2.0 Introduction

In the previous chapter, the stages of literacy were discussed. This chapter contains review of studies made in literacy and Post-literacy in India and in other countries related to the present area of investigation.

2.1 Literacy Learning and its Outcomes

Literacy to be useful has to be functional. "Functional literacy is literacy with the occupation of the learner and directly related to developmental programmes, while literacy merely has access to written communication" (Nimbalkar, 1987). "Functional Literacy defines that a person is literate, when he has acquired the essential knowledge and skills which would enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading and writing and arithmatic makes it possible for him to continue to use these skills towards his own and the development of the community" (Devadas, 1979). "One of the basic requirements of a Functional Literacy Programme is the integration of literacy with occupation, be it agricultural or industrial" (Bonanni, 1973).

Motivational profiles of adult learners in developed countries (Kidd 1969, Rossman 1971) have differed somewhat from those in underdeveloped countries (Hussain, 1973).
Motivations expressed by adults in developing countries (where most of the world’s illiterates live) have ranged from the desire to write one’s own name, to want to read and write letters, to be able to keep accounts and particularly to avoid being cheated in the market, to acquire vocational knowledge, to secure better employment more fully in the institutions at the community level, to avail oneself of extension and loan services, to earn pride and prestige that comes from being literate, to teach their children and to help them with their homework, to learn more about the world and its people, to read religious books, and finally to use the available spare time profitably. (Couvert, Kaufmann and Bazany, 1970)

Khajapeer and Reddy (1981) conducted a study on NAEP in Andhra Pradesh with reference to motivational factors. The major objectives of the study were:

(a) To identify the motives of the participants for attending adult-education centres in Andhra Pradesh.

(b) To delineate the motivators who had pursued the participants to enrol themselves in the adult education centres.

160 participants from 32 centres were selected for the study equally drawn from male and female groups.
The motives for attending adult education centres were:

- to acquire literacy,
- to teach literacy to children,
- to acquire functionality,
- to read newspapers,
- to read sign-boards,
- to read names of bus stops,
- to learn to sign,
- to learn to write letters,
- to learn to maintain household accounts,
- to know improved methods of cultivation,
- to increase income,
- to secure job,
- to know Government sources of credit,
- to get educated like others,
- to know to vote correctly, and
- to know how to write promissory notes and documents.

50 per cent of S.C. and S.T. learners were self motivated.
Pillai (1986) conducted an evaluative study on "Identification of Motivational and Facilitating Factors as well as Barriers in the Adult Education Programme with special reference to Scheduled Castes, Scheduled Tribes and Women in Kerala",

The study had the following major objectives:

1. To identify the factors that help to motivate illiterates and semi-literates to join adult education.

2. To identify the factors that facilitate the continuous participation of the learners in the adult education programmes.

3. To locate the barriers felt or constraints faced by the learners in making use of the adult education programmes.

Altogether 360 adult education centres were selected on the basis of a random sampling within the four strata listed above.

Based on the analysis of the responses collected, the following major findings emerged:

A. Motivational Factors

1. To learn more about their urgent needs.

2. To overcome the feeling of not having attended the school.

3. To overcome exploitation

4. To take part in the programmes for the upliftment of the weaker sections.
B. Motivating factors to continue the programme

1. to acquire literacy skills to some extent.
2. to get general awareness on the way of life.

C. Facilitating Factors

1. to provide opportunity to mix with a lot of people
2. use of interesting learning materials.

D. Barriers

1. Distance of the adult education centre from residence.
2. Going far away in search of occupation
3. Too much family responsibilities.
4. Bitter experiences in the formal system.
5. The ridicule of others.

Mariappan and Ramkrishna (1980) conducted a study: “Learner’s attitude towards literacy in Adult Education Centres of Tamil Nadu and Pondicherry - An appraisal.” The sample consisted of 450 learners from Pondicherry. The study revealed that ninety-six per cent men and ninety-four per cent women were interested to learn. Almost sixty-three per cent learners wished to acquire as much knowledge as possible from adult education centres, namely the Knowledge of reading, writing, various occupations, economy, culture,
social status etc. The preference of learners for the written language was apparent in this study.

Venkataiah (1977) studied the “Impact of the Farmer's Functional Literacy Programme on the Participants in Andhra Pradesh”. The assessment of the impact was made in terms of the following selected objectives of the Farmers' Literacy Programme. (a) Attainment of literacy skills (b) Attainment of knowledge on agriculture (c) Attitudinal changes towards improvement of agricultural practices and (d) Adult literacy. A reading test, an arithmetic test, a writing test, an agricultural knowledge test and an attitude scale on adult literacy were developed as tools. The sample consisted of 540 adult participants of Farmer's Functional Literacy Programme in the experimental group and 270 literate adult farmers in the control group.

The study led to the following findings:

1. Significant difference was observed in the achievement of literacy skills between experimental group and control group.

2. The experimental group's knowledge in modern agricultural practices was higher than that of their counterparts.

3. Irrespective of their age, socio-economic status, and property all the participants were significantly influenced by modern agricultural practices.
Seth's (1982) “Mass Education involving College Students as Instructors: A case study” related to the attitude of the students towards participation in mass education activities, revealed that,

a) Students were inspired by compulsory participation and wanted to continue their teaching activities even after their studies.

b) The Universities were unable to provide follow up work for students teaching activities at home.

c) Project plans were successful in involving the students for mass education.

d) Extension education as one of the subjects in the curriculum of B.Sc., H.Sc., students led to the successful project plans.

Aung (1982) conducted a study to assess ‘mass education’ in Burma. The evaluation was carried out with the following objectives:

1. To identify the factors that facilitate the organisational structure and implementation of the programmes in achieving the fullest mass participation.

2. To test the level of achievement of the literacy skills of adult learners.

3. To provide the Burma Literacy Committee with necessary data for revising the ongoing programmes.
The study revealed that some of the literacy classes were conducted after the routine work of the learners. It also pointed out that scarcity of supplementary reading materials resulted in the relapse into illiteracy. Again it was found out that the methodology adopted for Burmese language speaking group did not suit to non-Burmese speaking group. Both the groups were found to be weak in comprehension.

2.1.1 Mass Campaign

Adiseshaiah (1988) says, “If we are to make a real dent into the problem of illiteracy by 1990, we should plan for a mass literacy campaign... Following the examples of other countries which have liquidated illiteracy, like USSR, China, Cuba, Nicaragua, Tanzania, this mass campaign to liquidate illiteracy in India can be undertaken if the teachers and students of all Arts & Science colleges, Universities and Higher Secondary Schools are mobilised to undertake a teaching campaign for a 6 month period - from January to June”. It appears that successful mass literacy has a better chance when it is integrated in a national plan of development and where the political will to implement it is clearly articulated in theory and in practice (Lind and Johnston 1990). There is a lesson to be learned from the fact that some of the more successful campaigns (in China, Cuba, and Nicaragua) were conducted for specific purposes, such as political indoctrination (Noor, 1982).
The more successful programmes teach literacy in an environment of support and reinforcement through income-generation programmes or explicit community participation and planning. Income-generation programmes, however, are complex and can reach relatively few people. Community based programmes (such as those in Thailand and the TLC's in India) require a level of education and involvement that may not be sustainable in poor communities with large illiterate populations and high birth rates, as in Bangladesh and Yemen. (Abadzi, 1994).

2.1.2 Adult Learning

In attempting to identify important correlates of success in learning to read, many reviews of the literature were examined (Bryant 1986; Golinkoff, 1978 Liberman and Shankweiler, 1991; Mann, 1991; Rayner and Pollatsek, 1989; Share, Jorm, Maclean, and Matthews, 1984; Stanovich, 1986-1991; Venezky, 1978). Only three predictors were identified for which substantial evidence was available documenting a relation with success in learning to read; phonological or phonemic awareness; memory for verbal material; and working memory. Adults are likely to have an advantage compared to children in the amount of knowledge and in the repertoire of cognitive skills (Chall 1987; Wagner 1987). Some researchers (Chall 1987; Jennings 1990) have suggested that adults might be faster in the initial stages of learning. Adult literacy programmes are usually
Europeans". They also contacted the Americans and the French for assistance.

They secretly gathered a strong army of Nayars and people of other castes. Their plan to attack the Resident and his residence at Cochin, failed. But their attack on the military camps at Quilon and Cochin caused heavy damage to the British.

The news of the rebellion was received by the British authorities with great shock and immediate order for military action was given. The British with their superior military control over-powered the rebels though they gave a stiff resistance to the last. Velu Thampi killed himself to save from the humiliation of being taken a captive.

24 Ibid.


26 The military chief and good warriors of Travancore, Cochin belonged to this community.
ternative approach the same course extended to nine months. Extending the period resulted in better writing speed but poor reading speed.

Tribhuvan University (1980) undertook a study with the following objectives:

1. To determine the participant’s achievement level of Literacy (reading, writing and numeracy)

2. To make a comparative study of the achievement patterns of participants on the basis of their difference in sex, language and geographical location.

3. To examine to what extent the programmes regarding agriculture, health, sanitation, family planning inputs and social welfare were assimilated by the participants.

The study shed light on the following facts:

1. 60% of the participants of Functional Adult Education Programme became Literate.

2. No significant difference was found in the achievements of male and female adults in Literacy.

3. Around 90% of the adults acquired sufficient knowledge about social reforms, health and hygiene.
Pillai, 1984, conducted an evaluative study on the Impact of Adult Education Programmes in Kerala.

The major objective of the study was to study the impact of the Adult Education Programmes on learners, which included achievement and changes in attitude and behaviour. The evaluation was conducted on a sample of 2500 learners selected at random. The important findings were:

a) Achievement: The learners had acquired high scores in awareness and comprehension.

b) Attitudinal and behavioural changes:

i) A positive attitude towards reading and education had been created in the learners.

ii) Habit of keeping accounts and preparing family budget had been inculcated among the learners.

iii) Many of the learners had changed their superstitions and customs and had moved towards scientific thinking.

Alauddin, (1982) undertook an evaluation of the Literacy Programme in Kotwalithana of Mymensingh district, Bangladesh. The following were the objectives of the evaluation:

1. To assess the achievement of the neo-literates in three learning skills - reading, writing and calculations.
He ordered the dismissal of Ommana Thampi without consulting the British. He started direct correspondence with the Governor General, as he did not trust Macaulay's mediation. And above all, he supported the cause of Elaya Raja to the throne, to thwart the British interests. If only the rulers of Travancore and Cochin had given an open lead to the combined efforts of the people, led by their Dewans, their destiny might have been different.

From the point of view of the English, the interference and control became absolutely necessary for the furtherance of their interests. Col. Munro, who succeeded Col. Macaulay as the Resident of Travancore and Cochin was less of an imperialist. Macaulay's Residency had proved beyond doubt that the force of authority could only arouse the spirit of defiance among the people of Travancore.

Fortunately for Col. Munro, circumstances became favourable to him. The timely death of the Maharaja Balarama Varma of Travancore in 1810 gave him a smooth
1. The average enrolment in the Adult Education Centres was 32.4%

2. The average attendance found on the day of actual visit was less than 67.6% shown in the attendance register.

3. The level of drop outs showed a substantial variation among the centres.

4. About 30% of the centres were organised for females only, about 40% for males only and about 70% for the weaker section.

Evaluation of “National Adult Education Programme in Bihar”, undertaken by Natarajan (1982) was carried out with the objectives given below:-

1. to evaluate the performance of the adult education programme in Bihar

2. to make recommendations for greater achievement

Major findings of the study are mentioned below:

1. The level of illiteracy in the age group 15-35 was found to be very high.

2. The learners were quite satisfied with the physical facilities of the centres.
3. 68% of the learners had joined the programme for learning the three R's while 26% of them joined there for acquiring functional skills in agricultural activities, weaving, carpentry, child care etc.,

Rao, Bhatt and Rao attempted, to and have "An Appraisal of Adult Education Programme in Rajasthan". This appraisal was limited to the work done by the seven Voluntary Agencies in Rajasthan. Sample consisted of 125 adult education centres. Ten different types of questionnaires were prepared to collect data for the study.

The study led to the following findings:

1. The Adult Education Centres, had become centres of teaching literacy only.

2. The instructor was found to be the most critical element of the programme.

3. A large number of learners dropped out during the second month due to migration, occupation pressure and illness.

2.1.3 Relapse into Illiteracy

As McClusky (1974) put it, "continuous change requires continuous learning". Sunthorpithug (1986) says, "when a country has eradicated illiteracy, either through functional literacy programmes or compulsory primary education, then it must provide the neo-
literates with activities directed at helping them maintain and develop their newly acquired knowledge and skills. Neo-literates, if placed in situations where there is no need to study, in remote parts with no or little communication with the outside world, and with little need for further development will soon relapse into illiteracy. In such a case, the considerable funds put into literacy and compulsory education are wasted”.

Gadgill (1945) in his pioneering study in the area of literacy programmes developed a test of reading and writing by which the relapse into illiteracy could be measured. The incidence of relapse into illiteracy was specially high among the middle and backward classes, among the agriculturists and agricultural labourers, and among the very poor people.

Roy and Kapoor (1975) found that 45 percent of people who received their literacy training three to ten years prior to the research had lost the skill. Particularly prone to decline seem to be the numeracy skills generally taught in literacy classes (Jennings, 1990). Since recognition of learned items is easier than recall, writing skills tend to lapse to a greater degree than reading skills (Sheffield 1977). Predictably, rural area residents with fewer opportunities for reading show greater decline. An Indian study found that 35.5 percent of urban male, 49 percent of rural male, and 51.3 percent of rural female neo-literates had lapsed into illiteracy.
One practical device to prevent relapse into illiteracy was proposed by Khan (1958). He conducted an experiment which revealed that even with a programme of hundred hours of literacy instruction, the danger of an adult learner relapsing into illiteracy remained. To consolidate the gain of learning, he concluded that there should be a minimum of 125 hours followed by self-education through a library.

2.1.4 Retention of Literacy among Adult Learners

There are two widely held views about retention of literacy. Firstly that once literacy is acquired beyond a basic threshold, it is unlikely ever to be lost, and secondly, that this basic threshold is the equivalent of the third or fourth grade level of the United States primary school. Retainable literacy skills can be learned, under favourable conditions, in some 350 hours spread over as few as two to three months. For retention of literacy, the favourable conditions are that the neo-literate should have materials to read and opportunities to practice the new skills (Sheffield, 1977).

"Length of study has been found to correlate with achievement and subsequent retention in several studies" (Roy and Kapoor, 1975). "The longer the learners are retained in the courses the greater the chances are for them to acquire the level required for longer retention. Similarly, it is closely related to the learners'
motivation because learners perceive the direct benefits from their learning. (Iskandar and Sihombing, 1979).

Comings, Shrestha, and Smith (1992) argue that the level of literacy skills acquired during a course tends to be retained or even improved. In Nepal 2,656 adults who had acquired literacy one to five years earlier (some in an agricultural programme) were tested. No pre-test data were available, but no relationship was found between the number of years elapsed since completion of the literacy classes and the score achieved on the test. (Average scores were 47.4 to 51.1 percent). Another study tested 210 women who had acquired literacy two years earlier, some of whom entered income-generation programmes directly after literacy. Sixty-two percent of these women scored above 60 percent, 30 percent between 30 to 59 percent, and only 7 percent scored below 30 percent. Where test data from literacy courses were available, it was possible to guage changes: 32 percent of the persons post-tested improved, 21 percent had some loss, and 47 percent had a significant loss of skill. In writing, 70 percent improved and 30 percent had some loss. A third study indicated that participation in income-generation activities was related to higher reading performance (Manandher, 1989).

In the field of adult learning, Mali (1974) investigated into the factors affecting retention of literacy among adult neo-literates. The sample consisted of 310 adults and tools used were a graded silent
reading comprehension test, a questionnaire and an interview schedule. The following were the major findings of the study:

i) The reading materials had a very high correlation with literacy retention, and

ii) Environmental factors had no influence on retention.

The investigator had stressed such factors as motivation to join classes, methods of teaching, increased duration of the class and Post-literacy practice for effective learning.

2.1.5 Retention of Literacy among Students

In Zimbabwe, about twelve students (mean age forty-seven) who were tested after six months scored as well as they had at the end of the course and were judged to be able to continue reading and writing on their own (Comings 1993). In Tanzania, Semali (1991) studied 379 neo-literates who mastered reading, writing, and comprehension in the campaign five years earlier (only 34 percent had no schooling). Of them, 75 percent retained literacy, with comprehension and writing at a lower level. Comings, Shrestha, and Smith (1992) have concluded that retention and improvement appear to have occurred in at least 50 percent of the sample populations, even when there was no organized Post-literacy programme. For lost skills they hypothesized that skills were not learned; instruction might have been too short; or contrary to the reports of local
from the unhappy combination of civil, military and judicial functions in the Kariakars. He effected the separation of civil, military and revenue functions and entrusted them in different hands, thus enforcing the element of direct responsibility. He abolished the ancient titles like Valiasarvadhisakar, Sarvadhikar, Kariakar etc, which were symbols of authority and introduced a centralised bureaucracy. A code of revenue laws and civil regulations were drafted which received the sanction of the Rani in 1812 and came to be known as Satta Wariyolas. This exposed the abuses of the prevailing system and also provided means for the free flow of revenue. This 'civil code' placed the administration of Travancore on an efficient footing.

In order to enforce the newly established rules and regulations, a proper judiciary with regular Courts of Appeal and Zilla Courts were established and the jurisdiction of the judges determined. A Huzoor court for the trial and punishment of the Sircar servants was also established. A separate police department was created to assist the tax
shopping, preparing and serving foods, and games and sports (Bhola, 1980).

Nagappa (1966) conducted an exploration in the reading needs and interests of 410 neo-literates through questionnaires. He concluded that the study method of presentation of new ideas had a high appeal to neo-literates. The topics which the neo-literates wanted to read included those about which they had some previous knowledge and which were concerning their occupations, health of the family and community diseases. He further concluded that reading interests can be maintained by opening community literacy centres in various parts and by supplying necessary materials.

Another project was taken up by Mallikarjunaswamy (1969) to study the reading interest of those adults who had basic skills of reading. He prepared a basic word list in Kannada to assist writers to prepare text books and other reading materials for neo-literates. The scope of the study related to the whole of Kannada speaking population of Mysore state including the different dialectical variations of Kannada language. His study pointed out that religious and folk literature had the highest appeal. Topics related to one's occupations also were prepared. Familiar topics had a preference over unknown ones. Stories and fiction were favourites among the neo-literates.
Singh (1967) investigated some of the social implications of spreading mass literacy and education in India. He analysed 174 books for neo-literate adults and 304 films meant for them. He reported that adult education literature like books on history, social problems, agriculture and rural welfare, health and hygiene, general knowledge, biographies of famous poets and writers, folk literature, etc were used as media of communication. Emphasis was given to values like unity, religious tolerance, socio-cultural synthesis, basic unity of all religions, civic responsibilities, duties of citizens, need of education, etc. in these books. He also revealed that an attempt had been made to develop an attitude against superstition, magic and conservatism through this literature.

2.2 Post-literacy and its Outcomes

“Adult Education is a lifelong education wherein an individual’s potentiality is developed, his/her power to learn is strengthened and is made to be aware of his/her existing reality through participation, dialogue and action. Becoming a self actualised person to create a better society is the core of Adult Education” (Chandrasekar, 1982).

Adults who complete literacy programmes are often only marginally literate. Most writers (for example, Lind and Johnston 1990) believe that most or all lapse into illiteracy unless they participate in Post-literacy activities. A 1992 task force on literacy materials of Bangladesh concluded that a person receiving training of about
300 hours relapses into illiteracy if she or he is continuously out of practice for about 250 hours. Similarly, Roy and Kapoor (1975) concluded that there is a relationship between programme duration and relapse into illiteracy. Evaluation of literacy efforts since the early 1960s reveal that relatively too much effort has been expended on teaching people to read and write, and relatively too little on making literacy a rewarding and useful skill to possess. In recognition of this difficulty, a good deal of attention has recently been focused upon postalphabetisation or literacy follow-up. This has involved the organization of follow-up classes for literacy-course. Taking this a step further, the 1976 declaration of Persepolis (IDRC 1979) stated that Post-literacy should not merely reinforce literacy techniques by providing materials but should also create an environment that encourages individuals to act effectively as literates in daily life and to react critically to their understanding of reality.

‘One of the important areas of application of the principles of life long education in developing countries is related to the programmes of Post-literacy and continuing education’. ‘The Post-literacy Programmes, however, are not just remedial measures to ensure the retention and stabilisation of literacy skills. Especially when they are developed in the context of life long education and with the purpose of improving the quality of life of the individuals and their collectives, they call for the continuation of learning in a flexible manner, utilising the recently acquired literacy skills, and
for the application of this learning to the larger processes of development’ (Dave, 1986).

With a view to giving concrete shape to programmes of Post-literacy as a part of NAEP, a Committee was set up in 1979 under the chairmanship of Shri J.P. Naik. The Committee of Post-literacy and Follow-up Programmes (also known as J.P. Naik Committee), set up by the National Board of Adult Education mentioned that neglect of Post-literacy and follow up programmes can be perilous. The J.P. Naik Committee Report recognised that the public library system has tended to cater to the comparatively better off sections. It also noted that village libraries did not primarily serve the neo-literates. An important aspect of the report is the acknowledgement that all learners may not achieve self reliance in literacy and numeracy during the regular literacy programme and hence the emphasis for an intermediate stage of guided study. It stressed that Post-literacy programmes should be closely linked to schemes of socio-economic development.

The J.P. Naik Committee (1979) has also clearly spelt out the objectives of Post Literacy Campaigns as follows:

- stabilising of literacy skills
- enabling those learners who want to join a formal system to acquire basic knowledge sufficient of achieve this objective
helping the learners to take advantage of various facilities created by governmental and non-governmental agencies

- enabling the people of India to enjoy their rich cultural heritage, which has been a source of inspiration to people since time immemorial.

- helping people to take greater part in socio-economic and political activities

The NAEP Review Committee was appointed in 1980. The Review Committee observed that organisation of Post-literacy programmes is likely to be tedious and expensive, and therefore, it recommended a much longer and more intensive functional literacy course (of 300 to 350) followed by a systematic Post-literacy programme for all of about 150 hours spread over four months. The Committee further suggested that even after the educational programme of about 450 to 500 hours, large scale facilities for part time and own-time education should be provided to adults.

Evaluation reports indicate that about 20-30% learners in TLCs become adequately literate, 40-50% semi literates and nearly 20-30% remain illiterates or dropouts. The duration / intensiveness of learning process has its direct bearing on the level of attainment / retention of skills. The phenomenon of fragile literacy poses the problem of taking some remedial measures for consolidation / vitalization of the skills acquired so far. Keeping this issue in mind
the NLMA constituted a committee under the chairmanship of Shri Satyen Maitra for suggesting some remedial measures in this regard. After extensive deliberations this committee recommended that the learners passing through the IPCL approach (mostly semi-literacy) should be provided with a bridge material known as PL-I. This should integrate 30-40 hours of guided learning texts as usual, corresponding to the level of literacy acquired so far and also self-directed learning with lot of entertaining and joyful reading materials (stories, fictions etc.) so that learners may be gradually weaned away from teacher's dependency.

2.2.1 Reading materials for Neo-literates

The Satyen Maitra Committee has viewed the PL centre as 'It would provide for sufficient Post-literacy materials - 50 books, daily newspapers, journals etc. on a yearly recurring basis, as also some recreational equipment. It would be an information centre for development activities, and a centre for cultural activities giving particular importance to folk media. In addition, it would be a venue for strengthening skills of those who have not achieved NLM levels of literacy by organising volunteer or peer group teaching. It would also be the forum for organisation of group activities, such as Kathavachan (story telling) session etc. Regarding a library in every village, the Satyen Maitra Committee on Post-literacy has suggested the setting up of small rural libraries having a reading room where
The succession of Princess Rani Parvathi Bai as Regent, in 1815, during the minority of the young Prince Rama Varma, gave Col.Munro once again an opportunity to rule. Like her sister, Rani Parvathi Bai also sought the paternal solicitude of the Company and its Resident for the welfare of the country and royalty.42

During the period of Dewan Raman Menon (1816-17), Capt.Gordon, the newly appointed, Commercial Agent at Alleppey began to make some independent discussions regarding re-organisation of his commercial department and started speculating in merchandise. Raman Menon dealt with him severely and incurred the disfavour and humiliation from Col.Munro.43

43 The defunct office of ‘Dalawah’ was recreated and Raman Menon was appointed in that position with cut in pay and power. This was once the highest office with the combined office of commander-in-chief and Prime Minister. In the new post he was simply expected to sign death warrants for criminals.
Reddy and Rao (1992) conducted a study of 'Post-literacy efforts through newspapers in Andhra Pradesh'. The two districts selected for the study were Chittoor and Nellore. In both the districts, Post-literacy centres are called Jana Chaitanya Kendras (JCKs). The main objective of the study was to receive a feedback on the newspapers that are being used for the neo-literates in Chittoor and Nellore districts of Andhra Pradesh as a part of the Post Literacy Campaign.

The sample selected for the study included 80 neo-literates and 16 monitors spread over 8 mandals, 16 villages and 16 JCKs.

The findings of the study were that:

1) The supply or the distribution of the newspapers, in most cases, was regular. The papers were reaching the villages through the newspapers agent, school teacher, postman, the bus crew or other.

2) There was inconvenience in reading the newspapers by the neo-literates, as only one newspaper was supplied to the JCK.

3) The majority of neo-literates were going through all the headings of the newspaper, cinema titles and box items first before reading the contents under any one head.
4) The majority of neo-literates liked the items such as stories and write ups on agriculture, health and sanitation, politics, nutrition related items, songs and puzzles. Men had more liking for the items on agriculture and politics, while the women liked health and sanitation and nutrition related items.

5) Around 50% of the neo-literates were able to read and comprehend the content of the items. Majority of the neo-literates expressed that the content was useful, relevant and interesting to them.

6) There was a demand for more number of copies of newspapers in the ratio of one paper for two or three neo-literates in the JCK.

Pratheep (1993) studied the 'Awareness and Participation of Neo-literates in Developmental Programmes in Chandayamangalam Sub-Project' in Kollam District, Kerala State.

Objectives of the study were:

1. To study the level of awareness among neo-literates of various developmental programmes being implemented by the Centre and State Governments, Block office and Panchayats.

2. To study the extent of involvement of neo-literates in various developmental programmes.
3. To find out the reasons for the existing situation.

120 neo-literates out of 820 were selected for the study.

Findings of the study:

1. 87 percent of the neo-literate respondents had heard about the Integrated Rural Development Programme (IRDP), 26 percent had knowledge about Jawahar Rozgar Yojana (JRY), 17 percent knew about TRYSEM and 8 percent were aware of Scheduled Case and Scheduled Tribe Development Corporation.

2. 84.6 percent of the respondents did not know the objectives of JRY, 72.4 percent were unaware of the objectives of IRDP, 82.4 percent did not know of the objectives of TRYSEM and 87.5 percent of the respondents did not know about the objectives of SC/ST Corporation finances and help.

3. 39 percent of respondents got assistance from IRDP, only 6.5 percent received assistance from JRY and TRYSEM benefitted only 4.9 percent. Only 1.6 percent got assistance from SC/ST Corporation.

4. 59 percent of the beneficiary respondents selected IRDP themselves, 88.3 percent selected TRYSEM and 100 percent of the respondents selected the SC/ST Corporation's assistance by themselves.
### Summary Chart of the Studies Reviewed

#### Post-Literacy and Its Outcomes

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of the Investigator</th>
<th>Year</th>
<th>Title</th>
<th>Major Findings</th>
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</table>
| 1.     | Pratheep                 | 1993 | Awareness and Participation of Neoliteratees in Development Programmes in Kerala | 1. 87% neoliterates had heard about IRDP.  
2. 84.6% respondents did not know the objectives of JRY.  
3. 39% got assistance from IRDP.  
4. 83.3% were not satisfied with the attitude of bank officials. |
| 2.     | Reddy and Rao            | 1992 | Post-Literacy Efforts through Newspapers in Andhra Pradesh            | 1. Distribution of newspapers in most cases was regular.  
2. Majority of the neoliterates went through the headings of the newspaper first.  
3. Men liked items on agriculture and politics while women liked health, sanitation and nutrition related items.  
4. 50% of neoliterates were able to read and |
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</tr>
</thead>
</table>
| 1.    | Pillai                   | 1986 | Identification of motivational and facilitating factors in Adult Education Programme with reference to SC/ST and women in Kerala | 1. To overcome exploitation  
2. To get general awareness on the way of life |
| 2.    | Pillai                   | 1984 | Evaluative Study on the Impact of Adult Education Programmes in Kerala | 1. The learners had acquired high scores in awareness and comprehension.  
2. Habit of keeping accounts and preparing family budgets had been inculcated among the learners.  
3. Many of the learners had changed their superstitious customs and had moved towards scientific thinking |
| 3.    | Alaudd                  | 1982 | Evaluation of the Literacy Programme in Bangladesh | 1. 60% of the neoliterates had achieved proficiency in reading, writing and calculation in a period of three months.  
2. Female neoliterates were found to be better than their male counterparts in writing and calculation.  
3. Urban adult neoliterates outshine rural ones. |
4. Natarajan 1982 NAEP in Bihar

1. The level of illiteracy in the age group 15-35 was found to be very high.
2. 68% of the learners had joined the programme for learning the 3 R's while 26% for acquiring functional skills in agricultural activities, weaving, carpentry etc.

5. Aung 1982 Mass Education in Burma

1. Scarcity of supplementary reading materials resulted in the relapse into illiteracy.
2. Methodology adopted for Burmese language speaking group did not suit the non-Burmese speaking group.
3. Both the groups were found to be weak in comprehension.

6. Seth 1982 Mass Education Involving College Students as Instructors

1. Students were inspired by compulsory participation and wanted to continue teaching even after their studies.


1. To maintain household accounts
2. To know Govt. sources of credit
3. 50% of SC/ST learners were self-motivated

8. Tribhuvan University 1980 Participants' Achievement Level of Literacy in Functional Adult Education Programmes

1. 60% of the participants became literate.
2. No significant difference was found of male and female adults in literacy.
3. 90% of the adults acquired knowledge about social reforms, health and hygiene.
9. Mariappan and Ramkrishna 1980 Learners' Attitude Towards Literacy in Adult Education Centres of Tamil Nadu and Pondicherry

1. 63% wished to acquire knowledge of reading, writing, various occupations, economy, culture, etc.
2. Preference of learners for the written language was apparent in the study group.
2. All the participants were significantly influenced by modern agricultural practices irrespective of their age, socioeconomic status.

10. Naik 1979 Quick Appraisal of NAEP in Gujarat

1. The average enrolment in the adult education centres was 32.4%.
2. The level of dropouts showed a substantial variation among the centres.

11. Venkataiah 1977 Impact of Farmers' Functional Literacy Programme on the Participants in Andhra Pradesh

1. Significant difference was observed in the achievement of literacy skills between experimental group and control group.

12. Mali 1974 Factors Affecting Retention of Literacy

1. Reading materials had a very high correlation with literacy retention.
2. Environmental factors had no influence on retention.
<table>
<thead>
<tr>
<th></th>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>13.</td>
<td>Mallikarjunswamy</td>
<td>1969</td>
<td>Reading Interest of Adults</td>
<td>1. Religious and folk literature had the highest appeal.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Familiar topics had preference over unknown ones.</td>
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<td>3. Stories and fiction were favourites among the neoliterates.</td>
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<td>14.</td>
<td>Singh</td>
<td>1967</td>
<td>Social Implications of Spreading Mass Literacy</td>
<td>1. Books on History, social problems, agriculture, folk literature etc. were used as media of communication.</td>
</tr>
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<td></td>
<td></td>
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<td></td>
<td>2. Attempt had been made to develop an attitude against superstition, magic and conservatism through literature.</td>
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<td></td>
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<td></td>
<td>2. The neoliterates wanted to read topics about which they had previous knowledge and which were concerning their occupations, health and diseases.</td>
</tr>
<tr>
<td>16.</td>
<td>Gadgill</td>
<td>1945</td>
<td>Relapse into Illiteracy</td>
<td>1. Relapse into illiteracy was high among the middle and backward class, among agriculturists and agricultural labourers and among the very poor people.</td>
</tr>
</tbody>
</table>
5. 17 percent of the respondents spent below Rs.100 to get the assistance, 22.7 percent spent between Rs.101 and 200, 39.6 percent between Rs.201 and 300, 11.3 percent between Rs.301 and Rs.400 and 9.4 percent spent Rs.401 and above to avail the benefits of various schemes.

6. 83.3 percent of the beneficiaries were not satisfied with the attitude of bank officials towards them in granting financial assistance.

7. As far as the help of literacy workers in getting the assistance is concerned, only 13.3 percent received help and the remaining 88.7 percent did not get any help.
2.2.1 A Critique of the Related Studies

A critical review of the related studies reveals that since early 1960's too much effort has been made on teaching learners the 3 R's and relatively too little on making literacy a useful skill to improve the quality of life. Though many researchers have studied the achievements of the learners, impact, and evaluation of literacy programmes, only very few studies have been conducted on Post-Literacy Campaigns and programmes for neo-literates. The present study is undertaken to fill the gap in this field.

Most of the studies reviewed have taken less than 400 samples and have adopted random sampling procedure and questionnaire method for the collection of data. Questionnaires collect information that the researcher expects from the respondents and they fail in eliciting what exactly the respondents think, feel or mean regarding the various aspects of the programme being studied. An in-depth interview by one who develops good rapport with the respondents will elicit more valid information than what is collected through questionnaires. Studies that aim at involving those on whom they
are conducted, for identifying ways and means of bringing out desirable changes in the community have to resort to methods and strategies that evolve from phenomenological perspectives rather than from positivistic paradigms. All the studies reviewed were from a positivistic purview and not from interpretive or critical stance.

2.3 Post-Literacy in other Countries

Brazil

On December 15, 1967 the Brazilian Literacy Movement (MOBRAL) was established. The literacy work was carried out at the municipal level by municipal committees composed of volunteers who entered into a formal contract with MOBRAL to establish programmes for the eradication of illiteracy within the respective municipalities. Rooms for classes were made available by schools, unions, religious associations, service clubs, military units, public and private entities in general as well as by individuals willing to hold them in their homes.
Adolescents and adults in the 15 to 35 age group made up the clientele of the priority group in urban zones.

Objective of MOBRAL was to be an "educational movement, beyond the limits of the school system which would open the way for the life long education of the neediest Brazilian population groups by creating activities capable of providing for the integral growth of man".

In order to reach the degree of functionality initially set, MOBRAL utilized elements other than the choice of words and generating text. Thus, 1) The selection of literacy teachers from among members of the community who with the aid of training were capable of safeguarding work by basing it on the interests of the clients and the community. 2) Work in groups which allowed the exploration of contents at the level of the learners interests. MOBRAL assumed the responsibility for a variety of development oriented learning activities which were mainly carried out by some executive bodies on a contractual basis. The strategies described were found in a combined or isolated manner in the following programmes:

- The Integrated Educational Programme (PEI)
- The Self Teaching Programme
- The Vocational Teaching Programme
- The Diversified Community Action Programme (PRODAC)
- The Community Health Education Programme (PES)
- The Technology of Scarcity Programme
- The Community Education for Work Programme
- Occasional Programme Based on Special Needs and Interest
- Sports, Games and Physical Culture
- The use of Media: Instructional Televisions, Radio, Film and other new educational technologies.
- Traditional and Folk Media.

Until 1980-81 the MOBRAL’s priorities had been functional literacy and life long education of adolescents and adults. It is now ready to meet the educational needs of the remaining age groups.

**Kenya**

In Kenya, Nonformal Education is offered by various ministries and nongovernmental organisations. The Board of Adult Education is responsible for the coordination of literacy and adult education in Kenya and undertakes research and surveys, especially those meant for the innovation of Post-literacy and Continuing Education Projects. The Department of Adult Education in conjunction with other Government Departments, the University of Nairobi, and the NGOs has attempted to plan long term and short term strategies to meet some of the Post-literacy and Continuing Educational needs of Kenyan adult
learners. The many target groups with their diverse interests make it imperative that different learning strategies are adopted.

For motivation and mobilisation, along with the usual methods of publicity through public barazas and other local media, radio and libraries are specially used for informing the public of the available resources and facilities including materials and institutions. In addition, short films are also produced to train adult teachers and to motivate decision makers to support literacy, Post-literacy and Continuing Education Programme. A Post-literacy curriculum prepared for the neo-literates and the dropouts of upper primary school contains three core subjects and many optional subjects. They are:

a) The Government and Peoples of Kenya
b) Health Education and Family life
c) Kiswahhli
d) Optional Subjects.

A unit has been created for the training and production of the materials known as Low Cost Project by using simple and local materials for literacy. Adult learners themselves participate in the production activity. The learners with the co-operation of their teachers produce original materials based on their own experiences and local activities, mythology, folklore, problem of identification and solutions. All these appear in the form of booklets, group
newspapers, etc. Teams made of education officials and literacy teachers have been trained in the production of low cost materials and to teach the new Post-literacy curriculum. Radio remains a major channel for public education. About 50% of all the programmes on the voice of Kenya are of major educational value at the Post-literacy / Continuing Education level.

The Kenyan newspaper programme provide another source of reading materials for the Post-literacy and Continuing Education candidates. The paper provides extra reading materials for the neo-literate. National and regional newspapers ignore the requirements of small local communities and hence rural press for village Post-literacy literature have appeared. The Kenyan Library Services programme aims at establishing libraries in all the major towns in the country. Most of the Kenyan population especially the rural population receives information for development by traditional word of mouth method.

Tanzania

In Tanzania, rural newspapers ensure Post-literacy / Continuing Education for the rural population and keep them regularly informed of local, regional and national events. The content of the papers is tailored to the material needs of the neo-literates. In addition to zonal newspapers, there are rural libraries, radio education, cor-
respondence education and cinema vans. All these have a common objective of Post-literacy and they aim at the same target group. Rural libraries are provided with various types of books suitable for the neo-literates. Correspondence courses are offered by the National Correspondence Institution formed in 1970, which constitute to bring the neo-literate and those already schooled, closer to or abreast of the new knowledge, skills and methodology.

Folk Development Colleges (FDCs) in Tanzania are rural training institutions which provide adult learning for effective development and are used for the provision of knowledge and skills to any interested adult in every district. The main aim of the Folk Development College project is to train adults from the villages with the assurances that they will return to their villages after their training and use their knowledge and skills for the benefit of all villages. FDCs are used as Post-literacy institutions for neo-literates who graduate from literacy classes using Post-literacy books of stage 5, 6, and 7. Rural libraries have been established using the buildings of FDCs.

The Adult Education Radio Programmes are intended mainly for total adult education in the country, with emphasis on literacy and Post-literacy Programmes. The National Literacy Tests of 1975 and 1977 revealed that there were 2,210,407 neo-literates who have been provided with Post-literacy reading materials. In addition to the neo-
literate stage 5, 6, and 7, books are used for primary school dropouts and adults who have acquired literacy skills through self teaching. Post-literacy Programme in the text books are centred on the practical daily activities vital to increase productivity as well as socio-economic political development. Post-literacy books are written with a teacher guide which explains to the teacher, stage by stage how to conduct a lesson. The Literacy and Post Literacy Programme in Tanzania are based on the following principles:

1) Party Ideology

2) Integration

3) Co-ordination

4) Self reliance

5) Structural Development

6) Interlinkage.

It has planned to expand Post-literacy learning strategies during the five year development in order to meet the growing demand for adult education.

Thailand

Thailand has reformed and expanded both literacy and Post-Literacy Programmes. Since the late 1960s, many from the literacy classes have soon relapsed into illiteracy especially in the rural
areas, where the lack of reading materials and a supportive learning environment is acute. The Mass Literacy Campaign organised in 1960 was a combination of basic literacy skills and occupational skills. In the 1970s functional literacy programmes were started which staffed 'walking teachers' to reach illiterates living in remote areas. In order to solve the related problems of literacy, Post-literacy and Continuing Education, the Department of Non-Formal Education (NFE) designed programmes for various target populations including those in the rural, tribal and hilly areas. The General Continuing Education provided learners with basic information they needed in their daily lives and to serve as a necessary background to acquire a more refined or sophisticated body of knowledge and skills.

The Non-formal Education started radio correspondence education in 1979 for Functional Education Levels 3 and 4. The programme was designed to provide maximum flexibility to suit the learners' needs. Reading programmes in Thailand include, Public Libraries, Village Reading Centres and Book Circulation Programme. About 400 public provincial, district and mobile libraries were started to provide neo-literates the opportunities to practise their newly acquired skills. The Libraries kept both books and magazines, with contents focusing on entertainment, occupations, general knowledge and technical subjects, but were confined to cities. The Village Reading Centres provided more emphasis on general reading materials
rather than on newspapers alone. It was provided to alleviate the problem of people relapsing into illiteracy, especially in the rural areas. In the book circulation programme, villages were served by equipped mobile libraries, book boxes, or book sacks. Distribution and circulation were carried out by the villagers themselves.

Non-formal Education organised vocational training programmes related to occupations and people's daily lives including industry, home economics, business and agriculture. For the rural people a short training programme called the 'Interested Group Programme' was organised by Non-formal Education which was for both self improvement and self employment. The Non-formal Education, in its attempt to alleviate the shortage of suitable neo-literate reading materials has produced materials in many forms appropriate for rural population which include wall newspapers and supplementary materials, as newspapers alone cannot prevent the relapse into illiteracy. The Radio Education Programmes operated by the Ministry of Education now are the School Radio Programme and the Radio Correspondence programme. The Radio Correspondence Programme was initiated for the out of school population to provide an opportunity for learners to pursue relevant learning on their own by using handbooks, texts and guidelines provided by the Non-formal Education. It is conducted in the form of interest groups for illiterates.

The Science Museum for the Non-formal Education, being
because the high demand of subsidy\(^{28}\) had to be met by a lesser number of tax payers.

**Influence of British on Land-holding in Travancore and Cochin**

Tracing the nature of land-holding in Travancore and Cochin, the British influence becomes evident. Most important among them were the institution of property, an efficient bureaucratic government and the legal system.

First of all they noticed that the domestic economic structure was based on an unequal distribution of power and wealth. Secondly, economic activities of the people were considerably influenced by the social and religious institutions. Therefore customs, usages and social ties controlled the economic relations. Thirdly, due to the intense religious attachments of the people, the desire for material wealth was not the important motive as in the west. Fourthly, the

\(^{28}\) The subsidy was 2 lakhs which was equal to half the revenue of the state.
of the programmes are vocational Skill Training, Family life education and Occupational Education.

Supplementary materials to Paket A, such as posters, slide shows, learning games and cassette tapes are developed at all levels of project administration to reinforce the learning process. The programme also makes use of mass media such as newspapers, radio and television and other continuous learning processes in the community. A comprehensive programme of literacy called 'Kejar Paket A' was introduced by PENMAS in 1977, which aims at eradicating three kinds of ignorance simultaneously.

- ignorance of literacy and numeracy.
- ignorance of Bahasa Indonesia (the national language)
- ignorance of basic Education (functional literacy and productivity skills).

Packet A contains information about acquisition of knowledge, skills and attitudes required in daily life and consists of booklets with 100 titles which are divided into three parts - A1-A20, A21-A60 and A61-A100. A learner after mastering A1-A20 series may be able to study A21 or any booklet from A21-A60 series. After mastering A21-A60 series he or she may be able to study A61 or any booklet of A61-A100. The programme is for the people in the age group of 10-45 years and priority is given to boys and girls
between 10-15 years of age. Illiterates above 46 years are served through non-written materials such as tape cassettes, posters etc.

The Paket A in the Kejar programme was basically to enable the learners acquire literacy skills. In order to reinforce the acquisition and application of the skills of the learners, several supporting activities for the teaching of literacy were undertaken, which included supplementary materials like posters, cassettes tapes, learning games, letter dice, matching the picture, domino cards and quiz. The main target population was same as that of Kejar Paket A who were studying or finishing particular series. The Government introduced a programme called ‘Koran Masuk Desa’ (Village Newspaper), for the purpose of disseminating information related to rural development. In addition to the regular newspaper, the Government published a special edition entitled the ‘Village Newspaper’. It was introduced in 1969 during the first five year plan so as to sustain the learners' newly acquired skills and to increase people's participation in the development programmes. About 70% of the rural communities are reached by new media. During 1981/82 there were 42 types of village newspapers, with a total circulation of over 59 million copies.

The village newspapers were encouraged in conjunction with the development of village reading centres/libraries, rural radio programmes, model farmers' group, etc. and aimed at creating and
sustaining literate communities. The Directorate of PENMAS works closely with the development of media technology for Non-Formal Education programmes. A bi-weekly programme of skill training is broadcast on the national channel and general information on rural life and agriculture technology is broadcast on the national radio stations. The main audiences of the radio and television programmes include the neo-literate, the members of Kejar Paket A, other participants of the Non-Formal Education programme and those who have completed the programmes.

The Educational Television Programme for out-of-school youth and adults is oriented towards occupational training and teaches people how to market their productive skills. There are about 27000 listening groups operating in various villages throughout the country. The follow-up courses of the Non-formal education programme is managed by the Government and PENMAS. The day-to-day learning is generated by the members of the community under the guidance of PENMAS field workers. Various skills that are taught through courses include mechanical and automotive repairs, sewing and tailoring, welding, book keeping, hair dressing etc. Non-Formal Education programmes managed by private institutions called the PLSM are also coordinated by PENMAS, which also provides technical assistance. The Employment Oriented Learning group, developed by PENMAS teaches, learners how to learn and earn at the same time.
In conjunction with the literacy classes, follow-up courses like Family life education courses, vocational skills courses are also offered to improve the learners' knowledge and skills pertaining to home management and productive skills leading to employment in private enterprises. The Employment Oriented Learning Programme (EOLP) was launched to promote the growth of entrepreneurship and managerial skills, by means of community based learning activities for the unemployed or under employed people between the ages of 12 and 45 in Indonesia.

Nepal

There was no Post-literacy Programme for the neo-literates in the past. Some multi-sectoral activities and programmes have been fulfilling the functions of Post-literacy. The Small Farmers Development Programme (SFDP) aimed to engage the unutilised labour, skill and available resources of small farmers for production activities in a planned way so as to raise their standard of living. The Small Farmers Development Programme created a learning environment where the retention, continuation and application of literacy learning can be seen functioning in day-to-day operations. As part of Post-literacy, the farmers learnt new farming techniques and increased their production.

The Integrated Rural Development Programme (IRDP) was launched to increase agricultural productivity, expand live-stock-
raising activities and prevent deforestation and land erosion. The Non-formal Mass Education Programme broadcast by Radio Nepal was designed to inform people about better techniques of agriculture, health, family planning, child care, co-operatives, banking promotion and women's programmes. The main purpose of these programmes were to educate the masses about the problem and issues that a person faces in every day life and to teach them better techniques for coping with these problems.

The Functional Literacy Programme (FLP) launched in 1978 taught literacy and numeracy and trained adults in the occupation they were involved in with a view to increasing their productivity. The Occupational Training Programme (OTP) was provided for the out of school adolescents and adults. Such programmes are organised by the technical schools and skill training centres. Very few reading materials were prepared to help the neo-literates retain literacy in Nepal. However, two types of printed materials were used by the neo-literates. One type was used in the functional adult education classes and the other included all kinds of printed materials that the neoliterates found in their working life situations. The first type was designed to teach the neo-literates additional skills in the areas of agriculture, health, and sanitation and other life related activities. The second type materials were designed to disseminate information concerning productive, social and population related activities.