Chapter 3

Review of Literature
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3.0 Introduction

The experience of Mass Literacy Campaign in other countries, and functioning of Total Literacy Campaign in India, and Tamil Nadu are reviewed in the present chapter. Such a review is necessary to understand the ramifications of the problem on hand and decide upon the methodology to be employed.

3.1 Mass Literacy Campaigns : A Global Review

In developed countries, the research studies on Adult Education, mass literacy campaigns, and its impact on the development of the individuals have rapidly grown only from the middle of the twentieth century. In developing countries, due recognition and weightage was given to adult education only after they freed themselves from colonial rule, as education came to be considered as one of the major factors of social transformation. From the late 1960's developing countries have produced a large package of published and unpublished research literature on adult education.

Houle (1972) in his "The Design of Education" dealt with the best practices for effective implementation of the adult education programme. It should be need based and improve general instructional process, he added.

Morstain and Smart (1974) studied reasons for participation in adult education courses. They identified six factors responsible for attracting the adults in adult education classes. They are social relationships; external expectations; social welfare; professional advancement; escape and stimulation and co-guidance interest."

Charnbey and Jones (1975) in their book "The Concept of Success in Adult Literacy", mentioned the major characteristics of the literacy campaign.
They are:
- Political Campaign
- Planned use of broadcasting
- Contribution of Voluntary factors
- Setting up local literacy committee and
- Short duration courses.

Knox (1977) reported that environmental factors influence the adult learning and they are:
- General acceptance by family to learn.
- Familiarity with other adult learners
- Availability of other learning resource
- Awareness of opportunities available
- Encouragement of the learned children for their parental learning.

Cross (1980) conducted a study on 'Why some Adults Do Not Initiate Learning'. The analysis of the data led the investigator to classify such barriers into three groups. They are:

> Situation barriers - those arising from situations in life at a given time.
> Dispositional barriers - those referring to attitudes about, learning perceptions of oneself as a learner.

"The institutional barriers - those created by learning situations, institutions and agencies that exclude certain groups of learning such as inconvenient school time etc.,

Rossing and Long (1981) stated that the programme should be need based for the learners to motivate them to participate in the adult classes.

Bhola (1981) summarised the lessons of the countries like Cuba, China, Tanzania, Brazil, Vietnam and Russia as follows.
In Cuba, the study revealed that successful campaigns result from hardwork, technique and organisation. These do not come together without political will of the leadership in power. The closing of schools and sending of the children to teach adult learners on farms was an excellent action which not only supplied manpower needed, but also resulted in a campaign for the teachers - they experienced the rural culture.

The lessons from the Chinese literacy campaign is inspirational. The need for ideological commitment matched by political will of the power elite is again brought out by this study. Literacy is assured of success when conducted in a larger context of adult education, political socialisation, abolition of class structure and economic development.

Tanzania’s mass campaign points to the important role of the great leader in such a large scale transformational action. While the Government had established an extensive structure for adult education it still made use of party cadre’s literacy committees and volunteers to make the campaign a people’s campaign.

In Brazil, literacy campaign is conceptualised in the context of an overall, lifelong programme; However the core objective of teaching, reading and writing should not be diluted. As adults become literate, they should have opportunities for horizontal and vertical integrations within the educational, economic, social and political systems.

The power of commitment born of an ideology is quite obvious in the success of Vietnam literacy campaign. Also the campaign got its legitimization and support from the highest levels of power. In fact mass campaigns cannot be conducted by bureaucrats. We need well trained, well disciplined cadres full of commitment and ready for sacrifice. Literacy can be a mass movement basically on the mobilisation of teachers and learners by managing incentives suitably both to promote and sustain the initiative.
In Russia, the political will of the power elite actualised by the instructional power of the state worked wonders—resocialize each and every member of the society, transform the fabric of a society and invent a new future. On the one hand the Government must undertake both the administrative and technical organisation of its decision making and the implementation system. On the other hand people must be mobilized, the learners must be motivated to learn; those who can teach and contribute in otherways must be enabled to do so. Lastly, the campaign must be linked with the larger educational, economical, political, developmental and internal policies.

The Burma Literacy Central committee (1982) appointed an evaluation committee to assess "mass education". The study revealed that the scarcity of supplementary reading materials resulted in relapse into illiteracy.

The Government of Bangladesh (1982) conducted on evaluation of the literacy programme in Kotwalthana of Mymen Singh District. The study reveals that 50 per cent of the neo-literates have achieved proficiency in reading, writing and calculation in a period of three months. Female neo-literates were found to be better than their male counterparts in writing and calculations.

Woong (1989) undertook a participatory research study in eight villages in South Korea. This study aimed at examining the literacy level of the rural women in Korea and to examine their socio-psychological traits. It revealed a number of characteristics to be associated with the literacy level of the rural women.

Aramburu (1990) in his speech in the Forty Second session of the International conference on Education at Geneva, pointed out that the best way of avoiding relapse into illiteracy is by strengthening and extending basic education and training. Each person should have the possibility of improving his education in relation to his ability, ambitions and his need for vocational and social retaining.
Bazilashe (1992) in his article on "Literacy: at What Price? - Literacy must Respond" refers to a need arising within the illiterates themselves whose new awareness leads them to want to make themselves literate for a variety of reasons, a fascination with the mystery of books, a desire for the social prestige equivalent to that conferred by school attendance, the desire to grasp new knowledge as a source of power and the desire to direct economic potential achievement without school attendance.\textsuperscript{12}

Delors (1994) in his introductory speech on Education for the Twenty-First Century, during the 44th Session of the International Conference on Education stated that education is confronted with a multitude of demands to be satisfied: (a) those of economic and social development, (b) those of active international Solidarity and also (c) those of an ethical nature.\textsuperscript{3}

Luitel (1995) in his article on "Researching Women's Literacy in Nepal" has a few suggestions for future researchers based on his experiences.

> Provision of the modern facilities - electricity or toilets etc.
> Co-operation from other people in the field
> Co-operation from the interviewers.
> Personal biases and adjustment problems.

It will be easier if one is prepared ahead of time to face such situations before setting to data collection in the fields.\textsuperscript{14}

3.2 Review of Indian Scenario

3.2.0 Studies on Evaluation of Literacy / Achievement of Learners in Literacy:

The following are some of the studies conducted on evaluation of adult education and mass literacy programmes with reference to achievement of learners in literacy skills.
Agnihotri (1974) conducted a study on "Evaluation of the programme of adult education in operation under pilot plan in Ward ha district". The main objectives of the study were:

1. To judge as what extent the programme of adult education has yielded positive results.
2. To investigate critically the wastage in the field so that necessary suggestions could be made and,
3. To study critically both quantitative spread and its qualitative impact on the life of the people by literacy.

The data were collected from a sample of 250 men and 250 women in the age group from 15-55 years using interview schedule. The major findings were:

1. About 17 per cent of men and women in the age group 15-20 were found to be immature and unstable.
2. Adult education had not brought about the changes in life style of people which were expected in spite of the efforts of the Government. There was no improvement in the standard of living of the village people: and
   - Rural population had started understanding the scientific method of cultivation.

Khajapeer (1978) conducted "A study of the Academic performance of the farmers Functional Literacy Programme participants in relation to some socio-psychological factors". The major findings of the study were:

1. Socio-psychological factors-news paper reading, radio listening pertaining to agri programmes, social participation, aspirations in reading, writing and arithmatic and knowledge about improved methods of cultivation.
2. Conservatism, fatalism and authoritarianism of the FFLPS were negatively and significantly associated with their performance in literacy.
Madras Institute of Development Studies (1980) undertook an evaluation of the implementation of NAEP in Tamil Nadu. It found that there existed 54 per cent female centres and 46 per cent male centres. About 38 per cent of the total number of adult education centres were being run for the scheduled caste, scheduled tribe categories.

Tribhuvan University (1981) undertook a study and concluded that 60 per cent of the participants of functional adult education programmes became literate and that significant differences were found in the achievement of male and female adults in literacy.

Natarajan (1982) had undertaken a study of, "Evaluation of National Adult Education Programme in Bihar", with reference to NAEP objectives. The following were the major findings:

§ nearly 50 per cent of the learners are Harijans and Adhivasis;
* Sixty eight per cent of the learners had joined the programme for learning the three R's while 26 per cent of them desired to acquire functional skills in agricultural activities, weaving, carpentry child care etc. The learners were found to be able to read and write with a fair degree of success at the completion of the programme.

An evaluative study, entitled "Impact of Adult Education Programmes in Kerala (193-84) sponsored by the Directorate of Adult Education (DAE), Government of India, revealed that the learners had acquired high scores in awareness and comprehension. A positive attitude towards reading and education had been created in the learners; and many of the learners gave up their superstitions and customs and were motivated towards their scientific...
Karoeswaran (1986) conducted a study on selected folk arts and their effectiveness in terms of chosen dependent variables in adult women learners. The study found that any developmental message can be conveyed through folk arts related to the specific objectives of the research.°

Jayagopal (1989) in his evaluation of UNICEF’s project on mother and child care programme through radio, in Tirchirapalli, Madras and Pondicherry, clearly indicated that the radio broadcast series have influenced the perception, adoption and practice of the important concepts in the areas of nutritious food, immunisation, and other child care practices.

Another significant evaluation study conducted by Pillai (1990) is, “Adult Education Programmes in Kerala, with reference to organisational set-up, functions and achievements”.°

The major findings with regard to the impact of the programme on the learners are given below;

> Nearly 98.2 per cent of the respondents have claimed that they have learnt reading and writing besides expanding the horizons of their knowledge making it up to date.

> The learners are eager to continue their studies if facilities are available Many have expressed their desire to read newspapers regularly.

Trivedi and Sankar (1991) studied the Reading Interests of Women Neoliterates of Lucknow District. The study revealed that about 70 per cent neoliterates were found to have developed a satisfactory level of reading ability in the age group 15-24 years. Recreation has been the second most preferred subject area for this group whereas religion and development were preferred over recreation by the elder age group.
3.2.1 Evaluation Studies of Total Literacy Campaign

Evaluation studies have been conducted in different parts of India, after the emergence of TLC in order to throw some light on the experience of the Total Literacy Campaigns (TLC) some are reviewed below:


In India, Chittoor district in Andhra Pradesh (1992) is one of the first districts to implement TLC. A study shows that functionaries from women and unprivileged sections were low in representation and efforts must be made to represent these groups in large numbers at various levels of administration so that they can motivate and retain the illiterates of these groups. The major suggestions identified were effective motivation of illiterates, providing adequate infrastructure facilities at the centre, incentives for the participants, honorarium for volunteers and creating awareness about education among the people.24

Another study was conducted in Mangolpuri, 1994 a resettlement colony in North-West Delhi, Where TLC was already under operation. It is commonly believed that the participants of an adult literacy programme and non-participants differ in their characteristics. The results indicate that the participants of TLC differ significantly in terms of their attitude towards adult literacy, achievement, motivation and communication behaviour related to adult literacy as compared to non-participants. Significantly more participants as compared to non-participants had favourable attitude towards adult literacy, had scored higher in achievement motivation level and exhibits better traits of communication.25
The Total Literacy Campaign in Nizamabad (1993) took a form that is
different from other areas. Nizamabad is an area where Naxalite activity is
particularly high and the TLC could not get off the ground if it had to face Naxalite
hospitality. The Naxalite groups made an announcement through the local press
that they would support the campaign for total literacy as this was a pro-people
programme. This eased the tension considerably and permitted the programme
to develop in the district.  

The reasons possible for this syndrome were lack of time for educational activity
due to the compulsions of labour outside home for their livelihood (29.7 percent).
Social inhibitions and discouraging environment in the family (23.7 percent), the
household drudgery which caused tiredness, allowed no time for the women to
learn (19.8 percent), and due to the non-utility of learning (12.8 percent).  

In the multi-religious and multi-lingual Burdwan District TLC 1991 was
evaluated and observed that though the percentage of learners reaching NLM
norms was very high, most of them could be regarded as having reached a
reasonably good standard in writing. There were interruptions in the learning
process in Burdwan owing to their pre-occupation with sowing and harvesting,
particularly in the multicrop sowing, areas which require attention even during the
evenings. In West Bengal, 11 percent of centres had a dropout rate of as much
as 50 percent and about 28 percent of centres had an average attendance rate of
more than 80 percent. 

A study by Soundarapandian 1994 focuses the socio-economic profile of
the dropout learners and volunteers involved in the Kamarajar District TLC. The
study suggested that for the successful implementation of the campaign the
income status of the dropout learners and the educational standard and training
of the volunteer must be developed in order to reduce the number of dropouts in
the campaign. The learners who had attended schools up to 10 years during
childhood days may be excluded from the campaign and literacy may be
imparted to them in other centres. Highest level of motivation must be provided to the female volunteers for their active participation in the campaign."

Arun Ghosh 1991 found that the feudal spirit is still very much alive in this part of the country, but even to break this habit, the women need literacy and greater awareness. A great surprise feature was that for the 100 percent literacy programme, the district has not asked for one single paisa from either the state Government or the Central Government. The district authorities have decided that the people must be motivated to finance the campaign. This included purchase of a couple of text books, one slate and pencil for even student who volunteered to join the literacy programme.\(^{30}\)

Sundargarh Zilla Saksharata Samiti (SZSS) in Sundargarh District of Orissa 1991 made 1.51 lakh people literate through the TLC. The main constraint was the nature of the district with large tribal and scheduled caste population. Most of the villages were non-electrified and there was non-availability of kerosene in several places.\(^{31}\)

Another study of M.Soundarapandian 1995 shows that the opinion of 44.17 percent of the school headmasters is that TLC eradicated illiteracy and provided writing and learning practice for the age group of 15-35 people. The opinion regarding the school enrollment of 15.83 percent respondents is that TLC motivated the students and parents for school enrollment and 19.6 percent accepted that the TLC created awareness about the importance of literacy. From these results, it is clear that the TLC had played a major role in, literacy and motivation to parents.\(^{32}\)

The evaluation team nominated by the Government of India 1992 observed that most of the teachers are government servants and they are bound by Government and other agencies. Their travelling allowance are also denied by the project officers. The funds are diverted to the education department. Apart from these motivational and organisations problems, the TLC of Narasinpuram
faced the other problem of caste background of teachers. Teachers were definitely hesitant to visit Harijan Mohallas or beedi worker's houses which belonged to low caste people. The Muslim community were not interested in literacy due to the Purdah system.

An evaluation study 1995 found that there was no significant difference between the mean achievement score of the male and female participants in the literacy test as the mean achievement scores of the two groups were 65.07 and 65.7 per cent respectively. However women learner participation appeared to be slightly better than their counterparts.  

Mohan et al., (1993) undertook an evaluative study of Total Literacy campaign in Pasumpon Muthramlinga Thevar District (PJV1T), Tamil Nadu. The study reveals that the "Arivoli iyakkam" in PMT district has achieved a significant success in promoting literacy in the district. Out of 520 respondents, 430 have fulfilled the NLM norms and the literacy percentage worked out to 82.69 per cent. Male learner have excelled their counterparts in literacy skills. Unmarried learners have done better in writing skills when compared to married learners. Learners who have studied under volunteers whose qualification is 11th standard and above have done better in reading and numerical skills.

An external evaluation of Tanjore district (1997) was conducted by University of Kerala, Trivandrum through the Centre for Adult, continuing Education and Extension to determine achievement of literacy as per NLM norms. The major findings of the study were:

• The overall performance of the TLC in the district is good. The district has achieved 81.95 per cent literacy level.
• The External Evaluation Team (EET) found that majority of the learners are not in touch with Primer II and they have forgotten what they have already learned.
Female literacy rate (56.71 per cent) is higher than the men (25.24 per cent). The steps and efforts taken by the "Aribol lyakkarrf to achieve this goal are commendable.

An external evaluation of Trichirapalli district (1997) was conducted by the centre for Adult Continuing Education and Extension, University of Kerala to determine the achievement of literacy and numeracy skill of the learners. The evaluation had the following objectives:

i) To study the strategies/methods adopted for the implementation of TLC with social reference to environment creation, training of functionaries. Administrative structure,
ii) To identify the level of achievement of learners in 3R's.,
iii) To suggest measures for strengthening PLC, based on the evaluation and

The major findings of the study were:
© The overall performance of the TLC was just average;
® The district achieved 46.26 per cent of literacy level;
• There was a considerable gap between the completion of Primer III and evaluation; and
© The learners lost motivation and hence their performance was also not satisfactory as expected.

A concurrent evaluation of TLC was conducted in Villupuram district (1997) by the Centre for Adult Continuing Education and Extension, Alagappa University, Karaikudi.

The finding of the study were:
• The TLC programme for Villupuram District made 43 per cent of publicity through Jatha and non-Jatha type activities.
The awareness level of learners was 80.66 per cent in Villupuram TLC programme under public social life, Health and environment, population concepts and women rights.

The Villupuram TLC programme had enrolled only 40.11 per cent of learners out of the 5.4 lakh estimated learners in the district.

The TLC of Villupuram District trained 51.94 per cent of voluntary instructors out of the required voluntary instructors in the district.

The literacy attainment of learners at this stage was only 40.76 per cent in the district.

61.20 per cent of the learners attained reading competency.

55.95 per cent of the learners attained writing competency.

69.50 percent of the learners attained numerical competency.

The overall performance of the TLC programme of Villupuram District was 59.20 per cent. It revealed that the TLC had been satisfactorily implemented in Villupuram district.

A concurrent evaluation 1998 was conducted on TLC in Thiruvallur District.

The Major findings of the study were:

The TLC programme in this district identified 3,61,671 learners in the age group of 15-35 years, out of the estimated 3,48,949 learners as per NLM approved proposal. Out of the identified 3,61,671 learners the TLC of Thiruvallur district enrolled 3,24,656 (89.77) per cent learners.

More than 54.76 per cent of the non-enrolled learners expressed that due to occupation factors, they were not able to join in TLC.

Out of 1752 learners, 1290 have fulfilled the NLM norms and attained literacy after completion of primer III worked out to 73.62 per cent.

92.785 of learners in this district obtained more than 50 per cent of the total marks. 98.80 per cent of learners secured more than 50 per cent of marks in
reading skills and attained the reading skills. In writing skills 87.96 per cent of
learners scored more than 50 per cent of marks in numerical skills and
attained the numerical ability. The overall awareness level of learners was
found to be 91.92 per cent.

A concurrent evaluation of TLC 1993 was conducted in Sivagangai

$ The Literacy percentage worked out to be 82.69 per cent.
* 93.4 per cent of learners obtained more than 50 per cent of the total marks in
reading skills whereas only 6.54 per cent obtained below 20 marks.
$ In writing skills, the result is also encouraging 89.04 per cent scored more
than 15 marks out of 30 marks and only 10.96 per cent secured below 15
marks. Thus in reading, writing and numerical skills, the learners obtained
more than 50 per cent out of the total marks allotted.
• The Literacy rate among male learners was 92.5 per cent and in the case of
female learners the literacy rate was 87 per cent.
* The Literacy rate among married and unmarried learners were 78.52 per cent
and 86.74 per cent respectively,
• & 82.16 per cent of the literates belong to the families whose members help for
the learning of adults, and 84.83 per cent literates were found out in the
families whose members did not provide help in their reading.

A Concurrent evaluation was conducted (1993) in Madurai District Total
Literacy Campaign

The major finding of the study were
* The survey found out 3.27,667 illiterates and learners enrolled in the TLC was
2,91,498.
• The learners who completed literacy and numeracy skill was 2,78,949.
• The dropout learners were found to be 36,167.
4 Regarding the literacy achievement in Reading and writing skills, the male
was 75 per cent and the female was 90 per cent respectively.
In Andhra Pradesh, a Social Impact Test (SIT) was conducted in (1998) East Godavari district. This social impact test was divided and used a sub-sample of 132 learners spread over five mandals of East Godavari District which implemented TLC. This was part of the study of evaluation of TLC where the size of main sample was 8500 neo-literates.

The major findings of the study were:

- The results of parametric tests on the basis of Analysis of variance (ANOVA) has been done to find out if there was any significant difference in groups. Duncan's multiple Range comparison tests were done to find out which specific combinations among the groups differ significantly.

- It was noticed that the awareness was relatively more in case of legal aspects. The documentaries and advertisement spots of T.V. perhaps were more appealing and impressive for the learners to create in them an awareness in this regard.

- In the areas of education, Akshara Godavari's role was seen as very prominent. The awareness and practice were related to equality in wages for genders, saving habits, and reaction to cheating in fair price shops. The source of awareness of such rights was the primers used in Akshara Godavari.

- Positive changes were found in the awareness and practices relating to health and hygiene. Learners have more knowledge and practice on legal, health and hygiene aspects due to factors other than Akshara Godavari. Akshara Godavari alone seems to have had a higher influence in the spheres of education and socio-economic status.
It can be said that the campaign definitely leads to change, which is slow and more often the gains are ephemeral in the absence of effective post-literacy programmes.

3.3 Summary of the Chapter

This chapter has reviewed relevant research studies on literacy programmes. The first section provides a review of international studies and the second section deals with progress of literacy work in India. The third section deals with evaluation of total literacy campaigns in India.

In this chapter the scholar has taken endeavour to present more studies pertaining achievement skills of learners. On the basis of the knowledge gained by him from these studies he has been able to plan the design of his research and the methodology to be employed by him.
References


