



**MOTIVATIONAL ASPECTS  
OF THE ADULT EDUCATION  
PROGRAMME**

**REPORT OF THE  
MOTIVATION COMMITTEE**

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**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA  
NEW DELHI**

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# **REPORT OF THE COMMITTEE ON THE MOTIVATION OF ADULT LEARNERS**

## **(A) Adult Literacy as a part of Minimum Needs**

Acquisition of literacy should be viewed in the background of minimum needs of living. Literacy or adult education cannot be provided to the people in isolation but should be linked with the basic needs of human life. Past experience has established that literacy is not sustained by the people as an isolated and unilateral phenomenon. It would be easily welcomed and accepted by the people when it is a part of a full package programme aimed at the total upliftment of the community. Therefore, a total approach is essential for convincing the people that literacy will also be one of the important ways of contributing to their well-being.

2. If Adult Literacy can herald, symbolize and facilitate a total transformation of the lives of our masses, motivation for adult literacy will be prompt, spontaneous and abundant. The fact that the Planning Commission have included adult education as one of the minimum needs should be stressed every time.

## **(B) Imperatives of Voluntary Effort**

3. The VAs which have the local support and goodwill of the people should be encouraged to undertake adult literacy work. Involvement of genuine voluntary agencies is adversely affected by delays in approval and then release of grants. Unduly large amount of paper work also impedes the initiative and urge of the VA. Voluntary Agencies with strong urge and commitment to serve the proper sections of our society should be entrusted with Adult literacy programme. Such agencies should be identified from time to time and solicited to undertake this work.

4. Voluntary agencies should not function just as a middle-man between the government and the participants. The acid test of a true voluntary agency lies in its ability to introduce the spirit of initiative and voluntarism among the instructors and the community. This is extremely important from the point of removing apparent demotivation in the teachers or instructors of the programme. The learners cannot be motivated unless the instructors are fully motivated.

5. The voluntarism should be manifest at the grass-root level consisting of communicators and the adult community to be educated. The most important requirement for the success of the programme is that it should be invariably related to the life of the learner community and this requirement can be met in the best possible manner when the communicator and the adult group come together in a voluntary manner and take up the responsibility of self-education. The success of the programme will be assured once the voluntarism at the grass-root level is thus manifested. It will result into release of all the latent energies and all the local resources of the people. The voluntarism will assure local initiative, local thinking, local responsibility and self-reliance. So, a new image of the programme which would be relevant or meaningful to their surroundings and their life-process will have to be built up by decentralised initiative. This will provide spontaneous and natural motivation in the people to join the programme.

6. There is a need for a well-planned campaign for the success of the programme. The VAs can play a very significant role in ushering such campaign.

### **(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 frame-work and with the help of local people.

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

11. Attempts should be made to ensure linkages with development programmes.

#### **(D) The Ultimate Ideal**

12. The ultimate ideal for which we could strive, should be to transfer the responsibility of the entire adult literacy programme to the people themselves. This will be possible when people are prepared for such a transfer through a proper adult education programme conducive to their needs and requirements, and which responds to their hopes and aspirations. It requires a conscious effort on the part of the government as a whole (not only one department) and on the dedicated voluntary agencies working in the field.

13. Literacy campaigns should be organised with a view to creating an environmental support for the programme with an ultimate ideal of fostering a learning society.

#### **(E) In-built Motivation**

14. Motivation should be an in-built component of the whole programme. Right type of instructors and supervisors, cum-organisers, attractive and need-based reading material,

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

#### (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 disadvantages of illiteracy should also be explained.

19. While education is a reward in itself and the adult learner will himself, judge the utility of his learning, he has to be appreciated, accredited and recognised for his educational endeavour and achievements. Some form of institutional arrangement for recognition of his learning in totality (i.e. integrated package of literacy, awareness and functional upgradation) by the VA would be valuable.

20. A modest ceremony could be arranged to celebrate the achievements of the neo-literates and it would be desirable that some beneficiaries are made to speak of their experiences and achievements and certificates & awards could be given to them with a view to sustaining their interest for further learning.

21. The greatest incentive to learn is the taste of success in learning. Hence, the methods which promote rapid and interesting learning.

### **(G) Types of Motivation**

22. While awards and certificate of honour to most successful communicators and functionaries may 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 Centres 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 a 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 non-formal one and vice-versa at as many points as possible.

26. The standard of literacy should be the ability to read and write a simple letter. In order to be enumerated as a literate, a person should have skills with all the three dimensions of literacy, awareness and functional upgradation which should assure him to pursue home-studies roughly equivalent to a particular class of elementary school. Literacy to be really useful has to be always functional, i.e. one should be functionally literate.

#### (H) Environmental Support

27. The adult learner needs to be convinced of the experience that illiteracy is the biggest handicap in them. They have to feel that this programme would help in furthering their development.

28. For creating a conducive environment, it is necessary to emphasise the role of the government functionaries. Simplification of procedures is another important aspect. 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. An atmosphere has to be created of the type where-in community involvement is facilitated.

29. One should not be over-enthusiastic in giving explanation of the advantages of the adult literacy programme, but a

honest explanation needs to be given. The functionaries and the whole community is to be made convinced that besides imparting literacy skills, the programme would help in :

- (a) Promotion of cohesion among people.
- (b) Promotion of awareness.
- (c) Inculcation of capability for removal of poverty.
- (d) Exploration of personal talents in individuals and facilitating their free expression.
- (e) Promotion of self-reliance and self-respect.

Inculcating a learning attitude in the life process

The community should be fully convinced that the programme aims at total development of learners and thereby help in making rapid progress of the community as a whole.

30. Presentation of case studies and use of experience of persons already motivated, would be of considerable use.

#### **(I) Self-evident, In-built and Intrinsic Motivation**

31. Providing self-evident, in-built and intrinsic utility in the content by giving individual learners chances to participate in projects of their own personal betterment and development of their community is crucial in the programme. The important thing to be remembered here is that 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 in-built 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 styles of learners. The programme has to become really a programme of change within the context of available

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inputs of development from all developmental agencies. People are motivated in undertakings 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 freedoms 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.

#### **(J) The Demotivating Factors**

34. On the one hand we have to identify the factors of proper motivation as we have tried to do in the previous paragraphs, 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 or project officers and the voluntary agencies responsible for conducting the programme. The constraints leading to demotivating factors should, therefore, be removed.

35. The adult educators should be very alert in reading the minds of learners with great sympathy and care, as they are not prone to discuss clearly their complaints and may withdraw themselves silently taking their own unilateral decision without letting us know what has offended them. Participants should be treated with great consideration, respect and sympathy. The adult education classes should be considered as non-formal associations and not as formal classes of schooling.

36. Any reform which has to be brought about through adult education should not be directed or imposed impatiently but should foster naturally after a proper rapport is established between the educator and the learner.

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 in 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-emphasised.

38. This is a movement calling for some sacrifice on the part of the individuals associated with the programme. It should be considered as a service to the nation.

39. The attitude that a poor people's education can be imparted in a shabby way must be given up.

40. Care should be taken that the adult educator himself does not lose interest or feel disheartened because he is not properly treated by his supervisors or officers.

41. The drawbacks or inadequacies of learners should not be over-emphasised to cause any sense of inferiority in the learners. On the contrary, special talents of individual learners must be discovered and appreciated.

42. The agencies which come forward to take up this programme should be treated with respect and care by government officers. The VAs should be treated as responsible and conscientious partners rather than receivers of grants. There should not be a spirit of patronage by Government Officers.

#### (K) Follow-up Programmes

43. The communicator who really acts as a change agent at the field level is the backbone of the whole programme and a heavy responsibility lies on him. He has to try to see, as far as possible, that what is generally called the follow-up programme is introduced as a concurrent programme or may even precede. He has to organise the Programme as a people's programme undertaken for their development. One of the serious problems in a programme of such a vast dimensions is how to

help persons retain literacy, once they have acquired the basic skills in reading, writing and numeracy through adult education centres. Teaching adults to read and write and do basic arithmetic is only one step in an adult education programme. Those who become literates need help in making use of their literacy skills. A large percentage of the participants of adult education centres will relapse into illiteracy due to lack of suitable follow-up services.

44. Similarly, adult education workers also need programmes of further education to keep themselves up to date with the latest information and increase their professional competencies. In the absence of any broad-based plan of follow-up and further education services for both learners and educators all our efforts may be wasted. Non-availability of suitable follow-up materials related to the life situations of the participants will be a serious handicap. Hence, 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.

45. 25% of the total expenditure on adult education programme should be set aside for follow-up services.

46. The organisation of follow-up and further education services has, so far, been limited to setting up of a few libraries, both static and mobile and reading rooms in the field. The neo-literates did not make much use of these facilities due to various reasons such as non-availability of books at the door steps of the learners, lack of reading interest and shortage of suitable reading materials suited to the local needs and environment. It is, therefore, necessary to reach the neo-literates at the door steps through various patterns of book distribution, namely tin-trunk, bell bicycle, halting and market libraries for retention of literacy skills and provide useful information through printed media.

47. It is also necessary to continue to organise periodic programmes for improvement of functional skills.

48. It is also necessary to organise programmes of continuing education for field workers to raise their professional competencies.

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 development programmes.

50. The programmes 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 magazine 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 as making them members and office bearers of various cooperatives etc.
- (viii) Organisation of self-learning programmes such as programmed instruction, correspondence courses
- (ix) Organisation of Mobile Vocational Education Teams.

51. These programmes of follow-up and further education should be organised concurrently with adult education programmes having built-in component of functional literacy. These services are of great significance to both neo-literates

including drop-out literates of formal education system and functionaries engaged in adult education. Effective organisation of these services is an investment to help maintain continuity in literacy skills among neo-literates, improve their functional skills and build a cadre of adult educators. Extension of these services on a large scale will be of immeasurable help for the success of the programme.

52. The participants should not only learn literacy but should begin to raise the quality of personal as well as community life. Though introduction of change in the quality of life of the people is a gradual process, but the communicator should undertake a number of following activities with this end :

- (i) The village community adopts a sustained system of signboards, information boards, wall newspapers or display of educative posters, etc. and the adult learners are enabled to read all these things. The learners should also be encouraged to write simple letters.
- (ii) Similarly, records of rainfall and temperature for the village, as well as the rise and fall of the prices of essential commodities over months and years, should be maintained.
- (iii) Though it is realised that the villagers are fond of practical knowledge, still it has been observed that there are so many crops in the villages and hardly anybody reads or writes anything about those crops or occupations. If people are asked the measurements of the instruments they used, they should be able to tell. If such things are not achieved, the programme will neither have meaning nor will take root in the soil. Such changes, however, in the community should be introduced simultaneously and should not be postponed to the time when the programme is concluded. In this manner, a proper

environment has to be built up externally by mass-media as well as internally by introducing a change in the quality of life of the people. This has an important bearing on the content of the adult literacy programme. The content of the programme will mostly be the study of the life, the surroundings and the potentialities of the adult illiterate himself. In short, the adult learner will be studying himself, revealing himself to himself and changing himself for growth through his education. Another thing which would help the communicator to build up a proper environment would be to bring the individual adult learners closer to one another, to enable them to appreciate and encourage the qualities, achievements and contributions of one another. Let the adult education centre be a place of belongingness, relaxation and recreation.

#### **(L) Preparatory Steps**

53. An important element in planning for this programme is preparation for the literacy effort. 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.

54. All India Radio broadcasts rural programmes particularly through its Farm and Home Unit. However, these programmes could be further stepped up to mobilize the rural community. Experience has shown, however, that unless there is a well-organised follow-through action, inertia will set in.

There should be no contradiction between the message of the campaign and the availability of services. It is also essential to devise ways in which the audience may become involved actively in the use of the medium so that feedback may have an impact on production, and dialogue may develop. Radio can be used effectively in a programme for literacy. It will be best used in combination with other media of communication and with a strong supporting component of field workers who can engage listeners in person-to-person communication.

55. With regard to television, it could be used in the rural areas for instructional purposes. However, TV is a high cost investment medium in equipment, transmission and trained personnel. In places that have accessibility to the medium, TV could play an effective role as a motivation and stimulus for literacy and adult education. Initially, efforts could be made to design programmes for a homogenous group around a common core of needs and aspirations of such a group.

56. Likewise, films and documentaries could be used for pre-campaign motivation and in training various functionaries.

57. Although print is the medium with which literacy programmes have had the most experience, there is little awareness of the need to study the forms, the presentations, even the type faces which are most suitable to non-readers and new readers. Care and attention has to be given to the preparation of primers, work books, visual materials and posters that use the minimum of print and the maximum of visual message and depict the manner in which non-readers perceive the world.

58. It is necessary for learners living in a preliterate so society to be gradually introduced to the power and usefulness of the written word. Learners must be introduced by degrees to writing as a means of encoding a message and to reading as an act of decoding meaning. Readiness must be achieved before actual literacy instruction can be successfully undertaken. Visual and auditory perception and discrimination can be

facilitated by appropriate exercises. These readiness activities occur at the point in the educational continuum where pre-literacy activities merge with literacy training.

59. Similarly recording and printing oral traditional legends and stories, etc. can provide insight into the learning patterns of the people and could also reveal how tradition can help an adult educator to take learning and teaching styles from the indigenous culture so that content and method is more effectively related to the learner. This process recognizes adult illiterates themselves as resources of learning.

#### **(M) Recreational & Cultural Activities**

60. Organisation of hikes, excursions, cultural programmes, Shramdams, games, volunteer service on public occasions, Kathas, Bhajan-Keertans, dramas, Kavi-Sammelans, exhibitions, and such activities would help the learners in expressing their best which is hidden in them. Let us make them take the initiative themselves. Let them choose and select what they want. For example, let there be a cooperative society established and run as best as possible with the people's cooperation to enable them to realise the advantages of cooperative endeavours in economic spheres.

#### **(N) Motivation through Linkages with Development**

61. The learners have to feel with full personal conviction that (a) 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 organization 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.

62. Some of these activities involving the fulfilment of interests and needs of the people and the solution of their problems can be listed as below for illustration :

**I. Economic :**

- (a) Agriculture : Agronomy or crop production, sericulture, apiary, bee keeping—dairying, poultry, piggery, forestry and fishery.
- (b) Industrial : Handicrafts, cottage industries or small scale (key small or tiny) industry e.g. leather work, oil-crushing, food processing, textiles, blanket weaving, metal work, blacksmithy, carpentry, pottery etc.

**H. Social :**

- (a) Health and Hygiene : (Public Health) Preventive and curative aspects of human health, environmental sanitation.
- (b) Organisational : Cooperative—Panchayats, Youth Clubs, Mahila Mandals, sports or recreational clubs etc.

As the participants may be interested in several of these aspects they should have the opportunity of receiving related assistance, knowledge or skill in a package of programmes, and without having, to run from pillar to post associated with various departments.

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.

- (i) *The Village level—Panchayat Development Committee*—should comprise of persons of all these interests and specialities into a well knit committee

of which adult education should be an integral part. The members of the committee and the residents of the community should have full confidence in the potentialities of the programme and in its actual progress. Special committees may be set up to ensure that the representatives of the poor are represented fully.

- (ii) *Block/Project level*—The Block/Project Development committee should similarly take care of all these aspects including NAEP and the procedures of co-working should be worked out, identifying the persons and their functions indicating the nature of horizontal relationships. These may comprise the Block Pramukh, the Block Development Officer, the Assistant Development Officer, and officers of the Education, Cooperatives, Irrigation, P.W.D. and Industries Departments working in the area. It may, however, be stressed that more committee work may not bring about necessary coordination. An integrated administrative structure may have to be evolved.
- (iii) *District Regional and State Coordination Committees*—Similar integrative committees should be evolved at the district, region (or division) and state levels. They should comprise non-officials and officials of the departments of Agriculture, animal husbandry, public health, cooperatives and panchayats etc. besides those of Education departments.

Efforts must, however, be made to see that these committees only channelize felt needs or desired goals but must not impose them on the people. They must work to create an inner urge so as to make the adoption of a desired change a real felt need of the persons involved.

64. During the training of adult education workers care should be taken to see that at least 1/3rd of the total time is provided for topics related to development and that the development workers of the appropriate level must participate in these programmes as discussion leaders. Similarly during the training of development workers—whether agricultural, industrial, health and organizational (cooperatives and Panchayats) adult education must receive due place as an instrument of communication of ideas and as an aid to adoption of improved practices in relation to Agriculture and health etc. Such training must not, however, be confined to the training class or centre but should be linked with all developmental activities.

65. In order to break through the rigid and solidifying departmental lines, various departments should identify integrated projects covering relatively small areas with all aspects. In some areas the main project may be a health project with applied nutrition but linking horticulture or animal husbandry as production aspects. In others, it may be an agricultural or cottage industries project adding the component of health etc. Adult Education must, however, be an essential part of both. The leadership of these projects could be placed in the hands of one departmental representative or another but essential facilities, equipment and supplies should be made available to each project on the most equitable basis. Due procedural facilitation and preference should be accorded to the participants in these projects in matter of supplies related to their developmental needs.

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.

67. The integration achieved through training or operational projects could, however, be lasting only if people-oriented

decisions are made for integrated development work and departments themselves leave their truncated approaches. If every circular issued by a department also mentions how a particular development programme will be linked with another then alone can ex-colonial residues may adapt themselves to the needs of the people. This would require a very persistent in-service and on-the-job training and exposure to the paramount idea of integration for essential development. The people should be conceived as human groups with integrated needs and problems and efforts should be made to realise this concept both in ideological and programme-oriented terms. When the participants realise that their needs are being taken care of in an integrated manner, then alone can they feel enthused to participate in NAEP.

68. The people in the village or the urban slums should be exposed to a new official culture where the citizen is treated as a respected customer and not as a person to be ruled over by the servants of the people. When people realise that they could depend upon the official and non-official machinery set up for their development and progress which really delivers the goods or helps them to solve their problems, they could certainly be willing to join any programme initiated for their welfare.

In short, boundaries of departments should not be permitted to be an obstruction in the integrated development programmes. The workers at the grass-roots level should function as a team and the whole training and operational programmes must reflect this functional change. This co-working should, however, come up from conviction through continuing inter-communication. Any structural change needed to facilitate such team work must be effected.

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 mobilize 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 better awareness or knowledge of the desired elements of change.

To avoid ad-hocism in people's participation, their affiliation should be ensured by developing stable organisations or institutions which should work as channels of communication. Existing institutions or organisations must preferably be strengthened before building up new organisations.

To arouse the people to initiate action the organisers must perceive some of the basic problems e.g.—land alienation in a tribal area, bonded labour or agrarian indebtedness. Such issues should be taken up which make them prepared for common action.

### **(O) Motivation of Administrators**

70. Motivation of administrators is of extreme significance because it has a bearing on the motivation of learners, instructors, supervisors 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. Lack of motivation would imply indifference, complacency or callousness of bureaucrats to a programme adopted by the Government. Individual approaches within the system may vary. Some may be very optimistically committed to the execution of the programme than others, but individual approaches do not very much matter. What matters is the systems created to execute the project successfully. The question of motivation of the bureaucracy need to be understood in this context.

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 level 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 respond 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.

- (d) Adult Education is not a programme of the Ministry of Education and Social Welfare in the Centre or the Education Departments in the State Governments alone. It is a programme of the entire Government with close linkages with developmental departments. Since the programme envisages active involvement of almost the entire bureaucratic structure like the village level functionary such as the Revenue Patwari, primary school teacher, gramsevika, health worker, agricultural extension worker etc., it will be necessary for the success of the programme that the entire bureaucracy is motivated towards the programme. This is specially so as Adult Education has been accepted as part of the 'Minimum needs programme' and has been given a place of priority. It dealt with not only literacy but also with upgrading of functional capabilities of the learners and creation of awareness. For success of such a programme which deals with development of human resources, it is necessary that the spirit of voluntarism should also permeate all the agencies—governmental and non-governmental, undertaking this work. The dedication of the Government servant to this programme can develop over a period of time when they are convinced that there is uniform national commitment to the cause and it is their duty to work whole heartedly for the success of the programme.

**(P) Mutual Education on an Equal Footing**

73. While educating the adults we must be deeply conscious that we are not dealing with children who are beginners in the journey of life, but with grown-up adults who have tested life as much as we have done in their own way and who are the country's masters. If we educators know some thing that we can teach them, there is also a lot to learn from them. Hence, 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 programmes for Instructors, Supervisors, and Project Officers.

**(Q) Use of the Locally Spoken Language**

74. In a multilingual country like India language plays an important part in communication between people speaking different languages. Proper choice and use of language can play a significant role motivating adult learner to join the programme. It must be recognised that an adult Indian uses more than one dialect/language in his day-to-day communication. Even within one dialect/language an individual uses various styles in different communication situations, for instance, the difference between informal and formal style in language co-relates with communication situations. An adult rural illiterate often uses several dialects/languages in different situations such as home, neighbourhood, community, local market place, tehsil-town, etc. For example, a person may use his own dialect at home; the local standard dialect in the local market place and the regional standard language in the tehsil-town. Typically, every individual comprehends more than one dialect/language even if he uses only one dialect/language predominantly to speak in.

75. The purpose of the programme should be to impart to an adult illiterate information and education in the most effective manner possible. At the same time, the function of literacy training should be to make a neo-literate independent so that he is able to read a wide range of printed materials available in the area. This would entail that a neo-literate should be able to read without difficulty the local newspapers, magazines and books related to his field of interest. At present, in all States, most newspapers and other materials are written and published in the standard regional languages.

76. It must be realised that while the goal of literacy training should be to equip the learner to read various materials in the standard regional languages, this would be difficult if a literacy programme introduces a learner to the written standard language right from the beginning. A literacy programme, therefore, should be based on a sound comparison of the local dialect and the standard regional language. Such a comparison would reveal those areas where the learner is likely to encounter problems in acquiring the standard variety. Particularly, it may be the case that the dialect and the standard language differ most in vocabulary and in certain features of syntax. Such differences should be taken into account when literacy material is produced so as to gradually take the learner from the dialect to the standard. It may, therefore, be necessary to write the initial literacy materials in the local dialect followed by simple readers in the standard language.

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 topics, 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 built-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.

78. In all likelihood, the demand for the standard variety will come from the learners themselves; since the learners will quickly perceive the advantages of learning to read and communicate in the standard language. Once such a demand is made, the instructor will find it easier to make the transition from the local dialect to the standard variety.

79. During recent years, fortunately enough, the importance of the use of the locally spoken language as the medium of literacy and adult education, has been increasingly recognised. This is a good thing and its importance and significance should be properly understood from the point of view of motivation. The plea that the use of local dialect as a medium of literacy 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 literacy programme but they already exist in use as a vital means of door-to-door and neighbour-to-neighbour emotional integration and cooperative 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.

**(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 a 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 departmental 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 cooperation of the learners, the educators and implementators in the concerned and contributory development departments or agencies and the mass organisations of labour, peasants, women and youth.

83. The first thing every functionary has to realise, is that the common man or woman of this country has to be treated with the dignity and sympathy that he or she deserves as a citizen.

84. The second thing which has to be realised is that the best way to develop people's latent capacities is to enable the people, as far as possible, to manage themselves, and that this programme of adult education aims at enabling the people for that purpose. Therefore, it is the duty of every functionary to help the programme not only through active cooperation but by bringing about a basic change in his or her attitude for and behaviour with the people.

People who are not treated with due dignity and sympathy by the Government machinery or any other machinery

lose faith in themselves and cannot be motivated for a self-emancipation programme like the NAEP.

85. The students studying in High Schools or Colleges and Universities can motivate their family members, their neighbours, and the common people in their close vicinity and also take active part in the programme with advantage to the people as well as to themselves.

86. A great responsibility falls on the educational institutions—the universities, the colleges, the secondary schools, the elementary schools and in fact the entire gamut of educational structure. We have in all about eight lakh institutions (Elementary schools, secondary schools, Colleges, Universities and others) spread all over the country. Perhaps, school as an institution is the most wide spread in the country. One can find a school almost everywhere near a human habitation. May be some schools are located somewhat distantly but that position of imbalance is gradually being corrected. All these educational institutions are supported by the society and every national 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 owe to the society. Besides, the young people who study in schools, colleges and universities should be aroused to a climate of idealism of will to work in a selfless manner.

87. It has to be ensured by the educational institutions that a proper climate is created for adult education and what is generally called the follow-up programme is introduced as a concurrent programme or may even precede it.

88. A further thing which would help the students and teachers to build up a proper environment would be to bring

the individual adult learners closer to one another to enable them to appreciate and encourage the qualities, achievements and contributions of one another. 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 help the programme succeed. The students of secondary schools ( + 2stage ) 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.

89. It is important to establish an 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.

90. Introduction of national and social service at all stages of education is now the accepted policy. The following activities supportive of adult education and functional literacy programme undertaken by an institution could be included under community service :

- (a) Creation of an environment for adult education and literacy type of programme—use should be

made in this of methods like personal contact, mass media etc.

- (b) Supplemental programme of instruction through audio-visual means cultural programmes, sports and games etc.
- (c) Facilitating Women's participation in functional literacy classes by organising creches and taking care of their children when the mothers are busy at the 'Centres'.
- (d) Post-literacy and follow-up programmes are visualized as a responsibility primarily of educational institutions.
- (e) Construction of adult education huts in villages where facilities for organisation of adult education activities are not enough.

91. It would be of immense help if students and teachers take a first few steps towards "self-knowledge" or "Clarification". Each one of them should prepare himself or herself to ask and answer a few questions for value clarification :

- (a) Do I have faith in the basic strength of the people I seek to serve?
- (b) Do I believe in equality and social justice without considerations of sex, caste and creed ?
- (c) Do I know the nature of the social and economic privileges that I enjoyed and others do not ?
- (d) Would I be ready to surrender some of these privileges for the sake of common good ?
- (e) Do I subscribe to the philosophy of the programme or am I in the programme just for the sake of a job and a salary, so on and so forth ?

When the learners and the instructors get together they come to form a "small society". This "small society" may have its superiors and its inferiors. But communication in the each group should be full with mutual respect as its foundation.

## *APPENDIX*

### **EXTRACTS FROM ENCYCLOPAEDIA OF EDUCATIONAL RESEARCH**

**Edited by CHESTER W. HARRIS with the assistance of  
Marie R. Liba—Third Edition—1960**

#### **MOTIVATION**

**Page 888**

Historically, "motives" have been assumed as explanations of most human behaviour. Recourse to such a concept has been stimulated primarily by two characteristics of behaviour : (a) its persistent, goal oriented nature, often involving a variety of otherwise unrelated instrumental response sequences; and (b) its apparent failure to follow directly from observable stimulating events, particularly when they are effective on other occasions. When we attribute selected sequences of behaviour to motives, this is frequently another way of saying that we cannot specify the antecedent conditions for that behaviour. So much of human behaviour is of this nature that the tendency to postulate motives in one form or another has been a popular and long-standing one.

Although the scientific analysis of motivational processes has hardly well begun, as suggested by the preceding survey of basic issues, it is nevertheless possible to draw together certain principles that are sufficiently well-established to merit application to the theoretical and practical problems of training and education.

A few words of caution are necessary before presentation of even the most rudimentary of suggestions. No hard-and-fast rules of motivational procedure are possible for all of the kinds of situations and problems that are met in training and education.

Just as children differ markedly in their emotional and effective dispositions, so they differ in their responsibility to other types of motivational techniques and processes. Taking advantage of such individual differences by individual treatments is an important objective that should be maintained as such, even if it can seldom be perfectly attained. The good teacher, like the good psychotherapist is not exactly the born one—but his making at the present time and in the foreseeable future would seem to be more a matter of his own personality development than of the application of procedural principles promulgated in text books or taught in classrooms. Moreover, apart from the pervasive fact of individual differences, there are a number of age and socio-cultural variations.

**Possible meaning of the word *Motivation* from the Shorter  
Oxford English Dictionary on Historical Principles by  
William Little, H. W. Fowler, J. Coulson—Third Edition—1956**

**Page 1287**

**Motive**—That which moves or induces a person to act in a certain way; a desire, fear, reason, etc., which influences a person's volition : also often applied to a result or object which is desired.

—A mover, instigator, promoter

—That moves or tends to move a person to a course of action.

—Having the quality of initiating movement; productive of physical or mechanical motion.

—To give or supply a motive to; to be the motive of; also to be promoted by (something) as a motive.

—In pass, of incidents in a dram, etc., to be provided with a motive to render them credible. †

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