. In Tamil Nadu, the number of illiterates is 14.629 million. This will increase to 17.964 million by 1983 as projected. Among these 6.539 million persons are to be covered (Singh, 1977). Of these the majority are women. It is against these staggering demographics of illiteracy, the Government of India have launched a ten year programme to involve hundred million adult illiterates.

Women's potential contribution towards the development of society and nation building falls within three categories:

1. their role within the family
 2. their role as members of the work force
- and
3. their role in public life (Devedas, 1978)

Third All India Education Survey gives the following pictures:

1. Literacy in India is very low. The 1971 census figure indicates that only 18.7 per cent of India's women are literate leaving behind 81.3 per cent (about 215 million) as illiterate.
 2. The literacy level of rural women is even lower at 12.7 per cent
- and
3. The actual number of adult illiterate women has been increasing by about 2.5 million every year.

The population of women in the age group of 15 to 45 years is estimated to be 115 million. Out of these, about 93 million live in the rural areas. It is not going to be possible to have a programme to cover all these women. Therefore efforts will be concentrated in the rural areas, where the fruits of development have not yet percolated, as in the rest of the country. Attention will also be paid to women living in urban slums and towns (Levedas, 1978).

While emphasising literacy as a focal point, most of the programmes of adult education conducted during the last 30 years, underlined the fact that to most of the illiterate people, who also happen to be the most under-privileged, the basic human rights and access to the common amenities of life are more crucial than literacy (Jalaluddin, 1978).

The agencies which are already engaged in adult education, although that terminology is not overtly used. For example,

1. Extension Departments of Agricultural Universities
2. Home Science Colleges/Departments
3. Health and Hygiene Departments/Medical Colleges
4. Family planning Departments
5. Mahila Mandals and Women's Clubs
6. Departments of workers Education
7. Departments of Veterinary Colleges
8. Organisations such as YMCA/YWCA, Lions, Rotary clubs
- and 9. Mass media such as news papers, Radio, Films etc.
(Krishnamoorthy, 1976)

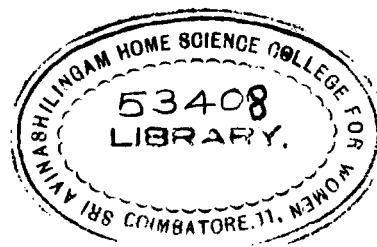
Functional literacy is the new concept prevalent in the field of adult education. Functional literacy is literacy that is geared to the stimulation of the will for development and the capacity for development (Nao, 1970). Having in mind the need for functional literacy, attempts are being made to produce the learning materials to fulfil the need.

The Ministry of Planning suggested in 1972, that a scheme for Integrated Child Care Service (ICCS) be worked out for implementation in all the states, with high priority for functional literacy for adult women. The ICCS is linked to an important objective of the International Women's Year. The objectives of the scheme of functional literacy for adult women are:

1. To enable illiterate women to acquire the skills of literacy through functional literacy classes and to participate in the development efforts of the community.
 2. To promote a better awareness among women, of modern methods of health and hygiene (including population control) and of the importance of nutrition.
 3. To impart need based training in home management and child care.
 4. To bring about attitudinal changes among women so as to enable them to play their role as citizens of the country
- and
5. To adopt appropriate follow up measures to sustain the interest of the beneficiaries in their newly acquired skills (Devadas, 1978).

The package of services provided by the ICDS are: supplementary nutrition, immunisation, health check-up, referral services, nutrition and health education and non-formal education. Functional literacy is an important component in non-formal education. Subsequent to the introduction of the ICDS, the nation is marching towards eradicating illiteracy through the National Adult Education Programme (NAEP). ^{The ICDS} has an important role to play in NAEP. The learning materials provided for the adult education aspects of ICDS were:

1. Primers including 'Varunjal Karposh' and 'Vazhkeiku Vazhikatti'
2. Posters and few story books



This study was undertaken on the "Functional Literacy of Integrated Child Development Service Scheme in Tamil Nadu". It is bound to be a ~~parameter~~ ~~for~~ the officials and non-officials involved in functional literacy programmes.

II. REVIEW OF LITERATURE

The review of literature pertaining to the study on functional literacy in the Integrated Child Development Services in Tamil Nadu is dealt under the following broad heads:

- A. Adult Education as a means of non-formal education
- B. Integrated Child Development Services - its package of services

A. The literature on adult education as a means of non-formal education is referred under the following headings:

1. Importance of functional literacy
2. Functional literacy for women
3. Functional literacy, the new concept of adult education.
4. Motivation programme for functional literacy classes.
5. Curriculum construction for non-formal education programme
- and 6. Learning materials used for literacy programme

1. Importance of functional literacy:

Education is not a panacea for all social evils. There was a time, when people believed that the right education through the right teacher will provide whatever is necessary for the community. The idea of craft centred education was put forward by Gandhiji. Although basic education was accepted in principle, it proved to be a failure

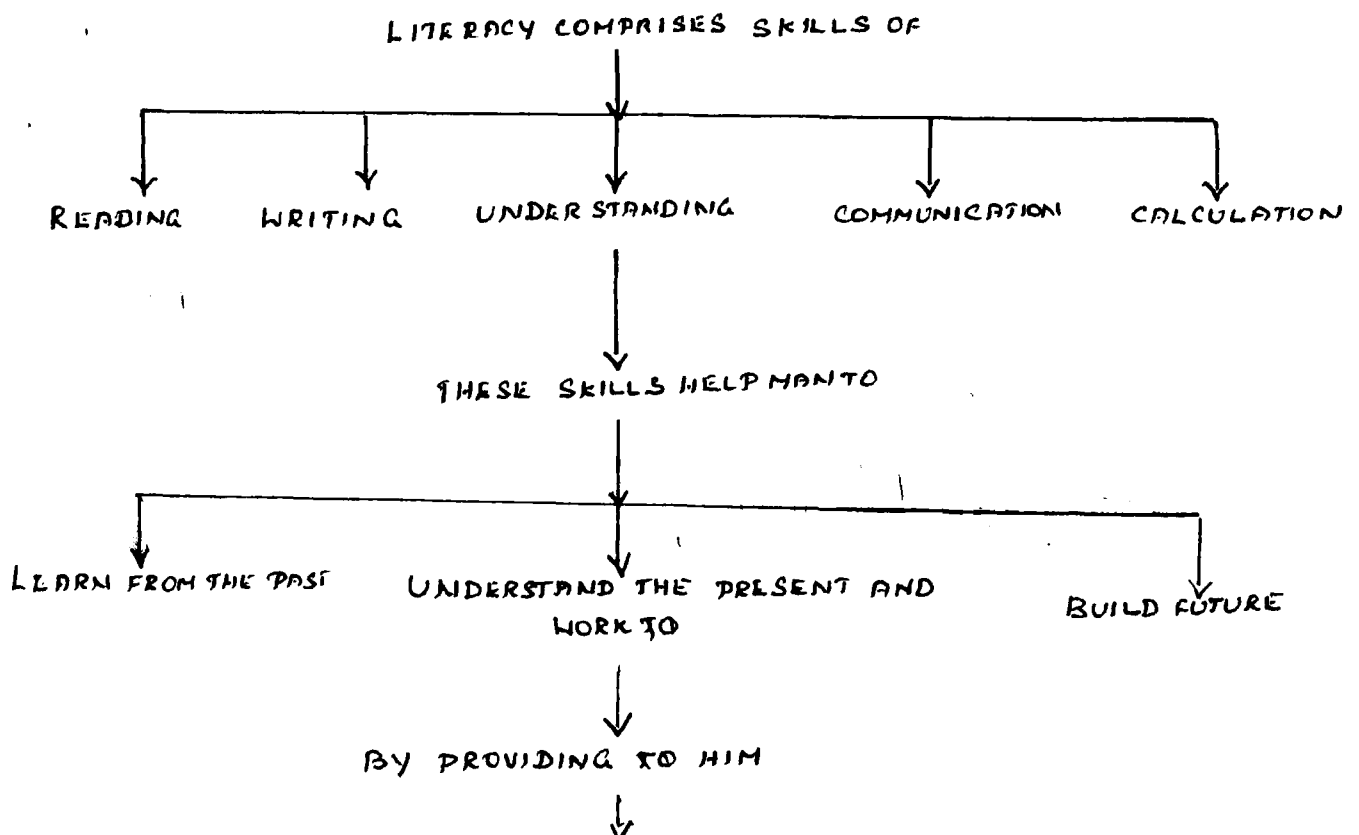
in practice. Although the Constitution of India states that education is free and compulsory for all children, the targets are yet to be achieved. Added to this is the problem of dropouts. This trend must be arrested, if the present low level of literacy is to be retained, as there is every chance of the dropout pupils relapsing into illiteracy (Sivadasan Pillai, 1975).

The crucial problems in Indian society are education and standard of living of the masses. There is no problem about the small crust of the ruling classes at the top, they have always had the best of education, controlled the bulk of resources of the country and enjoyed, social, economic and political privileges. But the masses have always remained poor, unorganized and weak and have been educated almost exclusively through traditional, non formal and incidental channels. In order to create an egalitarian society, the masses must be educated and organized so that they have their due share of power and are enabled to improve their standard of living. This is the basic challenge in national education and development (Naik, 1976).

Literacy is the most important tool for effective communication.

Despite the considerable progress in the number of literate persons in absolute terms, India is still one of the least literate countries in the world. Although education and learning have been greatly cherished in the ancient past and numerous agencies in formal education have cultivated a tradition which respects learning, literacy has received a low priority in India for centuries (Anil Bordia, 1973).

Conceptually literacy is a skill through which an individual possesses mastery over symbols in written form or is able to code and decode written messages, that is, to read and write. In 1962, literacy experts from UNESCO concluded that literacy means the possession of a working knowledge of reading, writing and simple arithmetic (Kapoor, 1975). The meaning of literacy is presented by Gupta (1971) graphically as shown below:

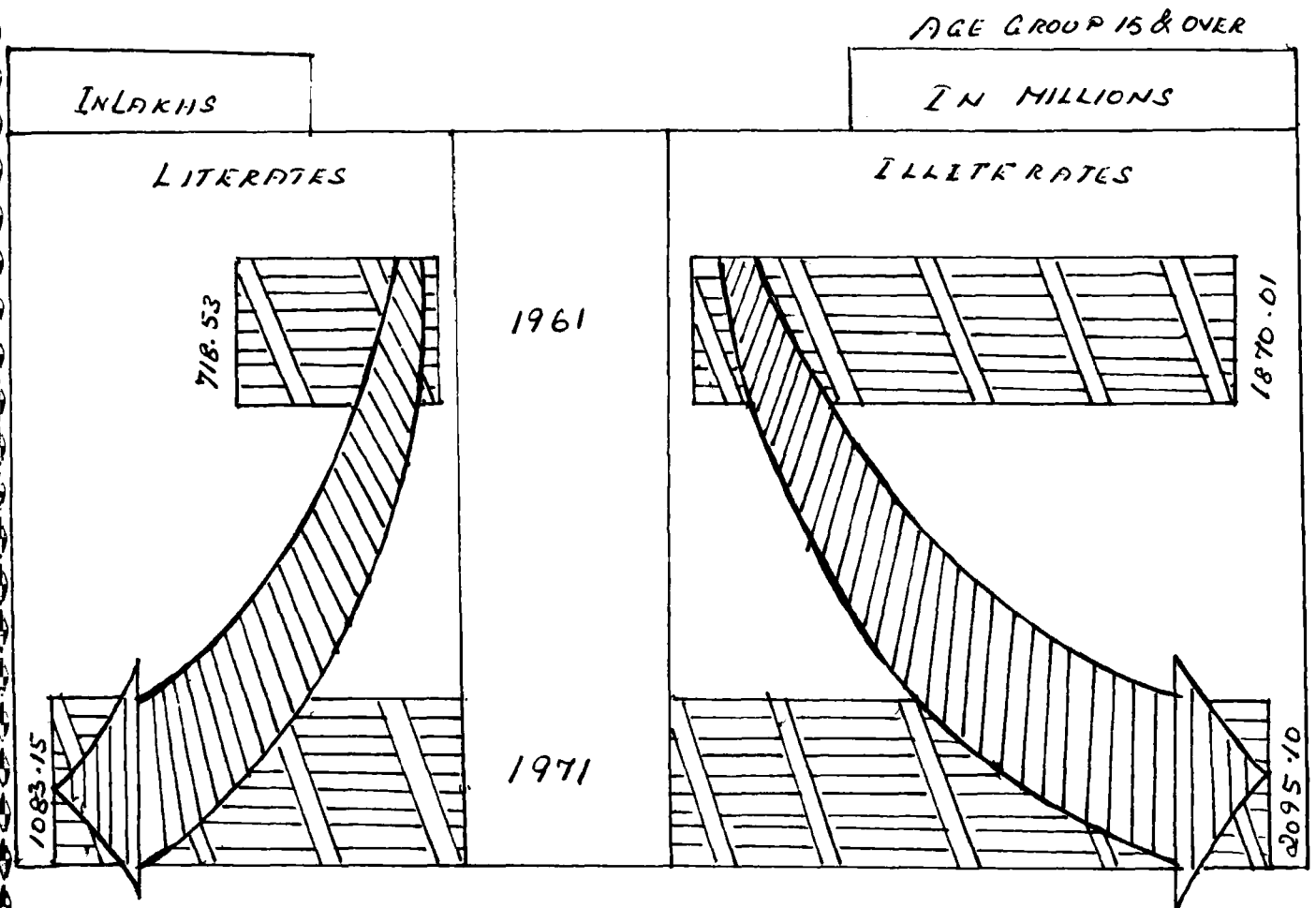


↓

Tools for knowledge
Gateway to education
Help for communication
Skills to accelerate development
Ability to help educate children
Means for profitable utilisation of living
Understanding to increase productivity
Intelligence to increase professional competence
Facilities of adaptation to social change
Safe guard against exploitation
Inspiration for participation in civic affairs and
The means for strengthening democracy

The objectives of literacy are thus shifting from mere literacy to development of critical consciousness and capability of assertion. In such a strategy, the dynamics of learning process and the content of literacy and education are very closely correlated. For development of assertion of efficacy, the learning process has to be democratic and participative. The literacy strategy has to be based on dynamics of mass mobilisation and participation of illiterate people in the programmes of their own literacy and transformation (Prayagmehta, 1976). Literacy work should not be seen in isolation but must lead on to continuing adult education (Agerwal, 1966).

LITERACY IS GROWING SO ALSO ILLITERACY
[UNION EDUCATION MINISTRY 1978]



Methods to reduce the illiteracy rate in the field are:

- 1. non formal education**
- 2. mass literacy campaign**
- and 3. regular literacy classes. Non formal education, the later comer, has eclipsed the other two. But in practice, if it is not worse than the other two it is no better (Mushtaq Ahmed, 1977).**

for

2. Functional literacy women

women's groups comprise a large number with varying educational needs, depending mainly on their educational background, nature of activities in which they are engaged and their aspirations in life. There could be several sub-groups based on age, occupation, and availability of leisure time to be engaged in community activities. Generally, they are un-organised, and are less aware of their own educational needs (Koshy, 1976).

According to our early social reformers, the main purpose for educating women was not to make them more efficient and active units in the process of socio-economic or political development but to make them more capable of fulfilling their traditional role in society as wives and in others. The problems in reaching education to women are heightened by the characteristics of the groups to be catered to. The largest of these consists of rural women amongst whom also there is no uniformity. Many women cannot be reached at all. For such women who are scattered, it is difficult to plan any programme or frame work. All these problems suggest that there needs to be flexibility of approach. Instead of creating a totally new and expensive structure, organising education and skill training may be linked with the programmes of various development agencies like the Small Farmers Development Agency and Village Industries Commission (Rameshchandra, 1978).

According to the Kayalassam Development Trust Education, Evaluation and Training Unit(1977), the objectives of nonformal education for mothers are is to create an awareness and interest among the mothers to utilise the present health infrastructure for their materiel and child health problems.

The need for the development of adult education for middle level personnel has assumed ever, rising importance owing to the problems of economic modernisation and the reshaping of production patterns and procedures both in agriculture and industry(Armin, 1973).

The present thinking of adult education is based on the assumptions that:

1. Illiteracy is a serious impediment to an individual's growth and to the country's socio-economic progress.
 2. Education is not co-terminus with schooling but takes place in most work and life situations.
 3. Learning, working and living are inseparable and each acquires a meaning only when correlated with the other.
 4. The means by which people are involved in the process of development are at least as important as the ends
- and
5. The illiterates and the poor can rise to their own liberation through literacy dialogues and actions.

In the "National Adult Education Programme, literacy is a major instrument of knowledge and an essential means to an end, namely, to enable the masses to play an active role in social and cultural change(Gomez, 1978). As Bhatia(1973) puts forth, adult education is needed to make good the lack of formal schooling in the adults. Sinha(1972) holds that the aim of adult education is not only to impart knowledge, but also to develop skills for putting new ideas into actual practice.

The role of adult education in an ancient country like India depends upon the aspirations of the people, their values and their social and cultural norms. The function of adult education is to provide an educational service to the people to enable them to achieve what they aspire for. It is the task of adult education to equip the people with the skills, knowledge and information which may help them to solve their problems and move forward towards their goal(Dutta, 1964).

The term, 'adult education' is the most common and universally used form of expression. By implication, it means imparting education to those who at their educable age could not or did not go in for formal schooling. The aim of adult education is to broaden the horizons of the people, and afford them opportunities for further cultivation(Nikhil, 1967). Adult education should explore and utilise all means of higher civic, social and cultural and economic level of the individual(Menda, 1969).

3. Functional literacy, the new concept of adult education:

Functional literacy which is the new concept in the field of adult education emerged as a result of the discussions at Teheran on 8th September 1965, by the representatives of 88 member nations of the United Nations, which reviewed the progress and impact of adult education programmes all over the world. Since then, pilot functional literacy projects have been started all over India. To begin with, functional literacy was used to describe the general functions for which literacy is useful. Such as, occupation, social and civic responsibilities, health and nutrition and family planning. This is literacy aimed at making the learner more efficient in his occupation. It is also conceived of as work oriented or occupational literacy.

Functional literacy for adults may be taken to mean integrating literacy with vocational components in order to form a unified programme relevant to the needs of the adult learner (Journal of Educational Research and Extension, 1970).

A meeting of experts of literacy held by UNASCO, in (1962) recommended unanimously that the objective of functional literacy should be defined as follows: A person is functionally literate, when he has acquired the essential knowledge and skill

to enable him to engage in all those activities in which literacy is required for effective functioning in his groups and community, and whose attainment in reading, writing and arithmetic made it possible for him to continue to use these skills towards his own and community development.

The Education Commission (1964-66) mentioned the following as ingredients of the functional literacy programmes

1. Be work based
 2. Help the illiterates participate effectively in the social and political life of the country
- and
3. Impart such skills in reading, writing and arithmetic, as would enable the learner to continue his education, if he so desires.

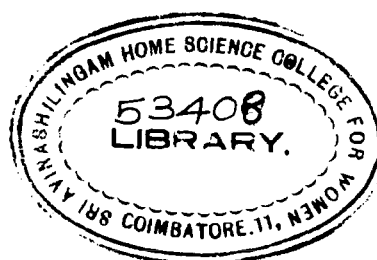
What UNESCO means by functional literacy corresponds to what in some countries is referred to as 'integral literacy'. It is not a matter of subordinating literacy to the requirements of economic growth, it is a matter of recognizing that literacy is not an end in itself, but it is above all a means: a means of conveying information to attain objectives, which in their totality are coexistent with the full potential of human development, even if, owing to the circumstances and needs of a specific situation, the emphasis is laid on a particular aspect of the individual or collective development in some cases, economic, in other social, civic or cultural (Mabey, 1974).

The NASP envisages education of 100 million adult illiterates in the age group of 15-35 years, within a time bound target of five years, starting from 1978-79. The structure and operation of the programmes, calls for decentralisation in terms of planning and operational responsibilities and involvement of all possible individuals and groups.

In this context, the role of the university departments and colleges affiliated to the University become crucial, indispensable and immediate. The principals, staff and students of all the colleges have a tremendous responsibility in implementing the massive task of adult literacy (D vadas, 1978).

The programme outlined in the Ministry of education and social welfare department on the involvement of universities comprises:

1. Integrated development services
2. Binary instruction for literacy
3. Literacy for manual workers
- and 4. Study services.



To carry out this programme as a part of rural/urban development in which literacy training is an essential component, the university should organise District Committees within the frame work of the District Adult Education (Boards) which will bring together the principals of colleges and District Development Officers under the Chairmanship of the District Collector for the purpose of coordinating, facilitating and monitoring this programme. The role and function of the District Committees will be

1. To plan, coordinate, evaluate and monitor the adult literacy programmes in the district on the basis of the clear cut guide lines given by the university with regard to finances for the functioning of the committee and other matters.
- and 2. To give guided supervision and continuous feedback. The university and its affiliated colleges should also use appropriate village teachers and other educated persons in the village as agents of adult literacy (Devadas, 1978).

4. Motivation programmes for functional literacy classes.

One of the recurrent issues in adult literacy planning is motivation of the adult learners. Even when they can be stimulated to participate in adult education programmes initially their interest is not sustained as they tend to drop out. The problem is particularly grave in respect of women and persons belonging to the Scheduled Castes and Scheduled tribes. Adult literacy efforts should focus on imparting of literacy skills to persons belonging to the economically and socially deprived sections of the society (Policy Statement, 1978).

Maragopal and Sedarshan(1978) investigated the willingness of rural adults to learn. They drew samples of 200 adult illiterates from three different villages of Warangal district in Andhra Pradesh. The respondents were young, backward in caste, dependent on agriculture and belonged to the poor income group. An interview schedule was administered to them to elicit information on the problems of rural illiteracy. To start with, they were asked whether or not they had made any attempt to become literate themselves. About 30 per cent of respondents did make an attempt in their early stages of life, but all considered themselves illiterates as they had lost touch with letters. This points out the need for continuing nonformal education. As for the reasons for their remaining illiterate, a large number blamed their poor economic conditions which compelled them to engage themselves in earning livelihood right from childhood. Some of them pointed out that lack of interest on the part of their parents and lack of facilities were the other reasons for their illiterate status.

With regard to the present, about 2/3rd were willing to learn while the remaining 1/3rd were unwilling because they were young male dependents on agriculture and came from the low income group. Interestingly, a large number of

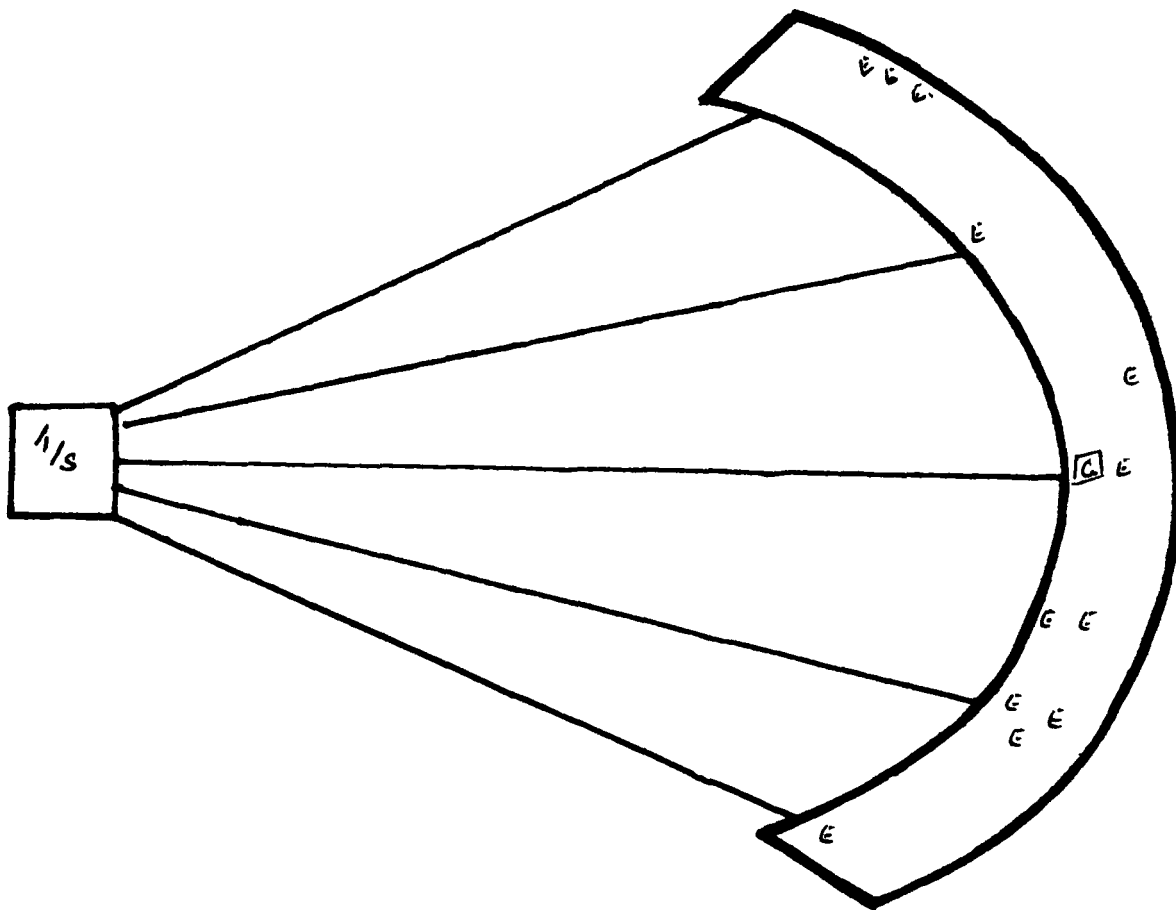
members from the Scheduled Caste were willing to learn. Age and sex appeared to be more important variables than caste, income and occupation in determining their attitudes towards learning. Their willingness to learn was also governed largely by the consideration to be able to read communications from friends and relatives, books news papers, names, bus routes. They felt also the necessity to understand accounts and receipts which they were to deal in every day life. Those who were not willing to learn felt that they have no time, no interest and shy to learn in old age. Thus this study indicates broadly that the majority of adult illiterates are not hostile towards learning.

Chalam(1978) conducted a study to find out the attitudes of villagers towards education and their interest in continuing education or adult literacy. The village Kotanarava in the Penderuti Samithi, in Vieskepattam district was selected for the study. Information from a sample size of 85 households was collected by surveying every alternative household. The broad conclusions which emerged after careful examination of the data were: 60 to 73 per cent of the villagers were interested in education, more so in the case of the older generation and lower income groups. Those who were not interested in studies in their earlier age, were not

interested in adult education later also. But the percentage of villagers who are not interested in adult literacy was not a small percentage. It ranged between 27 to 42 percent of the total sample. The causes for their disinterest in adult education can be attributed to the following factors:

- a. They think that the education they have ^{is} sufficient for their occupation.
- b. Those people who do not have any education believe that it is not possible for them to learn through the adult education centres.
- and c. Some feel that the villagers are relatively neglected and nobody will take interest in the adult education centres in the villages. The villagers are interested in continuing their education through adult literacy centres if a sincere attempt is made by the government and social organisations (Chalam, 1978).

ROGER'S DIAGRAMATIC REPRESENTATION OF
STUDENT EXPECTATIONS



In any adult group, there will be a wide range of student expectations such as a better job, success, more money or a social right or interest and fulfillment. Those students whose goals are nearest to that of the tutor(s) will learn more easily; those at the outer edges of the spectrum will learn with greater difficulty. The tutor(s) may move his goals nearer to the biggest cluster of student expectations or persuade the students to come closer to his goals. But throughout there must be discussion of goals and expectations. Teaching adults is difficult and different from teaching children. Different methods different approaches and different material are needed. Above all the real key lies in a different attitude that is one of respect to the adult learner. Teaching adults is a challenge to the teacher. The teacher has to be an innovator and a person who responds to the moment (Kogers, 1976).

Use of mass media has proved successful in adult education programmes. They reach larger audiences. Use of films, mass meetings, radio, TV, posters and banners help to introduce the messages to groups and communities, motivate them for learning, make them aware of the knowledge and skills available, and initiate them for follow up action (Devedas, 1978).

5. Curriculum construction for nonformal education programmes:

In constructing a curriculum for non formal education programmes, flexibility is important taking into account the varied nature of needs and problems of adults in different occupations and areas. Agricultural workers, fishermen, estate workers, day labourers, house wives and unemployed are in plenty. No single core curriculum can suit all these sections. But aspects such as civic responsibilities, social and environmental hygiene, need for cooperation and social feeling can be imparted to all, besides nursery skills suited to daily life. Vocational bias is essential in the curriculum to make the programme life-oriented. Provision should also be made for catering to the artistic talents of the adults, and their physical and mental well being. Discussion methods and problem solving approach should be the main ingredients in the process. Along with subject matter experts, experts in educational technology, nonformal education folk arts and people of eminence must be consulted while preparing the common core of curriculum, which should be as diverse as possible in different Indian states and even in various parts of each state (Sivadasan Pillai, 1976).

Curriculum development for adult literacy as stated in the national policy document, while emphasising acquisition of literacy skills, should also be relevant to the environment and learner's needs. It needs to be:

- flexible regarding duration, time location and instruction arrangements
- diversified in regards to curriculum, teaching, learning materials and methods and
- systematic in all aspects and
- based on the structural objectives of a programme(Singh, 1978)

There can be no uniform or centrally determined level of environment in the literacy classes, as this will have to be planned at the grass roots level. However the following suggestions are given regarding the desired numerical strength of the classes(Singh, 1977).

Kind of area	Maximum enrolment	Optimum attendance	Minimum attendance
1. Thickly populated village settlements	35	25	15
2. Villages in the hills	25	20	12
3. Tribal areas	20	15	10

Efforts should be made to see that when the attendance drops below the optimum level, the community workers takes steps to ensure improvement in attendance. The organizers should be satisfied, if the average attendance comes to 20 or 15 in the hills and tribal areas(Singh, 1977).

6. Learning materials used for literacy development

The learning materials used for functional literacy classes include primers, work books, lesson cards, flash cards and simple visual aids such as pictures, maps, charts or models. These form the basic material for a literacy class and are essential for acquiring the reading skill. Books specially prepared for the neo-literates to develop and consolidate their literacy skills and increase their knowledge, are a necessary follow up of the literacy course. In addition to the books, the news paper also makes useful reading material. All adults are interested in news and all over the world the daily news sheet provides good reading material for adults. The weekly, fortnightly or monthly periodicals are also helpful aids in improving the reading tastes and skills of the neo-literate and semi literate adults. While identifying the literacy content and preparing the learning material, care should be taken to choose materials which would present to the adult learners, new ways of doing things and how life in the villages ^{is} and how the society can be made better than it is at present (Gomez, 1978).

These materials should be developed within the framework of simple basic vocabulary, drawn up with in the social and cultural context of the community. These should be in the local languages. Where such materials are developed in national

languages, local languages should be used for explaining the material within the framework of existing national policies on the subject. Written and printed materials are commonly used in non formal education programmes. Traditional oral communication methods have been used successfully for centuries and can be effective either separately or in conjunction with printed materials in nonformal education.

The reading material for the adult literacy class should have the following characteristics.

- a. Attractive, pleasing and lasting in physical make up, in handy size, and as an acceptable volume.
- b. Clear, meaningful, relevant and expressive with illustrations.
- c. Simple, spoken and understandable language with graded vocabulary, familiar to the learner.
- d. Simple, straight forward style in interesting and popular forms—Narrative dialogue, poetry, folk tales, drama or biography.
- e. The subject matter should be related to the life experience, surroundings and occupations of the learners(Gupte, 1971).

Preparation of instructional material is not dependent on the curriculum and philosophy underlying adult education. Srinivasa(1977) speaks of four curriculum models: the information model, the problem solving model, the projective model and the expressive the creative or the self actualising

model, these form a continuum on the basis of maximal and minimal role of a teacher preparation. For example, when people speak in terms of text books and supplementary readers their thinking is essentially around the information model. The system is which the teacher engages himself in a one way communication of information, where the text book dominates the class, where education is not relevant to the important segment of living of the adult learner is in competition with adult literacy. External incentives and persuasions may result in external allegiance to prey but it cannot generate the necessary emotional and intellectual pre-condition for adult literacy in the college (Srinivasa, 1977).

A field experiment was conducted to make a comparative study of two adult literacy primers produced by the Literacy House in selected two villages of the Surojini Nagar Development Block of Lucknow district. It was assumed that the mean difference in literacy attainments, as determined by administering suitable literacy tests, of two similar and therefore comparable groups of non-literate adults would reflect the differential effects of two different primers used for literacy teaching in a given period of time. The hypothesis was that if two groups of adults comparable on most of the relevant background variables, are subjected

to a literacy training course using two different primers for an equal period of time, there will be no significant difference between the literacy attainment level of the two groups. The results obtained confirmed this hypothesis (Ravi Shankar, 1977).

Another study by the Literacy House Lucknow has pointed out that to cover the functional literacy course developed by the Literacy House, a period of ten months would be needed. On successful completion of this course, the adult is comparable with the 4th grade of the school children with regard to literacy abilities (Ahmed 1963)

Another study states that the major factors of the dropouts perceived by a sample of 36 participants of 12 literacy classes were identified to be harvesting time, got tired during days work, pre-occupation, with domestic work, school far off, sowing time, irrigation time, animal husbandary work, lack of interest, shyness and other psychological reasons and ridiculed by friends and relatives (Shankari, 1974).

B. Integrated Child Development Service, its nature of services:

The Integrated Child Development Service (ICDS) scheme aims at an integrated delivery of a package of health, nutrition and educational services. These services are supplemented

with functional literacy for adult women and Applied Nutrition Programme. The scheme of functional literacy for adult women has been introduced in the ICDS project areas, to offer non formal education using functional literacy as the means, in the subjects of health and hygiene, food and nutrition, home management, child care, civic education and vocational and occupational skills. The functional literacy class, therefore becomes an effective instrument of nutrition and health education (Dayal, 1977).

At present 33 projects are functioning, on experimental basis since 1975-76. It has been decided to open 67 new ICDS projects in the country during 1978-79. Along with the ICDS project, adult women are given training in functional literacy which includes skills in child care, home management personal and environmental hygiene. By Nov. 1977 there ^{were} lack 2621 functional literacy centres functioning, attended by 40,119 women (Department of Social Welfare, 1978).

The literature subjects under this heading is discussed under the following headings:

1. Syllabus formed for functional literacy programme.
 2. Training given to Anganwadi workers
 3. Precautionary measures that should be taken while imparting functional literacy
- and
4. Judging the success of a literacy programme

1. Syllabus forms for functional literacy - RGO - 1981

The scheme proposed to offer non-formal education using functional literacy as a means in the following subjects.

- a. Elements of health and hygiene
- b. Food and nutrition
- c. Home management and child care
- d. Civic education
- and e. Vocational and occupational skills

The scope of these subjects are as follows:

a. Elements of health and hygiene

- i) Environmental sanitation
- ii) Air pollution
- iii) Drinking water, its sources of contamination, preventing contamination of drinking water.
- iv) Types and uses of latrines
- v) Smokeless choolas for prevention of eye and lung diseases.
- vi) Personal hygiene
- vii) Recreation, cultural programmes and physical exercises

b. Food and nutrition

- i) Malnutrition and its effects on the human body
- ii) Importance and preparation of a balanced diet
- iii) Importance and preparation of low cost meals with locally available food articles.
- iv) Demonstration in preparing nutritive meals
- v) Preservation of food

c. Home management and child care:

- i) Cookery
- ii) Fruit preservation
- iii) Pickles .
- iv) Needle craft
- v) Knigoly
- vi) Painting
- vii) Cloth printing
- viii) Prevention of ill health and diseases
- ix) Ante-natal care
- x) Baby feeding and importance of breast feeding
- xi) Immunisation
- xii) Family planning, importance of small family norm
- xiii) Home nursing and first aid
- xiv) selection of clothing according to climate
- xv) Cleaning of clothes

d. Civic education:

- i) Elementary principles of civics
- ii) Observance of national festivals
- iii) National flag and national anthem
- iv) Concept of democracy
- v) Elections - pattern of voting
- vi) Duties of responsible citizenship

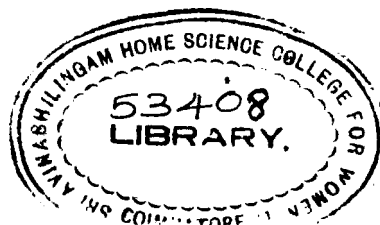
e. Vocational and occupational skills in gardening

- i) Basic information on vegetables
- ii) Production of vegetables at home
- iii) Layout of kitchen garden
- iv) Preparation of nursery
- v) Improved methods of cultivation of vegetables
- vi) Plant protection appliances
- vii) Fertiliser (Department of Social Welfare, 1976).

Functional literacy component will heavily draw its content from other areas of the ICDS curriculum content, particularly from child care, home management, nutrition education, maternity care and family planning.

2. Training given to Anganwadi workers

The Anganwadi worker functions under the supervision of the Mukhyasevika and the Child Development Project Officer (CDPO). She is an honorary worker in a voluntary welfare agency or under direct control of the CDPO and the Mukhyasevika. She is responsible for improving the health and nutritional status of preschool children and nursing mothers by organizing supplementary feeding and assisting the health staff in the delivery of health services. She is also responsible for non-formal education of the children coming to the Anganwadi and for running the functional literacy classes for adult women (National Institute of Public Cooperation and Child Development, 1976).



Training syllabus, a four months training course has been planned for the Anganwadi workers in order to equip them with knowledge, skills and aptitudes necessary for their job performance.

Inspite of the fact that Anganwadi workers ^{had} mostly limited educational qualifications and experience, the component of functional literacy is included in their job responsibilities. The break up of hours of instruction for this training is:

Subject	Theory hours	Practical and field training hours	Total class
General orientation about the ICDS	20	-	20
Child development and non-formal education	60	60	120
Child health and nutrition	110	110	220
Functional literacy	40	40	80
Community Contact and communication	40	80	120
Total(hours)	270	290	560

Examination is conducted for three days.

At the end of the training the Anganwadi workers should be able to:

- a. Organise and conduct functional literacy classes for women of 15-45 years age group, motivate them to collect at the centre at appointed hours and sustain their interest in functional literacy programmes.
 - b. Impart basic literacy and numeracy skills in this in a period of 3-5 months through specially prepared teaching-learning material related to ICDS programme, specially those related to health, hygiene, nutrition, family welfare, child care, home management etc.
 - c. Train local women in using these skills for improving their knowledge in the broad fields of health and hygiene, environmental sanitation population control and nutrition and apply this knowledge to the day-to-day life and work situations.
 - d. Promote awareness in women of the need for utilising the existing health nutrition services including maternity, child care, nutrition and family planning services.
 - e. Bring out behavioural changes in women so as to enable them improve the economic status of the family by better home management supplementing family income etc.
 - f. Enable them to use appropriate follow up measures with a view to sustain the interest of the beneficiaries in their newly acquired literacy skills.
- and
- g. Mobilise and utilise local and outside resources, talents and expertise in enriching the functional literacy programme (National Institute of Public Cooperation and Community Development, 1978).

Preliminary preparation for the functional literacy classes:

The people should be convinced that the scheme is being introduced for their well-being. They should be motivated to make full use of the facilities made available at their disposal.

3. Precautionary measures that should be taken while imparting functional literacy:

The following steps need to be taken as precautionary measures:

- a. The programme should be explained through local speakers and mass media, audio visual aids like posters, filmshows, dramas, exhibitions etc. at the places of public gatherings. Corner meetings, meetings with the leaders and mass meeting could be organised at the time of socio-religious ceremonies and festivals.
- b. Resources such as learning materials, place for conducting the programme, facilities like furniture, lighting and ventilation are to be ensured.
- c. The adult women must be adequately motivated and convinced for action. Their felt needs must be realised. The socio-economic programme coupled with the literacy programmes being about maximum participation.
- d. Recognition, respect and response of the village people must be regarded highly, co-ordinated help of the local agencies should be sought.
- e. All the agencies like Panchayats, Schools, mahila mandals, youth clubs, charchamandals, workers of various government and voluntary organisations should be taken into confidence while implementing the scheme. Mutual consultation and co-operation among ICBS staff and Block Development functionaries are of utmost necessity. This would help the Anganwadi workers in obtaining the help whenever needed.

- f. Fighting out superstitions and bring out attitudinal changes in the community
- and g. The cooperation of the community should be sought to fight the obstacles that are hindrance in effecting the programme.

Once the people start identifying their needs and problems and are made aware of the services available to them, they can be motivated to participate actively in smooth and effective implementation of the programme.

4. Judging the success of a literacy programme

One of the criteria for judging the success of a literacy programme is regular attendance by the learners. Attendance in an adult literacy class is voluntary and the regularity of attendance is an indication of the motivation of the learners as well as the effectiveness of teaching learning to sustain the motivation. Another criterion of success is the extent of literacy skills achieved by the learners. As functional literacy includes transferences of knowledge and occupational skills, the knowledge gained and level of skills achieved should be assessed to find out whether the programme is fulfilling its objectives.

A wide variety of educational and training programmes which mostly fall into the category of non-formal education. In view of their flexible content, adaptability to local conditions, diversification of curricula, and the de-formalised criteria for admission are organised by a large number of non educational agencies and bodies (Gopalan, 1976).

III. METHODOLOGY

The methodology of the investigation is discussed under the following headings:

- A. Selection of the site
- B. Selection of the sample
- C. Selection of the method
- D. Conduct of the study
- and E. Interpretation of the data

A. Selection of the sites

The scheme of functional literacy for women is at present being implemented in the ICDS pilot project in Tamil Nadu in Thalli Block in Dharmapuri District, Milakottai Block in Madurai District and Madras. The investigator selected 50 centres from Thalli Block and 50 centres from Milakottai Block for her study. These blocks are rural and backward areas.

B. Selection of the samples

From each centre, the investigator interviewed the Anganwadi worker and one learner who is regularly coming to the functional literacy class (Appendix I & II).

The schedule was developed by the investigator in order to ^{give} desired answers for the following aspects:

- a. Education^{al} qualification and training undergone by the Anganwadi worker.

- b. Background information of the functional literacy classes involving strength and number of adults attending the class, time allotted to take the functional literacy classes and aids used to teach.
- c. Motivation of the adult learners
- d. Additional experiences offered to the adult learners.
- e. Facilities offered to the functional literacy classes.
- f. Evaluating the functional literacy classes
- g. Feed back given and speed of learning of the adult learners.
- h. Report submission Anganwadi workers.
- i. Supervision and Guidance by the official authorities.
- j. Job satisfaction
- and k. Suggestions for improving functional literacy classes.

C. Selection of the methods

The investigator selected the inte view cum schedule and observation methods for her data collection. As Anganwadi workers were not highly qualified and the learners were also illiterates, the investigator collected the data her self, by interviewing them as well as by the observation method.

D. Conduct of the study

The investigator, with the help of the Block Development Officer and Child Development Project Officer, selected the villages in Thalli Block. Thalli is 23 km. away from Mozur, in Dharampuri District, for easy assessment and approach, the

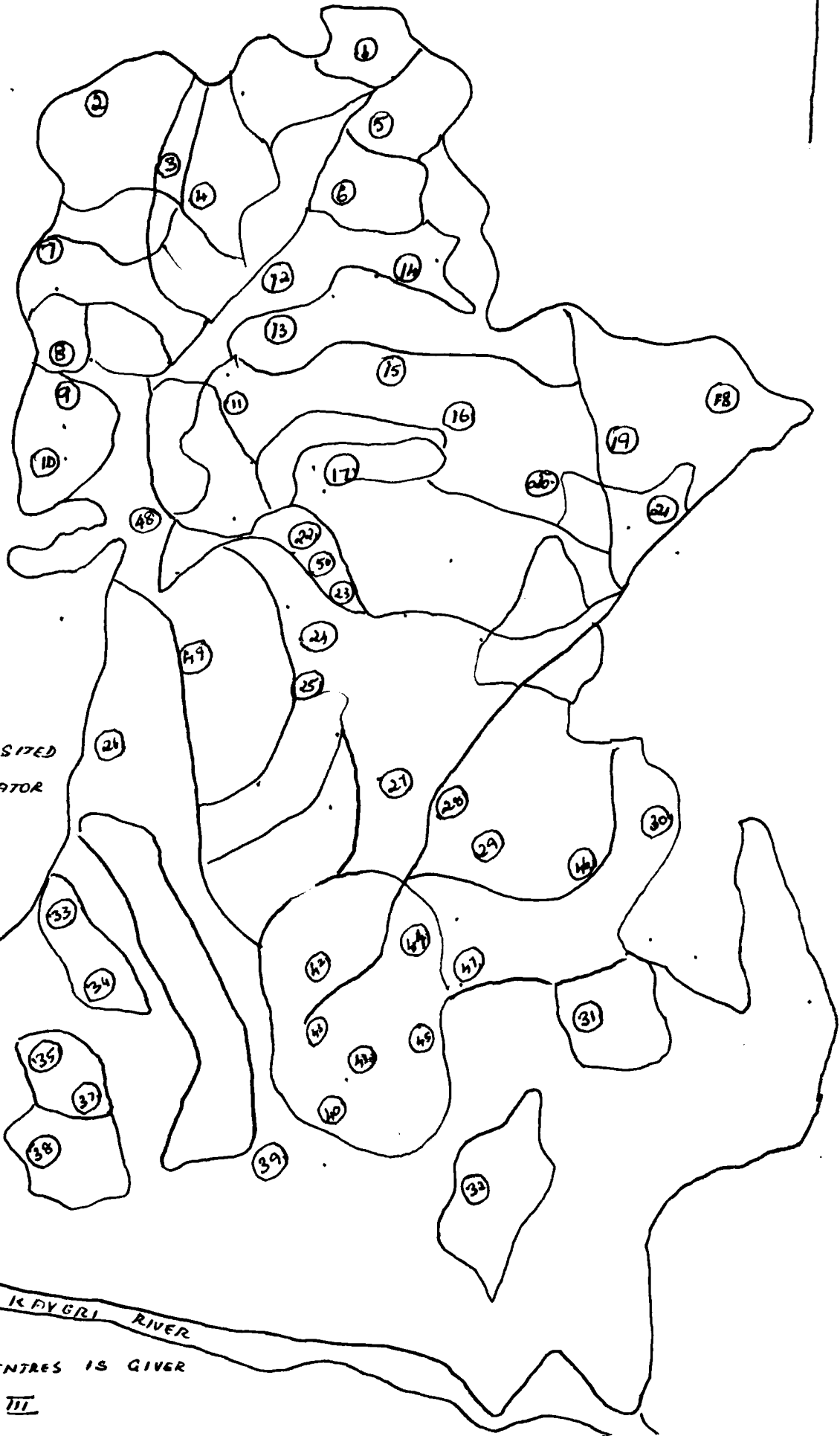
investigator stayed at the Block head quarters. With the help of the supervisors and the concerned Anganwadi workers, she was able to visit some of the centres. Due to some natural barriers(rain) she was able to visit only a few centres. During the end of every month, the Child Development Project Officer and the supervisors were meeting the Anganwadi workers. In one of such meetings, the investigator met all the Anganwadi workers and selected randomly 50 for her study, from Thalli Block and visited the reachable 10 centres.

In Nilakottai she was able to collect fifty for sample randomly and visited all the 50 centres with the help of the Child Development Project Officer, and the supervisors.

6. Interpretation of the data

The data collected were consolidated and the results are interpreted in the following chapter.

MAP OF THALLI BLOCK.



Key:
○ - PIN CAN WADIS VISITED
BY THE INVESTIGATOR

NOTE:
NAMES OF THE VISITED CENTRES IS GIVER
IN APPENDIX III

IV. RESULTS AND DISCUSSION

The findings of the study are discussed under the following headings.

- A. Background of Anganwadi workers
- and B. Conduct of the functional literacy classes in ICDS.

A. Background of Anganwadi workers is discussed as follows:

- 1. Location of the Anganwadi workers
- 2. Educational levels of the Anganwadi workers
- 3. Training undergone by them
- and 4. Their teaching experience

A. Background of Anganwadi workers:

1. Location of the Anganwadi workers:

In Kilakottai Block, out of 50 centres interviewed, it was found that 39 of the Anganwadi workers were staying in the same village and twelve were coming from outside from traditionally varying (distances). In Thalli Block, 42 of the Anganwadi workers, out of 50 interviewed, were residing in the same village and only eight of were coming from far off places.

2. Educational Levels:

In Nilakottai block out of 50 Anganwadi workers, 45 had passed S.S.L.C, four had passed P.U.C., and one was a graduate. In Thalli Block, all the 50 Anganwadi worker's were S.S.L.C. holders.

3. Training undergone:

In Nilakottai block 46 of the Anganwadi workers had undergone training for four months in Gandhigram and four had not undergone any training. In Thalli Block, 42 Anganwadi workers had undergone training for four months and eight had not undergone training at all. (In Thalli, the staff from Sri Avinashilingam Home Science College had given a one week's training in functional literacy and Anganwadi organisation).

4. Teaching experience:

In Nilakottai block, out of the 50 Anganwadi workers interviewed 17 had teaching experience and had worked as Balasevikas before taking this job in the pilot project, 33 had no ^{previous} persons experience. Two Anganwadi workers had been working as Balasevikas for three months; six for six months, two for one year, two for one and half years, two for two years, one for four years and two for five years.

In 'halli block, four had worked as Balasevikas. Among them one had two months experience, one six months, one year and the fourth one had one and half years of experience as Balasevikas. All the other 46 Anganwadi workers did not have any previous experience.

B. Conduct of the functional literacy classes in Integrated Child Development Service is dealt with under the following heads:

1. Strength and number attending all the centres.
2. Time allotted for taking functional literacy classes.
3. Learning materials used for conducting functional literacy classes.
 - a. Primers used
 - b. Teaching aids used
4. Experiences offered to the adult learners
Motivation programme
5. Facilities given in conducting functional literacy classes.
6. Evaluation of the functional literacy programme
 - a. Methods used for evaluation
 - b. Speed of learning
 - c. Report of the Anganwadi workers
7. General problems and suggestions in conducting the functional literacy classes.

1. ~~Strength and number of the attendees at the centres~~ enrolled in

The details of the adult learners attending the classes are furnished below. enrolled for

TABLE I

S.No.	Members	enrolled for	
		number of Centres	
		Mishkottai	Thalli
1	10 - 15	-	13
2	15 - 20	1	18
3	20 - 25	-	9
4	25 - 30	9	7
5	30 - 35	37	1
6	35 - 40	3	2

FIGURE I

STRENGTH ENROLLED IN NILAKOTTAI BLOCK FOR THE FUNCTIONAL LITERACY CLASSES

Scale:

On y axis 1cm = 2 centres

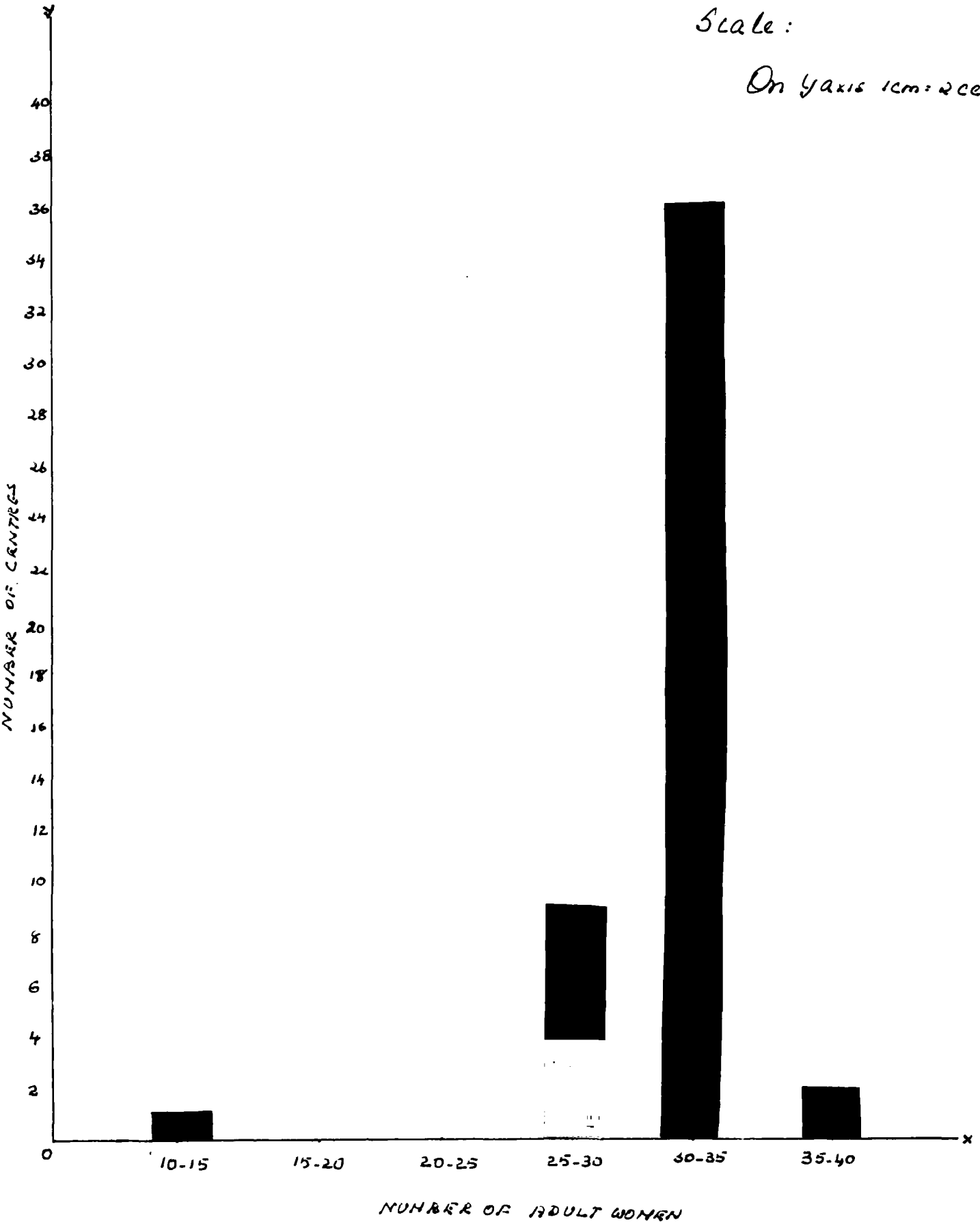


FIGURE 2

STRENGTH ENROLLED IN THALLI BLOCK FOR THE FUNCTIONAL LITERACY CLASSES .

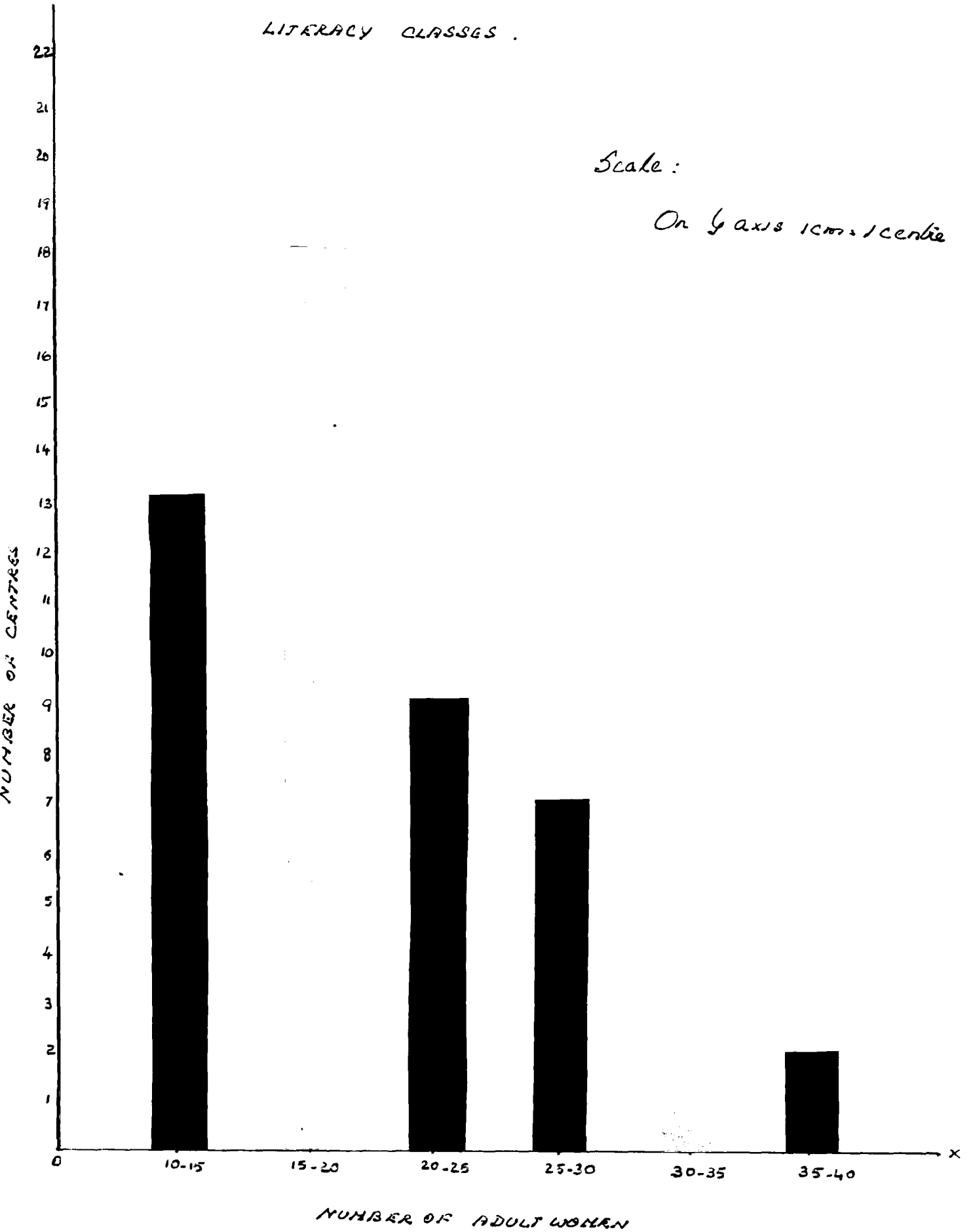


Table I and Figure I shows that in Nilakottai Block in one centre, the strength of adults enrolled at the beginning was 15-20 and in maximum centres that is in 37 centres the strength enrolled was 30-35. In Thalli Block, in one centre the strength enrolled was 30-35 and in maximum centres that is in 18 centres the enrollment was 15-20.

The number of adults attending the classes at present is as follows:

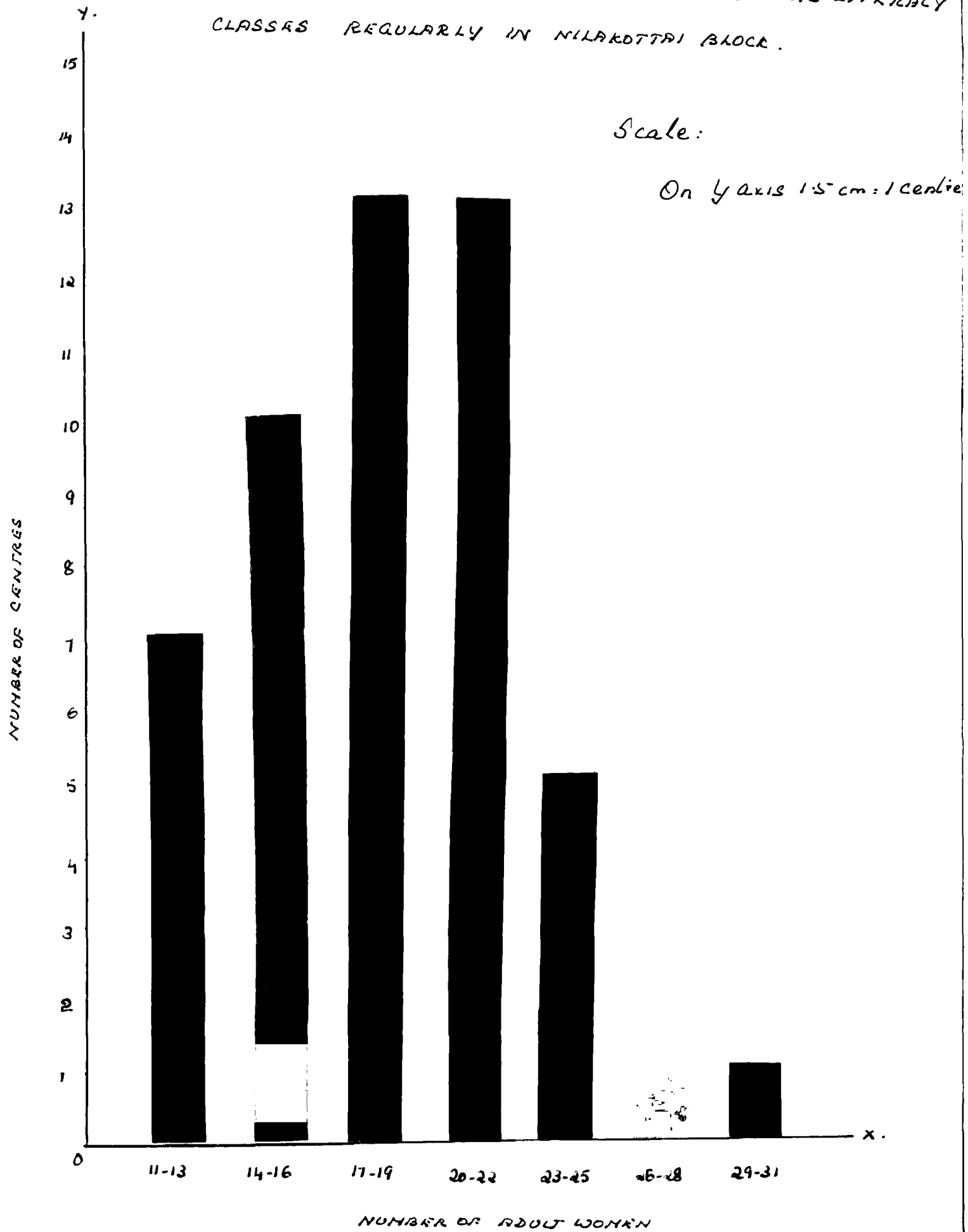
TABLE II

S.No.	Members	NUMBER OF ADULTS ATTENDING THE CLASSES REGULARLY	
		Number of Centres	
		Nilakottai	Thalli
1	5 - 7	-	13
2	8 - 10	-	22
3	11 - 13	7	8
4	14 - 16	10	3
5	17 - 19	13	2
6	20 - 22	13	1
7	23 - 25	5	-
8	26 - 28	1	-
9	29 - 30	1	1

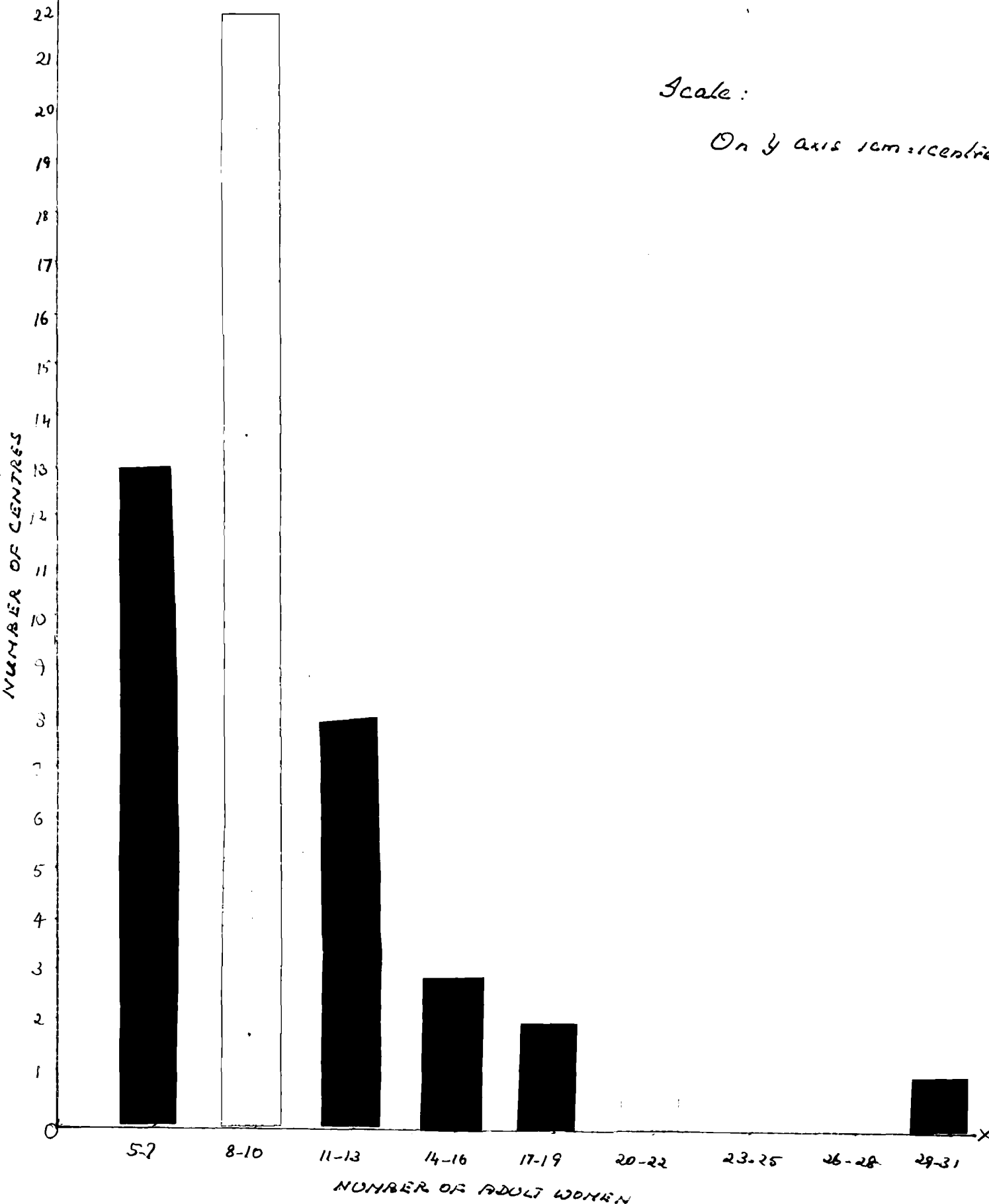
Table II, Figure II shows that in Nilakottai Block, maximum attendance was given by 26 centres that is 17-22 adults attending the class regularly. In two centres the attendance was 26-30.

FIGURE II

NUMBER OF ADULTS ATTENDING THE FUNCTIONAL LITERACY CLASSES REGULARLY IN NILAKOTTAI BLOCK.



NUMBER OF ADULTS ATTENDING THE FUNCTIONAL LITERACY CLASSES REGULARLY IN THALLI BLOCK



In Thalli Block, in maximum, that is in 22 centres, eight to ten adults attended the class and in only one centre the attendance was 20-22 and in the other 29-30.

2. Time allotted for taking functional literacy classes.

Time allotted to take the functional literacy classes depends on the pattern of occupation and the availability of the adult learners.

TABLE III

TIME ALLOTTED FOR THE FUNCTIONAL LITERACY CLASSES

S.No.	Time (Afternoon)	Number of centres	
		Milskottai	Thalli
1	1-2.30	4	-
2	2-3.30	10	-
3	3-4.30	-	4
4	4-5.30	-	2
5	5-6.30	-	11
6	6-7.30	2	2
7	7-8.30	23	21
8	8-9.30	11	10

Table III shows that in Nilakottai Block, in maximum centres that is in 23 centres the functional literacy class was taken in between 7-8.30 p.m and in minimum centre that is in two centres the class was taken in between 6-7.30 p.m. In Thalli Block, in maximum centres that is in 21 centres the class was taken in between 7-8.30 p.m. and in minimum centres that is in two centres it was taken in between 4-5.30 p.m. and in other two centres between 5-6.30 p.m.

3. Learning materials used for conducting the functional literacy classes

a. Primers used in the centres

In Nilakottai block, all the Anganwadi workers were supposed to teach the lessons given by their supervisors, according to the scheme(context) of the pilot project. The Anganwadi workers were asked to prepare charts and flash cards by themselves related to the topics. The materials were provided by the supervisors. No other primer was used by the Anganwadi workers. The syllabus followed by the Anganwadi workers is given below. This system was started only from the third month of 1978. All the supervisors join together and plan the syllabus for every month. The syllabus is then circulated among the Anganwadi workers by their respective supervisors.

Hygiene followed from 1.3.78 to 31.3.78.

Health and Hygiene

(සෞඛ්‍ය සහ සෞඛ්‍ය)

සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

Chart prepared for the above lesson by the Angamudi workers is depicted in figure (111)

(සෞඛ්‍ය සහ සෞඛ්‍ය)

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

සෞඛ්‍ය සහ සෞඛ්‍ය

មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

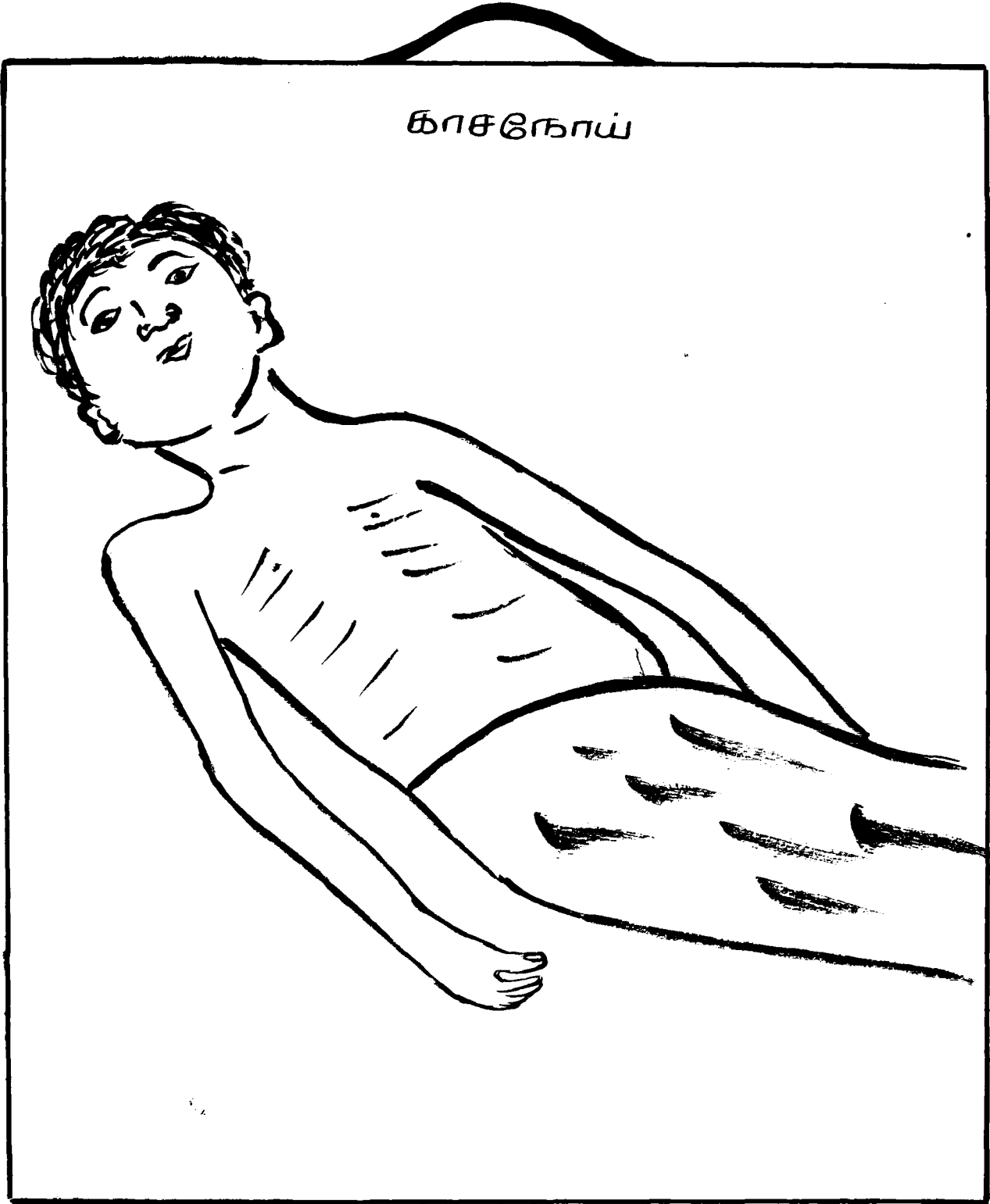
មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

មតិបត មតិបត មតិ

FIGURE III

കിഴിരൂപം



Syllabus followed from 1.4.70 to 31.4.70.

Health and Hygiene (പാലക്കാട് പാലക്കാട്)

രോഗം

- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം

(രോഗം രോഗം രോഗം)

രോഗം രോഗം രോഗം രോഗം രോഗം

- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം
- രോഗം രോഗം രോഗം

syllabus followed from 1.5.78 to 31.6.78

Health and Nutrition (සෞඛ්‍යය සහ පෝෂණය)

අරමුණ

සෞඛ්‍යය පිළිබඳව දැනුම

සෞඛ්‍යය ප්‍රවර්ධනය කිරීම

සෞඛ්‍ය ප්‍රවර්ධනය කිරීමේ ක්‍රම

සෞඛ්‍ය ප්‍රවර්ධනය කිරීමේ ක්‍රම

(Chart prepared by the Angamudi worker is depicted in the figure V)

Health පිළිබඳව දැනුම සහ පෝෂණය

Civic Education

සෞඛ්‍ය සේවාව

සෞඛ්‍ය සේවාවේ වැදගත්කම

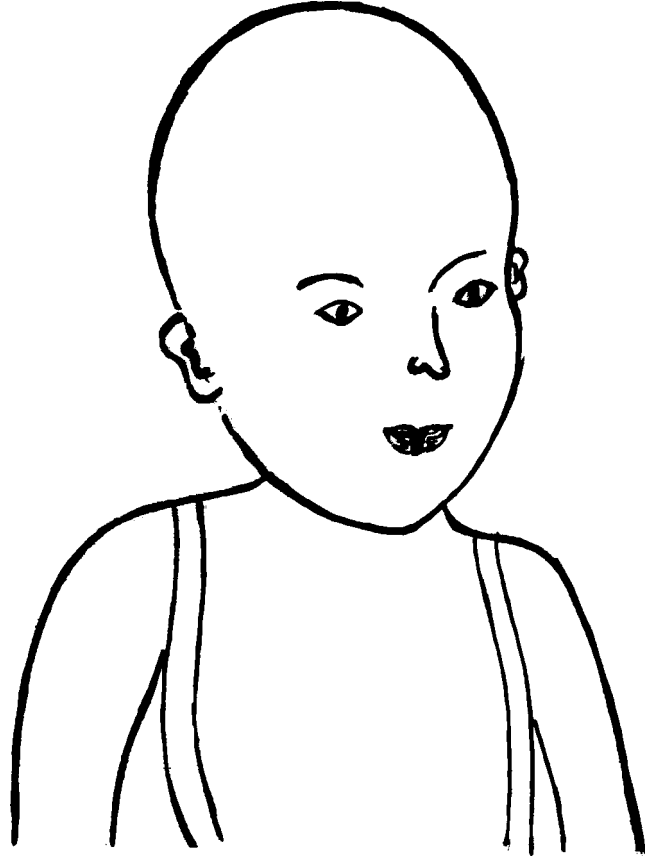
සෞඛ්‍ය සේවාවේ වැදගත්කම

සෞඛ්‍ය සේවාවේ වැදගත්කම

(සෞඛ්‍යය සහ පෝෂණය)

FIGURE IV

கக்ஞிவான் .



கிதைத் தடுப்பூசிமூலம் தடுக்கவும் .

கிஸ்டு யேஸ் குடிந்தைகளின்

ஆரோக்கியம் கெடும் .

Statistics followed from 1.7.73 to 31.7.73

(සමස්ත සංඛ්‍යාව)

සූචක සංඛ්‍යා:

- පරිභෝජන සංඛ්‍යාව
- ප්‍රදාන සංඛ්‍යාව
- ප්‍රතිප්‍රදාන සංඛ්‍යාව
- පරිභෝජන සංඛ්‍යාව
- ප්‍රදාන සංඛ්‍යාව
- ප්‍රතිප්‍රදාන සංඛ්‍යාව

and
Health Expenditure

- සෞඛ්‍ය සේවාවන් වෙත
- සෞඛ්‍ය සේවාවන් වෙත

Production

- ආහාර සහ ඖෂධ
- ආහාර සහ ඖෂධ වලට වැයවූ මුදල
- ආහාර සහ ඖෂධ වලට වැයවූ මුදල [Figure 7]

Home Management

ආහාර සහ ඖෂධ වලට වැයවූ මුදල

Child care

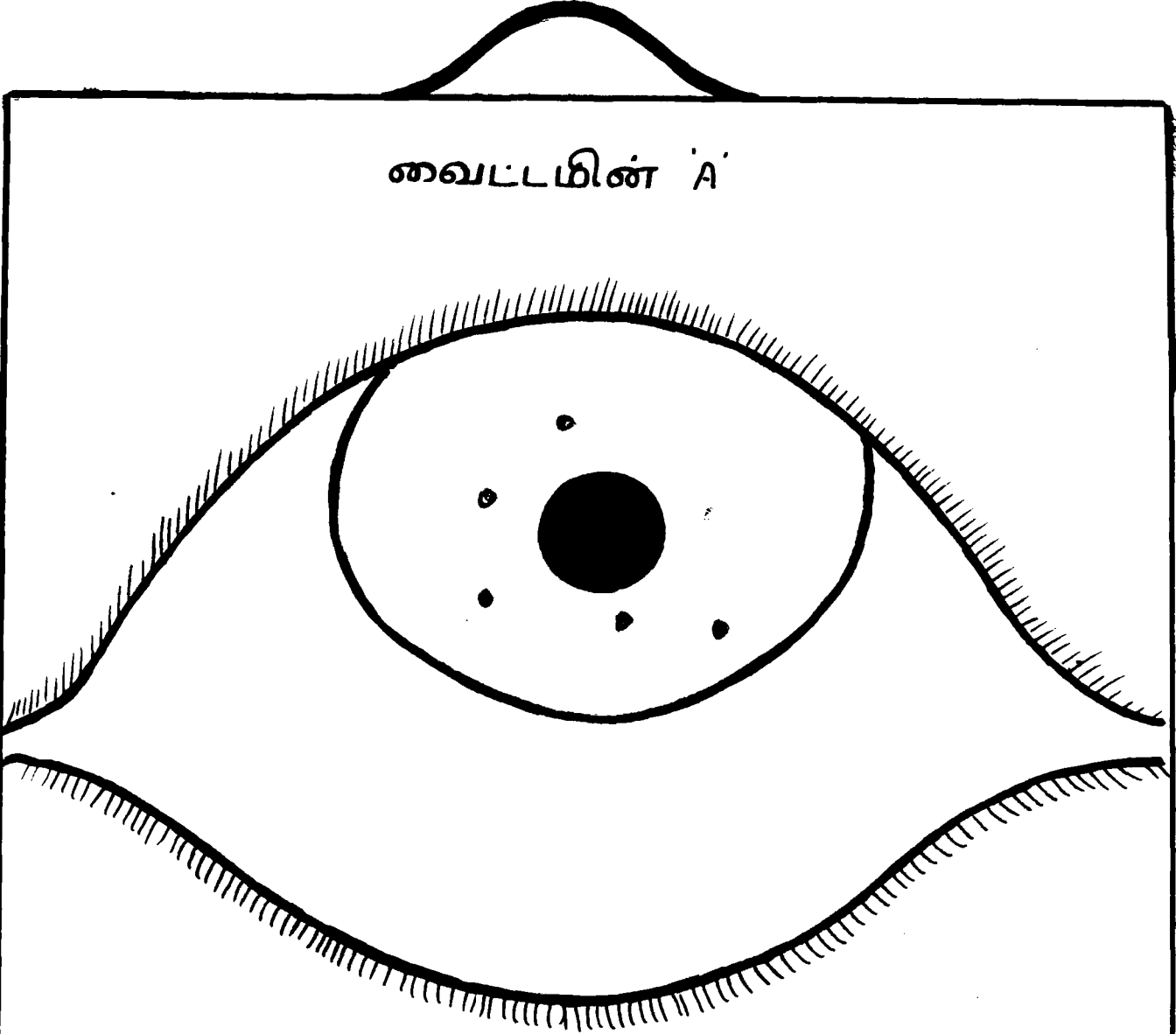
ආහාර සහ ඖෂධ වලට වැයවූ මුදල

Child Attention

වෙනත් සඳහා

FIGURE V

வைட்டமின் 'A'



சோம்பல் நிறப்புள்ளிகள், மாலைக்கண் கோபாய்
கிவை வைட்டமின் 'ஏ' குறைவின் எற்படும் .
கிவற்றைப் போக்க மச்சன் கிறமுள்ள காய்கறி,
பழங்கள், கீரை, முட்டை, பால் முதலியவற்றை
சாப்பிடவும் .

Education Programme

രീതി

(സംസ്കരണ രീതി ഉൾപ്പെടെ പാലക്കാർ)

Activities followed from 1.8.78 to 31.8.78.

(അടങ്കൽ വേണ്ടി)

and
Health Program

മുഖ്യം

മുഖ്യം മുഖ്യം മുഖ്യം

കുട്ടികൾക്കായി; മുഖ്യം മുഖ്യം, മുഖ്യം മുഖ്യം മുഖ്യം, മുഖ്യം മുഖ്യം, മുഖ്യം മുഖ്യം മുഖ്യം.

മുഖ്യം മുഖ്യം മുഖ്യം മുഖ്യം മുഖ്യം മുഖ്യം.

മുഖ്യം മുഖ്യം മുഖ്യം - മുഖ്യം മുഖ്യം.

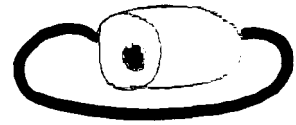
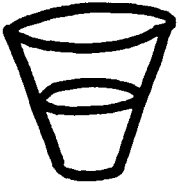
Home Management

(മുഖ്യം മുഖ്യം)

Child care

മുഖ്യം മുഖ്യം മുഖ്യം മുഖ്യം (Figure 1)

FIGURE VI

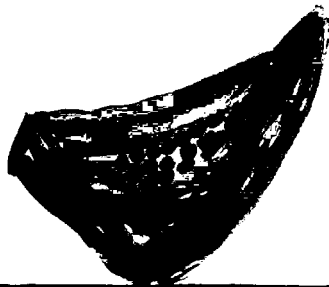
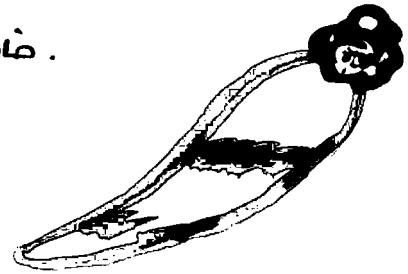


தாய்ப்பாவுடன் குடிந்தைகளுக்கு
கூடுதல் உணவு.

கிணைகளில் திண்டும் சூடுதலும்
சூன்று அல்லது கிரண்டு



குடிந்தைக் கொடுக்க வேண்டும்.



Introduction **ഉപദേശങ്ങൾ, ധാരാളം ഉൾപ്പെടെ ഉൾപ്പെടെ ഉപദേശങ്ങൾ**
ഉപദേശങ്ങൾ ഉൾപ്പെടെ.

ധാരാളം ഉൾപ്പെടെ ഉൾപ്പെടെ ഉൾപ്പെടെ (Figure VII)

Civic education **ഉപദേശങ്ങൾ**
(ഉപദേശങ്ങൾ ഉൾപ്പെടെ ഉൾപ്പെടെ)

Cultural Programme **ഉൾപ്പെടെ ഉൾപ്പെടെ.**

Syllabus followed from 1970 to 1972

(ഉപദേശങ്ങൾ ഉൾപ്പെടെ)

ഉപദേശങ്ങൾ

- ഉപദേശങ്ങൾ ഉൾപ്പെടെ ഉൾപ്പെടെ**
- ഉപദേശങ്ങൾ ഉൾപ്പെടെ ഉൾപ്പെടെ**
- ഉപദേശങ്ങൾ ഉൾപ്പെടെ ഉൾപ്പെടെ**
- ഉപദേശങ്ങൾ ഉൾപ്പെടെ ഉൾപ്പെടെ**

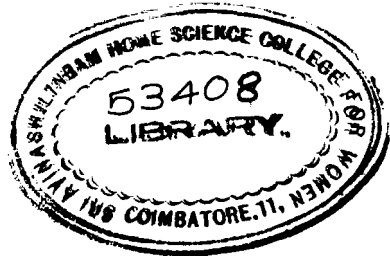


FIGURE VII

நோஞ்சான்

கிது புரதச்சத்துக் குறைவினால்

எற்படும் நோய் !



and
Health Expenditure

നിലവാരം

നിലവാരം നിലനിർത്തി പദ്ധതി

മുൻപോ, മേൽപ്രകാരം

Income Management

മുൻപോ

Child care

നിലനിർത്തി പദ്ധതി നിലനിർത്തി

(നിലനിർത്തി നിലനിർത്തി പദ്ധതി)

Syllabus followed from 1.10.78 to 31.10.78

(നിലനിർത്തി പദ്ധതി)

Nutrition

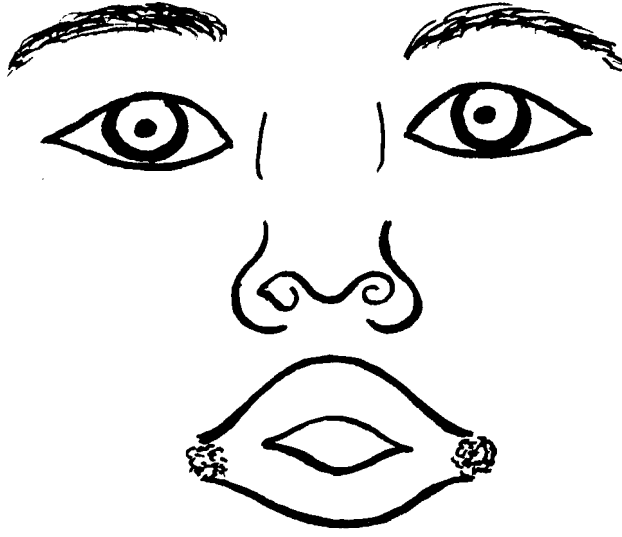
നിലനിർത്തി

നിലനിർത്തി നിലനിർത്തി പദ്ധതി

നിലനിർത്തി നിലനിർത്തി പദ്ധതി [Figure VIII]

FIGURE VIII

மைனுவாய்



கிது உயிர்ச்சத்து 'B' குறைவினால்
ஏற்படும் .

வாயின் கிடுபக்கங்களிலும் சாம்பல்

நிறப் புள்ளிகள் காணப்படும் .

கிதனேத்தவிக்க திணைபி உணவில்

கீரையைச் சேர்த்துக் கொள்ளுங்கள் .

Health Systems

ആരോഗ്യസംവിധാനം

ആരോഗ്യ, സുസ്ഥിരത, സുസ്ഥിരത.

Civic Education

പൗരസമൂഹം സൗഹൃദം ഉണ്ടാക്കി നിലനിർത്തുന്നതിനുള്ള
പ്രവർത്തനം

മതം, വർണ്ണം, സമുദായം തുടങ്ങിയവ.

സമൂഹം കൂട്ടിക്കൊണ്ടു വരണം.

Cultural Programs

മതം, പാരമ്പര്യം, ഭക്തി, സാമൂഹികത.

(സാമൂഹികതയും മതം ഉൾപ്പെടെ)

Religious Activities from 1-11-78 to 31-11-78

(സാമൂഹികതയും മതം ഉൾപ്പെടെ)

Nutrition

ആരോഗ്യ സംരക്ഷണം.

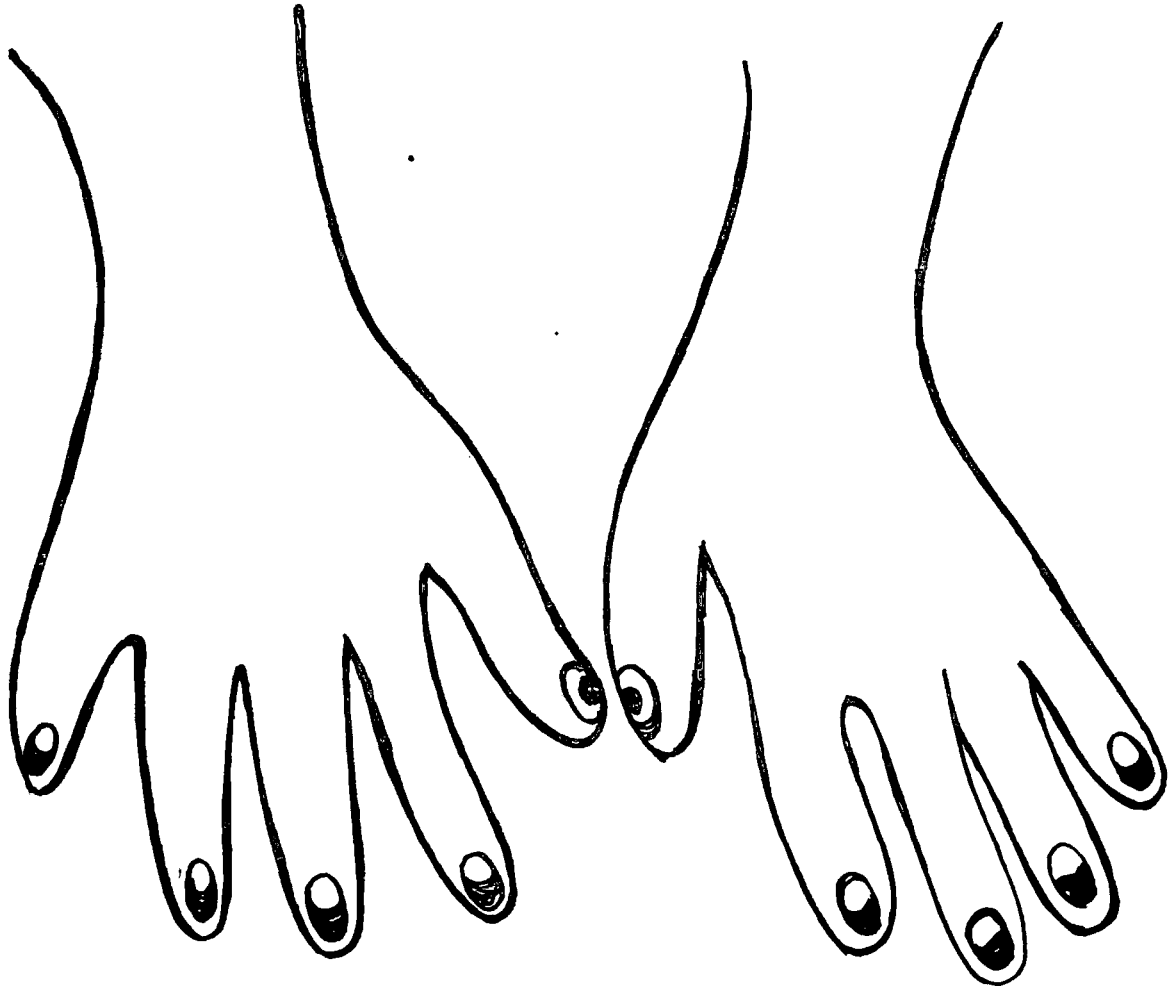
ആരോഗ്യ സംരക്ഷണം ഉറപ്പുവരുത്തുന്നതിനുള്ള.

സൗഹൃദം ഉണ്ടാക്കി നിലനിർത്തുന്നതിനുള്ള പ്രവർത്തനം.

[Figure II]

FIGURE IX

கிரத்தச் சோகை



உடலில் கிரத்தம் குறைவினால் நகங்கள் கிழி
விழுந்தும் கண்கள வெளிநிடியும் காண்பபடு.

கின்றன. இதனைத் தவிர்க்க உணவில்
கீரை சேர்த்துக் கொள்ளுங்கள்.

and
Health Hygiene

കുടി വെള്ളം
പുനഃസൃഷ്ടി, അഴിയാത്ത
അടിമട, ദുരവസ്ഥ നിലനില്പ്

Waste Management

കുടിവെള്ളം നഷ്ടം വരുത്താതെ
(പുനഃസൃഷ്ടി നിലനില്പ്, പുനഃസൃഷ്ടി)

Syllabus followed from 1.1.78 to 31.12.78

(പുനഃസൃഷ്ടി പദ്ധതികൾ)

Health Hygiene

അഴിയാത്ത വെള്ളം

Health and hygiene

അഴിയാത്ത വെള്ളം

Nutrition

അരിപ്പുറം
അരിപ്പുറം^o അരിപ്പുറം, കിടന്നുവെട്ടി വെട്ടിക്കൊടുക്കി
അരിപ്പുറം^o അരിപ്പുറം കിടന്നുവെട്ടി വെട്ടിക്കൊടുക്കി

(Figure X)

Waste Management

കുടി വെള്ളം

Child care

അഴിയാത്ത വെള്ളം നിലനില്പ്, പുനഃസൃഷ്ടി പദ്ധതികൾ നിലനില്പ്
പുനഃസൃഷ്ടി പദ്ധതികൾ നിലനില്പ്.

Civic

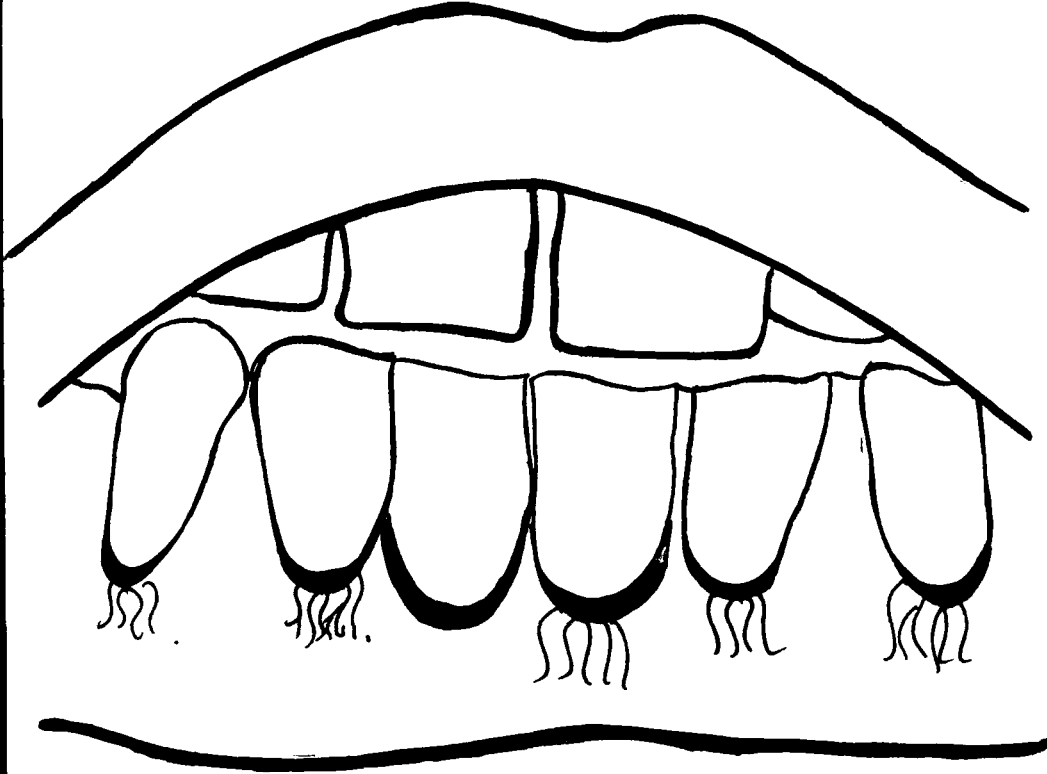
അഴിയാത്ത (പുനഃസൃഷ്ടി പദ്ധതികൾ)

Education

കുടി വെള്ളം
പുനഃസൃഷ്ടി വെട്ടിക്കൊടുക്കി
അരിപ്പുറം കിടന്നുവെട്ടി
കുടി വെള്ളം
അരിപ്പുറം വെട്ടിക്കൊടുക്കി

FIGURE X

வைட்டமின் 'C'



உயிர்ச்சத்து 'சி' குறைவினால் பல்பகுதிகளில்
 கிரத்தம் கசியும். ஓட்டுகளில் வீக்கம்
 காணப்படும். எனிதில் முண்களை ஆடுகிறது.
 கிதனைத் தவிர்க்க, கீரை, ஓட்டை, ரொட்டி
 எலும்புக்கூடு முதலியன சாப்பிடவும்.

Syllabus followed from 1.1.79 to 31.1.79

(അടിയന്തര പാഠ്യപുസ്തകം)

വിഷയങ്ങൾ:

ഒരു പാഠ്യ പുസ്തകം ഒരു പാഠ്യ പുസ്തകം ഒരു പാഠ്യ പുസ്തകം

ഒരു പാഠ്യ പുസ്തകം ഒരു പാഠ്യ പുസ്തകം ഒരു പാഠ്യ പുസ്തകം

Civic education

ആരോഗ്യവും ആരോഗ്യവും
Health and Nutrition

ആരോഗ്യവും
Nutrition

ആരോഗ്യവും

ആരോഗ്യവും, ആരോഗ്യവും

ആരോഗ്യവും ആരോഗ്യവും

Home Management

കുട്ടികളുടെ
Child care

കുട്ടികളുടെ

കുട്ടികളുടെ പാഠ്യപുസ്തകം

(ആരോഗ്യവും ആരോഗ്യവും)

The language in which they were taught was Tamil. Some Anganwadi workers because of their own interest, taught the adults stories and songs. Anganwadi workers were provided with wires, beads, cloth material to teach wire bag making, embroidery and other handicrafts(Figure XI).

In Thalli block the primers used by all the Anganwadi workers were 'Verungal Karpon' and 'Vazhaku Vashakatti'. No syllabus was given to the Anganwadi workers of Thalli Block. As Anganwadi workers were not supplied with a printed copy of the primers, they possessed the hand written copy. Though, the primer was translated in the local languages kannada and Telegu by Sri Avinashilingam Home Science College with the help of a local teacher, due to administrative delays the printed copies were not supplied to the Anganwadi workers. Hence, those Anganwadi workers who knew Telegu and Kannada, translated every thing in their local languages and taught them and those Anganwadi workers who do not know the local languages found it difficult to teach the adult women in Tamil.

FIGURE XI



AN ANGANWADI WORKER TEACHING HANDICRAFTS

b. Sagchiya Aidal

In Nilakottai block almost all the Anganwadi workers were using charts, posters and flash cards. About 11 of the Anganwadi workers used books to teach in the class and one used pamphlet to teach the adult learners. In Nilakottai Block, the Anganwadi workers themselves prepared charts related to the syllabus. In Thalli Block, all the Anganwadi workers used posters and books to teach in the literacy class and 22 of the Anganwadi workers used charts to teach the adult learners (Figure XII).

FIGURE XII



AN ANGANWADI WORKER TAKING FUNCTIONAL
LITERACY CLASS BY USING A VISUAL AID
PREPARED BY HER

There was no problem as far as the teaching aids are concerned. All the people knew Tamil very well and so they were able to follow the teacher. In Thalli Block, the people knew only Telegu and Kannada and hence hesitated to learn the unknown language and were not able to understand Tamil.

The time schedule, in Milakottai Block, reveals that 32 of the Anganwadi workers were able to take the class in the allotted time and 18 were not able to take the class in the allotted time as some people were not co-operative and were engaged in their primary occupations. In Thalli Block 24 of the Anganwadi workers were able to take the class in the given time and in 26 of them were not able to take the class in the given time. In Thalli the Anganwadi workers found it very difficult to take the class as majority of the learners were coolies and most of them belonged to the Scheduled Caste and Tribes. In Milakottai Block in 22 centres, people attended the class with hesitation and in Thalli Block, in 30 centres people attended the class with hesitation. In Milakottai Block the reasons given by the Anganwadi worker were lack of cooperation on the part of the adult learners; more work and the centre is away from the main village. In Thalli block, the reasons given by the Anganwadi workers for the poor attendance were no interest to learn a new language; more work and so no time and people were not at all cooperative.

The reasons for the people for attending the functional literacy classes with out hesitation were interest towards classes; most of them were teenage dropout girls; handicrafts are taught by the Anganwadi workers, and the guidance given by the Anganwadi workers.

4. Experiences offered to the adult learners:

a. Motivation programme:

In Nilakottai and as well as Thalli block, the motivation part was not given such importance. In Nilakottai block and Thalli Block house to house visit was done by all the Anganwadi workers and in 26 centres regularly village level meeting was conducted once in every month.

In both the blocks; the literacy programme was organized by the Anganwadi workers themselves, and the Madras-sangan members helped them to conduct class once in a week.

The experiences offered to the adult learners was as follows.

TABLE IV

EXPERIENCE OFFERED TO THE ADULT LEARNERS			
S.No.	experience	Number of centres	
		Milakottai	Thalli
1	Exhibition	4	2
2	Field trip	2	1
3	Filmshow	21	1
4	Demonstration	41	1
5	Sports	6	-
6	Chit	6	1

It is heartening to note that the learners have been exposed very many interesting audio-visual aids and extension methods. It is notable that most of the centres, in Milakottai were using demonstrations as an important method which might be due to its applicability and reality.

5. Facilities given in conducting functional literacy classes.

Facilities given for conducting functional literacy classes are given in table V.

TABLE V

FACILITIES OFFERED FOR THE FUNCTIONAL LITERACY CLASSES					

Number of Centres					
S.No.	Facilities	<u>Silakottai</u>		<u>Thalil</u>	
		Adequate	Inadequate	Adequate	Inadequate

1.	Lighting	50	-	50	-
2.	Classroom	37	13	40	10
3.	Books	50	-	2	48
4.	Slates	50	-	50	-
5.	Pencil	50	-	50	-
6.	Black board	50	-	50	-
7.	Teaching aids	50	-	25	25

Table V clearly shows that facilities offered for the functional literacy classes in Silakottai block were adequate except for the class room. In Thalil block, books and teaching aids were inadequate to conduct the functional literacy classes in 48 centres.

The details of lessons for the functional literacy classes are as follows:

The Anganwadi workers in Milakottai Block were following the syllabus given by the supervisors. In Thalli Block, almost all the Anganwadi workers had finished the first two lessons 'Kannamma' and 'Veedu' in Varungal Karpom. Other than this some Anganwadi workers also used the book 'Vahkaiku varukatti', and 'book on Thalli' and had taught songs and stories also.

In Milakottai Block once in a week, the functional literacy class will be taken by the Mahalir mandral members. Two other centres received help from school teacher and three centres received help from the president of the respective villages. In Thalli Block also one class in a week was supposed to be taken by the mahalir mandral members.

In Milakottai Block, in all the centres the Anganwadi workers were motivating the learners by appreciation. In Thalli Block the Anganwadi workers appreciated the learners by clapping. Seven of the Anganwadi workers gave prizes to those who answered well and participated well in the class.

The adult learners were helped to participate in the class and the ways of eliciting their participation are given below:

TABLE VI

ELICITING THE PARTICIPATION OF THE LEARNERS			
S.No.	Methods	Number of Centres	
		Nilakottai	Thalli
1.	Discussion	37	25
2.	Questions	47	46
3.	Writing	5	38
4.	Giving test	8	38
5.	Recitation	25	8
6.	Lecture	2	2

In a majority of the centres, that is, in 47 and 46 in Nilakottai and Thalli blocks respectively, asking question was one of the methods used to elicit the participation of the adult learners. Next priority was given to 'Discussion' in Nilakottai Block, and to the 'writing and giving test' in Thalli block.

Twenty six of the Anganwadi workers in Nilakottai Block evaluated each lesson after finishing, 12 after a week, nine

after a month and three daily. In Thalli block 46 of the Anganwadi workers did evaluation after finishing the lesson, two after every week and two after every month.

The records maintained by the Anganwadi workers, were learners attendance, stock register and daily diary both in Nilakottai and Thalli block. The learners were given only one note book for writing exercise.

6. Evaluation of functional literacy programme

a. Methods used for evaluation:

Different methods were used to evaluate the speed of learning of the adult learners as follows.

TABLE VII

METHODS USED FOR EVALUATION			
S.No.	Methods	Number of Centres	
		Nilakottai	Thalli
1.	By writing	43	50
2.	By spelling	29	5
3.	By recitation	34	7
4.	Asking questions	41	46
5.	Giving assignment	1	-
6.	Asking to write on the black board	11	39
7.	Asking to give small lecture	6	7
8.	Giving test and marking	10	46
9.	Assessing by the learners	--	2

In Nilakottai block the majority of the centres used 'writing' and 'asking questions' as the common methods used for evaluating the learners. In Thalli 'writing', 'asking question', 'giving test and marking' were used as common methods for evaluating the learners in the functional literacy classes.

In Nilakottai block, in 26 centres there was feed back because some people were really interested to know more things and most of the people attending the class, were dropouts. So the young girls attending the class stayed back for longer time than adult women. In these centres feed back was done by asking questions and the learners cleared their doubts. In 23 centres feed back was not done because lack of co-operation on the part of the people. In Thalli block, in 16 centres feed back was done and in 34 centres feed back was not done. Giving feed back depends on the mood of the learners.

b. Speed of learning.

The speed of learning of the adult learners is discussed is given in Table VIII.

TABLE VIII

SPEED OF LEARNING			
S.No.	Speed	Number of Centres	
		Nilakottai	Thalli
1	Fast	2	-
2	Average	20	16
3	slow	26	30
4	Very slow	2	4

The criterias for evaluating the speed of learning of the adult learners stated as norms of Literacy ^{by} University Grants Commission are:

I. Reading:

- a. Reading aloud with correct pausation and emphasis, simple literature on topics related to the concerns and interests of learners.
- b. Reading silently the neo-literate reading material at a speed of approximately 50 words per minute.
- c. Reading with understanding road signs, posters, simple instructions, newspapers for neo-literates etc.
- d. Ability to follow simple written messages relating to one's working and living.

II. Writing:

- a. Copying with understanding at a speed of 10 words per minute.
- b. Taking dictation at the speed of 7 words per minute.

- c. Writing with proper spacing and alignment.
- d. Writing independently short letters and applications and filling up forms of day-to-day use to the learners.

Above table clearly shows the average speed of learning is better in Nilakottai block than in Thalli. Because of the language problem existing in Thalli block, people were slow to follow and learn, the new language.

According to 40 Anganwadi workers in Nilakottai block, only when a person is able to read as well write, he becomes literate. In Thalli block 37 of the Anganwadi workers said the same.

The number of words learnt in one functional literacy class is given in Table IX.

TABLE IX

WORDS LEARNT IN ONE FUNCTIONAL LITERACY CLASS			
S.No.	No. of words	Number of centres	
		Nilakottai	Thalli
		1	1 - 2
2	3 - 4	22	16
3	5 - 6	10	13
4	7 - 8	5	7
5	9 - 10	2	2
6	11 - 12	4	2
7	13 - 14	3	1

The minimum number of words was learnt in more centres in Thalli block than Nilakottai perhaps because of the language problem.

C. Reports submitted by the Anganwadi workers

Regarding submission of reports, in both Nilakottai and Thalli blocks, all the Anganwadi workers submitted a report every month. In all the centres, the functional literacy classes were supervised by their respective supervisors and by the Child Development Project Officer of that block. ^(figure VIII) The Anganwadi workers in Nilakottai block had group discussions twice a month one with the supervisor and another with Child Development Project Officer in the last week of every month. In Thalli block, the Anganwadi workers had discussion group only once a month with the supervisors and Child Development Project Officer jointly because many Anganwadis were in the hilly region.

7. General problems in conducting the functional literacy classes

In Nilakottai block was concerned the following were the problems cited:

1. The main problem was lack of building for the centres. In many centres there was no government building and so the Anganwadi workers found it difficult to take the class in the public places.

2. Maintenance of records was very difficult because they were responsible for the Anganwadi also. They were maintaining 23 records in all. They could not find adequate time to do them.
3. Many Anganwadi workers were coming from other villages. They found it difficult to take the class late in the evenings.
4. More motivation was needed.
5. During the harvesting seasons, people were not coming to learn and only young drop out girls were attending the classes enthusiastically.

FIGURE XIII



A SUPERVISOR EVALUATING THE LEARNERS BY
ASKING QUESTIONS.

In Thalli block the following were the problems encountered.

1. The more most problem was the language problem. As the centres in Thalli block were in the borders of Karnataka, Tamil Nadu and Andhra Pradesh, Kannada and Telugu were mostly spoken. Only a selected few spoke Tamil. Hence, difficult for the Anganwadi worker to translate every thing in their language.
2. As the primers were written in Tamil, people found it difficult to learn a new language.
3. All the people being workers, found no time to spare, even one hour, for the functional literacy classes. They returned from their work only after seven or eight pm and so less number of women were attending the classes.
4. Some Anganwadi workers were not staying in the concerned village, so they had to take their functional literacy classes in the day time, and this was one of the causes for the poor attendance.
5. The salary was not adequate.
6. Teaching aids and printed primers should be provided.
7. In many centres there were only tribal people, Scheduled Castes and Scheduled Tribes, especially from the hilly regions. They were not cooperative. They had a bad notion that the Balisevikas were working for the money (salary) they were getting.
8. Because of certain social values and customs, attendance was the poor.
9. In some centres, people were asking for free food to come to the functional literacy classes.
10. Anganwadi workers of the hilly regions were not able to meet the Supervisors often to get guidance from them.

Thirty six Anganwadi workers of Nilakottai Block were satisfied with their job for the following reasons:

- a. They liked teaching
- b. They liked children.
- c. People were cooperative.
- d. Because they were earning money
- e. sought coin, service
- and f. were getting peace of mind

Only 14 Anganwadi workers in Nilakottai did not like the job and were not satisfied with it because in some areas people were not cooperating with them.

In Thalli block, 23 Anganwadi workers were not satisfied with their job, because the salary was not adequate; 27 were satisfied, because the people were cooperative and they were able to earn atleast to meet the minimum need.

Suggestions given by the Anganwadi workers for the improvement of the functional literacy classes is given in Table X.

TABLE X

**SUGGESTIONS OF AAO REGARDING THE IMPROVEMENT OF THE
FUNCTIONAL LITERACY CLASSES**

S.No.	Suggestions	Number of Centres	
		Milakottai	Thalli
1	Provision for better teaching methods	47	49
2	More salary	12	22
3	Proper motivation and guidance	9	5
4	Give time for handicrafts	5	7
5	Produce primer in the local language	-	20
6	Provide electricity	10	20
7	Provide a tailoring machine	2	--

Provision for teaching aids was the first and the foremost suggestion given by a majority of the centres both in Milakottai and Thalli block. In Thalli block, next priority was given to the suggestion, 'increase the salary', 'produce the primer in mother tongue' and 'provide electricity facilities'.

On the whole the improvement shown in Thalli block was not striking because many centres were in the hilly regions consisting of only tribal people, Scheduled Castes and Scheduled Tribe.

When the answers to the questionnaire provided to 20 adult learners were consolidated (Appendix II) it was found that six learners from Nilakottai block and four from Thalli block attended the class because they wanted to learn something new. Two from Thalli block said that they attended the classes because of compulsion and three from Thalli block said that they attended the class in order to improve their knowledge.

All the twenty adult women from two blocks said that they had benefited from adult literacy class, the benefits being they have learnt handicrafts, write and read, to move freely in the society. Other than this, in Thalli people said that they have learnt a new language.

In Nilakottai block, only one learner wanted Sewing machine as she was interested in tailoring. In Thalli block, one wanted to change the time as it was not convenient for her. In Nilakottai, for eight adult learners, time was convenient and for seven the place was convenient. In Thalli block for nine of the ten learners interviewed, time and place were convenient.

The adult learners felt that they had learnt to put their signature, out their of their participation to NALP classes. It is interesting and encouraging to note that they had imbibed the values of education and would be sending their sons and daughters to school and also make their parents too literate.

The suggestions given by the adult learners included⁶

1. The teacher should talk well, to the people of the village.
2. Film show is essential
3. Radio should be provided
4. Village people should cooperate with the teacher
- and 5. People should become interested to learn.

V. SUMMARY AND CONCLUSION

The results of the study on Functional Literacy programmes of the Integrated Child Development Services in Nilakottai and Thalli Blocks in Tamil Nadu are summarised below.

Fourteen Anganwadi workers in Nilakottai Block and 21 in Thalli block were staying alone in rented houses in the same village or in the neighbouring villages.

In Nilakottai Block, out of 50 Anganwadi workers interviewed, 44 of them had completed school finals and four had completed their pre degree and one was a graduate. In Thalli Block, all the 50 Anganwadi worker's had completed school finals.

In Nilakottai Block, 46 of the Anganwadi workers had undergone training and in Thalli Block 42 had undergone training in Functional Literacy.

In Nilakottai Block, 17 Anganwadi workers had previous experience in the field and in Thalli, only four of them had previous experience of working as Saisevikas before coming to the job.

Thirty seven centres in Nilakottai Block enrolled 30-35 adult learners each. In Thalli Block, 15 to 20 adult learners were enrolled in 16 centres.

The average attendance for the Functional Literacy class in Nilakottai block was 17-22 persons in 26 centres. In Thelli block 8-10 persons were attending regularly in 22 centres.

Evening hours were preferred by the Anganwadi workers for the conduct of the classes in both the blocks.

In the existing pattern of taking Functional Literacy classes, in Nilakottai block, only 32 of the Anganwadi workers were able to take the classes in the allotted time and in Thelli block only 24 Anganwadi workers were able to take the classes in the allotted time. It was due to the personal difficulties of the learners to come to the class.

In Nilakottai block no fixed primer was used by the Anganwadi workers. They followed the fixed syllabus given by their supervisors. In Thelli block, all the Anganwadi workers were asked to follow 'Verungel Karpon' issued by Sri Avinashilingam Home Science College, Coimbatore.

Teaching aids provided to the Anganwadi workers in both Nilakottai and Thelli blocks, seemed to be inadequate.

Motivation programme was not given importance in both the blocks.

Facilities offered for the Functional Literacy classes in Nilakottai block were adequate except for the class room. In Thalli Block books and teaching aids were stated to be inadequate in many centres.

There were varied methods of evaluation but most of the Anganwadi workers in both the blocks used 'writing' 'Recitation' and 'Asking questions' as common methods for evaluating the adult learners.

In Nilakottai, feed back was done by 26 Anganwadi workers and in Thalli block, 16 anganwadi workers did the same.

Average speed of learning of the adult learners in the centres of Nilakottai block was better than in Thalli block.

In Nilakottai and Thalli blocks, the Anganwadi workers submitted their reports to the Supervisors once in a month to assess their work.

All the Anganwadis were supervised by the Supervisors as well as by the Child Development Project Officers regularly.

In Nilakottai block, 36 of the Anganwadi workers were satisfied with the job where as in Thalli block 23 of them were satisfied.

The ways of improving the Functional Literacy classes as stated by majority of the Anganwadi workers in both the Blocks were providing more teaching aids and audio-visual aids, lighting facilities and raising the remuneration to meet the basic needs.

Suggestions given by the investigator to improve the Functional Literacy classes

1. In-service training should be given to the Anganwadi workers exclusively for Functional Literacy, atleast for fifteen days continuously by the experts in Adult Education.
2. Teaching aids like charts, posters, books and flash cards should be provided to the Anganwadi workers to teach themed-learners, so that the Adult illiterates will get interested in the learning process.
3. Tours/camps could be arranged for the adult women to enthuse them.
4. Meetings could be arranged now and then to enlist the participation of women.
5. Monthly Day camps could be organised once a month for all the village adult women in the Integrated Child Development Service Scheme office, so that they could share their ideas, knowledge and interest.
6. Proper motivation could be done by using mass media.

Radio can be provided to all the centres so that the learners acquire up-to-date knowledge of what is happening in the outside world. Adult women could be made to participate in All India Radio Programs.

7. Primers could be written in many languages and the people could be allowed to make their own choice.
8. Salary could be increased for the Anganwadi workers in order to enhance their interest in their work.
9. The Anganwadi worker could be able to converse with the people, create good rapport with them, able to convince them, sympathise them and make them attend the classes regularly. By her talk she could be able to change the old and superstitious beliefs of the village women and try to elicit their participation enthusiastically and voluntarily in all the work on all the days.

It was felt by the Investigator that concerted efforts in Functional Literacy Programs would definitely pave way for concrete improvements among the villagers and urban people. But it needs methodical approach, right type of materials orderly co-ordination and co-operation of all the agencies of achieve the set goals of Integrated Child Development Services Scheme.

BIBLIOGRAPHY

1. Agrawal, T.C.
1969
The progress of Education in Free India, Arya Book Depot., New Delhi P.176.
2. Ahmad, M.
1968
"An experiment in Functional Literacy", Indian Journal of Adult Education Vol.XXIV, no.8, p.11-12.
3. Ahmad, M.
1977
"Radicalisation of Literacy, can it be conf?" Indian Journal of Adult Education Vol.XXVIII, no.5, p.7-9.
4. Armin, G.
1973
Literacy Today, Vol.IV, no.4, p.11
5. Bhandari,
1974
"Factors for dropouts in relation to the participants characteristic in Functional Literacy classes in India", Literacy Today p.11.
6. Bhatia, K.K.
1973
Modern Indian Education
Sharda Brothers, Luckhiana, p.261.
7. Bordia, A.
1973
Adult Education in India
Bharatiya publishers Ltd., Bombay, p.83-85.
8. Chalem, K.S.
1978
"Attitude of villagers towards education", paper presented at the V.G.C. Seminar on Integrated Rural Development Conducted by Department of Co-operation and Applied Economics. Indian University.
9. Chandra, P.C.
1978
"Adult Education and its perspective", The Hindu, Oct. 1st.

10. Devedas, R.P.,
1978
'Literacy Learning', Paper presented during the workshop on adult education for principals/heads under the auspices of University of Madras.
11. Devedas, R.P.
1978
'Teaching Methods in Adult Education/Functional literacy' Paper presented during the workshop on Adult Education for Principals/heads under the auspices of the University of Madras.
12. Devedas, R.P.
1978
'Planning and Programming Adult Education', Jwal Ashu Kesan, Madras P.S.
13. Devedas, R.P.
1978
'Organisation and Administration of Adult Education' Paper presented in the workshop on Adult Education for principals/heads under the auspices of the University of Madras.
14. Dhayal, M.S.
1977
'Study of the application of the Functional Literacy Programme under, IAS Tamil Nadu, Department of Social Welfare, New Delhi.
15. Goppen, R.
1978
'Content and Curriculum for Adult Education'. Paper presented during the workshop on Adult Education for Principals/heads under the auspices of University of Madras.
16. Gomez, R.,
1978
'Literacy and Learning Materials' Paper presented during the workshop on Adult Education for principals/heads under the auspices of University of Madras.

17. Gupta, M.R.,
1971
"Manual for Adult Literacy Teachers", Indian Journal of Adult Education Association, pp.35.
18. Naragopal and
Sundershan, S.
1978
'Rural Adult Literacy' Indian Journal of Adult Education
Vol.XXXIX, No.10, p.41-42.
19. Jalaluddin, A.K.
1978
'National Adult Education Programs, A perspective', Indian Journal of Adult Education, Vol.XXIX, No.8, p-21-25.
20. Journal of Educational
Research and
Extension,
1970
'Why Functional Literacy' Journal of Educational Research and Extension, Vol.VI, No.3, p.133.
21. Kapoor, J.M.
1975
'The Retention of Literacy'
Mac Millan Co., Delhi, pp.3, 45.
22. Koshiy, T.A.,
1978
'Beyond Functional Literacy',
Indian Journal of Adult Education,
Vol.XXXIX, No.2, p.5.
23. Koshiy, T.A.,
1976
Indian Journal of Adult Education,
Vol.XXXVII No.3, p.15.
24. Krishnamoorthy,
1976
Indian Journal of Adult Education,
Vol.XXXVII, p.11.
25. Mathew, K.,
1974
'Adult Educations and its
Development' Literacy Today,
Vol.11, No.4, p.2.
26. Mehta, P.,
1976
Paper presented at the Vice-Chancellors conference on continuing education, Himachal Pradesh University, Simla.
27. Ministry of
Education and
Social Welfare,
1976
'The Theme of Functional Literacy,
for Adult Women', Department of
Social Welfare, Government of
India, New Delhi.

28. Ministry of Education and Social Welfare
1978
Scheme for Functional Literacy for women', Department of Social Welfare, Government of India, New Delhi,
29. Nanca, S.K.,
1969
Reflections on Indian Education.
Loyal Book Department Ludhiana,
p.143.
30. National Institute of Public Cooperation and community Development
1978
Training of Anganwadi workers,
Book let, New Delhi.
31. National Institute of Public cooperation and community Development
1976
A Guide book for Anganwadi workers
booklet, New Delhi.
32. Niaz, J.P.
1976
'Some perspective on nonformal education' Indian Journal of Adult Education, Vol.XXXVII, No.10,
p.15
33. Pillai, S.K.
1976
'Non formal education with special reference to Kerala'
Indian Journal of Adult Education
Vol.XXXVII, no.11-12.
34. Policy Statement
1978
'Adult education and Development'
Government of India, no.8,
p.71-73.
35. Ram.chandran, P.
1978
'Some Experiments in non-formal Education, Indian Journal of Adult Education, Vol.XXXVII, No.7, p.11
36. Koyalesena
Department Trust
Education, evaluation and Training Unit
1977
Indian Journal of Adult Education,
Vol.XXXVIII, no.12, p.43.

37. Rogers, A.
1976
'Teaching, Adults, a challenge'
Indian Journal of Adult Education
Vol. XXVII, No. 7-8, p. 4-5.
38. Shankar, R.
1977
'A comparative study of two Adult
Literacy Primers, Indian Journal of
Adult Education, Vol. XXVIII,
No. 8, p. 28.
39. Singh, B.N.,
1977
'Organising a massive programme of
Adult Literacy and Adult Education'
Indian Journal of Adult Education,
Vol. XXVIII, No. 11, p. 7, 10.
40. Singh, B.N.
1978
'Formative Research' Indian Journal
of Adult Education, Vol. XXIX, No. 9,
p. 19.
41. Sinha, P.
1973
'Adult Education in modernizing
Agriculture' Communit. Development
and Sanchariki Kai Digest,
Digest, Vol. IV, No. 1, p. 11.
42. Srinivasan and
Lyra
1977
'Perspectives on Non-Formal Education'
INC 14141, 6th Avenue, New York.
43. Swaminathan,
1977
'Education for Economic Progress',
Indian Journal of Adult Education,
Vol. XXVIII, No. 10, p. 13.
44. Tripathy, S.N.,
1978
'Methodology of Adult Literacy'
The Hindu, Nov/14.
45. Tripathy, V.
1970
'Effective Techniques and Conducting
A Women Literacy Centre', Literacy
house, Lucknow, p. 41.
46. University
Grants Commission
Adult Education and Extension
Programmes, Guidelines, Indraprastha
Press, New Delhi, p. 13-14.

A P P E N D I C E S

APPENDIX I

Interview schedule to evaluate the functional literacy programs

- 1. Name of the interviewer :
- Name of the interviewee :
- Place of residence :
- Place where you are conducting the functional literacy class :

2. Have you undergone training?

Yes No

If Yes,

Place where the training was held	Duration of the training	Aspects covered	Any drawbacks	Practical experiences given
-----------------------------------	--------------------------	-----------------	---------------	-----------------------------

6. Are you able to take the classes in the allotted time?

Yes No

If no, what is your suggestion regarding the time schedule?

6. Are the learners coming to the class without any hesitation

Yes No

If no reason:

If Yes reason:

Motivation Programmes:

7. How did you motivate the members?

Methods used	Places in which it is used	Aid used for motivation/primers	Who helped	Problems faced
-----	-----	-----	-----	-----

8. How did you organise the adult education programme through,

- Official contacted
- Non official contacted
- Local leaders
- Youth club members
- Local Organisation
- Governmental departments
- Voluntary organisation
- Any other specify

Implementation of the programmes:

9. How are you conducting the functional literacy classes?

Name of the village	Primer ^s used	Language in which written	Source from which obtained	Problem encountered
-----	-----	-----	-----	-----

10. Additional experiences offered:

Exhibition

Film show

Field trip

Any other specify

11. Time table adopted for conducting the classes

12. Details of facilities regarding functional literacy classes

Facilities offered	Adequate	Inadequate	How managed
--------------------	----------	------------	-------------

Electricity

Classroom

Books

Slates

Pencils

Blackboard

Teaching aid

Any other

13. Details of lessons for the functional literacy classes

Syllabus allotted	Topics so far covered	Topics going to cover	Any change you want to make regarding the syllabus
-------------------	-----------------------	-----------------------	--

14. Do you get help from the following organisation for conducting functional literacy classes:

1. Mahalir mandram
2. Farmer's training centre
3. Youth club
4. Political organisation
5. Balwadi/school
6. Voluntary organisation
7. Former women training centres
8. Mahila Yuvak Kendra
9. Radio discussion group
10. P.T.O.
11. Any other specify

15. How do you enthuse the learners

1. By discussion
2. By asking question
3. By asking them to write on the black board
4. By giving test and giving mark
5. By asking to recite
6. Any other specify

16. Will you to evaluation after

1. Finishing the lesson
2. Finishing the whole book
3. After a month
4. Any other specify

17. What are the records maintained by the

Formats of the record

Learner

- 1.
- 2.
- 3.

Teacher

- 1.
- 2.
- 3.

18. Methods used for evaluating the learners:

1. By writing
2. By spelling
3. By recitation
4. Asking question
5. Doing assignment
6. Asking to write on the black board
7. Asking to give a small lecture
8. Giving test and marking
9. Any other - specify

19. Any feed back is done after teaching?

Yes No

Reasons for both

20. What is the speed of learning of the learners

Fast

Average

Slow

Very slow

Give reasons for each

21. When do a person becomes literate

1. When he is able to read the book

2. When he is able to write

3. Any other specify

22. How many words they used to learn in one class

23. Are you giving the total up report to the corresponding authorities.

Yes No

If no reasons¹

If yes duration of submitting the report

Supervision and guidances

24. Are the functional literacy classes supervised by any officials

Yes

No

If Yes,

By whom	Who	Suggestion given	Your follow up
---------	-----	------------------	----------------

25. Will you have any discussion group with your Co-ordinators

Yes

No

If Yes, duration of the meeting

If no reasons

26. Are you satisfied with ^{the} job

Yes

No

Reasons for both:

27. Any suggestions regarding the improvement of functional literacy classes?

Present position

Suggestion for improvement

APPENDIX II

FROM THE LEARNERS

Interview schedule to evaluate the functional literacy PROGRAM

- I. Name of the Investigator :
Name of the Interviewer :

1. Background information of the Learner

No.	No. of the family members	Age	Sex	educational level studied	study-ing	Illiterate	Occu-pation	Monthly income
-----	---------------------------	-----	-----	---------------------------	-----------	------------	-------------	----------------

2. Why did you attend the functional literacy class?

1. Because of interest
2. Really want to learn some thing
3. Improve your knowledge
4. Because of compulsion
5. Any other specify

3. What benefits have you derived by attending the literacy classes.
- a.
 - b.
 - c.
4. Do you want any help to come to the class?
- Yes No
- If yes, kind of help, you needed
- a.
 - b.
 - c.
5. Was the time convenient for you to attend the class?
- Yes No
- Reasons for both
6. Was the place convenient?
- Yes No
- Reasons for both
7. How are you going to make use of your literacy?
- a.
 - b.
 - c.
8. What are your suggestions to improve the functional literacy classes?
- a.
 - b.
 - c.

9. List out the books and pamphlets supplied to you in the functional literacy class?
- a.
 - b.
 - c.
10. What are your suggestions to make the other adults also to join in the functional literacy class?
- 1.
 - 2.
 - 3.

MILAKOTTAI BLOCK

Thimmasicken patti	Kampillai chatram
Puduk kaman patti	Pudukkottai
Ashbagam patti	Sakkayanaichanur
Kamalapuram	Ottupatti
Koonthampatti	Jangalpatti
Michal pelayam	Mettor
Ammappattai	Muruthampatti I
Munthampatti II	Kodai road
Silukkuvarpatti South	Silukkuvarpatti North
Kokkimpatti	Seethapuram
Milakottai east	Milakottai South
Milakottai North	Venimasicken patti
Andampatti	Kotai
Ayrahampatti	Old Silukkuvar patti
Murugatham patti	Shasthipuram
Sandiarapuram	Pallappatti east
Pallappatti South	Kampapatti
Sthiodu	Kamatchipuram
Kalladipatti	Muvvanuthu
Melliaspatti	Mudalappatti I
Mudalappatti II	Anaipatti

Mattupatti
 Muthalapuram
 Ramarajapuram West
 Mattaperai South

Vilampatti
 Ramarajapuram South
 Ramarajapuram East
 Mattaperai North

THALLI BLOCK

Komaranapatti
 Kempatti
 Kothakeegur
 Belagondapalli
 Binnemangulam
 Arapally
 Devagangapally
 Madagondapalli
 Seethamanetty
 K-Mallanapuram
 Adalgolapuram
 Arulalam
 Sarandapally
 Settipally
 Palayamgotal
 P. Gollapally
 Ramachandran

Gunmalapuram
 Sithenur
 Muthur
 Kalagondapalli
 Thelily
 Javalagiri
 Kodiyalam
 Anniyalam
 Kakkadese
 T-Mallanapuram
 Arasakuppan
 D. Kothanur
 Balliapally
 Vanaganapally
 Padiganalam
 Karandapally
 Andevanapalli

Boottampachi

Kolatty

Asthakkal

Retraiyoor

Mevaretti

Anchatty

Kandakkattai

Gagadevasapalli

Kurubarapalli

Thaggatty

Manjupadapalli

Sesherajapuram

Mariyalam

Tommarapally

Arulelam

Sikanapally

