A STUDY OF RELATIONSHIP BETWEEN THE PERIOD OF LEARNING AND LEVEL OF LITERACY AND READING INTEREST OF NEW LITERATES

MUSHTAQ AHMAD



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FOREWORD

The objective of any literacy programme should be to provide the illiterate adults the skills of reading and writing with comprehension so that they can do their day to day work smoothly. It should help the learners to have that much knowledge which puts them on the road to further learning.

But the literacy education is not an end in Itself. It must be followed by post-literacy and follow-up programmes so as to reinforce literacy skills and help the neo-literate adults to use it in their daily life.

To study the relationship between the period of learning and level of literacy and what adults would like to read after they have become literate, the Indian Adult Education Association, in cooperation with Friedrich Ebert Stiftung (Bonn, West Germany), undertook a two year research project during 1982-84.

The findings of the research study carried out in four Hindi-speaking States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh are of far-reaching significance which I hope will help in further strengthening the present adult education programme. I am sure, it would also help the writers of post-literacy and follow-up material in producing the material which will be of interest and liking of the neo-literates.

Shri Mushtaq Ahmad, Honorary Project Director assisted by Dr. (Miss) Surinder Wadhwa, Research Associate carried out this important research study. We are grateful to him for conducting this study. Dr. (Miss) Surinder Wadhwa and other field agencies which collaborated with us in this study also deserve our thanks.

I hope the report will be read with interest and profit in this country.

Shafiq Memorial New Delhi December 30, 1984 J.C. Saxena Hony. General Secretary Indian Adult Education Association

ACKNOWLEDGEMENT

The help rendered by the cooperating agencies in collecting the data is gratefully acknowledged. The investigators of these agencies had a difficult task before them but they performed them admirably.

It would have been difficult to complete this study without the keen interest and willing help of Dr. Surinder Wadhwa, the Research Associate. The analysis of data was a difficult and complicated work, but Surinder Wadhwa guided the tabulators skillfully and got the analysis going smoothly. I am grateful to her.

> MUSHTAQ AHMAD Project Director

29.12.84

ABBREVIATIONS

М	Month
G	Good
Т	Table
F	Fluently
н	Haltingly
x	Could not read
NR	No Response
D	Digit
Со	Carry over
NLS	New Literates
4LW	4 Letter Words
JLW	Joint Letter Words
NCO	No Carry Over

Field work time schedule

Ranchi Jan, Feb, 1984	
Dungarpur	March, April 1984
Mandsor	April, May 1984
Lucknow	March, May, June 1984

CHAPTER I

INTRODUCTION

The Indian Adult Education Association and Friedrich Ebert Stiftung (Bonn) entered into a memorandum of cooperation in 1982. Among the principles of cooperation agreed upon were :

- that research in adult education is necessary to provide direction to the formulation of policies and programmes.
- that it should identify problems in regard to different aspects of adult education and suggest alternative solutions to these problems.
- that it should be action oriented so that it might help in the development of useful programmes of adult and continuing education in the country.

In part fulfilment of the above agreement the following action oriented studies were finally undertaken jointly by the Indian Adult Education Association and Jamia Milla Islamia in 1982 and completed in 1984.

- A. The relationship between the period of learning and the level of literacy attainment.
- B. Reading Interests of New Literates.
- C. The distribution systems of the follow-up books.

The Objectives and Rationale

Study A. Relationship between the period of learning and levels of literacy attainment

Objective

The main objective of this study was to find out the exact level of literacy attainment in a given period of learning say 70 hours (3 months), 138 hours (6 months), 207 hours (9 months), etc.

Rationale

Fixing the duration of literacy programme is a crucial part of it, as all financial commitments are based on the duration of the programme. But then, planning might take a reverse pattern, instead of fixing the duration of teaching first and expecting a certain level of attainment, the planners might decide first what level of literacy attainment they have in mind and then fix the duration to attain it. Another social value of the findings could be to prepare reading materials at the reading level of the 'New Literates' of a programme of particular duration. Today, since we have a hazy idea of the level actually attained by them, the follow-up books tend to be too difficult to be read by the majority of the new literates.

In the absence of reliable knowledge about what level of literacy is actually attained in what duration of learning period, literacy programmes have passed through hectic phases. From 10 days (Hayatullah Ansari), to 15 days (Laubach) to 3 months (Pathik) to 6 months (Social Education) to 10 months (NAEP) and now to 3 years (Kothari). Though Social Education and NAEP periods of teaching included other topics in the scheme of work, in reality almost the total period was spent in teaching literacy only.

The history of the battle of literacy methods and a rush to invent magic methods of quick literacy is interesting in itself. Many of the inventors of the methods were field workers themselves. Pondering over the poor response of the adult learners, they seem to have come to the conclusion that a quick method of literacy, the shortest of the short cuts, is the only answer. As a result a galaxy of quick methods appeared on the Indian horizon. The fore-runner was Dr. Franck C. Laubach, who came out with his "Picture word-Association" method, claiming that 'the learners would recognise all the consonants, vowels and vowel signs, and conjunct consonants in 21 hours'.

A.P. Mande revolted against the letter teaching method in vogue and published in 1946 two primers; the first on the pure analytic method and the second a collection of letters written in Awadhi. His method consisted of learning by heart popular verses like :

> राम लक्ष्मण जानकी, जै बोलो हनुमान की राम नाम लड्डू, गोपाल नाम घी किसन नाम मिसरी, घोल-घोल पी।

He was against teaching the shape of letters, which he thought, the learners would recognise automatically in the course of learning the verses by heart. He claimed that in one month, or 50 hours, the learners will be able to recognise all the letters and in another 4 months or 160 hours 'they will develop speed in reading, will comprehend written village problems and will form the habit of thinking about them in a healthy manner.'

Hayatullah Ansari topped them all. He came out with a method, claiming 12 years of experience behind it, which was essentially a syllabic method. It was invented to suit both children and adults equally well. He proclaimed that in 10 days or 20 hours 'clever students will be able to read and

write Urdu or Hindi and would be able to read second and third readers' (probably primary school readers).

Shaligram Pathik, a Gandhian and a social worker, came out with his "Chorous-key-word" method. The learners would chant pieces of a song, which he called" Kalam Ka Geet". From each piece a Key word like "Kalam", "Watan", "Patan", "Hawan", etc. would emerge, which would be analysed into its components the same day. According to this method 'a student will have a fair idea of all the letters in 12-20 days' (1, 2).

Venkat Rao Raisam, after experimenting in three places in Himachal Pradesh, proclaimed at the top of his voice that "It can now be said without any fear of contradiction that within one year illiteracy can be wiped off from the face of the Himalayan high lands". This was perhaps possible because of his novel definition of the 3 R's. According to him "Reading is to express what one feels in mind or through senses. Arithmetic for them is counting and simple addition and substraction".

"Is there a single human being who cannot do this? Thus our literacy problem is reduced to one third only, namely writing alone". This according to him was the easiest thing to do." Show the illiterate the way how to write a letter only once and he will write himself just in the same manner as he walks on his own legs". Reading? "Show him the shape of a letter only once and he will never forget it as he does not forget the face of a person even if he sees it only once." Thus, according to him, "a person would become literate in 30 hours or in one month."(4)

Bhagwan Das Awasthi thought that progress remains poor in the traditional method because all the letters are taught first by rote learning. But if the mind and the hand work together, i.e. reading and writing goes together then learning would be very fast. So fast that "in 12 days the students can not only recognise all letters and matras but can also combine them and can read 200 sentences made out of 363 words."(3)

The concept of literacy in those days was confined to alphabetization or 'akshar gyan'. The rest was left to followup. Hence there was, so today, a race for inventing short cut methods of akshar gyan. Alphabetization, according to the authors of those methods, was possible between 20 to 50 hours or 10 to 25 days.

But when educators began to question this simplistic concept of literacy and development of reading speed, all types of comprehension of meaning, critical thinking, desire for further reading, etc. were considered an integral part of literacy, a period of 24 months or 1152 hours was suggested to attain this level (6). Literacy programmes undertaken by State Governments or voluntary agencies, before AEP, generally consisted of 3 months (92 hours) of basic literacy or the first-stage and 3 months of post-literacy or the second stage. Basic skills of reading and writing was imparted in the first stage. The expected level of attainments were reading of simple matters printed in bold type and newspaper headlines, writing of name and address and simple sentences, counting upto 100, knowledge of simple fractions, addition, subtraction and multiplication of number upto two digits.

From the above description it is clear that planned periods of instructions and planned levels of attainments are known. What is not clearly known is what actually happens. What level of literacy is achieved in what duration or period of learning.

Most of the studies are silent on this score. The evaluation studies of the working of the A. E. Programme in Bihar, Gujarat, Rajasthan, Maharashtra and Tamil Nadu do report the learners achievement in different manners(14). But the evaluators did not take into account the period of learning, except that the centres had functioned for a number of months. The achievements as reported in different reports are given below :--

Achievements

Period of Centres Functioning

Bihar

59.6% of the learners filled 6-10 months in themselves identification data like name, age, occupation, caste, address, etc. portion of the questionnaire (15).

Gujarat

A. An informal literacy test was given. "70-80% of those contacted among the learners had become literate".

B. Reading and writing: The 4 months learners were required to onwards read and fill in identification data, only 22% could do so. 16% could hardly write their names though 20% of the respondent had prior education from std. 1-5+(14).

10 months

Rajasthan An informal test was given 5-10 months to 129 learners. 31% of the learners could read the alphabet "very well", 20% could read sentences very well, the higher the reading content the less the number

who could do "very well" (16) (17).

Maharashtra On the whole learners performed well in reading and writing, 57% secured the max. points in reading. 44% secured the max. 10 6-10 months points in writing. Arithmetic; mean score 3.7 out of total 8 points (14)

Tamil Nadu

A significant number of 9+monthslearners who had completed or were about to complete the course of 10 months did not even want to take the test, conceding that they have not acquired the skill, only 14% of the learners who had completed the programme could read fluently; another 44% could read with difficulty.

Since these studies were designed to cover all the aspects of the programme, they did not study the literacy attainment part in depth. Some of the literacy level findings seem rather too general and vague. Period of study simply meant the number of months the centres were running and not the attendance of the learners, and even the interval between the months the centres were running, is considerable,

The findings of the following two studies are nearer to what we are seeking. A study of a very small number of new literates of a campus Literary House class was done by the author in January 1978 (6). The class met in the most ideal condition and it was reported that it was taught even by

the head of the Training Section himself. I knew all the exstudents personally. I sat down with them one by one. After chatting for sometime, recalling 'the good old days', I gave them a book on Crop Protection, published by Literacy House, to read a particular page in it, with the request that "Please read it carefully, try to understand what is written in it and then tell me a little what did you understand". It might be added that all the respondents were employees of Literacy House and were essentially farmers. Since it was an indepth study the results are reproduced below. (Page 10-11)

The above study, on a very small number of learners, shows that in spite of long periods of attendance in an ideal class, organised by a renowned agency, almost all remained illiterate except Mahabali.

The other is a recent study conducted by SRC, Kerala in March, 1983 (7). The study was confined to 50 RFLC of a Block. The results are reported in an elaborate manner. The findings in short were :

Reading ability-reading words letter by letter :

12.2		
"n out 7.0	"6	"
12	" 2	
		·· ·· 2

reading small sentences :

3 months	by 2 Ce	ntres
6 "	" 9	"
9 "	" 10	"

reading a paragraph :

3 months	by nil (Centres
6 "	" 6	"
9"	" 17	"

8

..

Comprehension-Reading and stating the meaning of para

Was attained in	3 months	by nil	Centres
	6 "	" 5	"
	9 "	" 15	"

Writing ability -- Writing sentences of their own 3 months Was attained in by nil centres 6 " ,, 10 9 "

Writing dictated words

3 1	nonths	by	2	Centres
6 '	·	"	9	
7 '		••	8	

,,

,,

,, 8

Ability to write a letter	
3 months	nil
6	1
9	10

Numeracy No. achieving particular of Centres numeracy objectives

Month	Adding 2	Sub. 2	Sub. 3	Mult. 3	Dividing 2
	digit	digit fig-	digit fig	. digit	dight fig.
	numbers	ure from	from	fig.	with 1
		another	other	with 1	digit fig.
		2 digit	3 digit	digit	
		fig.	fig.	fig.	
3	8	4		_	_
6	8	15	6	6	3
9	all	all	6	10	8

The Tests

..

..

..

,,

Reading ability consisted of reading and giving the meaning in one sentence of a short paragraph.

Name of student	Age	Prev. Edu.	T. Hours of learning	Reading Speed	Comprehension	Remarks
Matro	25	Nil	285	18 Wpm	Almost nil	Very weak in recognising matras
Sunderlal	24	1½ yrs	370	44 ,,		
Brijlal	34	1½ ,,	66	70 ,,	Slightly better	Skipped long words
Fakira	30	Nil	195	almost nil read letter by letter	Nil	
Horilal	27	10 months	338	17 Wpm	V. Poor	Weak in recognising matras, skipped words
Dularey	35	Nil	322	-		Almost

.

Name of student	Age	Prev. Edu.	T. Hours of learning	Reading Speed	Comprehension	Remarks
Bahadur	34	Nil	306	-		Could hardly read. Almost illiterate
Mahabali	50	1 yr.		180	100%	No attendance record available, joined a literacy class organised in his village long time back, learned to read mostly on his own.

Writing ability

Dictation : (a) one simple world familiar to the learners was dictated.

(b) Inserting proper words, without committing mistakes, in blank space of given sentences.

This is quite an elaborate study. But it reports the attainments of the centres and not that of the number of learners in them. Perhaps, therefore, it does not take into account the period of learning of the students but only the number of months the centres were running.

The study gives the result month by month. We have shown here the minimum, middle, and the maximum period results. Among other results it shows that 6 centres took as much time as 6 months to be able to read words letter by letter. When it came to reading a paragraph 17 centres took 9 months to be able to do so. Only after 9 months, 15 centres were able to state the meaning of a short paragraph in one sentence.

Study B.--Reading Interest of New Literates

Objective :

The main objective of this was to determine what types of books the new literate would like to read and then to determine the general factors contributing to the readability of books preferred by them.

Rationale :

What are the reading needs and interests of new-literates? This question somehow has pestered social workers and researchers ever since. The major assumption is that the discovery would help the writers and producers of reading materials to produce literature on topics of adult interest and prevent relapse into illiteracy. The method of discovery suggested and employed varies; from basing upon the opinion of peer groups and school children, as suggested by Dr. Laubach (8) to presenting a list of topics to randomly selected neo-literates and ranking them in their order of preference as done by the author (9) and others. Venkatiah prepared an interest inventory and listed a larger number of topics preferred by 120 new literates (10).

All such studies come out with a long list of topics and or subjects in which adults have 'shown interest'. The list ranges from agriculture, animal husbandary, cooperatives, health, home making, stories, religion, handicrafts, sports and games, folklore, biographies to communal harmony. Some go even further to list minute topics of interest like the rain, seeds, opium, gambling, drowning, the Bible etc. (Laubach). Then some of the researchers take further pain to establish the most and least preferred topics sex-wise, profession-wise... and even state-wise, like myself and Venkatiah (9 & 10). The veteran adult education worker and thinker, Shafiqur Rahman Kidwai, made a statement in around 1952, without doing any research, that ''adults are interested in every subject under the sun''. The painstaking researches in this area, only seem to support his non-research statement.

Two questions are pertinent here to judge the social value of research in this area of adult education. Can the findings, reported in terms of topics and subjects liked and preferred by new literates, help the producers of reading materials? Seems rather doubtful. The producers will produce books on different topics and subjects anyway. Over a number of years perhaps few topics, relevant to the life of adult learners, would remain uncovered. The number of titles in Hindi alone collected by the author in 1958 in connection with his reading interest study (9), amounted to 797. A glance at some of the topics and subjects, on which books have been produced upto 1979 (13), given in Annex-C will perhaps bear out the truth 'that publishers and authors have not spared any relevant topics in which some learners might not be interested.

Even if books are produced on topics of interest the distributing agency would find it very hard to serve the readers with the books on particular topics they have shown interest in.

The second question to be considered is the reliability between the verbal response of the respondents, showing interest in certain topics and their actual reading behaviour, if any. The studies so far show that there is generally a yes response for most of the topics relevant to the occupation of the respondent. Perhaps this is the reason that agriculture and allied subjects turn out to be the most preferred subjects by the rural audience, be they agriculturists, or agricultural labour, or shopkeepers or artisans or even governmentemployees (9 & 10).

But what do they actually read when they get a chance? We get some evidence of their reading habit by Sadanand Naik's study done in 1950 (12).

Sadanand Naik selected a huge sample of 3540 adolescents and adults of all ages from Bombay and Hubli area to collect interest and reading habit data. Questionnaire method and study of library records were used. The number of respondents in the age group 15-40 with education from standard IV to VII was 150. This group may be regarded relevant to our study to some extent. He reports that adolescents (15-20) and adults (21-40) were most interested in reading comics, sports news, short-stories, humorous articles in newspapers and magazines and when it came to book they read short stories, novels, essay, drama and detective fiction. Interest in professional reading was absent in all age groups. There was no evidence that adults read for self-improvement. Only those above 40 showed some interest in serious literature such as religion and philosophy.

Thus, the researcher in this area is in a fix. The subject of research seems so important but the application of the finding so questionable. The present study has a slightly different dimension. Not so much as to what 'they would like to read' but what they actually read since becoming literate and the types of books they prefer after having actually read a given number of books, and then finding out the general factors contributing to the readability of books preferred by them.

Study C. Distribution of follow-up books

The study of the distribution system of the follow-up books is perhaps the most important from the practical point of view. It is a well-known fact that a great majority of the new literates are only primer new-literates. They are slow readers. Fluency has yet to come. Lots of more reading is required to be able to read for pleasure and knowledge. In case follow-up books not reaching them, or reaching them after long intervals, or the available books too difficult for them to read, back to square one. Once the exact position and the bottlenecks are known, the authorities may be in a better position to improve this very essential service. In the words of Dr. Laubach "Getting books into homes is a *sine qua non* for a literate world" (8).

CHAPTER II

METHODOLOGY

The Universe

The studies were confined to one district each in Bihar, Rajasthan, Madhya Pradesh and Uttar Pradesh. Instead of sending a Hqrs'. team of investigators to the field, cooperation of local agencies of repute was sought and data collection work entrusted to them. The cooperating agencies were :

- 1. Rajasthan Vidyapeeth, Udaipur—for Rajasthan and M.P.*
- 2. Xavier Institute of Social Service, Ranchi-for Bihar,
- 3. Literacy House, Lucknow—for U.P.

The following factors guided the selection of a district :

- (a) It should be convenient for the Cooperating Agencies to work there.
- (b) It should have had a sufficiently large number of Adult Education Centres in 1982-83 so that there was the possibility of getting 'new literates' in sufficient numbers.
- (c) The AEC's should have had all types of learners (Men, Women, S.C., S.T.)** enrolled in them to that ultimately there was a fair representation of all types of learners among the respondents.

Indore School of Social Work was approached first. But they expressed their inability to undertake the work. Since Shri B. S. Garg the executive head of the Vidyapeeth, was well connected with M. P., the work of this state was also entrusted to the Vidyapeeth.
** Except U. P.

The following districts were selected with above considerations—

Ranchi in Bihar Dungarpur in Rajasthan Mandsor in M.P. Lucknow in U.P.

Instead of Lucknow another equally suitable district could have been selected in U.P. But Lucknow (Capital of the State) was selected specially to compare the distribution service of the follow-up books in an 'easy' area with that of a 'difficult' area like Dungarpur.

The respondents

For Study A—relationship between period of study and level of literacy

To interview new literates for the relationship study and to calculate their attendance from the class attendance register, it was decided to select centres at random from those which were functioning in 1982-83 and interview available new literates. It would have been desirable to select the new literates at random and not the centres. But it might have proved an almost impossible exercise to locate them. Therefore, the second best alternative was chosen. From each district 500 new literates were to be interviewed giving us a total of 2,000 from the four districts. It was thought that this would be a sufficiently large number to give us an indication of relationship between the period of study and the level of literacy.

For Study B-Reading interest of new literates

It will be recalled that in this study the new literates were also expected to go through a number of follow-up books and show their preferences after actually having gone through them. Therefore, the investigators were to select 100 new literates in each district from the same 82-83 group but with better reading ability. It would have been of little use to ask new literates of poor reading ability to read the books and express their opinion on them. In addition to a questionnaire, 10 selected follow-up books on different topics and produced by different agencies (Annex. D) were to be left with the NLs. They were to be requested to read them. The investigators were then to return again after about ten days and interview them.

For Study C-The distribution system of follow-up books

- 1. All project officers of the area
- 2. All supervisors of the selected centres
- 3. All instructors of the selected centres
- 4. 400 new literates of better reading ability (100 from each district)

Statistics of the selected districts

Relevant statistics of the selected districts are given below :

Ranchi (Bihar)	Total No. of centres 416 (1982-83)							
a out only the shirt of	E Male	Female	S.C.	S.T.	Total			
	7550	4034	2392	5059	19035			
Percent of the total* &	40	21	12	27	100			
Approx. No. of centres	166	89	52	109	416			
* -+ 10 1	11	0025 . /	14.01	lintuint				

* at 46 learners per centre (19035 : 416)—district average

No of NLs to be inter- viewed from each				n dun s	
to their enrolment **	200	105	60	135	500
Approx. No. of centres to be selected at random for inter-	25	10			
viewing 500ives. ***	25	12	6	17	60
Dungarpur (Raj.)	Total n	numbe <mark>r</mark> d	of centr	es 400	(82-83)
	5481	3727	1162	6205	16575
Percent of the total	33	22	7	38	100
Approx. No. of centres ****	147	100	30	163	440
No. of NLs to be interviewed from each group propor- tionate to their					
enrolment	165	112	35	187	499
No. of centres to be selected at random from each group					
NLs	20	14	4	22	60

** as far as possible

*** It was considered advisable to select a larger number of centres than necessary so that the required number of NLs may be easily available

****at 38 learners per centre (16575 : 440)-district average

Mandsor (M.P.) Total No. of centres 300 (1982-83)								
	Enrol	ment						
	Male	Femal e	S.C.	S.T.	Tota/			
	6900	2100	1728	3465	1 4193			
Percent of the total *	49	15	12	24	100			
Approx. No. of centres	147	44	36	73	300			
No. of NLs to be inter- viewed from each group proportionate to								
their enrolment	243	74	60	122	499			
Approx. No. of centres selected at random from								
viewing 500 NLs	30	8	7	15	60			
Lucknow (U.P.) To	tal No.	of centr	es 292	(1982-	83)			
	5408	2069	4817	-	12294			
Percent of the total	44	17	39	-	100			
Approx. No. of centres	13 1	50	117	-	298			
No. of NLs from each group proportionate to			i i i					
their enrolment	220	85	195	-	500			
No. of centres to be selected at random from each group for								
interviewing 500 NLs	27	9	24		60			

• at 47 learners per centre (14193:300)-district average

** at 41 learners per centre (12294 : 297)-district average

Thus the total number of persons to be interviewed by the cooperating agencies came to :

	POs	Super.	Inst.	Male	Fema	le SC	ST	Intere-
				(Non			st	study
				SC			1	NLs
				ST)				
Ranchi	all	all	60	200	105	60	135	100
Dungarpur	all	all	60	165	112	35	187	100
Mandsor	all	all	60	243	74	60	122	100
Lucknow	all	all	60	220	85	195	-	100
	all	all	240	828	376	350	444	400
					1	998		

The Research Tools

For study A :- Relationship between the period of study and level of literacy.

- A battery of tests to judge the literacy level of the respondents in reading, writing and arithmetic. (Annexure B)
- (2) Class attendance register to calculate the attendance of each respondent.

For study B :- Reading interest of new literates.

- (3) A schedule for new literates with better reading ability. (Annexure C)
- (4) A set of 10 selected follow-up books, which were to be read by them and preferences given (Annexure D)

For study C :- Distribution of follow-up books.

(5) A questionnaire for instructors (Annexure D)

- (6) A questionnaire for project-officers (Annexure E)
- (7) A questionnaire for instructors (Annexure F)

Relevant to the total Study :

- (8) Investigators observation diary
- (9) Discussions with project functionaires and study of project records.

Reserch tools 1,3,5,6 and 7 were first pre-tested in a mini exercise in Deihi and suitable changes were made in them A training course of all investigators and their supervisors (each cooperating agency has initially selected 4 investigators and 1 person to guide and supervise their field work) was organised at Literacy House, Lucknow from 12.5.83 to 17.5.83. The purpose of the studies, the methodology and each questionnaire, question by question, was discussed with the team. Some modifications were made in them after the discussion. Then the team members left for villages in one Lucknow block and each investigator interviewed at least two new literates. The questionnaires were finalised on the basis of the results of the pre-testing exercise. The same were printed in Delhi and copies were supplied to all the four agencies for data collection.

The research project team was carefully selected. Experienced and qualified investigators who were working with the agencies on regular basis (Annex. E) were appointed. But since the field work did not start for some time, two of the Literacy House investigators left the team. LH selected two other persons and trained them in the work:

Sampling of the centres

It would be remembered that the completed centres of the previous year were to be selected at random for the studies. But it seems that the field conditions made a minced meat of this cherished methodology of the researcher; none of the agencies selected the centres on random sampling basis. I' would perhaps be educative and interesting if a detailed description of the conditions in Dungarpur and Ranchi, which were visited by me, are described in some detail.

To begin with it would be better to bear in mind a few general facts. Without the active support and cooperation of the Project Officers and Supervisors this type of data cannot be collected. To get their active support what counts most is the mutual relationship between the local agency and the local authorities. If one depends upon instructions to come down from the top to the bottom one may have a long wait in store. It is not necessary that one would find 30 learners per centre and 30 centres per supervisor. Sometimes only the formula of 30 operates. So if the centres, specially the closed or the completed ones, were to be selected at random on the basis of the Project list, one may have found, at considerable cost, that often the visit to the centres to locate new literate, may have been an exercise in the wilderness.

Dungarpur: The district map, showing distances, spread of villages covered, chunk of area left out and other details may be studied first.

Shri B S. Garg, the Executive Director of the Vidyapith, first went to the district hqrs (150 km from Udaipur). Met the District Adult Education Officer. He had received no information from the State Hqrs. about the research project though a request of assistance was made to them long time back. However, he was able to get some data from the district office. Then he went to Sagwara Block, at a distance of 60 km from the district hqrs., to get in touch with the P.O. of all the AECs in the district. He was out. Garg went back to Udaipur, a jaunt of about 450 km. Came back to Sagwara again after some time. Met the P.O. But the P.O. too had received no instruction from the State Government to help the project. Fortunately he turned out to be a former student and employee of the Vidyapith. Willing help received.

List of 1982-83 completed centres was prepared, 60 centres selected at random and two teams of two investigators each sat out to find the NLs in the randomly selected villages. One team walked 7+7 kilometers and found only two NLs. The other also fared equally badly-walked four kms and completed only two interviews. Thus the entire team netted only four in a whole day's exercise of walking.

The team went back home, came back after sometime and the second round began. This time 25 of the randomly selected villages were dropped and replaced with the nearest ones. The Project Supervisor accompanied them. Though much better luck, the deity of random still did not smile upon them. "Sometimes when we reached the selected village or the replaced one, around 8 p.m. in the night, after walking for about two kms, we found neither the instructor nor the NLs, nor the attendance register. Thus if we had struck to only randomly selected villages the work would have taken months to finish." Thereafter a meeting was held with the P.O. and it was decided to concentrate on approachable villages only in all the three blocks where work was done in 1982-83 and where the likelihood of getting the NLs and the old instructors was more and interview whoever was available. According to the officials there was no appreciable difference within the same block (having a radius of about 20 miles) occupation, religion, culture, tradition and language-wise. There was also no difference in the teaching materials used in the centres and the organisational pattern in the blocks.

But it did not prove so easy going even in the approachable villages. The investigation took place in March and April, which was a harvesting and marriage time. The NLs were available only at night, around 7 p.m. The team spent the whole day kicking its heels and sat out on its errand around 5 p.m. depending upon the distance to be covered. Many a time the same old story the instructor not there or the NLs not returned from the field yet, or gone to attend a marriage party, or went to work somewhere else, or just migrated from the area. The work was slow going indeed. No more than one centre could be visited in one night by a team of two and generally it was able to complete only 2-4 interviews per night. Occasionally the team met other hurdles. It was a common phenomenon that the instructors and NLs took the team as a Hgrs. Examination Squad, as was also found by Shrimali (18), so the instructors and other literate members could not overcome the temptation to help the NLs in answering the questions. Then the investigator had to take the respondent a bit away from the assembled group. But separated from the group, girl NLs felt very shy and sometimes all of a sudden a rumour would start, "Teeka Lagane Wale Agae" or "Family Planning Wale Agae"* and away they flew. One superviser when going with our team into the interior used to carry his gun with him. It took the team quite some time to convince the villages of their honourable intentions. At places the assembled ex-students would just laugh at the team and say "who came here to learn. We only sat here and smoked bidi. If by our just sitting here he (instructor) got fifty rupees, why not?"

Language also became a barrier in communication in the interior villages. The spoken language is Bagri—a mixture of Rajasthani and Gujarati. In such cases the local supervisor would interpret. But roadside villages had no difficulty in understanding the investigators.

The attendance registers, which were essential to calculate the attendance, sometimes gave serious trouble. At some centres they were just not available or had been sent to

Vaccination people have come, or Family planning people are here.

the district hqrs. from where they had been forwarded to some other place for audit purposes. After attending the centres some students had decided to elect for more respectable names. Thus 'Kantaiya' had become 'Kanti Lal', 'Punja' was now 'Poonji Lal', and 'Lalaiya' had simply elevated himself to 'Lal Shankar'. It became such a headache to find out who was who to calculate the total period of study.

Such difficulties were not however universal. In some centres the registers were well maintained. Once we were trying to locate our investigators when it had became very late in the night. Three of them had gone on a motor bicycle to no-road villages. We came, unexpectedly, around 9 p.m., to a well attended and well equipped centre, where 15 Bhil girls and 5 men were pouring over their primers in the light of lanterns.

Ranchi: The district map be studied first. The problems here were somewhat different from Dungarpur. It is a tribal and hilly area. The distance is far, The people live in the forest. A large number of them is engaged in cutting and selling wood fuel and leaves. Some go to urban areas in search of casual work. So mobility is considerable. Therefore the Xavier Institute too, like the Vidyapith, selected 5 blocks not too far off from Ranchi and decided to interview any new literate they might get from any of the completed centres. They too said good bye to random sampling of the centres.

The Blocks selected were :

Blocks	Languages
Khunti	Uraon and Munda
Arki	Pure Munda
Tamar	Pure Munda
Bero	Uraon
Oomanjhi	Sadri (Chota Nagpur type Bhojpuri)

A look at the map would show that one round trip from Ranchi via Khunti, without leaving the road, cost the Institute 155 km. The team generally did up and down while working in Khunti, Arki and Tamar because to find accommodation for the investigators created a serious problem. At Tamar they had to walk three kilometres in the night to a roadside eating place for a bite and back again to the place of stay. Walking 2 to 6 kilometres, sometimes to get only two persons, was not unusual. The two Lower Herman villages could only be reached by walking through the low lying marshy land and crossing a hill. They netted in these villages only one instructor and one NL after a 8 km walk and spending the whole day. At a few centres, when they were able to locate the old instructors, they said that they did not have the register, "because probably there was too much golmal (wrong entries) in them". Arki and Khunti were very bad from this angle. "Sometimes hundred per cent attendance, pages in the register torn, names different. When it became very late in the night we just estimated the attendance as best as we could, after discussing with the people assembled there "

For the reading interest study they left the books with the new literates and it was agreed that they would assemble at certain places. When the investigators went there on the agreed date some of the NLs did not turn up. On enquiry it was found that they simply did not believe the assurance given to them that the books will be left with them as a gift and therefore they did not want to take the risk of the books being taken away from them by reappearing. Some were convinced that the Family Planning people had come again from the city in a jeep and they wanted nothing to do with them again.

An idea of the time spent in locating the NLs in this district can be had from the following calculations :

1 investigator spent about

8 hours a day

5 investigator spent about 5×8	=40
Total working days	=35
Total working hours 40 × 35	=1400 hours
1 interview took about	$=1\frac{1}{2}$ hours
534 interview took about $534 \times 1\frac{1}{2}$ time spent in travelling and	=801 hours
Locating NLs 1400-801	=599 hours

All the investigators were old hands of the institute. Even then their comment was "Had never done such a tough and horrible survey before."

Interior villages posed language problems, specially in Khunti. More is discussed about it in the district profile, just to give a sample :

Hindi : मुफ्तको बहुत भूख लगी थी, मगर खाना नही मिला । Uraon : अज्जम कीड़ा लगिया, मन्डी म खखरी । Munda : अर्ड के रेगे उडीतन किदीगा मेंदो जोभ वेडारे काईन्नम केदा

But the primer used in the area is in Khari Boli (Hindi). One would think that because of the disparity between Hindi and the tribal languages the learners would hardly be able to understand the written language and acquire literacy in it. However, the roadside villages had little difficulty in understanding simple Hindi and perhaps the majority of those who joined the classes knew some Hindi or were school leavers. Some would also be keen to learn the language. According to a Munda Supervisor most of them were quite persistent once they got the hang of it :

''यह तो ठीक है कि मुण्डा हिन्दी से ग्रलग है । मगर एक दफा पकड़ लेता है तो छोड़ता नहीं ।''

(It is true that it is different from Hindi. But once they catch it they hang on to it).
Non random selection of the centres may have had little effect on the findings of the Reading Interest and Distribution Studies. The Distribution Study was not likely to be affected as the Government distribution policy, programme and agency would be the same throughout. Similarly it may not matter to which centre the respondents of the Reading Interest Study belonged to. It doesn't seem probable that the literacy programmes and the culture being the same throughout a district, reading interest would have differed substantially if the centres were selected randomly. The first study, Relationship Between the Period of Study and Level of Literacy Abilities, is likely to be affected if the centres selected were the better ones. And it may very well be the case as most of the centres were selected on the advice of the Project staff. Hence it could be said that the attendance record and literacy abilities belonged to better centres. Shrimali also when studying old students was forced to purposive selection. While evaluating the literacy retention ability of the much talked of Maharashtra Gram Shikshan Mohim, he interviewed any new literate who was available and willing to answer his question (18).

Analysis of the Test to Judge the Literacy Ability of the Respondents Language

Q. 1. Word recognition

Consisting of 12 words, graded in difficulty, was designed to judge the ability to read independent words. There were :

4	3 to 4 letter words
5	5 to 6 letter words
3	Joint letter words

The percentage of those who read fluently, haltingly or couldn't read the groups of words, in different block periods of study, was worked out. For example, it was worked out what percentage of the respondents read the groups of 'Joint letter words' fluently, haltingly or couldn't read in 1-3 months, 4-6 months etc., period of study.

Q. 2 Dictation

Instead of giving a dictation, 8 well known objects were presented in pictorial form and the respondents were required to write down their names. In judging the correct answers, spelling mistakes and dialectal variations were ignored. For example :

लालटिन,	ललटेन,	कनडील	instead	of	लालटेन	and	बाबू
बबुआ	instead	d of	बालक/बच्चा				

were taken as correct. Each correct answer had 1 mark.

Classification :

Good	6-8 marks
Fair	4-5 marks
Poor	0-3 marks

Legibility of writing

In judging legibility of writing the criteria was that it could be easily read. Spelling mistakes and beauty not taken into account. Classification same as above.

Q. 3 Sentence comprehension

Consisting of 7 incomplete sentences was designed to judge the ability of comprehending very simple *illustrated sentences*. One word in each sentence was deleted, which

was to be filled in by respondents. Spelling mistakes and dialectal differences ignored, e.g.

हुक्का फूंक रहा है	instead of
हुक्का पी रहा है ।	was taken as correct
Each correct answer had	1 mark.
Classification :	

Good	6-7 marks
Fair	4-5 marks
Poor	0-3 marks

Legibility :- Criteria same as in Q. 2.

3(b) Consisted of two *unillustrated sentences* having multiple choice of words. The respondents were required to fill in the blanks with logically correct words. Words, though not included in the choice words, were taken as correct, e.g.

सिपाही चोर को मार रहा है instead of दौड़ा रहा है।

Classification :

Good	2 marks
Fair	1 marks
Poor	0 marks

Q. 4 Paragraph comprehension

Consisted of a simple story in 49 short words, with only one word of 6 letters. The 4 comprehension questions carried 1 mark each. If correct answer to a question was given even in one word (e.g. नहीं for Q. 1).

It was taken to mean that the respondent had understood the meaning. Therefore he got full 1 mark for it, but he got full mark for *expression* only if the correct answer was given in a phrase or a sentence (e.g. नहीं था, or खाने को कुछ नहीं था)

Classification :		
Comprehension	and	Expression
Good		3-4 marks
Fair		2 marks
Poor		0-1 marks

Q. 5. Ability to write down own name and address

Consisted of writing down legibily and correctly ones full address :

Legible and complete address	1	mark
Illegible and/or incomplete address	0	mark

Q. 6. Ability to copy neatly

Legible, nearest to print,

proper distance between words	1 mark
absence of all the 3 or even 1	0 mark

Q. 7. Ability to write down own words and sentences:

Consisted of writing down their own any 5 words and any 3 sentences.

Spelling mistakes, legibility and proper construction of sentence taken into account when marking. Classification :

	Words	Sentences
	Total 5 marks	Total 3 marks
Good	4-5 marks	3 marks
Fair	3 marks	2 marks
Poor	0-2 marks	0-1 marks

ARITHMETIC

Q. 8. Dictation of numerals :

Consisted of writing down 8 dictated numerals of 1, 2 and 3 digits. 1 mark for each correct answer.

Q. 9. Addition

Consisted of 4 addition questions with 1, 2 and 3 digit numbers with and without carry over. 1 mark for each correct answer.

Q. 10. Subtraction

Similar to addition questions.

Q. 11. Multiplication

Questions of multiplying 1 digit numbers with 1 digit numbers. 1 mark for each correct answer.

Problem questions

Q. 12. One question involving the use of subtraction.

- Q. 13. One question involving the use of multiplication.
- Q. 14. One question involving the use of division. 1 mark for correct answer.

Relationship between month and hour of learning

It should be remembered that the learning period has not been calculated on the basis of how many months a centre had functioned but how many meetings a respondent had *actually* attended. It was assumed that on an average 23 meetings were held in a month with one hour of effective teaching per meeting, that is :

1 month	= 23 meetings
1 meeting	= 1 hour

Therefore relationship between month and hour com s

to:

3	months		69	hours
4	months	=	92	hours
5	months		115	hours
6	months		138	hours
7	months		161	hours
8	months		184	hours
9	months	-	207	hours
0	months	_	230	hours

Limitation of the studies

The studies suffered from certain limitations, the findings may be read keeping them in mind.

1. Indirect data collection

Local agencies of repute were preferred for data collection instead of sending a central team to all the four districts. The assumption was that it would be easier for them to establish local contacts, arrange for transport and accommodation and that lots of time will be saved as they would collect the data simultaneously finishing the work in a maximum period of two months. But in actual practice there was no saving of time. On an average the agencies took 11 months to complete the total work. It was Study B which took lots of time. On examination of the questionnaires it was felt that some questions did not receive the amount of probing they deserved. In addition 92 returns had to be rejected on one ground or another.

A better approach would have been to have had a 'Guests' agency or individual for local contacts and facilities, with a central team collecting the data. It would of course have cost much more than the system adopted, but the studies would have proved perhaps more reliable.

2. Study area too large

Originally the study-scheme was of an all India nature. It was narrowed down to four states and that too to four districts. It is felt that an intensive study, limited to say only two districts, would perhaps have come out with more useful findings to help the AEP. An extensive study because of so many practical hurdles, exhausts the investigators, to go as deep as they should to study a phenomenon and the contributory factors. In such an intensive study it is felt that a schedule may serve only as a general guide. The investigators, who should have a full understanding of the objectives of the study and be aware of the problems in the application of the findings, should go out of the schedule and keep on 'Investigating' till they have left no stone unturned. No doubt such an approach would require highly knowledgeable investigators.

3. The Sample

Because of the difficulties explained earlier recourse was taken to purposive sampling.

4. Interviewing new literates propertionate to their enrolment

It was planned to interview the number of new literates, from each group, proportionate to their enrolment figures. This did not work out as shown on page 36.

According to the plan 828 males, 376 females (non SC/ST) 350 SCs and 444 STs were to be interviewed. But the number interviewed were : 421 males, 162 females, 497 SCs and 694 STs. The planned scheme was rather difficult for the investigators to follow. For example after interviewing 76 non SC, ST males in Ranchi they would have had to stop

	Male (n	ion SC/ST	Female		SC		ST		Total
Ranchi	Target	200	Target	105	Target	60	Target	135	500
	Actual	76	Actual	19	Actual		Actual	382	477
Dungarpur	Т	165	т	112	т	35	Т	187	499
	А	79	А	62	А	_	А	293	434
Mandsor	Зт	243	т	74	т	60	т	122	499
	А	178	А	39	А	134	А	19	370
Lucknow	т	230	т	85	т	195	т		500
	А	88	А	42	А	363	A	-	493
Total	т	828	T	365	Т	350	Т	444	1998
	A	421	А	162	А	497	А	694	1774

Groupwise breakdown of respondents

there and started to look for 19 non SC, ST females. Moreover the investigators were not working always together in the same village to follow the stipulated number and stop after achieving each target group number. However, it can be seen from the number interviewed that all groups of learners were represented.

5. The Attendance

For study A it was crucial to have exact attendance figures as the objective of the study was to determine the level of literacy in different periods of learning. The attendance register maintained by the teacher was the only practical and 'reliable' source to obtain the attendance of the 'closed centres'. Atul Sharma et al, while evaluating the NAEP in Gujarat, used four methods to check the reliability of attendance :

- (1) The main researchers recording the attendance on day of their visits to the centres.
- (2) The investigating team recording the attendance on the day of its visits.
- (3) The attendance registers.
- (4) Ascertaining from the learners and non participants.

We could not follow the above methods as we were calculating the attendance of the 'closed' centres and Atul Sharma was checking the attendance of the running centres. Moreover methods (1), (2) and (4) are still not sure indicators of the actual. The visits of outsiders are generally known in advance, attendance on that particular day is a weak indicator of attendance of 10 normal months, peoples responses about number present on certain days may be wide estimations. We therefore, had to rely on the attendance register alone. Our analysis of the attendance registers gave the following figures. (see on page 39)

The total picture shows that respondent attended about 24 meetings per month on an average.

6. The Literacy ability test paper

This proved rather simple. One more stiffer comprehension passage should have been included in it to make it discriminating enough.

Sometimes the writing of the respondents seemed to differ from question to question. It created doubt as to whether they were filled in by the same respondent. Such papers were referred back to the data collecting agencies. But they too could not enlighten. A close examination of the shape of letters provided some clue. But since the responses did not involve much use of writing, this part of 'detective work' also failed to catch all the culprits. It would have been better if there was more of writing in the test paper.

7. Timings of interview

If the enquiry has to be carried out in rural areas it would be desirable to avoid harvesting time which also coincides with marriage time. Lots of time is wasted in trying to find respondents during this period.

8. Fear Complex

Even the best efforts to establish rapport seems to fail to overcome the fear of examination and checking, in the minds of the respondents and the officials. Sometimes it becomes

					1.12
Т	. Respondents	T. meetings attendded by Resp.	T. period in months	T. Att. by Respondents	Av. no. of meetings attended by Resp. per month
1	2	3	4	5	6
Ranchi*	477	133408	10	91603	28
Dungarpur	434	106523	10	71995	25
Mandsor	370	72204	10	51312	20
Lucknow	493	107603	10	80925	22
Total	1774	419738		295335	24
Col 3 Quotier	nt 133408 2	80 = 28			
Col 2 Col 4	477	10			

Average number of meetings attended by respondents

a question of prestige both for the teacher and assembled audience that the respondents should not 'fail'. Effort is made to prompt and help. Similarly the official effort is to show the best to the team. Though it was not too difficult to control such situations it cannot be denied that some bias has entered Study A.

CHAPTER III

A GLIMPSE OF THE SELECTED DISTRICTS

Ranchi (Bihar)

Situated in the East of Bihar, touching Orissa and Bengal States, consists of mostly hilly and forest areas. The climate is mild compared to the plains. The normal vocation of the people is agriculture and allied activities including cutting wood and selling it for fuel. Lac is cultivated on a wide scale.

The great majority of the inhabitants are tribals with Oraons and Mundas forming the majority. They still maintain their traditional pattern of life. Majority of them go scantly dressed, use tattooes by way of ornaments, live in huts in the forest and the bow and arrow is their main weapon. The Sing Bonga (Sun God) is invoked to bring false claimants to grief. They usually live in joint families and in the life of the father the sons do not separate and divide up the property. The father can expel a disobedient son from his home depriving him of his share in the ancestral property. The daughters do not inherit among the Mundas.

It is said that they believe in malevolent deities whose main business is to bring drought, disease and death. The Mundas pray to Sing Bonga to avert such calamities and bless them in their endeavours. Prolonged sickness in the family or among the cattle is attributed to witchcraft and the Sokha or the Bhagat is appealed to for detecting the witch. Similarly bad health and diseases, particularly leprosy is attributed to evil spirits. It is said that sometimes they take

recourse to human sacrifice to appease the 'Bhut' or the evil spirits.

The Oraons originally hailed from Gujarat. Settled and uprooted from place to place, the bulk of them ultimately settled down in the central and western part of Ranchi. The customs and the village system of both Mundas and Oraons are alike with the village priest called 'Pahan' as the village head.

At every Oraon village there is a bachelors hut known as 'Dhunkuria' in which unmarried boys and girls are obliged to sleep together. Absentees are punished with fines. Dancing and entertainment equipments are stocked in the hut. Mundas do not use the Dhunkuria custom. Unmarried Munda girls are given a separate hut for themselves, where they live under the care of an old woman. On attaining maturity they must tie up their hair and from that day they should not touch food prepared by others than their own people.

Both of them are fiercely independence loving people and accept no curbs on it. The British administration used the local chiefs to collect taxes for the government. This created a tremendous gulf and open conflicts between the chiefs and the people. With only bows and arrows as their weapon, the Santhals rose in rebellion against the system in 1855. It was easily put down. The Missionaries entered the scene in 1845. Conversion was a part of their total welfare work. This in turn created a gulf between the people themselves.

Birsa Bhagwan, a Mission educated youth, an acknowledged leader at the age of 21, rebelled towards the end of the 19th century, both against tax collection and conversion. He started a mass movement by walking from village to village, having meetings with local leaders, addressing gatherings and preaching revolt against the British Govern-



ment, Missionaries and Iandlords. They began to attack Missionaries and government officials everywhere. The District Commissioner of Ranchi quelled the revolt in 1900 and arrested Birsa. Thereupon Jatra Oraon started the Tana Bhagat movement in 1914 preaching non-violence.

Their main slogan was 'don't pay taxes' but resist through peaceful means. As said earlier they would not accept any curb on their freedom easily. (19, 20).

At present there are a large number of educational institutions including High Schools, Middle Schools, Middle Vernacular and Primary Schools spread throughout the district. In addition there are quite a number of professional institutions. Naturally the tribals are taking advantage of these and as a result change is coming slowly in their customs and ways of living, specially among the educated.

The study area

This is shown in the map. The southern part was left out because of the distance involved. The Western part was left out because a number of tahsils (though decision about some is still pending) are no more in Ranchi district. They have been attached to another district.

Language

Both Oraon and Munda languages seems to be poles apart from Hindi, the language in which literacy is imparted to them. Those who are unfamiliar with Hindi would find it very hard to understand even the simple words and sentences used in the primer they are studying. A few examples given below show the difference between the two languages :

Munda				
<mark>≕ कर</mark> मा कमी में				
=ओड़ा देआ कमी में				

= ग्रई- आते गुगीलेकाते सीकेदा डयिनरे
ग्रो बुगिन जो का है नम केदा
=एन कालगदन
=निष्पर अन्दरे नामे
=अजगर कीड़ा लगालय
=अम्भा
=टोडांग

But it seems that the official Munda language is a mixture of Hindi, Urdu and the local language. The system of ex-communicating an offender of accepted social norms is still prevalent in the Munda area. The offenders name and the nature of offence is inscribed on huge stones and they are errected by the road-side. While travelling from Khunti to Tamar we came across such three stones. The inscription on one of the stones is given in Annex. F to show the type of the language used.

Relevant Statistics

	T. Population	of Literacy
ndia	68,38,10,051	36.1
Bihar	69,914,734	26.0
Ranchi	30,59,362	31.3

(of undivided Ranchi Distt.)

Dungarpur (Rajasthan)

Dungarpur situated in the Southern corner of Rajasthan is one of the 26 districts with an area of 3760 sq. miles. It is the smallest district having a total population of about 5.5 lac. Its Southern boarder touches Gujarat and it is at a distance of 150 Km from Udaipur.



It has one sub-division and three tahsils—Dungarpur. Aspur and Sagwara. The centres for the study were selected from all the three tahsils. Dungarpur town has a population of 26 thousand and Sagwara 15 thousand.

The area is mostly hilly. The two rainy season rivers Som and Mahi have flat agricultural land near their basins. It has a mild climate and the main occupation of the people is agriculture.

Once the area was covered with forest but now it is mostly barren land. The old name of Dungarpur is 'Bagad' which in Gujarati denotes a barren and thinly populated area.

The Bhil tribe forms the majority and they were the earlier rulers. Old Bagad comprised of the present Dungarpur, Banswara and Chappar regions of Udaipur district. In 1520 the ruler of Bagad divided his kingdom into Banswara and Dungarpur and gave the charge of the two regions to Jagmal and Pirthiviraj. In 1538 Maharawal Dungarsingh made Dungarpur as his seat of administration. Since then Dungarpur is the district headquarters.

It has now a degree college, 8 Higher Secondary Schools, 122 Middle Schools and 561 Primary Schools.

It has some architectly maginificent old monuments, forts and temples. The primitive Bhil culture is almost still intact with their songs, dance and uninhibited way of life. Galiakot, 37 miles from Dungarpur, was once the seat of Parmar rulers. It is also a place of pilgrimage of Dawoodi Bohra Muslims who come to pay homage, from far and wide, at the mussolium of Sayyad Bashiruddin. But because of the proposed Kadna Dam, Galiakot is about to be submerged in deep water. A protective ring wall has been built to save the shrines. The common language is Bagri. a mixture of Rajasthani and Gujarati. People in the interior find it quite hard to understand Hindi, the language in which literacy is imparted.

An idea of the difference between the two can be had from the following few sentences.

हिन्दी : मुफको भूख लगी थी मगर खाना नहीं मिला।

बागडी : मने भूख लागीती पण खावानूं ने मूल्यं ।

- हिन्दी : अच्छी पैदावार के लिए अच्छे बीज, खाद, पानी, ग्रौर कड़ी मेहनत जरूरी है।
- बागड़ी : ताजो निपज हारू ताजू बीज, खातर, पाणी ने खूब कड़क मजूरी जुएज ।
- हिन्दी : हम पढ़ना तो चाहते हैं लेकिन दिन भर काम करने के बाद थक जाते हैं और समय भी नहीं मिलता ।
- बागड़ी : अभे भणवू तो छावां हाँ पण ग्राखो दाड़ो काम करवा थके थाकी जवाए ने टेम भी नथी मिलती ।

Relevant Statistics

	T. Population	Percent of Literacy
India	68,38,10,051	36.1
Rajasthan	34,102,912	24.0
Dungarpur	6,80,865	18.42

Mandsor (Madhya Pradesh)

The Malwa area is situated in the Plateau Region of Madhya Pradesh. Mandsor forms parts of Malwa. The climate is pleasant especially in the night. One of the Mughals, who was a connoisseur of beauty, has observed that there are three beauties in India :

Subh-e-Banaras, Sham-e-Audh, Shab-e-Malwa (the mornings of Banaras, the evenings of Lucknow, the nights of Malwa).



LEGEND



AREA FOR THE STUDY

It has black soil suitable for growing cotton, wheat and other crops. Once the region was known as the granary of India. It has been a trade and a manufacturing centre of a fine type of cloth for quite a long time. Since it was on the trade route passing from the South to the North, it took a cosmopolitan character.

It was a prosperous and peaceful region till 1765 when the Pindari scourage visited it, disturbed and destroyed its trade and scared away the travellers and the merchants. The British forces intervened and they were welcomed as saviours.

The largest number of tribals, about 49 lacs, are found Most of them are Bhils. Like all tribes they dwell in here. the forest, are hunters, herdsmen and do some farming on the hill slopes. However most of them do not plough the land as they consider it a sin 'to tear the heart of the motherland'. Polygamy is an acceptable practice. Both husband and wife can divorce each other if they find that they cannot pull on together. Most of them bury their dead with the feet towards the South. On the ninth day of the death a ceremony is held to call back the soul of the departed. Women take the remains or the ashes to the river, enter it and try to catch a fish and an insect. It is believed, that the dead would be reborn from the womb of the women who catches them first. Mahadeo is their most powerful Lord and their protector is the Devi.

Mandsor passed through various hands in its long checkered history. Bahadur Shah of Gujarat lost it to Humayun in 1535 and ultimately it formed part of the Great Mughal Empire during the time of Akbar and remained so till 1733. When Mughal power waned, it went under Maratha suzeranity. Then came the British power and Mandsor became the district headquarters of the Princely State of Gwalior.

Mandsor is economically quite well off because of its poppy cultivation. It is an extremely colourful plant and its fragrance pervades the whole region when in full bloom. Poppy cultivation and making of opium is a full-time job. It requires the attention of the whole family day and night. But it is a paying crop and is known as the 'Black Gold'.

It raises other crops as well. It has now several cottage industries like making steel utensils, ceramics, blankets and its well-known slate-pencils. Because of its relative prosperity, migration to urban areas is almost nil. The villages themselves have turned into small towns—with most of their attractions.

Sitamau Block

The Block selected for the study (this is shown in the map) was once a Principality, awarded to a Rajput ruler in 1701 by Aurangzeb. At the time its area was 209 sq. miles bounded on all the sides by other Princely States. It was situated in the Southern Plateau of Malwa surrounded by green hillocks.

It is now a sub-division of Mandsor district situated on a small hill at 32 km from Mandsor. Several rivers flow through it, has beautiful lakes and is dotted with historical buildings. It has a high school, a Sanskrit Vidyalaya and the well-known Shri Natnagar Research Institute founded by Maharajkumar Dr. Raghuvir Singh.

The language on the whole is Hindi. One of its off shoots 'Malwai' is a mixture of Braj-Bhasha, Gujarati, Dingal (Rajasthani), Urdu and Marathi.

There is however some variation between the two as can be seen from below :

हिन्दी : मुफको भूख लगी थी मगर खाना नहीं मिला । मालवी : मने भूख लगी थी, पण रोट्या नी मिली ।

- हिन्दी : अच्छी पैदावार के लिए अच्छे बीज, खाद, पानी और कड़ी मेहनत जरूरी है।
- मालवी : हाउ निपज रे वाते, ग्राच्छो बीज, खाद, पाणी ने कड़ी मेहनत छावे ।
- हिन्दी : हम पढ़ना तो चाहते हैं लेकिन दिन भर काम करने के बाद थक जाते हैं और समय भी नहीं मिलता।
- मालवी : मां पणना चावां पण आखो दन काम करवा रे बाद थाकणी आय जावे और टैम भी नी मिले ।

Relevant Statistics

	T. Population	Percent of Literacy
India	68,38,10,051	36.1
Madhya Pradesh	52,13,17,17	22.1
Mandsor	12,62,416	31.2

Lucknow (U.P.)

Lucknow, the heart of Awadh, has remained famous for its culture and sophistication. There is no definite record to show as to when the district in its present shape was actually formed. As everywhere else, tradition has much to say about its origin. The original name of the city is believed to be 'Lakshmanavati or Lakshmanpur, after the name of Lakshman, the only, remnant of this tradition is the 'Lakshman Tila' near the Harding Bridge.

The district of Lucknow lies almost in the centre of the area between Ganges and Ghagra Rivers. Broadly speaking it can be divided into three natural or physical divisions. (a) Gomti basin (b) The Sai and its catchment areas, (c) The Central upland on the higher watershed, running from the north-west to the south-east and separating the two.

(1) *Climate* : Besides, Gomti and Ghagra, which are the main rivers of the region, there are a number of tributa-

ries. The district forms part of the great Indo-Gangetic Plain formed by the deposits laid down by the rivers. The soils are rich enough for the growth of all kinds of trees and grasses found in this part of the Gangetic Plain. The best soil is a mixture of two types in various proportion and is known as dummat. The district is situated in the Sub-tropical region and its climate can be said to be the sub-tropical monsoon type.

(2) Historical Background : The early Sultans of Delhi annexed Awadh (Lucknow and surroundings) to their kingdom. When Babar became the first Mughal Emperor of India, Lucknow was occupied by his son Humayun. After the period of the great Mughals was over and regional kingdoms emerged, Saadat Khan Burhan-ul-Mulk founded his dynastic rule as Nawabs of Awadh. With the death of Shujaud-daula an epoch in the History of Awadh came to a close. And then followed a region of weak Nawabs who were destined to doom and reigned only in name. This period had witnessed the emergance of East India Company with growing political influence. Wazid Ali Shah was the last king of Awadh. He was weak and given to pleasure of life. He failed to resist the pressure of British Residents. On 14th March, 1856 he left Lucknow for Calcutta where he lived as a prisoner of the British Raj till he died in 1887. Lucknow however, remained fairly important in the political life of Awadh in particular and India in general, till Indian Independence in 1947.

(3) Area and People: According to the census report of 1951, the area of Lucknow is 9754 Sq. Miles. Thus in U.P. except Rampur, Lucknow is the smallest district in point of area. In 1951 the population of Lucknow was 11,28,101 out of which 6,07,577 was rural and 5,20,524 urban. The district had 930 villages, and a heavy density of 1,156 persons per Square Miles.

Book



According to the figures of 1951 census, the following is the percentage of different religious communities living in Lucknow :

1)	Hindus	78.4%
2)	Muslims	20.2%
3)	Christians	0.6%
4)	Sikhs	0.7%
5)	Jains	0.08%
6)	Parsis	
	(Zoroastrians)	0.01%
7)	Budhists	0.006%

(4) It is mainly an agricultural district. Its mangoes are internationally famous. The fresh fruits crops include mango, guava, ber, etc.

(5) Industries : Lucknow has long been famous for its industries. During the early 17th Century Awadh's Calico commanded a ready market in London. In 1640 the English East India Company had established a factory at Lucknow for the supply of Calico pieces woven at Daryabad, Khairabad and other places. The list of old time industries included lace work, gold and silver embroidery, chiken, kamdani, zardozi, shoes, cotton bleaching and dyeing, ivory work, gota and panni works, gold and silver work (leaves) etc. Many of these industries are still in existence though in a reduced form.

With the introduction of English articles in India, the weavers, the cotton dressers, the carpenters, the black smiths and the shoe makers suffered great set back.

It is reputed for its perfume and scented tobacco both of eating and smoking type.

(6) Language: It is famous for the purity of its Urdu language, mannerism and the choice of words. Using

harsh language, whatever the occasion may be, is considered a sign of ill breeding. If you throng an ordinary, illiterate mango seller's stall just looking at the fruit or enjoying its beauty but not exactly buying anything, he would tell you very politely "Dear Sir, please make way for the breeze to blow in". Though dialect is used in the rural area it has the stamp of politeness and mannerism of the Urdu Language.

(7) *Growth of Literacy*: In 1901 the overall percentage of literacy in the distirct was 4.7, however in the city it was 15.01 for males and 2.28 for females. The following table may clarify the position further.

Year	Overall% of distt.	% of male Literacy	% of female Literacy	Rural Areas
1901	4.7	(City) 15.01	(City) 2.28	2.88
1931	8.24	(Distt.) 12.3	(Distt.) 2.7	in animer.
1951		(City) 46.43 (Distt.) 23.72	(City) 27.7 (Distt.) 13.41	e bes is fr

Education seems to have been confined more or less to those classes of people who had a tradition of learning. The reason for the disparity in the percentage of literacy in the rural and urban areas are obvious. Though the number of primary schools increased in the villages, only the younger generation benefited from them while those who were illiterate or semi-literate continued to be as such. (11)

CHAPTER IV

FINDINGS

Study : The relationship between the period of study and level of literacy attainment

LANGUAGE :

1 Ability to read known words :

Ability to read fluently known individual words not exceeding 4 letters, e.g. नया, नाड़ी, छोटा is attained by 27% of the learners by the end of **3 months or 70 hours**.

If words longer than 4 letters or having joint letters, e.g. माचिस, संगठित, सहायता, ट्रक, कुत्ता, केन्द्र आदि are used, fluency goes down sharply. The ability to read individual words does not increase with the period of learning. The level attained at the end of 3 months remains constant throughout even by the end of the 10th month (Table 1). On the whole known words of 4 to 6 letters, and with joint letters were read fluently by 58%, haultingly by 26%, and 16% could not read them at all by the end of this period. (Table IA).

2. Ability to understand sentences :

Good understanding of simple sentences, provided they are illustrated, can be acquired by a great majority of the learners (76%) by the end of 3 months.

The percentage of such learners rises to 82% in the 9th month. (Table 2).

3. However, it can be seen from Table 3 that this ability is severely reduced if the sentences are *unillustrated*. Only 57% could understand such sentences by the end of the 3 month period. It is only in the 7th month and after, (except the last month) that more than 70% of the learners acquire this ability.

4. Ability to understand paragraphs :

This ability increases with the increase of the learning period. By the end of the 3rd month 63% were able to understand the direct meaning of a paragraph, 80% acquired this ability by the end of the 7th month and 84% by the end of the 9th month (Table 4).

5. Ability to write down known and simple words correctly :

e. q. बालक, बैल, गाय, बकरी, लालटेन, आदि

This ability can be attained by a great majority of learners, more than 88% by the end of 3 months or 70 hrs.

This ability too remains constant, throughout. It does not increase with the increase of the learning period. (Table 5).

6. Ability to express in writing :

It seems very hard to acquire the ability to express the message received even in a complete sentence. Only 6% of the learners reached this level by the end of the 3rd month. In the 7th month the percentage rose to 41% then, unexplainably, it started dipping downwards. The percentage of those who could express in a complete sentence their understanding of the different messages received by the reading of the paragraph remained meagre, 6% to 41% throughout the course of learning. (Table 6).

7. Ability to write down complete address :

This ability is attained by 55% to 61% of the learners only from the 7th month onwards. By the end of the 3rd month only 51% had acquired it. This low level of attainment is understandable as writing ability is much more difficult than reading comprehension (Table 7).

8. Ability to copy neatly :

A great majority of the learners, (73%) could copy neatly by the end of 3 months. The level remained almost the same throughout the course of 10 months (Table 8).

9. Ability to write down own words :

75% of the learners could write down simple words of their own by the end of the first 3 months period. The level of the ability did not change much throughout the course (Table 9).

This ability is similar to writing down the name of an illustrated object. Both Tables 5 and 9 present almost a similar picture. The level was slightly higher in the first case (Table 5) perhaps because each intended word was represented by a visual symbol.

However what the learners wrote down on their own, were short simple words like आम, फल, कलम, भैंस, ग्रमरूद, टमाटर, बकरी etc. None wrote down a single joint letter words and 5+ letter words were also rare.

10. Ability to write own sentences correctly and legibly :

Understandably this ability is more difficult to acquire than the ability to write down single words. This is what Table 10 indicates. Not even 50% of the learners could acquire it even by the end of the course, barring the 1-3

month period, 48% of the learners acquired it only in the 9th month. (Table 10).

ARITHMETIC :

11. Ability to write numerals :

The ability to write down numerals remained low even up to the end of 6 month period; only 36% could write down three digit numbers correctly which rose to 58% in the 7-9 month period. A much larger percentage were able to write down correctly numerals of 1 to 2 digits. Only in the 7-9 month period and above 58% could write down all the types of numerals correctly (Table 11).

But since it is common knowledge that most adults can count upto 100, the difficulty might have risen due to the fact that the numerals were dictated. This seems very probable because the results of simple addition and subtraction are much better than writing down the dictated numerals as shown in subsequent Tables.

12. Addition :

69% could add up correctly 2 D numbers, with ro carry over, by the end of the month period. As time went on this ability went on increasing, till 80% could do so by the end of the 7-9 months period. 2 D numbers involving carry over, were found more difficult and only 53% could add them up correctly by the end of 3 months, 57% by end of 6 months and 69% in the 7-9 month period (Table 12).

13. Adding up 3 D numbers was found much more difficult with only 45% doing correctly by the end of 3 months, the peak of 63% was reached by the end of the 8 month (Table 13).

14. Subtractions :

Like addition more than 50% of the learners could subtract 2 D sums, involving no carry over, even by the end of 3rd month. Sums with carry over caused difficulty on the whole with the result that 34% could do them correctly by the end of 6th month and 59% by the end of the 9th month (Table 14).

15. But to learn to subtract 3 D sums took much longer time, not even 50% (if the 1-3 month period is ignored) could do such sums correctly even by the end of the course. Only 47% could do them correctly in the 8th month (Table 15).

16. Multiplication:

To acquire this ability took much longer than addition and subtraction as it would have involved learning the multiplication Table. Perhaps therefore only 55% could multiply correctly even such a simple figure as 3x3, by the end of 3 months. But as the learning period increased there was increase in the ability as well, reaching a peak of 72% correct in the 7-9 month period (Table 16).

17. Multiplying two slightly higher digits (7×4) showed almost the same result, 55% could do it correctly by the end of the 3rd month and 69% by the end of the 7th month, rising to the peak of 88% in the 9th month. (Table 17).

18. Problem solving type questions :

More than 60% did correctly problem solving questions involving multiplication and division by the end of the 3rd month. But surprisingly only 37% could do correctly in the same period questions involving subtraction. The percentage of those doing the subtraction question correctly remained lower throughout the course than the questions involving multiplication and division. Perhaps the reason of the subtraction question proving tougher was that it involved borrowing.

The ability to handle with confidence questions proving multiplication and division by around 70% of the learners was developed in the 7-9 month period. (Table 18).

The findings indicate a rather strange phenomenon that the 3 month group shows much higher results in some of the abilities than the 4 month group. Looking at the chart we see that the 4 month group scores less than the 3 month group in understanding of sentences, paragraph comprehension, expression in writing, writing of address, writing of own sentences, subtraction and solving arithmetical problems.

y na y dana na 268 Ig dina pili yika asi na	3 month group		4 month group		
Status 221 Land	N	%	N	%	
	49		53		
With previous Edn.	14	29	20	38	
In 15-19 age group	17	35	28	53	
Males	38	78	44	83	
Females	11	22	9	17	
Non SC/ST	16	33	21	40	
SC/ST	33	67	32	60	

This phenomena requires some explanation. The breakdown of both the groups is given below :

The 4 month group consisted of more learners with some previous education and more of them belonged to a younger age group, therefore its attainments should have been better than the 3 month group. But out of the 53 learners as many as 20 of them did not respond to the questions, or gave just a few responses. This seems to be the main reason of their attainment level going down.

Comparison of abilities by Non SC/ST and SC/ST distribution of abilities by groups

		Non SC/ST		SC/ST	
		N=62	28	N=11	46
		Good	%	Good	%
		Ν		N	
1.	Good in paragraph com-				
	prehension	493	79	910	79
2.	Good in expressing fully				
	in writing	57	9	121	11
3.	Good in writing complete				
	address	353	56	602	53
4.	Correct in adding three				
	digit figures	376	60	651	57
5.	Correct in subtracting 3				
	digit figures	290	46	467	41
6.	Correct in multiplying				
	two numbers of 1 digit				
	each	406	65	757	66
		management and and an other states	And and a second	Stational Arrest Streements	

The above Table shows that in paragraph comprehension both the groups attained equal ability. In some, the non-SC/ST group fared better than the SC/ST group, e.g., in writing of address, addition and subtraction. On the otherhand the SC/ST group showed better results in written expression and multiplication. However, in the attainment of the overall abilities both the groups fared almost equally well.

Conclusion and discussion

1. Some functional literacy abilities, attainable in what periods of learning and by what percentage of learners are given on page 60.

60	Literacy ability	Attainable		Attainable		Attainable		Remarks	
		in	by	in	by	in	by		
1.	Word recognition	3 mo.	84%	-6	8-	4 - 7		No further progress	
2.	Understanding of unillustrated sentences	3 mo.	57%	7 mo.	75%	-	-	No further progress	
3.	Understanding of a para	3 mo.	63%	7 mo.	80%	9 mo.	84%		
4	Writing own sentences correctly	3 mo.	53%	7 mo.	44%	9 mo.	48%		
5	Writing own complete address								
	correctly	3 mo.	51%	7 mo.	55%	9 mo.	61%	44	
	Arithmetic								
6.	Adding 3 numbers with 3 digits								
	in each with carry over	3 mo.	45%	7 mo.	61%	8 mo.	63%	No further progress	
7.	Subtracting 3 digit figures	3 mo.	63%	7 mo.	46%	8 mo.	47%	No further progress	
8.	Multiplying simple numbers								
	like 7×4	3 mo,	55%	7 mo.	69%	9 mo.	88%		
9.	Problem solving	3 mo.	53%	7-9 mo.	59%				
Summary and discussion

2. The results of attainments in the 9 areas of literacy are presented visually in the 'Learning Progress Chart'. It will be seen that there is no logical uniform trend in learning. There are ups and downs. In certain areas the first 3 months or 70 hours of learning showed the highest results. But they went down in other months. The Chart shows that there was in general a steady increase in literacy abilities as time went on and the 7th month was the peak period of learning. Whenever there was a gain in the 8th or the 9th month it was not startling. The 10th month was almost a total waste.

Therefore fresh rethinking about the duration of AEP, the method of teaching and the reading materials supplied to the Centres is called for.

3. Any of the Tables showing the month (or hours) and the numbers of respondents who attended the centres for particular number of months or hours could be studied.

For example Table 3 (p. 62) presents the following picture :

* e.g. 1) understanding of unillustrated sentences

- 2) paragraph comprehension
- 3) ability to express in writing ideas comprehended
- 4) adding 3 D numbers
- 5) subtracting 3 D numbers.

NO. OF RESPONDENTS

1-3 months 69 hrs	4 months 92 hrs	5 months 115 hrs	6 months 138 hrs	7 months 161 hrs	8 months 184 hrs	9 months 207 hrs	10 months 230 hrs
N=49	53	134	183	333	384	363	275=1774
3%	3%	8%	10%	19%	22%	20%	5 %=100%

PROGRESSION OF LEARNING CHART



LEGEND Understanding of unillustrated simple Sentences (T.3) Paragraph Comprehension (7.4) Ability to Express in Writing (1.6) Ability to Write complete address correctly (I.7) (C1220) Ability to Write own simple Sentences correctly and legibily (T-10) Ability toadd 3 digit figures (1.13) Ability to substract 3 digit figures (T-15) ------ Ability to multiply two simple digits (T.16& T.17) Using arithmetic to solve simple problems (T.18)

The table shows that it speaks very well for the Programme, at least in the four districts. A large number of learners continued to attend the centres for a long period of 6 months and beyond. It could be argued that the attendance was fictitiously marked as pointed out in different evaluation reports, specially that of Gujarat (22). But if this was the case the literacy attainments of the 6th, 7th, 8th, 9th and 10th month learners' group would have been low. But looking at the two crucial Tables No. 4 (Paragraph comprehension) and No. 7 (Ability to write down complete address) it does not appear that this was the case. More than 74% secured 'good' in paragraph comprehension and more than half of the learners interviewed wrote their address correctly and legibly in the 7 month period and beyond.

4. An attempt was made to compare the literacy abilities as assessed by this study and those assessed by the evaluators of the Maharashtra, Tamil Nadu, Gujarat, Rajasthan and Bihar. But the method of assessment, areas of literacy abilities assessed, learning period, and method of reporting are so vastly different that any comparison becomes meaningless. There is an urgent need to evolve uniform method of assessment and reporting.

Study B : Reading Interest of New Literates

It would be recalled that it was planned to interview 400 new literates to conduct this study. The actual number interviewed was :

IIIIeivieveu vv	45.				
	Noi	n SC ST	SC	C/ST	Tota/
	М	F	M	F	
Bibar	31	-	26		57*
MP	29	18	33	15	95
Rejecthen	25	8	57	10	. 100
U.P.	18	13	44	25	100
Total	103	39	160	50	352
TOTAL	29%	11%	45%	15%	100
	14				

 St Xavier returned a much smaller number of completed schedules than the others. The number of SC/ST was higher than non SC/ST as it should be. But the number of males (263) was higher than the number of females (89) which according to AEP policy, should have been the other way round. But there were much larger number of male centres in the states than female centres, therefore, female NLs were available in lesser number.

Limited reading experience

The reading experience of NLs was almost confined to a primer reading everywhere during the entire 10 months period. Only 33% in Rajasthan and 14% in M.P. read one or two additional books while in the centre as can be seen from the Table below.

Table 25

Percentage of learners reading primer & other books while in the Centre.

And the second s			A State of the second s
State	Primer	Other books	NR
Bihar	99	0	1
Rajasthan	55	33	12
M.P.	80	14	6
U.P.	100	0	

The following four tables may be studied together to have an idea of the final examination situation.

Та	b	le	2	6
	~	-		~

in our la contra de la contra d				
State	Yes	No	NR	Total
Bihar	N= 5	50	2	57
(%)	8	89	3	100
Rajasthan	N= 78	19	3	100
(%)	78	19	3	100
M.P.	N= 79	12	4	95
(%)	83	13	4	100
U.P.	N=100	0	0	100
(%)	100	- is	—	100

Responses of NLs whether examinations were held at sessions end

Table 27

Responses of NLs whether they appeared in the examination

State		Yes	No	NR	Total
Bihar	N=	11	7	39	57
%		19	12	69	100
Rajasthan	N =	73	25	2	100
%		73	25	2	100
M.P.	N ==	79	14	2	95
%		83	15	2	100
U.P.	N=	100	0	0	100
%	D HINE	100	es a n - an	and the second	100

	IE	cerveu i	Jy them		
State		Yes	No	NR	Total
Bihar	N=	2	49	6	57
0/		4	80	16	100
Raiasthan	N =	10	81	9	100
%		10	81	9	100
M.P.	N =	·	95	5	100
0/0		0	95	5	100
U.P.	N =		100	-	100
not %		0	100		100

Table 28 Responses of NLs whether certificates were received by them

Table 29

Number of percentage of learners who took the Examination and were declared literate, according to Instructors

	1981-82			1982-83	4.9
No. of Inst.	No, of learners took examina- tion	No. of learners declared lit.	No. of Inst.	No. of learners took examina- tion	No. of learners declared lit.
196 N.R. 11 N=84	2320 2	1852	196 N.R. 71 N=125	3423	2485
Average per ins- tructor of Centre	e 28 or	22		27	20

The Tables show that except in Bihar examinations were held in all the states and a great majority of the learners appeared in them as well, so much so that in U.P. 100% appeared in the exam. However, it seems that there is no

policy of issuing certificates to the successful learners. In U.P., though 100% appeared in the examination none of them received any certificate. In spite of this fact it seems that there is a general policy to treat almost everybody 'Pass' who appears in the examination. Table 29 shows that on an average 28 learners per centre appeared in the examination in 1981-82 and out of them 22 were declared 'Passed'. Similarly 27 appeared in the examination in 1982-83 and 20 were declared 'Passed.' This may not be so out of tune as the declared policy of government is not to make people 'literate' but to 'cover' them.

It is, however, these 'Passed', who are known as 'new literates'; and it is they with whom we are concerned. As said earlier since they had read only a primer, when in the centre, their reading experience was naturally extremely limited and hence their exposure to the world of the printed page.

Now the question is whether they got any follow-up books to read, so that their reading interest, based on free choice, could be studied. The following two Tables indicate the position.

	Bihar	Rajasthan	M.P.	U.P.				
	Sup=8	9	3	5-25				
	NR = 5	2	2	3=12				
Religion	2	5	2000 (1000) 2000 (1000)	1				
Story	18	34	3	- <u></u>				
Civics	13	25		3				
Health	7	9		6				
Occup.	2	3		11 (
Agri.	8	7		5				
Cottage Ind.	1. 1992 <mark></mark>	<u> </u>		2				
Total	50	83	3	17				
per supervisor	17	12	3	8				

	Table 30	
No.	of Titles of Follow-up Books on Vari	ous
	Subjects Received by Supervisors	

Martin and a state of the state				and distances of the	
NERT , YDOGVE		Received	Not received	NR	Total
Bihar	N=	25	21	14	60
(%)		54	46		
Rajasthan	N=-	42	10	11	63
(%)		81	19		
M.P.	N =	18	10	3	31
(%)		64	36	-	
U.P.	N =	22	7	13	42
(%)	aw 1	76	24		s en sit

Table 31 No. of Titles of Follow-up Books on Various Subjects Received by Instructors

Out of 25 supervisors only 12 responded to the guestion. It appears that they did receive a small number of books on different titles for passing on to the instructors. Bihar supervisors received the largest number of titles followed by Rejasthan supervisors. Only 17 books were received between the two U.P. Supervisors and the M.P. Supervisors received just 3 books. However 76% of the instructors received some books to pass on to the NLs. But 24% had not received any. The two tables show that the number of the titles received by the supervisors were meagre but quite a large number of the instructors received books from their supervisors. The 18 instructors in M.P. who said that they had received books might have received them from the supervisors who did not respond to the relevant question, because the supervisor who responded had received only 3 story books, which apparently could not have been distributed among 18 instructors.

It speaks well of the new literates that in spite of their limited reading experience and very few follow-up books available from the project office 200 of them out of the 353 interviewed, that is 57%, read some books as shown in Table 32. It has been assumed that those who did not respond (152) did not read either.

Table 32

No. of NLs who read Follow-up Books

	Religious	Stories	Health	Agri occup.	Total respon- de <mark>nt</mark> s	NR	Total N
Bihar		5	3		8	49	57
Rajasthan	19	25	5	12	61	39	100
M.P.	53	10	10 0 8		63	32	95
U.P.	37	13	8	10	68	32	100
Surger	109	53	16	22	200	152	35 2

Frequency distribution of the subject of books read and their sources of availability

Subject	Bihar N=57 Self/Pro	Rajasthan N=100 Self/Pro	M.P. N=95 Self/Pro	U.P. N=100 Self/Pro	Total	%
Religious Story Civics Health Occup. Agri. Cottage		51 5 14 97 	118 8 38 8 	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	246 199 42 15 15 15 15 4	45.8 37.1 7.8 2.8 2.8 2.8 2.8 0.7
Total Bought by self	2 6 = 319	65 111	15 <mark>6 16</mark>	96 84	538	100%

The books that they read were either purchased by themselves or they got them from the project as shown in Table 33.

We also see from this Table that the books most frequently read were religious books and then story books. Just because of the reading frequency in U.P. civics occupies the third place. The reading of useful books, i.e. agriculture, health, occupation and cottage industries, was almost negligible. Out of 535 books read, 319 were purchased by the NLs themselves and 217 were got from the project.

The reasons given for not reading books or reading just one or two of them after leaving the centre were as shown in Table 34

About one fourth of the learners did not keep on reading because they could not read well. The other reasons of not reading were that they couldn't get books, there was no library and 20% had simply no knowledge that specially written books were in existence. If we club the responses of cols. 4, 5 and 6 together, we see that 62% did not get follow-up books to read.

Reading interest :

As discussed in Chapter I, it seems a very difficult venture to study reading interest of new literates. It would depend on so many variables. Chief among them might be :

- 1. previous exposure to titles and themes, for example Ramayana & Mahabharat stories, Kissa Tota Maina, Alha and Dholamaru are part of the milieu. So people might be inclined to read such books simply because of previous exposure;
- availability of various types of books; unless this is the case, there would be little chance to exercise choice;
- 3. level of reading ability and the difficulty level of available books. If the level of reading ability is low and the

Та	ble	3	4
----	-----	---	---

State	N	Could not read well	Could not get book	No Library	No know- ledge of availabi- lity of book	No money
1	2	3	4	5	6	7
Bihar	57	21	6	19	11	12
Rajasthan	100	48	36	27	34	33
M.P.	95	12	14	11	9	3
U.P.	. 100	2	21	8	18	2
	352	83 24%	77 21%	75 21%	72 20%	50 14%

difficulty level of an available book is high that book may not be preferred;

 style and format of a book. A book on however 'useful' topic (e.g. agriculture) it might be, may not be liked simply because of its uninteresting style or format.

It was found almost impossible to control the above variables in the field situation. It was therefore decided to try to ascertain the reading interest through the following three sources hoping that these may take care of some of the above variables.

- a) Free choice, i.e. the types of books they actually read after leaving the centre or becoming 'new literates', (Table 33).
- b) Projected interest, i.e., responses to the question what types of books they would like to read (T. 35).
- c) *Controlled choice*, i.e. their preferences out of the 10 books on different topics, presented to them (T. 36).
 - a) Table 33 clearly shows that out of the books actually read by the NLs after leaving centre, religious (45.8%) and story books (37.1%) occupied the top position. Books on civics managed to occupy the third position because of the reading preference in U.P. otherwise hardly anybody touched a book on this topic. The reading of books on 'useful subjects' like health, occupation, agriculture and cottage industry was negligible; few books were read on these topics. Their strong interest in religion and story books is not only indicated by the fact that they borrowed such books from the project but they actually spent their own money in buying them. Out of the total number of books read (536), 319 were purchased by them. Except 3 books purchased by NLs in U.P. on occu-

pation, all were religious and story books. When it came to borrowing books from the project library, the NLs of U.P. did borrow a few books on other subjects as well but in other states the choice remained almost confined to borrowing religious and story books, though it appears that Bihar and Rajasthan readers had access to books on other subjects as well (T. 33).

b) Their projected reading interests are shown in the Table below.

Subject	Bihar	Rajasthan	М. [:] Р.	U.P.	Total	%
Religion		32	57	44	133	42.1
Story	4	22	60	36	122	38.6
Civics		_				
Health	2	5		5	12	3.8
Occupation	5			1	6	1.9
Agri.	2	6	13	22	43	13.6
C. Industry	1997) <u>- 1</u> 99		_		(
N =	57	100	95	100	352	100
NR=	51	44	4	1	100	

Table 35

Frequency of responses regarding the types of books NLs would like to read

These responses too are highly in favour of religious and story books. A lukewarm desire to read books on agriculture finds the third place. But few seem to be much interested even to 'desire' to read books on such 'useful topics' as civics, health, occupation and cottage industry. Another interesting fact which emerges from this Table is that it is not easy for all even to foresee what types of books they would like to read. Out of the 352 respondents as many as 100 did not even respond to the question, 'What types of books you would like to read ?'. 51 out of 57 respondents of Bihar and 44 out of 100 of Rajasthan just kept quiet. It is true that few of the Bihar respondents had read follow-up books, but the number of Rajasthan respondents having read follow-up books was not so low (T. 32). Among both, the tribals were in majority.

		No. of NLs who read follow-up book s	No. of NLs who could not project their readin g
	N		interest
Bihar	57	8	51
Rajasthan	100	61	44
M.P.	95	63	4
U.P.	100	68	1

An interesting fact emerges from the combined study of T. 32 and T. 35 which gives the following picture.

The figures clearly indicate that those who had less reading experience found it difficult even to project their reading interest. For example out of 57 respondents in Bihar only 8 had read books and 51 failed even to perceive the types of books they would like to read, whereas in U.P. 68 had read books and only 1 failed to perceive his future interest. Therefore it seems reasonable to conclude that the more the reading experience the more the ability to see ahead and verbalise the perception.

c) Ten books on seven subjects were left with 352 NLs to read all of them or whichever they liked to

and give their preferences. 40 in Bihar, 62 in Rajasthan and 12 in M.P. did not respond when asked about their choice. Perhaps they did not read them. If so (352-114) only 238 of them read the books and responded. Their preferences are shown in Table 36.

Table 36

Frequency of preference responses to 10 presented books

	Subject E	Bihar	Rajasthan	М.Р.	U.P.	Total	%
	N	l=57	N=100	N=95	N = 100	352	
1	Story	7	33	102	158	300	36
2	Civics	7	9	31	105	152	18
3	Religion	<u> </u>	15	53	60	128	15
4	Health	6	6	21	58	91	11
5	Occupation	7	8 1	10	64	82	10
6	Agriculture	5	7	19	30	61	7
7	Cottage Ind	. 3	3		20	26	3
	Total	35	74	236	495	840	100
NR		40	62	12	0. 100	-	-

Total No. of Respondents=352. NR=114, T. Responded (352-114)=238.

The books presented were

Religion	: Dharmik Kahanian
Story	: Jadu and Kahani ke akhar
Civics	: Sab milkar and Apni sarkar ap chunen
Health	: Achcha swasth, and Bachchon ke
	rogon ke prarambhik ilai

Occupation	:	Pumping set	
Agriculture	;	Makai-Makka	(Saukar Makka)
Cottage			
Industry	:	Kutir Udyog	

Story books were preferred by the largest number, followed by books on civics, religion, health and occupation. Agriculture and cottage industry received scant attention. Civics occupied the second place only because of U.P. NLs. Very few of the Bihar, Rajasthan and M.P. readers preferred the books on the subject.

To get a total picture of the reading preferences of the NLs as judged by the three methods of enquiry, the responses are compared in the following Table.

Subject	Free choice	Projected interest	Controlled choice	Cumula- tive
	T. 33	T. 35	T. 36	MEN T ITE
	%	%	%	%
Story	37.1	38.6	36.0	37.2
Religion	45.8	42.1	15	34.4
Civics	7.8		18.0	8.6
Agriculture	2.8	13.6	7.0	7.8
Health	2.8	3.8	11.0	5.9
Occupation	2.8	1.9	10.0	4.9
Cottage Ind.	0.7	-	3.0	1.2
	100	100	100	100

Table 37

All the three methods of study show that what the NLs actually read, said would like to read, and made their choice

out of a number of books presented to them, consisted mainly of story and religious books. The world of books on 'useful topic' seems to have little appeal to them. Some NLs did show lukewarm interest in reading about agriculture and civic problems. Compared to other states U.P. NLs seem to have a little more interest in 'useful subjects'.

Interest in reading religious books was more or less found throughout, though the types of books differed as shown in the Table :

Table 38

Frequency of most read religious books by 'free choice'

			and the second se	
Books	Bihar	Rajasthan	М.Р.	U.P.
Ramayana	_	10	29	15
Geeta Gyan	_	15	-	_
Bharat Kathaen		12	21	
Bhajan Kirtan	_	· · - · ·	17	30
Sunder Kand	_		56	

Reading of *Ramayana* occurred almost in all states except in Bihar, *Bharat Kathaen* was not found very popular in U.P. Similarly *Bhajan Kirtan* wasn't read in Rajasthan and *Sunder Kand* was found most popular in M.P.

One may get some idea of the elements in a book, making it more easy and interesting to read and thus affecting choice by studying the position of the relative preferences of the two books on civics and two story books which was as follows :

Table 39

Books Bihar Rajasthan M.P. U.P. Total Civics Apni Sarkar Ap Chunen 7 3 3 50 63 Sab Milkar 6 28 55 89 Story Kahani ke Akhar 7 1 26 65 99 31 76 96 Jadu 203

Reading frequency

Apni sarkar ap chunen is a 1956 publication of Literacy House, Lucknow. It is printed in 20 pt type black and is of $17 \times 27/8$ size. It has plenty of black and white illustrations. The text pages with an average of 242 words per page look solid and discouraging to read. It deals with the why and how of voting in a narrative form and gives election symbols of a few large parties. According to Jamia Grading Criteria (24) its difficulty index comes to 2.56 (tentative).

Sab Milkar is a 1983 publication of SRC Jamia. It is printed in 18 point black type, is of the same size as Apni Sarkar ap chunen. Each text page is preceded by a full page half-tone illustration. That is each idea or message is completely illustrated. There is plenty of white space on each page with an average of 88 words per page. It has the theme that the social evils of our society like burglary, pick pocketing, communal riots, day-light murders can be fought with group action. Individual efforts are not likely to meet with much success. It is written in a story form. It has been suggested at the end that newspapers are the best friends of the public to help it to fight evil forces. According to JGC its difficulty index comes to 3.75 (tentative).

Kahani ke Akhar is a 1980 publication of Literacy House. It is printed in 18 point black and is of $18 \times 22/8$. size. It has 10 short stories each of which begin with a half page black and white illustration. Each page has rather full reading matter with an average of 270 words per page. According to JGC its difficulty index comes to 3.5 (tentative).

Jadu is a 1983 publication of SRC Jamia. It is printed in 18 point black and is of $17 \times 27/8$ size. Each text page is preceded by a full plate double colour half-tone illustration. The story is an adaptation of the well-known Japanese version of the story in which a farmer finds a looking glass in his field. As none of the characters have ever seen a looking glass before, it leads to all kinds of humorous misunderstanding, ultimately dubbing it as magic. The story concludes that magic in reality doesn't exist; only we term the unknown as 'magic'. According to JGC its difficulty index comes to 7.4 (tentative).

The level of language difficulty of the four books according to Jamia Grading Criteria comes to :

	Difficulty Index
Apni Sarkar Ap Chunen	2.6
Sab Milkar	3.8
Kahani ke Akhar	3.5
Jadu	7.4

The Difficulty Index indicates the number of words causing one difficulty of comprehension. Thus according to

JGC every.2.6 words causes one difficulty of comprehension in *Apni Sarkar*, every 3.8 words in *Sab Milkar* and so on. The DI shows that out of the two civic books *Apni Sarkar* was difficult than *Sab Milkar* and *Jadu* was much more easier than *Kahani ke Akhar*. The reading frequency shows that the easier books were read by more NLs than the difficult books.

The high rate of preferring Sab Milkar over Apni Sarkar Ap Chunen and Jadu over Kahani ke Akhar in addition to the reading ease, points to the following elements which make a book more preferable to the NLs.

- Not too many messages given in lots of words, but few messages conveyed in as few words as possible.
- 2. Story style.
- Plenty of effective illustrations.
- 4. Plenty of white space avoiding cluttered pages.
- A catching title e.g., 'Jadu' as compared to 'Kahani ke Akhar'.

The NLs were asked to indicate the reasons of less liking some of the 10 books left with them. Their frequency of responses is shown in Table 40.

We see from no responses that the majority of learners had not reached an educational level to form their opinion on the short-comings presented. The given responses 387, were only a little over one-fourth of the maximum expected responses i.e. 1408 ($:52 \times 4$). One-third of the given responses indicated that they found the language difficult in the books presented to them and one-fourth show that the subject matter was not found useful. Too small a print and unattractive format were also considered a short-coming in them.

Table 40

States	N	Langu- age too difficult	Print too small	Topic not too useful	Format not appeal- ing
Bibar	57	14	6	3	3
Baiasthan	100	47	40	33	28
MP	95	58	25	54	47
	100	9	11	6	3
	100				
Total	352	128	82	96	81-387
	%	33	21	25	21-100
NR		224	270	256	271-1021

Frequency of responses to certain given shortcomings in the books

Summary and discussion

1. The study clearly indicates that the interest of great majority of learners lay in reading story, and religious books. Books on 'useful' subjects like civics agriculture, health, occupation had little appeal to them. It could be argued that the reading interest was limited to the above two subjects because they had no access to other types of books. But Table 30 shows that this was not the case except in M.P. where out of three, only one supervisor responded showing that only three story titles were distributed. In all the other states books on different subjects were available. Even then Table 33 shows that except in U.P. they did not take much interest in reading books on any other topic except story and religion. Another strong indicator of interest is spending one's own money on books. We see from the same Table that out of the 536 books read 319 were purchased by them and 316 of them were story and religious books. However Table 34 indicates that 20% did not simply know that books specially written at their reading level were available. 24% did not do extensive reading as their reading ability was low. And books on useful topics, usually tend to be difficult because of the idea of load or the need to follow instructions. Most of such books are written in a cut and dry manner as well, whereas the theme of religious and story books (account of popular heroes like Alha & Gaderia Lohar) are already known and it is not too difficult to grasp the content.

Therefore if the intention is to develop among the NLs the habit of reading 'useful' books, the following steps may be taken.

- a) Increase their reading experience which is generally limited to reading a primer.
- b) Make them aware of the availability of different types of books.
- c) Make the books available to the learners extensively.
- d) Improve the style of writing and the get-up of such books.

To be able to compete with story and religious books, the books on useful topics need to be presented in a much more attractive manner both in style and format and not in a cut and dry and unattractive form like the book *Pumping Set Kutir Udyog* and *Makkai* and so on.

Study C-Distribution of follow-up books

The responses of the distribution study have been analysed and the Tables constructed. Certain pertinent information from these Tables have been included in the Reading Interest Study (Tables 30 to 33). But the study could not be reported in detail due to lack of time.

CHAPTER V

RECOMMENDATIONS

- The period of imparting basic literacy should be reexamined. It seems that attainments of major desirable literacy levels could be attained by a great majority of learners in a period of seven to eight months. The additional months do not seem to add very much to the levels.
- 2. The level of literacy for the 7-8 month period may be fixed according to the parameters developed by the study.
- 3. It seems that the follow-up models are not working well and they are difficult to operate in practice. Therefore, while the learners are in the Centre, in addition to the primer, at least three more books should be made available to them so that they have more reading experience, develop a taste for reading and thus are in a position to make use of the printed word as source of pleasure and profit.
- 4. The SRCs and other agencies should bring out interesting magazines and deliver them to the home of the learners on an experimental basis for atleast one year. This may prove to be the cheapest and most effective follow-up programme.
- 5. Since many of the learners are not aware that books specially written for them are available the SRCs and other agencies should examine the suitability of such books, even those brought out by private publishers and if found suitable, should be brought to the notice of the learners while they are still in the Centre. The list of such books should be annotated.

Annexure 'A'

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Annexure 'B'

RESEARCH TOOLS

RELATIONSHIP BETWEEN THE PERIOD OF STUDY AND LEVEL OF LITERACY

Identification Data of the Respondent :

1.	Name						
4.	S.C						
6.	Father/husband's Name						
7.	Profession of the respondent						
8.	Previous education before joining the Centre (State here whether went to primary school in childhood. If so how many years).						
9.	Name of books the respondent has read since he joined the Centre and upto the date of interview.						
	1. 2						
10.	Record from the Attendance Register the following in- formation. (This information is very necessary. There- fore record as accurately as possible).						
10.	Record from the Attendance Register the following in- formation. (This information is very necessary. There- fore record as accurately as possible).Month/year*No. of meetings held in the monthNo. of meetings attended						
10.	Record from the Attendance Register the following information. (This information is very necessary. Therefore record as accurately as possible). Month/year* No. of meetings held in the month is attended						
10. 1. 2.	Record from the Attendance Register the following information. (This information is very necessary. Therefore record as accurately as possible). Month/year* No. of meetings held in the month is attended						
10. 1. 2. 3.	Record from the Attendance Register the following information. (This information is very necessary. Therefore record as accurately as possible). Month/year* No. of meetings held No. of meetings in the month attended						
10. 1. 2. 3. 4.	Record from the Attendance Register the following information. (This information is very necessary. Therefore record as accurately as possible). Month/year* No. of meetings held in the month in the						

* Begin recording from the time he enrolled till the time he left.

6.				
7.				
8.	·			
9.				
10.		•••		
11.	Dur	ation of each meeting hours.		
12.	(There might be a recommended duration e.g. 2 hours a day but try to ascertain from the instructor the actual duration)			
	Info	rmation about the Centre :		
	(1)	Name of the organising agency :		
	(2)	Address of the Centre :		
	(3)	Where did it meet :		
	(4)	Male/female/mixed :		
	<u>(</u> 5)	Urban/semi-urban (Tehsil/Rural)		
	(6)	Qualification of InstructorAge		
	(7)	What were the other inputs in addition to literacy.		
		According to instructor :		
	(8)	According to learners :		
	(9)	When did the Centre start and when was it completed :		
		Started		
		Completed		
		80		

INSTRUCTIONS TO THE INVESTIGATORS

- Let the respondents read the instructions themselves and do the questions. But if they do not understand the instructions explain them and record whether the instructions have been explained to the respondent or not.
- In Q.1 write down F on top of words they read fluently, H on those they read haultingly and cross out those they cannot read.
- 3. Q.2 and Q.3 (a) and 3 (b) the first exercise is an example. Explain them to the respondents and let them do the rest. If they cannot do so even after the example, explain and record the fact.
- 4. O.4-you record their answers in the space provided.

READING TEST

- Q. 1. Word recognition नीचे लिखे शब्दों को पढ़ो— (Instructions explained/not explained) नया, नाड़ी, फूल, माचिस, परिश्रम, संगठित, ट्रक, कुत्ता, छोटा, सरौता, सहायता, केन्द्र,
- Q. 2. Picture-Matching and word writing चित्रों को देखो ग्रौर उनके नाम लिखो :— (Could do the rest after the example/Could not do) गाय
- (a) Sentence comprehension Q. 3 नीचे लिखे अधूरे वाक्यों को ध्यान से पढ़ो और उन्हें इस प्रकार पूरा करो कि अर्थं निकले । वाक्य में जो बात छूटी हुई है, चित्र देखने से समक में आ सकती है। (Could do the rest after the example/Could not do) मां बच्चे को दूध पिला रही है। रामु जलाने कीकाट रहा है । किसन हुक्कारहा है । औरत से कपड़ा सी रही है। लडका साइकिल से.....पडा । आदमीकी रोशनी में पढ़ रहा है। एक लडकारहा है । दसरा उसकोरहा है ।

Q. 3 (b) नीचे जो शब्द दिए गए हैं, उनमें से सही शब्द को लगाकर वाक्य को पूरा करो—

> (Could do the rest after the example/ Could not do) चरवाहा बकरी चरा रहा है,

हाथी, बकरी, घोड़ा

सिपाही चोर कोरहा है । खा, फांसी, दौड़ा

प्यासा....पी रहा है । कपडे, नल, रस्सी, चाय, पानी, रस

Q. 4. Paragraph comprehension

नीचे लिखी बात को घ्यान से पढ़ो और पढ़कर प्रइनों के उत्तर दो ।

एक किसान था, एक दिन की बात है कि उसके घर में खाने को कुछ भी नहीं था। उसका इकलौता वेटा भूख से रो रहा था। किसान से देखा नहीं गया। वह भीख मांगने निकल पड़ा। चलते-चलते वह एक वन में पहुंचा। वहां पर एक टूटा कुंग्रा था।

- 1. किसान के घर में 'खाने को कुछ था या नहीं ?
- 2. चलते-चलते वह कहां पहुंचा ?
- 3. जहां वह पहुंचा वहां क्या था ?
- 4. किसान घर से क्यों निकल पडा ?

Writing Test

Q.	5.	Ability to write own name and address
		अपना नाम लिखोः
		अपना पता लिखो

- Q. 6. Ability to copy neatly नकल करो
 - (क) राजाराम शहर म्राया । वह मदन का मेहमान र<mark>हा</mark> । वह काम करने का इरादा करके आया था ।
- Q. 7. Ability to think and write words and sentences of their own

(क)	कोई भी पांच शब्द लिखो—
	1
	2
	3
	4
	5
(ख)	कोई भी तीन वाक्य लिखोः—
	1
	2
	3

Numeracy

Q. 8. Dictate the following numbers. Ask them to write in the space provided at the end. Q. 9. जोड़ो :-+ 8+20+ 8+20+43+43+204+204Q. 10. घटाम्रो :---- 4 -45 - 4 -45

+

	70	376	70	376
	10	010	.0	0.0
	—13	—147	—13	—147
		Dimension II	an se n rivé	
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). 11.	गुणा करो :—			ensilt
	3	7	3	7
	× 3	× 4	× 3	× 4
			e a Anno A eler	due the sector

Q. 12. इयामलाल के पास 25-00 (25.00) रुपये थे । उसने 10 रु॰ 20 पैसे (10.20) की चीनी खरीदी । अब उसके पास कितने रुपये बचे ।

25.00	25.00

Q. 13. मोहन ने 2 (2) रुपये की दर से 6 (6) कलम खरीदे । उसे कुल कितने रुपये देने पड़े ?

	6			6
×	2		×	2
	-			

Q. 14. हमीद के पास 60 (60) रु॰ थे। उसने ग्रपने हर मित्र को 10 (10) रुपये दिये। बताग्रो उसने कितने मित्रों को दस-दस रुपये दिये ?

10) 60 (10) 60 (
SCHEDULE FOR NEW-LITERATES WITH BETTER READING ABILITY

Distribution of Follow-up books and Reading Interest

1.	Name of New-Literate
2.	Age
5.	Occupation
6.	Centre's Address

1. जिस केन्द्र में आप पढ़ते थे वह कब बन्द हुग्रा ? Q. 2. जब आप केन्द्र में थे तब आपने जो किताबें पढ़ीं, यदि उनके नाम Q. याद हों तो बताइये। Q. 3. क्या अन्त में परीक्षा ली गई थी ? क्या ग्राप उसमें बैठे थे ? 4. क्या आपको साक्षर होने का प्रमाण-पत्र मिला ? Q. 5. यदि केन्द्र छोड़ने के बाद से ग्रापने कोई किताब पढ़ी है तो कृपया Q. उसके नाम बताइये और यह भी बताइये कि वे किताबें आपको कहां से मिलीं ? स्वयं प्रोजेक्ट किसी से खरीदी द्वारा मांग कर (1)

		(2)
		(3)
		(4)
		(5)
		(6)
Q.	6.	जो पुस्तकों आपने पढ़ी हैं उनमें से आपको कौन सी पुस्तकों अच्छी लगीं और क्यों ?
Q.	7.	यदि आपने कोई पुस्तक नहीं पढ़ी तो क्या इसका कारण यह था कि—-(जो कारण लागूहो उस पर इन्टरब्यूअर (√) का निज्ञान लगादें)
		(क) आपको अभी ठीक से पढ़ना नहीं आता 🗌
		(ख) आपको कहीं से कोई पुस्तक पढ़ने के लिए मिली ही नहीं 🛛
		(ग) आपके गांव, मुहल्ले में कोई पुस्तकालय नहीं है
		(घ) आपको इस बात की जानकारी नहीं है कि सरकार ने
		आपक लिए उपयोगी ग्रीर अच्छो पुस्तक छपवाई हैं और ते आपको पिन गुकुनी हैं
		जार प जापणा गरा समसा ह
		97

(छ) ग्रस्य

Q. 8. क्या आपके परिवार में या किसी दोस्त के पास कोई पुस्तक है ? यदि है तो क्या ग्रापको मालूम है कि वह किस प्रकार की पुस्तक है?

> (हम आपके पास कुछ पुस्तकें छोड़ रहे हैं, कृपया इनको पढ़िये । हम दस दिन के बाद आपके पास फिर आयेंगे । तब आप हमको बताइयेगा कि इनमें से आपको कौन-कौन सी पुस्तकें अच्छी लगीं)

Q. 9. जो पुस्तकें हम आपके पास छोड़ गये थे उनमें से कौन-कौन सी पुस्तकें ग्रापने स्वयं पढ़ी है और कौन-कौन सी आपको पढ़कर सुनाई गई हैं:---

पुस्तक का नाम	स्वयं पढ़ी	पढ़कर सुनाई गई
•••••		•••••••••••••••••
••••••	•••••	•••••••••••••••••••••••••••••••••••••••
••••••••••		
••••••	••••••	
••••	••••	••••••
•••••	·····	······

Q. 10 ग्रापको कौन-कौन सी पुस्तकें ग्रच्छी लगीं और क्यों ?

(Ask the order of preference)

(1)	•••••••••••••••••••••••••••••••••••••••	
(2.)		
(3)		

(4)	
(5)	
(6)	

- Q. 11. जो पुस्तकें आपको कम अच्छी लगीं क्या इसका कारण यह था कि—(जो कारण हों उसके आगे सही (√) का निशान लगा दें)
 (क) पुस्तक की भाषा कठिन थी
 (ख) पुस्तक की छपाई बहुत छोटी थी इसलिए पढ़ने में कठिनाई हुई
 (ग) पुस्तक उपयोगी नहीं लगी
 (घ) पुस्तक देखने में ग्रच्छी नहीं लगी
 (च) अन्य कारण
- Q. 12. आप किस प्रकार की पुस्तक पढ़ना चाहते हैं ?

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INSTRUCTIONS TO INTERVIEWER:

- Though the instructors are expected to fill in the questionnaire themselves, spend some time in explaining each question to them and then let them do the questions themselves.
- Q.6 & 16. There seems a tendency among the instructors to mix up follow-up and course books. Please emphasise that you are asking about those books which new-literates are expected to read themselves and not those which are given to instructors to read-out to the participants.

1.	ग्रनुदेशक का नाम
2.	बौक्षिक योग्यता
5.	केन्द्र का पता
6.	जिला

- Q. 1. आपके प्रौढ़ शिक्षा केन्द्र में कितने प्रौढ़ों ने दाखिला लिया ? अप्रैल 1981 से मार्च 1982 तक...... ग्रप्रैल 1982 से मार्च 1983 तक.....
- Q. 2. साधारणतया प्रौढ़ 10 महीने में कितनी पुस्तकें पढ़ लेते हैं । उनके नाम लिखिये :----

- Q. 3. क्या जब पिछला केन्द्र समाप्त हुआ तो प्रौढ़ों की परीक्षा ली गई?
- Q. 4. यदि ली गई तो कितने प्रौढ़ परीक्षा में बैठे और उनमें से कितने सफल घोषित हुए ?

	परीक्षा में बैठे	साक्षर घोषित हुए
1981-82 में	······	•••••••••••••••••••••••••••••••••••••••
1982-83 में	••••••	

- Q. 5. क्या जो प्रौढ़ सफल घोषित हुए उनको प्रमाण पत्न मिला ?
- Q. 6. क्या आपको नवसाक्षरों को देने के लिए फालोअप पुस्तकें मिली हैं ? (फालोग्रप से मतलब प्रवेशिका के अतिरिक्त, नवसाक्षरों के लिए अन्य पुस्तकों से है जिनको वे स्वयं पढ़ें)

Q. 7. यदि मिली तो कब ? केन्द्र शुरू होने केमहीने बाद केन्द्र समाप्त होने केमहीने बाद

Q. 8. ये फालोग्रप पुस्तकें ग्रापको कहां से मिलीं ?

- Q. 9. क्या इन पुस्तकों के खरीदने से पहले आपकी राय ली गई थी ?
- Q. 10. ये फालोअप पुस्तकें आप नवसाक्षरों को दे देते हैं कि वे उन्हें घर ले जाकर पढ़े या ग्राप उनको केन्द्र में पढ़ कर सुनाते हैं ?
- Q. 11. आपको नवसाक्षरों में बांटने के लिए कितनी फालोअप पुस्तकें मिलीं और कितनी पुस्तकें आपने नवसाक्षरों में बांटी । नीचे लिखी

सूचना पूरी कीजिये :----

	प्राप्त पुस्तकों की	बांटी गई पुस्तकों
	संख्या	की संख्या
1981-82 में		·····
1982-83 में	·····	

- Q. 12. जो फालोअप पुस्तकों आप नवसाक्षरों को पढ़ने के लिए देते हैं, क्या वे उन्हें आसानी से पढ़ लेते हैं या उन्हें उनको पढ़ने में कठिनाई होती है ?
- Q. 13. कुछ फालोअप पुस्तकों के नाम लिखिये जिन्हें आपके विचार में नवसाक्षर ग्रासानी से पढ़ लेते हैं :---

.....

Q. 14. कुछ फालोग्रप पुस्तकों के नाम लिखिये जिन्हें आपके विचार में नवसाक्षरों को पढ़ने में कठिनाई होती है :—

 Q. 15. क्या आपको फालोग्रप पुस्तकों में नीचे लिखी कमियां दिखाई देती हैं ? अगर कोई कमी कुछ पुस्ककों में दिखाई देती है तो कुछ के नीचे सही (√) का निशान लगाइये ।

- (क) फालोअप पुस्तकों बहुत पतली होती है इसलिए उनको संभाल कर रखने में कठिनाई होती है।
- (ख) भाषा कठिन होती है।
- (ग) विषय को रोचक ढंग से प्रस्तुत नहीं
 किया जाता ।
- (घ) विषय वस्तु का चयन ठीक नहीं होता।
- (च) पुस्तकों की छपाई बहुत छोटी होती है इसलिए प्रौढ़ों को पढ़ने में कठिनाई होती है ।
- (छ) पुस्तकें व चित्र देखने में आकर्षक नहीं होते ।
- (ज) अन्य कोई कमी।
- Q. 16. ऐसी कुछ फालोग्रप पुस्तकों के नाम लिखिये जिन्हें प्रौढ़ों ने पसन्द किया और जिन्हें उन्होंने नापसन्द किया :---

प्रौढ़ों ढ़ारा पसन्द की गई पुस्तकें	प्रौढ़ों द्वारा नापसन्द की गई पुस् <mark>तक</mark> ें
a sizit a sizit a sizit a sizit	an a sa s

Questionnaire for Project Officers Distribution of Follow-up Books

1.	Name2. Educational Qualification	
3.	Address Project Office	
٨	State	

1. आपके निर्देशन में कितने प्रौढ़ केन्द्र हैं ? उनमें कितने प्रौढ़ों ने दाखिला लिया इन केन्द्रों से कितने प्रौढ़ साक्षर होकर निकले :----

	केन्द्रों की संख्या	प्रौढ़ों की संख्या	साक्षरों की संख्या
1981-82 में			•••••••
1982-83 में		····	•••••

- 2. क्या आपके प्रोजेक्ट में साक्षरों को प्रमाणपत्र देने की नीति (पालिसी) है ?
- 3. साधारणतया प्रौढ़ 10 महीने में कितनी पुस्तकों समाप्त कर लेते हैं ?
- 4. जो लोग 10 महीने का कोर्स समाप्त कर लेते हैं या साक्षर बन जाते हैं क्या उनसे आपको फालोअप पुस्तकें प्राप्त होती है ? (फालोग्रप से तात्पर्य प्रवेशिका के अतिरिक्त नवसाक्षरो के लिए अन्य पुस्तकों से है जिन्हें वे स्वयं पढ़ें।)
- यदि प्राप्त होती है तो कहाँ से ?
 मूख्य दफ्तर से आप स्वयं खरीदते हैं
- 6. जो किताबें मुख्य दफ्तर से मिलती हैं क्या उनको खरीदने से पहले आपकी राय ली जाती है ?
- 7. क्या कभी फालोअप पुस्तकें स्वयं भी खरीदते हैं ?

- क्या इन फालोग्रप पुस्तकों को खरीदने से पहले आप सुपरवाइज़र/ अनुदेशक से राय लेते हैं ?
- 9. (क) इन पुस्तकों को खरीदने के लिए आपको 1981-82 तथा 1982-83
 के बजट में कितना रुपया मिला ?
 - (ख) क्या आप ऊपर की रकमों को ग्रपने प्रोजेक्ट की आवश्यकतानुसार काफी समफते हैं ?

10. जो फालोअप पुस्तकें नवसाक्षरों को पढ़ने के लिए मिलती हैं क्या नवसाक्षर उन पुस्तकों को आसानी से पढ़ सकते हैं ? यदि नहीं तो क्या कारण हैं ? संक्षेप में लिखिये :—

- 11. क्या ग्रापको फालोअप पुस्तकों में नीचे लिखी गई कमियां दिखाई देती हैं—जैसे (ग्रगर कोई कमी कुछ फालोअप पुस्तकों में दिखाई देती है तो कुछ के नीचे सही (√) का निशान लगाइये । ग्रगर ये कमियाँ अक्सर सभी फालोअप पुस्तकों में दिखाई देती हैं तो ग्रक्सर के नीचे सही का निशान लगाइये) :—
 - (क) फालोअप पुस्तकें बहुत पतली होती है कुछ अक्सर में इसलिए उनको संभाल कर रखने में कठिनाई होती है।
 - (ख) भाषा कठिन होती है।
 - (ग) विषय को रोचक ढंग से प्रस्तुत नहीं
 किया गया ।
 - (घ) विषय वस्तु का चयन ठीक नहीं होता।

- (च) पुस्तकों की छपाई बहुत छोटी होती है
 इसलिए प्रौढ़ों को पढ़ने में कठिनाई होती है।
- (छ) पुस्तकें व चित्र देखने में ग्राकर्षक नहीं होते ।
- (ज) ग्रन्य कोई कमी
- 12. आप फालोअप पुस्तकों को नवसाक्षरों तक कैसे पहुंचाते है ?
- 13. ग्रगर कोई किताब फट जाये या खो जाये तो उसके लिए कौन व्यक्ति

 जिम्मेदार होता है ?
- 14. क्या जिम्मेदार व्यक्ति को पुस्तक का मूल्य देना पड़ता है ?
- 15. आपको प्रोजेक्ट के लिए जो फालोअप पुस्तकों प्राप्त हुई, उनमें से कुछ के नाम लिखिये :—

न वसाक्षर के लिए प्राप्त फालोअप	नवसाक्षरों के लिए प्राप्त फालोग्रप
पुस्तकें 1981-82	पुस्तकें 1982-83

Questionnaire for Supervisors

- Name......2. Educational Qualification.........
 Address of Project/Supervisor's office.......
- Q. 1. आपके निर्देशन में कितने प्रौढ़ केन्द्र हैं ? उनमें कितने प्रौढ़ों ने दाखिला लिया और इन केन्द्रों से कितने प्रौढ़ साक्षर होकर निकले :---

	केन्द्रों की संख्या	प्रौढ़ों की संख्या	साक्षरों की संख्या
1981-82 में	•••••••••••	••••••	
1982-83 में			

- Q. 2. क्या जब केन्द्र समाप्त हुआ तो प्रौढ़ों की परीक्षा ली गई।
- Q. 3. क्या सफल होने वाले प्रौढ़ों को प्रमाणपत्र दिया जाता है ग्रौर क्या जो प्रौढ़ 1981-82, 1982-83 में सफल हुए उनको प्रमाणपत्र दिये गये ?
- Q. 4. साधारणतया प्रौढ़ 10 महीने में कितनी पुस्तकें समाप्त कर लेते हैं ?
- Q. 5. जो लोग 10 महीने का कोर्स समाप्त कर लेते हैं या साक्षर बन जाते हैं क्या उनके लिए आपको फालोअप पुस्तकें मिलती है ? (फालोअप से तात्पर्य प्रवेशिका के ग्रलावा नवसाक्षरों के लिए ग्रन्य पुस्तकों से है जिन्हें वे स्वयं पढ़ें)

- Q. 6. यदि फालोअप पुस्तकें प्राप्त होती है तो कहां से ?
- Q. 7. जो फालोअप पुस्तकें आपको [मिलती है क्या उनको खरीदने से पहले आपकी राय ली जाती है ?
- Q. 8. जो फालोअप पुस्तकों ग्रापको मिलती है उन्हें आप नवसाक्षरों तक कैसे पहुंचाते हैं ?
 - (क) आप स्वयं इन पुस्तकों को नवसाक्षरों तक पहंचाते हैं।
 - (ख) आप उन्हें अनुदेशकों को दे देते हैं।
 - (ग) चलती-फिरती लाइब्रेरी द्वारा।
 - (घ) कोई अन्य तरीका :---
- Q. 9. यदि फालोअप पुस्तकें पुस्तकालय या पोस्ट लिटरेसी केन्द्रों द्वारा भी नवसाक्षारों तक पहुंचती हैं तो कृपया उनके नाम और पते लिखिये :—

पुस्तकालय पोस्ट लिटरेसी केन्द्र पता

Q. 10. यदि अधिकतर नवसाक्षर केवल एक प्रवेशिका ही समाप्त कर पाते हैं, तो जो फालोअप पुस्तकों ग्रापको मिलती है क्या नवसाक्षर उन्हें आसानी से पढ़ लेते हैं ? विस्तार से लिखिये :—

- Q. 11. क्रुपया कुछ फालोअप पुस्तकों के नाम लिखिये जिन्हें आपके विचार में नवसाक्षर ग्रासानी से पढ़ सकते हैं :---
- Q. 12. क्रुपया कुछ फालोअप पुस्तकों के नाम लिखिये जिन्हें आपके विचार में नवसाक्षरों को पढने में कठिनाई महसूस होती है :---
- Q. 13. क्या आपको फालोअप पुस्तकों में नीचे लिखी कमियां दिखाई देती हैं । अगर कोई कमी कुछ फालोअप पुस्तकों में दिखाई देती है तो कुछ के नीचे सही (√) का निशान लगाइये । अगर कोई कमी अक्सर सभी फालोअप पुस्तकों में दिखाई देती है तो ग्रक्सर के

नीचे	() का निशान लगाइये ।	अक्सर	কুন্ত	
(क)	फालोअप पुस्तकें ब हुत पतली हैं			
	इसलिए उनको संभाल कर रखने में			
	कठिनाई होती है ।			
(ख)	भाषा कठिन होती है ।			
(ग)	विषय को रोचक ढंग से प्रस्तुत नहीं			
	किया गया ।			
(घ)	विषय वस्तु का चयन ठीक नहीं होता			
(च)	पुस्तकों की छपाई बहुत छोटी होती है		1.1.1.0	
	इसलिए प्रौढ़ों को पढ़ने में कठिनाई		÷	
	होती है।		1	
(छ)	पुस्तकेंव चित्र देखने में आकर्षक			
	नहीं होते ।			
(ज)	अन्य कोई कमी :	11	13.07	

Q. 14. पढ़ने के बाद क्या फालोअप पुस्तकें नवसाक्षरों से वापिस ले ली जाती हैं ?

- Q. 15. यदि कोई पुस्तक खो जाये या फट जाये तो उसके लिए कौन जिम्मेदार होता है ?
- Q. 16. कृपया नीचे लिखी सूचना दीजिये :----

ग्रापको नवसाक्षरों के लिए कितनी फालोअप पुस्तकें मिलीं/कृपया उनके नाम लिखिये :—

फालोअ	प पुस्तकों के नाम 1981-82	फालोअप पुस्तकों के नाम 1982-83	
	5. 19. 19. 19. 19. 19. 19. 19. 19. 19. 19		

Q. 17. आपने कितनी फालोअप पुस्तकें फील्ड में किन-किन को भेजी ? कृपया उनकी संख्या लिखिये :---

पुस्तकालयों को अनुदेशकों को चलती-फिरती लाइब्रेरी को अन्य 1981-82 में 1982-83 में इस फार्म को भरने की तिथि

Annexure 'C'

Topics and Subjects on which books were produced upto 1979

Agriculture

- -Increased Production
- -Use of Tractor
- -Fruit Preservation
- -Masale
- -Bee Keeping
- -Goat Rearing
- -Rat
- -Desert Cultivation
- -Horticulture
- -All Cereals
- -Poultary Keeping
- -Diseases of Crops, Animals and Fowls
- -Oil Seeds
- -Vegetable Growing
- -Kitchen Gardening

Biographies

- ---Scientists
- -Freedom Fighters
- -Engineers
- -Gandhi Ji

- -National Leaders
- -Kings and Rulers
- -Famous Writers

Civics

- Our Country
- -System of Government
- Story of Civilization
- -Freedom Struggle
- -Family Life
- -National Unity
- -Ideal Village
- -Population Education
- -Indian History
- -Village Panchayat

General Knowledge

- -Post and Telegraph
- -UNO
- -Labour Laws
- -Story of Transportation
- —Tribal Children

Geography

- -Rivers
- Mountains
- -States-Provinces

---The Earth

-Our Neighbour

-Railways

-Roads

-Ships

Health

-Our Body

-Heart Diseases

-- T.B.

-Cataract

-Rabbies

-Self Treatment could be Dangerous

-Blood Examination

-Dadd

-Dental Care

-Accidents could be Avoided

-Malaria

—Kala Azar

-Dangers of Smoking

-Loo

-Flies

-Child Care

-Balanced Diet

Small Industries

---Silk Worm

----Toy Making

- Cane Craft

Science

-Planets

-Light

-Oil Exploration

-Water

—Air

-Minerals

-Atom

-Birds and Animals

Stories

-Folk Stories

-Folk Songs

 Modern and Ancient Stories with Social Values

Religions and Ethics

-- All Religions

-Religious Places-Old and New

-Religious Festivals

-Moral Lessons and Stories.

Annexure 'D'

10 BOOKS SELECTED FOR THE READING INTEREST STUDY

- 1. Book : Bachchon ke rogon ka pararambhik Ilaj
 - Publisher : Literacy House, Lucknow, 1981.
 - Topic : Health
 - Content : Names of medicine, doses and first aid treatment of a number of common ailments of children like cough and cold, diarrhoea, contagious skin diseases, malaria, aneamia, etc.
 - Format : A booklet of 20 pages, size 20×30/16. Printed in 16 point type on ordinary paper, no illustration but ample white space, unillustrated cover page, price Re. 0.30.
- 2. Book : Achcha swasth kaise
 - Publisher : St. Xavier Institute of Social Services, Ranchi, 1981.
 - Topic : Health
 - Content : Symptoms and treatment of night blindness, treatment of burns, swelling of legs of women, cleanliness to teeth, leukodarma, cleanliness of the nose, fracture, pulse rate, etc.
 - Format : A book of 16 pages, size 22×26/4. Printed in 16 point type with black and white line drawing illustrations, length of lines 7 inches/16 cm, title cover unillustrated with only the name printed in red ink. Price Rs. 1.50.

3. Book : Pumping set

Publisher : Rajasthan Vidyapith, Udaipur, 1983.

Topic : Agriculture

- Content : Usefulness of a pumping set, how does it work, Horsepower, how much water would be needed according to the area of the field and type of irrigation, rate of water delivery, how to set up and operate the pump, minor repairs, etc.
- Format : A book of 28 pages printed in 20 point type on ordinary paper size 20×30/8. Line drawing, rough sketches of the pump parts, cover page illustrated in one colour, Price Rs. 1.50.
- 4. Book : Makki, Makka, Shankkar Makka

Publisher : Rajasthan Vidyapith, 1982.

Topic : Agriculture

- Content : Improved varieties of maize, how to sow it, fertilizers needed, type of soil, diseases and pests control.
- Format : A book of 26 pages, size $20 \times 30/8$. Printed in 20 point type, black and white line drawing and half tone illustrations, plenty of white space. Cover page in one colour with an indistinct photograph on it. Price Rs. 1.50.
- 5. Book : Kutir uddoygon ke lie bankon se karz ki suvhidaen

Publisher : Literacy House, 1983.

Topic	: Village industry
Content	: Types of village industries which could get bank loans, conditions of loan, etc.
Format	: A booklet of 8 pages. Rest same as Book No. 1. Written in the form of a thin story. Price Re. 0.40.

6. Book : Apni Sarkar ap kaise chunen

Publisher : Literacy House, 1956.

Topic : Civics

- Content : What is vote, why to vote, who is a voter, women franchise, election to different bodies, how to vote, party symbols, voting carefully, etc.
- Format : A book of 50 pages, size 17×27/8. Printed in 20 point type with plenty of black and white line drawing illustrations. Full cluttered pages. Cover page in three colours. Price Re. 0.75.
- 7. Book : Sab Milkar

Publisher : Jamia State Resource Centre, 1983.

Topic : Civics

Content : Combined action can meet the threats of our social security. An individual, may find himself unable to face a thief, a pick pocket, riotiers of communal fights, but joint action can curb their activities. Lean to media, they are our greatest supporters.

- Format : A book of 50 pages, size 17 × 27/8. Printed in 18 point type on white printing paper, with an illustrated full page drawing facing each text page. Plenty of white space. Cover page in two colours. Price Rs. 3.50.
- 8. Book : Dharmik Kahanian

Publisher : Jamia State Resource Centre, 1983.

Topic : Religion

- Content : Religious stories having morals relevant to present day life problems, embrassing that religion and religious leaders not only supported behaviour helpful to maintain an orderly society but some were willing to even sacrifice their lives for it.
- Format : A book of 40 pages. Size 20×30/8. Printed in 16 point type. All pages illustrated with black and white line drawing pictures, having lots of white space. Cover page in two colours. Price Rs. 3.00.
- 9. Book : Jadu

Publisher : Jamia State Resource Centre, 1983.

- Topic : Story
- Content : Adaption of a Japanese story with a moral in the end—magic is another name of ignorance, if we don't understand the cause of an event we tend to term it as magic.
- Format : A book of 46 pages. Size 17 × 27/8. Printed in 16 point type. An illustrated

full page drawing in double colour facing each text page. Plenty of white space. Cover page in three colours. Price Rs. 3.50.

10. Book : Kahani ke Akhar

Publisher : Literacy House, 1980.

Topic : Story

- Content : A number of stories with moral. Some dealing with health and transportation problems in the form of a thin story.
- Format : A book of 36 pages. Size $18 \times 22/8$. Printed in 18 point type. Half page black and white line drawing illustrations. Cover page in three colours. Price Rs. 1.25.

TOPICS OF THE SELECTED BOOKS

- 1. Health
- 2. Agriculture
- 3. Village industries
- 4. Civics
- 5. Religion
- 6. Story

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LIST OF INVESTIGATORS

	Name	Designation & Place	Qualification	Experience
1.	Shri G.K. Joshi	Project Officer, Rajasthan Vidyapith, Udaipur	M.A. (Hist.) B. Ed. Methodology	36 years
2.	Shri C.S. Choudhry	Co-ordinator, Rajasthan Vidyapith, Udaipur	M.A. (Hist.), B. Ed. Evaluation & Measurement	36 years
З.	Shri Suhshil Dashora	Asstt. Director, Rajasthan Vidyapith, Udaipur	M. Com., L.L.B	8 years
4.	Shri Shyam Nandvana	Sr. Lecturer, Janata College Rajasthan Vidyapith, Udaipur	M.A. (Eco.)	8 year <mark>s</mark>
5.	Shri Bhawar Lal Gujar	Jr. Lecturer, Janata College Rajasthan Vidyapith, Udaipur	M.A. (Hist.)	8 years

	Name	Designatio	on & Plac	e	Qualification	Experienc e
6.	Shri Wiqar Anjum	Research Ranchi	Asstt.	XISS,	B.A. (Hons.) P.G.D.R.D	4 months
7.	Shri Jitender Pal Singh	Research Ranchi	Asstt.	XISS,	B. Sc., P.G [.] D.R.D.	3 ¹ 2 months
8.	Shri Nitya Nand Jha	Research Ranchi	Asstt.	XISS,	B.A. (Hons.), P.G.D.R.D.	$3\frac{1}{2}$ months
9.	Shri Rajeev Kumar	Resea rc h Ranchi	Asstt.	XISS,	B. Sc., P.G.D.R.D.	4 months
10.	Shri Manojit Ghosh	Project Ranchi	Officer	XISS,	M.A. (Eco.), M.B.A.	4 months
11.	Shri Gopal Singh Kalokoti				M.A. (Eco.)	6 months
12.	Shri Rakesh Kumar				M.A., (Pol. Sc.)	
13.	Shri P.K. Sundriyal	Lit. Statis	tician		M.A. (Eco.)	5 years

Annexure 'F'

EX-COMMUNICATION INSCRIPTION ON A STONE SLAB

2983 इस्वी

सुखाराम सोये (मुण्डा) वल्द लकीराम मुण्डा और पालीसोये वल्द सिरका सोये साकिन सोये को मौजा तकियाहू थाना मोलाहू जिला रांची परगना तमाड़ के रहने वाले है। चाचा भतीजी एक ही गोतर सोये। हागा खा के यह दोनों वगीचार कर पालू सोये गया दारीपायी गयी। मुण्डा रीति रिवाज के अनुसार सुखाराम सोये वल्द सोये को पाठ बैठा कर दिनांक 18-4-83 से मुण्डा समाज से निगाड़ा निशान कर दिया गया।

गांवों के नाम

खूंटी ठोला मोहती टोला बुद्धी दीह वेरी दीह बीर गांव पंडरानी

Table 1

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Fluency in word recognition

Distt.	TN	1	-3 mont	hs	4	4-6 months		7-9 months			10+months		
		4LW	5-6LW	JLW	4LW	5-6LW	JLW	4LW	5-6LW	JLW	4LW	5-6LW	JLW
Ranchi	477	20%	12%	9%	21%	15%	9%	22%	13%	10%	22%	14%	10%
Dungarpur	434	28%	13%	13%	21%	14%	6%	23 %	13%	7%	24%	13%	8%
Mandsor	370	28%	17%	9%	28%	19%	11%	28%	22%	13%	30%	21%	13%
Lucknow	493	33%	42%	8%	23%	22%	11%	23%	22%	11%	25%	23%	11%
Total	1774	27%	21%	10%	23%	18%	9%	24%	18%	10%	25 <i>ª</i> /	18%	10%

TABLE 1A

Percentage of words read correctly/not read

International States	1-	1-3 months			4-6 months 7-			9 mon	ths	10+months		
	F	Н	х	F	Н	х	F	н	х	F	Н	x
4 letters words	27	3	3	23	6	5	24	5	3	25	6	4
5+6 letters words	21	13	8	18	15	9	18	16	9	18	14	9
Joint letters words	10	10	5	9	9	6	10	9	6	11	8	6
Total	58%	5 26 %	5 16%	50%	30%	20%	52%	30%	18%	54%	25%	19%
	8	34		8	30		8	2		7	9	
	-				-				100	-	Contraction of Contraction	

Ta	bl	е	2

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10 m 7 m 8 m 9 m 5 m 6 m 1-3 m 4 m Distt. TN N=150 N=167 N = 50N=71 N = 21N=1N=4N = 13477 Ranchi G=56 G=125 G=133 G=9 G = 33G = 0G=2G=18 80% 78% 80% 50% 69% 72% 0% 86% N=96 N=96 N=79 N = 54N=19 N=29 N=56 434 N=5Dungarpur G=73 G=64 G=41 G=58 G=15 G=16 G=36 G=5 75% 81% 60% 76% 64% 53% 100% 78% N=86 N=84 N=23 N=39 N=50 N = 33N=22 N=33 Mandsor 370 G=17 G=19 G=38 G=35 G=12 G=12 G=26 G=13 52% 31% 52% 52% 42% 57% 44% 59%

Understanding of Sentences (illustrated)

Distt.	TN	1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m
Lucknow	493	N=1	N=0	N=15	N=30	N=164	N=178	N=84	N=21
		G=1	$G\!=\!0$	G=13	G=22	G=150	G=145	G=83	G=21
4		100%	0%	87%	73%	91%	81%	99%	100%
Total	1774	N=49	N=53	N=134	N=183	N=333	N=384	N=363	N=275
		G=37	G=34	G=69	G = 102	G=253	G=286	G=298	G=212
		76%	64%	51%	56%	76%	74%	82%	77%

G=good

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and the second									
Distt.	TN	1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m
Ranchi	477	N=21	N 1	N=4	N=13	N=50	N=71	N=150	N=167
		G=18	G==0	G = 2	G=8	G=32	G = 45	G = 114	G=107
		86%	0%	50%	62%	64%	63%	76%	64%
Dungarpur	434	N=5	N=19	N=29	N=56	N=96	N=96	N=79	N=54
		G=3	G = 11	G = 25	$G\!=\!42$	G=81	G=87	G=66	G=48
		60%	58%	٤6%	75%	94%	90%	94%	89%
Mandsor	370	N=22	N=33	N=86	N=84	N=23	N=39	N=50	N=33
		$\mathbf{G} = 6$	G=11	G=22	G=23	G=7	G=10	G=15	G=7
		27%	33%	25%	27%	30%	26%	30%	21%

Table 3

128	Distt.	TN	1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m
	Lucknow	493	N=1	N=0	N=15	N=30	N=164	N=178	N=84	N=21
			G=1	G=0	G=12	G=21	G=130	G=139	G=74	G=17
			100%	0%	80%	70%	79%	78%	88%	81%
	Total	1774	N=49	N=53	N=134	N=183	N=333	N=384	N=363	N=275
			G=28	G=22	G=61	G=94	G=250	G=281	G=269	G=179
			57%	42%	46%	51%	75%	73%	74%	65%

Bandhi - 777 N. 21 N. 4. 1 N. 4. 1 - 1 J. 10 N-11 N. 160 N-107

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Paragraph Comprehension

Distt.	TN	1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m
Ranchi	477	N=21 G=18 85%	N=1 G=0 0%	N=4 G=2 50%	N=13 G=10 77%	N=50 G=24 48%	N=71 G=49 69%	N=150 G==121 81%	N=167 G=119 71%
Dungarpur	434	N=5 G=4 80%	N=19 G=10 53%	N==29 G==23 79%	N=56 G=40 72%	N=96 G=71 74%	N=96 G=79 82%	N=79 G=71 90%	N=54 G=50 92%
Mandsor	370	N=22 G=8 36%	N=33 G=22 67%	N=86 G=55 64%	N=84 G=55 66%	N=23 G=16 70%	N=39 G=17 44%	N=50 G=31 62%	N=33 G=23 70%
Lucknow	493	N=1 G=1 100%	N=0 G=0 0%	N=15 G=15 100%	N=30 G=30 100%	N=164 G=157 96%	N=178 G=164 92%	N=84 G=81 96%	N=21 G=20 95%
Total	1774	N=49 G=31 63%	N=53 G=32 60%	N=134 G=95 71%	N=183 G=135 74%	N=333 G=268 80%	N=384 G=309 80%	N=363 G=304 84%	N=275 G=212 76%

Table	K.
Dictatio	n

100 - Constant and the second					
Distt.	TN	1-3 m	4-6 m	7-9 m	10 m
Ranchi	477	N=21	N=18	N=271	N=167
g fer et		G=17	G=15	G=220	G=135
		81%	83%	81%	81%
Dungarpur	434	N=5	N=104	N=271	N=54
		G=5	G=88	G = 230	G=47
		100%	85%	85%	87%
Mandsor	370	N=22	N=203	N=112	N=33
		G=20	G=175	G=103	G=28
		91%	86%	92%	85%
Lucknow	493	N=1	N=45	N=426	N=21
		G=1	G=38	G=390	G=19
		100%	84%	92%	90%
Total	1774	N=49	N=370	N=1080	N=275
		G=43	G=316	G=943	G=229
		88%	85%	87%	83%

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Distt.	TN	1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m
Ranchi	477	N=21	N == 1	N == 4	N==13	N=50	N=71	N=150	N=167
		• G=0	G = 0	$\mathbf{G} = 0$	G = 3	G = 6	G=8	G = 10	G = 16
		0%	0%	0%	23%	12%	12%	7%	1 %
Duangarpur	434	N=5	N=19	N=29	N=56	N=96	N==96	N=79	N=54
		G=0	G=2	G = 1	G=6	G = 6	G = 14	G=6	G=12
		0%	11%	3%	11%	6%	15%	8%	22%
Mandsor	370	N=22	N = 33	N=86	N=84	N=23	N=39	N = 50	N=33
		G = 3	G=5	G=3?	G=9	G=5	G = 2	G=1	G = 5
•		14%	15%	12%	11%	2 2%	5%	2%	15%
Lucknow	493	N=1	N=0	N=15	N=30	N = 164	N=178	8 N=84	N=21
		G = 0	G=0	G = 3	G=11	G==119	G=28	G=18	G = 3
		0%	0%	20 %	37%	72%	16%	21%	14%
Total	1774	N=49	N=53	N=13	4 N=183	3 N=333	N=384	4 N=363	N=275
		G=3	G=7	G=14	G==56	G=136	G=52	G=35	G=36
		6%	13%	10%	31%	41%	14%	10%	13%
		, .							

Table 6 Ability to express in writing

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Ability to write down complete address, legibly										
Distt.	TN	1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m	
Ranchi	477	N=21	N=1	N=4	N=13	N=50	N=71	N=150	N=167	
		G=11	$G\!=\!0$	G=2	G=8	G=19	G=31	G==79	G=83	
		52%	0%	50%	62%	30%	44%	53%	50%	
Dungarpur	434	N=5	N=19	N=29	N=56	N=96	N=96	N=79	N=54	
		G = 4	G = 8	G=11	G=24	G=40	G=52	G=49	G=30	
		80%	42%	38%	43%	42%	54%	62%	56%	
Mandsor	370	N=22	N=33	N=86	N=84	N=23	N=39	N=50	N=33	
		G=9	G = 12	G = 23	G = 29	G = 4	G=12	G=25	G=20	
		41%	36%	27%	35%	17%	31%	50%	61%	
Lucknow	493	N=1	N === 0	N=15	N=30	N=164	N=178	N=84	N=21	
		G=1	2	G=9	G=22	G=120	G=128	G=69	G=17	
		100%		60%	73%	73%	72%	82%	81%	
Total	1774	N=49	N=53	N=134	N=183	N=333	N=384	N = 363	N=275	
		G=25	G=20	G=55	G=83	G=183	G=243	G=222	G=150	
		51%	36%	41%	45%	55%	58%	61%	55%	

Table 7

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Distt.	TN	1-3 m	4-6 m	7-9 m	10 m
Ranchi	477	N=21	N=10	N=271	N=167
		G=14 67%	G=14 78%	G=226 83%	G=127 76%
Dungarpur	434	N=5	N=104	N=271	N=54
		G=4 80%	G=56 54%	G=175 65%	G=30 56%
Mandsor	371	N=22	N=203	N=112	N=33
		G=17 77%	G=153 75%	G=82 73%	G=25 76%
Lucknow	493	N=1	N=45	N=426	N=21
		G=1 100%	G=31 69%	G=321 75%	G=17 81%
Total	1774	N=49	N=370	N=1080	N=275
Total		G=36	G=254	G=804	G=199
		73%	69%	74%	12%

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Ability to Copy Neatly

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Ability to write own words legibly and correctly

Distt.	τN	1-3 m	4-6 m	7-9 m	10 m
Ranchi	477	N=21	N=18	N=271	N=167
		G=18	G=11	G=210	G=129
		85%	61%	77%	77%
Dungarpur	434	N=5	N=104	N=271	N=54
		G=4	G=69	G=192	G=250
		80%	66%	71%	83%
Mandsor	370	N=22	N=203	N=112	N=33
		G = 14	G = 160	G=92	G=23
		64%	78%	82%	70%
Lucknow	493	N=1	N == 45	N=426	N=21
		G=1	G=38	G=349	G=18
	E.	100%	84%	82%	86%
Total	1774	N=49	N=370	N=1080	N=275
		G=37	G=278	G=843	G=220
		75%	75%	78%	80%
Contraction of the second se			- In the second se	And and a subscription of the subscription of	

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Distt.	TN	1-3m	4m	5m	6m	7m	8m	9m	10m
Ranchi	477	N=21 G=16 76%	N=1 G=0 0%	N=4 G=1 25%	N=13 G=9 69%	N=50 G=17 34%	N=71 G=30 42%	N=150 G=87 58%	N=167 G=91 54%
Dungarpur	434	N=5 G=3 60%	N=19 G=8 42%	N=29 G=11 38%	N=56 G=25 45%	N=96 G=45 47%	N=96 G=13 14%	N=79 G=30 37%	N=54 G=21 39%
Mandsor	370	N=22 G=6 27%	N=33 G=11 33%	N=86 G=22 26%	N≕84 G=33 27%	N=23 G=7 30%	N=39 G=10 25%	N=50 G=15 30%	N=33 G=7 21%
Lucknow	493	N=1 G=1 100%	N=0 G=0 0%	N=15 G=11 73%	N=30 G=14 47%	N=164 G=78 48%	N=178 G=98 55%	N=84 G=44 52%	N=21 G=13 62%
Total	1774	N=49 G=26 53%	N=53 G=19 36%	N=134 G=45 34%	N=183 G=71 38%	N=333 G=147 44%	N=384 G=151 39%	N=363 G=176 48%	N=275 G=132 48%

Ability to write down own sentences correctly & legibly

Table 11	
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Ability	/ to	Write	Numeral	s
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Distt.	TN		1—3m			4—6n	ı	7—	-9m		10m+	1.5	
		1D	2D	3D	1D	2D	3D	1D	2D	3D	1D	2D	3D
Ranchi	477	N=21 G=14 67%	N=21 G=15 71%	N=21 G=15 71%	N=18 G=15 83%	N=18 G=13 72%	N=18 G=10 56%	N=271 G=195 72%	N=271 G=203 75%	N=271 G=154 57%	N=167 G=118 71%	N=167 G=120 72%	N=167 G=104 62%
Dungarpur	434	N=5 G=2 40%	N=5 G=2 40%	N=5 G=1 20%	N = 104 G = 26 25%	N=104 G=26 25%	N=104 G=14 23%	N=271 G=76 28%	N=271 G=76 28%	N=271 G=45 17%	N=54 G=15 28%	N=54 G=14 26%	N=54 G=7 13%
Mandsor	370	N=22 G=10 45%	N=22 G=10 45%	N=22 G=7 32%	N=203 G=79 44%	N=203 G=89 44%	N=203 G=65 32%	N=112 G=73 65%	N=112 G=73 65%	N=112 G=54 48%	N=33 G=10 30%	N=33 G=9 27%	N=33 G=7 21%
Lucknow	493	N=1 G=1 100%	N = 1 G=0 0%	N=1 G=0 0%	N=45 G=42 93%	N=45 G=45 100%	N=45 G=44 98%	N=426 G=387 91%	N=426 G=397 93%	N=426 G=371 87%	N=21 G=17 81%	N=21 G=17 81%	N=21 G=15 71%
Total	1774	N=49 G=27 55%	N=49 G=27 55%	N=49 G=29 47%	N=370 G=163 44%	N=370 G=173 47%	N=370 G=133 36%	N=1080 G=731 67%	N=1080 G=749 69%	N = 1080 G = 624 58%	N=275 G=160 58%	N=275 G=160 58%	N=275 G=133 48%

							Table 12 Addition							
Sand in the			1—3m			L	1—6m	1	7—	9m	1	0m+	112	
Distt.	ΤN	1D	2D Nco	2D Co	1D	2D Nco	2D Co	1D	2D Nco	2D Co	1D	2D Nco	2D Co	3D
Rcnchi	477	N=21 C=19 90°/	N=21 C=19 90%	N=21 C=16 76%	N=18 C=15 83%	N=18 C=14 78%	N=18 C=11 61%	N=271 C=230 85%	N=271 C=216 80%	N=271 C=177 65%	N=167 C=135 81%	N = 167 C = 127 76%	N=167 C=105 63%	N=167 C=92 55%
Dungarpur	434	N=5 C=5 100%	N=5 C=4 80%	N=5 C=3 60%	N=104 C=73 70%	N=104 C=67 64%	N=104 C=55 53%	N=271 C=225 83%	N=271 C=201 74%	N=271 C=166 61%	N=54 C=42 78%	N=54 C=43 80%	N=54 C=34 63% N=33	N=54 C=34 63% N=33
Mandsor	370	N=22 C=12 55%	N=22 C=10 45%	N=22 C=6 27%	N=203 C=153 75%	N=203 C=153 75%	N=203 C=108 53%	N=112 C=83 74%	N=112 C=76 68%	N = 112 C=55 49%	N=33 C=23 70% N=21	C=19 50% N=21	C = 17 52% N = 21	C=17 52%
Lucknow	493	N=1 C=1 100%	N=1 C=1 100%	N=1 C=1 100%	N=45 C=39 87%	N=45 C=38 84%	N=45 C=36 80%	N=426 C=389 91%	N=420 C=376 89%	C=343 81%	C=16 76%	C=16 76%	C=15 71%	Ξ
Total	1774	N=49 C=37 76%	N=49 C=34 69%	N=49 C=26 53%	N=270 C=280 76%	N=370 C=272 74%	N=370 C=210 57%	N=1080 C=927 86%	N=1080 C=869 80%	N=1080 C=731 69%	N=275 C=216 79%	N=275 C=205 75%	N=275 C=171 62%	
			66%	<u></u>		69%	(here		78%			72%		

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	Distt.	TN	1—3m	4m	5m	6m	7m	8m	9m	10m
	Ranchi	477	N=21	N=1	N=4	N=13	N=50	N=71	N=150	N=167
			C=12	C=0	C=2	C=9	C=28	C=35	C=78	C=92
			57%	0%	50%	6 2 %	56%	49%	52%	55%
	Dungarpur	434	N=5	N=19	N=29	N = 56	N=56	N=97	N=79	N=54
			C=3	C=17	C=16	C=24	C=49	C= 58	C==45	C=34
			60%	89%	55%	43%	51%	60%	57%	63%
	Mandsor	370	N=22	N=33	N=86	N=84	N=23	N=39	N=50	N=33
			C=6	C=13	C==44	C=43	C=10	C=17	C=22	C=15
			27%	40%	51%	51%	44%	44%	44%	52%
	Lucknow	493	N=1	N = 0	N = 15	N=30	N==164	N=178	N=84	N=21
			C=1	C=0	C=8	C=18	C=117	C=130	C=61	C=15
			100%	0%	53%	60%	71%	73%	73%	71%
	Total	1774	N=49	N=53	N=134	N=183	N=333	N=384	N=363	N=275
			C=22	C=30	C=70	C=94	C=204	C=240	C=206	C=158
			45%	57%	52%	51%	61%	63%	57%	57%

Subtraction

	1—3 months					6 months		7—9 n	nonths	280	10 mo	nths+	
	1D	2D	2D	10	2D	2D	1D	2D	2D 1	D	2D	2D	3D
Ranchi 477	N=21 C=17 81%	Nco N=21 C=14 67%	Co N=21 C=12 57%	N=18 C=11 61%	Nco N=18 C=10 56%	Co N=18 C=10 56%	N=271 C=209 77%	Nco N=271 C=182 67%	Co N=271 C=116 43%	N=167 C=120 72%	Nco N=167 C=116 69%	Co N=167 C=63 38%	N=167 C=62 37%
Dungarpur 434	N=5 C=5 100%	N=5 C=4 80%	N=5 C=3 60%	N = 104 C = 67 64%	N = 104 C = 49 47%	N = 104 C = 36 66%	N=271 C=1/5 65%	N=271 C=124 56%	N=271 C=186 69%	N=54 C=34 65%	N=54 C=40 74%	N=54 C=24 44%	N=54 C=20 37%
Mandsor 370	N=22 C=8 36%	N=22 C=7 32%	N=22 C=26 27%	N=203 C=113 56%	N=203 C=103 53%	N=203 C=57 28%	N=112 C=62 55%	N=112 C=53 47%	N=112 C=29 26%	N=33 C=17 52%	N=33 C=15 45%	N=33 C=7 21%	N=33 C=7 21%
Lucknow 493	N=1 C=1 100%	N=1 C=1 100%	N=1 C=1 100%	N=45 C=40 89%	N=45 C=40 89%	N=45 C=23 51%	N=426 C=81 19%	N=426 C=345 81%	N=426 C=309 72%	N=21 C=17 81%	N=21 C=15 71%	N=21 C=13 62%	
Total 1774	N=49 C=31 63%	N=49 C=26 54%	N=49 C=42 86%	N=370 C=231 62%	N=370 C=202 55%	N=370 C=126 34%	N=1080 C=527 49%	N=1080 C=704 65%	N=1080 C=640 59%	N=275 C=188 68%	N=275 C=186 68% 58%	N=275 C=107 39%	

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Ability to Subtract 3 digits figures

Distt.	TN	1-3m	4m	5m	6m	7m	8m	9m	10m
Ranchi	477	N=21	N=1	N=:4	N=13	N=50	N=71	N=150	N=167
		C=17		C=2	C=6	C=18	C=25	C = 66	C=62
Dungarour	131	N-5	0% N 10	50%	40%	36%	35%	44%	37%
Dungarpur	434	C=5	N = 19 C - 12	N = 29 C = 14	N = 56	N = 96	N = 96	N = 79	N = 54
		100%	63%	48%	43%	33%	42%	37%	37%
Mandsor	370	N=22	N=33	N=86	N=84	N=23	N=39	N=50	N=:33
		C==8	C=7	C=25	C=17	C=12	C=12	C=17	C=7
		36%	21%	29%	20%	9%	31%	34%	21%
Lucknow	493	N=1	N = 0	N=15	N = 30	N = 164	N=178	N=84	N=21
		C=1	C=0	C=9	C=19 '	C=102	C=103	C=49	C = 11
		100%	0%	60%	63%	62%	58%	58%	52%
Total	1774	N=49	N=53	N=134	N=183	N=333	N=384	N=363	N=275
		C=31	C=19	C = 50	C=66	C=154	C=180	C=161	C=100
		63% 0	36%	37%	36%	46%	47%	44%	36%

	Multiplication (3×3)									
		1-3m	4—6m	7. ⊸ 9m	10m+0	1				
Tom	1.12.2	1×1D	1×1D	1 × 1D	1×1D	1 × 1D				
Ranchi	477	N = 21	N=18 C=11	N=271 C=192	N=167 C=115	N = 167 C = 101				
		67%	61%	171%	69%	62%				
Dungarpur	434	N=5 C=2	N = 104 C = 67	N = 271 C = 172	N=54 C=32	C=32				
Mandsor	370	40% N=22	64% N=203	63% N=112	59% N=33	59% N=23				
		C=10 45%	C=121 60%	C=60 54%	C=20 61%	C=19 58%				
Lucknow	493	N=1 C=1	N=45 C=33	N=426 C=357	N=21 C=15	. 95				
		100%	73%	84%	71%	0.10-10.				
Total	1774	N=49	N=370	N=1080	N=275	N = 244 C = 152				
		C=27 55%	C=232 63%	72%	66%	62%				

				Table 17							
Multiplication (7×4)											
		1—3m	4m	5m	6m	7m	8m 18	9m	10m		
Ranchi	477	N=21 C=14	N=1 C=0	N=4 C=2	N=13 C=8	N=50 C=29	N=71 C=38	N=150 C=102	N=167 C=101		
		67%	0%	5 0 %	62%	58%	55%	68%	62%		
Dungarpur	434	N=5	N=19	N=29	N=56	N=96	N=96	N=79	N=54		
		C=2	C=17	C=20	C=35	C=62	C=51	C=42	C=32		
		40%	89%	69%	6 2 %	65%	65%	53%	59%		
Mandsor	370	N=22	N=33	N=86	N=84	N=23	N=39	N=50	N=23		
		C=10	C=17	C=42	C=45	C=7	C=17	C=32	C=19		
		45%	52%	49%	54%	30%	44%	64%	58%		
Lucknow	493	N=1	N=0	N=15	N=30	N=164	N=178	N=84	N=21		
		C=1	C=0	C=13	C=24	C=131	C = 150	C=71	C=26		
• 1911 A		100%	0%	87%	80%	80%	84%	85%	76%		
Total	1774	N=49	N=53	N=134	N=183	N=333	N=384	N=363	N=275		
		C=27	C=34	C=77	C=112	C=229	C=257	C=247	C=168		
		55%	64%	57%	61%	6 9 %	67%	88%	61%		

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Prob	lem So	lving
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Distt.	TN		1—3m		1	1—6m			7—9m			10 m+	
1			×	÷		0 ×	÷	-	×	÷	_	×	÷
Ranchi	477	N=21	N=21	N=21	N=18	N=18	N=18	N=271	N=271	N=271	N=167	N=167	N=167
		C=11	C=18	C=19	C=7	C=11	C=10	C=95	C=189	C=176	C=52	C=98	C=93
		53%	86%	90%	38%	60%	56%	35%	70%	65%	31%	57%	56%
Dungarpur	434	N = 5	N = 5	N=5	N = 104	N = 104	N = 104	N=271	N = 271	N=271	N = 54	N=54	N=54
		C = 4	C=2	C=3	C=39	C=61	C=59	C=10	C=167	C = 139	C=17	C=32	C=28
		80%	40%	60%	37%	59%	57%	39%	62%	51%	31%	59%	52%
Mandsor	370	N=22	N=22	N = 22	N=203	N = 203	N=203	N = 112	N=112	N=112	N=33	N=33	N=33
		C=3	C=9	C=8	C=53	C=89	C=90	C=23	C=51	C = 50	C=8	C=13	C=12
		14%	41%	36%	26%	44%	44%	21%	46%	45%	24%	39%	36%
Lucknow	493	N=1	N=1	N = 1	N = 45	N = 45	N = 45	N = 426	N = 426	N=426	N=21	N=21	N=21
		C = 0	C=1	C=1	C=27	C=36	/C=37	C=275	C = 371	C=377	C=11	C=17	C=16
		0%	100%	100%	60%	80%	82%	65%	87%	88%	52%	81%	76%
Total	1774	N=49	N=49	N=49	N=370	N=370	N=370	N=1080	N=1080	N=1080	N=275	N=275	N=275
		C=18	C=30	C=31	C=126	C=197	C=196	C=403	C=778	C=742	C=88	C=160	C=149
		37%	61%	63%	34%	53%	53%	37%	72%	69%	32%	58%	54%
			53%			46%	rable 19		59%			48%	

Res

Paragraph Comprehension

Non SC/ST

Distt.	TN	1— 3m	4m	5m	6m	7m	8m	9m	10m
Lucknow	493	N=0 G=0 0%	N=0 G=0 0%	N=9 G=9 100%	N=16 G=16 100%	N=66 G=65 98%	N=71 G=63 89%	N=28 G=27 96%	N=8 G=7 88%
Ranchi	477	N=2 G=2 100%	N=0 G=0 0%	N=1 G=1 100%	N=2 G=1 50%	N=10 G=6 60%	N=5 G=3 60%	N=30 G=24 80%	N=46 G=41 89%
Dungarpur	434	N=1 G=1 100%	N=9 G=4 49%	N=9 G=8 89%	N=31 G=21 68%	N=28 G=18 64%	N=22 G=18 82%	N=31 G=29 94%	N=9 G=8 89%

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Non SC/ST										
Distt.	TN	1—3m	4m	5m	6m	7m	8m	9m	1 On	
Mandsor	370	N=11	N=10	N=46	N=44	N=16	N=19	N=32	N=1	
17 - 36		G=2	G=8	G=32	G=28	G=8	G=9	G=22	G=1	
1999. U. 1 ()	ter G	18%	80%	70%	64%	50%	47%	70%	69%	
G = 3 G = 3 60 = 4 800 C = 10 K = 10	1774	N=14 G=5 36%	N=19 G=12 63% N= G= 799	N=65 G=50 77% 628 493	N=93 G=66 71%	N=120 G=98 82%	N=117 G=93 79%	N=121 G=102 85%	N=7 G=6 85%	
1000) G = 1 M = 1	C G U		- 13 4	6- 10 21 - 10	6 1 - 29	6 8.	6		10 -110 17340	

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				SC/ST				
	1—3m	4m	5m	6m	7m	8m	9m	10m
	N=1	N=0	N=6	N=14	N=98	N=107	N=56	N=13
	G=1	G=0	G=6	G=13	G=94	G=95	G=54	G=13
	100%	0%	100%	93%	96%	89%	96%	100%
	N=19	N=1	N=3	N=11	N=40	N=66	N=120	N=121
	G=16	G=0	G=1	G=8	G=26	G=48	G = 100	G=87
	82%	0%	33%	73%	65%	73%	83%	72%
	N=4	N=10	N=20	N=25	N=68	N=74	N=48	N=45
	G=3	G=7	G=15	G=18	G=53	G=62	G=40	G=42
	75%	70%	75%	72%	78%	84%	83%	93%
	N=11	N=23	N=40	N=40	N=7	N=20	N=18	N=17
	G=6	G=15	G=24	G=29	G=6	G=7	G=9	G=12
	55%	65%	60%	73%	86%	35%	50%	71%
-	N=35	N=34	N=69	N=90	N=213	N=267	N=242	N=196
	G=26	G=22	G=46	G=68	G=179	G=212	G=203	G=154
	74%	67%	67%	76%	84%	79%	84%	79%
				N=11	146			
				G-91	10			
				79%	inter and			

	Tal	ble 20	
Ability	to	express	fully

N	on	SC	/ST

Distt.	TN	1-3m	4m	5m	6m	7m	8m	9m	10m
Lucknow	493	N=0 G=0	N=0 G=0	N=9 G-1 11º/	N=16 G=6 38%	N=66 G=8 12%	N=71 G=11 15%	N=28 G=3 11%	N=8 G=2 25%
Ranchi	477	N=2 G=0 $0^{\circ/}$		N=1 G=0 0%	N=2 G=1 50%	N=10 G=0 0%	N=5 G=0 0%	N=30 G=1 4%	N=46 G=8 17%
Dungarpur	434	N = 1 G = 0 $0^{0/2}$	N=9 G=0 0%	N=9 G=0 0%	N=31 G=2 6%	N=28 G=1 4%	N=22 G=1 4%	N=31 G=11 3%	N=9 G=5 56%
Mandsor	370	N=11 G=1 9%	N=10 G=1 10%	N=46 G=5 11%	N=44 G=5 11%	N=16 G=3 19%	N=19 G=2 11%	N=32 G=0 0%	N=16 G=3 18%
Total	1774	N=14 G=1 7%	N=19 G=1 5%	N=65 G=6 9%	N=93 G=14 15%	N=120 G=12 10%	N = 117 G = 14 12%	N=121 G=5 4%	N=79 G=18 23%
-			241	N=628 G=57 9%					

				SC/ST				
	1-3m	4m	5m	6m	7m	8m	9m	10m
	N==1	N=0	N=6	N=14	N=98	N=107	N=56	N=13
	G=0	G = 0	G=1	G=2	G=12	G=17	G=14	G=0
	0%	0%	17%	14%	12%	16%	25%	0%
	N=19	N=1	N=3	N=11	N=40	N=66	N=120	N=121
	G=0	G = 0	G=0	G=3	G=3	G==4	G=10	G=7
lanuda Annuda	0%	0%	0%	27%	8%	6%	8%	6%
	N = 4	N==10	N=20	N=25	N=68	N=74	N=48	N=45
	G=0	G=2	G=1	G=3	G==4	G=13	G=7	G=13
	0%	20%	5%	12%	7%	18%	15%	29%
	N=11	N = 23	N = 40	N=40	N=7	N=20	N=18	N=17
	G=2	G=2	G=3	G=3	G==1	G=0	G=1	G=3
	18%	9%	7%	7%	14%	0%	6%	17%
Constant of the	N=35	N=34	N = 69	N = 90	N=213	N=267	N=242	N==196

G=34

13%

G=22

9%

G=23

12%

148

G=2

6%

G=4

12%

 $\begin{array}{ccccc} G = 5 & G = 11 & G = 20 \\ 7\% & 12\% & 9\% \\ & N = 1146 \\ & G = 121 \\ & 11\% \end{array}$

				NON SC	51				
Distt.	TN	1—3m	4m	5m	6m	7m	8m	9m	10m
Lucknow	493	N=0	N=0	N=9	N=16	N = 66	N=71	N=28	N=8
· 04 -35		G=0	G = 0	G = 5	G=9	G=51	G=56	G=:23	G=5
		0%	0% .	56 %	56%	77%	79%	82%	63%
Ranchi	477	N=2	N = 0	N = 1	N = 2	N=10	N=5	N = 30	N=46
		G=1	$G\!=\!0$	G = 0	G=1	G = 4	G = 5	G=13	G=29
		50%	0%	0%	50%	40%	100%	43%	63%
Dungarpur	435	N=1	N=9	N=9	N=31	N=28	N=22	N=31	N=9
		G=1	G = 3	G=6	G=16	G=10	G = 10	G=22	G=6
		100%	33%	67%	52%	36%	45%	71%	67%
Mandsor	370	N=11	N = 10	N = 46	N = 44	N = 16	N=19	N=32	N=16
		G=6	G=7	G = 14	G=15	G=3	G=6	G=16	G=10
106 -	di, 1	55%	70 %	30%	34%	19%	32%	50%	61%
		N=14	N=19	N = 65	N=93	N==120	N=117	N=121	N=79
		G=8	G = 10	G=25	G=41	G=68	G=77	G=74	G=50
		57%	53%	38%	44%	57%	66%	61%	63%
					N = 628				
					56%				

Table 21Ability to write addressNon SC/ST

17								- F
0 -	1—3m	4m	5m	6m	7m	8m	9m	10m
	N=1	N=0	N=6	N=14	N=98	N=107	N = 56	N=13
	G=1	G=0	G=5	G=11	G = 69	G=78	G = 45	G=12
	100%	0%	83%	79%	70%	73%	80%	92%
	N=19	N=1	N=3	N=11	N=40	N = 66	N=120	N==121
	G=10	G=0	G==1	G=8	G=12	G=30	G = 65	G=55
	53%	0%	33%	73%	30%	46%	54%	45%
	N=4	N=10	N==20	N=25	N=68	N = 74	N=48	N=45
	G=2	G=5	G=5	G=9	G=29	G = 43	G=28	G=24
	50%	50%	25%	36%	43%	58%	58%	53%
	N=11	N=23	N = 40	N=40	N=7	N = 20	N=18	N=17
	G=3	G = 6	G=9	G=11	G=3	G == 4	G = 11	G=8
	27%	26%	23%	28%	43%	20%	61%	47%
	N=35	N=34	N=69	N=90	N=213	N=267	N=242	N=196
	G=16	G=11	G=20	G=39	G=113	G = 155	G=:149	G=99
	46%	32%	29%	43%	53%	58%	62%	51%
			N	=1146				
			G	=602				
				53%				
							the second se	

SC/ST

Non SC/ST									
Distt.	TN	1—3m	4m	5m	6m	7m	8m	9m	10m
Lucknow	493	N=0	N = 0	N=9	N=16	N=66	N=71	N=28	N=8
		G=0	G = 0	G=3	G=10	G = 50	G = 60	G=21	G==7
		0%	0%	33%	6 2 %	76%	85%	75%	88%
Ranchi	477	N=2	N=0	N=1	N==2	N = 10	N = 5	N=30	N==46
		G=1	G=0	G==1	G=2	G=6	G=3	G=14	G=28
		50%	0%	100%	100%	60%	60%	47%	61%
Dungarpur	434	N=1	N=9	N=9	N=31	N=28	N=22	N=31	N=9
		G=1	G=9	G=6	G=14	G=13	G=14	G=16	G==5
		100%	100%	67%	45%	46%	64%	52%	56%
Mandsor	370	N=11	N=10	N=46	N = 44	N=16	N=19	N=32	N=16
2.4		G=2	G=7	G=29	G=18	G=7	G = 10	G = 13	G=6
		18%	70%	63%	41%	44%	53%	41%	39%
N = 1r		N=14	N=19	N = 65	N = 93	N=120	N = 117	N=121	N=79
		G=4	G=16	G = 39	G = 44	G=76	G=87	G = 64	G = 46
		29%	84%	66%	47%	63 %	74%	53 %	58%
N = 628 G = 376 60%									

Table 22 Addition 3 digits Non SC/ST

152

				SC/ST				
1—3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m	
N=1	N=0	N=6	N=14	N=98	N=107	N=56	N=13	
G=1	G = 0	G==4	G=8	G=67	G=70	G=40	G=8	
100%	0%	67%	57%	68%	65%	71%	62%	
N=19	N = 1	N=3	N==11	N=40	N = 66	N=120	N=121	
G = 13	G = 0	G=-1	G==7	G=22	G=37	G=66	G=66	
68%	0%	33%	64%	55%	56%	55%	55%	
N=4	N = 10	N=20	N=25	N=68	N=74	N=48	N = 45	
G = 2	G = 6	G=11	G=11	G=35	G=45	G=28	G=27	
50%	60%	55%	44%	51%	61%	58%	60%	
N=11	N=23	N=40	N = 40	N=7	N=20	N=18	N=17	
G=3	G=7	G=16	G=24	G=2	G=7	G=7	G=10	
27%	30%	40%	60%	29%	35%	39%	59%	
N = 35	N=34	N=69	N=90	N=213	N=267	N=242	N=196	
G=19	G=13	G=32	G = 50	G=126	G=159	G=141	G=111	
54%	38%	46%	56%	59%	60%	58%	57%	
$ \begin{array}{c} N = 1146 \\ G = 651 \\ 57\% \end{array} $								

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Non SC/ST								
Distt.	TN	1-3 m 4 m	5 m	6 m	7 m	3 m 🔄	9 m	10 m
Lucknow	493	N=0 N=0	N=9	N=16	N=66	N=71	N=28	N=8
VI 38		G=0 G=0	G=5	G=11	G=45	G = 40	G=15	G=5
		0% 0%	56%	69%	70%	56%	54%	63%
Ranchi	477	N=2 N=0	N=1	N=2	N==10	N=5	N=30	N=46
		G=0 G=0	G=1	G=1	G=4	G=2	G = 12	G==21
		0% 0%	100%	50%	40%	40%	40%	46%
Dungarpur	434	N=1 N=9	N=9	N=31	N=28	N=22	N=31	N=9
И. с		G=1 G=3	G = 4	G=9	G=9 ·	G=10	G=11	G=3
· · · · · · · · · · · · · · · · · · ·		100% 33%	44%	29%	32%	45%	35%	33%
Mandsor	370	N=11 N=10	N = 46	N=44	N = 16	N=19	N==32	N=16
		G=2 $G=4$	G=12	G = 4	G=2	G=7	G=10	G=1
		18% 40%	26%	9%	13%	37%	31%	6%
	G-1	N=14 N=19	N=65	N=93	N=120	N=117	N=121	N=79
		G=3 G=7	G=22	G=60	G=61	G=59	G=48	G=30
		21% 37%	34%	65%	51% 🛛 🛤	50%	40%	38%
			N=	=628				
			G= 46	=290 %				

Table 23 Subtraction 3 digits

SC/ST

and the second design of the s					And the state of the				
1-3 m	4 m	5 m	6 m	7 m	8 m	9 m	10 m		
N=1	N = 0	N=6	N=14	N=98	N=107	N=56	N=13		
G=1	G = 0	G=4	G=9	G=55.	G = 60	G=34	G=7		
100%	0%	67%	64%	56%	56%	61%	54%		
N=19	N=1	N=3	N = 11	N=40	N=66	N=120	N=121		
G=8	G=0	G=1	G=5	G = 16	G = 21	G = 45	G=45		
42%	0%	33%	46%	40%	32%	38%	37%		
N=4	N = 10	N = 20	N = 25	N=68	N=74	N=48	N=45		
G=0	G = 50	G === 8	G=11	G=26	G = 29	G=16	G=61		
0%	50%	40%	44%	38%	49%	33%	36%		
N = 11	N==23	N = 40	N=40	N=7	N=20	N=18	N=17		
G==1	G=4	G=10	G=15	G=1	G=4	G=5	G=5		
9%	17%	25%	37%	14%	20%	28%	29%		
N=35	G=34	G=69	N=90	N=213	N=267	N=242	N=196		
G=10	G=9	G=23	G = 40	G=98	G=114	G=100	G=73		
29%	26%	33%	44%	46%	43%	41%	37%		
$\begin{array}{c} N = 1146 \\ G = 467 \\ 41\% \end{array}$									

Multiplication 3 digits Non SC/ST									
State	TN	1-3 m	4 m	5 m	6 m	7 m -	8 m	9 m	10 m
Lucknow	493	N=0	N=0	N=9	N = 16	N=66	N=71	N=28	N=8
		G = 0	G = 0	G=9	G = 13	G=55	G = 60	G=20	G=7
		0%	0%	100%	81%	83%	85%	71%	88%
Ranchi	477	N=2	N = 0	N = 1	N === 2	N = 10	N=5	N = 30	N=46
		G = 0	G = 0	G = 1	G = 2	G=6	G=4	G=19	N=32
		0%	0%	100%	100%	60%	80%	63%	70%
Dungarpur	434	N = 1	N=9	N=9	N=31	N=28	N=22	N=31	N=9
		G=1	G=9	G=5	G=18	G = 13	G = 14	G=13	G=6
		100%	100%	56%	58%	46%	64%	42%	67%
Mandsor	370	N=11	N = 10	N = 46	N = 44	N = 16	N=19	N=32	N = 16
		G = 5	G==7	G=23	G=22	G=6	G=11	G=18	G=7
		45%	70%	50%	50%	38%	58%	56%	44%
	1 Q	N=14	N=19	N=65	N=93	N=120	N=117	N=121	N=79
1-11		G=6	G=16	G=38	G = 55	G=80	G=89	G = 70	G=52
		43%	84%	58%	59%	67%	76%	58%	66%
				N= G=	=628 =406 %			1	
		Stand and the		00	/0	110 12 10 12	and the second		

r.

9 m 10 m 7 m 8 m 6 m 1-3 m 4 m 5 m N = 56N = 13N=107 N=98 N = 14N=1 N=0N=6G = 51G=9 G=11 G=75 G=86 G = 0G=5G=191% 69% 77% 80% 79% 83% 100% 0% N=120 N=121 N = 40N = 66N = 11N=19 N=1N=3G=85 G=76 G=37 G=8 G=26 G=15 G = 0G = 163% 72% 65% 55% 71% 79% 0% 33% N=74 N = 48N = 45N=25 N = 68N=4N = 10N = 20G=47 G=31 G = 27G=13 G=38 G=2 G=7 G=12 56% 64% 65% 60% 52% 50% 70% 60% N=18 N = 17N = 7N = 20N=11 N=23 N = 40N = 40G=9 G=11 G=11 G=26 G=2G=4G=10 G=21 61% 66% 36% 43% 65% 29% 45% 52% N=242 N=196 N = 213N = 267N = 35N = 34N = 69N=90 G=141 G=179 G=178 G=123 G=22 G=17 G=39 G=58 66% 67% 74% 63% 64% 63% 50% 57% N = 1146G=757 66%

SC/ST