CHAPTER III

3.0 THEORETICAL FRAME WORK

3.1 DEVELOPMENT OF POST-LITERACY MATERIAL

3.2 PSYCHOLOGICAL CHARACTERISTICS OF NEO-LITERATES

3.3 EDUCATION OF ENVIRONMENT THROUGH POST-LITERACY MATERIAL

3.4 POST-LITERACY MATERIAL FOR NEO-LITERATES

3.5 BASIC PRINCIPLES OF PROGRAMMING
CHAPTER - III

3.0 THEORETICAL FRAMEWORK

3.1 DEVELOPMENT OF POST-LITERACY MATERIAL

Post-literacy may be defined as systematically organised learning opportunities for persons who have had access to basic education through either primary education, or any other systems. Post-literacy may also be defined as all those materials and structures, which enable the newly literate adults to keep up, use and develop the knowledge he has acquired. The main purpose of post-literacy programme is retention, continuation, reinforcement and application of literacy for the development of the individual and the community. One of the major strategies to accomplish the task is an uninterrupted supply of good reading material in sufficient quantity.

The National Policy On Education (1986), therefore, resolved to implement a programme of continuing education by establishing centres in rural areas and through the promotion of books, libraries and reading rooms.

The Programme of Action further elaborated the concept of continuing education as being essential for the development
of human resources and for creating a 'learning society'.
It included post-literacy for adult neo-literates and school drop-outs for retention, continuing acquisition and application of literacy skills. The Programme of Action visualised the establishment of Jana Shikshan Nilayam in a cluster of villages and programmes of book promotion and reading rooms as an instrument of post-literacy and continuing education.

The National Literacy Mission aims at implementing a programme of post-literacy and continuing education in a phased manner. The National Literacy Mission also envisages the introduction of the latest technology in the printing and publication of books, journals and newspapers.

The Working Group on National Book Policy states that adult non-formal education can be a success only, through the dynamic use of a people's planning exercise. This means that local talent can be harnessed and local resources deployed for creating necessary motivation and producing initial literacy materials.

In India, centre based approach for adult education failed to achieve the real progress in the field of mass literacy. Hence, it was felt that the orientation of the programme should be changed. With the result of that 'Total literacy campaign' was launched in various districts. It is time bound area based approach for total literacy. Some districts have already been declared as literate districts. The neo-literates who have been made literate through this programme, want mental
nourishment in the form of post-literacy material. Thus an effective programme of 'post literacy campaign' should be launched as to extend the programme of 'Total literacy campaign'.

Past experiences and studies have shown that lack or inadequacy of suitable post-literacy material has been a serious drawback of the adult education programme. It is, therefore, extremely necessary that adequate emphasis be laid on post-literacy programme activities in our present adult education programme. Post-literacy should be viewed not only a part of the literacy programme but should be treated as an integral part of the universalisation of educational facilities. While preparing the post-literacy material the following points should be kept in mind:

It should -

(i) reinforce the literacy skills already acquired in its continuation and application, leading to a stage of self-reliance.

(ii) develop reading habit. Material could be read just for pleasure and joy which enable the neo-literate to develop a taste for reading.

(iii) enable the neo-literate to perceive and analyse the generative sources of their disadvantage, and equip themselves with such tools and techniques which could liberate them from their deprivation and exploitation.
(iv) make them aware of their cultural heritage.

(v) inform them about developmental and welfare programmes meant to alleviate poverty, remove inequalities and improve their lives.

(vi) impart the practical skills which would help them to engage in gainful employment and improve their economic condition. This would enable them to participate effectively in the affairs of the family, of the society and eventually of the nation.

(vii) develop an questioning attitude towards different aspects of the value system which harbour narrow-mindedness, blind belief and obscurantism which stifle the natural growth of a person and hemper the advancement of the country.

(viii) help to develop a critical faculty and scientific temper among the neo-literate.

(ix) provide entertainment as a part of life. The literature could be read just for pleasure and joy, which may enable the neo-literate to develop a taste for reading.

(x) provide information, knowledge and skills necessary for realising the personal, social and economic needs of individuals, the community aspirations and the national vision.
3.2 Psychological Characteristics of Neo-Literates:

Whenever we devise a programme of education for any level we make some valid assumptions regarding the characteristics of the members of that target population. As far as this study is concerned the subjects of this study are neo-literates which belong to the age group 15 - 35. Individuals growing from adolescence to adulthood express certain characteristics:

(i) One's self concept moves from one of being a dependent personality towards one of being self-directed human being. Poverty and social deprivations lead to development of a negative self-concept of one's own capabilities.

(ii) One accumulates a growing reservoir of experience that becomes an increasing resource for learning.

(iii) One's readiness to learn becomes oriented increasingly towards the developmental tasks of his social rules.

(iv) One's time-perspective changes from one of postpone application of knowledge to immediate application and accordingly one's orientation towards learning shifts from subject-centredness to problem-centredness.

Besides these, other remarkable personality characteristics of neo-literates are:
limited perception and obstinancy to receive new things,

limited vocabulary,

non-questioning attitude and expectation of ready made solutions,

externality (fatalism and belief in destiny), and

rigidity and dogmatism etc. that stand against one's path to personal development.

Malcolm Knowles (1970)² lists four major points of adult learning psychology:

(i) adults have wide experience and have learnt much from life.

(ii) adults are interested and learn quickly about those things that are relevant to their lives.

(iii) adults have a sense of personal dignity.

(iv) as adults grow older, their memories may get weaker but their power of observation and reasoning often grow stronger.
Ambast (1991) has drawn the following characteristics of adult learners:

(i) adult learner has a recognizable place in society, he/she is either a father/mother etc. He/she has also some sort of authority.

(ii) unlike child learner adult learner has not cohest in participating learning process.

(iii) adult is a master of himself and his personality is developed.

(iv) adult vocabulary is very much longer by virtue of long life.

(iv) adult learner is a matured person having a sense of 'will be'; interest; attitudes; conscious and unconscious motives etc.

The adult learner sees utility only in things that satisfy his aspirations and fit to his level of mental developments field of experiences and felt needs. Incentives may be in terms of resultant financial gain, social gain like enhanced prestiges or representation in social institutions, or fulfilment of spiritual aspiration. There is a natural urge for empathy and ego satisfaction. The occupation of an adult learner is an important fact to be considered through which an adult education can enter into his psychological world.
Post-literacy material for the development of their ability to read and write, and communicate in terms of their day to day life activities interest them much. So it necessitates to plan environmental education programmes according to the interests, needs, attitudes, values, memorization, ability, language skills, attitudes towards instructors, ways of looking at things and wide experience of the adult learners.

3.3 EDUCATION OF ENVIRONMENT THROUGH POST-LITERACY MATERIAL:

The area of environmental education is comprehensive. It includes psycho, physical and social factors known and unknown which directly or indirectly affect his living and working conditions. The environment of an individual can be affected by a number of aspects of personal behaviour like personal hygiene and cleanliness, diet cleanliness of the food. There are many ways in which influence for good can be exerted on our environment and on our behaviour, and the best way of doing this is through education. Knowledge, understanding and action are the three key words for environmental education. Therefore, framing the post-literacy material of environmental education, the following questions should be considered:

(i) what knowledge related to environment should be given to neo-literates?
(ii) How can neo-literates be helped to understand the relevance of this knowledge to their own lives and those of their families and community?

(iii) In what activities can the neo-literates take part in, to allow them to put into practice what they have learnt?

The knowledge aspect of environmental education covers all the physical and social factors known and unknown which directly or indirectly affect his living and working conditions. The physical environment geographical land-marks, topography and climatic conditions, man-made features and health, nutrition and sanitation. The social environment consists of the family, community life, relationship with members of the community, festivals, community helpers, services and the mode of production, procurement and supply of essential commodities. It also constitutes socially acceptable habits and attitudes for an effective living and functioning in a society.

In order to help the neo-literates for understanding the knowledge of environment, one should know that the neo-literate is part of socio-economic, psychological and political sub-systems of the total environmental system. He is a product of this composite environmental culture. At adult education centre two types of interactions take place. Interaction between man-man and man-material in different settings such as home, community, school, work-place etc. These different types of
interaction which constitute the learning environment provide the corresponding learning expenses to learners, which on their part interact with each other and result into learning and education of neo-literates.

The immediate surroundings of the neo-literates play a very important role as a basis of meaningful learning. The surroundings should be designed so that learning may proceed with minimum stress and maximum effectiveness. Thus it should promote sensory comfort and high auditory and visual activity. Healthy learning environment makes the learning a joyful experience. It elevates the heart and enlighten the mind of the neo-literates. Learning environment of neo-literate includes everything inside and outside of the space, the neo-literate occupies which in any way affects his behaviour during a particular routine. Effective learning can be achieved using environment as a source of stimulus to learning. The process of learning through environment involves the neo-literates in activities using objects and situations from the world around him, leads him to think for himself. Not only that, learning through environment is also helpful to develop in the neo-literate the skills of observation and classification, to improve vocabulary to practise counting and to develop concepts of size, shape texture and mathematics. Learning through environment is also helpful in developing team spirit among neo-literates. They learn to work together with responsibility. It is an approach where the education is through the environment i.e.
using environment for the development of learning skills. The education is also about the environment i.e. learning facts and informations pertaining to the environment. In so doing neo-literates also learn how to appreciate, protect and maintain the environment i.e. education for the environment. This approach for learning requires the instructor to spend much time in planning what is to be done.

The following diagrams depicts the whole design of Environmental Education for Neo-Literate:
DEVELOP THE ABILITY TO SPEAK AND WRITE

DEVELOP MATHEMATICAL CONCEPTS AND SKILLS NEEDED FOR DEALING WITH MONEY, MEASUREMENTS AND OTHER LIFE SITUATIONS

DEVELOP SCIENTIFIC ATTITUDES TOWARDS LEARNING

DEVELOP AESTHETIC SENSES AND FOSTER CREATIVITY OF ALL KINDS - MUSIC, DRAMA

DEVELOP GOOD HABITS AND ATTITUDES - COOPERATION RESPONSIBILITY CLEANLINESS

DEVELOP AWARENESS AND SENSITIVITY TO THE TOTAL ENVIRONMENT AND ITS ALLIED PROBLEMS

A DESIRE TO SERVE THE COMMUNITY

DEVELOP AN APPRECIATION OF HIS HERITAGE AND CULTURE
3.4 POST-LITERACY MATERIAL FOR NEO-LITERATES:

The post-literacy material which are being supplied to adult education centres for neo-literates is in the form of short story, drama and poetry. Reputed voluntary organisations, private agencies and government agencies have developed the post-literacy material according to needs and interests of the neo-literates with unique ideas. (List of important Adult Education Agencies engaged in production of literature for adult education is attached - See Appendix 2).

Introducing noble ideas, new innovations and bring changes according to the demand of the particular target group are the indicators of progressive society. Several new innovations have been made in the formal school education system after independence. The adult education programme also wants new innovations as to make the programme more effective. Considering these points and keeping in mind the psychological characteristics of neo-literates, it has been realised that new approach towards teaching/learning skills is two-pronged to make the post-literacy material functional and to introduce techno-pedagogic inputs. The National Literacy Mission also identified at least six issues for the success of the programme.

1. National commitment
2. Creation of an environment conducive to learning
3. Motivation of learners and teachers
4. Technopedagogic inputs
5. Efficient management and
6. Monitoring

The technological inputs include improved black-boards, better slates, good quality learning aids like charts, globes, maps and models, use of radio, audio/video cassettes and other electronic devices for learning. The development of electronic devices - hardware and software to be used in the educational field for improving the efficiency of teaching and learning. Thus technological inputs is being developed with the aim not only of making education more widely available but also of improving the quality of education which is already available. Developments in technology bring about changes and shifts in educational goals which, in their turn, stimulate the emergence of newer techniques.

As a result of the impact of educational technology, a few ideas have acquired currency in education. One idea is that education should be an individual activity to a much greater extent. Not all learners should be faced to go through the same steps of learning at the same speed. The quick learner will move faster in their learning whereas the slow learner will need more time. Another idea is that learners learn best in different ways and at different times. Few learners may learn better through the use of different learning materials rather than merely listening to an inspirational talk by the
instructor. According to psychologists, learner learns best if they use their senses in acquiring knowledge.

One idea is that learning can be accomplished faster and better through reinforcement. The well known psychologist, B.F. Skinner, put forward a revolutionary idea that the amount of learning could be enhanced if the knowledge to be learnt were broken into small pieces and each piece presented so clearly that the learner could not make mistakes. A very slight immediate reinforcement at every correct response would have a tremendous effect on controlling behaviour. The arrangements of tiny bits of knowledge into a logical sequence is called the programme. The process is called programmed learning. It is an innovative step towards automation and individualisation of instruction. It is a kind of game in which the learner can hardly lose. The more he wants to win and the more he wants to learn. Programme learning is an application of principles of behavioural sciences and technology in the field of education.

3.5 BASIC PRINCIPLES OF PROGRAMMING:

Five basic principles of programming are as follows:

(a) Principle of Small Steps:--

The subject matter which is to be programmed is analysed thoroughly and divided into meaningful segments of information. One segment of information is presented at a time to the learner. This piece of information is called frame.
(b) **Principle of immediate confirmation** :-

The immediate confirmation of result is the second basic principle of programming. A learner learns better and is motivated to learn more, if he is told that he is right after he takes a step in the right direction, i.e. to say, if he is reinforced.

(c) **Principle of active responding** :-

Active responding means active involvement of learner in the learning process. Programming provides active responding on the part of the learner. The learner remains busy and active when he works on the programme. Overt and covert both responses may be active responses.

(d) **Self-pacing** :-

The fourth and an important principle of programming is self-pacing. The learner proceeds at his own pace when he works through a programme. He is not forced to move with the other members of the class. Programming, by providing self-pacing, has incorporated the principle of individual differences in the teaching-learning process.
Regular assessment of student by the teacher is the most specific feature of programme learning. For teachers it is helpful to find out the weakness of his programme and modify the programme according to needs and interests of the learners. Not only that student can also evaluate his progress on the programme.

The development process of programme text is given in the next Chapter.
REFERENCES


