ADULT EDUCATION

BY

N.S.S. VOLUNTEERS

Dr. R. RAJAN

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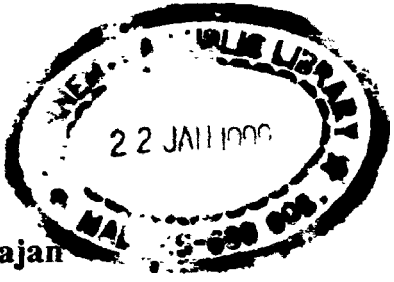

Dr. R. Rajan

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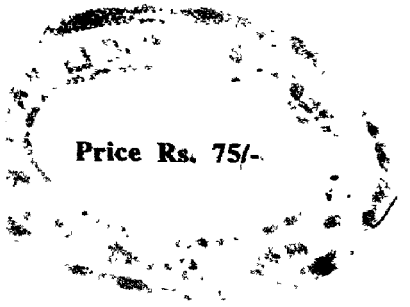

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TO

Father of Adult Education

Dr. Malcolm S. Adiseshiah

Former Deputy Director General

UNESCO, Paris.

Former Vice-Chancellor of

Madras University

Dr. K. VENKATASUBRAMANIAN M.A., B.L., B.T., Ph.D.,
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Pondicherry Central University
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The Centenarian Trust

Date : 21-11-1998

FOREWORD

Paulo Freire, Frank Laubach, Budd Hall and Dr. Malcolm Adiseshiah were the acknowledged leaders of the Adult Literacy Revolution in this Century. Dr. Malcolm especially was the Indian Pioneer who ushered this silent revolution here. I had the privilege of working very closely with the great Dr. Malcolm Adiseshiah. His devotion and dedication to Educate the Indian Adult caught the attention of foreign Educationists and they flocked to India to help us to build our Education Programme for our Adult men and women.

Welthy Fisher, Robby Kid, James Draper, Paul Fordham, Alan Rogers, Asher Debon and John Oxenham were some of the noted Educationists who joined us in this great battle against illiteracy among our adult population.

I had the pleasure of meeting quite a few of these Savants and working with them in the "Sacred" field of Adult Education. I deliberately use the word "Sacred" as by giving Education to a grow up person we open his Eyes and we release him for bondage. In the case of women, it is proved beyond Cavil today that "Education" alone is the source of Empowerment and sweet freedom. Along with Dr. Saravepalli Radhakrishnan our Scholar President, I also believe that, "If the Government is to have only one Programme it should be Adult Education in priority. All other Schemes can wait."

In this context I was delighted to go through this brilliant book, "Adult Education by NSS Volunteers" written by Dr R Rajan. He is to be commend for accomplishing this difficult task.

I feel Dr. Rajan's analysis is a major Effort after the Studies of Paul Fordham and P.J. Sulton (1979-1985) who conducted brilliant studies on the status of Adult Education and their reports were most helpful to form policy guidelines. The indepth report (funded by British Council) of Fordham after visiting several Universities including Madras University revealed the "lack of genuine interest among the workers." His case studies were revealing.

I had always felt from the day I Headed the Education Department of Tamil Nadu that proper progress could not be achieved by the field workers because of the absence of an Extensive Manual or updated Guide book. The NSS Volunteers of the Universities and the Heads of Departments and Co-ordinators who are excellent workers would benefit greatly by Dr. R. Rajan's treatise as it would constitute perhaps the first detailed up to date compendium in this Vital Field.

The problem of today is clearly pinpointed by the author when he says, "One of the important characteristics of the problem of illiteracy in India is that while Literacy rate is improving over the decades the number of illiterates is also simultaneously increasing."

Dr. Adiseshiah identified our problem in his masterly way. "At any given time more children are out of School than in the school. So far as Adult illiteracy is concerned it goes by the lift and our schemes go by the Stairs."

I honestly believe that if all the Universities in India and their NSS Departments could join together with determination we may be able to attack this menacing problem successfully. For achieving total success in the University front, the NSS departments and Co-ordinators need more teeth. The Universities should totally get involved in this prime programmes. Dr. R. Jayagopal, HOD of Adult and Continuing Education of Madras University was doing pioneering work along with Dr. T.S. Balasubramaniam, HOD Education. I have personal knowledge

of their work. I am glad they have been associated with Dr. Rajan's study.

The NSS Programme was allowed as a special case in the Higher Secondary Schools of Tamil Nadu only after I (as Director of Education), fought successfully with the Government of India on this issue. The other States were not allowed to introduce this most useful scheme in their Higher Secondary Schools then.

In short, Dr. R. Rajan has produced a wonderful book of high Research content and this publication would prove to be a 'Vade Mecum' to any dedicated worker in this priority area.

The author had taken pains to review related Literature and also had given a thought to the Methodology and Procedure. The careful and extensive Data he had gathered make this presentation a very Unique one.

I would like to place on record my deepest sense of appreciation of the author's efforts to produce this Monumental work.

Dr. K. Venkatasubramanian

PREFACE

The National Literacy Mission which was inaugurated by the Prime Minister on May 5, 1988 marked the beginning of an effort to place Literacy for All on the National Agenda. The success of the Mass Literacy campaign initiated in 1989 in Ernakulam district in Kerala led to Total Literacy Campaign Approach at an ever increasing pace. More than 425 districts in the country have been brought under the fold of Total Literacy and made. over 70 million people literate.

A Voluntary Approach by the participation of students of Schools/ Colleges/Universities in Adult Education/Literacy Programme has increased the breadth of the programme considerably. The findings of this study on the role of student volunteers in the implementation of the Literacy/Adult Education Programme will help to strengthen the guidelines of the University Grants Commission and the Universities. This will also help to find out newer methods of large scale involvement of students community in the eradication of illiteracy under the National Literacy Mission.

This study contains five chapters. The first chapter deals with the meaning and concept of adult education, development of Adult Education programmes and the importance of the study. The second chapter reviews the past studies on adult education/literacy campaign undertaken by the different Individuals and Institutions. The third chapter outlines the methodology and procedure of the study. The fourth chapter presents details of data collected from the field, N.S.S. Programme Co-ordinators/Programme Officers of Universities/Colleges, Polytechnics and Higher Secondary Schools and Volunteers/ learners who participated in this programme. The fifth and final chapter starts with the summary of the study followed by results, conclusions, recommendations and suggestions.

It is hoped that this publication will be found extremely useful for the policy makers and organisers at the implementation level and also for teachers, research scholars and students who are interested in adult education.

Any suggestions regarding this study will be highly appreciated.

R. RAJAN

ACKNOWLEDGEMENT

I express my deep sense of gratitude to my research supervisor Prof. Dr. *S.B. Gogate* Hon. Professor, Centre for Educational Studies, Indian Institute of Education Pune for his valuable guidance and suggestions through out the course of the study.

I am grateful and record my sincere thanks to Dr. *P.S. Balasubramanian* Professor and Head, Department of Education, University of Madras for his advice and suggestions and to Dr. *R. Jayagopal,* Professor and Head Department of Adult and continuing Education, University of Madras for his comments and the encouragement given during the study period.

I am thankful to all the N.S.S. Programme Co-ordinators, Programme Officers of Universities/Colleges, Polytechnics and Higher Secondary Schools and Volunteers/learners participated in the study, Officials/Non-Officials who have helped me to collect data and information for the study.

I wish to record my sense of gratitude to the *State Resource Centre, Chennai.* I also express heartful thanks to Shri *R. Venkatachari,* Former Director, SRC and all my colleagues in the SRC for the continuous support and their encouragement at various stages of the study.

I am also thankful to the University of Poona, Pune for the permission given to publish this book. Finally, I thank all my friends for their valuable help for bringing out this publication in an attractive format and that too in a record time.

R.R.

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CHAPTER I

INTRODUCTION

MEANING OF ADULT EDUCATION

Adult Education broadly means education of adults. 'Adult Education' had been defined in India and other countries differently, depending on the socio political conditions of the country concerned. According to Bryson (1936) adult education includes all activities with an educational purpose carried on by people in ordinary business of life who use only part of their time and energy to acquire intellectual equipment towards solving short term and long term problems[1] Long (1980) has defined adult education a by and for any one who possesses the biological, civil and cultural characteristics of an adult.[2] Liveright and Haygood say adult education is the process whereby persons who no longer (or did not) attend school on a regular and full time basis undertake sequential and organised activities with a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes or for the purpose of identifying and solving personal or community problems. In the views of Morgan, Holms and Bundy, Adult Education may be thought of as the conscious effort of a mature person to learn something new.[3] Mukerji defined "Adult Education" broadly as to include all instructions, formal or informal imparted to adults.[4]

CONCEPT OF ADULT EDUCATION IN DEVELOPED AND DEVELOPING COUNTRIES

The concept of Adult Education in Developed Countries varies from that in Developing Countries. In developing countries Adult Education is conceived only as Literacy Programmes.

1. Bryson L.L. (1936), *Adult Education*, New York, American Book.
2. Long, Huey, B (1980), *Changing approaches to Study Adult Education*, New York, Jossey Bars
3. Batta, K.K., *et al.*, (1982-83), *Modern Education and its Problems*, Ludhiana, Prakash Brothers
4. Ibid

In U.S.A., the current goal of American Adult Education Programme broadens the range of offerings or instructional sequences for adults in order to provide something that will be of interest and of service to nearly every one and to find the most effective ways of presenting materials and of helping adults to learn. The slogan 'Life long learning' which has been popularised by the University of California Extension division is coming to have not only nation-wide but also global significance.

The aim of adult education in USSR is to help the adults to consolidate new socialist idealogy in all the spheres of cultural life of the society and to prepare highly trained personnel as well as to create a socialist culture. In China, the objective is "raising the political, educational and technical level of masses of workers and the staff members". Literacy and political education was the real goal of all the adult education programmes. It also aimed at preparing a communist Man of Mao's dreams. The Chinese Communist Movement was based on the support of peasants and workers. So great efforts were made by the Chinese Government to take "every worker an educated cultured communist citizen and an intellectual worker".[5]

Burma, Thailand and Indonesia, the developing countries have defined literacy programmes as follows:

In Burma during the days of the Burmese kings the words 'Literacy' and 'Education' were synonymous. The line of demarcation between literacy and education was very thin. A literate person was, one who could read the Buddhist scriptures and write poem or verses and other literature. But later, in census years, a literate person was defined as a person who could read and write simple daily-used Burmese. According to Burma central literacy committee, Literacy is an ability to read a daily newspapers, to write simple messages and to do elementary calculatiens for the daily life.

5. Jagadish Chander (1984), *A Comparative Study of Adult Education Programme in U.S.A., U.S.S.R., China and India*, Kurushetra, Kurushetra University

The National statistical office at Thailand while conducting the census surveys in the past defined literacy as an ability to read and write in any language not just the National language at a level higher than or equivalent to Grade II in the School system. More emphasis is placed on the use of written language in real life situations such as reading newspaper headlines, simple instructions, names of people and places and filling up of simple forms and writing letters.

The literacy campaign in Indonesia attempts to teach literacy and numeracy skills in the Roman Script and in the National language as a means to develop cognitive and practical skills to improve one's standard of living. The goal is to teach literacy skills, improve basic information and induce development attitudes.

UNESCO, as a body made up of both developed and developing nations in its 1952 International Directory of Adult Education conceptualised adult education as follows: (P. 11) Adult Education has been associated with the teaching of literacy and with such remedial measures as the night school for adults, who have missed the opportunity for formal schooling. The concept of adult education has been broadened considerably so as to cover the activities of a wide range of institutions or agencies. In some states there is a strong tradition of voluntary effort and so they tend to stress democratic adult education. In others, adult education has become a means of propagating views having official approval. In essence, adult education is so closely related to the social, political and cultural conditions of each country that no uniform or precise definition universally acceptable to all can even be attempted.

ADULT EDUCATION IN INDIA

In India, for a long time 'Adult Education' has been associated with the education of the illiterates. i.e. Literacy Programmes. The aim of adult education was to develop functionality, awareness and literacy.[6] Adult Education Programmes, were also sometimes

6. Jayagopal, R., (1982), Paper on *"Methodological Issues in Adult Education, Research in India"* Presented in the National Seminar on Research in Adult Education by Indian Adult Education Association, New Delhi.

called Social Educational Programmes. The function of Adult Education in Indian democracy is to provide every adult citizen with an opportunity for education of the type which one wishes and which one should have for one's personal enrichment, professional advancement and effective participation in social and political life. It includes knowledge of health and hygiene, civics, improvement of economic status through learning of some crafts and recreation and problems of every day life.

Need and Importance of Adult Education

Illiteracy as a mass phenomenon blocks economic and social progress, affects adversely population control, national integration and improvement in health and sanitation. Gunner Myrdal (1968) in his book, 'Asian drama' observes that the quest for rapid development required a well proportioned and integrated educational programme including mass programmes of adult education, whose impact on development is noteworthy. The Education Commission (1964-66) rightly observes, "The circumstances of modern life condemn the illiterate to live an inferior existence". Bowman and Anderson (1963) reported trends between economic development and illiteracy. They found that the countries with more than 90 per cent rate of literacy were very rich. Golden (1955) covered 54 countries and emphasised the relationship between literacy and economic development. In India, the social rate of return to literacy is estimated to be 15.9 times greater than the return to illiteracy while the private rate of return is 30 times to that of illiteracy (Nallagoundan, 1967). One can therefore, easily estimate the enormous loss to economic development due to large quantum of illiteracy in our Country.[7] Rao in his words says that without adult education it is not possible to have that range and speed of economic and social development which we require. There is also a clear correlation between literacy rates and the economic performance of countries for the period 1960-77, the eight fastest growing countries had 16 per cent higher literacy rates than the average for the developing

7. Jayagopal, R., (1985), *Adult Learning - A Psychosocial analysis in the Idia Context*, Madras, Department of adult and Continuing Education, University of Madras.

countries as a whole and achieved a 5.7 per cent growth rate as against 2.4 per cent for all less developed countries. The impact of education is not limited to gross national product growth but extends to all aspects of social welfare. It has been found to have positive measurable influence on expectation and a one per cent increase in literacy is associated with a reduction in infant mortality by 0.55 per 1000 of the population.[8]

Adult Education and Human Resource Development

The human resource is the ultimate resource of a nation. The investment in human development is more productive than investment in physical assets, and more over, it leads to a faster rate of national growth. Immense man power, superb skills and enterprise are to India, what oil is to West Asia. The only difference is that oil will be exhausted one day but human resources will never diminish. India is among the 15 most intelligent and skilled nations in the world, and India is also among the 15 poorest. India today has the largest force of Scientists and Engineers in the world after the United States and Russia. We have this achievement to our credit, while nearly Half of our people are still illiterates. When education spreads, and all people become literate, the scientific and industrial strength of the country will be tremendous.

As per projection by the world bank in 2000 A.D. more than 50 per cent of the illiterates in the world would be in India. Out of estimated 954 million illiterates in the whole world, about 450 million would be Indians. There is also a significant positive correlation between the economic-backwardness and percentage of illiteracy; 96 per cent of the total illiterates and 84 per cent of the drop-outs at the primary school level belong to those whose income is below the poverty line. Kenneth Galbraith has remarked upon the contrast between the character and outlook of the poor in India and the poor in other countries. Talking of the inner strength of the Indian masses, he observed that there is richness

6. The Hindu, (1983). Editorial in '*The Returs from Education*'. October 22.

in their poverty. The problem in India is not of relative poverty but of absolute poverty.[9] What is needed is Human Resource Development (HRD) effort on a war footing to develop awareness and programmes of participatory nature which can be sustained over a long period. The consequence of such an approach to HRD is manifold. At least one immediate visible consequence is that it will be self-sustaining, rather than over sustaining.

There are quite a few in this country and in other countries who believe that correlation between literacy and development is significant. The Directorate of Adult Education, News letter Vol. XI June 1988, lists the utility of literacy under the title "what literacy can do". It can do wonders in improving the life of individuals and also that of the nation as a whole. Some of literacy's contribution include :

— higher productivity
— higher income
— higher standard of living
— better awareness
— better human relationship
— better citizenship
— eradication of social problems
— eradication of infant mortality
— eradication of poverty
— eradication of inequality
— improve national integration
— improve achievement of national goals
— improve labour relations
— improve employer-employee relations
— improvement of people in developmental effort
— achievement of social justice
— proper functioning of democracy
— self-help and self-reliance endeavour
— national effort of all types

9. Jayagopal, R. (1990), *Human Resource Development : Conceptual Analysis and Strategies*, New Delhi, Sterling Publishers, L10 Green Park extension.

— enhance women's development
— enhance scientific temper
— enhance human dignity
— enhance prestige of the country as a whole.

Role of Adult Education in Development

National development comprises economic, social, political and cultural development. National plan of development includes fuller employment and higher productivity, reduction of economic and social inequalities, a concerted attempt at family planning and welfare and revitalisation of our rich cultural heritage. Specifically we shall consider contribution of adult education in the context of (1) Employment and Productivity (2) Social Justice, (3) Family Planning, (4) Health Care, (5) Revitalisation of Cultural Creativity and (6) Social Cohesiveness.[10] Adult Education for the people is a basic human need as also a part of the right to education. As it is a necessary basis for the nation's striving for democracy and development, any programme of basic minimum needs should include a nation-wide programme of adult education. Thus viewed, adult education becomes a means of progress of the country in the direction of a socialist, secular and democratic society, visualised in the preamble of the constitution. This has a number of implications;

(i) The programme of adult education should be so organised that it becomes a means to enhance people's participation in national development. This would require the use of participatory methods in learning and emphasis on discussion.

(ii) In developmental activities, efforts should be made to build a component of adult education. This would increase the effectiveness of the developmental programmes themselves. Similarly adult education programmes should be based on and have a substantial content of, locally, relevant development programmes.

10. Kothari, D.S. (1980), *Report of the Review Committee on the National Adult Education Programme*, New Delhi, Ministry of Education and Culture, Government of India.

(iii) Participants in adult education centres should be helped through available delivery systems and if necessary through especially created agencies to acquire skills which will increase their productivity and enable them to improve their standard of living.

(iv) Programmes of adult education should open the doors for a new awareness among the learners of their predicament and bind them together for unified action for a just social order.

v) A level of literacy cannot be regarded as adequate unless it enables the learner to use it in a self-reliant manner for his day to day needs.

(vi) Literacy need not be the start of the programme and should never be its end. Any one who joins the programme should feel that he has joined it for life; he may step off or into the programme from time to time according to his needs and desires.

(vii) Learning in adult education programmes, if properly organised should contribute to the popularisation of science and to fostering of scientific temper, and to dispelling of fear and superstition fatalism and passive resignation.

(viii) The programmes of adult education should include among the participants a sense of belonging to India's great composite culture and should be permeated by a deep consciousness of unity and diversity.

DEVELOPMENT OF ADULT EDUCATION PROGRAMMES IN INDIA

India is one of the few countries in the world which has a large illiterate adult population. In this context, it would be desirable to assess the size of the problem of illiteracy in the country. One of the important characteristics of the problem of illiteracy in India is that while literacy rate is improving over the decades, the number of illiterates is also simultaneously increasing.

This is because, our literacy efforts (formal and Non-formal) have not been able to match the population growth. Sexwise Literacy rates in India and in Tamil Nadu from 1901 to 1991 are given in Tables 1.1 and 1.2.

TABLE 1:1

Sex-wise Literacy Rates in India from 1901 to 1991

Year	Total Persons Literacy %	Males Lit. %	Female Lit. %
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	7.93
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.23	46.89	24.82
1991	52.11	63.86	39.42

TABLE 1.2

Sex-wise Literacy Rates in Tamilnadu from 1901 to 1991

Year	Total Persons Literacy %	Males Lit. %	Female Lit. %
1901	7.64	14.52	1.02
1911	9.18	17.14	1.53
1921	10.38	18.55	2.43
1931	11.34	19.98	2.94
1941	16.19	25.61	6.88
1951	20.85	31.73	10.06
1961	31.41	44.54	18.17
1971	39.46	51.78	26.36
1981	46.76	58.26	34.99
1991	63.72	74.88	52.59

The percentage of literacy has increased from 5.35 in 1901 to 52.11 in 1991.

According to 1991 census, in India the literacy rate among males was 63.86 and for females it was only 39.42. In Tamilnadu the literacy rate among males was 74.88 and for females it was 52.29. To solve the problem of eradication of illiteracy many efforts have been made during pre-independence and post-independence periods.

Pre-Independence Period

In Indian Education Commission (1882-83) reports that in the British period some financial provision was made for giving grant to night schools for the education of the adults. There were 134 night schools in Bombay attended by 3919 adults, in addition to 223 night-classes attended by 4962 adults in Southern Division of the Presidency. There were over 100 night schools in Bengal and 291 in Madras. Police education schools were set up in central province in 1862-63 and in 1865-66. Initiation of jail schools was another feature of adult education programme in this period for the inmates of the jail in 1865.[11] Then in 1937, when popular ministries were formed in most of the provinces, adult education was accepted for the first time as a definite responsibility of the Government and this programme was considered as a movement. Adult Education Committee was formed under Dr. Syed Mohmud, the then Minister of Education. This Committee stressed the need for training of the literacy teachers for the first time and dealt with other aspects such as motivation of adults, use of audio visuals, programmes for retention of literacy and continuing education. In Punjab, Dr. Frank Laubach inspired a large number of teachers at Moga and launched the Campaign 'Each one Teach one'. In the city of Bombay, the literacy movement was launched in 1938 under the auspice of the Bombay Adult Education Committee under the Chairmanship of Shri B.G. Kher, the then Education Minister.

11. Bordia Anil, et. al., (1973), *Adult Education in India*, Bombay, Nachiketa Publications Limited, 5, Kasturi Buildings, J. Tata Road.

The establishment of the Indian Adult Education Association, an All India Voluntary Organisation, in 1939 was another significant event in the country. It assisted the Governmental and Non-Governmental agencies in the country formulating policies and programmes of adult and continuing education. Similarly, Mysore Adult Education Council in Karnataka; Jamia Millia, New Delhi; Bengal Social Service league, Calcutta; were some other major voluntary agencies which helped training functionaries and producing the teaching/ learning materials and organisation of field programmes. Besides, the Press especially Newspapers, Libraries and Museums also played a vital role in Adult Education programmes during this period.

Post-Independence Period

Social Education

In 1949, Adult Education was redefined as social education. It was made an integral part of the national extension service of the community development programme. Social Education was designed to be a comprehensive programme of all-round development of communities through community development. The main areas of activities under social education were classified as (a) activities for imparting knowledge, (b) activities for bringing about social change, (c) activities for education in community organisation, (d) activities for recreation and culture, (e) special activities for the tribal people and (f) activities for continuing education.

Gram Shikshan Mohim

This programme was first launched on an experimental basis in Satara District of the then Bombay State in 1959 and was extended to the rest of the State. The number of persons made literate by this programme was over one million and the programme had a distinct impact on the literacy percentage in Maharashtra. Between 1961-1971, the percentage of literates in Maharashtra increased from 34.27 to 44.94 although the average increase for

all India was 27.76 to 34.08. However, an evaluation undertaken by the Planning Commission revealed that in Gram Shikshan Mohim's relapse into illiteracy was massive due to inadequacy of post literacy programmes and also due to the fact that at some stages there was considerable misreporting of achievements.

Farmers' Functional Literacy Programme

This programme was launched in 1967-68 in those districts of the country where high yielding varieties of seeds were used requiring farmer to understand to learn and use improved agricultural practices. This programme is a composite one that includes reading, writing, numeracy, socio-economic knowledge, agricultural knowledge and practical experience. This was organised in collaboration with the three departments namely the Ministry of Agriculture, the Ministry of Information and Broadcasting and the Ministry of Education. The ultimate objective was to set up a project in every district, but only about 140 districts were covered by 1977-78.

Library Movement

Libraries have played a key role both in the retention of literacy and in the promotion of continuing education. In 1972, the Government established the Raja Ram Mohan Roy Library Foundation as an Autonomous Organisation. The main functions of the foundation is to promote and support the Public Library Movement in the country by providing adequate Library Services both in Urban and Rural areas. For the promotion of the Follow-up programmes, several Adult Education Agencies have developed Continuing Education Programmes and Library Services. Notable among them have been the Kerala Association for Non-formal Education, Trivandrum; Karnataka Adult Education Council, Mysore; and Literacy House, Lucknow.

The Mahabub Nagar Experiment

This experiment was taken up in 1973 in Andhra Pradesh by the Department of Social Welfare, Government of India with UNICEF. It was an experimental action-cum-research project

and was attempted to test the efficiency of the integrated programme - a kind of 'package' deal consisting of functional literacy, family planning and child care, maternal and child health and nutrition to promote the development of the young child. It remained in operation for two years upto 1975.

Non-Formal Education Programme

Another effort in the field of Adult Education was the launching of Non-formal Education Programmes for the 15-25 age group during 1975-76 in the country both for the non-school going children and for the out of school youth and adults. The programmes organised were intended to be related to the needs and aspirations of the learners and based on local environmental conditions. The programme was intended for the weaker sections of the society who had been denied the benefit of formal education. It envisaged setting up of 100 non-formal education centres in each selected district and by the end of 1977-78, 60 districts were covered under this programme.

National Adult Education Programme (NAEP)

In 1978, the Government launched a massive programme of Adult Education for the age group 15-35. The Programme envisaged to cover 100 million illiterates of the age group 15-35 within a period of about 6 years from 1978 to 1984. The objectives of the programme were (i) Literacy and Numeracy (ii) Awareness and (iii) Functionality. The Programmes organised under the NAEP were Rural Functional Literacy Programme, State Adult Education Programme, Adult Education Programmes organised by voluntary agencies with assistance from the Central Government, programmes by the Universities and Colleges with assistance from the University Grants Commission (UGC) and by Nehru Yuva Kendras (NYK) and others. In 1979, a Review Committee was set up under the Chairmanship of Dr.D.S. Kothari to review the NAEP, to examine the scheme in detail and give their recommendations to improve the Programme. The most important recommendations were that the duration of the

programme should be increased, adequate provision for post-literacy and follow-up activities should be made.[12]

National Literacy Mission (NLM)

National Policy on Education (1986) gives equal importance to Adult Education as an essential part of the strategy to reduce educational disparities and as a means of people's liberation from ignorance and oppression. Based on the National Policy on Education and Programme of action 1986, the Ministry of Human Resource Development has formulated the National Literacy Mission which is one of the first five National Missions. The basic objective of NLM is imparting Functional Literacy to 80 million illiterate persons in the age group 15-35, 30 million by 1990 and additional 50 million by 1995 with special focus on rural areas, particularly women and persons belonging to Scheduled castes and Scheduled tribes.[13]

Functional Literacy implies

— Achieving self-reliance in literacy and numeracy;

— becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development;

— acquiring skills to improve the economic status and general well being ;

— imbibing the values of national integration, conservation of the environment, women's equality, observation of small family norms, etc.

In order to achieve the above objectives, the strategy envisages the following kinds of programmes;

— Functional education, skill development, economic activity related programmes,

12. Kothari, D.S (1980), *Report of the Review Committee on the Nationa Adult Education Programme*, New Delhi, Ministry of Education and Culture, Government of India.

13. Government of India (1988), *National Literacy Mission*, New Delhi, Department of Education, Ministry of Human Resource Development.

— Programmes based on health - related issues, particularly children's health for the women's programme,

— Literacy 'per se' as a need in Urban areas

— Recreational relief, Cultural activity, Entertainment,

— Awareness of concientisation centred programmes,

— Programmes centering around religious discourses, bhajans, etc.

The mission also lays an equal emphasis on post-literacy and continuing education activities. For the first time, institutional arrangements in the shape of Jana Shikshan Nilayam (JSN) have been conceived. JSN would have multi-functional and multidimensional role and is expected to become the academic, cultural and development nerve centre of the village in course of time.

To achieve the above objectives, the Government of India together with the State Governments and Union Territories (32) non-governmental organisations (over 500) schools and colleges (3000), Universities (92) and public enterprises etc. are running a large nation-wide programme of literacy for adults in the age-group 15-35. About 30,000 JSNs have been setup by 1988-89. According to an action plan brought out by the National Literacy Mission Authority, the achievement is estimated to be around 7 million adults made functionally literate by 1988-89.

Total Literacy Campaign

In recent past, the major thrust in the programme has been given in formulation and implementation of Area specific and time specific plans for the complete eradication of illiteracy. This has been implemented through both the on-going centre-based programme in a substantially modified form as well as the Mass Programme of Functional Literacy in specified pockets, with emphasis being primarily on the latter. The Total Literacy Campaign is totally Volunteer-based and there are no paid functionaries (except a few skeleton) staff. The steps followed are :

- Environment building
- House-hold survey to identify literates as volunteers and illiterates as learners
- Forging a link between the two
- Imparting training to the Resource Persons, Master Trainers and Volunteers
- Designing such Teaching/Learning materials for the Campaign as would conform to the basic needs and interest of the learner
- Setting up Committees at the State, District, Sub division, Block/Taluk and Village Levels for the purpose of Co-ordination, Supervision and monitoring.

The success of the Mass Literacy Campaign initiated in 1989 in Ernakulam District, Kerala led to the rapid expansion of Total Literacy Campaign Approach at an ever increasing Pace. Since 1989, the mission accomplishments have been quite phenomenal.

When National Literacy Mission was launched the objective is to make 80 million persons in 15-35 age group functionally literate by the year 1995. Subsequently changes were made in the target which now stands at 100 million people to be made literate in the same age group by the year 1999, and full literacy to be achieved by 2005. More than 425 districts in the country have been brought under the fold of total Literacy Campaigns and made 70 million people literate as of now. Out of these, 188 districts have moved to post-literacy phase and some of the districts have moved even to continuing education phase after completing Total Literacy and Post-Literacy Phases.

Universities and Colleges in Adult Education Programme

The University Grants Commission has recognised extension as the third dimension of the Institutions and higher education in addition to teaching and research. Adult Education Programmes were introduced in Universities and Colleges under extension ervice in 1978. In September, 1982, University Grants

Commission set up a working group to elaborate on the involvement of Universities, Colleges and the student community in adult education programmes. The University Grants Commission issued guidelines to implement adult and continuing education (1982), eradication of illiteracy (1983), population education clubs (1984) and planning forums (1985) in Universities and Colleges. In addition, University Grants Commission has taken a number of steps to promote and guide the involvement of student and teachers in the various activities.

The Role of Nehru Yuva Kendras in Adult Education Programme

The Scheme was initiated in 1972. Under this scheme, a NYK was established in each district to organise programme of all kinds including adult education for the youth. In 1978, when the NAEP was launched, the NYK took upon themselves the responsibilities of organising the adult education programme. During 1982-83, 144 Nehru Yuva Kendras were provided with funds for establishing adult education centres. Again in 1988-89, NYK's were involved in the eradication of illiteracy under the National Literacy Mission.

Voluntary Agencies and Adult Education Programme

In the year 1953-54 the Government encouraged the implementation of programmes of Adult Education through the Voluntary Agencies by giving financial assistance. The Scheme of grants in-aid aimed at securing greater participation of Voluntary agencies in the organisation of the programme and its resources development particularly in the development of teaching and learning materials, training, research, evaluation and post literacy activities. This scheme was further continued with the launching of NAEP in 1978, and even now under NLM, the Government motivates more voluntary agencies to take part in the Adult Education Programme. It has published a brochure giving details about the scheme and the application form for the grants.

Other Special Programmes

Besides the above programmes, workers social education institutes - Programme of education for workers, Shramik Vidyapeeths in industrial cities, Experimental World Literacy Programme Supported by United Nation Bodies, Adult Education through Television and Functional Literacy for Adult Women were the other important programmes.

ADULT EDUCATION PROGRAMMES IN TAMILNADU

Pre-Independence Period

The Government of Tamilnadu believing that the only permanent and satisfactory solution of the problem of illiteracy lies in the development of Primary education, left the literacy work entirely to the private agencies and local bodies which conducted night schools for adults as well as for boys and girls. There were 223 such schools in 1939-40 with an enrolment of 10.452 boys and 746 girls. In 1940-41, the number came down to 131 schools with an enrolment of 7,746 boys and 321 girls.

Post-Independence Period

Following Independence in 1948-49 a Scheme of Adult Education was introduced as a pilot project in selected areas of the then Madras State with the object of wiping out illiteracy. The full course was for 3 years and the aim was to develop in the adults the ability to read and understand the content of a simple newspapers. This scheme was modified in 1954-55 and efforts were confined to a few National Extension and Community development Areas and enrolment was open to the age group of 8 to 18. The scheme was soon given up.

In 1968-69 with the assistance of the centre, the Farmer's Educational and Functional Literacy Programme was introduced as a tryout in 60 centres within a block in Udumalpet Taluk of Coimbatore District with the objective of improving the efficiency of the human input in agricultural production. The scheme

intended to help the farmers in the high yielding variety areas to acquire necessary knowledge and skill to keep accounts, fill in various application forms and read simple materials relating to improved methods of agriculture and improved varieties of seeds and implements. The enrolment in the 60 centres was 2,283 and the course was for a period of six months. In the subsequent years, the scheme was extended to 7 more districts - Thanjavur, North Arcot, Tirunelveli, South Arcot, Madurai, Trichy and Chengalpattu and 630 Farmer's Functional Literacy Centres were established altogether and the enrolment was about 19,000.

In order to reduce the extent of illiteracy in the State, a crash programme of Mass Education was launched in the Salem District in August 1975. Under this scheme 1000 centres were opened and each centre was permitted to run 3 courses of 4 months duration each. Through this effort over 90,000 adults were turned literate.

Then, the scheme of Non-formal education for the age group 15-25 was initially introduced in the State during 1975-76 in two districts - Trichy and Coimbatore for the functional education of the illiterates and Semi-literate adults through non-formal education systems. In 1978-79, 800 centres were functioned in eight districts at the rate of 100 in each. Four districts viz. Trichy, Salem, North Arcot and Dharmapuri were financed by the Central Government and the other four viz. Coimbatore, Tirunelveli, South Arcot and Ramanathapuram by the State Government. The enrolment was 18,000 and the cost of the Scheme was Rupees One lakh for each district.

In 1978, when the National Adult Education Programme was launched at the National Level, the two centrally sponsored scheme of Farmer's Functional Literacy Programmes and Non-formal Education Programmes were merged to form the Rural Functional Literacy Projects (RFLP). The State Adult Education Programme (SAEP) funded by the State Government, Voluntary Agencies and the NYKS with the financial assistance of the Central Government, Universities and Colleges funded by the

University Grants Commission are the other Programmes organised under NAEP. In 1980, the National Adult Education Programme and also the two year pattern in AEP was introduced based on the Kothari Review Committee report. The Committee also spelt out the three stages of Adult Education and Post-literacy programme. The programmes were also extended in all the schemes.

The number of beneficiaries under the various agencies/ schemes from 1980-81 and 1987-88 are given in the table 1.3.[14]

TABLE 1.3

Literacy Achievement by Different Agencies from 1980 - 81 to 1987-88.

(in Lakhs)

Year	RFLP	SAEP	Voluntary Agencies	Universities & Colleges	Nehru Yuva Kendras	Others
1980-81	1.25	2.08	0.15	0.16	0.05	-
1981-82	1.23	1.99	-	0.07	0.07	-
1982-83	1.33	2.07	0.22	0.08	0.04	-
1983-84	1.58	3.70	0.44	0.13	0.04	-
1984-85	2.59	3.55	0.56	0.22	0.01	-
1985-86	2.53	3.77	0.49	0.21	-	-
1986-87	2.64	4.06	0.97	0.24	-	1.10
1997-88	2.68	5.16	1.04	0.12	-	1.01
Total	15.83	26.38	3.87	1.23	0.21	2.11
				Grand Total		**49.63**

14. Directorate of Nonformal and Adult Education (1988), *Technology Mission on Literacy*, Madras, Department of Education, Government of Tamil Nadu.

State Literacy Mission

Based on the guidelines of the National Literacy Mission, the plan of action for the state level implementation had been drafted for 1988-95. The objective is to impart functional literacy to estimated 67 lakhs of illiterate persons in the 15-35 age group, 20 lakhs by 1990 and additional 47 lakhs by 1995 as shown in Table 1.4

TABLE 1.4

State Literacy Mission Target in Tamilnadu

(in Lakhs)

Sl.No.	Year	Target
1.	1988-89	10
2.	1989-90	10
3.	1990-95	47
	TOTAL	**67**

Total Literacy Campaign

A three phased Total Literacy Campaign strategy was planned and implemented accordingly. Subsequently changes were made in the target and the period was also extended to 1999. As of now, out of 29 districts, Nine districts completed Literacy and Post-Literacy campaign phases covering the target of 19.50 lakhs and moved to continuing Education Phase. Twelve districts had completed literacy and post-literacy phases covering the target of 43.35 lakhs and awaiting for the approval for launching the continuing Education Programme. Another four districts, post-literacy campaign is in progress covering the target of 11.48 lakhs and the remaining other four districts literacy campaign is about to end by covering the target of 13.90 lakhs illiterates. The details of the stage, Target Age Group and the number of beneficiaries are given in the Table 1.5[15]

15. Tamilnadu Literacy Mission Authority (1998), Total Literacy Campaign in Tamilnadu A glance. Madras, Department of Education, Government of Tamil Nadu.

TABLE 1.5
Details of the Stages, Target Age Group and the number of Beneficiaries

(IN LAKHS)

Sl. No.	District	Stage of the Programme	Target Age-group	No. of Beneficiaries
1	2	3	4	5
1.	Sivagangai	Continuing Education	15-35	1.04
2.	Virudunagar	Continuing Education	15-35	1.75
3.	Pudukottai	Continuing Education	9-45	2.90
4.	Kanyakumari	Continuing Education	15-35	0.84
5.	Madurai	Continuing Education	15-35	3.28
6.	Theni			
7.	Tirunelveli	Continuing Education	15-35	2.58
8.	Vellore	Continuing Education	15-35	5.11
9.	Ramanathapuram	Continuing Education	9-45	2.00
10.	Coimbatore	Post-Literacy Completed	9-45	6.25
11.	Nagapattiam	Continuing Education	9-45	3.63
12.	Thiruvarur			

1	2	3	4	5
13.	Dindigul	Post-Literacy Completed	9-45	3.93
14.	Tiruvannamalai	Post-Literacy Completed	9-45	4.93
15.	Thiruchirappali	Post-Literacy Completed	15-35	7.21
16.	Karur			
17.	Perambalur			
18.	Erode	Post-Literacy Completed	15-40	4.09
19.	Cuddalore	Post-Literacy Completed	15-45	4.93
20.	Salem	Post-Literacy Completed	15-35	8.38
21.	Namakkal			
22.	Tanjore	Post-Literacy	9-45	3.19
23.	Dharmapuri	Post-Literacy	15-45	6.33
24.	Nilgiris	Post-Literacy	15-45	0.70
25.	Tuticorin	Post-Literacy	9-35	1.26
26.	Villupuram	Literacy Campaign	15-35	4.08
27.	Kancheepuram	Literacy Campaign	15-45	6.70
	Thiruvallur			
29.	Chennai	Literacy Campaign	9-45	3.12
			Total	**88.23**

MASS PROGRAMME OF FUNCTIONAL LITERACY (MPFL)

MPFL was launched on 1st May 1986 by involving National Service Scheme (NSS) and other students in the Colleges and Universities. Detailed guidelines were issued by the Department of Youth Affairs and Sports (DOYAS) regarding the involvement of NSS Students. Likewise, University Grants Commission issued guidelines in respect of the students from other than NSS. During 1987-88, NCC Cadets from the senior division were involved in the programme vide Director General NCC. It was decided that 35% of the total NSS students in any University, would be involved in this programme while in respect of NCC atleast 25% of the authorised/posted cadet strength would act as volunteers in the scheme.[16]

It was decided that during 1988-89, 3.50 lakh NSS students, 1.50 lakh other students and 0.75 lakh NCC cadets will be involved in MPFL. The objectives of this programme are as follows:

— The programme aims to upgrade the awareness of the people and improve their functional skill;

— It should enable people to reduce their exploitation;

— It should enable them to take advantage of the various programmes and facilities that have been created for them;

— It should improve their own health and the health of the members of their families;

— It should improve the environment they live in;

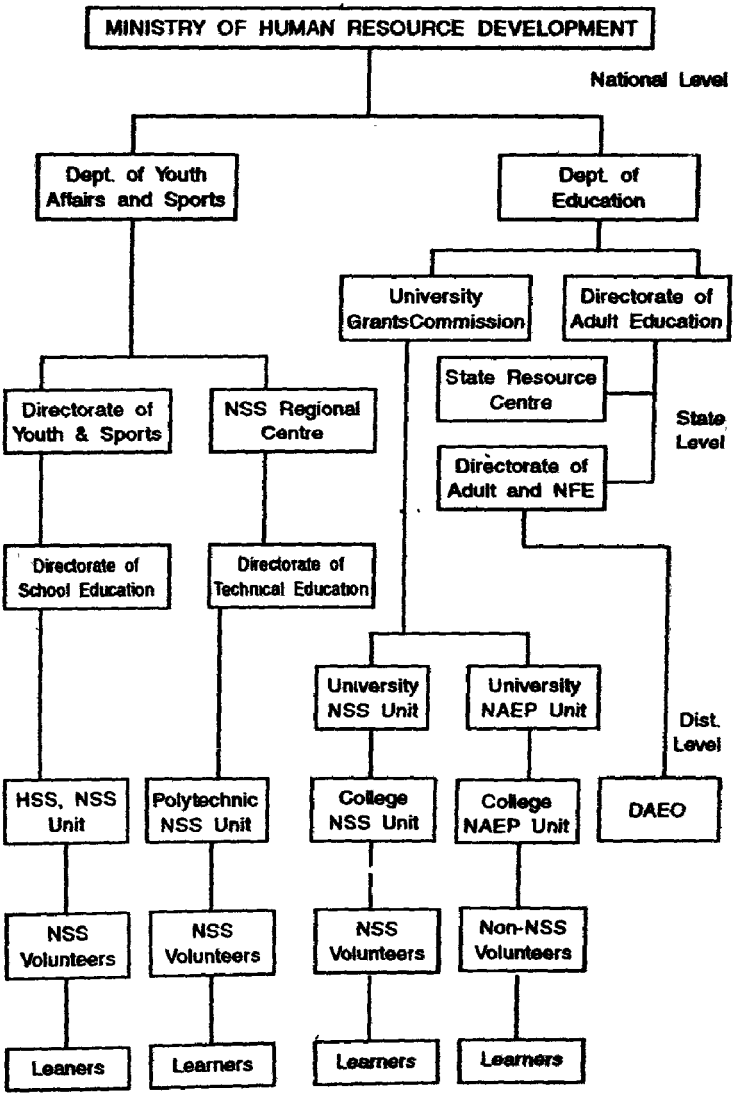
— It should enable the women to secure their rights in the society; and

— It should enable the deprived and the poor to improve the quality of their lives.

The Department of Youth Affairs and Sports, the Department of Education, the Directorate of Adult Education, the State Resource Centres (SRCs) in the States, the State Governments,

16. Directorate of Adult Education (1988), *Mass Programme of Functioal Literacy - Guidelines*, New Delhi, Department of Education, Ministry of Human Resource Development.

the Universities and the Colleges have been involved for various roles in the implementation of the programme. The structure of the administration (implementation machinery) of the MPFL is as follows :



Training

The following are the two minimum levels of training under MPFL: (i) One day training of the Master-trainers by the SRCs. (Then increased to three days). (ii) Three days orientation of the student volunteers by the Master trainers. (Then increased to 5 days).

Detailed guidelines were given by the Directorate of Adult Education. Master Trainers include : NSS Co-ordinators, Heads of the Universities and the College Departments of Adult and Continuing Education, NSS Programme Officers, Deputy/Assistant Programme Advisers.

The literacy kits have been provided to the learners free of cost by the SRCs with the financial assistance of the Ministry of Human Resource Development (Department of Education) New Delhi. The SRCs have developed and published literacy kits in the regional languages and have distributed the same. A literacy kit consists of the following : (i) Basic literacy material; (ii) Booklet consisting of topics related to the learners' life for post literacy activities; (iii) Booklet on numeracy; (iv) Assessment Sheet for assessing the learner's progress; (v) set of monitoring cards; (vi) Teacher's guide, (vii) Personal information Sheet for the learners as well as for the volunteers; (viii) Slate or Exercise book and pencil.

The literacy kits have been distributed directly by the SRCs. A Bulletin has been published by the SRCs to provide post-literacy service to the neo-literates. Books on health and hygiene, inculcation of scientific temper and on relevant topics have been published and added to the literacy kits by the SRCs for the Post Literacy phase.

State Steering Committees

Steering Committees, under the Chairmanship of the state Education Secretaries, have been constituted with all concerned including State Directors of Adult Education, Programme Co-

ordinators, NSS/Officer incharge of NSS Regional Centres, Heads of Department of the Adult and Continuing Education, Directors of SRCs, etc. Meetings of the State Steering Committees (SSC) are convened once in April at the end of the programme to discuss and draw a detailed action plan to be followed by all the concerned and to review the implementation of the MPFL.

Commencement and Periodicity of the MPFL

The Programme commences with the summer vacation and continues for 150 hours of teaching. It is expected that during summer vacation intensive teaching of 2 to 3 hours daily is to be followed by once or twice a week session from July till October to cover 150 hours of literacy teaching. A student can devote more time when there is less pressure of studies and adjust suitably with the learners during the intensive study period. Once the learner completed his/her kit, a student may be helped to study supplementary materials, Newspapers/Magazines.

Monitoring and Evaluation

The monitoring is being looked after both by the District Adult Education officer and NSS Officers in the Colleges and the Universities. The NSS Officer oversees and visits the student volunteers and has a dialogue with the learners once in a month (atleast 10 per cent cases) and provide the needed support to the student volunteers in the implementation of the programme. When the programme commences the volunteer communicate that information to the DAEO concerned, by a post card with a copy endorsed to Programme officer of NSS. The Programme Officer compiles the information received from the volunteers and submits the same to the Principal who forwards this information along with a brief note to the concerned DAEO with a copy to the Programme Co-ordinator of NSS at the University level. The DAEO sends the compiled information to the State Level Adult Education Officer for inclusion in the state quarterly report as provided for adult education programme. The Programme co-ordinator of NSS sends the compiled information to the State

level Liasion Officer for NSS, concerned NSS Regional Centre and the University Grants Commission. The State Liasion Officers and the NSS Regional Centres send the compiled information to the Directorate of Adult Education, New Delhi. Similarly, at the termination of the programme the student volunteer has to send two final cards one to the Programme Officer and the other to the DAEO. NSS programme officer also assures that these two sets of cards reach the DAEO in respect of each volunteer. In the same way, terminal reports are also sent by the Principals to the DAEO and the programme co-ordinator of NSS in the University and they will intern send this information to the State Level Adult Education Officer, State Level Liasion Officer, NSS Regional Centre and the University Grants Commission. Again State Level Liasion Officer and the NSS Regional Centre send the compiled information to the Directorate of Adult Education, New Delhi.

For evaluation, the literacy kits include periodic assessment sheets by the help of which the progress of the learners would be known. Specifically, teaching-learning materials to be used would have such sheets at the end of 60 to 70 hours of instructional period and also on completion of the literacy work at the end of 150 hours of instructional period. The result of the literacy attainment by the learners through evaluation sheet at the end of the programme is compiled and send to the DAEO/programme officer concerned by volunteer. The sheet describe the achievements of the learners as Good, Average and Poor.

MASS PROGRAMME OF FUNCTIONAL LITERACY IN TAMILNADU

In the State of Tamilnadu, the Director of Sports and Youth initiated action and brought together all those who were connected with the NSS activities and chalked out an action plan. In the action plan, the following are the roles assigned to the various institutions and organisations.

a) The Deputy Programme Adviser, N.S.S. Regional Centre to create a climate in the state to take up the programme with the co-ordinators of the Universities, Polytechnic and Schools to identify the N.S.S. Units to take up the Programme.

b) The NSS Co-ordinators of the Universities/Polytechnics/ Higher Secondary Schools to identify Colleges/ Polytechnics/Schools which could take up the programme. They are also responsible to identify the Volunteers at the institutional level.

c) The State Resource Centre has been give the responsibility of developing the literacy kits for the programme and also to train the Master Trainers - the District Adult Education Officers, N.S.S. Programme Co-ordinators, N.S.S. Programme Officer of the Colleges, Polytechnics and Higher Secondary Schools. The Volunteers were trained by their own programme officers with locally available resources. The MPFL Norms are as follows :

Reading

- Recognition of all the letters of the alphabet
- Reading aloud and with comprehension simple sentences.
- Reading with ease and understanding the road signs, posters and simple messages/instructions.

Writing

- Ability to write one's own name, names of the family members and the address.
- Ability to transcribe with proper spacing and alignment simple, short passage having small sentences of words composed of 3-4 letters.

Numeracy

- Deciphering and writing of numeral symbols from 1 to 100 and multiple of 100 upto 1000.
- Doing simple addition subtraction, multiplication and division using single or two digit numbers.

d) The Directorate of Non-formal/Adult Education is identified as the Monitoring institution for all the programmes in the State.

In the year 1986-87, with the collaboration of all the above institutions listed above, the Programme got into the field in May '86 and then continued for the year 1987-88, 1988-89 and so on.

FOR THE YEAR 1988-89

The State level Steering Committee Meeting was convened by the Department of Education, Government of Tamilnadu on 4.7.88 to discuss the various aspects involved in the implementation of the MPFL. All the members of the Steering Committee and representatives from the various Universities attended the meeting. The Chairman requested to involve more number of students in the programme. Similarly, the review and planning meeting was convened by the Directorate of Sports and Youth on 4.8.88. Aspects like starting of the programme by the volunteers and completion of the programme, involvement of more volunteers, training of programme officers were discussed. Accordingly, the programme was planned to be started on October 2nd and to be completed by the end of February 1989. A series of training programmes (orientation and Refresher Courses) at seven different places in the State were organised by the SRC. The number of Programme Officers trained were 425 in all, which includes NSS and Adult Education programme (AEP) Officers of all the Universities/Colleges, Polytechnics and Higher Secondary Schools[17] The progress of MPFL was as follows.

17. State Resource Centre for Non-formal Education (1989), *Mass Programme of Functional Literacy - Status Report*, Madras, Tamilnadu Board of Continuing Education.

TABLE 1.7

The progress and Achievement under MPFL in Tamilnadu from 1986-87 to 1988-89

Sl. No.	Year	No. of Volunteers (NSS and Non-NSS)			No. of Beneficiaries		
		Boys	Girls	Total	Men	Women	Total
1.	1986-87	13774	3949	17723	33822	8567	42389
2.	1987-88	11065	2039	13104	8879	6330	15209
3.	1988-89	59320	15752	75072	84344	27680	112024

Source : *Directorate of Non-formal/Adult Education, Dept. of Education, Govt. of Tamilnadu.*

Thus the programme has involved thousands of student volunteers and other workers and has involved crores of rupees as expenditure. At this juncture a review was felt necessary to evaluate the programme. The researcher therefore thought it fit to study the implementation of the programme. As such, the researcher has undertaken the present study.

TITLE AND IMPORTANCE OF THE STUDY

The Title of the Study is **"A Critical Study of Mass Programme of Functional Literacy in Tamilnadu 1988-89".**

The purpose of the study of the MPFL is to appraise the programme by identifying the strengths and weaknesses of the programme, the difficulties/problems encountered by the implementors and to suggest the organisers of the programme in taking short term and long term measures to improve the programme on the basis of the findings.

The study also aims to study the MPFL conducted by NSS Universities/Colleges, Polytechnics and Higher Secondary Schools in Tamil Nadu for various cadres of MPFL functionaries in order to find out the achievements as well as the draw-backs and to suggest remedies for the betterment in future.

CHAPTER II

REVIEW OF RELATED LITERATURE

The past studies on adult education programmes were classified as International, National and the State level. These Researches were carried out by the individuals, by teams and by various institutions.

INTERNATIONAL LEVEL

The Literacy Crusade (1980) which Nicaragua carried out was well known throughout the world. Adult education has became a tool for the political education of the people. The primordial aim is to achieve a more active and effective participation on the part of every one in the revolutionary process. In adult education classes, people read about and discuss the country's problems, their past history of exploitation, the revolution and its work projects. Another factor for the success of the campaign are the teachers. Nicaragua's education system has broken the idea that a teacher is only someone who has graduated from the normal school or who has undergone specific training as an educator. For the teacher Social Consciousness, class identification and the willingness to work are more important than the educational level attained. Moreover personal motives were also gradually supplemented by a collective desire to understand one's education as an instrument for changing one's environment.

In Burma (1981) the evaluation of the literacy campaign was made by the Sub-Committee appointed by the Burma Literacy Central Committee. The main objectives were (i) to identify the factors that facilitate the organisational structure and implementation of the programmes in achieving the fullest mass participation (ii) to provide necessary data for revising the ongoing programme. The significance of the ideological and political commitment of the ruling elite comes through this case study. It also points out that mass literacy campaigns have to be mass

movements; they cannot be conceptualised as programmes to be designed and implemented by administrators. Literacy campaigns need committed cadres of workers, not cautious career-oriented wage earners. The important findings of the Study were (i) methodology used for Burmese language speaking population was not suitable to the non-Burmese speaking group, (ii) these indigenous groups were able to read and write and they were weak in comprehension, (iii) relapse into illiteracy was due to lack of supplementary reading materials.

In the same year, the Government of Bangladesh also evaluated the literacy programme. They found that female neo-literates were doing better than men-folk in learning skills - reading, writing and numeracy. The evaluation also showed that the performance of urban neo-literates was better than that of rural ones.

Bhola (1981) summarised the lessons of the countries like Cuba, China, Tanzania, Brazil, Vietnam and Russia as follows:

In Cuba, the study revealed that successful campaigns result from hardwork, technique and organisation. These do not come together without political will of the leadership in power. The closing of schools and sending of the children to teach adult learners on farms and in the mountains was an excellent action which not only supplied the man power needed, but also resulted in a campaign for the teachers - they experienced the rural culture, they learned socialism and they became the backbone of the socialist revolution.

The lessons from the Chinese literacy campaign is inspirational. The need for ideological commitment matched by political will of the power elite is again broughtout by this study. Literacy is assured of success when conducted in a larger context of adult education, political socialisation, abolition of class structure and economic development

Tanzania's mass campaign points to the important role of the great leader in such a large scale transformational action. While the Government had established an extensive structure for

adult education it still made use of party cadres' literacy committees and volunteers to make the campaign a people's campaign.

In Brazil, literacy campaign conceptualised in the context of an overall life long programme; however the core objective of teaching, reading and writing should not be diluted or dissipated. As adults become literate, they should have opportunities for the horizontal and vertical integrations within the educational, economic, social and political systems. It is not necessary for a literacy campaign organisation to do everything on its own and under its own roof, collaborations can be built with academic and public organisations and institutions, yet keeping direction and control of overall purposes and objectives.

The power of commitment born of an ideology is quite obvious in the success of Vietnam literacy campaign. Also the campaign got its legitimization and support from the highest levels of power. The use of mass line in a mass literacy campaign is not merely a matter of mobilizing people's resources. In fact, mass campaigns cannot be conducted by bureaucrats. What is needed are well trained, well disciplined cadres full of commitment and ready for sacrifices. Literacy can be a mass movement basically on the mobilisation of teachers and learners by managing incentives suitably both to promote and sustain the initiative. At the post-literacy stages, the programme needed for the development of curricular context, methodology to be put to use, and instructional materials and class levels have to be carefully differentiated.

In Russia, the political will of the power elite actualised by the instructional power of the State worked wonders - resocialize each and every member of the society, transform the fabric of a society and invent a new future. Then there are no substitutes for the future processes of organisation and mobilisation. On the one hand the Government must undertake both the administrative and technical organisation of its decision making and the implementation system. On the other hand people must be mobilized the learners must be motivated to learn; who can teach

and contribute in other ways must be enabled to do so. Lastly, the campaign must be linked with the larger educational, economical, political, developmental and internal policies.

NATIONAL LEVEL

National Council of Education Research and Training (NCERT) (1966) made a study of the integrated literacy project at Nilokeri and found the per capital costs as very high. However the method used was very much effective. Again NCERT (1967) made a study of the literacy projects in four villages of rural Delhi and found that only one fifteenth of the participants achieved desirable standard of functional literacy.

In 1977-78, Farmers' Training and Functional Literacy was evaluated by a committee. The committee observed that the basic idea of integration of literacy with functional training and the use of mass media as a supportive activity was still valid and the finances provided for implementation of the scheme in each district were insufficient, supervisory structures almost non-existent and coordination among the Ministries far from satisfactory.

Brahma Prakash (1978) studied the impact of the functional literacy in rural areas of Haryana and the Union Territory of Delhi and found them successful in achieving their objectives. Kothari (1980) review Committee on the National Adult Education Programme has concluded that (i) the programme largely remained confined to literacy; (ii) learning materials have been prepared for a whole group often separately for men and women, but without giving due attention to the diverse interests and needs of the learners. Mathur and others (1981) have done a critical review of appraisal studies of adult education programme undertaken in the five states Rajasthan, Gujarat, Bihar, Tamilnadu and Maharashtra. The major findings have been (i) the training of the functionaries, was organised very late and only in some cases at the commencement of the programme; (ii) the functionaries expressed that teaching/learning materials was

inadequate and was supplied late; (iii) higher percentage of adult education centres were located in rural areas; (iv) physical facilities available at the adult education centres were not satisfactory; (v) Lighting facilities (where there was no electricity were found to be inadequate); (vi) literacy performance of the learners was better in reading as compared to their performance in other two activities; and (vii) achievement in the field of functionality and awareness were quite low.

Similarly, several significant evaluation studies have been conducted in the country since NAEP was launched in 1978. These studies were conducted by several reputed institutions of social science research like Madras Institute of Development studies, Madras; Indian Institute of Management, Ahmedabad; Tata Institute of Social Sciences, Bombay ; Centre of Advanced study in Education, M.S. University, Baroda; Sardar Patel Institute of Economic and Social Research, Ahmedabad; Xavier Labour Relations Institute, Jamshedpur; and the A.N. Sinha Institute of Social Studies, Patna. In all, there are 56 such reports available and their important findings were,

i) Women participation and motivation was high;

ii) Coverage of scheduled castes and scheduled tribes was higher than the targets;

iii) The State Resource Centres (SRCs) which were created to provide academic resource support to the programme contributed significantly to the programme;

iv) The programme was successful in those states in which the adult education staff were recruited under a special procedure;

v) Most of the states found that the learners' participation was irregular and there was considerable drop-out and relapse into illiteracy;

vi) The absence of regular institutional arrangements for post-literacy and continuing education had adversely affected the success of the programme;

vii) The quality of the training of the functionaries was poor;

viii) The learning environment in the adult education centres was not found to be upto the mark; and

ix) The political and administrative support by the State Government was not forthcoming in adequate and in a sustained manner.

Vasuki Rao (1983) found that many states were apathic to adult education programmes. 12 States and Union Territories had not spent a major portion of the sixth plan allocation even after the expiry of three years of the plan, Prominent among the States being Orissa and Karnataka having 76.5% and 69% as unspent balances.

STATE LEVEL

Gadgil (1945) found that lapse into illiteracy was higher among people from the lower strata of the society, Khan (1955) pointed out the necessity for increasing the duration of adult literacy training from 100 hours to 125 hours followed by facilities for self-instruction through library. Singh (1957), Trivedi (1966) found that adult education programmes had aspects like social, cultural, civil, vocational, health and parental education. Loganathan (1958) reported that the progress of the learners was very low, there was no facility for vocational training and he suggested that more competent teachers were needed and measures required to be taken for the community for the lacking of the co-operative spirit. Krishnaswamy (1962) states that in Tamilnadu, the State Government feels that instead of wasting more money on adult education it is better to concentrate on elementary education. Gandhian Institute of Studies (1969) found that the level of literacy among adults rose seven to nineteen per cent after the establishment of adult literacy classes in the villages concerned. Chaturvedi (1969) found that the social education programme under the community development scheme had definite impact on the life of the people in rural area. Dakshinamoorthy (1968-69) studied the problems of adult education in Madras state. He found that the finance was the main problem in

conducting the adult school. The other was the lack of suitable materials. He suggested effective planning before starting the programme.

A quick assessment of the Rural Functional Literacy Programme in Lucknow district was conducted by the Directorate of Adult Education, Ministry of Education and Social Welfare in 1970. The assessment found that the programme was efficacious in developing the literacy skills of varying degrees of utility and also bringing about certain attitudinal changes among the participants.

Johnston (1970) suggests that non-formal education programmes should be occupationally oriented. Patel (1970) found that facilities for social education was inadequate, the proportion of women workers in this programme was not satisfactory, Prasad (1971) in a study of the literacy programme in Gramdhan Villages of Mirzapur district found that neo-literates had less functional knowledge than their primary school counterparts. Shankar (1972) experimented with two alternative approaches to literacy training. In one approach, the participants attended a six-month course with a rigid time schedule and programme break-up. In the alternative approach the same course was extended to nine months. It was found that the length of the period covaried positively with writing speed but negatively with reading speed.

Kudesia (1973) in the study of the role of social education in rural development in Madhya Pradesh found significant achievement in health and recreational development and major obstracles were untouchability, caste system, social injustice and poverty, Agnihotri (1974) did not find appreciable improvement in the standard of living or working efficiency of the target population covered under the adult education pilot project in the Wardha District. Mali (1974) found that literacy retention has a very high correlation with the availability of reading materials.

Sinha and Kolte (1974) in their study of adult education in relation to Development, found that improvement in the

knowledge about the high yielding varieties, ability to use improved farm practices in addition to the ability of reading, writing and simple arithmetic.

Dixit (1975) pointed out the necessity of vocational classes for the adults. Talukdar (1975) in a study of adult education in Assam found (i) lack of communication leading to closure of many centres during the monsoon period; (ii) lack of proper organisational machinery; and (iii) not much use of audio-visual aids and lack of healthy attitude of the University functionaries.

Lakra (1976) investigated the Impact of adult education on the Tribals of Ranchi district in the State of Bihar. The Study pointed out that the effects of western music and dance while reflecting their own rich cultural heritage, with education they were able to free themselves from the clutches of poverty, ignorance, social taboos and superstition, there by raising their standard of living. With consciousness about education increasing they send their children to the schools. Political consciousness and awareness is also visible to a greater extent.

Gayatonde (1977) found that University teachers did not have a clear understanding of adult education. Venkataiah (1977) in a study of the impact of the Farmers' Functional Literacy, on the participants in Andhrapradesh found the programmes as a whole successful. Khajapeer (1978) found that the performance in literacy was significantly and positively related to socio-psychological factors, Newspaper reading, radio listening pertaining to agricultural programmes, contact with agriculture extension officers and knowledge about improved methods of cultivation.

Anupama Shah (1978) conducted an evaluation study of non-formal education for the weaker sections in the city of Baroda in the state of Gujarat. It reported that some changes had demonstrated successful attempts with regard to non-formal education, the magnitude of such attempts was quite inadequate to cover the whole city.

Nanda (1978) found many lacunas in adult education programmes of Punjab. Royad Roy (1978) in a study found that the teachers did not devote much time in the preparation of instructional materials and out of 30 learners only about half attended the classes. Sharma et al (1979) found that the components relating to awareness and functionality were not getting adequate emphasis in comparison to literacy and numeracy skills in the study conducted in Gujarat. Abraham (1979) pointed out that vested interests- landlords, money lenders, upper caste politicians opposed the implementation. He did not find centres being run into many villages and in many places, centres were being run by poorly and unmotivated instructors. Shankar (1979) found that there was a positive and linear relationship between the level of literacy and level of adoption of improved agricultural practices. Muthaya (1980) in his study revealed that the person in the formal education system believed that the adult education was not his concern at all. The involvement of development functionaries was negligible.

Mariappan and Ramakrishnan (1980) studied the learners attitude towards literacy in centres of Tamilnadu and Pondicherry and they found that more than ninety per cent of the learners were interested to learn. They also conducted an evaluation study of NAEP in the Union Territory of Pondicherry in 1981. They suggested that various methods like panel discussions, demonstrations, field trips are needed to be adequately strengthened to increase the effectiveness.

Aikara (1981) found that most of the animators had joined the programme out of the desire to participate in NAEP. Pestonjee and others (1981) find that the performance of the learners in reading and writing and numeracy were satisfactory and the performance was some what better among men than women. They also pointed out that certain weaknesses and short comings like lack of timely supply of kerosene, unsatisfactory seating arrangements for the learners, unsatisfactory supervision arrangements and lack of initiative and commitment in the instructors needed to be improved in the study conducted in

Rajasthan. Sharma and others (1981) found that large segment of learners achieved benefits only in terms of literacy and numeracy only. Selvam (1982) in his study Social impact of the telecast programme in "Education for Life" finds that higher exposure to television programmes had changed the awareness, knowledge and adoption of modern agriculture and animal husbandry, gain in knowledge in the area of health, nutrition, family welfare and political socialization. Umayaparavathi (1982) finds that social factors such as caste, area (Rural/Urban) and parents' educational level of the learners have influence on literacy attainment. Natarajan (1982) in his study found that 68% of the learners wanted to get skills in the 3 R's where as 26% of the learners desired to be functionally literate in skills such as agriculture, weaving, carpentry, childcare, etc. Rai (1982) reported that adult education drive in the country had flopped. Singh (1982) found difference in opinions among the state level and district level functionaries in certain aspects of adult education programme. He also found neglect of social awareness and poor availability of the training programmes.

Manna (1982) studied the background of the Instructors in Balasore district of Orissa. The study was conducted in 70 villages. The main conclusions were as under :

i) Majority of the instructors belonged to the age group of 16-35 years, 50% were married;

ii) About 62% per cent of the instructors were below matriculation, 25% matriculates and the rest had higher education;

iii) All the instructors were natives of the villages where the AEC's were located and selected by the block selection committee; and

iv) Only 50% of the instructors had received training.

Ramakrishnan (1983) found that student animators were not competent enough to carry out their roles efficiently due to the heavy schedule of activities, lack of experience in similar field, immaturity in handling social problems, etc.

Bastia (1983) studied National Adult Education Programme in the Orissa state. The important findings were (i) lack of proper physical facilities at the centres, unqualified instructors, inadequate training, irregular payment, irrelevant curriculum and instructional materials were the main bottlenecks in the effective functioning of the programme; and (ii) lack of library facilities and post-literacy materials were the constraints in organising the follow-up programmes.

Leela Visania and Thomas Mathew (1983) in an evaluation report of AE Programmes in Gujarat concluded that there was (i) the problem of lack of community support to carry out the activities; (ii) irregularity of the learners in attending the classes; and (iii) the learner felt that the learning should be made enjoyable through activities such as excursions, film shows, music etc. Panda (1983) investigated into the characteristics of adult illiterates and their perception of the learning environment. The study reported the following features; illiterates generally came from families which were poor, larger in size and agricultural. The learners emphasised the need for favourable learning climate, affectionate teachers, relevant curriculum etc. Shah (1983) in the study of AEP in Gujarat found that (i) supply of learning materials was insufficient and not provided in time; (ii) there was no suitable training for their instructors. Aikara (1984) in his report on the evaluation of AEP in Maharashtra says that learning outcomes of the adult education learners have not achieved to the expected level of literacy, functionally and social awareness.

The study of the impact of multimedia forums on adult learning and attitudes in some of the selected villages of the Chingleput district in Tamilnadu was conducted by the Department of Adult and Continuing Education, University of Madras in Collaboration with All India Radio and Doordarshan Kendra, Madras, during 1984-86 (Jayagopal and others, 1989). The adult learners attainment at the knowledge and attitude levels in the experimental media forums reveal significant gain mean score between the pre and post-surveys.

Nimbalkar's (1987) study shows that by and large the emphasis on adult education remained only in literacy. Items of social awareness and functionality were on the lower side. Lack of co-operation from the development agencies was the main reason for the programme becoming a mere literacy programme. Warudkar (1987) finds that the teaching materials used for the learners were not suitable and physical facilities of the centres were uncomfortable to the learners attending the adult classes. Balakrishna Bokil (1987) studied the education of rural women and found that the tendency to educate girls is gradually on the increase and this has been possible because of part time classes and also found the maximum attitudinal change in women learners as far as health, hygiene etc. are concerned. Venkatakrishnan (1987) studied the problems faced by the volunteers of MPFL organised by the Colleges affiliated to the Madurai Kamaraj University at Madurai City. The main findings were (i) difficulty in identification of the learners and (ii) the irregularity of the learners. In 1986 - 87, MPFL was studied in Colleges and Higher Secondary Schools in the State of Tamilnadu by the Training Orientation and Research Centre (TORC), Madras School of Social Work, Madras. From the reports, the major conclusions were (i) MPFL should be part of regular NSS and the option of joining MPFL should be solely left to the discretion of the volunteers. If made compulsory, the quality of the work meted out by the volunteers should be questioned as it may not be of good standard; (ii) incentives for volunteers and learners may be offered to ensure the success of the programme; (iii) NSS Volunteers found it difficult to identify the learners and faced problems with regard to inconvenience of teaching hours; (iv) nearly 50% of programme officers were satisfied with the performance of volunteers as well as with the level of the learning of the learners under MPFL.

Similarly, in the year 1987-88, a study of MPFL was undertaken by the State Resource Centre, Mysore. The main conclusions and suggestions were (i) creating an ideal atmosphere for the participation of the students was essential; (ii) the

effectiveness of the programme depended on effective training (iii) the NSS Officers at the college level should be made full time and permanent; (iv) concessions/facilities should be given to the student volunteers; (v) effective monitoring and evaluation was a must and (vi) need based professionally illustrated and colourful books and teaching material was a must.

Nibedita Mohanty (1988) found that (i) adult education centres give more emphasis on literacy than functionality and awareness; (ii) the performance of the learners in reading was better than the writing performance and (iii) the performance of the men learners were better than women.

The State Resource Centre, Indore, (1988) conducted an impact study of MPFL in Madhya Pradesh. The important findings were (i) large number of volunteers did not carry out the work and the programme officers also did not contact them; (ii) the role and functions of the DAEO in monitoring and evaluation was not effective ; (iii) the training of the volunteers was insufficient; (iv) the certificates and badges should have been distributed in time and (v) there was no community participation in MPFL and the motivation of the learners was not effective.

Anupama and Siva Laxmi (1988) in the study of "Each one Teach one" found problems regarding motivation of the learners, irregularity of the learners, transportation and parents not willing to allow their children to teach, course duration being too long, lack of co-operation of the learners, etc.

A study on the effectiveness of Audio forum on certain Population Education messages in terms of perception and attitude at selected villages in Tamilnadu was conducted in 1989 by the Department of Adult and Continuing Education, University of Madras (Jayagopal and others). The result was that the Audio forums have been effective with regard to the delivery of Population Education messages such as women's development, health, dowry, environment, social development etc. It is also observed that the novelty aspects of the audio forum account for learning by the

participants, which has resulted in some changes in the attitude and perceptional dimentions.

Lakshmidhar Misra (1989) reviewed the progress of implementation of the National Literacy Mission in Tamilnadu. With regard to the Mass Programme of Functional Literacy, he reported that (i) despite sincere efforts at the level of the state government, the response of the vice-Chancellors and the programme co-ordinators to the initiative taken by the Education Secretary and the Director, Adult Education is not encouraging; (ii) although as many as 1,81,602 literacy kits have been produced and supplied to the volunteers during 1986-87, 1987-88 and 1988-89, there is no feedback available as to how the literacy kits have been utilised and what is the overall impact of the programme and (iii) there is not indication if detailed action plans for the involvement of Ex-serviceman, Prison Management and staff, primary school teachers, housewives, mahilamandals, banks, co-operatives and institutions like Rotary Club, Lions Club etc. have been drawn up and if so when and how they will be operationalised.

OVERVIEW

The following is a short summary of a review of researches of the above mentioned studies.

In Nicaragua, adult education became a tool for the political education of their people and in Brazil the literacy campaign conceptionalised in the context of overall life-long programme.

In Cuba, from the study revealed that successful campaigns result from hardwork, technique and organisation. The power of commitment born of an ideology is quite obvious in the success of Vietnam literacy campaign. Also the campaign got its legitimisation and support from the highest levels of power.

Tanzania mass campaign points to the important role of the great leader in such a large scale transformational actions. While the government had established an extensive structure for adult education it still made use of party cadres' literacy committees

and volunteers to make the campaign a people's campaign. The need for ideological commitment matched by political will of the power-elite is brought out by the Chinese literacy campaign.

There was a positive relationship between the level of literacy and level of adoption of improved agricultural practices.

Women participation and motivation was high in the adult education programme and coverage of the Scheduled Castes/ Scheduled Tribes was higher than the targets of NAEP.

The learning out-comes of the adult learners have not achieved the expected level of literacy, functionality and awareness. By and large, adult education programme remained only a literacy programme. The performance of the learners' reading level was better than the writing level. The achievement in the field of functionality and awareness was quite low.

Lack of proper physical facilities at the centres, unqualified instructors, inadequate training to the field functionaries, irrelevant curriculum and instructional materials and delay in the supply of the teaching/learning materiels were the bottlenecks in the effective functioning of the programme.

Student Animators were not competent enough to carry out their roles effectively due to the heavy schedule of activities/lack of experience in similar field, immaturity in handling the social problems etc.

The lack of community support and the lack of co-operation from the development agencies were the other problems in carrying out the activities. Similarly, the political and administrative support from the State Government was not forth-coming in an adequate and sustained manner.

The lack of library facilities and post-literacy materials were the constraints in organising the follow-up programmes. This adversely affected the success of the programmes.

In the Mass Programme of Functional Literacy, in the State of Tamil Nadu, nearly 50% of the programme officers were satisfied with the performance of the volunteers as well as the level of learners. The other findings from the studies conducted in the State of Karnataka, Gujarat, Madhya Pradesh and Tamilnadu were (i) the training of the volunteers was insufficient; (ii) volunteers found difficulty in the identification of the learners and in finding convenient teaching hours; (iii) lack of motivation among the learners and the irregularity of the learners in the programme; (iv) need-based professionally illustrated and colourful books and teaching materials was a must; (v) the role and functions of the DAEO in co-ordinating monitoring and evaluation was not effective; (vi) the transportation and parents' not willing to allow their children to teach the illiterate were the other problems faced by the volunteers in the Programme; (vii) incentives for the Volunteers and learners may be offered to ensure success of the Programme.

CHAPTER III

METHODOLOGY AND PROCEDURE OF THE STUDY

This chapter includes the research questions framed by the researcher, objectives of the study, area and type of the study, definitions of the various terms used in the study, Procedure followed in the study and scope and limitations of the study.

Based on the experience gained by going through the various research studies and their methodologies followed and by seeing the relevant records, letters and circulars issued by the Government (Central and State), the State Resource Centre, the Universities, the Directorate of Technical Education and the Directorate of School Education, the researcher framed the research questions. The objectives were formulated according to these research questions. Then, the area of the study, type of the study and definitions of various terms used are explained briefly. In procedure of the study, tools of the investigations, universe and selection of sample for data collection, pilot study for the finalisation of tools and the type of data collected for the main study and their treatment are also explained.

RESEARCH QUESTIONS

The following research questions were framed by the researcher in relation to the Mass Programme of Functional Literacy (MPFL) in Tamilnadu, in general and with reference to the programme in 1988-89 in particular.

1. What is the background of the Programme co-ordinators and Programme Officers of the National Service Scheme and how do they plan for the Mass Programme of Functional Literacy?
2. How many colleges/polytechnics/Higher Secondary Schools are involved in MPFL? How many Volunteers are involved and how many learners benefited through this programme

and what are the steps taken to involve more Volunteers/ Institutions?

3. How was training organised for the Programme Co-ordinators, Officers, and Volunteers of NSS on the MPFL?
4. What is the background of the volunteers? What are the reasons for taking part in the programme? How do they plan the programme and select the learners?
5. What is the socio-economic background of the adult learners who participated and what are tlheir expectations from the programme?
6. What were the materials used for the training as well as for teaching/learning? How were they distributed and to what extent were they useful in the programme?
7. In what other methods than the method given in the literacy kit, did volunteers teach the learners?
8. How much was the Volunteers'/learners' involvement, and regularity in the programme?
9. What was the level of literacy/numeracy, awareness and functionality of the adult learners who participated in MPFL?
10. What was the incident of drop-out in MPFL? What were its causes and remedies could be suggested to overcome these?
11. How many hours (time duration) were required by the adult learners to attain the norms of MPFL?
12. To what extent was the monitoring and evaluation system of the programme effective?
13. Did MPFL make any change in the life of the learners? What type of follow-up programme was there?
14. What were the problems/difficulties faced by the various levels functionaries and beneficiaries in MPFL?
15. What were the strengths and weaknesses of the programme?
16. What were the suggestions made by the programme implementors and learners to improve the MPFL?

OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To find out the background of the programme co-ordinators, Programme Officers of the National Service Scheme and their plan for the Mass Programme of Functional Literacy.
2. To find out the number of Colleges/Polytechnics/Higher Secondary Schools involved in the Mass Programme of Functional literacy, number of volunteers involved, the number of learners benefited through this programme and the steps taken to involve more volunteers/institutions in this programme.
3. To study the training programmes organised for the Programme Co-ordinators, Programme Officers and Volunteers of the National Service Scheme on the Mass Programme of Functional Literacy.
4. To find out the background of the Volunteers, the reason for taking part in the programme, their plan and mode of selection of the learners by them.
5. To study the socio-economic background of the adult learners who participated and their expectations from the Programme.
6. To study the training materials given in the Master Trainers training, Volunteers training and study the supply of teaching/learning material (Literacy Kit) and its usefulness in the Programme.
7. To find out the methods used by the volunteers other than the method given in the literacy kit for teaching the learners.
8. To find out the Volunteers'/Learners, involvement, and regularity in the programme.
9. To evaluate the progress of the learners who participated in the programme in terms of literacy, numeracy, awareness and functionality according to norms of MPFL.
10. To study the nature and extent of drop-out of the learners as well as volunteers, if any, and its causes and remedies

11. To estimate the period (time duration) required for the adult learners to attain the norms of the MPFL.
12. To find out the effectiveness of monitoring and evaluation system in the programme.
13. To study the changes, if any, brought out by the MPFL and the follow-up of the programme.
14 To study the problems/difficulties faced in organising and conducting the programme.
15. To find out the strengths and weaknesses of the MPFL Programme.
16. To suggest modifications to the programme for making it more effective.

AREA OF THE STUDY - TAMILNADU STATE

Tamilnadu is situated on the South-Eastern side of the Indian Peninsula. It is bound on the North by Andhrapradesh and Karnataka States and on the West by Kerala State, on the East by the Bay of Bengal and on South by the Indian Ocean. It is the eleventh largest state in India and occupies 4 per cent of the country's total area. In 1988, there were 20 districts (now increased to 29 Districts) in Tamilnadu. The total area is 1,30,058 Sq.km. and the population of the state is 5,56,38,318 as per the 1991 census. The principal language is Tamil. According to 1991 census the literacy rate was 63.72. Among males, the rate was 74.88 and among females it was 52.29.

Type of the Study

There are three major disunctive types of researches namely observational research, experimental research and survey research, though evaluation research has recently been added as a distinctive type. The present study is basically a survey research involving an evaluation of the programme. It belongs to the category of survey cum evaluative research.

DEFINITIONS

Mass Programme of Functional Literacy (MPFL) or Mass Functional Literacy Programme (MFLP)

To achieve the target coverage of 80 million illiterate adults in the age group of 15-35 by 1995, adult education programme being implemented through various schemes, in which MPFL is an innovative approach for the eradication of illiteracy. It was first started through the National Service Scheme Volunteers (Students) of the Universities/Colleges on a voluntary basis in May 1986 at the National level.

National Service Scheme (NSS) Co-ordinator, Universities

Co-ordinator who co-ordinates the activities of the NSS at the University level and in its affiliated Colleges.

NSS Co-ordinator, Directorate of School Education

Co-ordinator who co-ordinates the activities of the NSS at the State level Higher Secondary Schools.

NSS Co-ordinator, Directorate of Technical Education

Co-ordinator who co-ordinates the activities of the NSS at the State level Technical institutions (Polytechnics).

NSS Programme Officer

An officer who co-ordinates the activities of the NSS Volunteers at the College/Polytechnic/Higher Secondary School level.

Volunteer

The NSS students who participates in the MPFL Programme. These Volunteers had to identify learners who are illiterate and teach to make them literate.

State Resource Centre (SRC)

State Resource Centre for Adult Education is a technical wing to produce resource guidance by way of training, producing materials and undertaking research studies. Its role in MPFL is

to give training to the Master Trainers, Preparation and the supply the literacy kits required by the NSS Coordinators/Programme Officers at the State Level.

Directorate of Non-Formal and Adult Education (DNFE)

Directorate of Non-Formal and Adult Education is the Administrative Wing to monitor, oversee and evaluate the various schemes of Adult Education and Non-Formal Education Programmes including the Mass Programme of Functional Literacy in the State.

District Adult Education Officer (DAEO)

The District Adult Education Officer is the Administrator at the district level to monitor, oversee and evaluate the various schemes of Adult and Non-Formal Education including the Mass Programme of Functional Literacy.

Literacy Kit

A set of materials to be used by the Volunteers/learners. Teaching learning materials for the learners contains three parts. The first part consists of motivational materials and warming up exercises for both the volunteers and the learners. The second part provides controlled learning by using emotional and environmental functional words. The third part is designed as innovative materials to be used by the learner on his own. Evaluation is in built in the materials.

3 R's

Reading, Writing and Arithmetic.

Literacy and Numeracy

The ability to read, write and calculate so that a person may engage in activities in which literacy is required for his/her effective functioning and also enables him/her to continue to use reading, writing and numeracy to his/her own community and national development.

Awareness

Creating social awareness about the impediments to development, about the laws and Government policies and the need for the poor and illiterate to organise themselves for the pursuit of their legitimate interests and for group action. Become aware of the causes of their deprivation and move towards the amelioration of their condition through organisation and participation in the process of development.

Functionality Skill

Functionality is viewed as the role of an individual as a producer, worker, a member of the family and a citizen in a Civil and Political system. Acquiring skills to enable one to improve his/her economic status and general well-being.

Functional Literacy

Implies

- achieving self-reliance in literacy and numeracy;
- becoming aware of the causes of their deprivation and moving towards the amelioration of their condition through organisation and participation in the process of development;
- acquiring skill for achieving the economic status and general well being;
- imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms etc.

PROCEDURE FOLLOWED IN THE STUDY

The following procedure was followed in the study.

Review of Related Literature

The researcher had gone through the past studies on adult education/literacy campaigns undertaken by the various individuals, teams and institutions at the International, National and State levels. The reviews of the studies are given in chapter II.

Tools of the Investigation

The researcher went through relevant records, letters and circulars issued by the Government (Central and State), the Universities, the Directorate of Technical Education (DTE), the Directorate of School Education (DSE) and the State Resource Centre in order to get the basic information about the programme. Based on this information and the objectives of the study, tools for Programme Co-ordinators, Programme Officers, Volunteers and Learners were prepared.

Questionnaire for the Programme co-ordinator consists of eight parts

1. Socio-economic background.
2. National Service Scheme and the Mass Programme of Functional Literacy.
3. Planning at the University/DTE/DSE level.
4. Training of the Programme Co-ordinator, Programme Officers and volunteers.
5. Materials.
6. Implementation.
7. Monitorng and Evaluation.
8. General information.

Questionnaire for the Programme Officer consists of eight parts.

1. Socio-economic background.
2. National Service Scheme and the Mass Programme of Function Literacy.
3. Planning at the College/Polytechnic/Higher Secondary School Level.
4. Training of the Programme Officers and Volunteers.
5. Materials.
6. Implementation.
7. Monitoring and Evaluation.
8. General information.

Interview Schedule for the NSS Volunteer consists of eight parts

1. Socio-economic background.
2. National Service Scheme and the Mass Programme of Functional Literacy.
3. Planning by the Volunteer.
4. Training of the Volunteer.
5. Materials.
6. Implementation.
7. Monitoring and Evaluation.
8. General Information.

Interview schedule for the Adult Learner consists of five parts

1. Socio-economic background.
2. Participation in the programme.
3. General Information.
4. Evaluation
   (i) Literacy Reading
   (ii) Literacy Writing
   (iii) Numeracy
   (iv) Awareness and Functionality
   (v) Procedure for the Gradation of the Learner's Achievements.
5. Questions for the Drop-out.

Universe and Sample

In Tamilnadu, during the year 1988-89 there are fourteen Universities, one hundred and thirty two polytechnics (under the control of the Directorate of Technical Education) and 1554 Higher Secondary Schools (under the control of the Directorate of School Education). Out of these institutions except the Tamil University, the Veterinary University and the Medical University all the other eleven Universities, one hundred polytechnics and

one thousand higher secondary schools have NSS Units. For the year 1988-89, all these institutions planned to involve themselves in MPFL. In each unit 40% of the student volunteers planned to take part in the MPFL. The details of institutions, number of NSS Units, strength of NSS Volunteers and the number planned to be involved in the MPFL and the actual number of institutions, Volunteers and Adult Learners who were involved/participated in the programme during the year 1988-89 are given in Table 3.1.

From the Table 3.1, the total number of institutions which are actually involved or received the literacy Kits from the State Resource Centre, 10 per cent from the Universities/Colleges, Polytechnics and 5 per cent from the Higher Secondary Schools were selected randomly for collecting the information. These institutions were selected in such a way that each district of Tamilnadu was represented. While selecting the polytechnics, each region in Tamilnadu was represented.

From each institution one or two programme officers were contacted for collecting the information, based on the availability of the programme officers during the data collection. From each institution eight to ten student volunteers were selected for the interview. The learners taught by these volunteers were also selected for interview.

Table 3.1

Mass Programme of Functional Literacy through NSS for the year 1988 - 1989.

Sl No.	Name of the University or Institution	Number of affiliated institutions	Number of affiliated institutions having N S S. Units.	Number of N.S.S. Units.	Total Number of Students	Number of Student Volunteers Planned. (40% of NSS Strength) Institution-wise	Number of Volunteers actually involved*	Number of Learners*
1	2	3	4	5	6	7	8	9
1.	Madras University	91	91	210	21000	8400	7600	5880
2.	Madurai Kamaraj University	105	105	225	22,500	9000	9000	10560
3.	Bharathidasan University	42	42	210	21,000	8400	8640	8830
4.	Bharathiar University	36	36	103	10,300	4120	600	—
5.	Anna University	3	3	8	800	320	110	110
6.	Annamalai University	1	1	20	2,000	800	780	529
7.	Gandhigram Rural Institute (Deemed University)	1	1	6	600	240	350	412

1	2	3	4	5	6	7	8	9
8.	Shri Avinashilingam Institute of Home Science & Higher Education for women (Deemed University)	1	1	7	700	280	—	—
9.	Tamilnadu Agricultural University	4	4	8	800	320	—	—
10.	Alagappa University	1	1	2	200	80	78	78
11.	Mother Therasa University	1	1	1	100	40	49	43
12.	Directorate of School Education (H.S.S.)	1,554	1,000	1,000	50,000	20,000	20,000	50,000
13.	Directorate of Technical Education (Polytechnics)	132	100	100	10,000	4,000	613	969
	Total	**1,972**	**1,386**	**1,900**	**1,40,000**	**56,000**	**47,820**	**77,411**

Note: For H.S.S 1 Unit = 50 Volunteers

* For Colleges/Polytechnics 1 Unit = 100 Volunteers

* **Source:** *Directorate of Non-formal and Adult Education, Government of Tamilnadu.*

Since the learners had to be contacted at their residence, there were a lot of field constraints. As such, the researcher decided to contact four to five learners per institution. This constituted 1 per cent of the total volunteers and 0.5 per cent of the total learners. Thus the researcher has selected all the 13 Programme Co-ordinators, 100 Programme Officers, 560 NSS Volunteers and 280 learners for the study.

Pilot Study for the Finalisation of the Tools

In order to test the workability of the tools, a pilot study was conducted. Based on the experience gained in the pilot study a few questions were rephrased and remodelled so that the respondents could easily comprehend the questions. However, after the pilot study the tools were modified and finalised.

Type of Data Collected and its Treatment

For the data with regard to details of the scheme and its objectives, training organised for the functionaries, materials supplied and the number of institutions, volunteers and learners involved the researcher had gone through the relevant records, reports and the correspondences of the Government departments and others.

To collect the primary data, the researcher contacted the N.S.S. Units of the Universities, the Directorate of Technical Education and the Directorate of School Education. The researcher was able to collect the data from 9 Universities, the Directorate of Technical Education, the Directorate of School education, 8 Colleges, 4 Polytechnics and 41 Higher Secondary Schools from all over the State. From these institutions, the data was collected from the NSS Co-ordinators, Programme Officers, Volunteers and their learners involved in this programme. In all, the researcher was able to collect data from 7 programme Co-ordinators, 69 Programme Officers (25 from Colleges, 40 from Higher Secondary Schools and 4 from Polytechnics), 543 Volunteers and 250 learners. Due care had been taken to cover all regions/parts of

the State, Rural/Urban areas and all types of institutions involved in the Programme.

The information received from all these personnel was analysed in the light of the objectives of the study qualitatively and quantitatively. Gradations such as good , average and poor were given, for the evaluation of the learners in literacy (reading and writing) numeracy, awareness and functionality. As descriptive statistics, percentage were used. The complete data, its presentation, analysis and interpretation are presented in Chapter-IV.

SCOPE AND LIMITATIONS OF THE STUDY

The Mass Programme of Functional Literacy is functioning from May 1986. It is an ongoing Programme. However, this study is limited to the academic year 1988-89 in the State of Tamilnadu.

The Mass Programme of Functional Literacy was also undertaken by the Adult Education Departments of the Universities, Adult Education Programme Officers of the Colleges and a few Voluntary agencies. This study is limited to the Programmes undertaken by the NSS volunteers of the Higher Secondary Schools, Polytechnics and Colleges/Universities in Tamilnadu.

From the year 1987, the NCC is also involved in the Mass Programme of Functional Literacy. Due to time constraint, it was difficult to include the NCC Volunteers in the present study.

CHAPTER IV

DATA ITS PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter includes details of the data collected from the field, the NSS programme co-ordinators of the Universities, the Directorate of Technical Education and the Directorate of School Education, NSS Programme Officers/Volunteers of Colleges, polytechnics and higher Secondary Schools and learners benefited through this programme. As has been mentioned in the tools of the investigation, the questionnaires and the interview schedules were the principal tools in this study. The information that follows was mainly collected through questionnaires and interview schedules and supplemented by personal interviews. The data is now presented in the following tables followed by analysis and interpretation. The salient features of the data are given at the end of this chapter.

DATA COLLECTED FROM PROGRAMME CO-ORDINATORS

Personal Background

The details of the personal background of the Programme Co-ordinators are given in Tables 4.1, 4.2, 4.3 and 4.4.

TABLE 4.1

Se wise Distribution of programme Co-ordinators

Sl. No.	Sex	Name of the Institution			Total No of Programme Co-ordinators (Percentage)
		Un. ersi-ti.	Directorate of Technical Education	Directorate of School Education	
1.	Male		1	1	7 (100.00)
2.	Female	—	—	—	—
	Total	**5**	**1**	**1**	**7 (100.00)**

Out of 7 Programme Co-ordinators, 5 were from the Universities, 1 from the Directorate of Technical Education and 1 from the Directorate of School Education. Superisingly all were males. There was not a single female Co-ordinator.

TABLE 4.2

Age-wise Distribution of Programme Co-ordinators

Sl. No.	Age (in years)	Name of the Institution			Total No. of Programme Co-ordinators (Percentage)
		Universi-ties	Directorate of Technical Education	Directorate of School Education	
1.	31-40	2	—	—	2 (28 57)
2	41-50	3	—	—	3 (42 86)
3.	above 50	—	1	1	2 (28.57)
	Total	**5**	**1**	**1**	**7 (100.00)**

Programme Co-ordinators from Universities were under 50, while those from the Directorate of Technical Education and the Directorate of School Education were above 50.2 Programme Co-ordinators (28.57%) of the Universities were in the age-group 31-40, 3 Programme Co-ordinators (42.86%) were in the age-group 41-50 years.

TABLE 4.3

Qualification of Programme Co-ordinators

Sl. No.	Qualification	Name of the Institution			Total No. of Programme Co-ordinators (Percentage)
		Univer-sities	Directorate of Technical Education	Directorate of School Education	
1.	Post-graduate	1	—	1	2 (28.57)
2.	Post-graduate with M.Phil.	1	—	—	1 (14.29)
3.	Ph.D.	3	—	—	3 (42.86)
4.	Others	—	1	—	1 (14.29)
	Total	**5**	**1**	**1**	**7 (100.00)**

Out of 7 Programme Co-ordinators, 3 were (42.86%) Ph.D. holders, 2 (28.57%) were post graduates, one (14.29%) was with M.Phil and the other one (14.29%) was a graduate in Engineering.

TABLE 4.4

Experience of Programme Co-ordinators in the NSS

Sl. No.	Experience in Years	Total No. of Programme Co-ordinators (Percentage)
1.	Less than a year	—
2.	One Year	2 (28.57)
3.	Two Years	—
4.	More than two years	5 (71.43)
	Total	**7 (100.00)**

Out of 7 Programme Co-ordinators 2 (28.57%) had one year experience in NSS, remaining 5 (71.43%) Programme Co-ordinators had more than two years of experience in the NSS.

NSS and MPFL Planning

All Programme Co-ordinators told that they planned to involve all the affiliated institutions (Colleges/Polytechnics/Higher Secondary Schools) having NSS Units. They have given instruction to enroll a minimum of 40% of the strength of NSS Unit (s) to their Programme Officers. But they have not given any information about the number of institutions, the number of Volunteers involved and the learners enrolled in this Programme.

TABLE 4.5

Steps taken by Programme Co-ordinators to Involve More Institutions in the MPFL

Sl. No.	Type of Steps taken	Total Number of responses (percentage)
1.	Prepared a circular and sent to Principals/Heads of the institutions requesting them to involve maximum students in MPFL	4 (57.14)
2.	Organised periodical meetings and made personal visits to institutions	3 (42.86)
3.	During the orientation training motivated the programme officers to undertake MPFL	1 (14.29)
4.	No information	1 (14.29)
	Total	**7 (100.00)**

The above table shows the different steps taken by Programme Co-ordinators to involve more institutions. 4 Programme Co-ordinators (57.14%) prepared a circular and sent it to Principals/Heads of the Institutions by requesting them to involve maximum students in MPFL. 3 Programme Co-ordinators (42.86%) organised periodical meetings and made personal visits to their institutions. One Programme Co-ordinator (14.29%) reported that during the Orientation Training, he motivated the Programme Officers to undertake MPFL and the remaining one Programme Co-ordinator (14.29%) did not give any information.

TABLE 4.6

Mechanism Adopted to Distribute the Literacy Kits to volunteers

Sl. No.	Type of Mechanism	Total Number of Programme Co-ordinators (Percentage)
1.	Directly from State Resource Centre to Programme Officers	5 (71.43)
2.	Through N.S.S. Co-ordinator	2 (28.57)
3.	State Resource Centre to Programme Officers through Liasion Officer	-
4.	Any Other	—
	Total	**7 (100.00)**

Two types of mechanism were adopted to distribute the literacy kits to the volunteers. 5 Programme Co-ordinators (72.43%) requested the State Resource Centre to supply the kits directly to the Programme Officers of the concerned Institutions, while 2 others (28.53%) supplied the kits themselves. Where the literacy kits were sent directly to institutions by the State Resource Centre delay was avoided.

Training

Out of 7 Programme Co-ordinators only 5 (71.43%) under went the training on MPFL. 2 (28.57%) of them were untrained. 3 (42.86%) attended training for more than 2 times, one (14.29%) attended twice and another remaining one (14.29%) participated in training only once. Out of 5 who participated in the training 4 (80.00%) opined that the training was adequate, one (20.00%) felt that the training was partially adequate. With regard to the materials supplied during the training, 4 (80.00%) Programme Co-ordinators stated that the materials were either highly relevant or relevant. The remaining one Co-ordinator (20.00%) felt that materials were partially relevant.

All Programme Co-ordinators (100.00%) organised training for Programme Officers in Collaboration with the State Resource Centre, Chennai. The duration of the training was one day. With regard to the training of volunteers, 3 Programme Co-ordinators (42.86%) assisted Programme Officers to organise the training Programmes. Four Programme Co-ordinators (57.14%) acted as Resource persons in volunteers training organised by Programme Officers of concerned institutions.

Materials

TABLE 4.7 (a)

Involvement in the Preparation of the Training Materials for Programme Officers/Volunteers

Sl. No.	Whether involved	Total No. of Programme Co-ordinators (Percentage)
1.	Yes	2 (28.57)
2.	No	5 (71.43)
Total		**7 (100.00)**

TABLE 4.7 (b)

Information on the Preparation of the Training Materials for Programme Officers/Volunteers

Sl. No.	Prepared by	Total No. of Programme Co-ordinators (Percentage)
1.	Programme Co-ordinator	2 (28.57)
2.	State Resource Centre	5 (71.43)
3.	Prepared by Programme Co-ordinator	—
4.	Any other	—
Total		**7 (100.00)**

Tables 4.7 (a) and (b) show Programme Co-ordinators' involvement in the preparation of Training materials for the Programme Officers/Volunteers. Out of 7 Programme Co-ordinators only 2 Programme Co-ordinators (28.57%) were involved in the preparation of Training materials, while 5 Programme Co-ordinators (71.43%) were not involved. These 5 Co-ordinators accepted that the training materials were prepared by the State Resource Centre, Chennai.

TABLE 4.8 (a)

Time of Supply of the Literacy Kits to Volunteers

Sl. No.	Time	Total No. of Programme Co-ordinators (Percentage)
1.	Supplied well in advance	2 (28.57)
2.	Supplied in time	2 (28.57)
3.	Supplied late	—
4.	No information	3 (42.86)
Total		**7 (100.00)**

Table 4.8(a) gives information about the time of supply of the literacy kits to volunteers. Since mechanism adopted for supply of the literacy kits varied from person to person, no one gave information about the number of literacy kits supplied, the number of kits actually utilised. 2 Co-ordinators (28.57%) told that literacy kits were supplied well in advance and the another 2 (28.57%) stated that they were supplied in time. 3 Programme Co-ordinators (42.86%) did not give any information about the time of supply of the literacy kits to volunteers.

TABLE 4.8 (b)

Opinion about the Methodology and Usefulness of the Literacy Kit

Sl. No.	Opinion	Total No. of Programme Co-ordinators (Percentage)
1.	Highly suitable	2 (28.57)
2.	Suitable	4 (57.14)
3.	Partially suitable	—
4.	Not Suitable	1 (14.29)
Total		**7 (100.00)**

For the opinion about the methodology and usefulness of the literacy kit, 2 Programme Co-ordinators (28.57%) reported that the literacy kit was highly suitable, 4 (57.14%) reported that the kit was suitable and the remaining one (14.29%) opined that the material was not suitable. Thus, majority of Co-ordinators reported that the literacy kit was suitable.

Implementation

TABLE 4.9

Frequency of Meeting with NSS Programme Officers

Sl. No.	Frequency	Total No. of Programme Co-ordinators (Percentage)
1.	More Often	—
2.	Once in a month	3 (42.86)
3.	Twice in a month	1 (14.29)
4.	Not even once in a month	3 (42.86)
Total		**7 (100.00)**

The above table 4.9 shows the frequency of Meetings Programme Co-ordinators had with the Programme Officers who were involved in the MPFL. 3 Programme Co-ordinators (42.86%) had such meetings once in a month, another one (14.29%) had it twice in a month, the other remaining 3 Co-ordinators, (42.86%) did not meet even once in a month.

TABLE 4.10

Time (No. of hours) Required for Volunteers to make One Adult Literate

Sl. No.	Time required (in hours)	Total No. of Programme Co-ordinators (Percentage)
1.	90 hours	1 (14.29)
2.	61 to 90 hours	3 (42.86)
3.	Not less than 60 hours	—
4.	No of information	3 (42.86)
	Total	**7 (100.00)**

Out of 7 Programme Co-ordinators, one Programme Co-ordinator (14.29%) thought that atleast 90 hours were required to make one adult literate. 3 (42.86%) reported that volunteers would required 61-90 hours to make adult literate. Remaining 3 Co-ordinators (42.86%) did not give any opinion about this.

TABLE 4.11 (a)

Causes of Discontinuation of Institutions

Sl. No.	Causes	Total No. of Programme Co-ordinators (Percentage)
1.	Non-release of funds	1 (14.29)
2.	No information	6 (85.71)
	Total	**7 (100.00)**

TABLE 4.11 (b)

Suggestions to Retain or Continue this Programme by programme Co-ordinators

Sl. No.	Suggestions	Total No. of Programme Co-ordinators (Percentage)
1.	Release of funds in time	1 (14.29)
2.	Certificates to the Volunteers by the State Resource Centre or by the Government	1 (14.29)
3.	Separate monitoring agency is needed	1 (14.29)
4.	No Information	4 (57.14)
	Total	**7 (100.00)**

Table 4.11 (a) and (b) show the causes of discontinuation of institution in implementing the MPFL and suggestion to retain or continue this programme. Programme Co-ordinators did not have the number of institutions who discontinued programme. Non-release of funds in time was the cause reported by one Programme Co-ordinator (14.29%). Six Co-ordinators (85.71%) did not give any information on this item. For the suggestions to retain the institutions, one Co-ordinator (14.29%) told to release the funds in time, another one Co-ordinator (14.29%) suggested that the Government or State Resource Centre should issue a certificate to successful volunteers and another one Co-ordinator (14.29%) opined that separate monitoring agency was needed. The remaining 3 Co-ordinators (42.86%) did not give any suggestions. It is surprising that the Programme Co-ordinators did not know the number of institutions that discontinued and they have not taken any efforts to retain them in the programme.

Monitoring and Evaluation

With regard to monitoring and evaluation of the programme Co-ordinators reported as follows:

For monitoring the Programme, Programme Officers had to monitor volunteers at the institutional level. Besides, Programme Co-ordinators were expected to meet volunteers during their visits to the institutions. Submission of quarterly reports by the Programme Officers to Programme Co-ordinator was the procedure followed for monitoring the Programme.

For the evaluation of the Programme, Programme Co-ordinator was supposed to organise a monthly meeting of Programme Officers. Evaluation forms filled by volunteers were to be collected by the Programme Officers.

TABLE 4.12

Visit by Programme Co-ordinators

Sl. No.	Name of the University / Institution	No. of Institutions Visited	No. of Programme Officers met	No. of Volunteers met	No. of learners met
1.	Madras University	30	100	200	Nil
2.	Anna University	2	4	20	Nil
3.	Madurai Kamaraj University	63	90	2250	2112
4.	Bharathiar University	——No information——			
5.	Bharathidasan University	20	160	320	400
6.	Directorate of Technical Education	10	10	20	10
7.	Directorate of School Education	23	60	5	10

Table 4.12 shows visits undertaken by Programme Co-ordinators to the Institutions. Except Bharathiar University, 2 University Co-ordinators (28.57%) had visited the Colleges,

met Programme Officers, a few volunteers and learners during the implementation of the Programme. The another 2 University Co-ordinators (28.57%) had not the learners but during visits, they met Programme Officers and a few Volunteers. With regard to the Directorate of Technical Education and the Directorate of school Education, these 2 Co-ordinators (28.57%) had visited only few institutions, met the Programme Officers, Volunteers and learners.

TABLE 4.13

Impression about the Monitoring and Evaluation System in the Programme

Sl. No.	Impression	Total No. of Programme Co-ordinators (Percentage)
1.	Highly satisfied	-
2.	Satisfied	2 (28.57)
3.	Not satisfied	3 (42.86)
4.	No information	2 (28.57)
Total		**7 (100.00)**

Table 4.13 shows that only 2 Co-ordinators (28.57%) were satisfied about the monitoring and evaluation procedure. Three Programme Co-ordinators (42.86%) were not satisfied and the remaining two (28.57%) did not give any information about the procedure.

General Information

Strengths and Weaknesses of the Programme

The Programme Co-ordinators have identified the following strengths and weaknesses of the Programme.

Strengths

(i) Motivation of Volunteers ; (ii) materials and Training given by the State Resource Centre; (iii) few committed principals

and interest among the Programme Officers; (iv) support at the University and State level; and (v) short duration of the Programme were the strengths of the Programme.

Weaknesses

(i) Lack of motivation of the learners and the Non-availability of illiterates in particular areas is the major weakness in the Programme; (ii) it is very difficult to conduct the Programme in Urban Areas; (iii) monitoring is very poor and there is no follow-up ; (iv) programme is only literacy oriented; (v) lack of recognition for the Volunteer, Programme Officer who participated in the Programme; (vi) lack of co-ordination with other departments; and (vii) non-co-operation from the other departments were the other weaknesses in the Programme.

Perception About the Role and Responsibility

With regard to the perception about the role and responsibility, Programme Co-ordinators felt that they were Co-ordinators/Trainers/Supervisors/Monitors/Evaluators of the Programme.

Co-operation with the other Departments

TABLE 4.14

Co-operation with the Other Departments

Sl. No.	Type of Co-operation	Total No. of Programme Co-ordinators (Percentage)
1.	High Co-operative	—
2.	Co-operative	2 (28.57)
3.	Partially Co-operative	2 (28.57)
4.	Not Co-operative	2 (28.57)
5.	No information	1 (14.29)
	Total	**7 (100.00)**

The above table 4.14 shows the Co-operation received from the other Departments for the implementation of the Programme by the Programme Co-ordinators. Out of 7, two Programme Co-ordinators (28.57%) told that the other departments were co-operative and another two (28.57%) stated that the other departments were partially co-operative Two co-ordinators (28.57%) reported that they did not receive any co-operation and the remaining one (14.29%) did not respond to this question.

Follow-up Programmes

TABLE 4.15

Information About Follow-up Programmes

Sl. No.	Whether follow-up Programme Organised	Total No. of Programme Co-ordinators (Percentage)
1.	Yes	3 (42.86)
2.	No	3 (42.86)
3.	No Information	1 (14.29)
	Total	**7 (100.00)**

Table 4.15 gives information about follow-up Programme organised by Programme Co-ordinators. 3 Co-ordinators (42.86%) organised with the help of the Department of Adult Education and linked the beneficiaries with Jana Shikshan Nilayams (JSN) organised by the Government under the National Literacy Mission. The other 3 Co-ordinators (42.86%) did not organise any follow-up programme and the remaining one (14.29%) did not give any information.

Suggestions to Improve the Programme

The following suggestions were given by Programme Co-ordinators to improve the Programme (i) more guidance to

Programme Officers/Volunteers is necessary to implement the Programme effectively; (ii) Volunteers and learners should be properly motivated; (iii) training Programmes should be organised effectively at Volunteers level; (iv) vocational/skills training programme may be organised for learners; (v) voting right should be linked with literacy; (vi) incentives to volunteers/learners should be given ; and (viii) vacation programmes were more feasible than the programme held during academic sessions.

DATA COLLECTED FROM PROGRAMME OFFICERS

Personal Background

The data were collected from 69 Programme Officers. Out of 69, 25 were from colleges, 4 from Polytechnics and the remaining 40 were from higher Secondary Schools (HSS). Details about their personal background are given in Tables 4.16, 4.17, 4.18 and 4.19.

TABLE 4.16

Sex-wise Distribution of Programme Officers

Sl. No.	Sex	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Male	17	3	32	52 (75.36)
2.	Female	8	1	8	17 (24.64)
	Total	**25**	**4**	**40**	**69 (100.00)**

Out of 69, 52 (75.36%) were men and 17 (24.64%) were women. As compared to Programme Co-ordinators atleast 25 per cent Programme Officers were women.

TABLE 4.17

Age-wise Distribution of Programme Officers

Sl. No.	Age (in years)	Number of Programme Officers				
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)	
1.	21-30	6	—	6	12	(17.39)
2.	31-40	8	2	29	39	(56.52)
3.	41-50	10	2	5	17	(24.64)
4.	Above 50	1	—	—	1	(1.45)
Total		**25**	**4**	**40**	**69**	**(100.00)**

12 Programme Officers (17.39%) were in the age-group of 21-30, 39 Programme Officers (56.52%) in the age-group of 31-40 and 17 Programme Officers (24.64%) in the age-group of 41-50 and only one Programme Officers (1.45%) was above 50. Thus, a majority of Programme Officers were in the age-group of 31-40 irrespective of the institutions.

TABLE 4.18

Qualification of Programme Officers

Sl. No.	Qualification	Number of Programme Officers				
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)	
1.	Post-graduate	9	1	—	10	(14.49)
2.	Post-graduate with M.Ed., or M.Phil.	15	1	38	54	(78.26)
3.	Ph.D.	—	—	—	—	
4.	Others	1	2	2	5	(7.25)
Total		**25**	**4**	**40**	**69**	**(100.00)**

Out of 69 Programme Officers 10 (14.49%) were mere Post-Graduates, 54 (78.26%) were Post-Graduates with M.Phil or M.Ed., degree and 5 (7.25%) had other qualifications such as Engineering, Diploma in various subjects.

TABLE 4.19

Experience in NSS

Sl. No.	Experience (in years)	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Less than a Year	2	1	3	6 (8.70)
2.	One Year	2	1	5	8 (11.59)
3.	Two years	6	1	11	18 (26.09)
4.	More than two Years	15	1	21	37 (53.62)
	Total	25	4	40	69 (100.00)

In the Universities/Colleges, out of 25 Programme Officers, 15 had more than 2 years experience, 6 had two years experience, 2 had one year experience and another 2 had less than a year experience. In Polytechnics out of 4, one had more than two years experience, one had two years experience another one had a year experience and the remaining one had less than a year. Out of 40 Programme Officers in H.S.S. 21 had more than two years experience, 11 had two years experience, 5 had one year experience and the remaining 3 had less than a year. In all, there were 37 Programme Officers (53.62%) who had more than two years experience, 18 (26.09%) had two years experience, 8 (11.59%) had one year experience and only 6 (8.70%) had an experience of less than a year. This table reveals that out of 69 Programme Officers 55 (79.71%) had two or more than two years experience. Thus they were quite groomed to the ideals of NSS.

NSS and MPFL Planning

In all the visited institutions, Programme Officers told that they planned to involve all the whole NSS Units in MPFL. As per the instruction from the higher authorities they planned to enroll a minimum of 40% of the strength of NSS Units in their institutions. But Programme Officers, have not given any

information about the actual Number of volunteers involved and learners enrolled, drop-outs if any, in this programme.

TABLE 4.20

Steps taken to Involve more Volunteers in the MPFL

Sl. No.	Type of Steps taken	Number of Responses			
		Univer-sities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Inspired volunteers by highlighting the the importance of the Programme	5	1	15	21 (30.43)
2.	Constant encouragement and motivation given to volunteers by organising special meetings/guest lectures and through video films etc.	10	1	10	21 (30.43)
3.	Incentives were provided for encouraging the volunteers	5	—	4	9 (30.43)
4.	Preference given to students who are willing to take MPFL for selection as NSS volunteer	—	—	2	2 (2.90)
5.	Assured that special certificate will be given for those who were involved in MPFL	—	—	3	3 (2.90)
6.	Given exemption of 120 hours of the regular work those who undertake MPFL	—	—	2	2 (2.90)
7.	No information	5	2	4	11 (15.94)
	Total	**25**	**4**	**40**	**69 (100.00)**

Different steps were taken by Programme Officers to involve more volunteers. This table shows that 21 Programme Officers (30.43%) inspired volunteers by highlighting the importance of literacy programme; 21 Programme Officers (30.43%) had given constant encouragement and motivation to

volunteers by organising special lectures and video films; 9 Programme Officers (13.04%) provided some incentives to volunteers; 2 Programme Officers (2.90%) gave preference in selection of NSS to those who were willing to undertake this programme; 3 Programme Officers (4.35%) assured that a special certificate will be given to volunteers for recognition of their work; 2 Programme Officers (2.90%) gave exemption in the regular work of 120 hours to those who participated in this programme; and 11 Programme Officers (15.94%) did not give any information for the steps taken to involve more volunteers. Thus 47 (68.12%) either inspired or gave constant encouragement to volunteers while 11(15.94%) others either gave some incentives or exemption in routine NSS work to volunteers.

Training

TABLE 4.21 (a)

Training of Programme Officers

Sl. No.	Whether Trained	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Yes	19	3	28	50 (72.46)
2.	No	6	1	12	19 (27.54)
Total		25	4	40	69 (100.00)

TABLE 4.21 (b)

Number of Times Participated in Training

Sl. No	No. of Times	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Once	14	2	15	31 (62.00)
2.	Twice	5	1	5	11 (22.00)
3.	More than two times	—	—	8	8 (16.00)
Total		**19**	**3**	**28**	**50 (100.00)**

Table 4.21 (a) and 4.21(b) show information on training undertaken by N.S.S. Programme Officers. Out of 69 Programme Officers 50 (72.46%) had the orientation training on the Mass Programme of Functional Literacy and 19 (27.54%) did not have any training as they did not participate. This was not a good feature. In such a programme not only initial training but recurrent training is a must. The very fact that 19 (27.54%) Programme Officers did not have any initial training could adversely affect the programme in these institutions. Out of those who had undergone training, 8 (16.00%) participated for more than 2 times 11 (22.00%) participated twice and the remaining 31 (62.00%) participated only one time in this programme.

TABLE 4.22 (a)

Opinion About Training

Sl. No.	Opinion	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	More than adequate	4	—	4	8 (16.00)
2.	Adequate	3	2	4	9 (18.00)
3.	Partially adequate	10	—	18	28 (56.00)
4.	Inadequate	2	1	2	5 (10.00)
	Total	**19**	**3**	**28**	**50 (100.00)**

Out of 50 Programme Officers who were trained, 8 (16.00%) reported that training was more than adequate, 9 (18.00%) reported it to be adequate, 28 (56.00%) told it was partially adequate while 5 (10.00%) reported that it was inadequate. Thus 33 (66.00%) opined that training was either partially adequate or inadequate.

TABLE 4.22 (b)

Opinion About Materials Supplied During Training

Sl. No.	Opinion	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Highly relevant	4	2	11	17 (34.00)
2.	Relevant	14	1	13	28 (56.00)
3.	Partially relevant	1	—	4	5 (10.00)
4.	Irrelevant	—	—	—	—
	Total	**19**	**3**	**28**	**50 (100.00)**

With regard to materials supplied during training Programme for Programme Officers 45 (90.00%) reported that the materials were relevant to the programme. This throws a good light on the materials prepared for this purpose.

TABLE 4.23 (a)

Information on Training Organised for volunteers

Sl. No.	Whether training organised	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Yes	17	4	36	57 (84.61)
2.	No	8	—	4	12 (17.39)
	Total	**25**	**4**	**40**	**69 (100.00)**

TABLE 4.23 (b)

Sl. No.	Training organised	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Separately	17	3	12	32 (56.14)
2.	In Collaboration with other institutions	—	1	24	25 (43.86)
	Total	**17**	**4**	**36**	**57 (100.00)**

TABLE 4.23(c)

Sl. No.	No. of Times Organised	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Once	12	2	24	38 (66.67)
2.	Twice	5	2	9	16 (28.07)
3.	More than two times	—	—	3	3 (5.26)
	Total	**17**	**4**	**36**	**57 (100.00)**

The above three tables 4.23 (a), 4.23(b) and 4.23(c) give information on training organised for NSS volunteers. Out of 69 Programme Officers, 57 (82.61%) organised training for volunteers. 32 Programme Officers (56.14%) organised training for their volunteers separately. 25 Programme Officers (43.86%) organised training with other institutions/agencies. Again with regard to the number of times training was organised, it is clear that 3 Programme Officers (5.26%) organised it more than two times, 16 Programme Officers (28.07%) organised it twice and 38 Programme Officers (66.67%) organised it one time only. The very fact that 12 Programme Officers (17.39%) did not organise a training programme is a serious lacuna of the Programme.

Table 4.24

Role of Programme Officers in Training of Volunteers

Sl. No	Role of Programme Officers	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Assist to organise	—	2	19	21 (36.84)
2.	Fully involved in organising and acted as Resource person	12	2	17	31 (54.39)
3.	Acted as Resource person	5	—	—	5 (8.77)
	Total	**17**	**4**	**36**	**57 (100.00)**

In Training of Volunteers, the role played by Programme Officers differed. 21 (36.84%) assisted each other to organise training, one of them taking the lead, 5 (8.77%) acted as Resource Persons. The remaining 31 (54.39%) were fully involved in organising the training wherein they also acted as resource Persons. Here again the fact that 21 Programme Officers (36.84%) only looked after physical arrangements or assisted some one to arrange the training shows the lack of their involvement in the programme.

Materials

TABLE 4.25 (a)

Participation in the Preparation of Training Materials for Volunteers Training

Sl. No.	Whether participated	Number of Programme Officers				
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)	
1.	Yes	2	—	6	8	(11.60)
2.	No	19	4	33	56	(81.16)
3.	No Information	4	—	1	5	(7.25)
	Total	**25**	**4**	**40**	**69**	**(100.00)**

TABLE 4.25 (b)

Sl. No.	Prepared by	Number of Programme Officers				
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)	
1.	Programme Officers themselves	1	—	2	3	(4.35)
2.	Prepared in collaboration with State Resource Centre	1	—	4	5	(7.25)
3.	Prepared by State Resource Centre	19	4	33	56	(81.16)
4.	No information	4	—	1	5	(7.25)
	Total	**25**	**4**	**40**	**69**	**(100.00)**

Table 4.25 (a) shows that out of 69 Programme Officers only 8 Programme Officers (11.60%) had participated in the preparation of Training materials, 56 (81.16%) had not participated and the remaining 5 (7.25%) did not respond to this question.

Table 4.25 (b) shows that three Programme Officers (4.35%) prepared training materials on their own, 5 Programme Officers (7.25%) prepared training materials in collaboration with the State Resource Centre while 56 Programme Officers (81.16%) used the training materials prepared by the State Resource Centre. Five Programme Officer (7.25%) did not give any information on this. Thus it shows that most of the Programme Officers depended on the State Resource Centre in regard to the training materials.

With regard to the information about number of literacy kits supplied to their institutions and number of kits actually utilised, most of Programme Officers did not respond to this question. It was not possible to judge the utilisation of the kits supplied to institutions in the case of those who responded to the question.

TABLE 4.26

Time of Supply of the Literacy Kits to Volunteers

Sl. No.	Time of Supply	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Supplied well in advance	4	—	9	13 (18.84)
2.	Supplied in Time	17	4	27	48 (69.57)
3.	Supplied late	2	—	4	6 (8.70)
4.	No information	2	—	—	2 (2.90)
	Total	**25**	**4**	**40**	**69 (100.00)**

Out of 69 Programme Officers, 61 (88.41%) reported that the literacy kits were either supplied in advance or on time. This is a good feature of the Programme.

TABLE 4.27

Opinion About the Methodology and Usefulness of the Literacy Kit

Sl. No.	Opinion	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Highly suitable	2	2	10	14 (20.29)
2.	Suitable	21	2	25	48 (69.57)
3.	Partly suitable	—	—	5	5 (7.25)
4.	Not suitable	—	—	—	—
5.	No information	2	—	—	2 (2.90)
	Total	**25**	**4**	**40**	**69 (100.00)**

The above table shows opinion of Programme Officers about the methodology and the usefulness of the literacy kit. 62 Programme Officers (89.86%) reported that the methodology was either highly suitable or suitable. This is also a good feature of the Programme.

Implementation

Table 4.28

Frequency of the Meeting with NSS Volunteers

Sl. No.	Frequency	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	More often	13	1	8	22 (31.88)
2.	Once in a week	4	2	10	16 (23.19)
3.	Twice in a month	5	1	19	25 (36.23)
4.	Not even once in a month	1	—	3	4 (5.80)
5.	No information	2	—	—	2 (2.90)
	Total	**25**	**4**	**40**	**69 (100.00)**

Out of the 69 Programme Officers 22 (31.88%) had met Volunteers more often. Sixteen (23.19%) met their Volunteers once in a week and 25 Programme Officers (36.23%) met volunteers twice in a month. Four Programme Officers (5.80%) did not met volunteers not even once in a month and no information was given by 2 Programme Officers (2.90%). Practically 63 (91.30%) Officers met their volunteers frequently.

Table 4.29

Time Required (Number of Hours) by Volunteers to Make One Adult Literate

Sl. No.	Time required in hours	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	90 hours	6	-	4	10 (14.50)
2.	61-90 hours	5	1	22	28 (40.58)
3.	Not less than 60 hours	2	1	4	7 (10.14)
4.	No information	12	2	10	24 (34.78)
Total		**25**	**4**	**40**	**69 (100.00)**

The table 4.29 shows views on time required by the Volunteers to make one adult literate as given by the Programme Officers. Out of 69 Programme Officers 45 (65.22%) reported that the volunteers require minimum of 60 hours to the maximum of 90 hours to make one adult literate. However, the fact that 24 Officers (34.78%) did not opined on this was unfortunate. The researcher during the interview gathered that they had not thought about this as they had no adequate information about the literacy kit.

TABLE 4.30

Impression About the Volunteers' Performance in the Programme

Sl. No.	Impression	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Highly satisfied	4	—	5	9 (13.04)
2.	Satisfied	16	3	27	46 (66.67)
3.	Partly satisfied	3	1	6	10 (14.49)
4.	Not satisfied	—	—	—	—
5.	No information	2	—	2	4 (5.80)
Total		**25**	**4**	**40**	**69 (100.00)**

Table 4.30 shows the impression of Programme Officers about the performance of volunteers in the Programme. It reveals that 55 (79.71%) were satisfied with performance of Volunteers and 10 (14.49%) were partially satisfied and the remaining 4 (5.80%) did not give their impression. The table shows that most of the Programme Officers were satisfied with the performance of Volunteers.

TABLE 4.31 (a)

Number of Volunteers Dropped out

Sl. No.	No. of Volunteers dropped out	Number of Programme Officers			
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	No drop-outs	5	2	21	28 (40.58)
2.	Less than 10 per institution	5	2	18	25 (36.23)
3.	More than 10 per institution	2	—	1	3 (4.35)
4.	No information	13	—	—	13 (18.84)
Total		**25**	**4**	**40**	**69 (100.00)**

Table 4.31 (a) reveals that 28 (40.58%) reported that there were no drop-outs, 25 (36.23%) reported that dropout rate was less than 10 per institution and 3 (4.35%) reported the drop-out rate was more than 10 per institution. 13 Programme Officers (18.4%) did not give information about the volunteer drop-out. The fact that there were volunteer drop-outs could be considered serious from the point of the success of the programme.

TABLE 4.31 (b).

Causes of Dropping-out of Volunteers

Sl. No.	Causes for the dropout	Number of Responses				
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)	
1.	Problem in identification of learner	2	—	4	6	(8.70)
2.	Irregularity and demotivation of learner	3	1	10	14	(20.29)
3.	Migration of volunteer	3	1	5	9	(13.04)
4.	Lack of Time due to assign-ments Practicals and other academic work	7	2	7	16	(23.19)
5.	Neglect of the Programme by Volunteers	2	—	2	4	(5.80)
6.	No information	4	2	19	25	(36.23)
	Total	**25**	**4**	**40**	**69**	**(100.00)**

The above table 4.31 (b) gives information on the causes for Dropping out of Volunteers as stated by Programme Officers. Problem in identification of learner, irregularity and demotivation of learner, migration of volunteer, lack of time due to assignments, practicals and other academic work and neglect of the programme by volunteers were the main causes identified by the programme officers.

TABLE 4.31 (c)

Remedies Suggested to Reduce the Dropping out of Volunteers

Sl. No.	Suggested Remedies	Number of Responses				
		Universities/ Colleges	Poly-technics	HSS	Total (Percentage)	
1.	Certificate/prize or award/recognition or preference in higher studies, job opportunities may be given to volunteers	5	2	8	15	(21.74)
2.	Incentives such as conveyance, pocket money, Remuneration may be given to volunteers for encouragement.	5	—	7	12	(17.39)
3.	MPFL can be in the curriculum and certain marks can be given to volunteers	2	—	4	6	(8.70)
4.	MPFL can be carried out by volunteers during the summer holidays only	3	1	1	5	(7.25)
5.	Programme Officers should not insist on more number of volunteers, those who are interested can be involved in MPFL.	1	—	3	4	(5.80)
6.	MPFL can be made compulsory to all the students community or at-least all N.S.S. Volunteers	1	—	3	4	(5.80)
7.	No information	7	2	14	23	(33.33)
	Total	**25**	**4**	**40**	**69**	**(100.00)**

Table 4.31 (c) shows the remedies suggested by Programme Officers to reduce volunteer drop-out. Fifteen Programme Officers (21.74%) suggested that the certificates or prizes or award for recognition or preference in higher studies, job opportunities could be given to volunteers involved in the Programme and 12 Programme Officers (17.39%) told that to encourage volunteers incentive such as conveyance or pocket money may be given. Six Programme Officers (8.70%) suggested that the MPFL could be included in the curriculum and marks could be given to volunteers and 5 Programme Officers (7.25%) preferred to have the Programme during the summer holidays only. Four Programme Officers (5.80%) opined that they should not be insisted upon to enroll more number of volunteers, those who are really interested could be involved in this programme and other 4 (5.80%) felt that it could be made compulsory to all the students Community or atleast to all N.S.S. volunteers. The remaining 23 Officers (33.33%) did not give any suggestions to reduce the dropping out of volunteers.

Table 4.31 (d)

Efforts taken by Programme Officers to Rejoin Volunteers

Sl. No.	Efforts	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1	Motivated volunteers by meeting and talking to them more often about the need and importance of the programme and their responsibility.	12	1	13	26 (37.68)
2	Accompanied with Volunteers/solved their problems/provided facilities during the implementation of the Programme.	8	1	9	18 (26.09)
3	Advised Volunteers to seek the help of successful volunteers	2	—	3	5 (7.25)
4	No information	4	2	24	30 (43.48)
	Total	**25**	**4**	**40**	**69 (100.00)**

This table shows the efforts taken to rejoin the volunteers who had dropped out. Twenty six Programme Officers (37.68%) motivated the volunteers by meeting and talking to them more often about the need and importance of the programme and their responsibility and 18 Programme Officers (26.09%) accompanied with volunteers and solved their problems and provided facilities during the implementation of the programme. Five Programme Officers (7.25%) advised volunteers to seek the help of the successful volunteers and 30 Programme Officers (43.48%) did not respond to this question. This may be interpreted as no effort done by as many as 30 (43.48%) Officers to rejoin volunteers

TABLE 4.32

Frequency of Meeting with Learners

Sl. No.	Frequency of the Meeting	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	More often	5	2	5	12 (17.39)
2.	Once in a week	10	1	5	16 (23.19)
3.	Twice in a month	5	1	17	23 (33.33)
4.	Not even once in a month	1	—	13	14 (20.29)
5.	No information	4	—	—	4 (5.80)
	Total	**25**	**4**	**40**	**69 (100.00)**

Out of 69 Programme Officers, 12 (17.39%) met learners more often, 16 (23.19%) met them once in a week, 23 (33.33%) met them twice in a month and 14 Programme Officers (20.29%) did not meet learners not even once in a month. Four Programme Officers (5.80%) did not give any information in the matter. It was good that 51 (73.91%) met learners atleast once in a fortnight.

TABLE 4.33

Opinion About the Performance of Leaners

Sl. No.	Opinion	Number of the Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly satisfied	3	1	4	8 (11.59)
2.	Satisfied	12	1	24	37 (53.62)
3.	Partially satisfied	6	1	9	16 (23.20)
4.	Not satisfied	—	—	—	—
5.	No information	4	1	3	8 (11.59)
	Total	**25**	**4**	**40**	**69 (100.00)**

This table reveals the opinion about the performance of learners. Out of 69 Programme Officers, 45 (65.21%) were either highly satisfied or satisfied, 16 (23.20%) were partially satisfied and 8 (11.59%) did not give any information on this. This table also shows that most of the Programme Officers were satisfied with performance of learners.

TABLE 4.34 (a)

Number of Learners Dropped out

Sl. No.	No. of drop-outs	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	No drop-outs	4	2	18	24 (34.78)
2.	Less than 10	4	—	8	12 (17.39)
3.	More than 10	1	—	5	6 (8.70)
4.	No information	16	2	9	27 (39.13)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.34 (a) shows Number of learners dropped out in the programme. Twenty four Programme Officers (34.78%) reported that there were no drop-outs, Twelve (17.39%) reported the drop-out rate was less than 10 per institution and 6 (8.70%) reported the drop-out rate was more than 10 per institution. 27 Officers (39.13%) did not respond to this question. Even though drop-outs rate was comparatively less, it could be considered serious from the point of the success of the programme.

TABLE 4.34 (b)

Causes for Dropping out of Learners

Sl. No.	Causes for Drop-outs	Number of Responses			
		Universi-ties/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Insufficient time due to routine daily work	4	1	15	20 (28.99)
2.	Ignorance and lack of motivation towards literacy	7	—	12	19 (27.54)
3.	Personal family problems	11	1	7	19 (27.54)
4.	Migration	2	1	5	8 (11.59)
5.	Disinterest and irregularity of volunteers	2	—	8	10 (14.49)
6.	Objections raised by the parents/ guardians (women learners)	2	—	3	5 (7.25)
7.	No information	3	2	16	21 (30.43)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.34 (b) shows causes for dropping out of learners as reported by the Programme Officers. Insufficient time due to routine daily work, migration, personal family problems, ignorance and lack of motivation towards literacy, objections raised by parents/guardians (women learners) were the main causes. 10 Programme Officers (14.49%) told that the irregularity of volunteers also was another reason for learners dropping out in the programme. 21 Programme Officers (30.43%) did not give any information about the causes for learners dropping-out in the Programme.

TABLE 4.34 (c)

Remedies Suggested to Reduce the Dropping out of Learners

Sl. No.	Remedies suggested	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Propaganda through pictures films/puppet shows/Exhibition on the theme of importance of literacy for the motivation of learners	9	2	18	29 (42.03)
2.	Incentives/refreshments may be given to regular learners	8	1	12	21 (30.43)
3.	Certificates/prefrerence in Govt. Schemes etc. may be given to successful learners	5	2	8	15 (21.74)
4	Teaching learning materials could be made more attractive	3	1	4	8 (11.59)
4.	No information	3	1	21	25 (36.23)
Total		**25**	**4**	**40**	**69 (100.00)**

The above table 4.34 (c) shows the remedies suggested by the Programme Officers to reduce the dropping out of the learners. Twenty nine Programme Officers (42.03%) suggested that propaganda through pictures/films/puppet shows/exhibitions could be arranged on the theme of importance of literacy for the motivation of learners and 21 Programme Officers (30.43%) opined that incentives/refreshments could be given to the regular learners. Fifteen Programme Officers (21.74%) suggested that certificates or preference in government schemes, loans, etc. could be given to successful learners and 8 Programme Officers (11.59%) told that teaching/learning materials could be made more attractive. Twentyfive Officers (36.23%) did not give any information on this.

TABLE 4.34(d)

Efforts taken by Programme Officers to Rejoin Learners

Sl. No.	Efforts	Number of Responses			
		Universities/Colleges	Polytechnics	HSS	Total (Percentage)
1.	Advised volunteers to persuade the drop-out learners to rejoin this programme	1	1	15	28 (40.58)
2.	Arranged motivation programmes through awareness camps/video films/guest lectures AIR/cultural programmes, etc.	11	1	14	26 (37.68)
3.	Had personal contact with learners and advised them to rejoin this programme by explaining the importance of literacy and its usefulness	7	2	9	18 (26.09)
4.	Helped learners in other fields which can help them and convinced them to rejoin this programme	1	—	2	3 (4.35)
5.	No information	3	1	26	30 (43.48)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.34 (d) gives various efforts taken by Programme Officers to rejoin learners. Twenty eight Programme Officers (40.58%) advised volunteers to persuade drop-out learners to rejoin this programme. 26 Programme Officers (37.68%) were involved in arranging motivation camps, films/video films, guest lectures, AIR programmes and cultural programmes etc. Eighteen Programme Officers (26.09%) had personal contact with the learners and advised them to rejoin this Programme by explaining the importance of literacy and its usefulness in their day to day life and 3 Programme officers (4.35%) involved themselves in helping the learners in other fields in which they could help and convinced them to rejoin this programme. Thirty Programme Officers (43.48%) did not give any information for efforts taken to rejoin learners by them.

Monitoring and Evaluation

Table 4.35

Procedure Followed for Monitoring the Programme

Sl. No.	Procedure followed	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Periodical visit to the spot (villages) where volunteers & learners met	2	—	14	16 (23.19)
2.	Organising the meeting of volunteers to review their work	3	2	6	11 (15.94)
3.	Collecting the initial card, final card, volunteers Profile and evaluation form etc. as per procedure in the Programme.	3	1	7	11 (15.94)
4.	No information	17	1	13	31 (44.93)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.35 shows the procedure followed for monitoring the programme by the Programme Officers. Sixteen Programme Officers (23.19%) made periodical visits to the spot where the volunteers and learners met and 11 Programme Officers (15.94%) organised meetings of volunteers to review their work. Another 11 Programme Officers (15.94%) collected the initial card, final card, volunteer profile, evaluation form as per the procedure given in the programme and remaining 31 Officers (44.93%) did not give any information about the procedure followed for monitoring the programme. It is very surprising to note that out of 69 Officers only 11 (15.94%) followed the procedure prescribed in the MPFL in regard to monitoring. This could be an important weakness of the programme.

TABLE 4.36

Procedure Followed for Evaluation of the Programme

Sl. No.	Procedure followed	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Meeting volunteers and learners at the spot (villages) and conducting the informal interview with volunteers and learners.	14	1	21	36 (52.17)
2.	Meeting learners and conducting the evaluation of learners, reading/ writing level using the newspapers and alphabet cards and other materials	11	1	10	22 (31.88)
3.	Collecting the exercise book, evaluation forms etc. as per the procedure given in the Programme.	3	1	7	11 (15.94)
4.	No information	1	1	12	14 (20.29)
	Total	**25**	**4**	**40**	**69 (100.00)**

For the procedure followed for the Evaluation of the Programme, 36 Programme Officers (52.17%) directly met volunteers and learners where the classes were held and conducted informal interviews with volunteers and learners and 22 Officers (31.88%) told that they met the learners and conducted the evaluation of reading writing level using newspapers, alphabet cards and other teaching materials.

Eleven Programme Officers (15.94%) collected the learners' exercise books and evaluation sheets etc. as per the procedure given in the programme and 14 Programme Officers (20.29%) did not give any information about the procedure followed for evaluation of the programme. In evaluation also only 11 Officers followed the procedure prescribed in MPFL. This again could be considered as a weakness of the programme.

TABLE 4.37

Information About Monitoring Cards Received from Volunteers

Sl. No.	Whether Monitoring Cards Received	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	17	4	23	44 (63.77)
2.	No	4	—	11	15 (21.74)
3.	No information	4	—	6	10 (14.49)
Total		**25**	**4**	**40**	**69 (100.00)**

Table 4.37 shows the information on Monitoring Cards received from Volunteers. Forty four Programme Officer (63.77%) received Monitoring Cards from Volunteers and 15 (21.74%) had not received them. Ten Officers (14.49%) did not give any information on this count.

TABLE 4.38

Visit by Programme Officers

Sl. No.	Visit	Number of Programme Officers			
		Universities/ Colleges (25)	Polytechnics (4)	HSS (40)	Total (69)
1.	No. of Volunteers	719	34	638	1391
2.	No. of learners	638	25	506	1169

The above table shows the information on the visit made by Programme Officers. Twenty five Programme Officers from University and Colleges had visited 719 volunteers and 638 learners and 4 Programme Officers of Polytechnics had visited 34 Volunteers and 25 learners and 40 Programme Officers from HSS had visited 638 Volunteers and 506 learners.

TABLE 4.39

Impression About the Monitoring and Evaluation System in the Programme

Sl. No.	Impression	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly satisfied	5	—	5	10 (14.49)
2.	Satisfied	7	3	17	27 (39.13)
3.	Partially satisfied	8	1	6	15 (21.74)
4.	Not satisfied	5	—	12	17 (24.64)
	Total	**25**	**4**	**40**	**69 (100.00)**

Out of 69 Programme Officers, 37 Programme Officers (53.62%) were either highly satisfied or satisfied with monitoring and evaluation system in the programme, 15 (21.74%) were partially satisfied and 17 (24.64%) were not satisfied. This table reveals that, most of the Programme Officers were satisfied about the monitoring and evaluation system in the programme.

General Information

Strengths and Weaknesses of the Programme

TABLE 4.40

Strengths of the Programme - Views of Programme Officers

Sl. No.	Strengths	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Interest and committedness of volunteers towards this programme	10	4	15	29 (42.03)
2.	Training and materials given by the State Resource Centre	8	1	16	25 (36.23)
3.	Illiterates become literates within a short time, it helps to increase the literacy rate	5	—	7	12 (17.39)
4.	No information	5	2	13	20 (28.99)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.40 shows the views of Programme Officers about the strengths of the Programme. Out of 69 Programme Officers, 29 (42.03%) told that the interest and committedness of volunteers towards this programme was the major strength of the programme and 25 (36.23%) opined that the Training and materials (literacy kits) given by the State Resource Centre was another strength of the programme. Twelve Programme Officers (17.39%) felt that this programme helped to increase the literacy rate by making

adults literate within a short period and 20 Officers (28.99%) did not respond to this question.

TABLE 4.41

Weaknesses of the Programme - Views of Programme Officers

Sl. No.	Weaknesses	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Monitoring system in the programme	13	1	18	32 (46.38)
2.	No follow-up for the completed learners	4	1	13	18 (26.09)
3.	No encouragement/ recognition/award or certificate either for volunteers or interested & committed Programme Officers	10	2	5	17 (24.64)
4.	Poor response/irregularity/lack of interest of learners.	3	2	9	14 (20.29)
5.	Volunteers disinterest, hesitation, irregularity towards this programme.	3	3	5	11 (15.94)
6.	Inadequacy of the impressive teaching/ learning materials	1	—	1	2 (2.90)
7.	No information	14	1	5	20 (28.99)
	Total	**25**	**4**	**40**	**69 (100.00)**

The table 4.41 gives views of Programme Officers about the weaknesses of the programme. Thirty two Programme Officers (46.38%) viewed that the monitoring system was the major weakness in the programme and 18 Programme Officers (26.09%) felt that there was no follow-up programme for learners or for those who become literate. Seventeen Programme Officers (24.64%) told that there was no encouragement/recognition/award or certificate either to Volunteers or interested and committed Programme Officers of

NSS who are implementing the programme and 14 Programme Officers (20.29%) felt that poor response, irregularity, lack of interest of learners were the other weaknesses in the programme. Eleven Programme Officers (15.94%) viewed the volunteers disinterest, hesitation, irregularity towards this programme and another 2 (2.90%) felt that the inadequacy of impressive teaching/ learning materials was also the weaknesses of the programme. Again 20 Programme Officers (28.99%) did not give any information on this.

Perception about the Role and Responsibility

TABLE 4.42

Perception About the Role and Responsibility as NSS Programme Officer in Implementing the Programme

Sl. No.	Perception	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Selection of Volunteers/ Training/Supply of kits/implementing the Programme	17	2	27	46 (66.66)
2.	Leader/Guide/ Motivator for Volunteers who are implementing the programme	5	2	15	22 (31.88)
3.	To meet volunteers/ learners at the spot encourage them and help them to participate in the Programme regularly	3	—	6	9 (13.04)
4.	To accompany with volunteers (women) during the visit to meet learners in the villages for safety and protection for volunteers	6	—	2	8 (11.59)
5.	No information	4	2	11	17 (24.64)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.42 gives their perception about the role and responsibility as NSS Programme Officer in implementing the programme. Forty six Programme Officers (66.66%) told that selection of volunteers, training of volunteers, supply of literacy kits and implementing the programme as their major role and 22 Programme Officer (31.88%) opined that they were to be leader/ guide/motivator for volunteers. Nine Officers (13.04%) felt that to meet volunteers/learners on the spot encourage regularly and 8 told (11.59%) that they also accompanied the volunteer (women) during their visits to the learners in villages for safety and protection of Volunteers and 17 Programme Officers (24.64%) did not give any information on this count.

Co-operation with the other departments

TABLE 4.43

Co-operation with the other departments

Sl. No.	Type of Co-operation	Number of Programme Officers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly Co-operative	2	—	5	7 (10.14)
2.	Co-operative	17	4	18	39 (56.52)
3.	Partially co-operative	—	—	5	5 (7.25)
4.	Not co-operative	2	—	10	12 (17.39)
5.	No information	4	—	2	6 (8.70)
	Total	**25**	**4**	**40**	**69 (100.00)**

Table 4.43 shows the Co-operation received from other departments for the implementation of the Programme by Programme Officers. Out of 69, 46 Programme Officer (66.66%) told that the other departments were co-operative and 5 (7.25%) stated that other departments were partially co-operative. Twelve (17.39%) reported that they did not receive co-operation and the remaining 6 (8.70%) did not respond to this question.

Follow-up Programmes

TABLE 4.44(a)

Follow-up Programmes

Sl. No.	Whether follow-up Programme organised	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	11	2	27	40 (57.97)
2.	No	7	2	13	22 (31.88)
3.	No information	7	—	—	7 (10.14)
	Total	**25**	**4**	**40**	**69 (100.00)**

Out of 69 Programme Officers, 40 Programme Officers (57.97%) have organised the follow-up programmes and the remaining 29 (42.02%) did not organise any follow-up programme.

TABLE 4.44 (b)

Type of Follow-up Programmes

Sl. No.	Type of Follow-up Programmes Organised	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Advised volunteers to meet learners frequently and to exchange some of old weeklies/Story books	5	1	16	22 (55.00)
2.	Had Contact with adult education functionaries and arranged to exchange the post-literacy materials available in nearby J.S.N	4	—	4	8 (20.00)
3.	Contacted local clubs Mandrams or Panchayat for supply of Newspapers magazines to learners who become literates	2	1	4	7 (17.50)
4.	By giving the school library books for further reading or retaining literacy skills	—	—	3	3 (7.50)
	Total	**11**	**2**	**27**	**40 (100.00)**

Table 4.44 (b) gives different types of follow-up programmes organised by Programme Officers. Twenty two Officers (55.00%) told that they advised volunteers to meet learners frequently and to exchange some old weeklies/story books and 8 Programme Officers (20.00%) had contacted the adult education functionaries and arranged to exchange the post-literacy materials available in near by Jana Shikshan Nilayams. Seven Programme Officers (17.50%) told that they contacted local Clubs, Mandrams or Panchayat and supplied newspapers, magazines for learners who become literates and 3 (7.50%) had given the library books available in their schools.

Suggestions to Improve the Programme

TABLE 4.45

Suggestions to Improve the Programme

Sl. No.	Suggestions	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Volunteers should be encouraged by giving certificates, awards or preference in admission for further studies including professional or employment those who are participating in the programme	6	3	23	32 (46.38)
2.	Follow-up programme is necessary those who have become literates through this Programme.	6	2	19	27 (39.13)
3.	Propaganda should be given to this programme through Radio, TV, Mass Media, Exhibition, etc.	3	4	17	24 (34.78)
4.	Incentives/refreshments may be given to volunteers (pocket allowance/transport)	5	1	15	21 (30.43)

Sl. No.	Suggestions	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
5.	Proper and Effective Monitoring system should be evolved into this programme	5	3	12	20 (28.99)
6.	Certificate and preference in Govt. Schemes/loans may be arranged for learners who have successfully completing the programme or become literate	6	4	9	19 (27.54)
7.	Intensive or elaborate training could be given to volunteers by increasing the no. of days of the training and using the effective Media.	4	—	13	17 (24.64)
8.	Incentives/refreshments may be given to learners	5	4	7	16 (23.19)
9.	Recognition and encouragement should be given to interested and committed Programme Officers who are implementing effectively	2	2	8	12 (17.39)
10.	Work load of the present Programme Officers can be reduced or separate programme Officers can be appointed for looking after the MPFL.	3	—	8	11 (15.94)
11.	MPFL could be included in the curriculum of all courses from +2 level to degree and post graduate level.	—	4	7	11 (15.94)

Sl. No.	Suggestions	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
12.	Moderained, simplified and attractive, teaching/ learning materiels can be supplied to learners.	2	1	5	8 (11.59)
13.	MPFL can be made compulsory to all students from +2 levels or atleast all NSS Volunteers	2	1	4	7 (10.14)
14.	Vocational training or some specific skill to increase the income level for the learners enrolled through this programme	2	1	4	7 (10.14)
15.	Literacy kits can be supplied in time by the State Resource Centre, to Programme Officers before the training of Volunteers starts.	—	1	5	6 (8.70)
	Total	25	4	40	69 (100.00)

Various suggestions were made by Programme Officers to improve the MPFL. Thirty two Programme Officers (46.38%) suggested that volunteers should be encouraged by giving awards/ certificates or preference in admission to further studies including professional courses or in employment to those who are participating in the programme and 27 Programme Officers (39.13%) felt that the follow-up programme was necessary for those who became literate through this programme. Twenty four Programme Officer (34.78%) told that propaganda could be given to this programme through Radio/T.V. Mass Media and exhibition etc. and 37 programme officers (53.62%) suggested to provide incentives/refreshments to volunteers and learners. Twenty Programme Officers (28.99%) told that proper and effective monitoring system should be evolved for this programme and 19

officers (27.54%) felt that certificate and preference in government schemes/loans may be given to the regular as well as completed learners through this programme. Seventeen programme officers (24.64%) opined that intensive and elaborate training can be organised for volunteers by increasing the no. of days of the training and using the effective media and 12 Programme Officers (17.39%) felt that recognition and encouragement should be given to interested and committed Programme Officers who are implementing the programme effectively. Eleven Programme Officers (15.94%) told that the workload of the Programme Officers could be reduced or a separate Programme Officer could be appointed for looking after the MPFL. Another 11 Programme Officers (15.94%) opined that this programme could be included in the curriculum of all the courses from +2 level to degree and post-graduate levels. Eight Programme Officers (11.59%) felt that modernised, simplified and attractive teaching / learning materials can be supplied for learners, 7 (10.14%) felt that this programme can be made compulsory to the students from HSS level or atleast to all NSS Volunteers and another seven Programme Officers (10.14%) opined that vocational training or some specific skill training to increase the income level of learners who enrolled in this programme. 6 Officers (8.70%) suggested that the literacy kits could be supplied in time by the State Resource Centre to Programme Officers before the training of Volunteers starts.

DATA COLLECTED FROM VOLUNTEERS

Personal Background

The researcher was able to collect the Data from 543 volunteers, out of 543 volunteers 120 (22.10%) were from Universities and Colleges, 51 (9.39%) from Polytechnics and 372 (68.51%) from Higher Secondary Schools. Sex-wise, Age-wise distribution of Volunteers, their educational status and community are given in the following tables.

TABLE 4.46

Sex-wise Distribution of Volunteers

Sl No.	Sex	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Male	79	28	254	361 (66.48)
2.	Female	41	23	118	182 (33.52)
	Total	**120**	**51**	**372**	**543 (100.00)**

TABLE 4.47

Age-wise Distribution of Volunteers

Sl. No.	Age-Group	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	15-20	80	49	367	496 (91.34)
2.	21-25	40	2	5	47 (8.66)
	Total	**120**	**51**	**372**	**543 (100.00)**

TABLE 4.48

The Educational Status of Volunteers

Sl. No.	Classes	No. of Volunteers (Percentage)
1.	Studying in post-graduate class	23 (4.24)
2.	Studying in Graduate Class	89 (16.39)
3.	Studying in Diploma Course Polytechnic	51 (9.39)
4.	Studying in Higher Secondary Class	372 (68.51)
5.	Studying in Diploma in Sanitary Course	8 (1.47)
	Total	**543 (100.00)**

TABLE 4.49

The Community (Caste) of Volunteers

Sl. No.	Community (Caste)	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Scheduled Caste	10	7	65	82 (15.10)
2.	Schedule Tribe	1	—	8	9 (1.66)
3.	Others	102	43	275	420 (77.35)
4.	No information	7	1	24	32 (5.89)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.46 shows the total number of volunteers who were selected for the study. Out of 543 volunteers 361 (66.48%) were males and 182 (33.52%) were females. Table 4.47 gives age-wise distribution of volunteers. 496 (91.34%) were under the age group of 15-20 years and 47 (8.66%) were in the age group of 21 - 25 years.

Table 4.48 gives educational status of volunteers. Out of 543 volunteers 23 (4.24%) belonged to post-graduate classes, 89 (16.39) were from graduate classes, 51 (9.39%) volunteers were from Polytechnics, 372 (68.51%) were from Higher Secondary Classes and 8 (1.47%) were from Diploma in Sanitary Courses in Gandhigram Rural Institute, Gandhigram.

Table 4.49 shows the community of volunteers, 82 (15.10%) volunteers belonged to the Scheduled caste community 9 (1.66%) belonged to Scheduled Tribes and the majority 420 (77.35%) were from other Communities. 32 (5.89%) volunteers did not disclose their community.

NSS and MPFL

TABLE 4.50

Reason for Joining in NSS

Sl. No.	Reason	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	My own interest in service	116	51	366	533 (98.16)
2.	To get a Certificate	4	-	6	10 (1.84)
3.	Compelled by Programme Officer	-	-	-	-
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.50 gives reason for joining in National Service Scheme by Volunteers, 533 (98.16%) had joined NSS because of their own interest in social service. 10 (1.84%) volunteers joined to get a certificate. No volunteer was compelled by any one to join in NSS.

TABLE 4.51

Activities Undertaken as Part of NSS

Sl. No.	Type of Activity	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Cleaning a temple/Street	64	29	283	376 (69.24)
2.	Construction of Village Road	60	34	196	290 (53.41)
3.	Conducted a Survey	51	4	187	242 (44.57)
4.	Construction of community building	25	2	75	102 (18.78)
5.	Other activities	2	-	-	2 (0.37)
6.	No Information	5	7	18	30 (5.52)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.51 gives a list of various activities undertaken by volunteers during the course of study under N.S.S, 376 (69.24%) volunteers were involved in cleaning a temple/street in nearby places, 290 (53.41%) Volunteers were involved in construction of village roads, 242 (44.57%) Volunteers were involved in Survey Work. 102 (18.78%) volunteers were involved in construction of Community building and 2 (0.37%) were involved in similar type of other activities. Thirty (5.52%) volunteers did not give any information about their other activities.

TABLE 4.52

Participation in Other Social and Development Works.

Sl. No.	Participation in other Social & development activity	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	82	48	297	427 (78.64)
2.	No	37	2	67	106 (19.52)
3.	No information	1	1	8	10 (1.84)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.52 describes volunteers participation in social and development activities. The table shows that 427 (78.64%) were involved in other social and development works while the remaining were not.

TABLE 4.53

Reason for Joining in the MPFL

Sl. No.	Reason	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Own interest	111	49	368	528 (97.24)
2.	To get a Certificate	2	2	3	7 (1.29)
3.	Compelled by Programme Officer	-	-	-	
4.	No Particular Reason	7	-	1	8 (1.47)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.53 describes the reasons as to why the volunteers joined the MPFL, 528(97.24%) joined the MPFL because of their own interest. 7 (1.29%) joined it to get a Certificate, while 8 (1.47%) did not have any particular reason. The fact that over 97 per cent of volunteers joined the MPFL on their own interest and no one was compelled by the Programme Officers shows initial motivation on the part of volunteers.

Planning

TABLE 4.54

Number of Learners Planned for Enrollment in MPFL

Sl. No.	Number of Learners Planned	Number of Volunteers				Learners
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)	
1.	One Adult	46	15	157	218 (40.15)	218
2.	Two Adults	26	18	101	145 (26.70)	290
3.	Three Adults	21	11	54	86 (15.84)	258
4.	Four Adults	6	2	19	27 (4.97)	108
5.	Five Adults	6	5	41	52 (9.58)	260
6.	No information	15	-	-	15 (2.76)	-
Total		120	372	51	543 (100.00)	1134

The above table 4.54 describes number of learners planned by Volunteers for enrolment. 218 (40.15%) volunteers had planned to enroll one adult each, 145 (26.70%) volunteers had planned to enroll two adults each. 86 (15.84%) volunteers planned 3 adults each 27 (4.97%) four adults each and 52 (9.58%) five adults each. Fifteen (2.76%) did not respond to this question. Thus, these 543 volunteers had planned to enroll 1134 learners.

TABLE 4.55

Number of Learners Actually Enrolled and Made Literate

Sl. No.	Number of Learners made Literate	Number of Volunteers				Learners
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)	
1.	One Adult	67	36	302	405 (74.59)	405
2.	Two Adults	29	14	39	82 (15.10)	164
3.	Three Adults	15	1	26	42 (7.73)	126
4.	Four Adults	4	-	1	5 (0.92)	20
5.	Five Adults	5	-	4	9 (1.66)	45
Total		**120**	**51**	**372**	**543 (100.00)**	**760**

Table 4.55 shows number of learners actually enrolled and made literate by Volunteers. It was reported that 405 (74.59%) volunteers enrolled, only one adult each and made them literate. 82 (15.10%) two adults each, 42 (7.73%) 3 adults each, 5 (0.92%) four adults each and 9 (1.66%) five adults each enrolled and made them literate. Thus, these 543 volunteers had enrolled only 760 learners and made literate out of 1134 learners planned.

Training

TABLE 4.56(a)

Training Undertaken by Volunteers

Sl. No.	Whether Trained	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	82	51	358	491 (90.42)
2.	No	38	-	14	52 (9.58)
	Total	**120**	**51**	**372**	**543 (100.00)**

TABLE 4.56(b)

Duration of Training

Sl. No.	Duration (No. of days)	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	One day	46	3	278	327 (66.60)
2.	Two days	25	17	29	71 (14.46)
3.	Three days	11	31	51	93 (18.94)
	Total	**82**	**51**	**358**	**491 (100.00)**

Table 4.56 (a) indicates that 491 (90.42%) received training, while 52 (9.58%) did not receive any training. The proportion of volunteers not having received training was as large as 38 in the case of Volunteers from Universities. It was noteworthy that all the volunteers from Polytechnics were trained.

Of those who received training, from table 4.56 (b), 327 (66.60%) received it for one day, 71 (14.46%) received it for two days while 93 (18.94%) received it for 3 days.

TABLE 4.57

Usefulness of Training

Sl. No.	Duration (No. of days)	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Very useful	52	28	296	376 (76.58)
2.	Useful	30	16	42	88 (17.92)
3.	Partly useful	—	7	20	27 (5.50)
4.	Not useful	—	—	—	—
	Total	**82**	**51**	**358**	**491(100.00)**

Table 4.57 gives the impression on the usefulness of training received by Volunteers. 464 (94.50%) Volunteers stated that the training was either very useful or useful, and 27 (5.50%) Volunteers felt that the training was partly useful.

TABLE 4.58 (a)

Resource Materials Received by Volunteers during the Training

Sl. No.	Whether received	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	69	51	313	433 (88.19)
2.	No	13	—	45	58 (11.81)
Total		**82**	**51**	**358**	**491 (100.00)**

TABLE 4.58 (B)

Opinion about Training (Resource) Materials

Sl. No.	Opinion	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly relevant	56	18	224	298 (68.82)
2.	Relevant	6	28	75	109 (25.17)
3.	Partly relevant	7	5	14	26 (6.00)
4.	Not relevant	—	—	—	—
Total		**69**	**51**	**313**	**433 (100.00)**

Table 4.58 (a) and 4.58 (b) show information on resource materials received by volunteers during the training and their opinion about these materials. Four hundred and thirty three Volunteers (88.19%) reported that they received resource materials at the time of the training. 58 (11.81%) did not receive this material. Out of these 433 volunteers, 407 (93.99%) reported that the material supplied was either highly relevant or relevant. Only 26 (6.00%) felt that it was partly relevant.

Materials

TABLE 4.59 (a)

Number of Literacy Kits Received by each Volunteer

Sl. No.	Number of Literacy Kit (s)	Number of Volunteers				Total Number of Kits
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)	
1.	One	61	15	157	233 (42.91)	233
2	Two	26	18	101	145 (26.70)	290
3.	Three	21	11	54	86 (15.84)	258
4.	Four	6	2	19	27 (4.97)	108
5.	Five	6	5	41	52 (9.58)	260
	Total	**120**	**51**	**372**	**543 (100.00)**	**1149**

TABLE 4.59 (b)

The time of Supply of the Literacy Kit

Sl. No.	Whether received immediately after the training	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	83	50	309	442 (81.40)
2.	No	9	—	63	72 (13.26)
3.	No	28	1	—	29 (5.34)
	Total	**120**	**51**	**372**	**543 (100.00)**

TABLE 4.59 (c)

Adequacy of the Literacy Kit Supplied

Sl. No.	Whether adequate	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	68	44	350	462 (85.08)
2.	No	20	3	19	42 (7.73)
3.	No information	32	4	3	39 (7.18)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.59 (a), 4.59 (b) and 4.59 (c) describe the number of literacy kits received by the Volunteers, the time of supply and adequacy. It is clear from the table 4.59 (a) that 543 volunteers received 1149 literacy kits. Out of these 442 (81.40%) volunteers received them immediately after the training, 72 (13.26%) did not receive immediately while 29 (5.34%) did not give any information on this. Four hundred and six two volunteers (85.08%) reported that the literacy kit was adequate to make adults literate, 42 (7.73%) felt that the literacy kit was not adequate and 39 (7.18%) did not answer to this question.

TABLE 4.60

Usefulness of the Literacy Kit

Sl. No.	Usefulness	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly useful	75	29	275	379 (69.80)
2.	Moderately useful	11	5	51	67 (12.34)
3.	To some extent useful	20	16	45	81 (14.92)
4.	Not useful	3	—	—	3 (0.55)
5.	No information	11	1	1	13 (2.39)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543, 379 (69.80%) volunteers reported that content and methodology in the literacy kit was highly useful. 148 (27.26%) Volunteers stated that the literacy kit was either moderately useful or to some extent useful. Though 13 (2.39%) volunteers did not give any information, only 3 (0.55%) reported that the literacy kit was not useful.

TABLE 4.61(a)

Supportive Materials Prepared and Used other than the Literacy Kit

Sl. No.	Whether Prepared	Number of Volunteers			
		Universi-ties/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Yes	47	15	201	263 (48.43)
2.	No	66	29	171	266 (48.99)
3.	No information	7	7	—	14 (2.58)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.61 (b)

Type of Supportive Materials Prepared and Used

Sl. No.	Type of Materials	Number of Responses			
		Universi-ties/ Colleges	Poly-technics	HSS	Total (Percentage)
1.	Alphabet cards/charts/ flash cards other similar types	19	4	38	61 (23.19)
2.	Newspapers/ Journals	13	1	57	71 (27.00)
3.	Slate	—	1	51	52 (19.77)
4.	Black board	—	1	1	1 (0.38)
5.	Formal School	27	4	67	98 (37.26)
6.	Other Materials	9	4	24	37 (14.07)
	Total	**47**	**15**	**201**	**263 (100.00)**

Out of 543 volunteers, 263 (48.43%) volunteers prepared and used supportive materials other than the literacy kit and 266 (48.99%) did not prepare or use any such materials. Out of 263 volunteers, 61 (23.19%) prepared cards and charts, 71 (27.00%) used newspapers and journals, 52 (19.77%) had provided slates to the learners, 1 (0.38%) volunteer used the black board and 98 (37.26%) used the formal text book of Standard I in the programme. Thirty seven (14.07%) used other similar materials.

Implementation of the programme

TABLE 4.62

Difficulty in Identification and Selection of Learners

Sl. No.	Whether found difficulty for identification and selection	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	27	22	156	205 (37.75)
2.	No	83	28	214	325 (59.85)
3.	No information	10	2	1	13 (2.40)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 325 (59.85%) did not face any difficulty in the identification and selection of learners, while 205 (37.75%) faced some difficulty in this process. 13 (2.40%) volunteers did not respond to this question.

Table 4.63

Procedure Followed to Enroll Learners

Sl. No.	Procedure	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	By conducting a Survey	54	26	136	216 (39.78)
2.	Through the Co-operation of village leaders	40	3	23	66 (12.15)
3.	Other than these methods through seeing ration cards, census, etc.	12	20	199	231 (42.54)
4.	No information	14	2	14	30 (5.52)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.63 shows the information regarding the procedure followed by volunteers to enroll learners in the programme. 216 (39.78%) reported that they conducted a survey to identify learner, 66 (12.15%) did it through the co-operation of village leaders, 231 (42.54%) did it by going through ration cards, census reports etc. While 30 volunteers (5.52%) did not respond to this question.

TABLE 4.64

Frequency of Meeting of Volunteer and the Leaners

Sl. No.	Frequency received	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Daily	9	24	86	119 (21.92)
2.	Six days in a week	32	7	70	109 (20.07)
3.	Five days in a week	36	12	65	113 (20.81)
4.	Four days in a week	20	5	61	86 (15.84)
5.	Three days in a week	9	3	30	42 (7.73)
6.	Two days in a week	7	—	22	29 (5.34)
7.	Once in a week	6	—	30	36 (6.33)
8.	No information	1	—	8	9 (1.66)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.64 indicates the frequency of the meetings of the volunteers and learners, 119 (21.92%) volunteers reported that they met learners daily, 109 (20.07%) six days in a week, 113 (20.81%) Five days in a week, 86 (15.84%) Four days in a week, 42 (7.73%) three days in a week, 29 (5.34%) two days in a week and 36 (6.63%) once in a week. Nine (1.66%) volunteers did not respond to this question.

TABLE 4.65

Place where the Volunteers Met Learners

Sl. No.	Place	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Learners' houses	70	26	203	299 (55.06)
2.	Volunteers' houses	7	17	119	143 (26.34)
3.	Public Places	38	4	29	71 (13.08)
4.	Other Private Places	5	4	21	30 (5.52)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 299 (55.06%) met learners in learners' houses, 143 (26.34%) met in their own houses, 71 (13.08%) met at public places, and 30 (5.52%) met at other private places.

TABLE 4.66

Duration of Teaching in one Session

Sl. No.	Duration (Time in Hours)	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Half an hour	8	1	38	47 (8.66)
2.	One hour	55	22	203	280 (51.57)
3.	One and half an hour	24	10	49	83 (15.29)
4.	Two hours	24	18	66	108 (19.89)
5.	More than two hours	9	—	16	25 (4.60)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.66 shows the duration of teaching in one session by each volunteer. Out of 543 volunteers, 47 (8.66%) reported that it was half an hour, 280 (51.57%) one hour, 83 (15.29%) one and half hours, 108 (19.89%) two hours and 25 (4.60%) more than 2 hours. Generally, in a situation like this teaching/learning programme for one hour at a time should be considered as the

optimum time which a volunteer could spare. Here, more than fifty per cent appeared to have followed this time duration.

TABLE 4.67 (a)

Whether Followed any Method other than the one Given in the Literacy Kit

Sl. No.	Whether followed other methods	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	30	36	165	231 (42.54)
2.	No	90	15	207	312 (57.46)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.67 (b)

Different Methods followed in Teaching

Sl. No.	Method	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	By introducing alphabets directly	13	7	61	81 (35.06)
2.	Used the words of the local dialogue	12	24	73	109 (47.19)
3.	Used other adult education primer	4	5	22	31 (13.42)
4.	Other (own) methods	1	—	9	10 (4.33)
	Total	**30**	**36**	**165**	**231 (100.00)**

Table 4.67(a) and 4.67(b) gives information on methods other than the one given in the literacy kit used by volunteers for teaching learners. Out of 543 volunteers, 231 (42.54%) reported that they have followed different methods other than the method given in the literacy kit while remaining 312 (57.46%) did not. Again, out of 231 who used other methods 81 (35.06%) reported that they introduced alphabets directly, 109 (47.19%) used words which were common in local language, 31 (13.42%) used primers prepared for the adult education centres while 10 (4.33%) used other methods of their own.

TABLE 4.68

Causes for the Dropping out of Learners

Sl. No.	Causes	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Family problems	35	8	65	108 (19.89)
2.	Inconvenient Place (location)	7	9	20	36 (6.63)
3.	Inconvenient Time	13	6	21	40 (7.37)
4.	Teaching materials are not attractive	4	7	14	25 (4.60)
5.	No information	67	25	262	354 (65.19)
	Total	**120**	**51**	**372**	**543 (100.00)**

From the above table 4.68, it was clear that 354 (65.19%) volunteers did not give information on the causes of learners' drop-out or they have not faced the problem of learners' drop-out, out of the remaining volunteers 108 (19.89%) felt that it was due to family problems, 76 (14.00%) felt that it was due to inconvenient place or time while 25 (4.60%) felt that due to unattractive learning materials.

TABLE 4.69

Efforts Taken to Motivate the Drop-outs or the Irregular Learners

Sl. No.	Efforts	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Helping their family members taking tutions to their children helping to write a letter or an application or filling up of form etc	48	17	102	167 (30.76)
2	Approached learners parents or guardians convinced them and having friendly relationship with learners	34	22	77	133 (24.49)
3.	Explaining them about the importance of literacy in day-to-day life and repeated advise to learners.	26	13	45	84 (15.47)
4	Telling the stories, puzzles,singing songs etc to attract learners.	10	8	26	44 (8.10)
5	Using attractive teaching/ learning materials prepared by themselves.	4	—	15	19 (3.50)
6	No information	27	—	69	96 (17.68)
	Total	**120**	**51**	**372**	**543 (100.00)**

TABLE 4.70

Success in Retaining Learners

Sl. No	Whether Succeeded	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Succeeded	72	44	260	376 (84.12)
2.	Not succeeded	21	7	43	71 (15.88)
	Total	**93**	**51**	**303**	**447 (100.00)**

Table 4.69 and 4.70 describe the efforts taken to motivate the irregular learners or drop-outs by volunteers and success in retaining learners. In Table 4.69, 96 (17.68%) did not respond to this question. It may be due to the fact that they might have done nothing to retain learners. Out of the remaining 447 volunteers, 167 (30.76%) helped the learners to write a letter or an application or filling up of forms etc. 133 (24.49%) convinced learners' parents, while 84 (15.47%) explained to learners about the importance of education and advised them. Forty four (8.10%) used methods like telling stories and singing songs and 19 (3.50%) used other attractive teaching/learning materials prepared by themselves. Out of 447 volunteers 376 (84.12%) volunteers succeeded in their efforts and the remaining 71 (15.88%) did not succeeded to retain the learners.

Table 4.71

Remedies Suggested by Volunteers to Reduce Irregular Attendance or Dropping-out of Learners

Sl. No.	Suggested Remedies	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	For motivation of learners, the importance of literacy can be shown through Mass Media like A.I.R., Video Films etc.	33	17	128	178 (32.78)
2.	Incentives can be provided to learners	17	16	74	107 (19.71)
3.	Preference in Govt. Schemes, Loans should be given to learners benefited through this programme.	19	12	65	96 (17.68)
4.	Facilities like place, light can provided.	21	9	39	69 (12.71)
5.	Teaching/learning materials can be made attractive	12	3	31	46 (8.47)
6.	Certificate can be given to learners	12	5	29	46 (8.47)
7.	No information	27	—	69	96 (17.68)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.71 describes remedies suggested by Volunteers to reduce dropping-out of learners as well as the irregular attendance of learners in the classes. Out of 543 volunteers, 178 (32.78%) volunteers suggested that motivation could be done through mass media like Radio and T.V. etc. 107 (19.71%) told that incentives can be provided to learners and 96 (17.68%) recommended that preference should be given to learners while giving them the advantage of government development schemes, loans, etc. Sixty

nine (12.71%) suggested to provide better facilities during the teaching/learning and 46 (8.47%) suggested that the teaching/learning materials should be attractive and another 46 (8.47%) felt that the certificates should be given to successful learners. 96 (17.68%) volunteers did not respond to this question.

TABLE 4.72

Total Time (in hours) Spent by Volunteers in the Programme

Sl. No.	Time spent (in hours)	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	More than 90 hours	11	2	109	122 (22.47)
2.	61-90 hours	95	32	109	359 (66.11)
3.	Less than 60 hours	14	17	31	62 (11.42)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.72 shows that the total number of hours spent in MPFL by volunteers. Out of 543 volunteers, 122 (22.47%) reported that they spent more than 90 hours per learner in the programme. 359 (66.11%) spent 61 to 90 hours while 62 (11.42%) spent less than 60 hours.

TABLE 4.73

An Approximate Time (Number of Hours) Required to Achieve Literacy Norms of MPFL as Estimated by Volunteers

Sl. No	No. of hours required	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	90 hours	21	16	25	62 (11.42)
2.	61-90 hours	71	23	245	339 (62.43)
3.	Not less than 60 hours	8	2	21	31 (5.71)
4.	Not able to say	20	10	81	111 (20.44)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 62 (11.42%) reported that they would require a minimum of 90 hours to achieve the literacy norms of the MPFL or make an adult literate. 339 (62.43%) thought it to be 61 to 90 hours per adult while 31 (5.71%) thought it could not be less than 60 hours and 111 (20.44%) volunteers were not able to estimate this time.

Monitoring and Evaluation

Table 4.74

Difficulty in Using Monitoring and Evaluation Forms

Sl. No.	Whether found difficulty in using monitoring and evaluation forms	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	17	1	79	97 (17.86)
2.	No	72	49	280	401 (73.85)
3.	No information	31	1	13	45 (8.29)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 401 (73.85%) did not find difficulty in using monitoring and evaluation forms, while 97 (17.86%) found it difficult and remaining 45 (8.29%) did not give any information on this.

TABLE 4.75

Information on Sending of Monitoring and Evaluation Forms

Sl. No.	Whether forms sent in time	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	77	43	280	400 (73.66)
2.	No	5	1	61	67 (12.34)
3.	No information	38	7	31	76 (14.00)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 400 (73.66%) could send monitoring and evaluation forms in time, 67 (12.34%) could not while 76 (14.00%) were not concerned with it.

TABLE 4.76

Methods Followed for Evaluation of Learners

Sl. No.	Evaluation method	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Giving a writing exercise	78	27	135	240 (44.20)
2.	Through Literacy kit	53	19	129	201 (37.02)
3.	Reading newspapers	31	23	125	179 (32.97)
4.	Conducting a test (By oral)	37	12	96	145 (26.70)
5.	Other than these methods	4	3	18	25 (4.60)
6.	No information	2	—	7	9 (1.66)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.76 shows the different methods followed by the Volunteers for evaluation of learners during the programme. Out of 543 volunteers, 240 (44.20%) conducted an evaluation by giving the writing exercises, 201 (37.02%) through the literacy kit 179 (32.97%) by asking learners to read newspapers, 145 (26.70%) conducted an oral test while 25 (4.60%) used some other methods of their own. Nine (1.66%) did not respond to this question.

TABLE 4.77

Impression About Progress of Learners

Sl. No.	Impression	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly satisfied	43	5	135	183 (33.70)
2.	Satisfied	58	26	155	239 (44.01)
3.	Partially satisfied	13	18	75	106 (19.52)
4.	Not satisfied	5	1	3	9 (1.66)
5.	No information	1	1	4	6 (1.10)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 422 (77.71%) were either satisfied or highly satisfied with the progress of learners, 106 (19.52%) were partially satisfied while 15 (2.76%) were either not satisfied or did not want to give any information.

TABLE 4.78

Visits of the Personnel During the Programme

Sl. No.	Personnel	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Programme Officers	87	21	198	306 (56.35)
2.	Programme Co-ordinators	3	—	19	22 (4.05)
3.	D.A.E.Os	—	—	—	—
4.	Other than these Officers	10	5	15	30 (5.52)
5.	No one has visited	20	25	140	185 (34.07)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.78 gives details of the personnel who visited volunteers/learners during the programme, 306 volunteers (56.35%) reported that the programme Officers visited and met learners. In the case of 22 volunteers (4.05%) Programme co-ordinators and in the case of 30 volunteers (5.52%) other officials visited and met learners. It is noteworthy that in the case of 185 (34.07) volunteers no official visited the scene. Similarly it is surprising that no one reported that the DAEOs visited the programme.

General Information

TABLE 4.79

Frequency of Meeting with Programme Officers

Sl. No.	Frequency	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	More often	40	9	141	190 (34.99)
2.	Once in a week	48	33	169	250 (46.04)
3.	Twice in a week	15	1	42	58 (10.68)
4.	Not even once in a month	6	7	8	21 (3.87)
5.	No information	11	1	12	24 (4.42%)
	Total	**120**	**51**	**372**	**543 (100.00)**

Regarding the frequency of Meetings of volunteers with Programme Officers (Table 4.79) 190 (34.99%) volunteers had such meetings more often, 250 (46.04) once in a week, 58 (10.68%) twice in a month while 21 (3.87%) did not have it even once in a month. Twenty four (4.42%) volunteers did not supply this information.

TABLE 4.80

Type of Support/Co-operation Received from Programme Officers

Sl. No.	Type of support / Co-operation	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Encouragement/ advise and cleared the doubt whenever arises	59	24	228	311 (57.27)
2.	Organised Training Camps	9	13	92	114 (20.99)
3.	Accompanied Volunteer to the spot and helped to solve some of the problems arising during the programme	15	7	26	48 (8.84)
4.	Helped to identify learner	7	4	31	42 (7.73)
5.	Nil	15	5	41	61 (11.23)
6.	No information	36	5	27	68 (12.52)
	Total	**120**	**51**	**372**	**543 (100.00)**

Table 4.80 gives information regarding the type of support given by Programme Officers during the Programme. Three hundred and eleven (57.27%) volunteers reported that due encouragement and advise was given. In the case of 114 (20.99%) volunteers Programme Officers organised training camps and in the case of 48 (8.84%) volunteers, they accompanied and solved their problems on the spot. While in the case of 42 (7.73%) volunteers they helped to identify learners. 129 volunteers (23.75%) either gave a nil report or gave no information on this.

TABLE 4.81 (a)

Problems faced by Volunteers

Sl. No.	Type of the Problem	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Difficulty in identification and convincing learner to take part in the Programme.	32	11	47	80 (14.73)
2.	Irregularity of learners (attendance)	16	6	23	45 (8.29)
3.	Lack of facilities like place, lighting etc.	13	9	19	41 (7.55)
4.	Shortage of literacy kits especially work-book and exercise book	4	—	27	31 (5.71)
5.	Nil	28	16	126	170 (31.31)
6.	No information	45	14	192	251 (46.22)
	Total	**120**	**51**	**372**	**543 (100.00)**

Regarding the problems faced by volunteers 421 (77.53%) did not respond at all or they did not have any problem. Eighty (14.73%) reported that they had difficulty in identifying learners, 45 (8.29%) faced irregularity of learners in the Programme, 41 (7.55%) did not have proper place and lighting while 31 (5.71%) felt shortage of literacy kits.

TABLE 4.81 (b)

Solutions to overcome problems

Sl. No.	Type of Solution	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Had friendly relationship with learners and family members	21	17	69	107 (19.71)
2.	By repeated visit to learners houses and motivated them to take part in the programme.	11	12	95	118 (21.73)
3.	Encouraged/advised learners and got support of the Panchayat President, other local leaders and agencies	17	2	37	56 (10.31)
4.	Used attractive teaching/learning materials prepared by themselves.	2	3	33	38 (7.00)
5.	Sought the help of the programme Officers	7	17	29	53 (9.76)
6.	No information	62	—	109	171 (31.49)
	Total	**120**	**51**	**372**	**543 (100.00)**

When asked about the manner in which they found solutions to problems, 107 volunteers (19.71%) reported that they tried to be friendly with learners and their family members, 118 (21.73%) paid repeated visits to learners houses, 56 (10.31%) encouraged/ advised learners, 38 (7.00%) used attractive materials and methods while 53 (9.76%) sought the help of Programme Officers. Remaining 171 (31.49%) volunteers did not give any information on this point.

Table 4.82

Follow-up Programmes Organised by Volunteers

Sl. No.	Type of Follow-up Programme	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Meeting the learners periodically and giving some old periodicals/story books	35	17	146	198 (36.46)
2.	Had contact with AE functionaries and arranged to exchange the materials in AE and post-literacy materials available on the JSN	1	—	46	47 (8.66)
3.	Contacted the local Clubs/Mandrams Panchayats for the supply of Newspapers Magazines to the completed learners in the Programme	8	—	24	32 (5.89)
4.	No information	81	34	156	271 (49.91)
Total		**120**	**51**	**372**	**543 (100.00)**

Table 4.82 describes the follow-up programmes organised by volunteers. Out of 543 volunteers 271 (49.91%) did not arrange any programme, 198 (36.46%) met learners periodically and exchanged some old magazines/story books, 47 (8.66%) arranged supply of post-literacy materials through AEP/JSN while 32 (5.89%) contacted local clubs, mandrams etc. for supply of the reading materials to learners.

TABLE 4.83

Satisfaction of Volunteers with their Work in MPFL

Sl. No.	Type of Satisfaction	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Greatly	58	33	240	331 (60.96)
2.	To some extent	54	17	120	191 (35.17)
3.	None	6	—	6	12 (2.21)
4.	No information	2	1	6	9 (1.66)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 331 (60.96%) were greatly satisfied with their work in MPFL, 191 (35.17%) were satisfied to some extent while 12 (2.21%) were not satisfied. Nine volunteers (1.66%) did not respond to this question.

TABLE 4.84

Disturbance of Volunteers' Studies by the MPFL

Sl. No.	Studies disturbed	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Greatly	3	7	11	21 (3.87)
2.	To some extent	30	13	93	136 (25.05)
3.	None	81	30	261	372 (68.51)
4.	No information	6	1	7	14 (2.58)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, 372 (68.51%) volunteers reported that participation in MPEL did not disturb their studies, 136 (25.05%) reported that their studies were disturbed to some extent, 21 (3.87%) reported that the studies were disturbed greatly and 14 (2.58%) did not give any information.

Table 4.85

Parents' Reactions to Volunteers' Participation in the MPFL

Sl. No.	Parents' reaction	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Encouraged	78	37	268	383 (70.53)
2.	Bothered because it may affect the studies	13	3	17	33 (6.08)
3.	Objection raised	7	—	11	18 (3.31)
4.	None	17	10	73	100 (18.42)
5.	No information	5	1	3	9 (1.66)
	Total	**120**	**51**	**372**	**543 (100.00)**

Out of 543 volunteers, the parents of 383 (70.53%) volunteers encouraged their wards in doing MPFL work. In the case of 33 (6.08%) volunteers, their parents thought that MPFL may affect their children's study adversely, in the case of 18 (3.31%) volunteers the parents raised some objections. While 100 (18.42%) volunteers' parents were indifferent to their wards participation in the MPFL and 9 (1.66%) volunteers did not respond to this question.

Table 4.86(a)

Volunteers' Willingness to Take Part in the Programme in Subsequent Years

Sl. No.	Whether Interested	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	91	34	334	459 (84.53)
2.	No	18	16	33	67 (12.34)
3.	No information	11	1	5	17 (3.13)
	Total	**120**	**51**	**372**	**543 (100.00)**

Four hundred and fifty nine (84.53%) volunteers showed willingness to participate in the MPFL in subsequent years. While 67 (12.34%) were not in a position to take up this programme, 17 (3.13%) did not respond to this question.

Table 4.86 (b)

Reasons for not Participating in the MPFL in Subsequent Years

Sl. No.	Reasons	Number of Volunteers			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Difficulty in identification of learner	2	8	11	21 (31.34)
2.	Course completes	6	4	12	22 (32.84)
3.	Bothered because it may affect the studies	5	2	4	11 (16.42)
4.	Objection from the parents	—	1	2	3 (4.48)
5.	No information	5	1	4	10 (14.92)
	Total	**18**	**16**	**33**	**67 (100.00)**

When volunteers were asked the reasons for not participating in MPFL in subsequent years, 21 (31.34%) reported that they had difficulty in identifying learners, 22 (32.84%) were about to complete their courses, 11 (16.42%) were bothered about their studies, 3 (4.48%) had objections raised by their parents, while 10 (14.92%) did not give any information on this question.

TABLE 4.87

Suggestions to Improve the Programme by Volunteers

Sl. No.	Suggestions	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Items especially work-book / exercise book should be increased in the literacy kit	18	18	105	141 (25.97)
2.	Teaching/literacy materials (literacy kit) can be made attractively.	15	11	55	81 (14.92)
3.	Recognition/encouragement may be given to volunteers by issuing Certificates, medals, etc.	17	7	43	67 (12.34)
4.	Incentives may be provided for learners	15	6	43	64 (11.79)
5.	Incentives may be provided for volunteers (Travelling expenses or pocket money)	12	7	35	54 (9.94)
6	Duration of training may be increased	13	9	27	49 (9.02)
7.	All the students or atleast all NSS volunteers may be involved in this programme	14	5	29	48 (8.84)
8.	Wide publicity may be given to this programme	16	7	23	46 (8.47)
9.	Facilities such as light, place (venue) may be provided	12	6	28	44 (8.10)
10.	No information	9	3	21	29 (5.34)
Total		**120**	**51**	**372**	**543 (100.00)**

Table 4.87 shows the various suggestion made by volunteers to improve the programme. One hundred and forty one (25.97%) volunteers suggested to increase the items of learning materials, especially work book and exercise book in the literacy kit, 81 (14.92%) volunteers felt that teaching/learning materials (literacy kit) could be made more attractive. Sixty seven (12.34%) volunteers told that recognition/encouragement in the form of issuing Certificates, Medals, etc. may be given to them and 64(11.79%) volunteers suggested to provide incentives to learners. Fifty four (9.94%) volunteers suggested to provide pocket expenses or atleast transport expenses to them to meet learners in their places and 49 (9.02%) volunteers opined that the duration of training of the MPFL may be increased. Forty eight (8.84%) volunteers suggested to involve all the students or atleast all NSS volunteers in the MPFL and 46 (8.47%) told that wide publicity may be given to this programme. Forty four (8.10%) volunteers felt that facilities such as lighting, place (Accommodation) etc. could be arranged, 29 (5.34%) volunteers did not give any suggestion to improve the programme.

DATA COLLECTED FROM ADULT LEARNERS

Socio-Economic Background

The researcher was able to collect the data from 236 completed learners and 14 drop-out learners. Out of 236 learners 48 (20.34%) were selected by volunteers from Universities/ Colleges 14 (5.93%) were selected by volunteers from Polytechnics and 174 (73.73%) were selected by volunteers from Higher Secondary Schools. The socio-Economic background of these learners are given in the following tables.

TABLE 4.88

Sex-wise Distribution of Learners

Sl. No.	Sex	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Male	15	2	60	77 (32.63)
2.	Female	33	12	114	159 (67.37)
Total		**48**	**14**	**174**	**236 (100.00)**

TABLE 4.89

Age-wise Distribution of Learners

Sl. No.	Age-Group	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	15-25 years	36	10	95	141 (59.74)
2.	26-35 years	10	2	41	53 (22.46)
3.	Above 35 Years	2	2	33	42 (17.80)
Total		**48**	**14**	**174**	**236 (100.00)**

Tables 4.88 and 4.89 show the distribution of sex and age-group of learners selected in the study. Out of 236 learners included in the study 77 (32.63%) were men and 159 (67.37%) were women. One hundred and forty one (59.74%) learners were in the age-group of 15-25 years and 53 (22.46%) learners in the age-group of 26-35 years. Besides, there were 42 (17.80%) learners beyond the age of 35 years. The target to be covered in the programme has to be only in the age group of 15-35 years. Out of 236 learners 194 (82.20%) belonged to this age group and the remaining were beyond the age of 35 years. A few learners participated in the programme were estimated by the researcher as below 15 years.

TABLE 4.90

Marital Status of Learners

Sl. No.	Marital Status	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Married	17	3	98	118 (50.00)
2.	Unmarried	31	11	76	118 (50.00)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.91

Learners' Community (Caste)

Sl. No.	Community (Caste)	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Scheduled Caste	17	—	51	68 (28.81)
2.	Scheduled Tribe	1	—	2	3 (1.27)
3.	Others	30	14	121	165 (69.92)
	Total	**48**	**14**	**174**	**236 (100.00)**

Tables 4.90 and 4.91 show the information on learners marital status and their community. Exactly fifty percent of learners were married and the remaining were not married. 68 (28.81%) learners belonged to the scheduled caste community and only 3 (1.27%) learners belonged to the scheduled Tribes and 165 (69.92%) belonged to other communities.

TABLE 4.92

Literacy Status in the Family of Learners

Sl. No.	Family Size	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Total No. of members in the family				
	1—3	6	—	32	38 (16.10)
	4—6	28	12	99	139 (58.90)
	7 & above	14	2	43	59 (25.00)
2.	Total No. of illiterates in the family				
	1—3	19	8	97	124 (52.54)
	4—6	22	5	46	73 (30.93)
	7 & above	7	1	31	39 (16.53)
3.	Total No. of literates in the family				
	1—3	23	11	118	152 (64.41)
	4—6	19	2	47	68 (28.81)
	7 & above	6	1	9	16 (6.78)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.92 shows the number of illiterates and literate (literacy status) in the family of learners. The first section indicates the total number of members in each family of learners, 38 (16.10%) had only 1—3 members, 139 (58.90%) learners had 4—6 members and the remaining 59 (25.00%) learners had 7 and above. The Second section indicates the total number of illiterates in the family of learners. 124 (52.54%) had 1—3 illiterate

members, 73 (30.93%) had 4—6 illiterate members and 39 (16.53%) learners, had 7 and above illiterate members. The third section of the table indicates the total number of literates in the family learners, 152 (64.41%) learners had 1—3 literates, 68 (28.81%) had 4—6 literates and 16 (6.78%) had 7 and above literates in the family. It was found that more the members in the family, more were the illiterates in such families.

TABLE 4.93

Occupation of Learners

Sl. No.	Occupation	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Coolie/Labour	22	3	68	93 (39.41)
2.	Agriculture	12	2	15	29 (12.29)
3.	Government Service	3	3	19	25 (10.59)
4.	Private Jobs	2	5	32	39 (16.53)
5.	Unemployed	3	—	30	33 (13.98)
6.	No information	6	1	10	17 (7.20)
	Total	**48**	**14**	**174**	**236 (100.00)**

TABLE 4.94

Annual Income of Learners Family

Sl. No.	Annual Income	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Rs.2500 or less	32	7	88	127 (53.81)
2.	Rs.2501 to 5000	9	4	32	45 (19.07)
3.	Rs.5001 to 7500	1	1	33	35 (14.83)
4.	Rs.7501 to 10000	—	1	12	13 (5.51)
5.	No information	6	1	9	16 (6.78)
	Total	**48**	**14**	**174**	**236 (100.00)**

Tables 4.93 and 4.94 show the occupation of learners and the annual income of learners family. 93 (39.41%) learners were coolies/labourers, 29 (12.29%) learners were involved in their own agricultural work, 25 (10.59%) had government service, and 39 (16.53%) learners were involved in private jobs like servants, helpers etc. Thirty three learners (13.98%) were unemployed and 17 (7.20%) learners did not give any information about the occupation.

Out of 236 learners, 127 (53.81%) had their annual income of Rs.2500 or less, 45 (19.07%) learners came under the category of Rs.2501-5000, 35 (14.83%) learners had their annual income which ranged from Rs.5001-7500 and only 13 (5.51%) learners had their income between Rs.7501-10,000. 16 (6.78%) learners did not indicate the annual income of their family.

TABLE 4.95 (a)

Prior Education of Learners

Sl. No.	Prior Educational Level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Illiterates	31	3	72	106 (44.92)
2.	Drop-outs	17	11	102	130 (55.08)
Total		**48**	**14**	**174**	**236 (100.00)**

TABLE 4.95 (b)

Reason for Dropping Out/Not Attending the School in Childhood

Sl. No.	Reason	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Family Problems	5	1	27	33 (13.98)
2.	Poverty	8	—	17	25 (10.59)
3.	Ignorance of the benefits of Literacy	1	—	15	16 (6.78)
4.	No information	34	13	115	162 (68.64)
Total		**48**	**14**	**174**	**236 (100.00)**

Tables 4.95(a) and 4.95(b) show the learners' prior educational level and the reason for droppingout/not attending the school in childhood. From table 4.95(a) it is clear that 106 (44.92%) learners were illiterates and 130 (55.08%) drop-out from elementary school. The reason for drop-out/not attending the school was classified under three heads in table 4.95(b). Family problems was the main reason told by 33 (13.98%) learners, 25 (10.59%) learners dropped out or not attended due to poverty and 16 (6.78%) felt that it was due to ignorance about literacy that they had not attended the school or dropped out from the school. One hundred sixty two (68.64) learners did not state any reason for dropping/not attending the school in childhood

Learners' Participation in the Programme

TABLE 4.96

Motivation of Learners for Joining the MPFL

Sl. No.	Motivated or persuaded by	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Volunteer	41	13	139	193 (81.78)
2.	Programme Officer	6	1	15	22 (9.32)
3.	Parents & Relatives	—	—	11	11 (4.66)
4.	Friends	—	—	2	2 (0.85)
5.	Nobody persuaded	1	—	7	8 (3.39)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.96 gives information as the how learners joined in the MPFL. 193 (81.78%) learners were persuaded by volunteers to join the MPFL, 22 (9.32%) learners were persuaded by programme officers, 11 (4.66%) learners by their parents/relatives and 2 (0.85%) learners by friends. Eight learners (3.39%) stated that they were not persuaded by any one, they joined out of their own interest.

TABLE 4.97

Learners' Expectations from the Programme

Sl. No.	Expectations	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Read bus numbers posters, name boards, newspaper etc.	39	12	122	173 (73.30)
2.	Write letters and applications	8	3	14	25 (10.59)
3.	Ensure correct transactions at the shops	17	8	34	59 (25.00)
4.	Perform present job better or to get a better one	9	5	27	41 (17.37)
5.	No information	2	1	15	18 (7.63)
	Total	**48**	**14**	**174**	**236 (100.00)**

Out of 236 learners, 173 (73.30%) expected that through this programme they would get the ability to read bus numbers, posters, letters, name boards and newspapers etc. 25 (10.59%) learners were interested to learn to write letters and applications and 59 (25.00%) felt that through this programme they could ensure correct transactions in shops in their day to day life. Forty one (17.37%) learners stated that they would perform their present job better or would get better jobs and 18 (7.63%) learners did not give any information on this point.

TABLE 4.98

Learners' Opinion about Volunteers

Sl. No.	Opinion	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly co-operative	25	3	69	97 (41.10)
2.	Co-operative	15	8	93	116 (49.15)
3.	Partially co-operative	5	3	5	13 (5.51)
4.	Not co-operative	—	—	2	2 (0.85)
5.	No information	3	—	5	8 (3.39)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.98 indicates learners' opinion about their N.S.S. volunteers who took the literacy classes for them. 97 (41.10%) learners told that volunteers were highly co-operative, 116 (49.15%) felt that volunteers were co-operative, 13 (5.51%) learners felt that volunteers were partially co-operative and 2 (0.85%) stated that their volunteers were not co-operative. Eight (3.39%) learners did not respond to this question.

TABLE 4.99(a)

Teaching/Learning Materials Received and Used by Learners

Sl. No.	Materials	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Book No.1 to 5	40	13	148	201 (85.71)
2.	Pinned flashcards -cum-workbook	31	3	130	164 (69.49)
3.	Alphabet cards	31	2	103	136 (57.63)
4.	Note Book & Pencil	36	3	127	166 (70.34)
	Total	**48**	**14**	**174**	**236 (100.00)**

TABLE 4.99(b)

Opinion About Materials and Methods Used by Volunteers

Sl. No.	Opinion	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Highly satisfied	13	3	40	56 (23.73)
2.	Satisfied	29	9	107	145 (61.44)
3.	Partially Satisfied	4	2	17	23 (9.75)
4.	Not satisfied	—	—	3	3 (1.27)
5.	No information	2	—	7	9 (3.81)
	Total	**48**	**14**	**174**	**236 (100.00)**

Tables 4.99(a) and 4.99(b) show the information on teaching/ learning materials received and used by learners and their opinion about materials and methods followed. Out of 236 learners 201 (85.17%) told that they had received books No.1 to 5, 164 (69.49) received pinned flash cards, 136 (57.63%) received alphabet cards and 166 (70.34%) learners received notebooks and pencils. From this table it is clear that even though the literacy kit included all these items they were not used by the volunteers as well as by the learners. Table 4.99(b) gives the opinion about the materials and methods used by volunteers. Out of 236 learners 201 (85.17%) learners opined that they were either highly satisfied or satisfied, 23 (9.75%) learners told that they were partially satisfied and 3 (1.27%) were not satisfied. Nine (3.81%) learners did not give any information.

TABLE 4.100

Number of Hours Spent in the Programme

Sl. No.	Time Spent (in Hours)	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	More than 90 hours	24	2	39	65 (27.54)
2.	61-90 hours	21	12	92	125 (52.97)
3.	Less than 60 hours	3	—	14	17 (7.20)
4.	No information	—	—	29	29 (12.29)
	Total	**48**	**14**	**174**	**236 (100.00)**

Out of 236 learners, 65 learners (27.54%) spent more than 90 hours in the programme, 125 learners (52.97%) spent 61 hours to 90 hours, 17 (7.20%) learners spent less than 60 hours. Twenty nine (12.29%) learners did not respond to this question.

TABLE 4.101

Level of Achievement of Learners

Sl. No.	Level of Achievement	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Fully Achieved	10	2	36	48 (20.34)
2.	Achieved	20	5	98	123 (52.12)
3.	Partially achieved	11	5	24	40 (16.95)
4.	Not achieved	3	2	9	14 (5.93)
5.	No information	4	-	7	11 (4.66)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.101 shows the level of achievement reached by learners. Out of 236 learners, 171 (72.46%) learners told that they achieved their expectations, 40 (16.95%) learners felt that

they partially achieved and 14 (5.93%) learners told that they did not achieve their expectations. Remaining 11 (4.66%) did not give any information on this.

TABLE 4.102

Willingness to Spend More Time with Volunteers

Sl. No.	Whether interested or willing	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	40	13	136	189 (80.08)
2.	No	5	1	27	33 (13.98)
3.	No information	3	—	11	14 (5.93)
Total		**48**	**14**	**174**	**236 (100.00)**

Table 4.102 shows learners' willingness to spend more time with volunteers in the programme. Out of 236 learners 189 (80.08%) learners were willing to spend more time and only 33 (13.98%) were not in a position to spend more time in the programme. Remaining 14 (5.93%) learners did not give any opinion about the willingness to spend more time with volunteers.

TABLE 4.103(a)

The Usefulness of Literacy

Sl. No.	Whether useful	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	40	13	146	199 (84.32)
2.	No	4	—	19	23 (9.75)
3.	No information	4	1	9	14 (5.93)
Total		**48**	**14**	**174**	**236 (100.00)**

TABLE 4.103(b)

Achievement of Learners Through MPFL

Sl. No.	Achievement	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Able to sign their name	27	5	18	31 (13.14)
2.	Able to read the numbers, posters letters and newspapers	19	2	77	98 (41.52)
3.	Ensure confidence in transactions at the shops	7	3	25	35 (14.83)
4.	Write letters and applications	3	1	12	16 (6.78)
5.	No information	12	3	41	56 (23.73)
	Total	**48**	**14**	**174**	**236 (100.00)**

Tables 4.103(a) and 4.103(b) give information on learners' feeling about the literacy learnt in this programme and its usefulness in their present occupation and achievement through this programme. Out of 236 learners, 199 (84.32%) learners told that the literacy and numeracy they learnt through this programme was useful in their day to day life, 23 (9.75%) learners felt that it was not useful and 14 (5.93%) learners did not respond. With regard to achievement of the learners, the learners were requested to name the things that they had achieved but would not have achieved without participation in the MPFL. Thirty one (13.14%) learners told that they were able to sign their names, 98 (41.52%) learners were able to read numbers, newspapers, letters, posters etc. and 35 (14.83%) felt that they had ensured confidence in transactions at shops. Sixteen (6.78%) learners could write letters (or) applications and the remaining 56 (23.73%) learners did not respond to this question.

TABLE 4.104 (a)

Discouragement Faced by Learners

Sl. No.	Whether discouraged	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	2	—	9	11 (4.66)
2.	No	46	14	165	225 (95.34)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.104(a) shows opposition or discouragement faced by learners for learning. It is clear that out of 236 learners only 11 (4.66%) had been discouraged, 225 (95.34%) learners were not discouraged by any one.

TABLE 4.104 (b)

Opposition to Learner's Participation in the MPFL

Sl. No.	Opposition or discouragement by	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Parents	2	—	2	4 (36.36)
2.	Husband	2	—	1	3 (27.27)
3.	No information	—	—	4	4 (36.36)
	Total	**4**	**—**	**7**	**11 (100.00)**

TABLE 4.104(c)

Reason for Discouragement

Sl. No.	Reason for Opposition or Discouragement	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Disturbed house work	1	—	2	3 (27.27)
2.	Disliked by the husband	—	—	2	2 (18.18)
3.	Religion	—	—	1	1 (9.09)
4.	No information	1	—	4	5 (45.45)
	Total	**2**	**—**	**9**	**11 (100.00)**

Tables 4.104(b) and 4.104(c) give information about the persons who discouraged learners and the reason for the discouragement. Four learners (36.36%) were discouraged by their parents, 3 (27.27%) learners by their husbands and the remaining 4 (36.36%) learners did not give any information. About the reason for discouragement 3 (27.27%) learners felt that due to this programme their regular domestic work was disturbed in their family, 2 (18.18%) learners reported that their husbands disliked the programme, for 1 learner (9.09%) religion was the reason and 5 (45.45%) learners did not give any reason for the discouragement or opposition faced by them.

Table 4.105

Visits of Personnel During the Programme

Sl. No.	Personnel	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Programme Officers	39	5	71	115 (48.73)
2.	Programme Co-ordinators	3	—	4	7 (2.97)
3.	D.A.E.O.s	—	—	—	—
4.	Others	1	1	11	13 (5.51)
5.	No one has visited	5	8	88	101 (42.80)
	Total	**48**	**14**	**174**	**236 (100.00)**

Table 4.105 shows the visits to learners by various personnel other than volunteers during the programme. Out of 236 learners 115 (48.73) learners were visited by Programme Officers, 7 (2.97) were visited by Programme Co-ordinators, 13 (5.51%) learners reported that they were visited by the Panchayat Presidents, local leaders and other Development Officers and 101 (42.80%) learners told that no one saw them during the programme. It is also clear that the D.A.E.O. who is the monitoring officer at the district level did not meet even a single learner.

General Information

TABLE 4.106

Skills which Learners have learnt and Retained

Sl No.	Skills	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Reading	17	9	52	78 (33.05)
2.	Writing	11	3	43	57 (24.15)
3.	Numeracy	15	2	60	77 (32.63)
4.	Awareness & functionality	5	—	19	24 (10.17)
	Total	**48**	**14**	**174**	**236 (100.00)**

The above table shows the information on the skills which learners have learnt in the programme, practiced and have retained. Out of 236 learners 78 (33.05%) retained reading, 57 (24.15%) writing 77 (32.63%) numeracy and 24 (10.17%) learners retained awareness and functionality skills.

TABLE 4.107(a)

Opportunity for Follow-up Programmes

Sl. No.	Whether the Opportunity for follow-up programme is available	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	16	6	25	47 (19.92)
2.	No	12	1	64	77 (32.63)
3.	No information	20	7	85	112 (47.46)
	Total	**48**	**14**	**174**	**236 (100.00)**

TABLE 4.107(b)

Existing Available Follow-up Programmes

Sl. No.	Type of follow-up Programme	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Library facility	5	1	6	12 (25.53)
2.	Newspapers/ Magazines Provided through local Mandrams	2	2	16	20 (42.55)
3.	No informations	9	3	3	15 (31.91)
Total		**16**	**6**	**25**	**47 (100.00)**

Tables 4.107(a) and 4.107(b) show the information on the opportunity available for the follow-up programmes to continue their literacy skills learnt in the programme. Only 47 (19.92%) had the opportunity to continue their literacy skills, 77 (32.63%) did not have any opportunity and 112 (47.46%) learners and did not give any information on this point. Out of 47 learners, 12 (25.53%) have the library facilities, 20 (42.55%) were provided newspapers/magazines by local organisation while 15 (31.91%) did not give information about the existing follow-up programmes available to them.

TABLE 4.108(a)

Learners' Willingness to Encourage their Friends and Relatives to join in this Programme

Sl. No.	Whether interested or willing	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	46	14	156	216 (91.53)
2.	No	—	—	11	11 (4.66)
3.	No information	2	—	7	9 (3.81)
Total		**48**	**14**	**174**	**236 (100.00)**

TABLE 4.108(b)

Reason for Not Encouraging

Sl. No.	Reason	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Migration	—	—	5	5 (45.45)
2.	No interest	—	—	4	4 (36.36)
3.	No information	—	—	2	2 (18.18)
Total				**11**	**11 (100.00)**

Tables 4.108(a) and 4.108(b) show whether learners will encourage the r friends and relatives to join this programme and if not the reasons for the same. Out of 236 learners 216 (91.53%) stated that they will encourage their friends and relatives, 11(4.66%) learners told that they were not in a position to encourage and 9 (3.81%) learners did not express their opinion on this point. With regard to the reason for not encouraging others, 5 (45.45%) learners reported that they would not be able to do so due to migration, 4 (36.36%) told they had no interest, while 2 (18.18%) learners did not give any information on this point.

TABLE 4.109

Suggestions to Improve the Programme

Sl. No.	Suggestions	Number of Responses			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Incentives may be provided to volunteers and learners	12	5	110	117 (49.58)
2.	Skills/vocational training may be organised for learners in addition to the literacy Programme	8	4	79	91 (38.56)
3.	Duration of the Programme should be extended	1	1	83	85 (36.02)
4.	Learning materials should be in attractive colours with pictures.	6	1	24	31 (13.14)
5.	No information	21	3	54	78 (33.05)
	Total	48	14	174	236 (100.00)

Table 4.109 shows the suggestions made by the learners to improve the programme. Out of 236 learners, 117 (49.58%) learners suggested that incentives may be provided to the volunteers as well as learners. 91 (38.56%) felt that some skills/ vocational training may be organised for learners in addition to mere literacy programme. 85 (36.02%) learners opined that the duration of the programme should be extended. Thirty one (13.14%) learners told that the learning materials should be published in bold (capital) letters and in attractive colours with pictures and 78 (33.05%) learners did not give any suggestion.

Learners' Evaluation

TABLE 4.110(a)

Reading a Paragraph

Sl. No.	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	12	5	58	75 (31.78)
2.	Average	22	4	61	87 (36.86)
3.	Poor	14	5	55	74 (31.36)
Total		**48**	**14**	**174**	**236 (100.00)**

Table 4.110(a) shows the evaluation of learners' ability to read a paragraph with known context and easy words. Out of 236 learners 75 (31.78%) did it well, 87 (36.86%) on an average while the performance of 74 (31.36%) learners was poor.

TABLE 4.110(b)

Reading a Paragraph with Comprehension

Sl. No	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	10	5	61	76 (32.20)
2.	Average	23	5	61	89 (37.70)
3.	Poor	15	4	52	71 (30.10)
Total		**48**	**14**	**174**	**236 (100.00)**

Regarding reading a paragraph with comprehension 76 (32.20%) learners did it well, 89 (37.70%) on an average while the performance of 71 (30.10%) was poor.

TABLE 4.111(a)

Copy Writing of a Paragraph

Sl. No.	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	19	2	69	90 (38.14)
2.	Average	17	6	57	80 (33.90)
3.	Poor	12	6	48	66 (27.97)
Total		**48**	**14**	**174**	**236 (100.00)**

In regard to learners' ability to copy a paragraph 90 (38.14%) learners did it well, 80 (33.90%) did it on an average while 66 (27.97%) had a poor performance.

TABLE 4.111(b)

Taking a Dictation

Sl. No.	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	10	6	47	63 (26.69)
2.	Average	21	7	70	98 (41.53)
3.	Poor	17	1	57	75 (31.78)
Total		**48**	**14**	**174**	**236 (100.00)**

In their ability to take dictation 63 (26.69%) learners showed good performance, 98 (41.53%) did it on an average while the performance of 75 (31.78%) learners was poor.

TABLE 4.111(c)

Letter Writing or Writing an Application

Sl. No.	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	3	3	18	24 (10.17)
2.	Average	13	3	44	60 (25.42)
3.	Poor	32	8	112	152 (64.41)
Total		**48**	**14**	**174**	**236 (100.00)**

About the development of the ability to write a letter or an application, 24 (10.17%) learners did it well, 60 (25.42%) learners did it on an average while the performance of 152 (64.41%) learners was poor.

TABLE 4.112

Numeracy

Sl. No	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	21	5	76	102 (43.22)
2.	Average	18	4	44	66 (27.97)
3.	Poor	9	5	54	68 (28.81)
Total		**48**	**14**	**174**	**236 (100.00)**

Table 4.112 shows the evaluation of the numeracy level of learners in simple addition, subtraction, multiplication and division. Out of 236 learners, 102 (43.22%) learners showed good performance, 66 (27.97%) did it on an average while the performance of 68 (28.81%) learners was poor.

TABLE 4.113

Awareness and Functionality

Sl. No.	Performance level	Number of Learners			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Good	10	2	49	61 (25.85)
2.	Average	30	8	99	137 (58.05)
3.	Poor	8	4	26	38 (16.10)
Total		**48**	**14**	**174**	**236 (100.00)**

Table 4.113 shows the acquisition of awareness and functionality of learners. Out of 236 learners, 61 (25.85) learners showed good performance, 137 (58.05%) did it on an average while the performance of 38 (16.10%) learners was poor.

Drop-outs :

Information Collected from Learners who had Dropped out of the MPFL.

The researcher was able to meet fourteen dropout learners. Out of 14, 11 were enrolled by volunteers from the higher secondary schools, 1 was enrolled by a volunteer from the polytechnic and the remaining 2 were enrolled by volunteers from Universities and Colleges. 6 were women and the remaining 5 were men and all of them were married. 8 belonged to the scheduled caste community and the other 3 belonged to other communities. The Literacy status of the family members of this drop-outs were as follows: with regard to the total number of members in the family 4 had 4-6 members and the remaining 7 had 7 members and abov^ 4 had 1-3 illiterates, 3 had 4-6 illiterates and the remaining 4 had more than 7 illiterates in their families. Again with regard to the number of literate members of the family 8 had 1-3 literates and the remaining 3 had 4-6 literates in their family. All the 14 drop-outs were either coolies or labourers and have income of less than 2500.

The information regarding the number of hours spent in the programme, reasons for dropping out of the programme, whether they were persuaded by any one to rejoin the programme, changes needed in the programme are presented in the following tables.

TABLE 4.114

Number of Hours Spent in the Programme

Sl. No.	Time Spent (in hours)	Number of Drop=outs			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Less than 30 hours	1	1	7	9 (64.29)
2.	31-60 hours	1	—	1	3 (21.43)
3.	61-90 Hours	—	—	—	—
4.	No information	—	—	2	2 (14.29)
	Total	**2**	**1**	**11**	**14 (100.00)**

Table 4.114 shows the information on the number of hours spent in the programme by drop-out learners. Out of 14 drop-outs met by the Researcher, 9 (64.29%) had spent less than 30 hours, and 3 (21.43%) spent 31-60 hours in the programme. Two drop-outs (14.29%) did not respond to this question.

TABLE 4.115

Reason for Dropping out of the Programme

Sl. No.	Reason	Number of Drop-outs			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Family problems	1	1	6	8 (57.14)
2.	Unable to attend regularly	1	—	2	3 (21.43)
3.	Migration	—	—	1	1 (7.14)
4.	No information	—	—	2	2 (14.29)
	Total	**2**	**1**	**11**	**14 (100.00)**

The above table 4.115 shows the reasons for dropping out of the programme, 8 (57.14%) told that it was due to family problems, 3 learners (21.43%) were inability to attend the classes regularly and one learner (7.14%) had to leave due to migration. Two learners (14.29%) did not give any reason for dropping-out of the programme.

TABLE 4.116(a)

Persuation by others to Rejoin the Programme

Sl. No.	Whether persuaded	Number of Drop-outs			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Yes	1	1	7	9 (64.29)
2.	No	1	—	4	5 (35.71)
	Total	**2**	**1**	**11**	**14 (100.00)**

TABLE 4.116(b)

Sl. No.	Persuaded by	Number of Drop-outs			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	N.S.S. Programme Officer	—	—	2	2 (14.29)
2.	Volunteer	1	1	3	5 (35.71)
3.	Any other persons	—	—	2	2 (14.29)
	Total	**1**	**1**	**7**	**9 (100.00)**

Tables 4.116(a) and 4.116(b) show whether learners were persuaded by any one to rejoin the programme and if so who persuaded them. Out of 14 drop-outs 9 (64.29%) were persuaded to rejoin this programme. Two (14.29%) were persuaded by programme officers 5 by (35.71%) volunteers and remaining 2 (14.29%) by some other local persons.

TABLE 4.117

Changes Proposed in the Programme

Sl. No.	Changes needed	Number of Drop-outs			
		Universities/ Colleges	Polytechnics	HSS	Total (Percentage)
1.	Programme with Vocational skills	2	1	9	12 (85.71)
2.	No information	—	—	2	2 (14.29)
	Total	**2**	**1**	**11**	**14 (100.00)**

Table 4.117 shows the changes proposed in the programme by the drop-out learners. Out of 14 drop-outs, 12 (85.71%) suggested to have the programme with vocational skills and the remaining 2 drop-out learners (14.29%) did not make any suggestions.

SALIENT FEATURES OF THE DATA

Seven Programme co-ordinators and 69 programme officers were met and data were collected for the study. Programme co-ordinators/programme officers had taken steps to involve more institutions/volunteers in the programme. But programme co-ordinators as well as the programme officers did not have complete information about the number of volunteers trained, number of volunteers who were actually involved in this programme and similarly number of learners enrolled and drop-outs if any in the programme.

Programme co-ordinators/programme officers had one day orientation training on the MPFL organised by the State Resource Centre, Chennai. Volunteers Training was organised by the programme officers for one to three days.

Training materials were prepared by the SRC for programme officers as well as for volunteers.

Out of 543 volunteers who participated in the study 120 (22.10%) were from Universities/Colleges, 51 (9.39%) from Polytechnics and 372 (68.51%) were from higher secondary schools. Volunteers had joined in the Mass Programme of Functional Literacy on their own interest, no one was compelled by programme officer or any one and parents of 383 (70.53%) volunteers encouraged their participation in the MPFL.

Four hundred and forty two (81.40%) volunteers had classes at learners' houses or their own houses.

One hundred and nineteen (21.42%) volunteers conducted their classes daily and 327 (60.23%) volunteers reported they spent half an hour to one hour per class or per session.

The opinion about training materials prepared and supplied by State Resource Centre during the training was considered satisfactory by programme co-ordinators/programme officers/ volunteers. Similarly all of them felt that the methodology and the literacy kit was suitable and useful.

In addition to the literacy kit, the teaching/learning aids were prepared by 263 (48.43%) volunteers. Slates, black board, formal school books, newspapers and journals were also used for teaching learners.

Two hundred and thirty one (42.54%) volunteers followed different methods in addition to the method given in the literacy kit like introducing the alphabets directly, using the words of the local dialogue and using the adult education primers supplied in the centres run by the government and the voluntary agencies.

Two hundred and fifty learners were met and the data was collected for the study. In these 14 were drop-outs. Out of the remaining 236 learners, 77 (32.63%) were males and 159 (67.37%) females. Fifty per cent of the learners were married.

Reading the bus number, posters, name boards, newspapers, ensure correct transactions at shops in their day to day life, writing of letters or an application were the major expectations of learners. Out of 236, 161 (72.46%) learners told that they achieved their expectations, 189 (80.08%) learners were willing to spend more time to learn with the volunteers. Only 11 learners were discouraged in the programme by the other members of the family of the learners.

Minimum of 60 hours to the maximum of 90 hours was required to make one adult literate by the volunteers.

Regarding the evaluation of learners, it was noticed that they had done well in reading and numeracy as compared to writing.

Learners drop-out ratio was a minimal and causes for drop-outs were due to family and personal problems, migration, lack of motivation, ignorance of the benefits of literacy, inconvenient place, non-suitability of time and lack of attractive teaching/ learning materials.

Helping learners to write a letter or an application or filling-up of forms etc. convincing the parents of the learners, using

methods like the story telling, singing songs, preparing an attractive teaching materials of their own were the efforts taken by volunteers to retain the drop-outs.

There is no systematic follow-up programme.

Co-operation/support for implementation of the programme was not received from all the other departments.

The difficulty in identification and selection of learners, lack of motivation/irregularity of learners, lack of facilities to conduct the classes like place/lighting and shortage of materials in the literacy kit, especially workbook and exercise book, were the few problems faced by volunteers.

The interest and committedness of volunteers, materials and training by the State Resource Centre and the short duration of the programme were the major strengths of the programme.

Lack of motivation of learners, poor monitoring and evaluation system in the programme, lack of recognition or encouragement by issuing a certificate or award either to volunteer or to committed programme officer of the NSS were the weaknesses of the programme.

(i) Propaganda through Radio, T.V. Mass Media and exhibition etc.; (ii) certificate or preference in Government schemes, loans to regular and completed learners; (iii) incentives to the volunteers/learners; (iv) supply of attractive teaching/learning materials in multicolour; (v) intensive and elaborate training to the volunteers; (vi) proper and effective monitoring system and (vii) recognition for volunteers/programme officer through certificates/awards were the important suggestions given to improve the programme.

CHAPTER V

SUMMARY, RESULTS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF THE STUDY

'Programme of Action' to operationalise National Policy on Education - 1986 envisages Mass Programme for Functional literacy (MPFL) to give a marked slant to the National Programme of Adult Education from the present intensive selective activity on a limited scale to a Mass Programme by involving Youth, Teachers, Students, Workers, Universities, Colleges, Schools, Trade Unions, Panchayat Raj Agencies, Voluntary Agencies other representative organisation of people and individuals.

The MPFL was first launched on 1st May 1986 by involving National Service Scheme (NSS) volunteers in Colleges, Universities, Polytechnics and Higher Secondary Schools. Detailed guidelines were issued by the Department of Youth Affairs and Sports regarding involvement of NSS Students.

In the State of Tamilnadu, to carry out the task, A State level Steering Committee was constituted under the Chairmanship of the Commissioner and Secretary to Government, Department of Education and included as members the State Director of Non-formal and Adult Education, NSS Programme Co-ordinators, Deputy Programme Adviser, NSS Regional Centre, Heads of Departments of Adult and Continuing Education of the Universities and the Director of the SRC. The Director, the Directorate of Non-Formal and Adult Education was the Secretary of the Committee. This Committee finalised the operational strategies for the Mass Programme of Functional Literacy and the programme was inaugurated on 1st May 1986 by the Hon'ble Minister for Education, Tamilnadu at Trichy. The Programme has been functioning from the Academic year 1986--87. It is an on going programme.

The Department of Youth Affairs and Sports, the Directorate of Adult Education, the State Government, the Universities and Colleges, Polytechnics, Higher Secondary Schools and the State Resource Centre was involved with specific roles in the implementation of the programme. The meetings of the State Steering Committee are convened once in April or May to discuss and draw a detailed Action Plan to be followed by all concerned and also to review the implementation of the programme till date.

The Programme has involved thousands of student volunteers and other workers involving crores of rupees as expenditure, the researcher thought it fit to study the implementation of this programme.

The main objective of the study is to appraise the programme by identifying the strengths and weaknesses of the programme, the difficulties/problems encountered by the implementors and to suggest the organisers of the programme in taking short-term and long term measures to improve it on the basis of the findings.

This study also aims at evaluating the MPFL conducted by the NSS of the Universities/Colleges, Polytechnics and Higher Secondary Schools in Tamilnadu, for the various Cadres of MPFL functionaries in order to find out the achievement as well as draw backs and to suggest remedies for betterment in future.

This study belongs to the category of Survey cum Evaluative research.

The information with regard to the details of the scheme and its objectives, training organised for the functionaries, materials supplied and the number of institutions, volunteers and learners involved in this programme were collected from the State Government, NSS Regional Centre, the Directorate of Non-formal and Adult Education and the State Resource Centre, Chennai.

Based on the information collected from the above institutions

and the experience gained from the various research studies and methodologies, the research tools questionnaires, Interview Schedules for Programme Coordinators, Programme Officers, Volunteers and learners were prepared.

To collect the data the researcher selected all the 13 Programme Co-ordinators of the Universities, the Directorate of School Education and the Directorate of Technical Education, 100 Programme Officers, 560 NSS volunteers from Colleges/ Polytechnics and higher secondary schools and 280 Adult Learners for the study.

The ressearcher was able to collect information from 7 Programme Co-ordinators, 69 Programme Officers, 543 volunteers and 250 Learners by conducting interview and through Questionnaires. These were from nine Universities, Directorate of Technical Education and Directorate of School Education, eight Colleges, four Polytechnis and forty one Higher Secondary Schools.

The information received from all these personnel was analysed in the light of the objectives of the study, qualitatively and quantitatively. The summary of the Results, Conclusions and Recommendations follow.

RESULTS

1. The Programme Co-ordinators planned to involve all the affiliated institutions having NSS Units. They gave instructions to their programme officers to enroll a minimum of 40% of the strength of the NSS volunteers. Accordingly, all Programme Officers planned to involve 40% of the strength of NSS volunteers. But programme Co-ordinators as well as Programme Officers did not have complete information about number of volunteers trained, number of volunteers who were actually involved in this programme, similarly number of learners enrolled and drop-outs if any in the Programme.

2. Sending of a circular to principals or heads of institutions, organising periodical meetings, motivating Programme Officers during the Orientation training were the steps taken by Programme Coordinators to involve more institutions in the MPFL.

3. Inspiring volunteers by highlighting the importance of the programme, constant encouragement and motivation by organising special meetings, guest lecturers, providing incentives to volunteers and assuring that the special certificate will be given to those who are involved in MPFL were the major steps taken by Programme Officers to involve more volunteers in this programme.

4. Volunteers had joined or were involved out of their own interest and very few joined to get a Cerificate. That no one was compelled either by Programme Officer or by any one show initial motivation on the part of volunteers.

5. Volunteers planned to enroll a minimum of one learner upto a maximum of five learners. 543 volunteers had planned to teach 1134 learners. But out of 1134 planned by volunteers only 760 learners were actually benefitted or completed or became literate through this programme.

6. Training for Programme Co-ordinators/Programme Officers were organised by the SRC for one full day. Similarly, Training Materials were prepared and supplied mostly by the State Resource Centre. They opined that the training was adequate and the materials supplied during the training were relevant to this programme.

7. Out of the 7 Programme Co-ordintors only 5 (71.43%) were trained in MPFL and out of 69 Programme Officers 50 (72.46%) had the training and the remaining 19 (27.54%) did not have any training as they did not participate in it.

8. Volunteers' training was organised mostly by Programme Officers. Programme Co-ordinators and the Staff from

State Resource Centre participated in few volunteers' training and ranged from one to three days. Out of 543 volunteers, 491 (90.42%) received training on MPFL while 52 (9.58%) did not have any training. Out of 491 volunteers, 464 volunteers (94,50%) felt that the training was useful.

9. Training and Teaching/learning materials (Literacy Kit) were prepared and supplied by the State Resource Centre. Two types of mechanism were followed to distribute the literacy kits. Five Programme Co-ordinators (71.53%) requested the State Resource Centre to supply the kits directly to Programme Officers of the concerned institutions while two (28.57%) received from the State Resource Centre and then sent to each institutions according to their demand.

10. With regard to time of supply of literacy kits, 4 Programme Co-ordinators (57.14%) and 61 Programme Officers (88.40%) reported that the literacy kits were either supplied in advance or on time. This is a good feature of the Programme. Again, with regard to information about the number of literacy kits supplied to the institutions and the number of literarcy kits utilised, Programme Co-ordinators/Programme Officers did not respond. It was not possible to judge the utilisation of the kits supplied to the institutions in the case of those who responded.

11. For the opinion about the materials (Literacy Kit), methodology and its usefulness, Programme Co-ordinators as well as Programme Officers opined that they were either highly suitable or suitable. Out of 543 volunteers 379 (69.80%) volunteers reported that the literacy kit was highly useful, 148 (27.26%) stated that the literacy kit was either moderately useful or useful to some extent.

12. In addition to the literacy kit, 263 volunteers (48.43%) had also prepared supportive materials like the alphabet/ Picture Cards, Charts and Flash Cards. Slates, Black Boards,

formal school books (I and II Standards), Primer used in Adult Education Centres, Newspapers and other materials were used by the volunteers in the programme for teaching the learners. 231 volunteers (42.54%) had followed different methods for teaching by introducing alphabets directly, using the words of the local dialogue and the adult education primier in addition to the literacy kit.

13. Two hundred and fifty learners were met and data were collected by the researcher for the study. In these, 14 were drop-outs. Out of the remaining 236 learners, 77 (32.63%) were males and 159 (67.37%) females. Fifty per cent of the learners were married. 68 (28.81%) learners belonged to Scheduled Caste Community, 3 (1.27%) learners belonged to Scheduled Tribes and the remaining 165 (69.92%) were from other communities.

14. Ninety three (39.41%) learners were Coolies/labourers, 29 (12.29%) learners were involved in their own agriculture work, 25 (10.59%) were in Goverment Services, 39 (16.53%) learners held private jobs like servants, helpers etc. and 33 (13.93%) learners were unemployed. Out of 236 learners 127 (53.81%) had their annual income of R.2500/- or less.

15. Out of 236 learners, 193 (81.78%) learners were persuaded by volunteers to join the MPFL, 22 (9.32%) learners were persuaded by Programme Officers, 11 (4.66%) learners by their parents and relatives and 2 (0.85%) learners by friends. 8 (3.39%) learners were joined on their own interest.

16. Reading of bus numbers, posters, name boards and newspapers etc., writing of simple letters and applications, ensure correct transactions while buying, perform present job better or get a better job were the expectations of the learners through this programme.

17. Out of 543 volunteers 325 (59.85%) did not face any difficulty in identification and selection of learners while 205 (37.75%) faced some difficulty in this process.

Conductig the survey, going through the ration cards, census reports and contacting the village leaders were few procedures followed to enroll learners by volunteers.

18. Two hundred and ninety nine (55.06%) volunteers met the learners or held the classes in learners houses, 143 (26.34%) volunteers held the classes in their own houses and the remaining 101 (18.60%) volunteers conducted classes in public and private places.

19. Out of 543 volunteers, 119 (21.42%) met their learners daily, 350 (64.45%) volunteers met on a minimum of 3 days to a maximum of 6 days in a week and 65 volunteers met one or two days in a week.

20. With regard to time duration of teaching per class or session by volunteers 327 (60.23%) reported that they spent half an hour to one hour, 191 (35.18%) had spent one and half hour to two hours and 25 (4.60%) volunteers reported that they had spent more than two hours.

21. In the case of Programme Officers, 22 (31.88%) Programme Officers met volunteers more often. 16 (23.19%) Programme officers met once in a week and 25 (36.23%) twice in a month. Remaining 6 (8.70%) Programme Officers did not meet even once in a month. With regard to Programme Co-ordinators 3 (42.46%) met Programme Officers once in a month, one co-ordinator (14.29%) met twice in a month and the other 3 (42.86%) co-ordinators did not meet even once in a month.

22. Out of 543 volunteers, 122 (22.47%) reported that they spent more than 90 hours for the programme, 359 (66.11%) spent 61 to 90 hours and while 62 (11.42%) spent less than 60 hours. With regard to the time required or estimation to make one adult literate 62 (11.42%) volunteers that they would require a minimum of 90 hours to achieve the Literacy norms of the MPFL, 339 (62.43%) volunteers thought it to be 61 to 90 hours. Out of 69 Programme

Officers 45 (65.22%) and out of 7 Programme Coordinators 4 (57.14%) reported that the volunteers require 61-90 hours to make one adult literate.

23. Out of 69 Programme Officers 55 (79.71%) were satisfied with the performance of volunteers, 45 (65.20%) were satisfied with the performance of learners. Out of 543 volunteers 422 (77.71%) were satisfied with the progress of leaners. Out of 236 learners 213 (90.25%) learners told that volunteers co--operated well during the programme.

24. Family problems, inconvenient places, non-suitability of time and lack of attractive teaching materials, ignorance of literacy benefits, lack of motivation, migration, objections raised by parents/guardians were the main causes for learners' drop-out reported by volunteers and Programme Officers.

25. Problem in identification of learner, irregularity and demotivation of learner, migration, lack of time due to assignments, praticals and other academic work, neglect of the programme by volunteers were the causes for volunteers drop out reported by Programme Officers.

26. Helping the learners to write a letter or an application or filling up of forms etc. convincing the parents of the learners, using methods like story telling, singing songs, preparing attractive teaching materials were few efforts taken by volunteers to retain learners in the programme.

27. Arranging motivation/awareness camps, having personal contact with learners and explaining the importance of literacy and its usefulness, helping learners in other fields which would benefit them were the efforts taken by Programme Officer.

28. For the efforts to retain volunteers from dropping out, Programme Officers reported that they accompanied the volunteers, solved their problems motivated them by

organising several meetings and encouraged them to seek the help of successful volunteers.

29. Making propaganda through pictures, films, puppet shows, exhibitions on the theme of the importance of literacy for the motivation of the learners, incentives, refreshments to learners, giving certificates or preference in Government Schemes, loans etc. making teaching learning materials more attractive and providing facilities like a good place or atleast lighting were a few remedies suggested by the volunteers/Programme Officers to reduce the dropping out of learners.

30. Giving certificates/prize or award for recognition or preference in higher studies, or employment, providing incentives such as conveyance, pocket money or remuneration and including the MPFL in the curriculum or making it compulsory to all students or atleast to all NSS volunteers were few remedies suggested by Programme Officers to reduce the dropping out of volunteers.

31. For Monitoring and Evaluation, out of 69 Programme Officers, only 11 (15.94%) followed the procedure prescribed by the MPFL. Thirty six (52.17%) Programme Officers reported that they directly met volunteers and learners were the classes were held and conducted informal interviews with volunteers and learners, 22 (31.88%) reported that they met learners and conducted the evaluation of reading/writing level using newspapers and alphabet cards and other teaching learning materials.

32. Out of 7 Programme Co-ordinator, 5 (71.43%) Co-ordinators had visited few affiliated institutions, met Programme Officers and volunteers and learners. Two (28.57%) Co-ordinators had not met learners, but they met Programme Officers and a few volunteers.

33. With regard to information on Monitoring cards received from volunteers, 44 (63.77%) Programme Officers reported that they have received, 15 (21.74%) had not received and the remaining 10 (14.49%) Officers did not give any information whether they received the cards or not.

34. Out of 543 volunteers 401 (73.85%) told that they did not find any difficulty in using the monitoring and evaluation forms while 97 (17.86%) found it was difficult and remaining 45 (8.29%) did not give any information on this. 400 (73.66%) could send the monitoring and evaluation forms in time, 67 (12.34%) could not, while 76 (14.00%) were not concerned with it.

35. For evaluation of learners, 201 (37.02%) volunteers used the literacy kit and the remaining volunteers conducted evaluation by having the oral test, writing exercises like dictation, ask them to read the newspapers, to coin new words from the known alphabets, etc.

36. Out of 543 volunteers, 306 (56.35%) reported that Programme Officers visited and met the volunteers/learners during the implementation of the Programme. In the case of 22 (4.05%) volunteers, Programme Co-ordinators and in the case of 30 (5.52%) volunteers, other officials visited and met the volunteers/learners. For 185 (34.07%) volunteers no one visited or met either volunteer or learner. With regard to learners, out of 236 learners, 115 (48.73%) reported that Programme Officers visited during the programme. In the case of 7 (2.97%) learners Programme Co-ordinators and in the case of 13 (5.51%) learners, Panchayat Presidents, local leaders and other officials visited and met learners. For 101 (42.80%) learners no one saw them during the programme. The District Adult Education Officers do not seem to have visited during the programme.

37. Out of 7 Programme Co-ordinators, only two (28.57%) were satisfied about the existing monitoring and evaluation system. Similarly, out of 69 Programme Officers 37 (53.62%)

were satisifed and the remaining 32 (46.38%) were not satisfied.

38. For the evaluation of learners, in reading ability two types of tests were given. The ... was to read a paragraph with known context and easy words. Out of 236 learners 75 (31.78%) did it well. The Second type was to read the paragraph with comprehension, here 76 (32.20%) learners did it well. For writing ability three types viz. copy writing, dictation and letter or application writing were given to learners. In regard to learners ability to copy a paragraph 90 (38.14%) learners did it well, in taking dictation 63 (26.69%) learners showed good performance and in the ability to write letters or application only 24 (10.17%) learners did it well. For the evaluation of numeracy, learners were asked to do simple addition, substraction, multiplication and division. Out of 236 learners 102 (43.22%) showed a good performance. Then about the combination of awareness and functionality 61 (25.85%) learners showed good performance, 137 (58.05%) did it an average.

39. Out of 236 learners 65 (27.54%) learners spent more than 90 hours, 125 (52.97%) learners spent 61-90 hours and 17 (7.20%) learners spent less than 60 hours in the programme.

40. Out of 236 learners, 161 (72.46%) indicated that they achieved their expectations, and 40 (16.95%) felt that they partially achieved. One hundred and eighty nine (80.08%) learners were willing to spend more time for this programme with the volunteers.

41. Out of 236 learners 199 (84.32%) learners told that the literacy/numeracy they learnt through this programme was useful in their day to day life. Only 11 learners (4.66%) faced discouragement either by parents or by their husbands because, this programme interferred with their regular domestic work.

42. Fourteen drop-outs were met by the researcher. Out of 14, 11 (78.57%) were enrolled by volunteers of higher secondary schools, 2 (14.29%) were enrolled by volunteers of Universities/Colleges and one (7.14%) was enrolled by a volunteer of a Polytechnic. Nine (64.29%) were spent less than 30 hours in the programme and 3 (21.43%) spent 30-60 hours. Family problems, inability to attend the classes regularly, migration were the reasons for dropping out of the programme. out of 14, 9 (64.29%) were persuaded by the NSS programme officer, volunteers and other persons. They suggested this programme should also have vocational skills training in addition to literacy and numeracy teaching.

43. Out of 543 volunteers, 522 (96.13%) were either greatly satisfied or satisfied with their work in MPFL, 372 (68.51%) volunteers reported that participation in MPFL did not disturb their studies and parents of 383 (70.53%) volunteers encouraged their wards in doing MPFL work.

44. Four hundred and fifty nine (84.53%) volunteers showed willingness to participate in MPFL in subsequent years. Difficulty in identification of learners, completion of their studies, bothering about their performance in their studies were the reasons reported by the other volunteers for not taking up this programme in future.

45. Regarding the problem faced by volunteers, 421 (77.53%) reported that they did not have any problem, 80 (14.73%) faced the problem of identification of learners, 45 (8.29%) volunteers faced the problem of irregularity of learners in the Programme and 41 (7.55%) did not have any proper place and lighting while 31 (5.71%) felt the shortage of the literacy kits.

46. Interest and committedness of volunteers towards this programme, materials and training given by the State Resource Centre, a few committed principals and interest among Programme Officers and short duration of the programme were the strengths of the programme.

47. Motivation/irregularity of learners and non-availability of illiterates in particular areas were the major weaknesses of the programme. Lack of encouragement, recognition by award or certificate either for volunteers or interested and committed Programme Officer; Poor monitoring system and no scope for follow-up programme and non-co-operation with other departments were the other weaknesses in the Programme.

48. Out of 69 Programme Officers, 40 (57.97%) programme officers reported that they have organised the follow-up programme. Out of 543 volunteers 271 (49.91%) did not have or arrange for follow-up programme, 198 (36.46%) met the learners periodically and exchanged some old magazines/story books. 47 (8.66%) arranged supply of post literacy materials through the AEP/JSN while 32 (5.89%) contacted local Mandrams/Clubs etc. for the supply of reading materials for learners. Out of 236 learners met, only 47 (11.92%) learners reported that they have the opportunity for follow-up programme.

49. Intensive or elaborate training to volunteers; more publicity/ propaganda through Radio, T.V., Mass Media and Exhibitions; modernised, simplified and attractive teaching/ learning materials (literacy kit); Proper and effective monitoring system and follow-up programme were the suggestions to improve the Programme given by Programme Co-ordinators.

50. Recognition for Programme Officers/Volunteers; encouraging volunteers by issuing a Certificat/award or preference in admission for further studies especially professional studies or in employment; reducing the workload of Programme Officers or appointing of the Special Programme Officers for the MPFL; including the MPFL in the curriculum of all classes from +2 level to post graduate levels and incentives/ refreshments to learners; certificate and preference in Government schemes/loans or vocational/skill training to

increase the income level of learners were the other suggestions given by the Programme Officers, volunteers and learners to improve the programme.

DISCUSSIONS

1. Gaytande (1977) found that the University teachers did not have a clear understanding of adult education which is quite contradictory to this experience of the study. Similarly, Royad Roy (1978) found that the teachers did not devote much time in the preparation of instructional materials. But the present study strengthen this finding of this study.

2. The State Resource Centre which was created to provide academic resource support to the literacy / adult education programme had contributed significantly to this Mass Programme of Functional Literacy. This was highlighted by several institutions of social science research in their evaluation reports on NAEP (1980-85) in different states at the National level.

3. Ramakrishnan (1983) found that student animators were not competent enough to carryout their roles efficiently due to heavy schedule of activities, lack of experience in similar field, immaturity in handling social problems etc. But through this study, it was found that even with this background, most of the volunteers had joined or were involved out of their own interest, but they were not encouraged properly by the programme implementors.

4. In this study, it was found that women learners' participation was far better than that of men. The result was coincide with the evaluation of the Programme (1981) by the government of Bangaladesh and the study conducted by Pestonjee and others in India during the same year. At the same time Nibedita Mohanty (1988) found that the performance of the men learners were better than women which is contradictory.

5. In the evaluation, learners did well in reading and numeracy parts than in writing, awareness and functionality. The same results were found with Nibedita Mohanty (1988), Mathur and others (1981) in the critical review of appraisa'

studies of adult education programme undertaken in the five states Rajasthan, Gujarat, Bihar, Tamilnadu and Maharastra.

6. Functionality was not upto the satisfaction in MPFL even though captioned with functional. The same was reflected in evaluation report by Dr. Kothari (1980) that the NAEP was largely remained confined to literacy and also by Sharma et al (1979), (1981) Nimbalkar (1987) and Nibedita Mohanty (1988) in their studies.

7. The problems identified by this study are more or less same with the findings of the studies by Leela Visnia Thomas Mathew (1983), Venkatakrishnan (1987) Anupama and Sivalaxmi (1988) and Training Orientation and Research Centre (TORC) Madras School of Social Work in 1986 - 87.

8. Anupama and Siva Laxmi (1988) reported that one of the problems in the study of "Each one Teach One" was that the parents not willing to allow their children to teach, where as in this study, parents encouraged their children in doing MPFL work.

9. The idea of vocational skills of training in addition to literacy and numeracy pointed out in this study was already quoted by Dixit (1975) and also by various other studies.

10. The absence of regular institutional arragements for post-literacy and continuing Education had adversely affected the success of the NAEP. This was reported by several institutions of social science research in their evaluation reports on NAEP (1980-85) in different states at the National Level. Even in the implementation of MPFL, there was no adequate facilities for follow-up programme and the same was reported in the presented study.

11. The suggestions like (i) MPFL should be part of regular N.S.S. ; (ii) incentives for volunteers and learners may be offered to ensure success of the programme by Training orientation and Research Centre (TORC) Madras school of social work (1986-87) and (iii) effective monitoring and evaluation system was a must for the MPFL by SRC, Mysore (1987-88), were the part of the suggestions found in the present study.

CONCLUSIONS

1. According to plan, it was originally proposed to involve 40% of the total NSS volunteers in the MPFL which works out to 56,000. But the Actual involvement was 47,820 which was 34% only.

2. Volunteers were involved in this programme voluntarily, but they were not encouraged properly by Programme Officers and Heads of the institutions and they hardly had any discussons with them.

3. The Training of volunteers organised by Programme Officers was not sufficient. The Master Trainers (Programme Officers) were not involved much in volunteers' training especially in the higher secondary schools. The Period of training was from one day to three days for the duration of 6 hours, 12 hours and the maximum of15 hours.

4. District Adult Education Officers/Project Officers of Government were not associated with the training of Programme Officers/Volunteers. In a number of training programmes of volunteers one full day gathering was spent for enlisting student volunteers and for the distribution of literacy kits. There was no real training element in the programme.

5. In a few places, volunteers found no illiterate persons nearby and they had to travel longer distance which involved considerable expenditure besides making them exhausted, so there was need to sanction some incidental expenditure.

6. The Supply of the literacy kits to the institutions from the State Resource Centre was delayed in a few places. For avoiding this delay in the supply of this materials in future, Programme Officers of the institutions can directly place their demands with the State Resource Centre.

7. There was a general satisfaction in both student volunteers and among Programme Officers regarding the literacy kits

prepared by the State Resource Centre. However, there was a demand for additional exercise books, pencils, slates and slate pencil in addition which could not supplied in literacy kit as there has no provision for the same in the scheme. The Programme Officers and volunteers also did not like the cloth bags containing the literacy kit. There was a need for self-learning materials and post literacy materials to sustain the learning of learners.

8. The volunteers also attempted to develop their own instructional aids to teach literacy/numeracy in addition to the literacy Kit supplied by the SRC.

9. On examining the devices adopted to motivate and to identify student volunteers, incentives or graded certificate and badges were introduced in the scheme and similarly, preferences in employment or in admission in professional courses was promised. However, this assurance could not be worked out till today.

10. Similarly, the motivation of learners was not done properly either by student volunteers or by the Programme Officers. The learners also should feel that they were being called upon to participate in a programme which helps them in solving their urgent problems and needs related to their day to day life, work, health and family welfare. MPFL should become not only a Crash Literacy Programme but a need based Programme with other packages of services.

11. Monitoring and Evaluation was very weak in the Programme. The role and functions of the District Adult Education Officer in co-ordinating monitoring and evaluation of MPFL at the district level has not been effective so far. Universities and Colleges have overlooked and ignored these key functionaires by not associating with them. The State Government has also not given attention to strengthen this system to co-ordinate/monitor all the activities of adult education inclusive of MPFL at the district level.

12. From the basic reports received at the State Directorate it was found that the NSS of the Universities and Colleges were not able to meet the targets commuicated. The reports of both the initial and the terminal evaluaton of the programme were either not sent in many places and in a few places where sent were also not properly filled. It was also observed that instead of the evaluation sheets, the SRC had received the initial and terminal cards which is not in accordance with the instruction given.

13. Ten per cent random checking was not done on the spot in a large number of cases by the Programme Officers. Similarly, it is surprising that no one has reported that the District Adult Education Officer visited during the implementation of the Programme.

14. Generally, the learners enrolled were came from families which were poor, larger in size and agricultural. Reading of Bus numbers, posters name boards and news papers, etc.. Writing of simple letters and applications, ensure correct transactions while buying, perform present job better or get a better job were the expectations of the learners in the programme and the majority of the enrolled learners had achieved these expectations.

15. In the evaluation learners did well in reading and numeracy parts than in writing, awareness and functionality.

16. With regard to the time required or time estimated to make adult literate a minimum of 60 to 90 hours was required and it also depended upon the prior educational level rapport and motivation of the volunteers and learners.

17. It was also observed by the researcher that in general girl volunteers were more sincere than boys and similarly women learners'participation was far better than that of men.

18. The performance of NSS volunteers at plus two level in higher secondary schools was better than the other institutions.

19. In some of the places the volunteers criticized the learners about their involvement in the programme and while few learners blamed volunteers for their irregular visits. The importance for retaining learners was also not taken care of by the volunteers.

20. Family problems, lack of adequate facilities like suitable place for teaching and lighting, non-suitability of time and lack of attractive taching/learning materials, ignorance of literacy benefits, lack of motivation, migration, restrictions for women learners in their houses were the major causes for learners' drop-out.

21. Problems identification of learners Non-cooperation/ irregularity of the learners, migration, lack of time due to examinations/assignments/practices and lack of supervision in the programme were two major causes for volunteers' drop-out.

22. There was no adequate facilities for follow-up programme for the Neo-literates who benefited through this programme.

23. In general, both NSS volunteers and learners expressed that they had good experience through this programme.

24. There was no co-ordination between NSS Programme Co-ordinators, and Programme Officers with Department of Adult and Continuing Education and Extension at University level and Programme Officers of AE at College level on the one hand and the Government agencies and the DAEOs on the other hand.

25. There was a feeling among Programme Officers that this Programme should not be target oriented and a minimum limit of enrolment of student volunteers be abolished so that the right type of volunteers will be identified and entrusted to carry out this work.

26. Some of NSS volunteers felt that they could not find adequate time to devote during the working days. If it was

to be undertaken during the vacation they could concentrate on the programme freely.

27. 'Functionality' was not upto the satisfaction in MPFL like any other AE Programme even though captioned with 'Functional'. More than the coverage for the 3 R's what was required was systematic basic or Crash Literacy Campaign linked with poverty alleviation, economic utility, environment conservation, small family norms, maternal and child care and the like have to be taken on a large scale as a follow-up of the gains of basic literacy among learners.

28. The Programme Officers at the institutional level can think of innovative methods that will generate interest, devotion and involvement of students to a large extent against a marginal participation at present.

29. The learners expressed that they might be taught some vocational skills of training in handicrafts in addition to literacy and numeracy so that more attention can be given to the development of these skills.

30. Propaganda or more publicity is required to involve a more number of volunteers and learners for this programme.

RECOMMENDATIONS

1. The State Level Steering Committee was responsible to take policy decisions, guide, monitor, review and evaluate the Programme implementation. This Committee had met only once in a year. The frequency of the meeting can be increased. It may be held once in every quarter regularly.

2. For the effective implementation of the MPFL at the institutional level, institutional commitment is more important. So in every educational institution either a Higher Secondary School or a College or a Polytechnic the Head of the institution should be made responsible to achieve the targets and to ensure proper implementation. The Committe with the head of the institution as Chairman

and NSS Programme Officer as Member Secretary, the required number of Staff members and one or two student leaders should be constituted for the monitoring and the evaluation of the programme. This committee should meet once in a month to review the Programme.

3. Orientation Training Programme need to be organised for all the Heads of Educational Institutions on the MPFL. These Programmes should be organised in collaboration with the Chief Educatioal Officers, District Education Officers, and the District Adult Education Officers of the concerned district.

4. Similar training is also worthwhile trying at the level of the Government Heads of the Departments, District Heads of Administration and the Development so that a favourable environment will be built up and will also bring in a change in the negative attitude about this programme.

5. In addition to training organised for Programme Officers as at present, a guide on the implementation of the MPFL should be provided by the SRC for the proper implementation of the programme. This will also enable to help those who are not participating in the training.

6. Student volunteers' commitment is essential part in this Programme. The whole training programme should be oriented to create or to strengthen this quality. Adequate funds should be provided for the training of volunteers. Timely release of the grant will be helpful to the Programme. Funds should be made available for NSS units during the first fortnight of April every year. This Training can also be split into Pre-service and Inservice. It would give opportunity to assess the effect of training and to learn the difficulties faced by volunteers during the implementation of the programme.

7. Teaching/learning materials (literacy kit) should be prepared attractively in multi colour and by using pictures wherever

necessary. It should be modified keeping the objectives of the National Literacy Mission under the IPCL (Improved Pace and Content of Learning) concept. This should be enriched with Pre-literacy, Core-literacy and Post-literacy views. Teaching/learning aids can also be included in the literacy kit. Certificates for the successful learners should be given. Necessary arrangement or provision should be provided at the end of the programme or as part of the literacy kit.

8. A separate workbook should be designed in which the literacy/numeracy learning exercise and evaluation exercises need to be integrated with formative and summative evaluation tests. A self instructional manual to each volunteer should be provided.

9. Few Post-literacy materials can also be included in addition to teaching/learning materials available in the literacy kit, pertaining to functionality and awareness skill development. These materials should be prepared in consultation with specialists in the department of agriculture, veterinary and animal husbandry, dairy & poultry, health and rural development.

10. In making learners more efficient and self confident in their day to day life and their occupation, the functionality aspect should not be only for name's sake but a reality. Specific provision needs to be made for this component in the literacy kit and similarly an instructional manual have to be prepared for volunteers.

11. To improve the status of volunteers, materials like badges, diary and resource book or a package to enrich the current knowledge of volunteer need to be included in the Literacy Kit. Similarly how to sustain the volunteers motivation and involvement is also to be taken care and necessary place has to be prepared for reduce the drop-out of volunteers.

12. More publicity should be given for the scheme through Radio, T.V. and other Media.

1. Spots - Jingles-Slogans-Fillers-regarding MPFL should be broadcast/telecast frequently preferably between filmsongs/popular programmes.

2. Programme on the success stories, case studies of volunteers/learners and institutions can be produced for the AIR and TV.

3. Slogans, Posters and Stickers can be printed and supplied to all the institutions which are involved in this programme to create awarness among the public regarding the need for literacy and to mobilise people's participation.

4. A common mobile group at the State/District level has to be formed which can present the themes on MPFL at the village and block level. The programmes may be in the form of Villupattu, folk songs, puppet shows and street plays, etc.

13. The Monitoring and Evaluation system in the Programme is very weak at present. The District level Council for Adult Education constituted under the Chairmanship of the Collector was not functioning at all in majority of the districts. This district level executive committee meeting should be organised regularly by the DAEOs. NSS Programme Officers/Co-ordinators should be invited for this meeting.

14. The Monitoring and Evaluation forms have not been sent properly to the DAEO by Programme Officers. For this more opportunities should be provided for NSS Programme Officers to interact with District Adult Education Officers at the district level.

15. Monitoring and Evaluation forms to be filled by volunteers should be simplified.

16. For the Monitoring and Evaluation of the Programme in addition to NSS Programme Officers and DAEOs, other

field level functionaries like the District/block co-ordiators, Nodel Preraks ad Preraks should also be involved.

17. The Follow-up Programme of the learners who have become literate through this programme is most important. Sufficient provision in the scheme or any other systematic programme should be organised immediately.

18. The complete list of Nodel Continuing Education Centres/ Continuing Education Centres organised by Government, voluntary Agencies, Universities and Colleges and the list of rural libraries organised by the Government have to be communicated to Programme Officers of NSS of all educational institutions to utilise the opportunity for linking the post-literacy and continuing education activities.

19. Certificate for volunteers who are involved in the MPFL is a must. So far they have not been given any recognition. Necessary steps should be taken by the authorities to issue a Certificate immediately or as soon as they complete the programme. Preference for employment or admission to Professional Courses or higher studies should be given to these volunteers. Awards can also be given for the best volunteers in the Programme.

20. Based on the selection of volunteers, enrolment and achievement of learners a special award for recognition either to Programme Officer or to the institution should be given at the state or district level public function organised by the Government.

21. In addition to the NSS volunteers, Non NSS volunteers may also be involved in the large scale in this programme. It is not necessary that they have to take the role of teaching alone, they can involve themselves in conducting a survey of illiterates, Mass Rallies, Cultural Programmes and other motivational Programmes for the public to create awareness about the MPFL.

22. The Professional Universities, and Colleges in the disciplines of Agriculture, Medical, Veterinary were left out from this programme in the past. The MPFL is a national programme and participation of all the students inclusive of Professional courses should also be sought.

23. The MPFL should be widened and should include all the student volunteers even below the level of +2 levels. Besides, the help of all the educated persons of different cadres and sectors of the society, Voluntary Agencies, Co-operative Societies, Corporations, Municipalities, Panchayat Raj institutions, Home guards and other Government servants should be taken for the all round development of the State.

24. The various attempts under MPFL even though fruitful, has not resulted in substantial gains as all the different implementors are involved in with their own plan of action. All the educational institutions may be involved as a single unit for grand strike against illiteracy. The beginning of the normal summer vacation at the end of it should enable sizable conversion of the illiterates into literates. Sporadic efforts will always yield sporadic results. What is needed is a compaign approach invoving all the students in the nation simultaneously in a national cause.

25. The student volunteers were also expected to develop rapport with their learners. The Programme has to be need based and participatory in nature by ensuring its linkage with development programmes. The poor level of awareness among the target group of learners, lack of timely information and poor participatory efforts are responsible for a wide gap between the developmental schemes of the Government and the benefits it evisages for the target group below the poverty line. The Programme Officers and the student volunteers while imparting literacy or motivating adult learners should take care of this important and significant aspects. The co-operative and integrated approach and linkages with development activities suitable to the area and

other poverty alleviation programmes will create a strong motivation and demand for literacy.

26. In NSS, over the years, the special camping programme had been conducted under various captions like Youth against Famine, Youth against Dirt and Disease, Youth for afforestation and tree plantation, Youth for Rural Reconstruction and Youth for Ecology development etc. The NSS have had enough of these types of camps. But no attempt has been made to conduct a special camping programme under the caption "Youth against illiteracy" or "Youth for illiteracy free country". It is high time that the NSS should concentrate on this vital aspect. Under the Special camping programme a batch of 20 to 25 student volunteers should spend 10 days undertaking 20 to 25 illiterates to be taught under "each one teach one" approach. They should complete one third part of the programme as given in the literacy kit. The second batch of 20 to 25 student volunteers would complete the second part and the third batch in similar manner for the third part of it.

27. Although the adult eduction programme envisaged involvement of the students and youth, their participation at present is very marginal. We have in the country in exhaustible energy represented by the vast student community and if channelised, this energy can fulfil the dream of complete literacy for all. If proper guidance, motivation are provided the MPFL is a great revolution to educate the masses living in the darkness of illiteracy.

SUGGETIONS FOR FURTHER RESEARCH

1. Similar type of study in the different states of India for generating regional data could be carried out.

2. The MPFL was also undertaken by the Non-NSS Student Volunteers by the Adult Education Departments of the Universities/Colleges and by the NCC volunteers of all the Educational Institutions. This could also be studied.

3. Similar studies on the MPFL undertaken by the various agencies such as voluntary agencies, banks, Industries and public sectors, etc. could be undertaken.

4. Similar studies in adult education programme organised by the Ex-servicemen, Prisons, Railways and NYKs could be undertaken.

5. A Study on the involvement of student volunteers in literacy campagin districts could also be udertaken.

6. A comparitive study of the various methodologies/approaches of adult education programme organised like the MPFL and other Programmes by Centre approach organised either by the voluntary Agencies or Government and the Programmes organised by Ex-Servicemen etc. coud also be studied.

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mass illiteracy is india's sin
and shame
and must be liquidated

- Mahatma Gandhi

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