METHODOLOGY

The various aspects of methodology for conducting the present study are explained in this chapter. The methodology of the present study has been classified and presented in the following headings.

1. DESIGN OF THE STUDY
2. SAMPLE SELECTED FOR THE STUDY
3. TOOLS AND TECHNIQUES EMPLOYED IN THE STUDY
4. DATA COLLECTION PROCEDURE
5. SCORING AND CONSOLIDATION OF DATA
6. STATISTICAL TECHNIQUE USED FOR THE STUDY

DESIGN OF THE STUDY

The present study is a qualitative one. Instead of attempting any cause and effect relationship with the help of experimental and control groups, impact has been assessed by comparing the pre and post participation attitudes and behaviour of the neo-literates. The present study is based on both documentary sources and field sources of data. Documentary sources are various types of books, journals, reports, magazines etc. The field sources of study consisted of 100 neo-literates and 50 persons from the community in Malappuram District. The purposive sampling method was used for selecting the sample to ascertain the representation of all sections of the community. Hence for making the study qualitative and in depth, the investigator decided to collect adequate data through triangular approach.
Triangular approach

The study employed triangular approach in which the data was collected by employing different tools and techniques such as structured interview schedule for the neo-literates and community and participant observation. Through data triangulation, a variety of comparisons were made between observations and past records to find out answer to different questions involving the same concept. Verbal responses of the neo-literates were checked against their actual behaviour. The present study came under the purview of descriptive method of research.

SAMPLE SELECTED FOR THE STUDY

The study was based on a sample of 100 neo-literates and 50 persons from the community representing the three literacy projects of Malappuram district viz. General, Coastal and Tribal Literacy Projects. The investigator decided to select 500 samples by adopting purposive sampling technique for getting the needed samples and avoiding the unwanted ones. It was decided to select the neo-literates from such centres, which had completed at least two primers. At the time of interview, many of the neo-literates were not available because of various reasons. Many of them were out of their house for fishing and some others for collecting forest goods etc., their return journey from their work place took more than a week. Completing interview with one neo-literate took a day. All these reasons forced the investigator to restrict the sample as 100.
Final sample

The final sample for the study was drawn from Malappuram district of Kerala, which comprised of 100 neo-literates and 50 persons from the community. Malappuram is considered as a socially and educationally backward district when compared to the other southern districts of Kerala. Also, Malappuram district stood first in the evaluation of the success of literacy programme conducted by the State Saksharatha Samithi in the first and second phases.

The investigator selected samples from five Panchayaths, which fall under Malappuram district of Kerala. The details of the Block Panchayaths, Village Panchayaths, wards and Name of the Continuing Education Centres from which sample for the study were drawn are listed in Table 3 and those Block Panchayaths and Village Panchayaths are shown in Figure 1.
### TABLE 3

**Details of the Block, Panchayath, Ward and Centres**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Block</th>
<th>Panchayath</th>
<th>Ward No.</th>
<th>Continuing Education Centres</th>
<th>No. of Neo-literates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nilambur</td>
<td>Moothedam</td>
<td>10</td>
<td>Kalkulam Girijan Colony</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karulayi</td>
<td>7</td>
<td>Uchakkulam Girijan Colony</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mundakadavu Girijan Colony</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Thirurangadi</td>
<td>Thirurangadi</td>
<td>8</td>
<td>Janavidhya Kendram Vellinakkad</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>Vidhya Prakashini Akshara Sangham</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parappanangadi</td>
<td>1</td>
<td>Alingal Beach Colony</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Kondotti</td>
<td>Chelembra</td>
<td>10</td>
<td>Kelayil Purayil</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>Konothum Kuzhi</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>Muttil Purayil Veedu</td>
<td>1</td>
</tr>
</tbody>
</table>
FIGURE 1 Map showing the Distribution of Block and Village Panchayaths Selected for the Study
The sample can be grouped based on some personal and social variables. The distribution of the final sample as per the variables age, sex, caste, religion, marital status, and occupation are presented below.

**Age of neo-literates**

It may be pointed out that the age limit prescribed by NLM for the participation of adult education programme is 13-35 years. But in Kerala state the age limit suggested for adult literacy classes is 15-60 years. Table 4 gives an idea of the age wise classification of the Neo-literates.

**TABLE 4**

*Distribution of Neo-literates by their Age in Years*

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Age group</th>
<th>Number of Neo-literates</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15-20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>21-30</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>31-40</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>41-50</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>51-60</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>61 and above</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table-2 divides the age group of neo-literates into 15-20 years 2%; 21-30 years of age 28%; 31-40 years of age 27%; 41-50 years of age 22%; 51-60 years of age 16% and only 5 neo-literates were above 60 years of age (Figure 2).

It is very difficult to conclude that age has anything to do with the progress of literacy programmes. In this study 28% of the respondents belonging to the age group of 21-30 years is quite alarming. Further it can be said that the participation in literacy, numeracy and functionality, focus should be given to the people below 50 years. While giving training in developmental programmes and creating awareness in various aspects of the daily life, people of all age groups should be given representation.
FIGURE 2  Pie diagram showing the age distribution of neo-literates

TABLE 5

Distribution of Neo-literates by their Sex

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Sex</th>
<th>No. of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>
The sample of neo-literates consisted of 85 females (85%) and 15 males (15%).

**Caste of neo-literates**

India’s women, the scheduled castes and scheduled tribes and other backward classes, which are the under privileged section of the society, are the target of India’s adult education programme. As a majority of them live in the villages, the literacy efforts have an impact both direct and indirect on the life and development of the nation as a whole. Classification of learners according to their caste is presented in Table 6.

From the data (Table 6) it is observed that majority of the respondents belong to backward castes (57%) and scheduled tribes (24%), while scheduled caste were 14% and the remaining 5% were other castes.

Comparing to the number of respondents from other castes, Assari, Cheruman and Kumbarans were very few in number.
TABLE 6
Classification of Neo-literates by their Caste

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Caste</th>
<th>SC</th>
<th>ST</th>
<th>OBC</th>
<th>Others</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paniyan</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Kattunaikan</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Kanakkan</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Cheruman</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Assari</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Kumbaran</td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Muslim</td>
<td></td>
<td>42</td>
<td></td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>8</td>
<td>Thiyya</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>14</td>
<td>24</td>
<td>57</td>
<td>5</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Religion of Neo-literates

Classification of neo-literates according to their religion is presented in Table 7.

TABLE 7
Distribution of Neo-literates by their Religion

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Religion</th>
<th>Number of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hindu</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td>Muslim</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>Christian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The neo-literates are from Hindu (58%) and Muslim (42%) religion (Table 7). The reason for no participants of Christian community is due to lesser or no Christian communities in the sampled Panchayaths. Further, for obtaining rural women, coastal area neo-literates and tribal neo-literates, concentration was given to particular areas.

**Marital status of the neo-literates**

Classification of neo-literates according to marital status is presented in Table 8.

**TABLE 8**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Marital status</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Married</td>
<td>55</td>
<td>15</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Unmarried</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Widow</td>
<td>14</td>
<td>-</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Divorcee</td>
<td>6</td>
<td>-</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>85</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A large section of the respondents were married (90%), (Table 8) while in case of males, the percentage of married neo-literates are 15%. The percentage of married female neo-literates was 75%, only 10% of the total samples were unmarried. Among the married female neo-literates 18 % (14) were widows and 8% were divorcees.
Occupational distribution of neo-literates

Classification of neo-literates according to the main occupation is presented in Table 9.

**TABLE 9**

**Occupational Distribution of Neo-literates**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Occupational Category</th>
<th>No. of Respondents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>Government employment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Semi Govt. employment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Private employment</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Self employment</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Agriculture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Coolie/ Daily wagers</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Unemployed</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15</td>
<td>85</td>
</tr>
</tbody>
</table>

Majority of the neo-literates were unemployed (51%). Out of these 51% of the unemployed persons, 49% were females. This is a clear proof for the necessity of implementing any income generating self-employment schemes among women. Majority of these unemployed youths are poor and belongs to under privileged families. Many neo-literates were working on daily wages (37%) and have no job security. The job of the labourers / daily
wagers from the tribal colonies is seasonal. At season they have job for 6 months but at off-season they have no jobs. However, 11% of the respondents were self-employed in pottery and cover making. They are also having the problem of lack of market for their product. Only 1% of the respondents are employed in private sector. The return travel of fishermen and tribal men from fishing and collecting forest resources respectively may be only after three or four days. These tasks prevent them from completing their classes. They cannot let their work suffer for learning classes. Table 9 shows the distribution of occupational categories of neo-literates.

From the above it can be concluded that most of the respondents were unemployed and the next major section of the sample (Coolies/ daily wagers) has no job security.

National literacy mission emphasises the concentration of literacy programmes for the age group of 15-35, because the adults of this age group are generally alert, inquisitive, impressionable and capable of being inspired by emotional commitment to serve the people of the country. In Kerala the literacy programmes were implemented for the age group of 6-60. But for the present study, only people in the age group of 15 and above were taken. The reason here is that the behaviour change that have taken place for the age group of 6-14 after attending the literacy programmes could not be identified clearly because of some psychological and physical changes characterised in that period.
The data necessary for the study was collected from the final sample described above by specific tools and techniques. They are described in the following section.

**TOOLS AND TECHNIQUES EMPLOYED IN THE STUDY**

As there was no readymade tool for collecting data from the neo-literate, the investigator prepared necessary tools with the help of the supervising teacher. The following tools and techniques were used for the study.

1. A structured interview schedule for neo-literates.
2. An interview schedule for community.
3. Participant observation.
4. Performance test in reading.
5. Performance test in writing.
6. Performance test in numeracy.
7. Examination of official records and other secondary sources.

**Description of the tools used**

The major features of the tools are described below

**1. Structured Interview Schedule for Neo-literate**

By considering the large number of respondents involved in this study and the need for factual data, it was decided to use the interview schedule as a major tool for the collection of data. The main advantages of this interview schedule were that it provided an opportunity to establish rapport, to explain
the purpose and make meaning of the questions clear. As per the objectives of this study, an interview schedule was prepared with a view to gather adequate and reliable data for the study. Before preparing the schedule, the investigator studied most of the reference materials related to the present study and discussions were made with the supervising teacher and other experts in the field of adult education. Through reading and discussions the investigator acquired adequate knowledge about literacy programmes and prepared a draft schedule. The draft schedule was presented before the supervising teacher and experts in the field of adult education and suitable changes were made according to their suggestions. A try out of the interview schedule was done for a limited number (10) of neo-literates of Kannur district, which was not included in the final sample. By considering result of the try out, necessary modifications were made in the schedule.

The broad areas covered by the interview schedule were the following.

i) Personal background

One of the main areas of interview schedule is the personal background of the neo-literates. This broad area includes five sub divisions such as education, health and hygiene, vocation, economic conditions and religion of the neo-literates. The questions were constructed in such a way that the answers would give information about these aspects as before and after attending the literacy classes. The investigator sought information about the personal changes that took place after attaining literacy and awareness.
Following are the details of sub divisions put forwarded by the investigator and representative questions from the schedule.

1. **Education**

Data about the level of education, reading of the newspapers etc., of the neo-literates before and after attending the literacy classes were collected from this area. Some questions are as follows.

1. What did you expect to learn from literacy centres?

   1. To learn to sign only.
   2. To learn to read and write.
   3. To read only (bus board/ Sign board/ etc.)
   4. To calculate
   5. To earn more
   6. To write letters
   7. Any other specify.

2. When did you start reading the newspaper?

   After you started going to the centre or before that.

3. Do the problems created in the name of religion make you uneasy?

   Yes / No

   If yes, why? Since when? If no, why?
2. Health and Hygiene

The questions for understanding the health habits, cleanliness, healthful eating, toilet habits, safety precautions and prevention of diseases are included in this section.

Three sample questions are as follows.

1. Do you treat yourself when you are ill? Yes/ No
   
   If yes why?
   
   If no, who/ which are your family doctors/ hospital?

2. Does your home have a latrine? Yes/ No
   
   If yes, from when?
   
   Where?
   
   i) Attached to room ii) Near the house iii) common latrine
   
   If no, what do you use as latrine (pit latrine etc.)

3. Have you ever changed your food habit? Yes/ No
   
   If yes, since when/
   
   If no, why?

3. Vocation

The changes that take place in the vocation and attitude towards vocation after attending the literacy classes if any, are intended to be identified here. Some sample questions are given below.
1. Did literacy helped for the improvement of your job? Yes/ No

If yes how?

If you are an agriculturist, does your production increased? Yes/ No

If yes why?

1. Because of new knowledge about agriculture.
2. Because of availability of new seeds.
4. Because of agricultural loans.

Any other reasons specify

How did you get the above facilities?

4. Economic condition

The questions in the schedule about the economic conditions of the neo-literates are mainly to find out the nature of expenditure, weather it is necessary or not, the nature of savings etc. The representative questions from this section are the following.

1. Has there been any change in your spending habits after you became literate?

Yes/ No

2. Are you having the habit of saving?

If yes, how did you learn the habit?
5. Religion

The influence of religion on the day-to-day activities of the neo-literate was collected through questions in this area. The following are the representative questions.

1. Do you make special offerings to cure diseases?
   
   Yes/ No.

   a) To God  b) To orphans  c) To widows.

   If yes, why?

   If no, why?

2. Have you experienced any caste barriers for involving in festivals?
   
   Yes/ No

   If yes, why?

   If no, why?

ii) Family

The second major area concerned in the tool was the family. Data on family income, relation with family members, use of drugs and intoxicants etc., were collected through the questions in this area. The representative questions are the following.

1. Do you discourage girls’ education? Yes/ No

   If yes why? If no, why?
2. Do you believe in small family norms?
   
   Yes/ No
   
   If yes, why?
   
   Since when?

iii) Social background

   Information about the third major area, i.e., the social status of the neo-literates such as the relation with neighbours, involvement in social activities etc., were collected through the questions in this area. The representative questions are as follows.

   1. Are you engaged in social work?
      
      Yes/ No.
      
      If no, why?

   2. Do you help your neighbours?
      
      Yes/ No

   iv) Cultural background

   The data on hobbies and participation of neo-literates in cultural programmes, etc. were collected through questions in this fourth major area. The representative questions are as follows.

   1. How do you spend your leisure time?
      
      Why?

   2. How often do you spend your time for cultural programmes?
There were 122 questions in the form of open or close-ended questions in the interview schedule prepared for the neo-literates. A copy of the interview schedule prepared for the neo-literates is given as Appendix-I.

2. Interview Schedule for the Community

An Interview schedule for the community was also prepared by the investigator with the supervising teacher to collect reliable and adequate date about the sample form those people in the community who know them closely. This will avoid the subjectivity that might occur in the responses reported by the neo-literates on the tool described above. The community here means, the people who could authentically comment about the financial, social, cultural, vocational, economic and educational background of the neo-literates. The interview schedule was prepared with the same dimensions and criteria of the interview schedule for the neo-literates. But the number of questions included in the schedule was less as compared to the interview schedule for the neo-literates. Some representative questions from the interview schedule for the community are as follows:

1. Is there any improvement in the life of the learners as a result of attending the literacy classes?

2. Do you find any change in the social involvement of the learner?

There were 18 questions included in the interview schedule for the community. A copy of the Interview Schedule for the Community is given as Appendix II.
3. Participant Observation

Participant observation was another important technique used for the study. Participant observation is meant to validate the date collected from the neo-literates through the Interview Schedule given to them. Even though the participant observation done by the investigator was an unstructured one, included observing the physical facilities, cleanliness, utensils of the home, energy sources and relationship with neighbours.

4. Performance Test in Reading

The Reading ability test has been developed by the investigator with the supervising based on the National Literacy Mission (NLM) Literacy Norms to test the reading ability of the neo-literates. The following are the literacy norms for reading put forwarded by NLM (1996).

1. Reading aloud with normal accent. Simple passage in topic related to the interest of the learners at a speed of 30 words per minute.
2. Reading silently small paragraphs in simple language at a speed of 35 words per minute.
3. Reading with understanding road signs, posters, simple instructions and newspapers for neo-literates etc.
4. Ability to follow simple written messages relating to one’s working and living environment.
The test for the study is categorized into four sections. The first section is the reading ability at a speed of 30 words per minute of short passages of 3 sentences of small length selected from their primer.

Those who read the sentences correctly and without breaking the words into letters, and exhibit normal accent would be considered to have scored the maximum 8. This is an oral test and testing speed is not practical.

The second section is the ability to read silently small paragraphs up to 35 words. This competency will be tested as part of the fourth section.

The third section is the ability to read with understanding. The understanding of simple instructions and road signs have been combined and treated together. Examples from either could be used for this. The understanding of ‘posters’ and ‘neo-literate news papers’ has been combined and simple examples of either category could be used. There are four situations namely reading road sign, reading simple instruction, understanding poster and understanding newspapers for neo-literates. All these determine the form of testing of Reading with understanding. Each item provided in the test if understood correctly will be given a score of 3. A total of four items will be given thus making the maximum score 12 this section.

The fourth section is the ability to read simple written messages. The section two is a part of this section. The neo-literates are required to read simple written messages taken out from their Primer. There are four oral questions based on what they have read. Each correct reply will be given a
score of 5 and the maximum score is 20. A copy of the test is presented as Appendix III.

5. Performance Test in writing

Writing ability test for neo-literates has been developed by the investigator with the help of supervising teacher based on the National Literacy Mission Norms for writing. The NLM Literacy norms for writing are:

1. Copying with understanding at a speed of seven words per minute.
2. Taking dictation at a speed of five words per minute.
3. Writing with proper spacing and alignment.
4. Writing independently short letters and application and filling in any form for day-to-day use.

The writing ability test used in the study has three sections. The first section is taking dictation of 5 words per minute. The learner will be required to write names of five familiar objects. Each correct word will be given one score and the maximum score will be 5. The second section of the writing test is writing with simple sentences and the third section is writing simple letters and applications. The section two is tested along with the third section. Three types of situation have been given in the norms- short letters, application and forms. The writing competency will be evaluated for two situations namely writing of a short letter and filling up of a form. While writing the letter a typical situation could be given to the learner. The total score for this section is 20. As far as the ability to fill up the form is
concerned, the top mark is 5 for its correctness. Thus the test has a maximum score of 30. The scoring of this section was based on the correctness of the format of the letter (5 scores), spacing (5 scores), alignment (5 scores), and concluding the letter on the idea given (5 scores). A copy of the test is presented as Appendix IV.

6. Performance Test in Numeracy

The test for performance in numeracy has been developed by the investigator with the help of supervising teacher based on the NLM Literacy Norms; which are:

1. To read and write 1 to 100 numbers.
2. Doing simple calculations without fraction involving additions, substraction upto three digits and multiplication and division by two digits.
3. Working knowledge of metric units of weights, measures, currency, distance and area and units of time.
4. Broad idea of proposition and interest (without involving fraction) and their use in working and living conditions.

The performance test developed for the study is categorized into four sections. First section is to read and write 1 to 100 numerals. Two numerals of 2 digits, each of which was already given in the reading section, which the learner will be asked to read. Thus reading of numerals will be scored under the Competency Reading. For testing the skill in writing of numerals, the learner will be asked to write six numerals of two digits each. For each correct
writings, the learner will get $\frac{1}{2}$ score and maximum score for this competency is 3. The second section is doing simple calculations without fraction involving addition, subtraction up to three digits and multiplication and division by two digits.

The third section includes working knowledge of metric units of weights, measures, currency, distance and area, and units of time. The second and third sections are treated together. The maximum scores of addition and subtraction are 10 each and for multiplication, it is 3 and for division the score is 4.

The fourth category is the proportion and interest without fraction and their use. This category will be tested only for those who have completed post literacy primers. The maximum score for this section is 3.

The total score for Reading and Comprehension Competency is 40 and minimum required for a learner to pass the test is 20. For Writing Competency the total score is 30 and minimum requirement for qualifying the test is 15. The total score for Numeracy is 30 and for passing the test requires 15. Minimum percentage of marks required for a learner to qualify the test is 70%. A copy of the test is presented as Appendix – V.

**Validity of the Tests**

Content validity of the Tests is ensured by careful examination of the course textbooks, syllabi, objectives and the judgment of subject matter specialists.
DATA COLLECTION PROCEDURE

The investigator had carried out all the interviews personally with prior planning and preparation. A time schedule for data collection was prepared in consultation with the supervising Teacher. The member of neo-literates proposal as sample for the study was 500 from all the block panchayaths of Malappuram District.

But due to the decision to select the neo-literates from such centres, which had completed at least two primers and also the non-availability of the neo-literates at the time of interview the final sample came upto only 100. This sample was from five-block panchayaths. The investigator at first contacted the District Saksharatha Samithi Office. He introduced the investigator to the instructors and they took her to the neo-literates and other prominent persons in the village or locality. Before conducting the interview with neo-literates and important persons from the community, they were explained with the objectives of the study and the purpose of the interview and thereby made support with the interview performance tests in Reading, Writing, and Numeracy were also administered individually just after completing the interview. Observation were also made to collect firsthand experience of home conditions, cleanliness, relations, habits etc. of the neo-literates the doubts regarding certain questions in the interview were cleared before proceeding further. Interview of learners was conducted in a very friendly atmosphere at their homes. Sixteen months was taken for completing this data collection.
Follow-up study

To know whether the impact of the study is retained or not, the investigator had conducted a follow-up study on a limited number of the same sample of one literacy centre (Janavidhya Kendram, Vellinakkad). Eight learners were available in the centre for this study. By the time of the follow-up, they have qualified the equivalency test conducted by State Saksharatha Samithi. All the techniques and tools employed in the collection of original data were used for the follow-up study also. The data on this was also analysed and provided in Chapter V.

SCORING AND CONSOLIDATION OF DATA

The interview schedule for the neo-literates the main tool used in the study, which contained open-ended and closed ended questions were processed, tabulated, classified and analysed keeping in view the objectives of the study. The important tables were prepared and the data were interpreted quantitatively and qualitatively.

STATISTICAL TECHNIQUE USED FOR THE STUDY

Percentage analysis was used for analysing the data of the study.

The results of the analysis and conclusions are provided in the following Chapters.