Chapter 2

Design of the Study
CONTENTS

2.0 Introduction
2.1 Statement of the Problems
2.2 Objectives of the Study
2.3 Operational Definition of Key Terms
2.4 Methodology
2.5 Indicators used to Evaluate TLC
2.6 Sample
2.7 Tools used for Data Collection
2.8 Framework of Analysis
2.9 Limitations
2.10 Statistical Techniques used
2.11 Profile of the Study Area
2.12 Summary of the Chapter
2.0 Introduction

This chapter describes the methods and techniques adopted to carry out
the investigation and delineates how the entire study has been organised and
reported. The design of the study, the sampling procedure, the construction of
tools, pilot study, final study, and the statistical tools employed are presented in
this chapter.

2.1 Statement of the Problem

Illiteracy a mass phenomenon, blocks economic and social progress.
affects adversely economic productivity, population control, national integration
and health and sanitation. Illiterate people fail to appreciate the national efforts
directed towards raising the standard of people and are generally immunised to
the national call for working whole heartedly towards fulfilment of running
democratic form of Government smoothly. We have chosen to be a democracy
and adopt socialistic pattern of society, the success of which would largely
depend upon enlightened masses. Undoubtedly, illiteracy is a serious
impediment to one's own growth, socio-economic progress and the political
stability of the country.

The incredible variety of modern developmental experience of nations
admits few generalisations. The field of development economics is rather
contentious territory, and explanations for the economic progress or decline of
nations are constantly jostling for legitimate space. In this welter of claims and
counter claims, thesis and anti-thesis, there is possibly one generalisation that
practically everyone would agree with: education in general, and mass literacy in
particular, is a key contributor to the economic development of nations.

A fully literate nation is not merely a laudable ideal, it is a veritable reality
in many parts of the world. The Western countries achieved it decades ago and
the Countries of Asia are in the process of achieving it. The Philippines and Thailand, for instance, have a literacy rate of 93 percent. Indonesia with the fifth highest population in the world, has a literacy rate of 81 percent. Even India, which had a literacy rate of 14 percent at the time of Independence, turned the corner with 52.21 percent literacy by 1991.

Yet the magnitude of the problem of illiteracy in India remains very large. Of the 948.1 million adult illiterates in the world, 249.7 million illiterates are in China.

Elimination of illiteracy has been one of the major concerns of our Government since independence. With more than four decades of freedom it has not been possible to eliminate illiteracy which in turn is the underlying cause of other problems faced by the country such as abject poverty, unemployment, population growth, unhygienic conditions, exploitation and superstitions. It is really surprising that the country is going to have the world's largest number of illiterates by the turn of the century.

According to a recent World Bank study if the speed of eradicating illiteracy is not accelerated, the country will account for more than half of illiterate population of the world. It is not being realised that because of illiteracy and ignorance, vast majority of our people have not been able to take advantage of massive investment.

It is, therefore, rightly asserted by the Director General of UNESCO that education is a key to the future and literacy is the most essential of all educational skills. Research all over the world has also proved that literacy drive is a powerful instrument of economic development and social change in a country. The first serious attempts to achieve literacy were through the National Adult Education programme although subsequently it became the target of several criticism.
Adult education programme has not achieved the desired results because of many hurdles such as lack of commitment on the part of implementing agencies, lack of missionary zeal, inadequate school support, non-involvement of voluntary agencies and to some extent the fatalistic attitude of illiterates.

It has been estimated that if past trends continue and no significant acceleration occurs in the rate of expansion of literacy, India could well end up with the dubious distinction of being home to more than half the world's non-literate by 2000 A.D. To prevent such a denouement, it is important to undertake, on a war footing, a massive national effort aimed simultaneously at eradicaition of illiteracy and universalisation of primary education.

Practical recognition of the importance of mass literacy in economic development has come rather late in India. Even when the importance of literacy was acknowledged, it was generally assumed that expansion of formal education would in due course ensure mass literacy. This has, of course, not been borne out by the experience of the four decades since independence.

The setting up of the National Literacy Mission in 1988 with the objective of making a 100 million people literate was the first concerted step towards literacy. It was the Emakulam experiment in 1989 spearheaded by the Kerala Sastra Sahitya Parishad and involving other voluntary agencies, actively supported by the District Administration which created a mass upsurge for literacy and gave birth to the concept of Total Literacy Campaigns.

The Total Literacy Campaigns (TLCs) have emerged in the 1990’s as the social response both at policy level and from people’s movements to the crisis of mass literacy in India. The TLCs have shown promise, but have of course had their share of problems. Perhaps their most important contribution has been the generation of awareness and social mobilisation. The present study attempts to evaluate the Total Literacy Campaign in Dindigul District of Tamil Nadu.
2.2 Objectives of the Study

The present study evaluates the main functions of the Arivoli Iyyakkam in Dindigul District. They are: Household survey, Enrolment, Teaching-learning phases, achievement of reading, writing and arithematic skills, awareness components, and Training and Monitoring.

The specific objectives of the study are:

i. To analyse the target and achievements of total literacy campaign in Dindigul district.
ii. To find out the relationship between the socio-economic conditions and the achievement level of learners in district total literacy campaign,
iii. To find out the role of volunteers and the functioning of TLC centres in Dindigul District,
iv. To gauge the opinion of the learners and voluntary instructors about the literacy campaign of the district;

v. To evaluate the effectiveness of the duration of implementation of the campaign with special emphasis on the duration of teaching and learning.

and

vi. To offer operable suggestion for the successful implementation of the literacy campaigns.

2.3 Operational Definition of Key Terms

2.3.1. Literacy Achievement:

Achievement means "an act of performing. Literacy achievement represents a measurement of a literate's progress in literacy skills in terms of reading, writing, numerical ability and awareness skill during the Total literacy campaign phase."
2.3.2 Literates:

The literates in the study would mean the adult learners who have successfully completed the three primers under the TLC phase in the age group of 9-45.

2.3.3 Total Literacy Campaign:

Total literacy campaign is an endeavour to provide education to all children and adults who have been denied this opportunity and cater to their learning needs and interests, and phase of learning.

2.3.4 National Literacy Mission:

It is a societal mission which believes that literacy is not the concern of one Ministry or Department or agency but is the concern of the whole nation and all sections of the society.

2.3.5 Jatha:

It is a theatre group establishing an environment through group singing and plays to explain primary education and importance of literacy. This group can also train a core group of people in each blocks, who would undertake the actual performance at the village level.

2.3.6 Text Based Materials:

Three graded primers are used for the learners based on new pedagogy - improved pace and content of learning. It provides for a reduced duration of learning and an inbuilt mechanism for self-assessment by the learner. It also aims at enhancing the motivation of learners for further learning. Primer one deals with ability to read and write words/sentences using most frequent letters, read and write numbers up to 50 and write one's own name. Primer second deals
with ability to read and write words and sentences, ability to read and write numbers up to 100 and do simple addition and subtraction, and write names of family members and one’s address. The third Primer deals with reading and comprehending a small passage, compute simple problems involving multiplication and division, and apply skills of writing and numeracy in day-to-day activities.

2.3.7 Attendance:

Attendance is a score received by the enrolled learners in terms of regular presence in the learning centre of TLC programme.

2.4 Methodology

This is basically an evaluative study to determine the results of the district literacy campaign in terms of quality and quantity and to identify the attributes and conditions required for their success. The study evaluates not only teaching and learning but also related components like motivation, publicity and the people's committees of the district literacy campaign.

The Total Literacy Campaign in the selected district has been evaluated at two levels. In the first level, the learners' performance have been evaluated based on the evaluation guideline on TLC formulated by National Literacy Mission. The guidelines considered for the study on:

- 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 their economic status and general well-being;
- Imbibing the values of national integration, conservation of environment, women's equality, observance of small family norms.
In the second level, the study of the performance of TLC in the selected district mainly involves macro scenario. The physical and financial achievement, literacy status, enrolment, dropouts at the district level are examined.

2.5 Indicators used to Evaluate TLC:

Indicators considered to evaluate the performance of the learners are:
- Learners previous literacy status
- No. of days studied
- Primers Completed
- Attendance
- Reading Skill
- Writing Skill
- Numerical Skill
- Duration of Literacy Centres
- Awareness of the Learners, about Health and Sanitation, Government Schemes, Small Family Norms, Age at Marriage.

2.6 Sample

Dindigul district was selected as the study area. The reasons are i). It was one of the districts in Tamil Nadu having a high level of illiteracy; ii) many adult education programmes were implemented by various voluntary agencies; iii) the centre based adult education programmes was launched prior to TLC; and iv) this was the pioneering and the first district to involve the Government machinery on a mass scale.

All the 14 panchayat unions in Dindigul district have been considered for the study. The respondents for the study include learners, volunteers, and non-participants. The learners from each block were selected using simple random sampling technique. Five percent of the enrolled learners were selected from
each block. The total learners selected for the study was 1026. The voluntary instructors were selected at the ratio of one sample volunteer for 8 sample learners by simple random sampling method. The non-participants were selected at the ratio of one non-participant for 10 learners. (Table 2.1 and see Dindigul District Map).

Table 2.1

Sample Respondents in Dindigul District

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the Block</th>
<th>No. of Learners enrolled</th>
<th>No. of Learners evaluated</th>
<th>No. of VIS</th>
<th>No. of Non Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gugiliamparai</td>
<td>1003</td>
<td>50</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Dindigul</td>
<td>1596</td>
<td>80</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Thoppampatty</td>
<td>1020</td>
<td>51</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Vadamadurai</td>
<td>1201</td>
<td>60</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Authoor</td>
<td>640</td>
<td>32</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>Vedasandur</td>
<td>565</td>
<td>28</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>7.</td>
<td>Reddiyarchatram</td>
<td>1183</td>
<td>59</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>Palani</td>
<td>3557</td>
<td>178</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>9.</td>
<td>Nilakottai</td>
<td>3793</td>
<td>190</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>10.</td>
<td>Natham</td>
<td>301</td>
<td>15</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Sanarpatty</td>
<td>2419</td>
<td>121</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>12.</td>
<td>Batlagundu</td>
<td>859</td>
<td>43</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Oddanchatram</td>
<td>1701</td>
<td>85</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>Kodaikannal</td>
<td>682</td>
<td>34</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20520</td>
<td>1026</td>
<td>90</td>
<td>113</td>
</tr>
</tbody>
</table>

Source: Computed from Primary Data
Note: VIS - Voluntary Instructors.
2.7 Tools used for data collection

The data for the study include primary as well as secondary data. The Total Literacy Campaign (TLC) was undertaken by the Dindigul District Arivoli Iyyakkam during the period from November 1992 to December 1994. In order to evaluate the TLC, secondary sources of data including the population, illiterates, literacy status, enrolment in TLC, dropouts, physical and financial achievements of the Literacy Campaign in India and in Dindigul district of Tamil Nadu were collected from the census report, office records of the District Information Centre. Statistical Department, Arivoli Iyyakkam office.

The primary data were collected using interview schedule. Three interview schedules were prepared and used. Interview schedule first was administered to the learner respondents, the second to the voluntary instructors and third to the Non-participant respondents. The three interview schedules were pre-tested before being administered. Data were collected through the direct interview method. The researcher met and interviewed all the respondents.

2.8 Frame work of Analysis

The data collected from the respondents were tabulated. Simple statistical tools such as percentage, average, ratios, correlation Co-efficient method were used to analyse the tabulated data. Similarly for assessing the level of literacy skills, the respondents were encouraged to respond freely and frankly. To measure the reading ability, the respondents were asked to read the words from the printed schedule; to measure the writing ability they were asked to copy the printed words, and by dictation, to evaluate the arithematic ability they were asked to use papers for calculating problems.
2.9 Limitations

The Arivoli Iyyakkam, in Dindigul district was implemented from 1992 to 1994. The present evaluation study was conducted in the district in the year 1995. It was very difficult to get the correct and reliable data from the learners and the voluntary instructors. The problem of recall was also there. Yet the researcher took adequate care to collect correct information from the learners, instructors and implementors.

The study evaluates only the organisation of peoples committees and achievement pattern of district literacy campaign. The study has been conducted in Dindigul Arivoli Iyakkam only. The findings of the study may be applicable only to Dindigul district though they carry implications that may be valid for other districts too.

2.10 Statistical Techniques used

An attempt is made to find out the relationship between two factors, the Karl Pearson’s Coefficient of correlation is used.

2.11 Profile of Dindigul District

This district is bound by Periyar, Coimbatore and Trichy districts on the North, by Ramanathapuram and Trichy districts on the East, by Madurai district on the South and by Kerala state on the West, it is spread over an area of 4217.36 sq.kms. Dindigul district comprises three revenue division and six taluks as under;

The following are the three Municipalities in the district.

<table>
<thead>
<tr>
<th>Municipality</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dindigul</td>
<td>1,82,293</td>
</tr>
<tr>
<td>Palani</td>
<td>64,444</td>
</tr>
<tr>
<td>Kodaikanal(Township)</td>
<td>20,451</td>
</tr>
</tbody>
</table>
2.11.1 Physiography and Relief:

The district has extensive hilly and rocky areas with undulating plains. Palani hills form Northern spur of the Western Ghats ranging in height from 1000 to 2700 meters. The upper plains with an average height of 2500 mts comprise valleys, several peaks like Perumal Hill, the Vandarvey Hills etc. They consist largely of plateaus covered with coarse grasses and isolated sholas in the valleys. The lower plains consist of confused jumble of peaks from 1000 to 1700 mts height, separated from one another by steep and beautiful wooded valleys. Those hills are Thandigudi, Virupatchi Hills etc. On the eastern side, Sirumalai. Alagar Malai and the Natham and Ayyalur hills are found. A large number of isolated peaks namely Karumalai, a sacred hill, tapering Kodarangimalai, great rock of Dindigul, Rengamalai etc., are also found. The rest of the District is characterised by an undulating plains covered mostly by Red Soil (85%). The upper plains have thick layer of black peaty earth over yellow clay.

2.11.2 Rivers, Streams and Drainage:

The river system is complicated to some extent due to several Hills and Valleys but is seasonal, dependent on rainfall. The pattern of drainage may be described as dentatric on the plains and sub-parallel to in the Hills.

The plains around Dindigul and Palani are drained north-east by four almost parallel tributaries of Amaravathi river rising in the plains, the vedasandur taluk by fylanjalar. A number of streams flowing in the district mostly drain into a number of tanks, big and small.

2.11.3 Climate:

Semi-arid tropical monsoon type of climate is prevailing in the plains. However, upper plains recorded low temperature and fairly heavy rainfall.
2.11.4 Temperature:

In the plains, the Maximum and Minimum atmospheric temperatures are 40. tC and in the Hill stations 37.8°C and 8.5 C respectively. Heat becomes intense in April and May and shoots further up unless interfered by rains.

2.11.5 Rainfall:

The annual rainfall is about 1214.50mm (excluding Kodaikanal) which is almost double the normal rainfall of the state (normal rainfall 500.0mm). North-east monsoon is the principal monsoon. The rains in the remaining two seasons namely winter and summer are insignificant. Floods have occurred occasionally. Dindigul and Vedasandur taluks are the dries parts.

2.11.6 Winds:

Dust storms and whirlwinds blow from various quarters towards the end of March. Except at these times and the period of Monsoon, the air is calm and undisturbed. The severity of wind storms is evidenced by sand deposition and subsequent sand dunes over vast area, especially in Palani taluk.

2.11.7 Climate Indices and Classifications:

The moisture regime of the district is dusty. However, it is dry for more than 90 cumulative days in a year and limited moisture is available for plant growth. But supplementary irrigation is necessarily warranted or else the land may have to be put under dry crops. Considering the atmospheric temperature as an index for soil temperature, temperature regime is found to be hyperthermic in the plains. For, Kodaikanal, the regimes are udic and isothermic respectively.

2.11.8 Evapo Transpiration:

The high rate of evapo transpiration indicated that this will affect the soil moisture and high transpiration from crop plants thereby affecting the crop growth in years of low rainfall. Hence, precipitation below evapo transpiration is a direct indication of dry conditions in the area. The climatic condition reveals that the ideal season for irrigated crops lasts between May and September. The remaining months may be put under dry land management.
2.11.9 Forest:

Forest covers 18.8 percent of the total area of the district. Forests fall naturally under 3 main formations, the mixed deciduous, the ever green and the grass land.

The natural vegetation is rich and varied. About 700 species accounting for 50 to 80 percent of the flora of whole Indian Peninsula have been identified in plains besides a large number of species peculiar to the area.

2.11.10 Agriculture and Land use:

The total geographical area of the district is 508016 Ha. and net cultivable area is 274707 Ha. Out of the net area shown, as low as 9 percent is sown more than once. Dry farming is predominant in the district and the important wetland tract is located in the Shanmuganathi and Kodaganar basin. Paddy is the principal crop (37%) followed by oil seeds (23%) fruits and vegetables (24%).

Sirumalai and Virupachi hills are known for a special variety of plantains. Fruits like orange, lime, mango and grapes are of special interest in Dindigul, Nilakottai and Palani taluks. Colecrops and temperate fruits grown chiefly in Kodaikanal. Lower plains yield coffee and Cardamom. About 900 Ha. is put under ‘Kumri’ system of cultivation and the crops raised are potato, cabbage, tenai, sarnai, brinjal, cotton and ragi in the forest reserves.

2.11.11 Irrigation:

There are 41 Government canals, 2612 tanks and 78429 wells in the district. About 29 percent of the net area sown is irrigated. Wells form the chief source of irrigation followed by tanks. There are 78429 wells to provide irrigation to 59923 Ha.

Palar-Porandalar, Kodaganar and Manjalar Schemes are important irrigation schemes. Canals irrigate 12310 Ha. Tank irrigation covers 13234 Ha.
2.11.12 Public Facilities:

Public facilities like co-operative societies are available in the district. Dindigul and Palani are educational centres with few colleges both for men and women. The district has two Universities viz., Gandhigram Rural Institute at Gandhigram and Mother Teresa Women's University at Kodaikanal.

2.11.13 Transport:

The Nation's prestigious highway NH-7 (from Kanyakumari to Salem), passes through the district besides NH-45 and a network of roads. Dindigul is an important Railway Junction. A broad gauge railway line from Karur to Kanyakumari has been completed. The nearest airport is located at Madurai, which is 65 kms away from Gandhigram.

2.11.14 Marketing:

Marketing facilities have been developed in Dindigul, Palani, and Oddachatram. Exports from the district include hides, skins and finished leather, dyes and tans, cotton and silk fabrics, tea, coffee and cardamom etc.

In 1997, there are 78 Post and Telegraph offices, 437 Post offices and 3 Telegraphic offices in the District. The district has 141 Commercial Bank Branches, 83 Rural Bank Branches, 30 Semiurban, and 28 Urban Bank Branches.

2.11.15 Industries:

Next to farming a sizable population depends on Industries. Dindigul is an important industrial centre. A number of Spinning mills are coming up in Vedasandur and Vadamadurai blocks, besides a few paper mills in Swaminathapuram. A mini steel industry has been established. Tobacco and Cigar, metal, dyeing, iron industry, cotton spinning and weaving are the other promising industries.
This district has having a thriving handloom industry at Chinnalapatt: which is located 11 kins away from Dindigul. Chinnalapatti art silk sarees and sungudi (cotton) sarees are famous throughout India. More than 1000 families are engaged in this industry. At present, there are 8009 registered small scale industries and 61 large and medium scale industrial units in Dindigul district.

2.11.16 Tourist Attractions:

This district is privileged to have one of the six celebrated Hill Abodes of Lord Muruga at Palani hills and famous Dhandayuthapani temple is situated on the hilly rock at a height of about 450 feet. In this holy temple the important festivals among them are "SURA SAMHARAM", "VAIKASHI VISAGAM", "THAIPUSAM" and monthly karthigais. Provision of three electric winches, the first of its kind in India is an unique feature of this temple. This facililities the aged, children and the disabled to reach the temple in 8 minutes. The income of the temple, which is the largest in the state, is growing year by year and now it is around Rs.4 Crore per annum.

Besides this renowned Murugan temple, there is also another Murugan temple at Thirumalaikeni, 25 kms away from Dindigul town, which is coming up as a pilgrim centre. Abirami Amman temple in Dindigul town and Rajakaliamman temple at Thethuppati 20 kms away from Dindigul are the other temples worth mentioning.

Kodaikanal, a popular summer holiday cum health resort, located at an altitude of 2133 metres in the western ghats is a famous hill station of this district.

Peranai, 40 kms from Dindigul and Sirumalai 25 kms from Dindigul are the fine picnic spots in this District. Vedasandur is having a Central Tobacco Research station, which serves the nearby villages growing tobacco. Nilakottai is famous for brass vessels. Oddanchatram a growing town of this district is a noted market for vegetables like tomato, brinjal, chillies, onion and cauliflower. It is a famous centre for the export of butter manufactured in the nearby villages.
using cream separators. The town Batlagundu is another important centre for vegetables mostly tomato.

2.11.17 Livestock and Animal Husbandry:

- a. Livestock population: 816392
- b. Livestock farm (cattle): Nil
- c. Sheep farms: Nil
- d. Poultry extension centres: 1
- e. Veterinary Dispensaries: 27
- f. Veterinary Hospitals: A
- g. Key village sub centres: 11
- h. Clinic laboratories: Nil

2.11.18 Education:

There are 2 Universities. 6 Arts and Science Colleges, 3 Colleges for Professional Education, 5 Polytechnics, 1 College for Special Education, 3 Schools for Professional education, and 125 Schools for General education in this District.

2.11.19 Co-operation:

The development of co-operatives in Dindigu! District has shown a positive trend. There are 30 Co-operative Banks, 33 Co-operative Housing Societies, 6 Consumer stores and Federations, 68 Weavers Co-operative societies and federation, 1 Khadi Village Industries Co-operative society, 549 Milk producers societies, 1 Wholesale stores, marketing societies and Federation in this District.

2.12 Summary of the Chapter

The second chapter present the blue print of the research process that guides the study. This proceeds with the objectives of the study followed by operational definition of key terms, design of the study, sampling, tools used for data collection, framework of analysis, limitations, profile of the study area and summary of the chapter. The third chapter deals with the study related reviews both at the international and national level.