10. MOTIVATIONAL ASPECTS OF THE ADULT EDUCATION PROGRAMME

Report of the Committee on Motivation in Adult Education, New Delhi: Ministry of Education and Social Welfare, 1978

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Terms of Reference

To examine the Motivational aspects of the Adult Education programme and to suggest suitable measure to strengthen them.

(C) The Need and the Nature of Motivation

7. .... Motivation for the adult literacy programme is not only important but is crucial for its success. Every opportunity should be made use of to draw the attention of the people to this programme. It needs to be remembered that motivation is a delicate matter and artificial or superficial effort to motivate the people will not have a healthy and sustained effect. Such efforts might even cause demotivation. The planners, administrators and organisers should bear these facts in their minds very clearly.

8. Strategies to foster motivation on the basis of learners; profiles should be carefully worked out. These should be separate for rural, urban, tribal areas etc. and also in terms of men and women.

9. The best way to motivate is to have a problem-approach. Problems may be identified and solutions evolved within local framework and with the help of local people.

10. The programme has to be need-based and participatory in nature.

11. Attempt should be made to ensure linkages with development programmes. ... (pp 2-3)

(E) Inbuilt motivation

14. Motivation should be an inbuilt component of the whole programme. Right type of instructors and supervisor-cum-organisers, attractive and need-based reading material, appropriate training methodologies,

constant awareness of the new dimension of the programme will facilitate motivation in an inbuilt manner. Use of folk-media like open air dramas, songs, films should be made on widest possible scale to generate a national awakening of this issue.

15. However, motivation for sustained participation in literacy and follow-up programmes is an issue which needs to be faced. In this context stress should be laid on learning rather than teaching on use of the spoken language in literacy programmes and on harnessing the mass-media and the cultural environment.

16. Motivation also depends on an awareness among the participants that they can transform their destinies and that the adult education programmes will lead to advancement of their functional capability for the realisation of this objective.

17. Moreover, a literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country cannot secure an active participation of the learners; nor can it be an instrument of development and progress. (pp. 3-4)

(F) Building New Environment

18. It is necessary to create a new environment which should act as an impetus for the masses to remove the handicap of illiteracy. Not only the benefits of literacy should be explained but also the disadvantage of illiteracy should also be explained. .... (p 4)

(G) Types of Motivation

22. While award and certificates of honour to the most successful communications and functionaries may a help in developing competitive spirit among them, care should be taken that these devices of awarding certificates etc., do not undermine and damage the self-judgement, self-defence and self-respect of adult learners.

23. One of the greatest problems that this programme has to face is to motivate people to come to the Adult Literacy Centre regularly over a considerable period till they pick up the literacy and other skills and get stabilised in them. One way to overcome this problem would be to offer a literacy certificate on completion of the course. Such certificate will acquire value only when the literacy course is really worthwhile which will ensure acquisition of demonstrable and sustainable literacy skills. The test would be that the learners do not lapse into illiteracy. Such literacy skills should be durable and frequent use to the learner in his day to day life. It has been found that lapse into illiteracy within a short period after discontinuation of the studies for one reason or the other is a common usual phenomenon and a certificate offered immediately after the completion of a literacy course may become a farce, if the skills achieved during the course are short-lived and the learner cannot retain them permanently.

24. The follow-up programme should be concerned with provision of self-initiated reading habits. Any literacy course should be followed with such practice sessions over a fairly considerable period.

25. The certificates should be linked with the formal system of education by providing multiple-point entry system in it. This would ensure their value for the continuation of further education. There should

be sufficient openings to enter into the formal system from the nor-formal one and vice-versa at as many points as possible.

(H) Environmental Support

.... Motivation, as such, has to be addressed to the community as a whole rather than to isolated individuals. Congenial atmosphere in the centre providing sufficient accommodation, light arrangements and healthy atmosphere etc. are important; but at the same time, a favourable atmosphere within the community is very necessary and atmosphere has to be created of the type where in community involvement is facilitated.

(I) Self-evident, Inbuilt and Intrinsic Motivation

...We have to motivate people for their own education and development. We have to select only those means of motivation which would be educationally sound. Judging from this consideration it is quite easy to understand that self-evident, intrinsic and inbuilt motivation is the best and the most enduring motivation.

32. The learning process should be made attractive and appealing to the learners through greater use of visuals and other aids and through methods of dialogue and discussions to make the learning process more participatory and in tune with the life style of learners. The programme has to become really a programme of change within the context of available inputs of development from all developmental agencies. People are motivated in undertaking for which they are made responsible themselves and in which they are treated as equal partners in planning and implementation.

33. The real meaning, importance and urgency of the programme should be explained to all including administrators and the educationists. It should be explained to all that achievement of political freedom was only a means to achieve the higher freedom of human growth. Achievement of this type of human growth requires not only literacy and numeracy but even more than that requires social awareness, participation in development process and functional improvement as inseparable elements. (pp 7-8)

(J) The Demotivating Factors

34. ... We also need to carefully examine such factors as might diminish the enthusiasm of the community the adult learners, the adult educators working in the field, supervisors of project officers and the voluntary agencies responsible for conducting the programme. The constraints leading to demotivating factors should, therefore, be removed..... (p 8)

37. It has to be realised that motivation as well-demotivation is contagious. No adult educator can expect the learners to be motivated if he himself is half-hearted and attending to his own work. It is very necessary that those people who are not really interested, are not assigned this work. The necessity of selecting right type of educators for the success of this programme cannot be over emphasiszed. (p 9)

(K) Follow-up Programme

44. ...There is a need to make sincere efforts to evolve a system through which suitable reading

materials continuously reaches the field workers to increase their professional competencies and assists the neo-literates in retention of literacy skills and their use in daily life situations. This is precisely the main function of follow-up and continuing education services....

49. The follow-up and further education services in the context of the programme if properly organised, can be used as a great motivational force for learners to join adult education centres, retention of literacy skills and establishment of linkages between adult education and developmental programmes.

50. The programme for retention of literacy skills.

(i)   Organisation of library services (static and mobile)

(ii)   Organisation of book fairs and exhibitions

(iii)   Organisation of reading clubs and book banks

(iv)   Reaching new readers through a magazines posted on the home address of the reader.

(v)   Bringing out a wall newspaper

(vi)   Distribution of reading material which may have a permanent value for the neo-literates

(vii)   Assigning roles to neo-literates which require use of reading and writing skills such a making them members and office bearers of various co-operatives etc.

(viii)   Organisation of self-learning programme as programmed instruction, correspondence courses

(ix)   Organisation of Mobile Vocational Education Teams. (P.11)

(I) Prepatory Steps

53. ... Attention needs to be given to such pre-literacy preparation as the creation of a favourable climate (social, psychological and political) in which the relevancy of the educational programme is explained. In this phase it is essential to communicate the objectives and benefits of literacy in relation to development goals and to orient people to dialogue and participation. Partnership is crucial in planning at a pre- campaign, and even later stages between the functionaries of the various developmental agencies and the adult education personnel. Their main concern should be to establish channels of communication that would forge greatest number of assets. (p.13)

(N) Motivation through Linkages with Development

61. The learners have to feel with full personal conviction that (1) the adult education programme in which they are being called upon to participate is a programme which essentially meets some of their urgent problems. and (b) these needs, interests and problems are related to their life and work, their occupation and family life, their health and hygiene, their community organisation and social welfare. These various aspects appearing as distinct sectors or departments are in fact inseparable and integrated aspects of the individual's life in his/her socio-economic setting ... (p.15)

63. An integrated approach to adult education, therefore, becomes essential. This can be secured through appropriate co-ordinating Committees, training programmes and joint projects at various levels.

66. Development effort should not be understood as one confined to Governmental endeavour only. It is essentially the people's programme and linkages must be established with voluntary agencies engaged in development and with individual leaders of social groups through personal contact and group action involving them... (p.18)

69. People will have to arise to their own rights and responsibilities. They should themselves determine what they need to receive from the Government and mobilise the local resources themselves. People's emancipation cannot just be wished. It has to be acquired, so that they may be essentially motivated to do what is in their best interest through awareness programmes in the community. Awareness must lead to common projects of the people.

People's participation should begin with their involvement in the process of decision making and planning for they could not take interest in the programme if they are just asked to do something in the formulation of which they had no say. Participation in decision making presupposes free and frank dialogue and includes enlightened guidance by the people who have rather awareness or knowledge of the desired elements of change. (pp. 19-20)

(O) Motivation of Administrators

70. Motivation of administrators is of extreme significance because it has a bearing on the motivation of learners, instructors, supervisor and project officers etc. Bureaucracy, would broadly cover the entire governmental machinery from the management level down to the grass-root level of the village level functionary.

71. The meaning of bureaucracy must be clarified. Motivation does not mean that every bureaucrat/ Government servant would be turned into an enthusiast having missionary zeal for the programme of adult education. Motivation of bureaucracy, in the context of any Government system or programme means briefly two things (a) to design and draw up a viable programme of action (b) to execute the programme so designed in good faith and to the best of one's ability....(pp 20-21)

72. Bureaucracy can be motivated by creating a demand on the bureaucratic system to respond to this programme. This can be done by various methods.

(a) By exposure of the officers as close to the delivery system at the lowest levels as possible and to have continuous feedback by unconventional means which may make the bureaucrats feel that there is the possibility that this programme can be successful. The continuous feedback will play a crucial role in motivating the bureaucrats.

(b) By exposure of the officers to successful models of Adult Education programmes implemented in certain pockets. This can foster a demand on the system as a whole which will facilitate response to the demand of the community.

(c) Hope of success is a very powerful motivating factor for the bureaucrats. The bureaucracy enthusiastically responds to programmes of construction projects like building of dams, irrigation canals, building of bridges and roads etc. because it can see the results. In order to create this hope of success in the bureaucrats for adult education, it is very necessary that there should be continuous interaction with different agencies, a systematic exposure to the conceptual framework of the programme, and a regular feedback of the programme (p.21)

(P) Mutual Education on an Equal Footing

73. ...It is of paramount importance that we respect the adult learners and we learn from them also. Education is real when it is mutual between the so-called teacher and the so-called taught standing on an equal footing. Mutual Education on an equal footing should be stressed in all training programme for Instructors, Supervisors, and Projects Officers... (pp.22-23)

(Q) Use of the locally Spoken Language

74 ...Proper choice and use of language can play a significant role motivating adult learner to join the programme. (p.23)

75. ...A literacy programme, should be based on a sound comparison of the local dialect and the standard regional language... (p.24)

77. Since an adult education Centre is not merely a literacy centre, it is envisaged that both the instructor and the learners would communicate orally on a variety of topic, particularly, in the awareness component. In all oral discussions and presentations an attempt should be made to use the local dialect as far as possible. Part of literacy training should be devoted to making a learner aware of the use of language and, therefore, the Instructor may, where necessary, point out the differences between the local dialect and the standard variety without making value judgements on either. Reducing the dialect to writing carries a build-in consequence of the dialect becoming standardised into a vernacular. Once this standardisation takes place, there is likely to be some resistance to the transition from the dialect to the standard variety. This is a natural process of language development and an instructor should not insist on the use of the standard variety if the local sentiment is likely to be in favour of the local dialect. Communication needs will eventually determine the status of the dialect and the standard variety. All encouragement should be given to creative use of both the local dialect as well as a standard variety as far as possible...

79. ...The plea that the use of local dialect as a medium of iliteracy and adult education will be against the ideal of emotional integration is wrong because the local dialects are not being created afresh by the present illiteracy programme but they already exist in use as a vital means of door-to-door and neighbour-to-neighbour emotional integration and co-operative interaction among the people.

80. The principle involved is that an adult educator should use all the positive assets of the learner for his education to give him the much needed self-confidence, to be able to relate his education to his personal and social life and to derive all available help in achieving success. Moreover, the use of the locally spoken tongue will relate the learner to his own community and culture which is so necessary to

make the education relevant to his life, without which a sustained motivation is not possible. Care should be taken to see that no financial constraints stand in the way of implementation of the policy relating to the use of the spoken language in literacy teaching. (p. 26)

(R) Responsibility of All

81. The Government machinery, from the top level down to the municipal or Gram Panchayat level, non-governmental agencies, public sector and private sector industries, will require an enduring motivation of the right type which would help the programme succeed. Education Ministry alone cannot make the programme a success unless the total Government machinery is properly geared to the ideal. As a result, the popular education movement for teaching-learning should surge ahead for removal of adult illiteracy everywhere in the houses and schools, in the factories and fields on the dock yards and fishing boats and everywhere where people meet for work. The whole country should become one big teaching and learning community.

82. Every government functionary should be helped to realise that the adult education programme, in its essence, is the programme of peaceful and smooth transformation for equality and fraternity among the people of all grades in the country. A conscious endeavour is to be made to dispel any misgiving about the programme being a casual department programme. It should be constantly stressed that this is not just a programme but a movement enveloping everyone in the Government as well as voluntary agencies. As such, there should be an active co-operation of the learners, the educators and implementations in the concerned and contributory development departments or agencies and the mass organisations of labour, peasants, women and youth... (pp 25-26)

86. A great responsibility falls on the educational institutions-the universities, the collages, the secondary schools, the elementary schools and in fact the entire gamut of educational structure ... All these educational institutions are supported by the society and every nation contributes to sustain them. The vast masses of poor people may not be receiving any benefit from the schools but they do contribute to their sustenance. It is also a fact that the teachers and students studying in schools, colleges and universities are a privileged lot and they owe an obligation to the society. It is their bounden duty and responsibility to try to repay at least a part of the debt which they own to the society. (p. 27)

88. ...Efforts should be made to make an adult education centre a place of belongingness, relaxation and recreation instead of just serious component of what we generally call education. In the 'Centres' they can organise hikes, excursions, cultural programmes, Sharamdans, games, volunteers service on public occasions, Kathaas, Bhajan-Keertans, Dramas, Kavi-Sammelans, Exhibitions etc., so that learners are encouraged to express the best that is hidden in them and enjoy and appreciate the same. They can help establish a co-operative society and run it as best as possible to enable people to realise the advantages of co-operative endeavours in economic spheres. The Educational Institutions would, however, need to provide an enduring motivation of the right type which would, however, help the programme an enduring motivation of the right type which would help the programme succeed. The student of secondary schools (+2 stage) or the undergraduate courses at colleges and universities can motivate their family members, their neighbours and the common people in their close vicinity to participate in community activities and also take active part in the programmes which might be beneficial to people as well as to themselves. (p.28)

89. It is important to establish and organic link between adult education extension and the educational system. The former should not be looked upon merely as a welfare activity for the deprived social groups, but as a process of interaction with the society leading to valuable learning experience and as a means for making education relevant to the needs of the society.... (p.28)