

A STUDY OF THE EFFECTIVENESS OF EDUCATION FOR ALL PROGRAMME IN DELHI STATE

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Illiteracy is a curse, both for the individual as well as for the Nation. India has almost 400 million illiterates out of 800 million illiterates throughout the world. In order to remove the curse on the nation and to improve literacy ratio, Govt. NGOs and Voluntary organisations launched a number of literacy programmes like Adult Education Programme. Adult education, a world wide movement is a systematic, and organized activity which brings about modifications in one's way of life, its level of functionality, and develops in them various technical and professional skills. It also imparts and improves new information, knowledge and understanding concerning their profession and the family. It improves their social, cultural and economic life, upgrades the standards of the individual and thereby of the Nation also.

Numerous Adult Education Programmes (NAEP) have been planned and implemented –by individuals as well as by the central and state governments. In the beginning, literacy meant reading, writing and Numeracy only. In course of time, awareness on matters of interest related to day to day's life of the learner were also added. In 1978, when the National Adult Education Programme was implemented in India at macro level, three basic components (Literacy awareness and functionality were included in it. The main focus of this programme was not only to impart these components but also to improve the quality of life. NAEP was planned and started by Delhi Administration in the beginning of the year 1979 under the guidance of Dr. A. Nanda. 20 AE Projects with 100 or more AE centres each, were started to eradicate illiteracy from the National Capital of Delhi.

In 1988, National Literacy Mission (NLM) was launched as a massive Adult Education Programme in the country. In 1992 a renamed "Education for all" (EFA) programme was launched in Delhi by Delhi government. Efforts were made to enroll adult illiterates and an army of literacy workers, resource persons, master trainers and trainers were arranged to organize training programmes for promoting literacy level in Delhi state.

The present study has been undertaken to assess the effect of "Education for all" (EFA) programme on the development of literacy skills, awareness, and attitude of the neo-literates and the volunteers. The present study has also been conducted, keeping in view various objectives of NLM launched by govt. of Delhi. Realizing the importance and need of the study, the present study was entitled as "A study of the effectiveness of 'Education for All' (EFA) Programme in Delhi state",

The study was undertaken with the following objectives:- (1) To study the objectives of Education for all (EFA) programme. (2) To study the effect of EFA programme on the development of literacy skills such as reading, writing, numeracy and general awareness of the learners. (3) To find out the effect of EFA programme on the changes in life style and day to day life routine functioning of the neo-literates. (4) To study the attitude of learners/ neo-literates towards EFA programme. (5) To study the views/experiences of coordinators / instructors in the implementation of EFA programme. (6) To suggest suitable measure for the improvement in the implementation of such type of programmes

Keeping in view the objectives stated above, the following hypothesis were formulated for the present study:-

- 1. Hypothesis on Literacy Skills:** (a) Learners will acquire prescribed level of reading skill as a result of EFA programme. (b) Learners will acquire prescribed level of writing skill as a result of EFA programme. (c) Learners will acquire prescribed level of numeracy skill as a result of EFA programme.
- 2. Hypothesis on Awareness:** Learners Neo-literates will differ significantly in awareness as a result of EFA programme.
- 3. Hypothesis on Observation Schedule:** Learners Neo-literates will have positive impact in their life routine after completing the programme .
- 4. Hypothesis on Interview Schedule:** Learners/Neo-literates will show some positive impact on literacy, awareness, life style functioning and behavioural attitude.
- 5. Hypothesis. on Questionnaire Schedule:** Volunteers Instructor's were imparting knowledge according to NLM norms.

Design of the Study

The basic objective of this study is to have in depth effectiveness and analyse the EFA , programme DSSA (Delhi Sarva Shiksha ", "bhiyan) presently running in Delhi; with a view to suggest a viable model for improving the literacy percentage in Delhi. It has been observed that the volunteers, master trainers, learners usually do not feel motivated to take personal interest in the programme due to various reasons. They attend the programme half heartedly. So, to see the progress and effect of EFA/DSSA programme, it was found necessary to develop tools. literacy test. questionnaire, interview schedule, observation schedule for collection of information from different sources, which may help the investigator in finding" the past and present position of EFA/DSSA programme running in Delhi state.

Thus the research procedure encompasses, a wide variety of technique for such normative survey type of studies, which may include the impact as well as planning and implementation of such programme by various voluntary and govt. agencies of Delhi, in this case, as stated earlier.

Sample of the Study

The purposive stratified sampling design was employed in two phases. In the first phase learners/neo-literates was selected for administering the literacy test, awareness test, observation schedule and Interview. schedule, The second phase was selected for administering the Questionnaire schedule for coordinators/instructors/volunteers.

Thus the total sample was 720. The details are as follows: Literacy Test: to test the Reading, writing and Numeracy skills of the neo-literates (350), Awareness Test: To test the awareness levels of neo-literates (60), Observation Schedule: To observe the changes in the neo-literates (50), Interview Schedule: To know the neo-literates attitude towards EFA (150) and Questionnaire: To know the opinion of Co-ordinators and Instructors (110).

Tools used

Following tools were employed in the study which are:- (1) A self"-prepared standardized literacy test for reading, writing and numeracy skills which was based on the guidelines of NLM, (2) A self:prepared awareness test Which was based on the guidelines of the NLM. (3) Observation schedule for recording changes in behaviour & life style of neo-literates. (4) Interview schedule to know neo-literate's attitude towards EFA programme and (5) Questionnaire to know opinions /views / suggestions of Co-ordinators/Instructors towards EFA programme,

Results and Conclusion

After analysis of the data got from the field, the results and conclusions on literacy skills, awareness, attitude, behavior and life style of neo-literates and views & opinion of coordinators / instructors have been highlighted as under:

Literacy skills: As derived from the analysis of literacy skill, 65.7%,o of the neo-literates have secured successful scores in reading skill, 42.3% of the total learners acquired prescribed level of writing skill. It means that majority of the learners have not acquired writing skill through this programme. As far as numerical abilities is concerned it is found that 57.4% of the total neo-literates acquired prescribed level of numerical ability, On the whole, it can be concluded that 42.3% of the learners secured prescribed level of literacy. It means that EFA programme has developed prescribed level of reading and numeracy skills among majority of the neo-literates which supports hypothesis no.1'a' and I. 'c' but majority of the learners have not developed writing skill which does not support the hypothesis no. I 'b'. So, it can be concluded that EFA progamme did some positive impact upon illiterate learners of N.C.T of Delhi in learning the literacy skills. It can also concluded that literacy results of Central Delhi were better in comparison to East and North Delhi; may be because of the fact that they have better communicative

facilities, and better environment in comparison to East & North Delhi, where majority of the illiterates belongs to resettlement and Jhuggi cluster colonies.

It indicates that EFA programme has influenced the learners in a positive manner to attain the Reading and Numeracy skills, however it lacks in the achievements of the writing skills which are counted as most important aspect of literacy for the adult learners. So far as the attainments of SC's and ST's is concerned 62.4% were successful in Reading and 74.3% in writing but only 37.6% were successful in the writing skills. Which indicates somewhat better efforts were made by the EFA for these classes. However, these sections of the society also remained deficient in the writing skills. Achievements of female candidates in all the Districts was better than the males. In North Distt. 61.6% of the females were successful as against 38.4% of the males. In the East Distt. 64.6% of the females were successful as against 35.4% of the males and in Central Distt. 57% of the females were successful as against 43% of the males. So far the success of SC's and ST's in concerned the achievements of females were better than the male candidates.

Awareness aspects of learners: Awareness components that were tested concerned with General awareness. Historical awareness, Health care and family planning, Environmental aspects and Religious knowledge. Test was conducted in two phases i.e. Pre-test and Post-test to assess the impact of EFA on the long term basis.

The data analysis of awareness tests shows that 90% of Central Delhi. 40% of North Delhi and 30% of *East* Delhi learners secured good results. The average of the three district is 53.3%. This shows partial effectiveness as far as awareness aspects of learners is concerned. It was also found that majority of the learners got below 30% marks in pre-test scores and around 50% marks in post-test scores in North and East Delhi. It was also concluded that there were better results in Central Delhi in post-test scores. The main cause of the change was conducive environment in central Delhi. So far the achievements of SC's is concerned 25% of the males and 42% of the females were successful which indicates that there was a low development aspects in the males.

It was also noted with interaction from the learners that the life routine & problem solving capacity was improved through the programme. So, it means that EFA programme have some effect on learners as far as functionality aspect is concerned. The post-test results indicate that the learners. have ability to identify their problems easily and majority of them have the ability to solve their problems independently due to their life experiences. They were also found more eager about awareness issues but instructors had not given due attention towards these issues.

Finally, we may concluded that the level of achievement in terms of awareness was on the lower side, in comparison to functionality and literacy aspects of neo-literates in Delhi. It means that hypothesis no.2 does not match with the results obtained.

Observation Schedule: The objective of observation schedule was to check the changes in the literacy level, awareness attitude and daily life routine of the neo-literates, bad habits of learners before and after joining the centre/changes in the behavioural attitudes of the learners after joining the programme. The learners were kept in observation of the investigator for 10 days continuously without their knowledge and the changes were recorded on the spot.

Analysis of observation schedule reveal that through EFA programme, learners developed self-confidence. They developed competency in ability to do their job more efficiently. Neo-literates were found interested in teaching their children, some of the learners are taking parts in political affairs. Majority of the respondent started listening national and international news during learning in EFA centres, some of the neo-literates were very much interested in pollution of environment issues and they started planting trees in their homes and neighbourhood. Majority of the learners have the knowledge of their rights and duties. After assessment of the observation schedule, it may be concluded that a large section of learners were benefited with EFA programme. This shows effectiveness of EFA/DSSA programme on the neo-literates of Delhi and the govt. objective is fulfilled. It was also observed that the behaviour and life style of learners display some changes. So, the hypothesis no.3 was supported with the analysis of the data.

Case studies of neo-literates revealed the following positive indicators of literacy

Literacy: (1) EFA programme may provide good opportunity for learning literacy skills. (2) High aspirations motivated the neo-literate for achieving literacy skills. (3) EFA programme may develop self-confidence among learners for further learning, higher literacy and life long education. (4) Positive attitude of learners may motivate them for higher literacy. (5) Literacy programme and awareness may help the learners to attain maximum use of literacy use of methods to improve their way of living and may also increase their income. They got motivation to plant profitable trees in their locality. They have started taking interests in local political affairs. They have started listening national –international news. They are more aware about family planning, immunization, personal health, developmental programmes etc.

Interview Schedule for Neo-literates: The interview schedule contained open-ended as well as close ended type of questions. The purpose was to know the details of the learners background and the effectiveness of the EFA programme in the life-style of the neo-literates of N.C.T. of Delhi. The spectrum of the neo-literates included 46% male and female with labourer occupation, 10% of male neo-literates and 18.7% female learners was wage earners, 20% male and 8% female neo-literates were working as domestic servant. The pooled opinion of the neo-literates was that 28.5% of the neo-literates feel inferiority complex, 87.8% of the neo-literates were facing difficulties in reading and writing; 49.8% were unable to read news papers, posters, books etc. 15.3% were having experience of cheated by others" 20.5% respondents were unable to teach their children and 5% of the neo-literates feel that if they will remain literate, they will be able to avail the opportunities of developmental programmes. The difficulties they face in day to day's life basically motivated them to join EFA programme. When asked why they joined EFA programme their reply was that they will be able to solve their problems themselves. They will be able to read the religious books. They will gain social prestige and will be active members of the society and will help their children in education. After joining six months course of "Education for all" programme, the following interesting findings were drawn. (i) 21.3% of the neo-literates were on the way to read and write quickly. (ii) 59.3% of them were able to read and write slowly. (iii) 78.6% of the neo-literates were also on the way to learn the four principles (addition, subtraction, multiplication and division in mathematics). (iv) The table presented in chapter IV reveals that the programme of EFA has somehow benefited the learner in solving their day to days problems. When explored the learners opinion about the fulfillment of purpose of joining the literacy centres under EFA programme. 66.7% found it a total beneficial program" 13.4% responded as partial, 9.3% as of no gain and 10.6% responded with no answer. According to neo-literates responses, they feel that purpose of joining EFA programme was completely fulfilled 'This shows effectiveness of purpose and objectives of EFA programme. So, it is evident that Hypothesis No.4 was supported by the analysis of the table.

Questionnaire Schedule for Instructors/Coordinators: The Questionnaire schedule was prepared to identify factors which motivated the instructors/coordinators and the knowledge given by them to the learners and the suggestions for the improvement in the implementation of EFA programme. From the analysis of results it was found that 51.9% of the functionaries are working for the sake of experience certificate, while 9.1% for financial assistance, 59.1% for certificate and financial assistance both. The respondent paid attention on issues such as national integration and scientific outlook, economics issues, population education, skills of reading, writing and numeracy, conversation of environment We may conclude from the responses that 33.6% of the respondents had emphasized on 'Equal Rights to All, .79% on superstitions and beliefs. The instructors also trained the learners in filling up the forms. 81% of them were competent to fill the money order forms, 74.5% were competent to fill Bank forms and 74.6% to fill other forms. On national integration issues, those who discussed on communal harmony were 21% on humanistic approach were 24.5% on equal right to all were 33.6% on unity in diversity were 13.6%, on freedom struggle in India were 15.5% on scientific outlook and superstitions and beliefs were 49% on solar eclipse were 30.9% on lunar eclipse were 27.3% on forest & rains were 15.5% In population education: on small

family norms were 72.7% on right age of marriage were 51.8% on spacing between children were 42.7% on child care and immunization were 65.6% 100% Instructors emphasized the development of skills of reading, writing and numerical abilities of the learners, on conservation of environment 47.3%, 55.5% on water pollution and its prevention 44.6% on man and environment and 25.5% has awareness about air pollution and its preservation. water pollution and its prevention and man & environment. tie data indicate that partial fulfillment of EFA programme objectives seems to be implemented by the instructors. This also shows non-seriousness of the co-ordinators /instructors in achievement of EFA programme objective.

The instructors/coordinators when asked about the Primer, .the opinion of 52.73% was that it is appropriate, whereas as 38, 18% found it is not appropriate while 9.09% could not say whether it is appropriate or not appropriate. as far as evaluation system is concerned, among the instructors coordinators, 59% are satisfied. whereas 41% are not satisfied with the evaluation system. This shows that EFA evaluation system is acceptable by majority of the instructors. So, the following conclusion of the data was supported by hypothesis No.5.

The conclusions drawn from the study are that "Education for all" EFA programme has impact on literacy skills of the learners. especially on adding and numerical abilities are but not fully as expected by the planners administrators of the programme. Secondly it was found that awareness of the learners was not improved as expected by the planners of the programme. It was found that day to day's life, behavioural attitude & self-confidence of the learners improved. Majority of the neo-literates think in a positive manner. They are taking interest in education of their children and are able to realize their rights and duties as a citizen. Some of the neo- literates were able to increase their income from other means when their leteracy level improved. It means that functionality aspect of the learners as up to the expectation of the learners as well as the organizers.

Finally, the investigator reached a final conclusion that "Educator for all" (EFA) programme in Delhi has some how partial effect on the life of the learners & neo-literates but not up to the expectation of planners & administrators of the programme. 100% literacy target of Delhi is still far away. So, the investigator finally have the opinion that programme was partially effective and needs drastic change on the part of the administrators for effective implementation of the programme so that the objectives of NLM are achieved.

Implications and Suggestions: On the basis of the findings of the present research the investigator feels that he is in a sound position to say something by giving suggestions to the EFA campaign planners, administrators, in order to achieve or attain 100% literacy in Delhi.

Literacy: Efforts are required for improving the literacy aspect i. e. Reading, writing and Numeracy –especially the writing aspect, for which methods may be evolved and adequate training is to be provided to the Instructors for use of these methods to improve the skills of the learners in Reading, writing and Numeracy. (1) Literacy classes must be arranged in neighbourhood and timings of the classes have to be according to convenience of the learners. (2) Volunteers/instructors must be from their own culture and status. It will help the instructors to understand the problems of the learners efficiently. (3) After acquiring basic literacy" learning material" post-literacy classes be arranged regularly as a continuing learning experience.

Awareness and Functionality: (1) Neo-literates have religious & family planning awareness, emphasis must be given on historical awareness, general awareness, and environmental protection. visit to the places and relating it to actual life situation will be the good method to gain this awareness. (2) Emphasis must be given on civic duties, economic issues & election process, efforts may be made for imbibing values of national integration, women's equality, development of scientific temper and population education. Discussion method will be appropriate to gain this knowledge. (3) Some entertainment programmes are to be included during teaching time for encouragement of the learners. (4) Vocational knowledge & right and duties of the individuals should be included in the primers.

Suggestions for volunteers, Voluntary Organisations and Evaluation System: (1) Volunteers should get some financial help during teaching work. Provision of some Honorarium be made for them as were given in NAEP programme. (2) Government school teachers involved in the programme should get earned leave against their vacation work. (3) Evaluation work should be done through Master Trainers, Associate Coordinators or Principals of the schools. They should have adequate orientation before conducting the job. (4) Educated unemployed youth must be given chance to work for eradication of illiteracy. They may be given some priority in jobs if they have made a certain number of persons as literate. (5) Emphasis must be given on post-literacy campaign & reading material must be provided to neo-literates. Jan Shikshan Niyams/ Village Libraries be established So that the neo-literates are able to continue their education. (6) Voluntary organizations should be encouraged motivated to come forward to co-operate with govt. for removal of illiteracy. (7) Effort be made for reorganisation of the exiting programme to so as introduce flexibility and other measures for greater effectiveness. (8) Linking the EFA programme with other development programmes and taking, cooperation from socio-economics political organizations, youth organizations and Mass media for the programme. (9) Improving the physical environment, sitting space, power supply etc. of AE centres. (10) Use of Audio-visual aids in the AE centres. (11) Improving the planning process of the AE centres. (12) Linking literacy with productive work as envisaged by Mahatma Gandhi. (13) Supervision of AE centres also by local community.

Suggestions for Further Research: (1) This study is limited to three Districts (Central, North & East) of Delhi, which may be extended to other districts of Delhi & to other states as well. (2) It is suggested that further research on functional literacy and

Continuing Education in Delhi may also be conducted.