

CHAPTER 2

2.0. Review of Related Literature

Before taking up any investigation, there is a need to make a comprehensive study of all the available literature on the subject in terms of books, journals research reports etc, in order to have a thorough grasp of the subject. The main aim of review of literature is to provide an academic support for the study undertaken. It also provides the investigator with an insight regarding the kinds of researches already conducted in the areas, the interplay of the different variables, research gaps, conceptual clarity and the different kinds of methodologies that could be adopted. This exercise helps the investigator in designing the study with greater clarity in terms of formulating the objectives, identifying the variables, selecting the sample, devising the instruments for data collection and adopting the appropriate techniques of data analysis and interpretations. In short, a review of literature presents the investigator with a clear picture as to how to proceed with one's study.

The flexibility in adult education programme may be difficult to measure the impact of the programme, but without it the feedback may not be possible, reporting may not be reliable, because both the administrators and the learners may under estimate or over estimate due to various reasons. During the earlier stages of conducting adult education programmes, evaluating the success of the programme was restricted to the quantitative aspects, such as the number of learners covered, duration of the programme, number of centres, cost incurred, etc.,

A review of available literature in terms of reports, articles and studies pertaining to adult education programmes conducted in various parts of the world are presented hereunder discussing the above mentioned aspects of the programmes.

2.1. Reports

During the last 50 years UNESCO has taken keen interest in the eradication of adult illiteracy. The first international Conference of Adult Education to be sponsored by UNESCO was held at Elsinore in Denmark in 1949, and it was marked by the awareness created for the urgency of the task of reconstruction and the moral need to re establish peace in the world. The following extract from the summary report of the conference indicates the major tasks assigned to adult education by the conference:

“...to aid and foster moments which aim at creating a common culture to end the opposition between the so called elite; to stimulate a genuine spirit of democracy and a genuine spirit of tolerance; to give youth the hope and confidence in life, that have been shaken by the present world disorganisation; to restore the sense of community to people who live in an age of specialization and isolation; to cultivate an enlightened sense of belonging to a world community”.

A second international conference was held eleven years after in Montreal (Canada) in 1960 which stressed the need to give absolute priority to the elimination of illiteracy and to undertake international action to assist those countries that lacked sufficient resources to deal with that problem. It highlighted the role of science and technology in social progress and the need for gender equality, for linking adult education with youth education and for support to non government organizations. Adult education at the Montreal Conference emerged as essential component of any nation's policy for coping with the pressures of change and improving the quality of life.

The Third International Conference was held in Tokyo in 1972. The Conference reconfirmed the priority given by the Montreal Conference to the struggle against illiteracy. It also drew the attention to need to concentrate efforts on satisfying the specific needs of women and of the most underprivileged population groups (John Lowe, 1975).

At the Fourth International Conference was held in Paris at the UNESCO head quarters in 1988. The conference examined the evaluation of adult education since 1972, and considered that elimination of illiteracy as the first priority for adult education and it stressed the need for sustaining the literacy gains through varied efforts to promote post literacy training(Indian Journal of Adult Education,1977, vol.58(I)

At the World Conference on Education for All(EFA), sponsored by an alliance of UNESCO, UNICEF and the World Bank held in Jomtien, Thailand during March 5-7,1990., was declared that ‘every person ...child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work with dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning’.

In July 1997, UNESCO held its fifth international conference on adult education (CONFINTEA V) in Hamburg, Germany. Here, the contribution of non government organisations(NGOs) in the development, promotion of ideas and concept of adult education was recognised. For the NGOs it was a good opportunity to present their concern and views on the state of adult education (Indian Journal of Adult Education,1997, vol.58(I). It has been seen over the years that stress on elementary education alone does not give the desired results unless the parents are educated. Elementary and adult education are inter connected Walking on one will be strenuous. The world conference should take note of it and stress the need to support both adult and elementary education to eliminate illiteracy from the globe. These deliberations in the different international conferences on adult education reveal that UNESCO has been interested in the promotion of adult literacy both as human right and as a instrument of liberation and development.

2.2. Reports pertaining to Illiteracy in the World

The first of January, 1990 marked both the beginning of the last decade of the twentieth century and the first day of the International Literacy Year (ILY). The purpose of this Year, proclaimed by the General Assembly of the United Nations and led by the UNESCO was to mobilize resources and a will to create a literate world. The problem of illiteracy is immense. "As International Literacy Year opens, there are an estimated 96.3 million illiterate adults, 26.9 per cent of the world's adult population. This is an affront to human dignity, evidence that the right to education proclaimed in the Universal Declaration of Human Rights is not yet a reality, and a situation as wasteful of human potential as it is unjust and unnecessary. But it does not suffice to denounce it, we must act vigorously to correct it.

The report states that Education is a vital and pervasive force in all aspects of life of individuals and societies. Illiteracy does not, ofcourse, preclude knowledge, or wisdom. Indeed, there is genius in the oral tradition of all nations and peoples. Yet, in the modern world education is the most essential condition and powerful agent of progress. By literacy, the ability to interpret and manipulate written symbols - that is to read and write, is the most basic and necessary of learning skills, the 'key' that gives access to storehouse of knowledge.

The Assistant Director-General for Education of UNESCO, Colin Power wrote, "Literacy, properly understood is not only an initiation in the 3R's, but also an apprenticeship in coping with the modern world. It is not merely a technical skill, but, potentially, a cultural revolution. It provides a new of looking at one self and one's place in the world".

In the developing countries, as ILY begins, an estimated 130 million children of primary school going age are not enrolled in schools; they are at the risk of becoming illiterate adults of the next century if immediate action is not taken. Over 95 per cent of the illiterate of the world live in the developing regions of the

world, with Southern Asia (54 per cent) and Sub-Saharan Africa (53 per cent) having the highest rates, followed by the Arab States (49 per cent), Eastern Asia (24 per cent) and Latin America and the Caribbean (15 per cent). In absolute terms, the majority of adults who cannot read, write are in Asia, 671 million, with India and China along accounting for more than half of the world's total. The situation of women is more serious than that of men. While about one fifth of men cannot read or write, one third of women are illiterate.

UNESCO has launched a ten year Plan of Action for literacy. The Plan is based upon existing regional programmes for literacy established by governments with the encouragement and assistance of UNESCO during the past decade in Latin America, and the Caribbean, Africa, Asia and the Pacific, and the Arab States. Each programme is unique, suited to the particular circumstances and needs of the region it serves, but all focus upon offering primary education of improved quality to all children and increasing the number and relevance of the literacy activities for out-of-school youth and adults. The global approach to literacy - that is, education of both children and adults - which UNESCO advocates is supported by research findings as well as extensive experience. Indeed, there is evidence that the more closely the education of parents is linked to that of children, the more meaningful the out come will be.

The UNESCO Office Statistics is in the process of updating its estimates and projections of illiteracy in the world. The striking result of the review is that the number of illiterates is higher than previously estimated. Whereas the earlier estimate for 1985 was 889 million illiterate adults (age 15 and above), the more recent estimate for the same year is 965 million, an increase of 76 million. This change takes into account more recent and accurate census data from a number of key countries. On the positive side, the absolute number of illiterates has, for the first time been stabilised and has even begun to decline though very slowly. The decline in the percentage of illiterates among adults, which has been observed for

forty years, will continue and indeed, accelerate, falling from nearly 30 per cent in 1985 to a projected 22 per cent in the year 2000.

Table - 4 Adult Illiterates (age 15 and over) and Illiteracy Rates

	Adult Illiterates (in millions)			Illiteracy Rates (percentage)			Decrease 1985-2000
	1985	1990	2000	1985	1990	2000	% Points
World Total	965.1	962.6	942.0	29.9	26.9	22.0	-7.9
Developing countries	908.1	920.6	918.5	39.4	35.1	28.1	-11.3
Sub Saharan Africa	133,6	138,8	146,8	59.1	52.7	40.3	-18.8
Arab State	58,6	61,1	65,8	54.5	48.7	38.1	-16.4
Latin America/ Caribbean	44,2	43,5	40,9	17.6	15.2	11.3	-6.3
Eastern Asia	297,3	281,0	233,7	28.7	24.0	17.0	-11.7
Southern Asia	374,1	397,3	437,0	57.7	53.8	45.9	-11.8
Developed Countries	57,0	42,0	23,5	6.2	4.4	2.3	-3.9

Source: UNESCO, ILY: Year of Opportunity, Secretariat of UNESCO, Paris, May, 1990

2.3. Efforts towards eradication of Illiteracy in Asia and the Pacific

The UNESCO Courier, July (1990) reports the following developments in the world towards the eradication of illiteracy in Asia and the Pacific nations.

The literacy rate in the region rose from 39.6 per cent in 1960 to 60.4 per cent in 1980 and during the same period the number of literate adults increased from 393 million to 953 million. It is estimated that the figure for 1990 is 1,377 million and that it may rise to 1,888 million by the year 2000. But the picture is not as bright as it may seem. The total number of illiterates rose from 600 million in 1960 to 628 million in 1980. If this trend continues into the early 1990s and will then fall slightly to 562 million in the year 2000.

In 1990, most of the countries in the region will, admittedly, have achieved 70 per cent literacy in the crucial point beyond which it seems to be proven that the

literacy process in self-perpetuating until illiteracy is virtually eradicated. Fiji, Malaysia, Vietnam and Philippines are among the eastern Asian countries which in 1990 should achieve a literacy rate of 80 per cent, while the Maldives, Mongolia, Sri Lanka and Thailand will have passed the 90 per cent mark. Four out of five Indonesians and three out of four Chinese and Turks will also be literate in 1990.

Nonetheless there will be still 200 million illiterates in China, 23 million in Indonesia and 8.7 million in Turkey. The problem is more acute in central and southern Asia : in 1990, the literacy rate will probably exceed 50 per cent in India and Papua New Guinea, and 60 per cent in Iran, but Bangladesh and Pakistan will achieve a maximum of 40 per cent , and Bhutan, Nepal and Afghanistan will not exceed 30 per cent.

The problem of illiteracy in Asia and the Pacific is also notable for a 'gender gap'. While the number of male illiterates fell from 247 million in 1970 to 233 million in 1985, the number of female illiterates increased during the same period from 390 million to 418 million.

To attain the objectives of universal literacy by the year 2000, the countries of Asia and the Pacific will have to educate 62 million adults (15 years and over) each year. Aware of the immensity of the task facing them, these countries launched a UNESCO co-ordinated Asia Pacific Programme of Education for all (APPEAL) in 1987. The programme concentrates notably on the introduction of new teaching methods in order to respond to the basic needs of marginalized rural and urban populations, women, minorities and the under privileged. (The UNESCO courier July-1990).

2.4. Review of Functional Education Programme in Developing Countries

Following World War II, the third world countries began to realise the necessity of eradication of illiteracy. Upon attaining political independence from the colonial rule, the leaders of the countries wanted to make their people literate. It is

strange that the sub-continent achieved the least success in fighting illiteracy although the people of the world played a pioneer role in the movement against colonialism. (Kabir, 1994)..

Dutta(1987) and Rahi (1998) stated that the Movement Brasileiro de Alfabetizaco (MOBRAL) was launched for education and for building support for the regime in Brazil. The objectives of MOBRAL were functional literacy training and life long education of adolescents and adults.

By the early 1970s, the objectives were stated in terms of the professionalisation of labour in the formal sector of the economy, in order to improve productivity in the industrial sector. Within just eight years, the illiteracy rate was down to 16.4 per cent and it is predicted that the percentage will be cut down by 10 per cent by 1980. MOBRAL classes have been held not only in schools, but in factories also, as well as in union halls, beauty parlours and churches. In Salvador, there are classes for lepers and convicts; in Sao Paulo, for the blind. MOBRAL classes are not run by the professional educators, but by the engineers and planners. The teachers are paid piece rate - a monthly fee for each student until the fourth month of the course. The course is conducted on five evenings a week for five months, until the adult students can use a telephone book, write notes to relatives and learn about the previous night's foot ball game from the newspaper.

By the end of 1985, the Brazilian Government established the National Foundation for Youth and Adult Education -EDUCAR, as MOBRAL's substitute. Its objectives were to stimulate the execution of literacy and basic education programmes aimed at those who did not have access to school when they were young or who were prematurely excluded from it.

This meant a substantive change. EDUCAR assumed the position of a multi-functional institution. It was clear that the principle of decentralization would be implemented through the participation of government and non-governmental

institutions in the planning and execution of its educational projects for adolescents and adults.

Tanzania:

Tanzania is among the countries that achieved outstanding success in fighting illiteracy. Tanganyika Africa National Union (TANU), the ruling party of Tanzania, mobilized the educated people, administrators, teachers and volunteers. Ten per cent of the total budget for education was allocated for adult education. (Kabir,1994)

Tanzania using a series of programmes and campaigns 1.7 million participants aged ten and over completed courses and the illiteracy rate was reduced from 75 % in 1967 to 39 per cent in 1975 (Malya,1982:p.150). The percentage of total population remaining illiterate was estimated to be only 10 per cent (Mpogolo,1990).

The post literacy programme was undertaken to retain the skill and knowledge of the neo literates. Primary school graduates and drop outs from secondary school were also given education under the programme. The curriculum content included politics, agriculture, handicrafts, home economics, health, economy etc. The curriculum of post literacy was designed to strengthen the values of co-operation and democracy. The efforts combined both mass and selective approaches and linked education to increase self reliance, better living standards and a greater political participation.

The Tanzanian success is very promising for Bangladesh because the country is as poor as Bangladesh and its population growth rate is higher than Bangladesh.

Thailand:

Dutta(1987) in his publication, "Adult Education in Third World" stated that all Thai citizens had a duty to learn to read and write the Thai language and guide and assist others to become literate in Thai language. Between 1965 and

1971, the Thai literacy programme then took up a new principle of assisting the learners to identify their own problems and study their own personal beliefs and identify and understand their social and cultural environment, in relation to new technical knowledge; formulate alternatives in solving problems and make intelligent decisions in selecting the way to solve their problems. This principle or process is known as “Khit-pen” which literally means “able to think”. This new curriculum and teaching learning process was developed and tested in 1971 and expanded gradually in 1972.

In 1983 the Ministry of Education launched a nation-wide literacy campaign to reduce the country’s illiteracy rate from 14.5 per cent to 10.5 per cent. According to a preliminary survey, over 15 million people had achieved literacy by 1980. During 1978-80, this programme also achieved the objectives of bringing literacy and complementary education to the youths, cadres and the labour class and providing education services in these areas. It also contributed to the achievement of three revolutions: in production, science and technology, and ideology and culture. The illiteracy rate went down to 8 per cent in the age group of 15-50 years.

Nicaragua:

In more recent times, the Nicaraguan Literacy Crusade that was launched in 1980, gained world attention. It was based on the argument that ‘eradication of illiteracy was a necessity for the consolidation of the Revolution and a step towards establishing a labour force adequate for carrying out the revolutionary processes’(Deiner,1981). The success of the crusade was due to the staff training programme and learning teaching materials (Dutta,1987). Paulo Freire visited Nicaragua during the planning stage of the campaign, and his influence on the overall conception of the campaign as an ‘instrument of liberation’ was important as was the assistance from Cuba in the form of 1,200 primary teachers sent to remote rural areas of Nicaragua (Black and Bevan,1980). In Nicaragua, the illiteracy rate in 1979 was 96 per cent and it came down to 3.7 per cent in 1987 (Kabir,1994).

Indonesia:

Rahi(1998) in his "Adult Education-international perspectives" reports that the Ministry of Education and Culture in Indonesia in 1977 proposed a new approach to illiteracy eradication ,namely "the Kejar strategy", involving a chain reactions system of geometric progression. The Kejar strategy implies that learning groups be formed by the learners in order to catch up in retarded spheres of life - social, economic and political.

Non-formal educational programmes in Indonesia are directed towards creating a new atmosphere which makes it possible for every educated person to be called upon as a volunteer to help fellow human beings with less or no education, both in the new illiteracy eradication programme as well as in other formal educational programmes.

Basic education involved in the campaign to promote firstly, imparting functional knowledge on information that can be used to raise the standard of living; secondly, imparting certain skills which may be used as capital to earn a living, and thirdly, inculcating, nurturing and developing mental attitudes towards innovation and development crucial to social change and economic growth.

The population census of 1980 revealed that over 17 million people aged 7 to 44 years were illiterate; in the survey made by the Central Bureau of Statistics in 1985, only 13 million persons were illiterate. Thus, the literacy programme implemented in the last five years successfully helped the people attain literacy.

Jamaica:

The Jamaican Movement for the Advancement of Literacy (JAMAL), established in 1972, tackled literacy on all fronts: assuring regular school attendance of children, giving occupational skills to non-literates over 15 years of age, and providing follow up literature for new literates to prevent them from relapsing into

illiteracy. Through these efforts, the literacy rate was brought down from 40 to 50 per cent in 1970 to 18 per cent in 1978.

From its headquarters in Kingston and through fourteen parish offices, JAMAL set up literacy classes all over the islands. They took place primarily in the evenings and were taught by volunteer teachers who received a small incentive. Adult education centres offered day classes catering specially to the 15 to 25 age group. Emphasis was placed on training in basic occupational skills geared to labour market demands in the learners' home districts. Around 70 per cent of the 1,200 persons who followed skill training have been successful in being employed. Training has been provided in such skill areas as auto mechanics, sewing, agriculture, plumbing and embroidery. (ILY: Year of Opportunity, 1990)

In Jamaica, as in many developing countries, recent budget cutbacks have led to reduction of resources: in the case of JAMAL, from \$ 8.6 million in 1982-83 to \$ 4.3 million in 1988-89. The full time staff has been reduced from 816 in 1983 to the current 117 and JAMAL's goal of achieving "literacy for all by the year 2000" is slipping beyond reach (ILY: Year of Opportunity, 1990).

India:

A brief sketch of adult education programmes and other efforts contributing to fight illiteracy is given in the following paragraphs.

Mass Approach: A Mass Approach to eradicate illiteracy was tried in Maharashtra since 1959, which was known as Gram Shikshan Mohim (a campaign or rural literacy) , and this received the UNESCO Award for the year 1972. The idea of taking literacy to the masses and making them adopt it as their own was first experimented in the district of Satara in Maharashtra. Following its success, a state wide campaign was launched in April 1961. But there was no systematic follow up programme and hence a large number of neo-literates relapsed into illiteracy.

Farmers' Training and Functional Literacy: The Farmers' Training and Functional Literacy programme launched during 1967-68 was an interministerial

project implemented jointly by the Ministries of Agriculture, Information and Broadcasting and Education. Under the High Yielding Varieties Programme (known as Green Revolution), the Ministry of Agriculture had to train farmers to improve the farming practices. It was difficult to implement such developmental projects when illiteracy was widespread. So, a functional literacy programme was introduced to help the illiterate farmers not only to acquire literacy in terms of reading and writing skills, but also to enable them to perform satisfactorily all those functions which are necessary under the High Yielding Varieties Programme.

It had covered about 30 lakhs farmers during the Fourth Five Year Plan (1969-74). Although the long term objective was to establish one project in each district of India that are 400 in all, only 140 projects could be covered by 1977. This programme had to be discontinued due to a very small coverage and lack of financial support. (Rahi A.L,1998)

Non-Formal Education: This programme was started in 1975 with the objective of providing non-formal education (NFE) relevant to the environment to young people. It aimed at increasing functional skills of the learners so as to increase their productivity and social participation. NFE was designed to have diversified curriculum related to the environment and social cultural and economic needs of each learner group. Government of India provided assistance towards the implementation of the programme in one district in every state to start with, each district organising 100 classes with a total enrolment of 3000 young people per district. The states were expected to start the programme in at least one other district out of their own funds.

Universities and colleges also took part in the National Adult Education Programme (NAEP) started in 1978. In all 92 universities and 2,138 colleges in 18 states and 2 Union Territories were involved in this programme. In March 1985, only 74 universities and 2088 colleges were involved in the adult literacy programme. Under the NAEP, universities and colleges undertook to conduct more than 25,000 adult education centres till June, 1987.

National Literacy Mission (NLM): The Government of India launched to 'National Literacy Mission' on May 5, 1988 with the objective to impart functional literacy to 80 million illiterate persons in the 15-35 age group; 30 million by 1990 and an additional 50 million by 1995. The focus was on rural areas with a special concern for women and persons belonging to scheduled castes/scheduled tribes. The key factors for the success of NLM are national commitment, people's involvement, technopedagogic inputs to improve training and teaching/learning process and efficient management and monitoring. (Rahi A.L, 1998).

Bangladesh:

Efforts for the eradication of illiteracy were done even before the nation attained independence. During the period when the country was known as East Pakistan four major projects were undertaken to rid the country of the phenomenon of illiteracy. They were:

1. 1954. V-Aid Community Development Project with the objective to fight illiteracy under the leadership of H G.S.Bivar.
2. 1956. A literacy centre was set up in Dhaka. The aim was to form the East Pakistan Adult Education Co-operative Society that was to provide 'Education for All in six months' and publish learning material for neo literates.
3. 1959. Pakistan Academy for Rural Development (currently known as BARD) was established with a view to organize experimental programmes in Rural Education, including adult literacy.
4. 1963. Government established an Adult Education Division under the Education Directorate with a view to remove illiteracy.

After Bangladesh gained its independence, the government continued the pilot project under the Directorate of Public Instruction. It was reported that the total number made literate by the programme from 1967 to 1977 was almost 1,40,000. A study was under taken by the Foundation for Research on Educational Planning and Development (FREPD) , the report of which was published in 1983. The study reported that 81 per cent of participants were in the age group of 9 to 18 with almost half under the age of 14. Another UNESCO sponsored survey on adult

literacy raised serious questions about the project's actual effectiveness on the field, mentioning the sporadic and short lived nature of most centres, the frequent in flow and out flow of learners, the low number of participants in most centres visited by the researchers, and a failure to follow specific teaching methods.(FREPD,1979).The scheme was not expanded after1967 and the project's offices were move to Dhaka in 1980 and were incorporated in the Central government's Mass Education programme.

Another nation wide programme of literacy and adult education was launched in 1980 by the then President of Bangladesh, Ziaur Rahman. The first stage of the programme entitled 'Mass Education Programme, Phase I' was to last until the end of 1980 and was intended to be a crash programme with the target of achieving literacy among10 million people within the year. The immediate objectives of the programme were to enable the illiterates to : a) write simple sentences in Bengali; b) read and understand simple Bengali; and c) do fundamental calculations such as addition, subtraction, multiplication and division. (Selim,1980: p.5-6). Although the specific objectives of he programme focused rather narrowly on traditional literacy skills, it was stated that the ultimate objectives were to help the participants to acquire functional knowledge, skills and competencies to participate more actively in civic and developmental activities, and to develop positive views towards self, family and country.(ibid 6).

Mass Education Programme Phase II was to last from 1981 to 1985. The scheme had the aim of eradicating illiteracy among 40 million out of school youth and adults within the five years of the programme (Islam,1982:p.130). An elaborate plan was drawn up involving government education officials at al levels and representatives of the elected union and village councils. The programme was planned on a self help basis and personnel for the programme were drawn mainly from the unused man power in the villages and representatives of development organizations operating at the village and union levels (UNESCO report,1984)in order to broaden the manpower base, school teachers, students and other volunteers

were recruited. All the students of classes IX and X were required to take part in the programme as a 'compulsory curricular activity'.

In 1987, the government of Bangladesh announced a three-year project that was to extend up to June 1990. The work of Mass Education Programme (MEP) actually started in four upazillas/thanas in February 1988. In the first year the government arranged for 60 Gono Shikka Centre for every one of the 64 thanas, and it was partly successful.

The Mass Education through Small Local Organization (METSLO) programme originated through the main task of eradication of illiteracy undertaken by the government of Bangladesh during the Third Five Year Plan (1985-90) period, Adult Functional literacy, Universal Primary Education, permanent availability of a non formal education as alternatives were the objectives. The projects included not only literary classes, but also maintenance of literacy through study programmes and provision of libraries in each locality, to allow the person to practise the skill and to continue to learn. Bangladesh Council on Mass Education, the implementing agency for METSLO in collaboration with the Ministry of Education started this program in 1988.

Bangladesh allocates only 1.9 per cent of its GNP on education. The central government spends 14.25 per cent of the total 1993-94 allocation on education (UNICEF, November 1993). The allocation is not satisfactory at all.

The Government of Bangladesh (GOB) has given high priority to the eradication of illiteracy and has been encouraging the non governmental organization to be involved in NFE programmes in order to eradicate illiteracy.

2.5. Researches conducted in the area of Adult literacy and Motivation

Rajan R.(1992) conducted a study entitled 'A critical study of mass programme of functional literacy in Tamilnadu. The study found that the volunteers

were inspired by MPEL and most of them joined because of their interest in the programmes. The majority of the programme officers and programme co-ordinators were trained; 69.8 per cent of the programme officers held a positive opinion about the literacy kit provided to them. The learners' expectation from the programme were that it would enable them to read the bus numbers, posters, name boards and the newspapers as also enable them to write letters and applications. 96.13 percent of the volunteers were satisfied with the MPEL.

Seetharamu A.S. et al(1991) studied the adult education programme in Karnataka state. They found that the performance of the AECs in terms of clientele attendance was 80 per cent in SAEP; 56 per cent in RFLP. The lack of motivation was found to be responsible for gaps in performance and the learners were forcibly enrolled; lack of effective monitoring was found to be the major reason for many dysfunctionalities like enrolment of the learners, appointment of instructors, supply of learning materials, training of functionaries, provision of physical facilities etc. There were certain bright spots in the functioning of the AECs and JSNs. To name a few: the class affinity between the personnel and the clientele; consideration shown to the SCs and STs in opening the centres; the practice of holding periodical tests and giving home assignments; remedial programme for the slow learners etc. In comparison to the districts having multi-political party panchayat was found to work more efficiently in this particular programme. The MPEL run by UGC was also found to be full of promise and potential.

Sharma, B.(1990) studied the role of adult education in the socio economic development of the weaker sections in the rural areas of Uttar Pradesh (a case study of rural areas of Allahabad district). He found that the adults did not attend the classes for the full duration ; there was no proper motivation and every thing was left to the instructor ; lack of involvement of development departments in the programme was conspicuously absent; learning materials were not available; women were not attracted to learning literacy skills because their domestic responsibilities came in the way of sustained interest; and the number of drop outs at the centres was fairly large.

The study by Umayaparvathi(1983) entitled 'A Study of Achievement Motivation, Intelligence and Literacy Attainment in some of the Urban and Rural Women's Literacy Centres in Tamilnadu and Pondicherry States' examines the psychological and social factors contributing to higher levels of literacy attainment among women. A sample of 200 women learners in the age group of 15-35 with equal numbers from rural and urban areas were administered language and numeracy test for measuring literary attainment. Murray's Thematic Apperception Test was used to measure achievement motivation; Bhatia's Battery of Performance test of Intelligence was used to obtain scores on intelligence. It was found that Intelligence and not achievement motivation seems to have significant relationship with literary attainment. Similarly, a significant difference was observed in literary attainment between backward and scheduled caste women learners

A study was conducted by Harvey(1978) to examine the relationship between adult learners ' personal qualities and motivation. Goal oriented students tended to earn middle income in managerial or skilled trade positions. Activity oriented students earned less, and learning oriented persons seemed to be in professional occupations and tended to have higher income. Goal oriented students rated themselves as a more competent, aggressive and exciting than other types of learners. Activity oriented learners rated themselves as more submissive, accepting norms, and learning oriented students rated themselves as more ambitious and conventional than other goal oriented students.

The study conducted by Reed(1980) titled 'Relationship of the selected Demographic Characteristics of Adult Learners and Academic Success in Self Directed Learning Programmes' indicates that motivation was related to academic success. Job related motivation was one of the major factors related to successful adult learning. Motivation was influenced by anticipated value of reading a particular goal. Indeed, for the individual striving to move up the career ladder, the

academic success was often the means to a job promotion, a move responsible position and ultimately to a significantly increased income.

In the study on "Motivation in Adult Learners' Participation in the Functional Literacy Programme" undertaken by Seth(1984), besides assessing achievement motivation, attitude towards literacy and level of aspiration, the researcher tried to identify the socio-psychological characteristics of the participants and find out the impact of the programme in terms of gains in literacy skills, and also social awareness relating to environment, civic life and health. The major findings of the study are: A significant relationship exists between the main occupation of the family and the attitude of the learners towards literacy. They do not have the level of aspiration that involves risk. There is little evidence of social awareness to have been created as a result of the functional literacy programme. There is a significant relationship between the gains in literacy skills and continuous participation in the programmes.

Abadzi (1994) carried out a study that was presented at the World Bank discussion in which he tried to find out the causes for the low effectiveness of programmes. In his paper he states that age is not an absolute barrier to learning because substantial improvement has been found to occur at all ages.

Singh(1970) conducted a study entitled "Literacy in Two Indian Villages". This in depth study was undertaken to find out what motivated adults to learn literacy skills and how they used these skills. The major findings were: A large number of adults attending literacy classes in both the villages were in the age group of 15-50 years and the adults selected for the case study belonged to middle caste groups. The motivating factors seemed to be the desire to write their names, to read sign boards and labels, to recite religious texts or songs, and to use literacy skills in their work. The study indicates that learners working outside the village used literacy skills for diverse purposes as compared to those working in the villages.

The study by Ahluwalia, M. And Sharma, A, "A Study of Drop outs in the Literacy Campaign" investigated the factors responsible for drop out phenomenon with the Total Literacy campaign being implemented in Hoshiarpur and Faridkot districts of Punjab and Chandigarh.

One of the important findings of the study is that age has nothing to do with the adult withdrawal; 41 per cent of the drop outs came from the age group 15-25 which seems to be quite high, but nothing can be interpreted at this stage as the data about the denominator is not available. But, the study definitely sounds an alarm about the high percentage of the withdrawal among the younger age group which has a long span of years to participate in the development of the nation. Another important finding of the study is that the most of the drop outs were unskilled and casual workers. It was also found that there differential reasons on gender: the major reason for drop out among women was that the household drudgery caused tiredness and allowed no time to attend the literacy classes. Whereas for the males, one of the influencing factor was unemployment that caused poverty and made them take up casual labour.

Singh T.R (1971) undertook a study titled "Functional Literacy Test in Narera". He attempted to study the nature of mistakes and errors made by students in reading and writing at the functional literacy classes. The course duration was six months and the number of students enrolled were 33 and 7 of them dropped out before the completion of the first primer. All the 26 students were declared to be successful. In order to evaluate the functional literacy of the students a test was administered at the end of the programme in which 24 students appeared and of these, 16 were declared 'functionally literate'. On the basis of the above results, it could be concluded that the problems of 'matras' or terminal vowels was solved to a great extent by the time the students completed the functional literacy course, but the difficulty with conjunctives and conjunct consonants still remained at least with some of the students.

Chhugani, R.(1987) made a study entitled, "A Study of rural functional literacy project in North Arcot District of Tamilnadu". The investigator found that

the reading and writing achievement of class III students were higher than the participants of the Rural Functional Literacy Project(RFLP), but in arithmetic there was no significant difference between the two. Age, caste, and family income of the participants were significantly correlated with their literacy achievement. The age and occupation were not related to the functionality level but caste, marital status, family income were significantly correlated with the functionality level.

Ellison(1978) carried out a study, "Assessing Teachers' Performance in Adult Basic Education Programmes in Jamaica", and he observed that knowledge (subject matter, teaching methods and student needs), skills including classroom management, attitude, positive attitudes to learning, value oriented education were preferred. The analysis of the results suggested that high and low performance of the learners depended upon the educational back ground, income and unemployment status.

Bright in his study, "A Comparative Study of Two Instructional Methods for Adults pursuing High School Equivalency Programme" suggested that educational environment should be adjusted according to the adults' needs and individual differences.(1972)

In a study , "Reflections and Projections of selected Block Leaders in Adult Education" conducted by Dockery(1976), he observed problematic area in adult education and reasons for that were the lack of planned procedures for forecasting the need of field, therefore has no sound foundation for projecting the future of adult education.

Panda (1984) carried out a study "An Investigation into the characteristics of Adult Illiterates and their Perceptions of Learning Environment". He analysed the characteristics of adult illiterates and their perceptions of learning environment. The study draws on a sample of 3000 adult illiterates in equal number from the two sexes. The study made use of a battery test along with an interview. The study

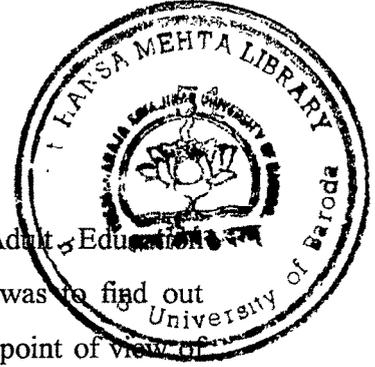
found that illiterates generally belong to homes where poverty, large families and agriculture as occupation are the main features. Illiteracy among women further accentuated by the sex stereo typing. Learners belonging to the SC/ST sub groups preferred a favourable climate, affectionate teachers and relevant curriculum. The study describes some interesting sex based psychological stereo types: women are termed as 'neurotic' happy go lucky, shrewd, imaginative, and more tradition bound. Men are found to be more practical, out going, adventurous, easily satisfied with their own lives and surroundings. The investigator also found that age did not appear to be a prominent factor in the adult education programme. The study focused on an action plan for teacher preparation, recruitment and monitoring of the adult education programme.

The study, "Information Resources Utilisation and Learning Efforts of Low Income Urban Adults" by Field(1978) concluded that lack of learning resources and limited time was the important factors for not adopting any new practices. Most respondents had difficulty in identifying the adult education agencies serving in their area. The typical respondents did not use the media except radio and newspapers.

In a similar study, Booth(1978) observed that the lack of interest, time, money, transportation, family problems and poor health were perceived as learning barriers.

A study by O'Brien entitled, "Strategies for chance in Adult Education to present Adult Attrition", the investigator found that psychological factors, such as poor self concept, low motivation and various personal adjustment problems, physiological factors such as age, physical impairments and under developed learning skills, programme environment, programme content and socio economic status were identified as several possible reasons for students learning problems.

Trivedi, N.H.(1984) made a study , "A Study of Dropouts in Adult Education". The investigation was designed to take into its purview the centres of



adult education conducted in Gujrat under the National Adult Education Programme launched in 1978. The main objective of the study was to find out reasons for adult learners dropping out and continuing, from the point of view of the learners as well as the personnel involved in the programmed and compare the two points of views. The study revealed that the drop out rate was maximum during the first two months and it increased with increasing age. Another interesting finding was that a large family was helpful to an adult in continuing in the class. The reasons cited for drop out include fatigue from hard work, migration, lack of interest, inconvenient time and advanced age.

Khatun, S.A.(1991) studied the problems of adult learners of the Rural Functional literacy centres in the district of Cuttack and found that 50 per cent drop out was a regular phenomenon; that the reading and learning materials supplied were inadequate; that the various authorities from different development departments visited the centres from time to time; that the learners were irregular and, therefore, the teaching was not effective; that the centres opened in the evening; that the learners were in the age group of 15 to 35 years; the pressures of economic earning was so great that there was no energy and urge left for attending the centres; and that there was no provision for mass media like TV or Radio in the centres. There was also no provision of any vocational training in most of the centres. The attendance of the learners was not recorded in the centres, and there was no useful book in the libraries of the centres. It was also found that the illiterate women did not get equal status with literate women in the society. The slum areas did not have the facility of a dispensary. The study also found that examinations were not held at the proper time; and most of the classes were held in the club, in the school or some such other places including the houses of the instructors; and that the majority of learners belonged to SC and ST.

2.6. Researches conducted in the areas of methods Media and Training Imparted in Adult Education Programme:

In the study by Mali (1976), "Factors Effecting Retention of literacy among Adult Neo-Literates" , the survey method was employed and technique of correlation was used to find out the relationship between retention of literacy and several factors that are supposed to affect literacy. A reading test and a questionnaire followed by an interview was used to collect relevant data. The result showed that about 30 per cent of the learners retained literacy and that there was a significant correlation between the retention of literacy and the class room factors such as materials, motivation, duration , methods and post literacy facilities. But there was no relationship between retention and certain environmental factors such as age, occupation and residence.

There is another study entitled "A comparative Study of Two Adult literacy Primers" conducted by Shankar R.(1983).The investigator compared two adult literacy primers to evaluate their comparative merits in terms of the attainments of learners. One primer was based mainly upon the 'phonetic' principle and the other on the 'syllabic' principle. A series of four graded tests was used to measure the literacy attainment levels. The main finding was that there was no significant difference between the mean achievements of the two groups using the two different primers.

A study by Wiesinger entitled "Economic Development and Functional Literacy for Women", conducted under the auspices of WOAL (Work Oriented Adult Literacy) programme found that traditional primers used for teaching alphabets was discarded and was replaced by a daily session sheets, posters, flash cards, flannel boards and speedometers. Regarding methods used, a completely unconventional approach of teaching functional literacy was tried. The new approach consisted Discussion, Demonstration, Practice, Literacy teaching and Assimilation as five steps which are sequentially followed over a period a week.

Chain and Hesel (1974) tested 3 modes of adult literacy programme, namely, religious, psycho-social and economic models in Latin America and Pakistan. The reading ability, feeling of being benefited and gains in literacy skills were found to be associated with religious, psycho-social and economic models respectively.

Lyne (1979) conducted a study, "The Relationship between Student Level of Cognitive Development and their Preference for Learning Format" where in he found that adult students, at lower stage of cognitive development, preferred highly structured direction for course assignment and practices, while those at higher stage of development preferred more flexibility and diversity in meeting course assignment in a less structured format. Female adult students, at lower cognitive stage level, preferred instruction oriented course with little students' participation, while those at higher level preferred student oriented courses with higher interaction between instructor and student. It also appeared that older students had increased preference for structured format in a learning environments.

"Report on Development of Innovative Methodologies in Functional Education for Bangladesh" published by BRAC(1977) analyses the teaching materials and methods designed to teach only literacy and numeracy which have benefit for the learners. The prevailing curriculum failed to ensure student participation and develop interest since it was not related to the needs and concerns of the rural learners.

Seth (1991) made an attempt to study communication and extension through literacy. The study has been conducted with an objective of development of a literacy primer, "Padho Aur Janno". Along with this, other objectives were to find out whether the primer as a medium of communication or a training tool is fit for strengthening communication skills of the student instructors and will be able to impart literacy skill through the individual approach. Before the development of this primer, it was found that in language teaching it was very difficult to develop

comprehension skills. Recall of alphabets was easier through the Phonetic Method. In reading, it was found that correct pronunciation was a main barrier . Even the instructors pronounced the alphabets with and without “matra” wrongly, leading to a lot of confusion. The main findings were that games are excellent media of recreation that can also be used for communicating messages and strengthening literacy skills. Oral communication forms also help in strengthening literacy skills.

In a study by Gunganani(1980), “Functional Literacy for Rural Development; Field Studies of three rural functional literacy projects,(one each in Bihar, Jammu and kashmere and Andhra Pradesh), it was found that :Reading materials are generally unsuitable, teaching aids are non existent, and supplementary learning materials are scarce. The primary school teaching approach is prevalent, which is unsuitable for adults. Supervision and guidance are inadequate, particularly in motivating all sections of the target population. Though literacy attainment of learners is satisfactory and the rate of progress in this direction is faster, the level of their functional knowledge and social awareness is low

Singh (1982) carried out a study on “A Critical Study of Adult Education Programme in the State of U.P.” The main objectives were :preparation and selection of teaching-learning materials and their uses and utility in particular and their suitability in terms of: (I) physical get -up, (ii) coverage of contents and selection of words, (iii) methods employed in preparation of teaching-learning materials and way of selection of words, (iv) contents, (v)illustrations, and (vi) competencies. And also the study aimed to study the different aspects of adult education programme related to the needs of the learners. Two interview schedules and questionnaires were used as the tools for the study. The main findings are: the majority of the instructors stated that teaching and learning materials were not satisfactory. Only 19.05 per cent instructors found that they were suitable to a very little extent. 43.65 per cent instructors expressed their views that teaching and learning materials and the illustrations in them were not attractive in appearance, while the officials did not share this view. The teaching-learning materials did not

fulfil the need of the adult learners, viz., social , injustice, dowry , family problems, health problems, need to send the children to school, better ways of obtaining loans for seeds, fertilizers and regarding legal transactions in different aspects of life.

Kaur Manjeet conducted a study entitled, “Development of Learning Packages for illiterate adults of Punjab”(1992). The investigator developed three learning packages for the illiterate adults of Punjab which were: (a)one consisting of two units -(I) of alphabets, and (ii) of matras; (b) numeracy package consisting of seven units of numbers, place, value, simple addition, etc. and (c) a social science package consisting of three units of social , health and economic problems. The effectiveness of these packages was tested on male and female learners. It was found that the packages of literacy, numeracy and social awareness were equally effective on both the groups of learners.

Verghese, U.S (1989)evaluated the teaching learning materials in Malayalam used in the adult education centres in Kerala and concluded that different agencies working in the areas are producing and using different primers for the adult education programmes. There were 24 primers, four work books, three guides and two hand books, out of which ‘Janabodhana sahaye’ was the most used, and only four work books and two hand books could pass the test of the criteria laid down for teaching-learning materials. These materials were not evaluated periodically and the work books and guide books were not prepared in relation to the contents in any particular primer.

Rita Chopra (1993) in her study entitled “Adult Education” developed learning packages for illiterate adults’. The two types of tools were prepared for the study, one was the learning tools and the other was the measuring tools. The learning tools were used to impart knowledge to adult learners in three aspects., i.e. literacy, numeracy and social awareness. The measuring tools were employed to measure the achievement and attitude of adult learners towards the packages.

The findings of the present study are: (i) the performance on literacy, numeracy and social awareness were ranged from 85 per cent to 100 per cent with an average error rate of 8 to 9 percent. (ii) On the basis of the achievement scores, it was found that the urban females achieved more than the rural females on all the units of literacy. (iii) The achievement of females and male adults were similar on different units of literacy but, on the whole package, the achievement of female learners was higher than those of the males. (iv) Adult learners shared a positive attitude towards the packages and were of the view that these packages had been very helpful to them in acquiring literacy, numeracy and social awareness. (v) Case studies of individual showed that irrespective of the family circumstances, personal problems and the time constraints, the learners could achieve the standards of literacy, numeracy and social awareness expected of them because of the suitability of the learning materials. They felt that the learning materials in the form of packages were very helpful to them in learning different components of adult education.

Mitchell(1977) conducted a study, "The Development of Curriculum guide for Adult Basic Programme for Teachers in Arkansas. The major findings of the study were: i) The teachers wanted to become more aware of the needs and goals of adult students. ii) The teachers needed more assistance in the selection of materials as well as techniques and methods to be used in working with adults. iii) Some teachers recognized inadequacy of training and wanted to improve themselves by attending adequate workshops.

Khan. A.R(1983) undertook a study entitled "Developing a Self-Instructional Training Package for Training Non-Formal Education Facilitators". The major objective of the inquiry was to design a self-instructional training package to enhance the competencies of NFE teachers in Rajasthan. The major findings were: i) significant learning occurred on the part of trainee due to the use of the self instructional package. ii) Opinions of administrators, experts and

supervisors further suggested that self instructional package could be an effective strategy for training NFE facilitators.

The objectives of the study titled “Reading Interest of Neo Literates” undertaken by Mustaq Ahmed (1984) were: i) to determine what types of books the new literate would like to read, and ii) to determine the general factors contributing to the readability of books preferred by them. The significant findings are; i) the books most frequently read were religious books and story books in that order of preference. The reading of useful books, i.e., on agriculture, health, occupation and cottage industries was almost negligible; ii) the reasons for not reading books were to read well, non availability of books , no access to a library and no knowledge that specially written books were available for neo literates. Those who had less reading experience found it difficult to even express their reading interest. It was also found that majority of learners had not reached an educational level that would enable them to form opinions. The study also revealed that the language used in the books were found to be difficult for the learners and the subject matter of the books was not of their interest . The print size and the unattractive format were also considered as shortcomings of the books.

“Literacy Through Adult Education: A Quick Appraisal” by Ganguli P.K., Pathak, K.N. and Mirza S (1984) had as the objective to ascertain the literacy level of the participants in the ten month adult education programme run through Adult Education Centres(AECs) in 31 old NAEP projects in Bihar , irrespective of their year of attending the programme. The major conclusions of the study were; i) the literacy level of the respondents was more or less satisfactory in almost all the 31 projects; ii) respondents were far better in reading than writing; iii) Writing sentences was found somewhat more difficult than writing words and alphabets; iv) the achievement level in reading and writing showed a gradual decline as the task became more complex- from simple reading and writing alphabets to reading and writing full sentences. But out of the 31 projects, the achievement on numeracy skills was satisfactory in only nine projects.

The study "Needs of Teachers of Adults in Northern" conducted by Tawisuban, Pensri (1985) revealed that the teachers needed more knowledge about the learners, specially psychological characteristics of the learners, and needed to be better informed regarding the 'khit pen' philosophy and its impact on curriculum development for functional education level 3-4. They also required to have knowledge regarding the financial support, teaching aids, equipment and training in new technology and teaching methods. It was also felt that the knowledge regarding socio cultural characteristics and situational barriers of the learners were necessary to be effective instructors. It was felt these inadequacies could be overcome through the develop a handbook and provide additional training programmes , seminars and workshop. The use of well prepared self contained instructional modules and training programmes via radio was also recommended.

The study titled "Literacy Training, the State and Development in Tanzania: A Study of Policy and Performance", Mlekwa Victor (1990) aimed to investigate how literacy training as designed by the Tanzanian state related to the daily life activities of adult learners and to the development programmes and plans of villages. The theories of reproduction and resistance provided the theoretical framework for the study. The major findings: i) different actors defined functional literacy differently - while the co-ordinators and literacy teachers defined it in a broader sense, the adult literacy defined it simply as reading, writing and counting; ii) the co-ordinators and literacy teachers pointed out that literacy training was directly related to the daily life activities of adult learners, but the latter thought that it had neither significant connection to nor beneficial influence on their daily lives as future prospects; iii) the co-ordinators and literacy teachers also indicated that literacy training was addressing to the cultural, political and economic aspects of the villages , while adult learners did not see such a relationship. The findings illuminate the limitations of state sponsored literacy training as a vehicle of individual and societal development and tend to suggest a literacy training curriculum which is based primarily on the needs and interest of adult learners.

A study on “Competencies and Inservice Training of Functional literacy Teachers in North Eastern Thailand” was conducted by Sacto, Pensri(1989) with the purpose to determine : i) the most important knowledge and skill for functional literacy teachers, ii) the most important competencies to be covered in inservice training, iii) whether there were any difference between the perceptions of functional literacy teachers, supervisors, and administrators in terms of needed competencies or areas of training; and iv) whether there were any difference in the perceptions of teachers, supervisors and administrators regarding the need for competencies and for training of functional literacy teachers based upon the variables such as age, years of experiencing formal and non-formal education and training in functional literacy programme.

It was found that teachers, supervisors and administrators agreed that most competencies listed in the instrument were important. The five most important competencies requiring training are the philosophy of Khit-pen; the theory and practice of teaching adults, problems and principles of adult education and the nature of the adult learner, adult education and the factors which have influenced its development, and helping students develop skills and knowledge necessary to their daily lives.

In his study, “The Association between Inservice Training and Teacher’s Perception of Selected Programme Elements in Adult Basic Education” Mc.Kinlay(1972) hypothesized that in service training enhanced the teachers’ performance in : i) having assessment quality to the professional literature; ii) keeping themselves up to date through study of the professional literature; iii) ability to perceive discrepancies between the actual and desired outcome in the programmes; iv) ability to effectively use the materials and v) ability to utilise the community resources to enrich the programmes. In service training was not associated with teachers who have access to the literature of adult education.

perceived training needs of the volunteers. The three needs were recorded as following:

- i) how to teach members in record keeping
- ii) how to involve adults in the programs
- iii) how to train members in the area of presenting demonstration as well as how to involve them in decision making process.

Kelly also found that the background of the adult education officers in terms of extension education training was insufficient.

In another study by Ricker(1977) on “Agriculture Extension Officers as Adult Educators in I.I.A.P. districts of Rajasthan” it was found that in service training for adult education officials has been neglected.

Chalmers (1972) observed that the effects of inservice training on reducing drop outs in adult education classes were significant.

Training and practice programmes enable the vocabulary growth amongst the participants of short term continuing education classes in an urban situation as found by Munn(1979).

Greer (1977) carried out a study on professional needs of resources capabilities of adult educators. They were found to be the following; i) diagnosing individual adult problems, ii) Individualized instruction, iii) Knowledge in construction of materials, iv) counselling and guidance approach, v) diagnosing reading level problems, vi) techniques for teaching, reading and retention, job placement, follow up on drop outs, programme evaluation, psychology of adults and motivation.

2.7. Researches in the area of Evaluation of Adult Education Programmes

Cederblad Gudrun (1992) undertook a study titled, “Non Formal Education in Bangladesh: Some Selected NGOs Educational Programmes and the Co-operation between NGOs in the Educational Area.” Here he discussed the nature of

non formal education in Bangladesh, specially, the definition of literacy, materials, values, WID approach in some NGOs' educational programmes, co-operation between NGOs, sharing of experiences, network etc.

“Adult Literacy: Master or Servant?” a book, by Jennings James (1990) presents mainly the literacy programmes in the rural areas of Bangladesh. It has been an attempt to classify some of the important issues in adult literacy work within the context of an integrated development programmed. Further work of this nature is needed to provide case studies on particular countries and situations.

The Gujrat evaluation studies seem to indicate a greater variation in research design and in probing the impact of the programme. The Centre of Advanced Study in Education, widely known as C.A.S.E (1982) adopted a post facto design of evaluation. The study covered seven districts of Gujrat. The findings of the study were: i) In seven districts discrepancies were observed across 66 talukas with regard to the coverage of the programmes. ii) The progress of National Adult Education Programme(NAEP) in terms of opening of centres was not satisfactory. iii) Planned efforts for coverage of needy groups of learners under NAEP was viewed with scepticism. iv) Nearly 84 per cent of the learners belonged to the 15-35 age group and 96 per cent represented the needy sections of the society. v) 75 percent of the instructors were men which possibly influenced the enrolment and attendance of women learners at the AECs. Concern was expressed by the village leaders about the lack of regularity of classes and truancy among learners and sometimes among the instructors too. Focus of the programme was generally on the acquisition of literacy and numeracy only. While generally the instructional materials were found to be appropriate, village leaders expressed the need to improve the facilities at the AECs and some of the learners also complained about bad lighting and noisy environment. A large number of supervisors participated in the various activities of the AECs such as demonstrations and field visits. The learners also perceived the impact of the programme of their numeracy an literacy skills. They were, also influenced by two other aspects, viz., family welfare and personal habits.

But impact with regard to social awareness and functionality was just marginal. It was also noted that in most of the villages community support for the programme was available.

Kundu(1985) studied the methods of Adult Literacy as obtained from the Bombay University Model. The main objective of the study was to observe the effectiveness of various methods of adult learning in yielding substantial gains in case of those learners who showed interest in learning. They were divided into five equated groups matched on age, socio-economic status, sex and degree of achievement. These five groups were exposed to five different methods of teaching: letters associated with pictures and alphabets; the alphabetic method; the card teaching system followed by the university of Bombay. The investigator found the Bombay University method effective, however, the variability is not so much due to the teaching method as it is to a case of group instruction vis-à-vis individualized instruction.

A study entitled "Adult Education and Rural Development" was conducted by Imam(1990). The main objective of the study was to measure achievement of the individual learners in terms of literacy, awareness and functional upgradation and also study the socio economic life of tribal people. Only 6 adult education projects were selected from 6 tribal districts for the sample. Interview schedules and observation sheets were used to collect data. The results showed that 41 per cent males and 35 per cent females were agriculture labourers. 91 per cent learners joined the centre immediately after the centres were started. Majority of learners in all the block achieved proficiency in reading and writing up to the level of sentences. With respect to reading achievement the percentage of successful learners ranged from 40 to 47, and with respect to writing achievement, the percentage ranged from 38 to 44. With respect to numeracy achievement of this block, the percentage of successful learners ranged from 40 to 48. Some learners relapsed in to illiteracy due to lack of post literacy or follow up programmes in their areas. Awareness rate in various aspects of health programmes was 70 per cent as highest

and 29 percent as lowest, but the awareness regarding the appropriateness of the source of drinking water was found to be far from satisfactory.

Lakshmi Narayana's study, "Adult Education among the tribals of Vishakapatnam district of Andhra Pradesh" was designed to assess the problems of adult education in the tribal area and the impact of NAEP in terms of the achievement of participants of 3 R's as well as the functionality of the programme. The main findings of the study are: 46 per cent of the participants have attended classes for 61 per cent of the working days, and 16 per cent have attended 41 per cent to 60 per cent of the days, the centres have remained open. 73 per cent have had no previous schooling and the remaining have already studied from 1st to 6th standard. The main reason for not attending classes (76 per cent) is heavy work, while, in the case of 50 per cent it is illness. As regards the content of the course, 64 per cent showed a preference for more knowledge pertaining to agriculture, and 53 per cent wanted to learn more about health and hygiene. 82 per cent complained about the lack of reading and writing materials in the centres. The study revealed that a large majority obtained good competence in environmental knowledge, speaking, reading and co-operating skills. About a half of them have developed good ability in writing, and self expression in writing and about one fourth in arithmetic skills, but none in functional arithmetic.

Rao, G.(1992) studied the impact of adult education programme on the social uplift of women in the rural areas of Madhya Pradesh and noticed the overall improvement in all the fields, viz. social, economic, hygiene etc. in women in the experimental group due to the adult education programme. Changes were noticed in maintenance of kitchen, in general cleanliness and in the development of civic sense. The experimental group women became aware of legal rights of women and the social welfare programmes initiated by the government and also realised the importance of education and educating their children. Attitudinal changes towards living conditions were also noticed. The experimental group had developed a

positive attitude towards the adult education programme, developed self confidence and started solving social problems of the community.

A study was undertaken by Kanta. R and Dutt. N (1984) entitled "Evaluating the Effectiveness of Adult Education and Non - Formal Education schemes in Haryana State SCERT". The main objective of the study was to ascertain the usefulness of adult education and non-formal education programmes and suggest steps for making he schemes more effective. The sample comprised three districts' adult education officers, 20 supervisors, 39 instructors, 37 adult education students and 36 non - formal education students. Interview schedules were used for data collection.

The main findings were: i) Adult Education and Non Formal Education schemes were effective to the extent that the adult learners could read, write and count. They also could do their correspondence, read ram Charit Manas, and do simple calculations. ii) Instructors used to read newspapers stories to them and help them in gaining functional literacy. It aroused social awareness and improved their knowledge about agriculture activities. iii) Adult women showed comparatively more interest in the programme. They earned additional income out of craft work. iv) When the students of adult education and non-formal education centres were rated on awareness, literacy and work efficiency, it was found that, among adult education students 55 per cent were above average and 45 per cent average on awareness; on literacy 30 per cent were above average and 70 per cent average ; on work efficiency 50 per cent were above average and 50 per cent average. In the case of non-formal education students, 40 per cent were above average on awareness, 45 per cent were above average on literacy and 25 per cent were above average on work efficiency.

Some of the limitations of the working of the centres were with regard the low remuneration, inadequate training of instructors, temporary nature of appointments of supervisors, absence of institutions exclusively for women in rural areas, and unsuitability of locations of centres for female adult learners.

A study entitled, "Evaluation of Learners' Achievement and Other Aspects of Mass Education of Five selected NGOs in Bangladesh" was conducted by Haq and Islam in 1991. The main objective of the report was to examine the overall literacy activities including curriculum, primers, teacher training and supervision of the selected NGOs who had received substantial financial support from UNICEF. Five centres were randomly chosen on the basis of their geographic location in the project area. The report gave a comparative picture of different literacy programmes of the NGOs in Bangladesh.

Ahmed Jalal Uddin(1987) conducted a study, "A Programme for Women's Co-operation: Evaluation of VERC-BRDB Joint Literacy Programme" The report identifies the steps, methods and approaches of the programmed, the relationship of the programme with other development activities and the failures and positions aspects of the programme. It also gives a comprehensive back ground of the status of literacy, mass education and adult education activities in Bangladesh

Reghu (1983) carried out a study on "Instructional Strategies and Techniques in Functional Literacy Programmes" in Kerela. The main objectives of the study were to find out the different strategies employed in rural functional literacy programmes with special reference to literacy, numeracy, functionality and conscientization and also to identify the differences in the instructional strategies adopted in the rural functional literacy programmes and in adult education centres organised by other agencies. He found that discussions were organised in majority of centres but the percentage of respondents participating in the discussions was not high. The use of Wall Paper, black board and literacy primers was ranked in the order of mention. Special tuition classes and variety entertainment programmes were organised in some of the centres. Nearly all the respondents preferred literacy primers as the main aid for study and use of note books as compared to use of slates.

The findings of the study indicated the need for a special training programme on instructional strategies and techniques for organizers and instructors of functional literacy programmes and that facilities for the use of audio visual aids should be made available in different centres.

Mohanty N (1988) made a study, Evaluation of Functional Literacy Programme in Puri District , Orissa". The study revealed that more emphasis was laid on literacy than on functionality; actual skill development in functionality was observed in only 40 per cent. The local people did not co-operate in the management of the centres; infrastructural inadequacies were the main bottle necks; irregular classes were also reported to be the reason for its tardy success, the motivating reasons were reported to be learning to sign one's name, maintaining accounts and writing letters.

A study, "Adult Education in Bihar - Fourth Appraisal, ANS Institute of Social Studies" was undertaken by Ganguly, P.K, Pathak, K.N and Mirza S.L (1983). The study aimed to evaluate the performance of the NAEP run through the state government project in Bihar and make necessary suggestions for further improvements. Five NAEP projects were selected and 458 current learners, 13 drop outs, five project officers and three assistant project officers, 45 supervisors and 96 instructors comprised the sample. Interview schedules and investigators' diary were the basis for the data.

The major findings were that the over all achievement of learners on awareness and functionality components was far less than that on literacy. There was still a wide gap between the theoretical ideals of NAEP and its implementation. The trend of development through NAEP was encouraging. Its cautious handling in the light of past experiences of short comings in implementation of the programme would bear fruit and make NAEP more effective in future.

In the study by Lal, H. and Mishra R.(1983), "Adult Education in Bihar (Third Appraisal - 1982), ANS Institute of Social Studies ,Patna", an attempt was

made to evaluate the functioning of the adult education programme in Bihar as implemented through Rural Functional Literacy Projects. The major findings were:

1. The AECs opened for the disadvantaged groups, viz. women and scheduled castes were almost adequate to their proportion in the general population.
2. Lanterns were the main source of lighting in the AECs, but it suffered from defects and delays in replacement of chimneys, wicks etc.
3. Average monthly attendance recorded in the AECs was 20-24 and on the day of enquiry it was about 17.
4. Learners' performance was good in reading and writing and average in numeracy. With regard to up-gradation of functional skills and social awareness, most of the learners were aware of institutional facilities and services available at the block, panchayat and village levels. Though most of the learners claimed to know about various enactments and social issues like legal age of marriage and dowry act, minimum wage etc. the accuracy of their knowledge was questionable. Instructors were their main source of information. Most of them displayed a positive attitude towards savings and preferred Banks and Post offices for this purpose. On the whole, the learners were not willing to tolerate discrimination or social injustice against which they would complain to the higher authorities.

A Study by Visaria L and Patel H.T entitled "Adult Education Programme in Gujarat - An In-depth study" aimed to evaluate the functioning of AECs in selected villages with reference to the demography of villages where AECs were functioning, formal schooling facilities, physical facilities of the AECs, the composition of learners and instructors, attendance, content of the course, supervision, and perceptions of participants in the AECs.

The major findings of the study were: None of the AECs functioned till the completion of ten months tenure. Wherever classes were held, the emphasis was on imparting literacy, and the other two components viz. functionality and social awareness, were for all practical purposes ignored. The instructors were content if ten to twelve learners acquired the basic skill in the 3 RS. The majority of the learners who had acquired literacy had had earlier schooling. The respondents of

different categories complained that the ten month duration of the AEC was too short for basic literacy programmes because of learners' high irregularity. The AECs did not function regularly because of lack of interest of learners and instructors' lack of time. No efforts were made at the organizers' level to understand the problems of starting of the AECs and their regular workability. The study came out with an alternative model of functioning of AECs for which adequate publicity was to be made at the village level and efforts to be made to identify eligible adults in each village and decide the number of AECs accordingly. It was also suggested that the programmes should be conducted during March-June period which was more suitable to the learners and that there should be emphasis on the teaching of the basic 3Rs differently from the manner of instruction at the formal primary level and that there should be follow up activities in each village.

Haddon R. Lance, (1987) undertook a research, "A Process for the Evaluation of Learners' goals, Reading Comprehension and Programme impact as elements of adult literacy program". This research was designed to provide adult literacy programme with a process which would make it possible to evaluate three critical elements of literacy programmes: learners' goals, reading comprehension and the impact of literacy programmes on learners as perceived by the learners themselves.

This research provides certain useful guidelines for conducting such evaluative studies specially in terms of development of appropriate tool for collecting similar data from adult literacy programmes.

2.8. Researches pertaining to the administrative aspects of Adult Education Programmes and Community Involvement

A study on the role of State Director of Adult Education was carried out by Dorland (1977). The major findings of the study were: i) The State Director should have previous experience in public education as well as in adult education administration. ii) Adult Education Director should act as a facilitator consultant in

adult education programme; iii) State Director leadership should include a wide range of programme as well as responsibility for inservice training and active involvement in professional adult education associations; iv) State Director should try to spend as much time as possible in the field, and v) the role of Adult Education Director should be periodically reviewed. In short this study provides some indicators as to the responsibilities, leadership qualities and roles an administrative authority in any adult education programmes.

The study by Muthayya B.C and Hemalatha L.P (1982), "Adult Education in Rural Development -A Study of the Process of Implementation in Block, NIRD" aimed to; i) examine the existing inter-relationship between programmes of adult education and rural development in terms of the extent of involvement of development functionaries at district, block and lower levels, ii) explore the factors that promoted motivation of learners and functionaries of adult education at various levels, and iii) to explore methods of improving the functioning of the programme as functional components of rural development.

The findings of the study were: Right from the block adult education officer to gramsevak, the officers were neither oriented to the adult education programme, not had they been given any understanding of the development scheme. The state resource centre did not make any field survey to identify learners' need to develop the required learning and teaching materials. Involvement of local leaders in the adult education programmes was restricted to the providing accommodation for the centres and persuading learners to attend the programme

"Adult Education and Community Context: An Ethnographic Case Study of the Implementation of the Functional Literacy and Family Life Planning Programme in a Selected Rural Village in North eastern Thailand" was a study conducted by Duong saa, Usa Kanchanaratee in 1986. This study documented the implementation of the FLFLP programme in a selected rural village in North eastern Thailand. The intent was to assess the programme both in relation to the context of the community

in which it was implemented, and against the ideal conceptions and procedural guidelines set for the programme designers and policy makers of the Department of Non-Formal Education. The findings suggested that the programme; i) was not responsive to the total community context; ii) deviated greatly from the ideal conceptions and procedural guidelines, ; iii) failed to produce some anticipated outcomes as stated in programme objectives. Some of the factors that led to the failure of the programme were that of the villagers' work schedule, adherence to traditional practices and values and added to them the inefficiency of the local personnel and inadequacy of the teacher preparation. Moreover, the programme was rather unrealistic and the design was not suitable for the objectives.

This study along with others reaffirms the thesis that an educational programme will not induce community development, unless it is a grassroots' effort and unless it is part of integrated development plan, which includes the availability of various supportive facilities or infrastructure.

Another study of a similar kind in Thailand adopting the Case study methodology was conducted by Amatyakul Kiatiwan(1980). The main thrust of the programme here was to campaign for literacy, making the skills of reading, writing and arithmetic important. The conclusions gathered from the data collected were that the programme fulfilled only one of its objectives, viz. the 'improvement of villagers' literacy skills. The objectives of enabling the learners become 'Khit-phen' –someone who is capable of engaging in a critical thought process, and improve the living conditions of the learners were not attained. Though, in the course of development of the programme the villagers acquired new knowledge and skills, but, they had difficulty in applying these in their daily lives.

Chirabandhu Suchawadee(1986) undertook a study titled, "Perceived Competencies of Teachers in Thailand's Adult Functional Literacy Programme" in which he tried to determine the competencies (knowledge and skills) needed for adult teachers in functional literacy programmes in Thailand and to determine if these are actually possessed by teachers, as perceived by their administrators. The

findings of the study revealed: i) the teachers and administrators have different perceptions of the level of importance of various knowledge and skill items; ii) administrators perceived that the teachers do not have appropriate levels of competencies .

The study by Moll Bettina Ursel (1986) , “Adult Literacy Training in Rural Mexico: Practice, Meaning and Theory” was a qualitative experimental research and a philosophical analysis of the theoretical planning of Programme Nationale de Alfabetizacion(PRONALE) as exemplified in the implementation of this programme and as viewed by the participants and the researcher. The programme incorporated aspects of P.Freire’s literacy model supported by ‘Conscientization’ and R.Katze’s model of ‘education as transformation’.

The study by Gadsen Vivian Lynette (1988), “adult Literacy Learning and Instruction” attempts to examine instructional policy issues in adult literacy. This study actually consists of two studies, one, a descriptive analysis of 160 adult liteacy programmes in Michigan, two , a quantitative and qualitative analysis of the reading performance of 24 adults. The findings of both the studies from the point of view of administration were that ; the staff had little knowledge about different instructional options and they were continually challenged by recruitment and retention problems; there was a need for instructional approaches that capitalize on the contextual, experimental, social nature of adult literacy learning.

The study by Clark Roger (1992) entitled, “Successful Illiterate Men”, aimed to understand the problem confronting eradication of illiteracy. The researcher opines that too little is known about the people for whom literacy programmes are designed and such programmes fail if they are designed by people who view their clientele as deficient. According to Clark, this is a fallacious assumption , as it assumes that literacy is a necessary pre-condition for success in life and secondly that illiterates are lacking in self confidence and hence are unable to maintain employment, are poor and are caught in a cycle of deprivation and under education.

The findings indicate that inspite of deficiencies in reading, illiterate individuals learn a number of coping techniques and manifest innumerable skills and achievements. Thus, a 'deficiency' oriented intervention programme over emphasizes the importance of literacy, and diminishes the observable accomplishments of the illiterate adults, and hence the programme fails. Intervention programmes designed for illiterate adults need to bolster the participants' sense of accomplishments and teach coping skills as well as literacy skills.

Schaetsel Kirsten Ann (1993) undertook a case study of nonformal functional education with a view to ascertain which elements contributed to successful acquisition and retention of literacy skills. The study was conducted within a savings group development project in the Fani and Noakhali districts of Bangladesh. The most important conclusion of the study was that literacy programmes need to be relevant to the social context of the learners.

2.9. A Few Observations

In the foregone pages an attempt has been made to present a fairly comprehensive report of the review of researches done in the area of adult literacy programmes with special reference to the methodology adopted, the instructional methods, types of learners, types of centres, ideologies bases, the administrative structures, and also certain basic bench mark data regarding the number of centres, number of illiterates covered etc. The first section pertained to the various reports which presented the quantitative data regarding the status of illiteracy in various parts of the world, and these reports were prepared mostly by world organisations such as UNESCO and World Bank, UNDP and the like. The following sections B,C.and D dealt with researches in the area of motivation of the learners, instructional methods and media and curriculum and evaluation of the programmes. Only a few research studies have sought learners' perceptions and views regarding the programmes, but mainly most of the studies rely mainly on the views of the

functionaries (instructors, supervisors and project officers). There are no studies about teachers' per se, or for that matter on the actual quality and appropriateness of the instructional material in the context of the needs of the learners.

It has been found that in the developing countries, like India, Tanzania, Thailand, and Bangladesh, the adult education programmes are concentrated on rural areas, while in the developed countries, like in U.S.A, they are on the disadvantaged persons from the urban societies. Most of the studies have shown that adult education has played a significant and important role in helping the poor people.

In any literacy programme the problem of drop outs is one of the most significant and calls attention for well designed strategies to restrict and prevent the drop out phenomenon, as it defeats the very purpose of the programme.

The research studies on instructional materials are very few and do not provoke much concrete and balanced ideas regarding the improvement of the same. As the review reveals it has been perceived at various levels that there is a need to understand the needs at the grass root levels and involve the participation of the beneficiaries in the chalking out of a literacy programme that would be found relevant and useful for the illiterate adults.

Another observation that emerges from the review of the studies is with regard to the competencies and ability of the instructors. It appears that the success of any adult literacy programme depends to a great extent on the instructors, and in most studies it has been perceived that the instructors lacked sufficient and proper training to undertake the type of work they are expected to do which is pretty challenging. A well-designed training programme can enhance the proper concept, value, attitude and ultimately capability, which are very essential for the programme's success. This is more important in the case of developing countries where the instructors are usually young school graduates who are neither trained

nor matured to cope with the teaching of adults far more advanced in age and experience in their own fields. These young instructors lack a proper concept about the content as well as the methods of teaching in adult literacy classes and hence are faced with a sense of diffidence .

The researches conducted in India and Bangladesh show that the impact of the adult education programmes have been felt where the respondents have been able to respond about their gains themselves. Clark(1992), Haddon(1987) applied a variety of methods to measure the impact of the literacy programme. Yet, on the whole , very little systematic knowledge available with regard to the methodology to be adopted for the evaluation of adult functional literacy programmes.

The literacy programme in Bangladesh is not of very recent origin, yet there is scanty knowledge, available about the different dimensions of a literacy programme. They do not provide the planners, educationists, and the field level workers' with adequate theoretical base to function effectively, or at the administrative level, to plan and organise such programmes with greater level of success. Both the governmental organizations and the NGOs require a knowledge base to carry on the work of implementing functional literacy programmes effectively.

It is with this purpose that the present investigation has been under taken to study and understand the various issues and problems in the functioning of the functional literacy programmes under the RDP-9.