CHAPTER II
REVIEW OF RELATED LITERATURE

The present chapter reviews the related research work done in the field of Adult Education and Total Literacy conducted at different levels. A review of the surveys of educational research and encyclopaedias of education, books and journals, indicate that, a lot of research have been done in the field of Adult Education, Functional Literacy, Non-Formal Education and Total Literacy Campaign (TLC). However, most of the studies have been conducted on and around, success and failure of Adult Education programmes, reading interest of adult learners, problems of functional education and non-formal education. A few studies have concentrated their thrust on the history of Adult Education programmes. It was difficult to find any study exactly on evaluation of reading-material, or on the methodological aspects of evaluating adult learning-materials. It was, therefore, thought proper to select those studies for review, which either directly or indirectly contributed to curriculum construction, evaluation, reading interest, and success and failure of different reading-materials meant for adult learners.

The related studies have been reviewed under five broad categories viz., (1) Studies on Reading Materials, (2) Studies on National Adult Education Programme (NAEP), (3) Studies on Functional Literacy, (4) Studies on Non-Formal Education (NFE) and (5) Studies on reading interests and problems of Neo-literates. The studies under each category have been presented chronologically.

2.1 STUDIES ON READING MATERIALS

Mushtaq (1957),\(^1\) In his study ‘A Survey of Reading Materials for the Neo-literates in India’ found that:
(i) Very few writers of reading materials had got specialized training in the area.

(ii) Most of the members of the advisory committees were educationally well-qualified but had little experience in teaching adults or producing reading materials for them.

(iii) Private publishers had little idea of the reading needs and interests of neo-literates.

(iv) Guidelines provided to authors were rather vague and there was no method developed to check the accuracy of the content.

(v) The printed materials differed widely in get-up, illustrations, language and treatment of themes.

(vi) The pre-testing of supplementary and follow-up books was completely ignored, through primers were pre-tested to a certain extent.

A study was conducted by the Indian Adult Education Association (IAEA)(1971), which evaluated the progress of Adult Education in Delhi. The association recommended that the learning materials for the adult literacy class should have the following characteristics:

(i) Attractive, pleasing and lasting physical make-up in handy size and acceptable volume

(ii) Bold, clear and suitably aligned and spaced print for ease of reading.

(iii) Clear, meaningful, relevant and expressive illustrations

(iv) Simple, spoken and understandable language with graded vocabulary familiar to the learner

(v) Simple, straightforward style in interesting and popular forms—narrative, dialogue, poetry, folktales, drama or biography
(vi) Subject matter to be related to the life experience, surroundings and occupations of the learners

(vii) Easily readable, understandable and of utility in life to the learners

(viii) Imparting the maximum of knowledge and the skill in the shortest possible time and through a process that would sustain the learners' interest and promote understanding and retention

(ix) Content to be suitably condensed so as to include the essential minimum and yet permit of economy in time

Om Shrivastava (1979),3 in an article on 'Adult Literacy Transfer Model - From Mother Tongue to State Language' suggested the following:

The language of initial exposure to written language by the adult learner should be made in his/her own dialect. This should contain the introduction of the alphabet and simple reading and writing in the script of the regional or national language.

The Second is the change from dialect to the regional language once the learner is able to read and write simple sentences. This should be done in two steps: first an oral stage of practising speaking the regional language and then reading and writing exercises.

Again, he suggested that the literacy learning materials in the context of National Literacy Mission (NLM) should possess the following qualities:

(i) The literacy learning materials should be in the language and style with in the competency of the learner;

(ii) The language and style of materials for initial literacy should be in the form of spoken dialect which is used in wider communication;
(iii) The language used in the literacy learning materials should make comprehension easier. The language should be easily understood by the learners;

(iv) The language should be simple and most direct;

(v) Conversational style and familiar situations have to be preferred. Dialogue of ordinary style can evoke keen interest among learners;

(vi) The vocabulary used in the lessons should be in accordance with that of the adults concerned;

(vii) The idioms and proverbs of local use should be used to make things clear and easy instead of giving long, scientific explanations;

(viii) Comparisons with local conditions and situations should be made.

Mullick (1981),\textsuperscript{4} conducted a study under the NCERT on “Development of Learning Materials for Non-Formal Education of Girls in the Age Group 11-14 years in Rural Areas”. The main findings of the study were:

(i) The tryout of the tape-slide programme on 11-14 year old girls outside the school revealed that, the tape slide presentation was a viable means of teaching illiterates without the assistance of a teacher.

(ii) The teacher-trainees felt that, tape-slide materials were useful for non-formal education, making the lesson interesting and more useful in large classes.

(iii) The teachers felt that the materials could be used to teach illiterate persons but did not think that it was possible without a trained teacher.

(iv) It was believed that it reduced the teachers' workload and was better than the lecture method.
Shanker, (1983), conducted "A Comparative Study of Two Adult Literacy Primers", which were based on 'phonetic' and 'syllabic' principles.

The main finding was that there was no significant difference between the mean achievements of the two groups imparted through 'phonetic' and 'syllabic' principles.

UNESCO, (1984), recommended the following approaches in the context of the use of language for literacy instruction:

(i) Literacy imparted through the standard regional language;

(ii) Literacy through the mother tongue or spoken language; and

(iii) A combination of mother tongue – or spoken language and standard regional language.

Of all the approaches, the third approach is most appropriate for the literacy instruction of adults. As far as possible literacy instruction should be done through the spoken language of the target group. While preparing the literacy materials, the writers should ensure that there is only a small variation between the written language and the commonly used spoken language. The only way to achieve this will be to accept the spoken language with suitable modifications so that, by a large, the spoken language will not only dominate our daily life but also be freely used as a written language.

If the literacy materials are prepared in the standard dialects, some modifications should be made regarding the dialect and the script of the standard language. Some common script has to be devised for unwritten languages.

Shukla (1985), conducted a study under the NCERT on "Evaluation of Instructional Material of NFE Centres". The main findings of the study were:
(i) All the instructional materials had two aspects - academic and physical. While the academic aspect of the material were exercises, illustrations, etc. the physical aspects took care of size of the book, type, paper, binding etc.

(ii) In the process of preparation of material, problem areas were to be identified through extensive survey of the concerned region.

(iii) In most of the cases materials were prepared by a group of writers and authors who were very much involved in the education of the target group children.

(iv) The contributing factors identified in the preparation of materials were instructional objectives, needs and problems of learners, national and local objectives, teaching techniques, curriculum community, local resources and utilization etc.

(v) The evaluation tools prepared on the basis of the above analysis were of two forms, viz., analysis sheet and evaluation pro-forma. The analysis sheet was primarily meant for analysis of lessons and evaluation proforma looked at the description of the material as a whole. The evaluation proforma included both the academic aspects as well as the criteria of evaluation.

Verghese (1989), undertook a study on "Evaluation of the Teaching Learning Materials in Malayalam used in the Adult Education Centres in Kerala". The study revealed that, different agencies working in the area were producing and using different primers for the adult education programme. There were 24 primers, four work books, three guides and two hand books out of which 'Janabodhan Sahayi' 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 teaching learning materials were not evaluated periodically and
the work books and guide books were not prepared in relation to the contents in any particular primer.

Mohanty (1991),9 studied “The reactions of the facilitators to the learning materials developed for non-formal education in Orissa”. He found that:

(i) While the format of the instructional materials was satisfactory, the time indicated in each capsule for the average learner was not appropriate.

(ii) He found that the content of these materials was very effective for urban, rural and tribal learners, although a few urban facilitators have pointed out the inadequacy of specific instructional objectives while still others have found it a little too difficult for the learners.

(iii) The language used was not within the understanding level of these learners.

(iv) The presentation of vocabulary item had not been done properly with illustrations.

(v) The content of the capsules were not found to be properly graded according to the difficulty level, also the contents had not been hierarchically arranged from know to unknown.

(vi) The study brings out the inadequacies of the materials from the point of language text-book writing techniques.

Kalilou Tera (1991),10 in a case study from the National University of Cote d’Ivoire suggested that, the literacy language should be always the language that is used by the target community in its daily communication.
The teaching material should be more often constituted of forms which are prepared at the local level, because each should be based on the definite training needs of the learners. The linguistic medium used should therefore strictly the local dialect. That should not stop us from producing Readers and other documents in the most spoken language as support materials.

It should be noted however that the more the Reader conforms to the local linguistic realities, the more the literacy process is speeded up and efficient.

Mohan and Usha (1992),\(^1\) undertook an evaluation of the Total Literacy Campaigns (TLCs) in Bijapur and Dakshina Kannada districts of Karnataka. The study revealed that, the content of the primers was found to be comprehensive and gender issues were given priority and yet the latter lacked perspective.

The teaching-learning process was well planned and there were very few drop-outs.

The achievement of literacy skill at level I and II were very high but at level III it was around 89 per cent.

2.2 STUDIES ON NATIONAL ADULT EDUCATION PROGRAMME (NAEP)

Muthayya and Hemlatha (1980),\(^2\) conducted a study under the National Institute for Rural Development (NIRD), Hyderabad on, 'Implementation of National Adult Education Programme'. The study yielded the following major findings:

(i) The reading material, by and large, was oriented to literacy and functional components and not enough material on awareness was available.
( ii) The instructors had inadequate orientation and attitude for managing the programme.

(iii) The drop-outs gave reasons for dropping out their busy work and family problems.

(iv) They did not have a clear perception on the benefits of the programmes.

(v) Their perception was however limited to literacy skills and to some extent, functionality and did not cover the awareness component of the programme.

Dey and Natarajan (1981),\textsuperscript{13} conducted a study on “Evaluation of Adult Education Programme in Nine Districts of Bihar”. The major findings of the study were as follows:

(i) Most of the learners joined the programme primarily to obtain literacy skills and only a few appeared to have joined it for acquiring functional skills.

(ii) The performance of the learners was better in reading than in writing.

(iii) The performance in doing simple calculations was poor and needed improvement.

(iv) Family problems, lack of desire to learn, uninteresting instructional programmes, inconvenient location of the centres, and unsuitable timing of classes were the main reasons for dropping out.

(v) The duration of training for instructors was less than two weeks in four of the nine districts while in others it ranged from two to three weeks.
Hebsur, Alkara and Hendriques (1981) undertook an evaluation on National Adult Education Programme in Maharashtra. The study revealed that:

(i) Favourably placed learners performed better in literacy.

(ii) The adult education centres gave more emphasis to literacy than functionality and social awareness.

Pestonjee, Laharia, and Dixit (1981) conducted a study on 'National Adult Education Programme in Rajasthan: Second Appraisal'. The major findings of the study were:

(i) To be able to read and write, to learn to sign and to maintain accounts were the three main reasons for joining the classes.

(ii) The main reasons for dropping out were: fatigue after the day's work, family and occupational pressures, migration for work and marriage.

(iii) Important suggestions given by the learners were the need for proper arrangements of lighting, seating and drinking water.

Sarma, Sharan, Veena and Parikh (1981) conducted a study on 'Adult Education Programme in Gujrat-Revisited'. The main findings of the study were:

(i) Family problems and involvement in day to day work were the main reasons for leaving Adult Education Centres.

(ii) A large segment of the learners perceived the benefits only in terms of literacy and numeracy.

(iii) A large proportion of the instructors did not consider the instructional materials as being relevant to the occupational and health needs of
the learners or pertinent to the government schemes or to the civic and economic rights of the learners.

(iv) Reading the difficulties faced in running the Adult Education Centres, irregular grants from the government, seasonal absence of the learners, lack of interest on the part of the learners and community, poor honorarium to the instructors, were some of the difficulties mentioned by the agencies.

Natrajan (1981),¹⁷ undertook an evaluation of “Adult Education Programme at the Giriyak Block in Nalanda district of Bihar”. The major findings were:

(i) The majority of the learners (94.4%) did not feel that the programme had helped them in increasing their earnings.

(ii) A majority of learners felt that greater stress on the development of functional skills and appointment of trained instructors were two major requirements for improving the programme.

(iii) The majority of drop-outs (66.7%) had left the programme because of family problems and others for various reasons like lack of desire, unsuitable timing of classes, instructor’s failure to make the classes interesting.

(iv) None of the instructors had any previous teaching experience and the majority (83.2%) of them felt that two weeks’ training was adequate for their job.

Bastia (1982),¹⁸ conducted a study on “the National Adult Education Programme in the Tribal Region of Orissa State”. The major findings of the study were:

(i) All the instructors were following a primer and a supplementary reader as the sole curricular material. Thus the programme concentrated
mainly on literacy and numeracy skills only. Further most of the content units in the material did not reflect tribal life situations and their cultural practices.

(ii) Teaching aids like cloth black-board, maps and a few pictorial charts were supplied to all the centres. Out of these only the cloth black-board was in regular use.

(iii) At all the centres instructions was given through (standard) Oriya language. A few non-tribal instructors who did not know the tribal language, faced difficulty in communicating with the tribal learners.

(iv) Lack of proper physical facilities at the centres, dearth of qualified instructors, irregular payments, irrelevant curriculum and instructional materials and infrequent supervision were the main bottlenecks in effective functioning of the programme.

(v) Most of the learners did better in literacy and numeracy tests than in functionality and awareness tests.

(vi) The impact of the NAEP on neo-literates with regard to their functional development in terms of agricultural improvement was negligible.

Alkara and Henriques (1982),19 studied 'Functioning of the Adult Education Programme in Maharasta'. The main findings of the study were:

(i) Instruction related to social awareness and functionality was neglected.

(ii) The difficulties mentioned by the instructors in teaching functionality and social awareness were lack of knowledge on their part about the content to be taught in these two areas, lack of interest of the learners and non-availability of instructional materials.
(iii) There is a significant correlation between literacy, functionality and social awareness.

Centre of Advanced Study in Education (CASE), Baroda (1982),\(^\text{20}\) conducted an evaluation of the National Adult Education Programme in Seven Districts of Gujarat during 1978-1980. The main findings of the study were many village leaders had expressed concern over lack of regularity of classes due to truancy among learners and sometimes even among instructors.

The impact with regard to the objectives of social awareness and functionality was just marginal.

Desai, Patel and Shah (1982),\(^\text{21}\) undertook a study under Centre for Training and Research in Adult Education, Gujarat Vidyapeeth, Ahmedabad on 'An Appraisal of the Implementation of the National Adult Education programme in the State of Gujarat'. The major findings of the study were:

(i) The functionaries were of the opinion that the level of achievement in literacy and numeracy was better than that in promoting development of functional skills and awareness in which areas the results were disappointing.

(ii) The main suggestions for improving the training programme were:

(a) training be imparted at one place;
(b) training be imparted more frequently;
(c) congenial accommodation be provided during training;
(d) the number of trainees be limited to 30 per class.
According to adult education functionaries, the major problems facing adult education programme are inadequate physical facilities, inadequate teaching aids, irregular and inadequate remuneration, difficulty in getting proper functionaries and inadequate interest on the part of adult learners due to physical fatigue after a day's hard work.

**Ganguli, Pathak and Mirza (1983),**22 conducted a study on 'Adult Education in Bihar – Fourth Appraisal'. The major conclusions were that:

(i) The overall achievement of learners on awareness and functionality components was far less than that on literacy.

(ii) Respondents were far better in reading than in 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.


(i) Training of adult education functionaries was the most neglected area.

(ii) In the component of literacy, the majority of the learners acquired skill of reading simple words.

(iii) It could be stated that higher income helped adult learners to gain skills in literacy and to raise their functionality and awareness.
Subramanian, Khanna, Bhatt, and Singh (1983), conducted a study under Indian Institute of Management (IIM), Ahmedabad on ‘Managing on Adult Education Project’. The major findings of the study were:

(i) The meetings of supervisors and instructors could not take instructional problems into account because of paucity of time.

(ii) After the initial training programme of supervisors, there was a lack of time for programme-related discussion between the project officer and supervisors.

(iii) The stronger centres showed suitable adaptation of the curriculum to meet learners' need and requirements.

Kanta and Dutt (1984), evaluated the effectiveness of Adult Education and Non-Formal Education Schemes in Haryana State. The main findings of the study were:

(i) Some of the problems faced by the programme were low remuneration for instructors, the temporary nature of supervisors’ appointments, low attendance, and unsuitability of location.

(ii) The main drawback was irregular and inadequate supply of learning materials.

Visaria and Patel (1984), conducted a study on ‘Adult Education Programme in Gujarat – An Indepth Study’. The major findings of the study were:

(i) None of the Adult Education Centres functioned till the completion of ten months tenure.

(ii) The other two components functionality and social awareness were for all practical purposes ignored.
The instructors were contented if ten to twelve learners acquired the basic skills in the 3Rs.

The respondents of different categories complained that the ten-month duration of the Adult Education Centres 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 and lack of time.

In almost all cases the programme worked in formal pen-paper manner.

Learners had no independent view on what should be the contents of the study.

Mishra (1986) investigated on the Adult Education Programme in Organisational, Curricular and Motivational Aspects. The findings of the investigation were:

- Most of the illiterate adults did not have interest in getting educated as they were busy with farming and other related occupations.
- The functionaries were not motivated to work because of scanty remuneration.
- The instructional activities were very mechanical because of lack of proper training to instructors.
- Lack of facilities for encouragement of progressive learners came in the way of motivation of learners.

Gode (1987) undertook 'A study of National Adult Education Programme as included in the New Twenty Point Programme of the Government of India'. The major conclusions of the study were:
(i) The alphabetic method was deeply rooted in the minds of the student-instructors.

(ii) The project of 'each one teach one' was capable of securing the involvement of the maximum number of student-instructors.

(iii) Stories and novels carried the highest reading interest among neo-literates.

(iv) Use of material relevant to life and felt needs made learners' knowledge functional.

Maria, Padmini, Radjanidoss and Alan (1988),29 in 'A Pilot attitudinal Survey among rural literacy instructors in Tamil Nadu' concluded the following:

(i) The instructors come from the families of a slightly higher social or income level group than the learners.

(ii) It would seem that most of the instructors are being asked to undertake a task too difficult for them. They had negative attitude towards themselves, the task, the learner and the agencies.

(iii) So many ill-suited persons are appointed as instructors.

(iv) It is clear from the responses that the instructors, even though who possessed positive attitudes, felt that they needed better training and continued assistance with their task.

Murthy (1988),30 conducted 'A Study of the factors responsible for the effective implementation of National Adult Education Programme in Andhra Pradesh'. The study revealed that:

(i) The discussion followed by demonstration method found favour with the learners.
(ii) The content, though satisfactory, needed more information about culture, business, commerce, marketing and small scale and cottage industries.

(iii) Instructors with matriculation (High School Certificate) qualification were more successful and instructors who joined for earning livelihood were more committed.

Tantray (1990), 31 made 'An appraisal of Adult Education in Jammu and Kashmir' and found that:

(i) Although most of the instructors were trained, yet the quality of their training in terms of content, method and duration left much to be desired.

(ii) The teaching-learning materials were not provided in time.

(iii) Most of the learners could read the alphabets hesitantly and could write them not correctly and some could scribble their names, again incorrectly.

(iv) Awareness had been found to exist but functionality was totally absent.

2.3 STUDIES ON FUNCTIONAL LITERACY

A study of the Functional Literacy Programme of ICDS scheme conducted by Council for Social Development, Maghalaya (1982), 32 concluded the following:

(i) Very few learners were aware of the family planning programme.

(ii) The lack of suitable, easily accessible accommodation for literacy classes and inconvenient timings of classes were factors that affected attendance adversely.
(iii) The supervisors and other officers failed to provide services and supervision to the centres allotted to them.

Reghu (1983),33 conducted a study on 'Instructional strategies and Techniques in Functional Literacy Programme' with special reference to literacy, numeracy, functionality and awareness. The main conclusions were:

(i) Discussion were organised in the majority of centres. The topics for discussion were taken mainly from primers.

(ii) Wall newspaper was ranked first among the materials used by instructors, with black-board and chalk, and literacy primers having the second and third ranks.

(iii) Nearly a third of the instructors selected for the study used the idea-sentence-word-alphabetic method.

(iv) Nearly all the respondents preferred literacy primers as the main aid for study.

(v) 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 programme.

Mohanty (1988),34 evaluated the functional literacy programme in the Puri district of Orissa. She found that more emphasis was laid on literacy than on functionality. 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.

Khatun (1991),35 studied the problems of adult learners of the Rural Functional Literacy Programme (RFLP) Centres in the district of Cuttack (Jagatsinghpur Block) in Orissa and concluded that, 50 per cent drop-out
was a regular phenomenon, the teaching and learning materials supplied were inadequate, therefore, the teaching was not effective.

2.4 STUDIES ON NON-FORMAL EDUCATION (NFE)

Khan (1958)\(^{36}\) undertook an experimental study on 'the problems of social (Adult) education in four districts of Bombay-Karnataka'. The experiment revealed that:

(i) In a programme of hundred hours of instruction there is a danger of an adult student lapsing into illiteracy. To consolidate the gains of learning, at least a total of 125 hours followed by self-education through a library is needed.

(ii) To maintain the interest of neo-literates effort should be made to distribute literature, in simple language, on topics of adult interest.

(iii) Efforts should be made to train teachers engaged in the programme.

(iv) Efforts may also be made to involve school and college students in the social education programme to meet the shortage of teachers.

Patel (1980)\(^{37}\) investigated 'the attitude of the teacher-educators towards the programmes of Non-Formal Education leading to lifelong education in the State of Gujarat'. The study yielded the following findings:

(i) Age was an influencing factor in the attitude of teacher-educators.

(ii) The income of teacher-educators influenced their attitude towards non-formal education.

Sharma (1980)\(^{38}\) undertook a study on 'Developing an effective model of Non-Formal Education for rural development'. The study revealed that:
(i) The printed materials lacked illustrations and visual elements.

(ii) The facilitators and the administrators felt that the skills for conducting NFE programme were inadequate, particularly curriculum development and development of instructional materials.

Sukla (1982), in an article 'A Perspective on Non-Formal Education and National Adult Education Programme (NAEP)' pleaded for developing teaching learning materials in the regional language preferably local dialects if Non-Formal Education was to make any serious dent in our mass literacy programme.

Aoulkh (1984) evaluated strategies of Non-Formal Education in Rajasthan. The major findings of the evaluation were:

(i) It was found that there was no link between course objectives and levels of performance.

(ii) Community needs were not properly reflected in the curriculum.

(iii) Instructors were of the opinion that, the instructional materials did not provide adequate illustrations and visual elements.

(iv) Pre-service training facilities for NFE instructors was neither available at the district level nor at the state level.

(v) Programme participants reported that their instructors did not know their problems and needs but they were friendly with their NFE students.

Das Gupta (1990), in her study of the NFE curriculum and Instructional Materials - their implications for instructional programmes on the NFE scheme being implemented by the State Governments concluded that, the different State Governments have either adopted or developed NFE curricula based on the formal schools' curricula although there is an evidence of efforts.
being made to evolve problem-based integrated or partially integrated NFE curricula in different states.

The approaches in development of instructional materials are divergent though not exactly innovative in the sense that these were earlier tried out under various experiments carried out under the formal primary education.

Das Gupta found that there was need for more systematisation of the evaluation of the NFE learners.

Miashra and Mishra (1990) studied the training inputs for non-formal education instructors whereby they tested a module and come to a conclusion that:

(i) There was considerable transformation in the attitude and capabilities of the instructors after training.

(ii) The instructors' performance in the field was encouraging and that they were making use of training inputs to a large extent.

The study suggested that the instructors selected should have proper aptitude and capabilities, training should be on the residential-camp approach and should be conducted in rural setting; it should be based on 'active and constructive participation of the trainers and the trainees alike'.

They also suggested that, constant monitoring should be on essential component of the training.

Jha (1992) evaluated the Non-Formal Education Programme in Bihar. He came to the conclusion that, the honorarium of the instructors was highly unsatisfactory; the training was poor and learning materials were inadequate and irregular, and thus the programme was ineffective in the state.
2.5 STUDIES ON READING INTERESTS AND PROBLEMS OF NEO-LITERATES

Nagappa (1966) conducted a survey on 'Reading Needs and Interests of Adult Neo-literates'. The survey concluded that:

(i) Women desire to read more material pertaining to their occupations as wife, mother, and domestic worker, whereas agricultural workers like the books on farming.

(ii) Material on religion is liked by all groups and all ages and this appeal is more pronounced to a particular religion to which a particular locality belongs.

(iii) Younger and adolescent groups show greater performance for books on subjects like civics, and government than the elders.

(iv) The reading interests of these neo-literate can be sustained more systematically by opening community literacy centres in various localities and supplying the necessary materials.

(v) Literacy not only stimulates reading but also widens the scope of reading desires of the neo-literates.

(vi) Among topics which a neo-literate wants to read first, are those about which he has some previous knowledge which he has acquired through his occupational experience or through other means of communication such as family conversation, public speech or religious recitals, etc.

(vii) Of appeal to his reading needs are topics concerned with his occupation, his relation to government and his family and health, all topics about agriculture and animal husbandry have a high reading appeal to the neo-literate, the functioning of his village panchayats, taluk, district boards and his government with which every farmer is
more and more involved, arouse his interest in reading about them; next in reading importance are topics concerning the health of his family and the diseases of his community.

(viii) Stories and novels have a high appeal to the neo-literates strongly indicating that the follow-up reading materials offered to the neo-literates may extensively use the 'story-method' of presentation of new ideas and attitudes instead of the 'manual' or 'essay type' presentation, however, direct or completely the latter types may appear to be.

In 'An Inquiry into the Problem of Motivation for Adult Literacy' Rashid (1966), concluded that there is growing consciousness of being educated in the rural areas of Delhi. A close association between the socio-economic status and literacy was also discernible. Those with higher socio-economic status were relatively more motivated for education than those with lower socio-economic status.

Mallikarjunaswamy (1969), undertook a critical study on 'Word list in Kannada for Neo-literates' to develop text-books and other reading materials for neo-literates. The study concluded that, words were counted from all the sources separately. They were arranged in alphabetical order and their frequency was recorded. The familiarity of a word was denoted by its frequency count. The higher the frequency, the higher was its place in the Basic Word List. The words in the Basic Word List were arranged in four parts. List 'A' contained 500 most frequently occurring words in Kannada; List 'B' included words with a frequency of more than ten in the collection; List 'C' included a further list of commonly occurring words having a frequency between five and ten in the collection; and List 'D' was a supplementary list of words, which although not occurring in any of the lists above, were deemed as sufficiently familiar words by the expert group. List 'A' was proposed to be useful to control the vocabulary and List 'B' would be helpful to control the vocabulary of literacy readers and follow-up literature of the first stage of literacy. List 'C' and 'D' were additional
lists to draw words when needed by writers of general reading materials for literates.

The same researcher conducted a 'Survey of Reading Needs and Interests of Adult Neo-literate of Mysore State in 1969'. The findings of the study were:

(i) Religious and folk literature had a very high reading appeal for the neo-literates.

(ii) Stories and fiction had a high appeal to the neo-literates. This strongly indicated that the follow-up reading materials offered to the neo-literates might extensively use the 'Story-method' of presentation of new ideas and attitudes instead of 'manual' or 'essay' type presentation.

(iii) Literacy not only stimulated reading but also widened the scope of reading desires of the neo-literates. The neo-literates wanted to know more about many things.

This study almost repeats the findings concluded by Nagappa (1966), in the same state three years ago.

In a Case Study from Thailand on 'Out of School Education for Youth' Kowit and Kosama (1973) stated the following outcomes of the programme after two years of Pilot project.

(i) Literacy and Arithmetic Skills

In both tests, (the reading ability and the arithmetic skill) the learners in functional classes made more progress than the learners in control groups.
( ii) **Concepts**

It was found that the students possessed the knowledge conveyed in the class and had developed more positive attitudes towards the concepts in the programme.

**Bhandari (1974),**\(^{49}\) in his study ‘Factors Affecting Udaipur District’ reported the following findings:

(i) There was a significant difference in literacy and functional literacy class participants with respect to the content of learning.

(ii) Reasons for dropping out were day work, lack of interest, domestic work.

(iii) To be able to write letters, to sign, to read newspapers and books on religion, to learn a language and to utilise free time profitably were considered factors for persistence.

**Mali (1974),**\(^{50}\) studied on ‘Factors Affecting Retention of Literacy among Adults Neo-literates’. The study revealed that; the reading materials had a very high correlation with literacy retention.

**Rao (1974),**\(^{51}\) conducted a survey on literacy of the class IV employees of the University of Mysore and found that:

(i) More of the older people of above forty years tended to be illiterate than the younger ones.

(ii) People either overestimated or underestimated their literacy skills.

(iii) All below forty years had shown interest in being literate and in improving their skills.

In an effort to identify basic skills and knowledge required for functional living, **Northcutt (1975),**\(^{52}\) on the Adult Performance Level (APL)
Project, developed a taxonomy of content areas and skill which seem to account for the majority of requirements placed on individuals. The content areas consist of community resources, occupational knowledge, health, government and law. The skill areas include communication skills (i.e. reading, writing, speaking and listening), computation skills, problem-solving skills and interpersonal relation skills. Essential to their theory of 'functional competence' is the assumption that competence is related to success in adult life. A total 42 items which correlate positively with 'success' were selected and comprised the test.

Rao (1981) made a comparative study on relative effectiveness of four methods of teaching literacy to adults. The important findings of the study were:

(i) The alphabetic method was better suited than the sentence method for teaching literacy to adults.

(ii) With in the alphabetic method, teaching reading for the first two months followed by writing was more effective than the conventional alphabetic method.

(iii) Reading ability preceded the other literacy skills.

(iv) The primary forms of vowels and consonants were learnt more easily than the letters with secondary forms and conjuncts.

(v) The learning process became easy if the number of letters used was small.

Mustaq (1984) undertook a study on 'Reading Interest of Neo-literates' under Indian Adult Education Association (IAEA). The major findings of the study were:

(i) The reading experience of neo learners (NLS) was almost confined to a primer reading everywhere during the entire ten months period.
The books most frequently read were religious books and story books.

The reading of useful books, i.e. on agriculture, health, occupation and cottage industries, was almost negligible.

Those who had less reading experience found it difficult even to express their reading interests.

One-third of the given responses indicated that they found the language difficult in the books presented to them and one-fourth showed that the subject matter was not considered useful.

Too small a print size and unattractive format were also considered shortcomings.

In a study on 'relationship between the period of learning and levels of literacy attainment' Mustaq (1984) stated the following findings:

Twenty seven per cent of the learners attained the ability to read fluently known individual words not exceeding four letters, by the end of the three months or 70 hours. The level attained at the end of three months remained constant throughout even by the end of the tenth month.

A great majority of the learners (76%) acquired a good understanding of simple illustrated sentences by the end of three months and the percentage of such learners rose to 82 per cent in the nineth month. However, this ability was severely reduced (57%) when the sentences were illustrated.

The ability to understand paragraphs increased with increase of the learning period.
The ability to write down known and simple words correctly was attained by a great majority (88%) of the learners by the end of three months and this ability remained constant throughout.

The percentage of those who could express, in a complete sentence, their understanding of the different messages received by the reading of the paragraph remained meagre, i.e., 6-41 per cent throughout the course of learning.

The ability to write down complete add. ess was attained by 55 to 61 per cent of the learners only from the seventh month onwards.

A great majority of the learners (73%) could copy neatly by the end of the third month and the level remained almost the same throughout the course of ten months.

The ability to write one's own sentences correctly and legibly was acquired only by 48 per cent of the learners only in the nine month.

Only 36 per cent could write down three digit numbers correctly, which rose to 58 per cent in the 7-9 month period.

Adding of three-digit numbers was found to be much more difficult than adding two-digit numbers with 45 per cent doing it correctly by the end of the third month, the peak, 63 per cent being reached by the end of the eighth month.

Subtraction of three-digit numbers was found to be difficult for the learners even at the end of the eighth month when only 47 per cent could do it.

To acquire the ability of multiplication, it took much longer still but, as the learning period increased, there was an increase in the ability as well, reaching a peak of 72 per cent in the 7-9 month period.
More than 60 per cent correctly answered problem-solving questions involving multiplication and division by the end of the third month.

Pati (1985), analysing the Reading needs and interests of the Adult Neo-literates in the State of Orissa, found that:

(i) The common reading habits of most of the men neo-literates were stories, mythology and newspapers and for women mythology and story books.

(ii) Reading performances of adult men and women neo-literates were different in areas. Their performances were highly influenced by the local environment.

(iii) The adult neo-literates were interested in reading books written in their own dialect.

(iv) A considerable percentage of adult men of the rural zone was interested in reading books printed in medium type size letters.

(v) The rural women learners were interested in medium-size type or big type print.

(vi) Black and white letter prints were appreciated by a large number of learners.

In an M.Ed. level dissertation Emmanuel (1991), of Glasgow University, Scotland, has reported on "Community co-operatives and adult education: Lessons from the developed and developing world". He concludes that:

- In adopting the functional approach to literacy in the classes, reading and writing should be organised around simple processes related to the day-to-day operations of the co-operators as farmers, potters, distillers etc.
• It should also be built upon themes related to banking processes such as saving money, withdrawing money, signing cheques, applying for loans and so on.

• Special emphasis should therefore be placed on numeracy within the context of recording capital costs, expenditures, sales, purchases, profits and losses – processes which co-operators have to reckon within their daily transactions.

• A functional literacy programme of this nature would therefore be necessary as a key means of ensuring equal and active participation by all members in the co-operatives and also of making the individual co-operators more effective in their work.

Gugnani and Dikshit (1991), conducted a study on literacy and empowerment of women. The major findings of the study were:

(i) The position of neo-literates is marginally better than that of the illiterate women. Home-making skills are equally popular with both groups.

(ii) Literacy training has not contributed to improving job prospects for neo-literate women.

(iii) No variations was found among the neo-literates and illiterate women in sending children to school.

(iv) The neo-literate women kept a written record of family accounts. The illiterates kept a mental account.

(v) Neo-literates women felt that their attendance of adult education centres have contributed towards their confidence building. Self-confidence helped the neo-literates towards better mobility
expression, understanding, accepting responsibility, desire to get their children educated, arriving at quick decisions etc.

(vi) More neo-literates than illiterate women derived benefits from child care and women's welfare programmes.

(vii) More neo-literates than illiterates, as contributors to the family income, have indicated ability to keep better control of husband's expenditure and to maintain their economic independence.

(viii) Literacy has helped to remove many earlier handicaps e.g., facing outsiders, problems of children, behaviour of husband and maintaining the household.

(ix) Savings through banks was practiced more by the neo-literates than by the illiterates.

(x) The rights of women deserved a better deal in curricula, training of functionaries and teaching-learning programmes at the adult education centre. Awareness is the first step in encouraging group action for social change.
CHAPTER REFERENCES


28. ibid., p.1180.


31. ibid., p.552.


33. ibid., p.1195.

34. loc.cit., p.548.


37. ibid., p.1005.

38. ibid., p.1014.


42. *ibid.*

43. *ibid.*


50. *ibid.*, p.545.


55. *ibid.*, p.1187.

