III. METHODOLOGY

This study has two different facets, the first being eliciting intelligence of child workers and cohorts attending school and the second being an exploratory attempt at educational intervention to child workers. The methodology followed for the first part was as follows:

A. Settling the universe of the study
B. Sample selection
C. Preparation of tools
D. Data collection
E. Data processing and interpretation
F. Organising and conducting educational intervention

A. SETTLING THE UNIVERSE OF THE STUDY

The Hosiery industries in Tirupur numbering 1614, registered under District Industry Centre (DIC), Coimbatore formed the frame of this study.

B. SAMPLE SELECTION

Following Systematic Random Sampling (Gupta, 1982), three per cent of the total number of registered industries, which numbered to 48, were selected (Figure -1).
INDEX
Hosiery Industries.

- Having CWS.
- Having CWS, disallowed to conduct the study.
- Not having CWS.
- Municipal higher secondary schools.

Figure 1

Location of the Hosiery Industries Studied

Town Map
scale: 8" = 1 mile.
The Child Workers (CWs) who formed the core sample of the study were drawn from these 48 industries based on the fulfilment of the following criteria:

- The CW should have not less than two years of work experience in one or more industry.
- Since most of the Legislative Acts term children working below 14 years as child workers, it was decided that they should be below 14 years age range and since studies indicate the average age of a child worker as nine, the lower limit of the samples of age was kept as 11 years.
- One boy and/or one girl satisfying the above criteria to be included in the study from each industry.

The details of the hosiery units considered for this study were as follows:

1. Industries having FCWs: 36
   a) Satisfying criteria 32
   b) Not satisfying criteria 4

2. Industries having MCWs: 38
   a) Satisfying criteria 36
   b) Not satisfying criteria 2

3. Industries having CWs that denied permission to conduct the study 2
4. Type and number of industries without CWs: 8
   a) Knitting fabricating units 5
   b) Cutting and packing units 2
   c) Steam calendering unit 1

The sample for this study were drawn from the units having FCWs and MCWs, as detailed in Figure - 2.
48 Registered Hosiery Industries (HI)

8 HI related units not having CWs
38 HI having CWs 2 HI having CWs disallowed to conduct research

Core Sample

36 Male CWs 32 Female CWs

36 mothers 32 mothers

Matched Sample Matched Sample

Cohort I Cohort II Cohort I Cohort II
31 Part time CWs 32 Non-Workers 30 Part time CWs 30 Non-Workers

Figure - 2
SAMPLE SELECTION
Among the 48 industries selected, eight units did not have CWs, as work undertaken by these units did not require them and two industries refused permission to conduct the study. Thus, 38 industries having the CWs were chosen. Among them, 31 units contributed one boy and one girl satisfying the investigator's criteria, while five units contributed each one MCW, one unit provided one FCW. As seen in Figure - 2, 68 CWs (36 MCWs and 32 FCWs) formed the core sample of this study.

Cohort I:

Against the core sample CW, Cohort I comprising of PCWs were selected by matching the sample with respect to SES, age and sex. However, the following points were considered in selecting the PCWs.

- The difference between the age and SES of a PCW and of a CW should not be more or less than three points.
- The length of service of the PCW should be the same or very close to that of the CW.

Statistical appraisal ('t' value = 0.1796) revealed the difference between the CWs and Cohort I as insignificant proving the correct matching between the two groups.

Cohort II:

The Cohort II consisted of NWs (school going children). The criteria set for selecting this group were the same as those of Cohort I but for the length of service.
The 't' values derived were 0.1356 and 0.5982 between the CWs and Cohort I, and between the Cohort I and II respectively indicating the comparability of the two groups.

The Cohort I and II were drawn from Municipal Higher Secondary School, Tirupur. The matched sample for children with age eleven plus, twelve plus and thirteen plus were drawn from sixth, seventh and eighth standards respectively avoiding the children repeating the same class.

Only mothers of the 60 CWs were approached to elicit background information and their awareness of child's employment, as the fathers were not easily available.

C. PREPARATION OF TOOLS

Taking into consideration the information gathered and experiences gained by the investigator during visits to hosiery industries, informal conversation with CWs; employers/contractors; school teachers and local residents, in order to elicit information from the CWs and their parents and Cohort I, a set of interview schedules were formulated. The tools developed were pretested on 10 per cent of the selected samples. The final set of tools were evolved based on the outcomes of the pretest.

The tools thus developed to study the different selected facets, methods followed to collect data, respondents and scores allotted were as under:
<table>
<thead>
<tr>
<th>Appendix No.</th>
<th>Aspects studied</th>
<th>Tools</th>
<th>Respondents</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>General family information</td>
<td>Interview schedule</td>
<td>CWs, Cohort I and II</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Socio-economic status</td>
<td>a. Interview Schedule for illiterates</td>
<td>CWS</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Questionnaire for literates</td>
<td>Cohort I and II</td>
<td>30</td>
</tr>
<tr>
<td>III</td>
<td>Working condition, facility at industry, workload at home, workload at industry, discipline</td>
<td>Observation-cum-Interview Schedule</td>
<td>CWs</td>
<td>39</td>
</tr>
<tr>
<td>IV</td>
<td>Schooling and education</td>
<td>Interview Schedule</td>
<td>CWs and Cohort I</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Intelligence of children</td>
<td>Bhatia's Battery of Test of Intelligence</td>
<td>CWs cohort I and II</td>
<td>95</td>
</tr>
<tr>
<td>VI</td>
<td>Health Status</td>
<td>Interview Schedule</td>
<td>CWs and Cohort I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Health problems and complaints</td>
<td>Flexible steel measuring tool</td>
<td>CWs and Cohort I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Height</td>
<td>Slide balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Weight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Social aspect, recreation and aspiration</td>
<td>Interview Schedule</td>
<td>CWs and Cohort I</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Mother's awareness about Child's employment</td>
<td>Interview Schedule</td>
<td>Mothers of CWs</td>
<td></td>
</tr>
</tbody>
</table>
The basic details of the family such as religion, caste, type of family, age, educational, vocational status of parents and siblings; total family income; literacy level; length of service; type of wage; wage earned by the CWs and PCWs were elicited through an interview schedule (Appendix I).

The socio-economic status scale by Vendal (1981) developed on Coimbatore sample was modified so as to suit the cultural set up to which samples belonged in this study. This was used to assess SES of the children of this study. The aspects considered were parents' education and occupation, total family income, number of persons in the family, family's possession of a house, cycle, chair and radio. The maximum total score attributed to this aspect was 30 (Appendix II).

Intelligence of children

A suitable test of intelligence, according to Bhatia (1955) is that it should test the cognitive mind, the power to 'grasp relations' or the 'capacity for abstraction' under appropriate circumstances together with and through the medium of such other cognitive mental activities as are natural to the social and cultural environment of those for whom the test is meant.

To assess intelligence of the three selected groups - Bhatia's Battery of Performance Test of Intelligence (Bhatia, 1955) was used for the following three reasons:

1. It is time-bound, non-verbal performance test viable for use among both illiterate and literate samples.
2. This is the only performance test having conversion table separately for illiterates and literates.

3. It has five sub tests which measure specific and cognitive functionaries such as analytic-synthetic, abstract reasoning and spatial abilities i.e., 'g' and 'k' abilities and short term memory (Bhatia, 1988).

4. It has been standardised on Indian sample. The test items of the battery are
   a) Koh's Block Design Test
   b) Passalong Test
   c) Pattern Drawing Test
   d) Immediate Memory Test
   e) Picture Completion Test

The total score allotted to these tests was 95. The procedure for testing and scoring are explained in Appendix - V and the details of the tests were as follows:

a) Koh's Block Design Test

Koh's Block Design Test which is in use in varying social milieu for half a century and acclaimed as the most effective tests of intelligence consists of 10 sub tests (Figure-3). The child was required to arrange the given blocks to form abstract designs as given in the cards provided. The maximum score possible was 25.
b) Passalong Test

The Passalong Test (Figure-4) consisted of items that required the subject to pass along the blocks to solve the problem within the space provided in a box as given in the cards furnished, the maximum score possible being 20.

c) Pattern Drawing Test

Each pattern in the test (Figure - 5) was expected to be drawn without lifting the pencil and without overlapping the lines, and the test carried a weightage of 20 scores.
Figure - 5

TEST - 3 PATTERN DRAWING TEST
d) Immediate Memory Test

Immediate memory was assessed by asking the child to repeat direct and indirect sounds and digits that were read out by the investigator as enumerated below. The maximum score for this aspect was 15.

Sounds : Direct


Sounds : Reversed

Repeat sounds backwards:-
(as ka - cha - ta; ta - cha - ka):

1. la - pa - cha - sa; ba - ka - ta - ra; sa - ra - cha - ka.
2. Repeat sounds backwards:-
   la - ka - ta - ra - ba; sa - pa - ka - la - ta;
   pa - cha - ra - ba - ka.
3. Repeat sounds backwards:-
   ba - ra - ka - la - pa - sa; pa - la - ta - sa - ba - tha;
   ra - pa - cha - sa - ka - la.
Digits : Direct

<table>
<thead>
<tr>
<th>Number</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>4-7; 6-3; 5-8</td>
</tr>
<tr>
<td>Three</td>
<td>6-4-1; 3-5-2; 8-3-7</td>
</tr>
<tr>
<td>Four</td>
<td>4-7-2-9; 3-8-5-2; 7-2-6-1</td>
</tr>
<tr>
<td>Five</td>
<td>3-1-8-5-9; 4-8-3-7-2; 9-6-1-8-3</td>
</tr>
<tr>
<td>Six</td>
<td>4-7-3-8-5-9; 6-2-9-7-4-6; 7-2-8-3-9-4</td>
</tr>
<tr>
<td>Seven</td>
<td>5-3-4-7-9-2-6; 2-7-5-6-9-4-3; 9-4-3-8-7-5-2</td>
</tr>
<tr>
<td>Eight</td>
<td>7-2-5-9-4-8-3-6; 4-7-1-5-3-9-6-2; 4-1-9-3-5-8-2-6</td>
</tr>
<tr>
<td>Nine</td>
<td>5-9-6-1-3-8-2-7-4; 9-2-5-8-4-1-7-3-6; 4-7-2-9-1-6-8-5-3</td>
</tr>
</tbody>
</table>

Digits : Reversed

<table>
<thead>
<tr>
<th>Number</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>7-3-5; 5-3-7</td>
</tr>
<tr>
<td>Four</td>
<td>8-5-2-6; 4-9-3-7; 3-6-2-9</td>
</tr>
<tr>
<td>Five</td>
<td>8-1-3-7-9; 6-9-5-8-2; 5-2-9-4-1</td>
</tr>
<tr>
<td>Six</td>
<td>9-2-7-3-1-4; 6-4-2-5-8-3; 7-5-8-6-4-1</td>
</tr>
</tbody>
</table>

e) Picture Completion Test

This consisted of five sub test items (Figure 6). Each child was required to assemble the picture cut-outs within the given time limit. The test carried a maximum total score of 15.
Figure - 6
TEST - 5 PICTURE COMPLETION TEST
Each child was administered these tests in the order enlisted above following the procedure explained in the manual. The scores of all these tests were added to arrive at a total score. The total score was converted into IQ based on the given conversion table (Appendix V) against the subject's age level and educational status.

D. DATA COLLECTION

All the 48 hosiery units in Tirupur were visited with permission and an introductory letter from the President, South India Hosiery Manufacturers' Association, Tirupur to identify the industries having CWs. Employers of 40 industries that had employed children were informed about the nature of the study and time required. Thirty eight employers assured willingness to allow their CWs to spend few hours with the investigator and permit the child to accompany the researcher his/her home to interview the mother.

On receiving permission to conduct the study, the CWs fulfilling the criteria were identified, taking due precaution to exclude orphans, severely malnourished and the sick. In circumstances, where the industry had shifted or closed down, the existing industry on that address or place was selected. In cases where the CWs in that industry did not fulfill the criteria, neighbouring unit having atleast one eligible CW was selected.
The second visit was made to get more familiarised with the child and the employer. This opportunity was utilized to settle date and time to conduct the study with the employer and also to get an appointment with the child to visit his home to interview his mother.

During the third visit, Bhatia's Battery of Performance Test of Intelligence was administered to the CW and scores obtained were recorded. The test was conducted within the industry set up. Heights and Weights of the CW were recorded only once. The interview with the CW was conducted individually.

The date of birth of the child was recorded from the horoscope furnished by the mother during the house visit made on time and date that suited them. In cases where horoscope was not available, the name of the year, day and month specified by the mother as on Tamil Calender or with help of festival days and natural events (full moon and new moon) of the month (Appendix IX) of the Tamil Year was considered for calculating birth date and age.

The total number of visits made to each unit ranged from three to eight. The total number of hours spent irrespective of number of visits per CW varied from minimum of four hours to a maximum of eight to ten hours. The number of visits and duration spent in the industries to collect data depended heavily upon the type of work undertaken by the industry and its delivery schedules.
On obtaining permission from the Municipal Commissioner, Tirupur and Heads of the institution of Jaivabai Municipal Girls' Higher Secondary School, and Nanjappa Municipal Boys' Higher Secondary School, Tirupur were visited to collect SES information from Cohort I and II and the school records were referred to secure their birth dates. Intelligence scores were obtained by administering Bhatia's Battery of Performance Test of Intelligence, and information on their family background were elicited by interviewing. Details of working conditions, health, social aspects, recreation and aspiration were gathered only from Cohort I.

D. DATA PROCESSING AND INTERPRETATION

In order to facilitate easy handling and scoring, every item on the schedule was given a numerical value code, as shown in the Appendix I-VIII. The data were subjected to statistical test namely, Mann-Whitney 'U' test, Chi-square test, 't' test and Kruskal-Wallis test (Appendix XI).

1. Mann-Whitney 'U' test

To compare the scores of remunerative workload and workload at home between the male and female CWs and Cohort I, the Mann-Whitney 'U' test (Guilford and Fruchter, 1978) was carried out.

The formula employed was

\[ U_{21} = n_1n_2 + \frac{n_2(n_2+1)}{2} - R_2 \]
\[ U_{21} = \text{The number of items an observation in the second sample precedes an observation in the first considering all pairs of observations one from each sample.} \]

\[ U_{12} = \text{Defined similarly as } U_{21} \]

\[ U = \text{Minimum of } U_{12}, U_{21} \]

\[ n_1 = \text{Value of first observation} \]

\[ n_2 = \text{Value of second observation} \]

\[ R_2 = \text{Sum of the ranks assumed by the second sample observation.} \]

An observed value equal to or less than value given in table was declared to be significant.

2. Chi-square test of significance

To assess the dependability between length of service, facility at industry and remunerative workload, and between socio-economic status, family size, ordinal position and workload at home, Chi-square test (Enhance, 1984) was computed with the formula illustrated below

\[ \chi^2 = \sum_{j=1}^{r} \sum_{k=1}^{c} \frac{(O_{jk} - E_{jk})^2}{E_{jk}} \]

in which

\[ O_{jk} = \text{The observed frequency in the cell corresponding to the intersection of the } j^{\text{th}} \text{ row and } k^{\text{th}} \text{ column.} \]

\[ E_{jk} = \text{The expected frequency in the cell corresponding to the intersection of the } j^{\text{th}} \text{ row and } k^{\text{th}} \text{ column.} \]

\[ r = \text{The number of rows.} \]

\[ c = \text{The number of columns} \]
The $X^2$ values at 5% and 1% level of significance were 3.84 and 6.64 respectively. An observed value equal or greater than the $X^2$ table value was determined to be significant.

3. 't' test of significance

To assess the significance of IQ scores between the CWs and Cohorts (n > 30) with reference to sex and length of service the formula given below was applied

$$S.E. \ X_1 - X_2 = \sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}$$

Where,

- $\bar{X}_1$ = The mean of the first sample
- $\bar{X}_2$ = The mean of the second sample
- $\sigma_1$ = The Standard Deviation of the first sample
- $\sigma_2$ = The Standard Deviation of the second sample
- $n_1$ = Sample size of the first group
- $n_2$ = Sample size of the second group

't' test of significance for small sample (n = < 30) to compare mean heights and weights of the CWs and Cohort I was carried out with the formula given below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$S = \sqrt{\frac{n_1S_1^2 + n_2S_2^2}{n_1 + n_2 - 2}}$$
Where

\[ \bar{X}_1 = \text{The mean of the first sample} \]
\[ \bar{X}_2 = \text{The mean of the second sample} \]
\[ S_1 = \text{The Standard Deviation of the first sample} \]
\[ S_2 = \text{The Standard Deviation of the second sample} \]
\[ n_1 = \text{Sample size of the first group} \]
\[ n_2 = \text{Sample size of the second group} \]

The 't' values at 1% is 2.58 and at 5% is 1.96, an observed value equal or greater than the given table value was considered to be significant.

4. Kruskal-Wallis test

The non-parametric test, Kruskal-Wallis one way analysis of variance by ranks (Ferguson, 1981) was applied to find the differences in performance scores between the three groups, sex-wise and experience-wise in the five sub tests of Bhatia's Battery.

The Kruskal-Wallis test formula applied was

\[
\frac{12}{N(N+1)} \sum_{j=1}^{k} \frac{R_j^2}{n_i} - \frac{3(N+1)}{1 - \sum T_j/N^2 - N}
\]

in which

\[ K = \text{The number of groups in the analysis} \]
\[ n_i = \text{The number of subjects in group } j \]
\[ N = \text{The total number of subjects in the analysis} \]
\[ R_j^2 \text{ = The square of the total of the ranks for scores in group } j. \]

\[ T = t^3 - t, \text{ } t \text{ in the number of tied observation in a set} \]

Computed value equal or greater than the \( X^2 \) table value at given degree of freedom was concluded to be significant.

F. ORGANISING AND CONDUCTING EDUCATIONAL INTERVENTION

An attempt to organise and conduct educational intervention to the CWs in their work setup was made. The objectives were to

1. Impart the three R's
2. Provide opportunities for self expression and enable them to enjoy recreational activities.
3. Explore the possibility of educational intervention to the CWs.

The methodology followed to organise and conduct were:

a) Sample selection
b) Preparation of tools
c) Conducting the educational intervention to the CWs
d) Evaluation

a) Sample selection

All the fifteen CWs who were in the age group of 8-15 years constituting three boys and twelve girls, were selected to participate in the educational intervention. These children
were from one of the hosiery industries included in the main study. They were selected from this industry for educational intervention for the following reasons:

- The employer permitted to conduct the programme
- The industry had sizeable number of CWs.
- The industry's environment, working condition, building were typical of a hosiery unit in Tirupur.
- The CWs participated in every task in the industry that required their involvement.
- The industry had regular inflow of work orders that assured steady working schedule throughout the year.
- Most of the CWs were from two neighbouring villages (Mannare and Chinnabommanayakanpalayam) situated 2-3 kilometers away from the industry.

Five FCWs had never attended school, while the rest had attended school for a duration ranging from one to four years.

b) Preparation of tools

A primer illustrated in Figures 7-16 was evolved taking into consideration the elements indicated below:

- Existing primers for functional literacy.
- Observation of activities of the CWs at hosiery industry.
- Consultancy service from Adult Education Department.
- Background of the working children.
- Time availability.
Figure - 7: LESSON - 1

Figure - 8: LESSON - 2
Figure - 13 : LESSON - 7

Figure - 14 : LESSON - 8
Geometrical cut-outs, flash cards, puppets, story books, charts, blackboard and chalk, note book, pencil and material/items available within the industry set up was used as aids for teaching and to conduct recreational activities.

c) CONDUCTING THE PROGRAMME

After having worked along with the CWs for 15 working days in order to build rapport, 11 CWs were assessed for their educational level by way of ability to identify simple Tamil alphabets (Vernacular language), ability to write dictated alphabets, words and ability to read the first of the prepared primer. The educational intervention was conducted for a duration of seventeen weeks during one hour lunch break. Lessons from the Primer, informal talk, games, stories and other activities (Figures 17-19) constituted the programme component. The weekly programme carried out is given in the Table I.
Figure - 17
TEACHING WORDS

Figure - 18
READING EXERCISES
Figure - 19
GEOMETRICAL PATTERN MAKING
### TABLE I
**EDUCATIONAL INTERVENTION PROGRAMME CONTENT**

<table>
<thead>
<tr>
<th>Week</th>
<th>Informal talk</th>
<th>Three R's</th>
<th>Story</th>
<th>Rhyme</th>
<th>Game</th>
<th>Other Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Personal cleanliness and grooming</td>
<td>Introduce lesson 1, alphabets and words å, ma, pa, sa, mi, ip, im, and ama, appa, pasam, mami, papa, sami.</td>
<td>Correct way of holding the pencil and writing free and guided scribbling and line drawing.</td>
<td>The clever crow, The Tortoise and The Rabbit, The Grapes are Sour.</td>
<td>Ondrupodu Dosai.</td>
<td>Passing the ball.</td>
</tr>
<tr>
<td>II</td>
<td>Greeting elders, ways to address elders and others while communicating</td>
<td>Identification of letters and words learnt previous week, copy writing number: 1 - 50</td>
<td>Drawing lines, curves and slanting lines,</td>
<td>A Crow and a Fox, The Line and the Rat.</td>
<td>Ondrupodu Dosai.</td>
<td>Mia Mama.</td>
</tr>
<tr>
<td>III</td>
<td>Consequences of eating food items exposed to flies and dust.</td>
<td>Introduce lesson 2, alphabets and words; ra, raa, e, ir, re and banian, per, sami, rama, maram, rambam, rasam. Addition sums with single digits.</td>
<td>Drawing lines with shape, curves, slants. Copy write alphabets of individual child's own name.</td>
<td>Nariayya and Eliayya, The Tortoise and the Rabbit.</td>
<td>Mia mama, Chinninga, Chinnna, Kal Poruki..</td>
<td>.</td>
</tr>
<tr>
<td>Week</td>
<td>Informal talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Values of vegetables, fruits and green leafy vegetables, need to prevent, discarding of food, left overs and spillages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Importance of disciplined behaviour, verbal communication with fellow child workers.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VI</td>
<td>Importance of apologizing to elders and others. Expression of anger by speech than physical means.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VII</td>
<td>Water, air, tree and animals in the environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Three R's

| I | Introduce lesson 3, alphabets and words: ik, in, su, im, il, ka, the, ma, inç, la, and Sarasu, magal, Thangai, cut, calam, karam, kaaram, Kal, kagum. Number 50-100. |
| II | Copy writing alphabets of their names. |

| Story | Gnanpalan ne Muruga, The Fisherman and the Gold fish |
| Game | Calling out the number |
| Other Activities | Discussion on process of hosiery garment making and marketing. |

| I | Revision of lessons 1 to 3, identification of alphabets, reading words and sentences. |
| II | Copy writing the names, number: 1-10. |

| Story | Grandma and the Pumpkin, Padagu. |
| Game | In (Vegetable) Dżodu podu (Fruit) Dosai, Mia |
| Other Activities | Drawing, making alphabets using geometrical cut outs. |

| I | Introduce lesson 4, alphabet and words: iv, it, il, da, va, daa, ve, se, ree and vee, waa, Numbers: 100-175, one and two digits addition sums. |
| II | Writing name, numbers: 10-20. |

| Story | Singarum, Nariyum. Arive Thunai |
| Game | Kondo Kondu Mithagi, Sarvanangala Thwameva matachcha. |
| Other Activities | Pattern making with geometrical cut outs. Various ways a needle, a plank and a spoon can be used. |

| I | Continuation of lesson 4. Alphabet and words ree, kee, chee, pee, lée, inç, do, and va, wal, valum, veeram, kadal, pattam, padam, Kalam, see tu, kattu, thattu, pattu, kadu, madu, padam. |
| II | Introduce alphabets aa, pa, sa, mi. |

<p>| Story | Thukam-vara ville sirumi Mashavukku. The Stolen Sun |
| Game | Police mama, Kola Construction Kolaya of rhyme Mundika of similar nature such as teacher akka, tailor mama |
| Other Activities | Reading time on the clock. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Informal talk</th>
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<tbody>
<tr>
<td>VIII</td>
<td>Hobbies- various types and its importance.</td>
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<tr>
<td>IX</td>
<td>Nursery, primary middle, higher secondary school and college education.</td>
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<tr>
<td>X</td>
<td>Values of education, need to be aware of happenings around us.</td>
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<tr>
<th>Three R's</th>
<th>I</th>
<th>II</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Identification of alphabets aa, pa, sai, mi and words appasami, pasam, sami.</td>
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<tr>
<td>II</td>
<td>Introduction of alphabets and words ba, ni, ya, in and banian.</td>
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<th>Story</th>
<th>Rhyme</th>
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<th>Other Activities</th>
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<tr>
<td>Nariyum, Eliyum, Grandma and the Pumpkin</td>
<td>Mia mama, Police mama</td>
<td>Calling the number</td>
<td>Reading time on the clock, drawing.</td>
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<tr>
<td>Intervention lesson 7, alphabets and words, ai, thu, thoo, ip, ich, indh, su and aindh, aiver, aipasi, Addition sums 2 and 3 digits.</td>
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Addition sums 2 and 3 digits.
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<tr>
<td>XI</td>
<td>Various types of profession, vocation and qualification to profess in a field.</td>
<td>Revision of lessons 4-7.</td>
<td>Revision of alphabets and words. Number: 60-100.</td>
<td>Grandma and the Lion and the Rat.</td>
<td>Poone ki Pooge ki, Kalyanam, Ondrupodu Dosai.</td>
<td>Passing the word clapping, the number.</td>
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<tr>
<td>XII</td>
<td>Values of money, savings and ways to utilize money earned.</td>
<td>Introduce lesson 8, alphabets and words, o, oo, du, ruo, ru, it, and paṭṭu, padu, kadu, karu, rupai.</td>
<td>One digit addition sum-alphabet and words ra, ir, ma, and rama, par, maram.</td>
<td>Emelya and the pike, A Greedy Dog.</td>
<td>Ondrupodu Dosai Poonai Kalyanam.</td>
<td>In(fruits) and out (Vegetable)</td>
</tr>
<tr>
<td>III</td>
<td>Consequences of excessive movie viewing</td>
<td>Introduce lesson 9, alphabets and words, k, ke, ni, nee, ith, dha and thaena, thail, thaere, thopu, thekku, thennai.</td>
<td>Alphabets and words ra, raa, ir, sa, ri, par, mami, maram.</td>
<td>The Duck and the Golden Egg.</td>
<td>Thwameva matachcha</td>
<td>Passing the ball, In and Out</td>
</tr>
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<td>XIV</td>
<td>National festivals</td>
<td>Copy writing alphabets and words from lesson 9. Reading words and sentences from previous lessons.</td>
<td>Introduce alphabets and words e, tha, ka and karam, papa. Copy writing.</td>
<td>Krishna the Cap seller</td>
<td>Chittukuruvì, Naming the Sarvamangala action mangalye.</td>
<td>Drawing</td>
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<td>XV</td>
<td>Importance of seeking medical help when sick intake of medicine as advised by doctor; resting and diet.</td>
<td>Introduce lesson 10. Words koodu, kotai, kopam, velai ver, venil, kombu, venu.</td>
<td>Alphabets and words, il, ik, su, im, ma and kal, pasam, Sarasu.</td>
<td>Cananapalan ne Muruga</td>
<td>China China kal poorki, poonai kalyanam.</td>
<td>Clapping the number</td>
</tr>
<tr>
<td>XVI</td>
<td>Sympathise, help others when in distress. Need to be courageous, bold to face problem and achieve goals.</td>
<td>Revision of lesson 8-10. Copy writing words, wa, ta, taa, il, do and padam, pattam, kadal.</td>
<td>The Brave Little Dog Raju, A Crow and A Fox.</td>
<td>Poonai Kalyanam Chittu-kuruvi.</td>
<td>Kola Koley Mundrika</td>
<td>Various ways a thread, a rope and a stone can be used.</td>
</tr>
<tr>
<td>XVII</td>
<td>Learning about world around us through mass media. Ways to retain and improve reading and writing.</td>
<td>Revision of lessons 1-10, alphabets, words and numbers.</td>
<td>Revision of alphabets and words.</td>
<td>The Clever Crow, The Lion and the Rat, The Grapes are Sour.</td>
<td>Passing the ball, parts of a Kola coconut Koley Mundrika</td>
<td>Various way tree is used.</td>
</tr>
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</table>
d) EVALUATION

Simple assessment of learning of the lessons were carried out on three occasions; initial, mid term and final during the seventeen week programme. Ability to read, identify alphabets, numbers and dictation were the modes of assessment for the Three R's. As for the creative and recreational activities, the assessment was made in terms of the number of children participated.