

**AN ANALYSIS OF ACHIEVEMENTS OF ADULT LITERACY COMPONENT
OF NATIONAL PLAN OF ACTION (2001-2015) OF EDUCATION FOR ALL IN
PUNJAB AND DEVELOPMENT OF FUTURE IMPLEMENTATION STRATEGY**

By

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40 – SS / PhD (Edu) / 05

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ISLAMABAD, PAKISTAN**

2013

In the Name of

ALLAH

*The Most Generous,
The Most Merciful*

Dedicated

To

All Those Human Beings

Who

Helped me in Uplifting my

Education

APPROVAL SHEET

**AN ANALYSIS OF ACHIEVEMENTS OF ADULT LITERACY COMPONENT
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(40-SS/Ph.D (Edu)/05)

Accepted by the Department of Education, Faculty of Social Sciences,
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the degree of the award of “DOCTOR OF PHILOSOPHY IN EDUCATION”.

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ACKNOWLEDGEMENT

All appreciations and thanks to Almighty Allah, the most gracious, the most merciful, and the most beneficent, Who gave the researcher courage to undertake the project and His Holy Prophet Muhammad (PBUH) the most perfect and exalted among all the human beings whose guidance always keeps us stable and steady in the labyrinths of life. Researcher feels obliged to his parents, parents-in-law, teachers, friends, brother, brothers-in-law, sisters, sisters-in-law, son, daughters and wife whose prayers are always the source of aspiration for the researcher.

The researcher feels proud to express his deepest gratitude to the respected supervisor, Prof. Dr. Muhammad Zafar Iqbal for his kind help, kindness, encouragement and guidance throughout the completion of the research. The researcher acknowledges the cooperation and guidance extended by Prof. Dr. N. B. Jumani (Chairman, Department of Education), Dr. Syed Asad Abbas Rizvi, Dr. Muhammad Munir Kyani, Dr. Azhar Mahmood and Sir Sheikh Tariq.

The researcher whole-heartedly expresses his thanks to the HEC, Islamabad, for having provided him financial support in the form of scholarship and professional support in the form of advice and reading material through the course advisors and research work advisors during the course of studies leading to PhD degree.

The researcher sincerely feels on account of HEC's initiative, Higher Education received priority in the education policies of the Government of Pakistan and a scholarship scheme was announced. Thus the researcher was awarded a scholarship to undertake the PhD studies.

The researcher once again expresses his appreciation to HEC, Islamabad for awarding him a scholarship and for supporting him through the course of his studies and completion of the research work leading to PhD degree.

The researcher also wants to thank Muhammad Anwar Baig (Educationist), Dr. Aftab Ahmad Mughal, Dr. Muhammad Nisar-Ul-Haq, Dr. Muhammad Anwar, Dr. Muhammad Nafees, Dr. Aziz-Ur-Rehman, Dr. Asif Nawaz Satti, Muhammad Ashraf Dinga, Kamran Masud, Dr. Faiz Ahmad Faizi, Dr. Muhammad Arshad Dahar, Dr. Muhammad Athar Hussain and Dr. Muhammad Safdar for their initiative as well as practically support to complete my research work. The researcher also wishes to convey his thanks to those who have provided any sort of help during research efforts.

In the end I would also like to express my love and gratitude to my wife, who very patiently has helped academically, emotionally and supported me throughout the course of my studies and completion of my research work as well.

(Muhammad Ajmal Farooq)

ABSTRACT

Literacy has direct and indirect effects on the life of an individual as well as on a nation or a country. It is an important fundamental need of every individual to lead a successful, happy and prosperous life. In modern era, it has become even more imperative to improve the standard of life.

The major objectives, to analyse the targets of the Adult Literacy Programme in the light of NPA (2001-2015) on EFA, to point out the problems, gaps in implementing the Adult Literacy Programme and to develop a remedial approach for implementation. Sample consisted of 1,370 respondents, comprising 204 DLLO, 636 TLLO and 530 ALT for conducting the study. Three questionnaires were developed, validated and administered. Chi-square and percentage was used. The main findings are low awareness about the project's targets, low literacy rate in most of the districts, non-cooperative attitude of local communities, untrained teachers, low honorarium, improper control and lack of governance, uncooperative attitude of learners.

The core conclusions are, most of the districts were incapable to accomplish the predetermined targets. Lack of awareness, less literacy centres, lack of Vocational and Skill Training centres, lack of arrangement of refresher courses, no cooperation between GO and NGO, Invigilation and Supervision was not properly managed. Media did not play a vigorous and active role. The key recommendations are, fully understanding about plan / project, streamline the literacy department, increase literacy centres' strength of learners and literacy centres, incentives, proper arrangement, motivational techniques, joint efforts, involvement of local resources, electronic and printed-media.

BBREVIATIONS USED IN DISSERTATION

AID	Agricultural and Industrial Development
ALC	Adult Literacy Centres
ALL	Adult Literacy Learners
ALT	Adult Literacy Teachers
AIOU	Allama Iqbal Open University
APPEAL	Asia-Pacific Programme of Education for All
APWA	All Pakistan Women's Association
A.V. Aids	Audio Visual Aids
B.A.	Bachelor of Arts
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
CBO	Community Based Organizations
CT	Certified Teacher
CVC	Community Viewing Centres
DLLO	District Level Literacy Officers of GO and NGO
DLO	District Literacy Officers
DNFE	Distance and Non-Formal Education
EDO	Executive District Officers
EDO (L)	Executive District Officers (Literacy)
EFA	Education For All
EPM	Education Planning & Management
ESR	Education Sector Reform
ETV	Educational Television
FY	Five Year
GDP	Gross Domestic Product
GNP	Gross National Product
GO	Government Organizations
INGO	International Non-Government Organizations
JICA	Japan International Cooperation Agency
LAMEC	Literacy and Mass Education Commission
LIFE	Literacy Initiative for Empowerment
MDG	Millennium Development Goal

M.A.	Master of Arts
M.Ed	Master in Education
MOE	Ministry of Education
M.Phil	Master of Philosophy
M.Sc	Master of Science
NFBE	Non-formal Basic Education
NFBES	Non-formal Basic Education Schools
NFE	Non-Formal Education
NGO	Non Government Organizations
NIPS	National Institute of Population Studies
NWFP	North West Frontier Province
OECD	Organisation of Economic Cooperative Development
OPF	Overseas Pakistan Foundation
PBC	Pakistan Broadcasting Corporation
PhD	Doctor of Philosophy
PMLC	Prime Minister Literacy Commission
PSLMS	Pakistan Social & Living Standards Measurement Survey
PTC	Primary Teaching Certificate
PTV	Pakistan Television
Rs.	Rupees
TLC	Total Literacy Campaign
TLLO	Tehsil Level Literacy Officers of GO and NGO
TV	Television
UNDP	United Nation Development programme
UNESCO	United Nations Educational Scientific and Cultural Organisation
UPE	Universalisation of Primary Education
VEC	Village Education Committee
VCR	Video Cassette Recording
WAPDA	Water and Power Development Authority
WWW	World Wide Web

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CHAPTER 1

INTRODUCTION

Pakistan is an ideological state based on Islam, which lays great stress and emphasis on education. The first message in the Holy Quran is also about reading. Surah 96 says, “Read! In the name of your Lord who has created (all that exists)...Read! And your Lord is the Most Generous. Who has taught (writing) by the pen” (Chapter 30).

Development of a country is conditional to the education of its people. The issue of literacy is one of the major concerns, amongst the developing countries of the world. Literacy has direct and indirect effects on the lives of the individuals. A literate person can contribute much in the socio-economic development of the country. Therefore, efforts are being made in these countries through local, national and international levels, to eradicate this evil of illiteracy.

Literacy, whether defined narrowly or broadly, is an important fundamental need of an individual to lead a happy, prosperous and successful life in any society. In the modern era, it has become more important to improve the living standard of human beings through participation in various socio-economic and political development programmes, (Ghafoor, 1994).

However the parameters of literacy may vary from one environment to another. It has multiple meanings, ranging from simple ability to read and write, and to interpret and implement thoughts, information and skills a person may possess. It may be as simple as just identification of alphabets, or signing of one’s name, or may be broader to consist of managing an apparatus by studying guidebooks.

At the time of Independence, the overall literacy rate in India was 12.2%, and the parts that became Pakistan, probably had even a lower rate of literacy in single digits, (Haq, 2008). At present the literacy rate of Pakistan according to PSLM Survey 2006-2007 is 55 percent. Literacy rate can be improved through the partnership of government with non-governmental organizations (NGO).

Rehman (1993) said, “Literacy movement, in any country can only go ahead if the local community and the NGO are involved in it. Countries like Bangladesh, Malaysia have proved to the world that literacy in the non-formal sector can be spread best by the involvement of communities and NGO. After independence, most countries had to face a huge gap in their literacy percentages, but through the involvement of NGO they managed to bridge this vacuum” (P. 3).

On International Literacy Day (September 2001) the D.G. UNESCO said, “Given the pleasure and benefits that it brings, it is not surprising that typical imagery of literacy is opening doors or windows of light and space to boundless people. Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from ignorance, oppression, poverty – and freedom to do new things, to make choices, and to learn” (P. 1).

Illiteracy is not only darkness; it is the root cause of the most problems that occur in society. Various governments in Pakistan framed different educational policies and plans to achieve maximum literacy rate, and fixed target dates one after the other, but still the goals has not been achieved. In Pakistan, efforts have been made for the quantitative expansion of formal school education, with the assumption that it will contribute to increase the literacy rate. The formal school system has not been able to cover all the

school-age children, so this evil of illiteracy has not been minimized. Net enrolment rate for 2004-05 as per PSLMS was sixty percent. Pakistan is one of the developing countries with the highest illiteracy rate among the SAARC Nations, and 159th position among the total countries of the world (www.scribd.com). Illiteracy ratio is even more in the adult population.

Every field of life depends on education directly or indirectly. A nation or a country is called civilized and cultured, if more of its people are educated or its literacy rate is high. Literacy plays a key and central role in the promotion and progress of a nation.

Survey of PSLM (2011-12) has reported that the literacy rate for the population (10 years and above) remains 58 percent during 2011-12. Literacy remains much higher in urban areas than in rural areas and much higher for men than for women. Province wise data suggest that Punjab and Sindh leads with 60 percent literacy.

The overall literacy rate in Pakistan has been improving, albeit at a very low pace. On the other hand, the number of illiterate persons is also increasing alarmingly.

1.1 BACKGROUND OF THE PROBLEM

Literacy is considered as the key indicator for sustainable development and peace in a country. It is an instrument of consistency, and thus may prove an essential means of effective participation in society and economy of the 21st century, which is greatly affected by the rapid globalization. While science and technology have opened new opportunities of life styles, illiterate people cannot get pleasure fully from the progress of modern life because of their illiteracy. This is due to the fact that in the modern era,

communication is made mainly through symbols, numbers, alphabets and signs which can be used effectively only by a literate person.

Literacy is knowledge of putting one's potential to maximum use. One can clearly say that a human being is not in proper sense till he is literate. Importance of literacy has basically two reasons. First, the training of a human mind is not complete without literacy, as it makes man a right thinker. It tells a man how to think and how to make a decision. Second, only through the attainment of awareness, man is enabled to receive information from the external world, to acquaint him and receive all necessary current information.

Literacy is the most effective method of changing the attitude of its recipients, particularly the young generation. It is a process of training and instruction, which is designed to give knowledge and develop skills. It is a catalyst which provides mental, ideological and moral training to an individual. Rashid (1993) said, "Literacy provides people with the potential to learn, to respond to new opportunities, to adjust to social and cultural activities" (p. 6).

Literacy is a powerful catalyst which provides physical, mental, ideological and moral training to an individual, to enable him to have full implement for spiritual development, as well as the material fulfillment of human needs. Literacy is the major source of human mental development and principal formation. A nation will not be considered as a developed nation unless their people are literate.

Literacy is not the name of a particular activity or a process, but it is the sum up of different activities and processes, which mainly focus on the social aspect of human beings. It is not something static, but a continuous life long process. It is bound with the human race since its birth, and shall continue as long as the human race exists. So,

literacy has always been highly valued and has been a major force behind the social and cultural life of every society. The whole world has admitted the fact that literacy is regarded as a part and parcel of life. Literacy plays an important role in development and betterment in the socio-economic field. Literacy is conceived as a powerful agency, an instrument in bringing about the desired changes in the social and cultural life of a nation.

According to Allana (1987), “Literacy is a vitally important aspect of life. It is the way in which life attempts to realize the noblest form of existence and flourishing humanity. It is the process through which an individual, group and nation endeavor to achieve their ideals and aspirations” (P.1).

In the Punjab Province a separate “Literacy Department” was established, to work for the promotion of literacy in all the districts of the province. The Provincial Government had directed clearly that the Literacy Department should leave no stone unturned to achieve the desired objectives of adult literacy component of NPA under EFA, but all the efforts proved to be flawed and imperfect. Many incentives were provided to achieve the desired objectives, but were unproductive and fruitless. For example the Rawalpindi District has the highest literacy rate, more than 79 percent; conversely the Rajanpur District has the lowest literacy rate less than 26 percent. So there is an unachievable literacy gap and difference among the districts in the Punjab Province and among the other provinces of Pakistan.

Pakistan is a developing country facing many problems; one of them is lack of education. With the passage of time the literacy rate increased, but the number of illiterate persons also increased rapidly due to increase in population. Educational opportunities depend on literacy. Literacy is a human right, an instrument of individual empowerment and a means for human development.

According to the Economic Survey of Pakistan (2006-07), “Literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills, that enables them to address the challenges they can face in life. Therefore, it represents an essential step in basic education, which is an essential means for effective participation in the societies and economies of the twenty-first century. The government is fully aware of the importance of literacy, and is consistently making reforms in this crucial sector. Thus, we can say that the literacy rate has been slowly but steadily, increasing over the last few years in Pakistan” (p.169).

In today’s world, an illiterate person will certainly be aware of his under-development, dependence and inability to independently interact with various sources of knowledge, or will not be sharing the benefits and progress of modern life. Development of education in general and Education for All (EFA) in particular, is one of the top priorities of the Government of Pakistan (GOP). Ministry of Education (MOE), Government of Pakistan has setup a fifteen-year perspective plan named National Plan of Action (NPA) on EFA (2001-15). Pakistan is visualizing the long-term macro-economic and sectoral growth strategies. The NPA of EFA consists of the following chapters:

1. Review of Education for All
2. Broad Sector Policies
3. Elementary Education
4. Adult Literacy
5. Early Childhood Education (ECE)
6. Implementation, Monitoring / Evaluation, Coordination and Capacity-Building
7. Consolidated EFA Plan
8. Education Sector Development (EFA Linkage Plan) 2001-2011

9. Poverty Reduction Strategy under Perspective Plan

This study is focused on the 4th component of the National Plan of Action, which is Adult Literacy. In this plan the literacy rate is given against each year in percentage.

Table No. 1.1 LITERACY RATE IN NPA PLAN

Year	2000	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Literacy Rate	49	50.5	53	56	59.5	61	62.5	64	66	68	71	74	77	80	83	86

(EFA Plan. 2001-2015, P. 56)

According to EFA Plan (2001-2015) overall literacy rate in Pakistan in 2013 should be 80 %, but according to the Government of Pakistan, (2012-13) the literacy rate of is 58 percent during 2011-12. Literacy remains much higher in urban areas than in rural areas and much higher for men than women. Province wise data suggest that Punjab and Sindh leads with 60 percent literacy followed by Khyber Pakhtunkhwa with 52 percent and Balochistan with 46 percent. The literacy rate which is indicated in this plan does not match with actual situation. There is a huge gap between present performance and achievement probability Literacy Rate mentioned in the table of Adult Literacy Component of NPA Paln (2001-2015) of EFA. Here so many questions arise:

- What are the achievements?
- What are the reasons of variation?
- What are the major factors that unhelpful to increase the literacy, and their adverse effects on the efficacy of the adult literacy programmes in Pakistan and its provinces?

1.2 STATEMENT OF THE PROBLEM

To review why this disparity is produced, and to what extent the desired objectives of Adult Literacy Component of NPA plan has been achieved and what strategy would be adopted to overcome the evil of illiteracy and how this country will be able to achieve the targets of NPA Plan of EFA. Being a very significant situation, the researcher wants to analyze the achievements of Adult Literacy, a Component of, National Plan of Action (2001-2015) of Education for All, and Development of Future Implementation Strategy.

1.3 OBJECTIVES OF THE STUDY

This study was conducted to attain the following objectives:-

1. To analyse the past achievements of the Adult Literacy Programme with respect to the targets in the light of the National Plan of Action (2001-2015) of Education for All.
2. To analyse the role of the Government Organization and Non-Government Organizations in promoting adult literacy.
3. To investigate the steps taken by the public sector organization for implementation of the Adult Literacy Programme mentioned in the National Plan of Action.
4. To identify the problems faced by Government Organization and Non-Government Organizations in achieving adult literacy targets.
5. To develop a strategy for implementation regarding adult literacy in future.

1.4 RESEARCH QUESTIONS

The study was conducted to seek the answers to the following major research questions:-

1. What was the target set in the National Plan Action (2001-15) of Education for All?
2. What was the strategy adopted to achieve these targets?
3. What were the achievements of the Government Organizations and Non-Government Organizations in promoting Adult Literacy?
4. What was the role of the Government Organizations and Non-Government Organizations in the literacy promotion?
5. What were the strengths and weaknesses in the Adult Literacy Programme?
6. What were the problems and barriers in achieving the adult literacy targets?
7. What were the gaps and lapses in implementation of the Adult Literacy Programme?
8. What were the efforts of District Level Literacy Officers and Tehsil Level Literacy Officers to facilitate in implementation of literacy project?
9. What were the measures for enhancing the pace of achievement regarding adult literacy targets?
10. What strategy would be adopted to meet the desired objectives of the National Plan of Action in future?

1.5 SIGNIFICANCE OF THE STUDY

This research study may provide an analysis of Adult Literacy Programme of NPA (2001-2015) of EFA in Punjab. It may provide a planned strategy to increase the adult literacy in the country. It was expected that this study would be the source of

information for the administration regarding the gaps and lapses, weaknesses and strengths, to improve the programmes of literacy so that the envisaged objectives can be achieved.

This research study would be helpful for various organizations involved in literacy activities to promote literacy, and would be useful for the planning and development departments for upward programmes to increase literacy. The study might provide useful information about different aspects of adult literacy, guidelines to increase adult literacy, rectify the difficulties and improve deficiencies in different areas. The results of the study should be able to provide feedback to the Literacy Department to seek and search innovative aspects of the present need and future demands.

This study might provide useful information relating to the existing setup, a guideline to increase the efficiency and productivity, helpful in decreasing the problems in different aspects, and helpful for those who want to increase and upgrade the literacy rate in the country in the future.

1.6 DELIMITATIONS OF THE STUDY

This study was delimited to;

1. District Level Literacy Officers
2. Managers of NGO
3. Tehsil Level Literacy Officers
4. Supervisors of NGO
5. Adult Literacy Teachers
6. Instructors of NGO

1.7 METHODOLOGY AND PROCEDURE OF THE STUDY

Being descriptive in nature, the survey approach was adapted to obtain the opinion of District Level Literacy Officers, (DLLO), Tehsil Level Literacy Officers, (TLLO) and Adult Literacy Teachers (ALT), through specially constructed questionnaires. The population of the study included all Educational Heads (literacy) and teachers {204 DLLO, 636 TLLO and 10, 832 ALT}. The sample consisted of 1, 370 respondents (204 District Level Literacy Officers of GO and NGO, 636 Tehsil Level Literacy Officers of GO and NGO, and 530 Adult Literacy Teachers). Three questionnaires as instruments were used for data collection. The questionnaires consisted of different types of questions / statements. They were given the choice to prioritize according to their own perception and understanding. For the pilot study, these were administered to two districts, and the researcher asked them to give their observations, comments, remarks and interpretation. Then the questionnaires were validated from a doctoral team of experts, and under the supervision of the researcher's supervisor. All educational documents containing Plans, Policies and Projects, yielding information regarding Adult Literacy Programmes were also consulted. The questionnaire of ALT was translated into Urdu under the instruction of experts. Under the guidance of the supervisor; the questionnaires were finalized, photocopied and administered. After collecting the questionnaires, the researcher used percentage and Chi-square for analyzing the collected data.

1.8 DEFINITION OF TERMS

ADULTS: - Illiterate people aged 10+ in Pakistan.

ADULT LITERACY CENTRES (ALC):- The place where the adults get education in Pakistan.

ADULT LITERACY LEARNERS (ALL):- Those people who come to literacy centres for education.

ADULT LITERACY TEACHERS (ALT):- Those people who teach in the adult literacy centres.

DISTRICT LEVEL LITERACY OFFICERS (DLLO):- Those people who handle the activities to increase the literacy rate in Pakistan at district level.

GOVERNMENT ORGANIZATION (GO):- Organizations that work under any Provincial or Federal Government or under public sector for the promotion of literacy in the country.

LITERACY: The government of Pakistan recently revised the definition of literacy as the, “Ability to read and write simple statements in any language and to be able to do simple calculations” (Govt. of Pakistan, 2009).

NON-GOVERNMENT ORGANIZATIONS (NGO):- Organizations that work independently or voluntarily for the promotion of literacy in any area of Pakistan.

TEHSIL LEVEL LITERACY OFFICERS (TLLO):- Supervisors of the functioning Adult Literacy Centers in Pakistan.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Education plays an important role in building and molding the character of an individual. Education helps a person to understand his environment in which he lives. Education is infact a protest against the problems of our daily life. We can say that education is a national building activity and it will continue to play an important role in our future development, which also helps in determining the status of any nation among the community of nations. The rapid progress in every field of life depends upon education, because it enables one to get awareness about the surroundings where one lives. At present, most of the population in Pakistan is illiterate due to different reasons. Education is a powerful catalysing agent which provides mental, physical, ideological and moral training to an individual. It is an instrument for the spiritual development as well as the material fulfillment of human needs. In Islamic perspective, education is a prescription for developing the attitude of human beings in accordance with the moral values, to help in building a sound Islamic society (GOP, 1998).

Education is a basic key of human capital formation and human development. Education is not the name of a particular activity, but it is the total sum of different processes and activities, which bring into focus the social aspects of human beings. Education is not something static; it is a non-stop and a life long process. It is connected with humanity since its creation and will be continue to function as long as the human race exists. So, education has always been very highly valued and has been a major factor behind the social and cultural life of every society (Shahid, 2000).

2.1 ADULT

The word “adult” can be referred to a stage in the life cycle of an individual. Most people think of this concept in terms of age. But no single age can be defined as an adult even within the society. An individual with his legal and social liabilities like driving a vehicle, holding property, getting married, fighting for motherland, engaging in paid labour etc, becomes fully adult at any specific age. The key concept of being an adult is that of responsibility for oneself, for one’s own deeds and development. An adult is responsible for others as well, but at least he/she is responsible for his/ her own action and reaction.

2.2 LITERACY

Literacy plays a central role in molding attitudes of a nation, building social structure, rising human resources development, alleviating political process and speeding up the economic progress.

- a. Literacy is a skill which enables an individual to have access to the treasures of knowledge and wisdom accumulated by the human mind over times.
- b. Literacy exposes the farmers, industrial workers, technicians and artisans to the latest informations and modern techniques of their occupation available in print form.
- c. Literacy brings people nearer, enables them to know each other’s point of view, empowers them to question injustices and imbalances, compare and select and all these phenomena lead towards a democratic environment, national integration and internationalism.

A literate society has an in-built mechanism to eliminate injustice, discriminations and exploitations. Women can be emancipated and their status devolved in the society by making them aware and self-reliant through literacy. Similarly, sectarianism and ethnocentrism can be weakened, when all people have an equal access to sources of knowledge and power and this can be achieved through universal literacy only (PMLC, 1995).

The International Adult Literacy Survey (IALS) defines literacy as “the ability to understand and employ printed information in daily activities, at home, at work and in the community - to achieve one’s goals and develop one’s knowledge and potential” (OECD, 2000). A transformative approach assumes that learners actively create knowledge as they consider the power relations in their lives and world, “recognizing the causal and circumstantial relationships that cause social injustice” (Prevedel, 2003). In this situation, he claims that gaining power with words translates into gaining personal power and making change in the world (P.11). He further argues that such a context may enable learners to gain literacy skills simultaneously with critical thinking skills, which may help them with the process of transforming their lives and communities. This notion maintains the assumption that literacy and thinking are not separable. Critical Adult Education Programmes “do not simply teach literacy and other basic skills; rather, they show students how they can use these skills to transform their lives and the society in which they live” (Degener, 2001).

The World Declaration on Education for All; Meeting Basic Learning Needs adopted in Jomtien proclaimed to the world that, “Every person - child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral

expression, numeracy and problem-solving) and the basic learning contents (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.” The UNESCO, UNDP, UNICEF and World Bank alliance seem totally committed to implement the Declaration which was accompanied by The Framework for Action to Meet Basic Learning Needs, General Goals and Objectives. Six main areas of action were identified in The Framework for Action:

- Expansion of early childhood care and developmental activities;
- Universal access to and completion of primary education;
- Improvement in learning achievement;
- Reduction of the adult illiteracy rate;
- Expansion of provisions of basic education and training in other essential skills required by youth and adults;
- Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development.

Both the Declaration as proclaimed and the Frame of Action as adopted paid balanced attention to the education of children, youth and adults. The educational objectives were included adult literacy, numeracy and calculation of attitudes and values. Educational objectives included more than training in skills and economic productivity and concerned for individual actualization, family life and development of community in the twin perspectives of life-long learning and sustainable development (Bhatt, 1998).

2.3 ADULT EDUCATION

Concepts such as ‘adult education’, ‘lifelong learning’, ‘adult literacy and ‘non-formal education’ are often used interchangeably and can cause confusion. Adult education is often interchangeably used with ‘continuing education’. According to the International Standard Classification of Education (ISCE), it is a system of formal and non-formal learning approaches that may differ in content, level and teaching-learning method and it may act as a substitute or a continuation of initial education. As articulated (UNESCO, 1997), adult education denotes the entire body of ongoing learning processes, formal or otherwise, where by people regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society.

Adult learning encompasses formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning environment. Although the two terms are often used interchangeably yet learning denotes the outcome of the education process. It is thus a broader concept and points to be linked between adult education and lifelong learning.

For complete comprehension concept of adult education, we come across these definitions; Adult Education is a very broad term, it is based on the concept of ‘Education as a continuous lifelong process’ which is ascertained by International Education Commission in its report entitled ‘Learning to Be’ in 1972 established by UNESCO. The first International Conference stated that adult education has the task of satisfying the needs and aspirations of adults in all their diversity.

Rashid (1993) expresses, “Adult education is purely concerned with what were once regarded as non-vocational activities. The term non-vocational is in any case meaningless, since a subject is vocational or non-vocational, entirely according to the motive of the learner for studying it”. He further stated that, “Adult education embraces all forms of educational experiences needed by men and women, according to the levels of comprehension and ability and its changing role and responsibilities throughout life” (Pp. 5-6).

Rashid (1993), in his study guide for Adult Education / Literacy, quotes the recommendation of UNESCO report (1976), on the developments of Adult Education as the term Adult Education denotes the entire body of organised education processes, whatever the content level method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, where by persons regarded as adult by the society to which they belong to develop their abilities, enrich their knowledge improve their technical or professional qualifications and bring about changes in development and participation balanced and independent social, economic and cultural development (P. 5).

In the light of above definitions one can say that various levels of formal education (elementary, secondary and higher) can easily be delaminated, but it is really difficult to set boundaries for Adult Education. Many terms like staff development, manpower development, developmental education, in-service education, continuing education and life-long education are being used for Adult Education.

In a broader sense, the term Adult Education describes the process of adult learning. This process covers practically all experiences of a person by which he gets new knowledge, skills, understandings, interests and values. As a result, Adult Education is a

set of organised activities like all organised classes, study group lectures, planned reading programmes, guided discussions, conferences, institutes, workshops and correspondence courses in which adults engage and these activities which are carried out by for the attainment of particular education objectives (Jarvis, 1983).

2.4 ADULT LITERACY

The adult illiteracy rate in Pakistan is very high. The high illiteracy rate among rural females is one of the major constraints, in achieving EFA goals and overall development. Democracy will function properly if the citizens perform their civic duties properly and exercise their right to achieve literacy. Unfortunately illiteracy in Pakistan is increasing alarmingly. It is creating problems to the smooth functioning of democratic institutions. Obviously, quality of life and the economy have been adversely affected a lot by the illiterate person. Illiteracy is a serious bottleneck in achieving higher productivity in different fields. In Pakistan there is an apprehension about efficacy of Adult Education, which is usually attributed to half-hearted efforts, leading to low achievement and wastage of resources. But several researches have clearly confirmed the need of Adult Education which results into higher economic productivity, better disinfected environment and efficient utilisation of resources. This importance has been well recognized in developing countries and many of them have launched literacy programmes successfully (Khawaja, 2000).

Education is a life long process, which is divided into stages from birth, childhood, adulthood and oldage. Education at each stage has different systems. Adult Education means the education of adults in any form, by any means, outside the regular education system provided by the formal schools, colleges and universities. The education of an adult depends on the use and meaning for each society deliberately

provided for adults. Usually as a form of second chance education, intended to achieve the same results as formal education. Adult Education has different names such as non-formal education, informal education and leisure time outlook of people. It arouses enthusiasm in adults for new knowledge, new ways of life and higher level of aspiration to live a better life. Adult Education helps people to think critically, beneficially and take practical action. It increases the individual's control over his / her own life and environment in which he / she lives. It is an improvement in a person's ability in every way to think clearly, to examine the possible alternative courses of action and to decide for him / her future interests. Adult Education is to contribute to develop, which is integrated with life. All branches of education such as agriculture, health, population, skills etc are related to the total life of a person.

Any government may be worried and concerned about the adult literacy of its country. Side by side with quantitative expansion of primary education system, there was a need for provision of Adult Literacy to those, who could not enter in the formal school system, either due to lack of facilities or socio-economic conditions and cultural constraints etc. There is a general impression that literacy in Pakistan could not produce the desired results. Infact, from the very beginning Adult Literacy remained merely a slogan. Every government has decorated each development plan and all education policies with rhetoric on literacy. Ambitious targets were set, but appropriate financial resources were not made available for their realisation. Even if some programmes were financed, they were planned in haste and implemented unreasonably. No efforts were ever made to develop Adult Literacy on professional lines and to institutionalise Adult Literacy Programmes (Ghafoor, 1994).

2.5 OBJECTIVES AND FEATURES OF ADULT LITERACY

The major emphasis of Adult Literacy is to provide learning opportunities to the illiterate population and to achieve 86 % literacy rate by 2015, as per EFA Plan of the GOP by emphasis on female literacy. These objectives are being achieved through the following activities:

1. Setting up ALC with 25 learners each, spread all over the target expanse of the district.
2. Community mobilisation to provide space for centres, teachers and to promote attendance by local people.
3. Provision of books.
4. Paying teacher's salaries.

The Salient features of Adult Literacy Programme are given as under:

1. The Adult Literacy Programme targets adults with age cohort 11- 45 years in line with the international definition of adult literate population of 10+years.
2. Based on a specialized phonetics-based module, this programme aims to impart literacy to those who have never enrolled into a school or dropped out of school before acquiring literacy skills.
3. Special learning methodology utilises small letters recognition as its base of emphasis.
4. The curriculum is designed in such a way that it corresponds to the curriculum of the children from classes 1-3 in primary schools.
5. The syllabus books are designed to involve learners' aspirations of easy, functional and quick learning - leading to a considerable retention level.

The course has been designed after extensive research to enable an illiterate to achieve the following learning competencies after 180 hours of course duration:

1. Read newspaper in local language.
2. Write a simple letter.
3. Able to add, subtract, multiply and divide up to three figures (EFA, 2003).

2.6 ADULT LITERACY GOALS AND TARGETS

The adult literacy is one of the priority areas of EFA plan. In view of the above cited the goals and targets were redefined and the priorities reshuffled as follows:

- EFA Plan has set the target of 86% adult literacy rate both male and female by 2015.
- Opening of literacy centres is one of the major programmes proposed to eradicate illiteracy in ESR (2001-05). A total number of 270,000 literacy centres, 45,000 during the first year (2002-03), 90,000 during the second year (2003-04) and 135,000 during the third year (2004-05) planned to be opened. Each centre would complete 2 cycles of 6 months duration in a year, with an objective to impart general literacy (basic skills of literacy) to the adult population of the catchments area. After completing one or two cycles around 2 / 3 of the centres would be either closed or shifted to other places where there is need for literacy centre. Whereas, 1/3 of the centres would be converted / upgraded to functional literacy / trade / skill development centres. The targets of ESR in Elementary Education and Literacy have been integrated / incorporated in the EFA of NPA. On the average, 100,000 literacy centres would continue to be opened every year in the public

sector till the completion of the plan, so as to literate the backlog of illiterate population.

- Under the NPA, 10,000-15,000 NFBES will be opened every year (EFA, 2003).

Table No. 2.1 DEFINITIONS OF LITERACY IN DIFFERENT CENSUS YEARS

Year of Census	Definition
1951	One who can read a clear print in any language
1961	One who is able to read with understanding a simple letter in any language
1972	One who is able to read and write in some language with understanding
1981	One who can read a newspaper and write a simple letter
1998	One who can read a newspaper and write a simple letter, in any language

(UNESCO, 2007)

According to these years of census, the literacy rates are given in table No 2.3. In the above table it is clear that during first decade i.e. 1951-61 the literacy rate of female decreased from 13.9 to 6.7 percent. So the literacy rate of the country decreased almost 1.2 %. The literacy rate was increased by 5 percent during 1961-72. Similar was the case during 1972-81. On the other hand the literacy rate in the country has increased up to 36.8 % during 1981-94 i.e. 9.4 % was higher than the previous decade.

Table No. 2.2 DEFINITIONS OF LITERACY IN VARIOUS COUNTRIES

S. No	Country	Definition	Literacy rate
1.	Bangladesh	Ability to read and write in any language.	48%
2.	India	Literate is defined as the one who can read with accuracy at a speed of approximately 40 words per	61%

		minute and write or copy at a speed of 10 words per minute and take dictation at the speed of not less than 7 words per minute in any language.	
		A person is considered as literate who can recognize alphabets, read simple words, sign his / her name	
3.	Indonesia	(eligibility for voting) able to read and understand a letter, or able to read certain parts of certain magazines or of a certain newspaper.	90%
4.	Nepal	Literacy is defined as the ability to read and write in any language, a short statement on everyday life of 06 years and above persons.	49%
5.	China	Literate refers to a person who knows a minimum of 2000 characters.	91%

(UIS, 2000)

The above table indicates that the literacy rate of Pakistan is much lower than the literacy rates of the other countries in the regional environment. But when we see the definition of literacy critically the definition of literacy of Pakistan is quite simple as compared to the other countries of the same conditions, circumstances and environments.

2.7 FUNCTIONS OF ADULT LITERACY

1. The first function of Adult Literacy is to inspire in adults a desire for change, and to realise, that the miserable life they lead can be changed by their own action, either individually or in groups. To arouse consciousness about their needs and the possibilities of change depends upon the circumstances in which they are living. This task may be undertaken by community development leaders, educationists or political leaders as a necessary base for all other developmental and educational activities.

2. The second function of literacy is to develop the understanding of adults, to activate them to make their own decisions and to implement those decisions which make life purposeful. Adults become unhappy if they are not provided with adequate level of literacy and they will consider the authority responsible for their failure. Thus Adult Education is considered a highly political activity and politicians do not welcome Adult Education.

Adult learning and challenges of the twenty-first century, improving conditions and quality to ensure the universal right of adult and out of school youth to literacy and basic education, promoting the empowerment of women, changing world of work, context of environment, health and population, media, culture and information technology; groups with special need; economics; enhancing international and solidarity; declaration agenda and plan of action. Of necessity, these issues are of relevance to Adult Education and Development and play a major part in the whole project work (Hinzen, 1998).

2.8 TRENDS IN ADULT LITERACY

During the last two decades, tremendous efforts have been made in the developing countries to eradicate illiteracy through universalisation of primary education. In spite of this, there has been an increase in the absolute number of adult illiterates. Conversely there has been a marked decrease in the illiteracy rate. Literacy campaigns have been carried out in all parts of the world to overcome the problem of illiteracy in the shortest possible time. Many countries of the world have gained experience in undertaking projects and programmes of varied nature and intensity to cope with the situation. These trends would have immense influence on the future policies and programmes for literacy

campaigns in the developing countries. UNESCO International Adult Education Conference held in Tokyo in 1972, promulgated the following four points: -

1. Learning is life-long; social improvement and Adult Education are complementary.
2. Literacy is an economic imperative and pre-condition of world peace.
3. Inequality in the world is due to the unequal distribution of knowledge.
4. The major task of Adult Education during the second development decade is to seek out and serve the illiterate as the 'forgotten people'.

Budd Hall and Arthur Stock write in campaigns in the developing countries since 1972. They have analyzed emerging trends in Adult Education since the promulgation of the "four point statement of emphasis" and have noted the following trends in Adult Education;

1. More emphasis on development and survival than armaments.
2. The changing labour structure because of technological change and new forms of social organisation.
3. Growing prominence of adult and non-formal education programmes in the Third World.
4. Training and research capabilities for expanding Adult Education activities.
5. Emergence of new approach and innovative practice in the form of "concretisation", "participatory research", "population education" "workshop-oriented" and "functional literacy" (Trends and Issues in Education, Pp. 39-40).

2.9 ADULT LITERACY SURVEY IN AUSTRALIA

In 2006 Adult Literacy and Life Skills Survey (ALL) allows for comparison of 1996 literacy skills and comparisons with other countries such as Canada, Norway, US and Netherlands. These literacy skills are measured on a progressive scale from Level 1 to Level 5, with 1 being the lowest measured level of literacy and 5 the highest. Skill Level 3 is regarded by most experts as a suitable minimum for coping with the increasing and complex demands of modern life and work. Some interesting informations of ALL are:

Since 1996, it has seen a decrease in the proportion of people achieving only Level 1 (lowest level) for prose literacy, from 22% to 18%. There has been an increase in achieving Level 3 (34% to 37%), and a slight increase in achieving Level 4/5 (highest level – 16% to 17%). Persons who did not complete a non-school qualification generally had lower prose literacy scores, with 41% achieving Level 3 and over in prose literacy, compared to 63% for those who did complete a non-school qualification. Persons who were unemployed achieved lower prose literacy levels than those who were employed. 46% of persons unemployed achieved Level 3 and over, compared to 61% of persons who were employed. Rural and major urban areas had similar proportions (55%) of people achieving Level 3 and over.

Literacy levels tend to decrease with age, with 46% of those aged 45 and over achieving prose literacy Level 3 and above, compared to 61% of those aged 15-24 years. There is a strong association between prose literacy and median personal gross weekly income. Those with a prose skill Level 1 had a median income of \$218 less per week than those with a skill level of 2. This gap in income remained fairly steady as people moved up the skill levels. For prose literacy, 46% persons achieved Level 1 or 2 (lowest levels),

which is lower than Victoria (49%), Tasmania (49%), Northern Territory (47%), similar to Queensland (46%), and higher than South Australia (45%), Western Australia (44%) and the Australian Capital Territory (32%).

2.9.1 MEASURES OF LITERACY IN AUSTRALIA IN 2006

The ALL provides informations on knowledge and skills in the following four domains;

- **PROSE LITERACY:** The ability to understand and use information from various kinds of narrative texts including newspapers, magazines and brochures.
- **DOCUMENT LITERACY:** The knowledge and skills required to locate and use informations contained in various formats including job application, payroll form, transportation schedule, map, table and chart.
- **NUMERACY:** The knowledge and skills required to manage effectively and respond to the mathematical demands of diverse situations.
- **PROBLEM SOLVING:** Goal directed thinking and action in situations for which no routine solution is available. Health literacy is defined as the knowledge and skills required to understand and use informations relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies and staying healthy.

For each literacy domain proficiency is measured on a scale ranging from 0 to 500 points. To facilitate analysis, these continuous scores have been grouped into 5 skill levels (only 4 levels were defined for the problem-solving scale) with Level 1 being the lowest measured level of literacy. The relative small proportion of respondents who actually reach Level 5 often results in unreliable estimates of the number of people at this

level. For this reason, whenever results are presented by skill level, Levels 4 and 5 are combined. To assist with interpreting the results, Level 3 is regarded by the survey developers as the "minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy. Approximately 7 million (46%) Australians aged 15 to 74 years had scores at Level 1 or 2 on the prose scale, a further 5.6 million (37%) at Level 3 and 2.5 million (16%) at Level 4/5. Results for document literacy were similar to prose. There were 7 million (47%) Australians at Level 1 or 2 on the document scale, 5.4 million (36%) at Level 3 and 2.7 million (18%) at Level 4/5. On the numeracy scale, approximately 7.9 million (53%) Australians were assessed at Level 1 or 2, 4.7 million (31%) at Level 3 and 2.4 million (16%) at Level 4/5. On the problem solving scale, approximately 10.6 million (70%) Australians were assessed at Level 1 or 2, 3.7 million (25%) at Level 3 and 800,000 (5%) at Level 4 (ABS, 2008).

Table No. 2.3 LITERACY SITUATION IN PAKISTAN (1951-1994)

S No.	Years	Literacy rate %			Number of illiterates (millions)		
		Both sexes	Male	Female	Both sexes	Male	Female
1	1951	17.9	21.3	13.9	20.25	10.588	9.671
2	1961	16.7	25.1	6.7	22.08	10.794	11.29
3	1972	21.7	30.2	11.6	33.59	16.307	17.291
4	1981	26.2	35.1	16.00	42.69	20.038	22.652
5	93-94	36.8	48.9	23.5	52.4	22.7	29.7

(PMLC, 1995)

This table indicates that during different decades of census years increase in literacy rate is different and number of illiterates of both the sexes increases rapidly due

to increase in population especially females illiterates are increasing in a queer manner. Similarly there is a huge gap in males and females literacy rates. This gap is 7 % in 1951, 18 % in 1961, 1972 and 1981. But this gap increases more than 25 % during 1981-94. Most of the adult literacy centres are working for females to reduce this gap during the last few years and this gap has been reduced up to 10 % in male and female literacy rates.

The above table also clarifies the achievements in literacy during different National Education Policies and Plans. The literacy rate is increasing with a very slow rate on the other hand the numbers of illiterates are increasing shockingly. The literacy rate rose from 17.9 % to 36.8 % during 1951 to 1994, and illiterate persons also increased from 20.25 million to 52.4 million during the same period.

2.10 EFFORTS FOR LITERACY IN THE LIGHT OF NATIONAL EDUCATION POLICES

2.10.1 ALL PAKISTAN EDUCATIONAL CONFERENCE (1947)

There is no doubt that the future of our state greatly depends upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is an immediate and urgent need to provide scientific and technical education to our people in order to build their future economic life and to see that they take-up science, commerce, trade and particularly in the world, which is moving very fast in this direction (P. 5).

Quaid-e-Azam, the founder of the Islamic Republic of Pakistan had the most powerful thinking about education. He first of all called the All Pakistan Educational Conference in November 1947, in Karachi, to plan for the advancement of education in the country. In his message to the conference he said, "There is no doubt that the future of

our state will be greatly depended on the type of education we give to our children to bring them up as future citizens of Pakistan” (P. 42).

On another occasion, as stated by Ghafoor (1995) he warned the nation that Education was a matter of life and death to our nation. The world was progressing so madly that if we do not educate ourselves, we will not only lag behind, rather we will be wiped out altogether" (P. 11).

The participants’ ideas were put up in the first Constitution of Pakistan as, “The state shall remove illiteracy and provide free compulsory secondary education within possible period”. While considering this Constitution of Pakistan Article 37 (B) all governments tried their best to improve the literacy situation in Pakistan from time to time and efforts were made to make it better.

Rehman (1947) said, “Our first and foremost concern must necessarily be determined and vigorous attack on the formidable problem of illiteracy and its evil consequences. It goes without saying that existence of a large bulk of illiterate population constitutes a great menace to the security and well being of the State”. The Conference (1947) recommended the following steps for the promotion of literacy and Adult Education;

- a. Constituent of a special section of Adult Education in the Central Advisory Board.
- b. Adult Education should be the prime interest of the provinces.
- c. Launching of a literacy drive supported with radio broadcast and other AV aids.
- d. Baseline survey by the school teachers.
- e. Training programme for Adult Literacy to be organised by the school teachers.
- f. Production of literacy materials.

- g. Use of formal school teachers, building and their equipment for Adult Education classes (Pp. 44-46).

2.10.2 ALL PAKISTAN EDUCATION CONFERENCE (1951)

The conference recommended;

- a. Establishment of 8,953 Adult Education Centres with a capacity of training 947,735 adults at a time.
- b. Allocation of Rs. 8, 8 85,240 for these centres.

2.10.3 COMMISSION ON NATIONAL EDUCATION (1959)

In 1959, the Government appointed a National Commission to review the education system and recommend appropriate measures for its improvement. One of the main tasks before the commission was to recommend measures, to eradicate illiteracy among adults. The commission recommended;

- a. The use of school children as literacy teachers to make their parents literate.
- b. Each undergraduate college student act as a teacher at an Adult Literacy Centre.
- c. Each one teach one.
- d. Economic motivation for literacy.
- e. Compulsory primary education.
- f. Improvement and expansion of literacy component of on-going rural development programme of village AID (Ghafoor & Saeed, 1994).

2.10.4 PROPOSALS FOR A NEW EDUCATION POLICY (1969)

It recognises illiteracy as one of most serious impediments to the socio-economic progress of the nation. It recommended;

- a. Launching of a special Adult Literacy Programme.
- b. A high priority for elementary education.
- c. Establishment of a National Literacy Corps.
- d. Establishment of an Adult Education Authority for the promotion of literacy in Pakistan (Ghafoor, 1994).

2.10.5 EDUCATION POLICY (1970)

The National Education Policy (1970) announced the following steps to improve literacy situation in the country;

- a. Target of imparting literacy to 5 million adult illiterates within next five years.
- b. Work-oriented basic education by all employers for their employees.
- c. Establishment of National Education Corps for Elementary and Adult Education.
- d. Development of non-formal programme of Adult Education (P. 15).

2.10.6 EDUCATIONAL POLICY (1972-80)

Government of Pakistan (1972) announced four steps in the context of literacy;

- a. Undertaking a massive literacy programme in every town and village.
- b. Establishment of 276,000 literacy centres to provide training to 11 million illiterates.

- c. Establishment of 500 factory schools, 3,500 farm schools, 5,000 women education centres and 300 out-of-school youth centres.
- d. Extensive use of new education technology for literacy programme.

2.10.7 EDUCATION POLICY (1979)

The Education Policy (1979) took reorganisation of the past failure in the field of the literacy, announced five steps to improve the literacy rate.

- a. Establishment of 10,000 Adult Literacy centres equipped with 10,000 television sets.
- b. Telecasting of literacy lessons on television and radio.
- c. Training of 10,000 literacy teachers through AIOU, Islamabad. Use of literacy teachers and establishment of student-volunteer corps.
- d. Mobilisation of community resources for literacy programme.
- e. Introduction of dovetailing of functional and religious education with literacy training.

2.10.8 LITERACY (AMENDED) ACT (1987)

Sixth Five Year Plan put forward a strategy of offering incentives for literacy. A number of compulsions were also proposed to make literacy a pre-requisite for participation in economic spheres. To provide a legal cover to these compulsions, a Literacy Ordinance was approved by the President of Pakistan in 1985. It imposed the following restrictions on illiterates, with a view to making them realise the significance of being literate and motivate them to acquire literacy skill (Ghafoor & Saeed, 1994).

- a. Ban on the issuing of passport to illiterate adults.
- b. Issuing of driving and arms licenses to literate persons only.

- c. Ban on the recruitment of illiterate in the Federal Government Organizations.

The ordinance was issued in 1985. However, it was placed before the parliament in 1987. It was approved with the amendment that its date of enforcement may be extended and the Federal Government may decide its next date of enforcement. The Federal Cabinet decided in 1991 to enforce the Literacy (Amendment) Act.

2.10.9 NATIONAL EDUCATION POLICY (1992-2002)

National Education Policy promulgated by the GOP (1992), committed to enhance the literacy rate to 70 % by the year 2002, with the help of NGO and the local institution fixed the target of 50 percent literacy by the year 1995. Following strategies were proposed in the policy document for realisation of the abovementioned objectives.

- Primary education shall be made compulsory.
- Drop-out rates will be drastically reduced.
- The literacy programme shall be implemented through the Provincial Governments, NGO and local organizations with appropriate support from the Federal Government. NGO will be supported in a massive way through financial support to enable them to undertake the literacy programme on a much larger scale.
- Literacy programmes will be integrated with skill-based community development programmes.

The strategy of achieving 100 % literacy in selected areas will be carefully employed to produce commulative effect. Public representatives, regardless of political affiliation will be motivated to support the literacy effort in their respective constituent, by spearheading the formation of Village Development Committees with literacy as their

major concern. The potential of electronic and print media will be fully utilised for motivation the public at large, for supporting the literacy effort and for delivering the literacy programmes. Adult Literacy Classes will be an integral component of the evening shifts in primary schools. Summer vacation as well as idle spells between various stages of examinations, will be utilised to enhance the literacy effort through student volunteer corps. Appropriate legislation will be enacted by the Provincial Government on the pattern of Literacy Act, 1987, to provide incentives for acquiring literacy. Suitable annual awards will be instituted for meritorious work in the field of Adult Literacy at National, Provincial and Local levels. Appropriate legislation will be enacted to allocate the funds for the promotion of Adult Literacy, non-transferable and non-lapsable. Directorates of Adult Education with wings at the divisional and district levels to provide professional training and guidance, as well as monitoring and evaluation will be established in each province. NETCOM shall be the main coordinating agency for Adult Education and Literacy Programmes, with functional arms at the provincial levels. An action plan to implement the strategies set out above will be developed by NETCOM with the active participation of universities, particularly AIOU, NGO, Provincial Government Departments and Federal Ministries in the social sectors.

2.10.10 NATIONAL EDUCATION POLICY (1998 - 2010)

Announcing the Education Policy 1998-2010, the Education Minister said that the Government had decided to increase the education budget from 2.2 percent of GNP to 4 percent by 2003. By the year 2003, Rs. 709 billion will be required for the expansion of education and reforms, which include Rs. 150 billion for investment in the Education Sector. However, he said that all estimates were based on the assumption that an annual growth of 6 percent in the GDP would be achieved.

According to the New Education Policy, 45,000 primary and 20,000 Masjid schools would be established. In addition, 75,000 NFBES would be set by the Prime Minister's Literacy Commission during the first five years. Evening shift in the existing 20,000 primary schools will also be introduced.

The New Education Policy also aims at universalising primary education through non-formal and formal education methods which will help in eradication of illiteracy. An opportunity for primary education will be provided to children between the ages of 10-14 years who had been left out. A two to three years comprehensive education package will be prepared for this group. The policy plans training in conventional literacy for those having Quranic Education. The existing Quranic Literacy Programme meant for females will be extended to cover males also (GOP, 1998).

The policy further states that, "The Government has plans to set up 75,000 non-formal schools for which it has decided to allocate an amount of Rs. 2 billion in the next financial year. The schools will be set up in those areas where GPS are non-existent where girls' participation rate at primary level is low".

The National Education Policy (1998) came up with the following suggestions;

National Literacy Movement will be launched on an emergency basis in every village, tehsil and district. The objectives will be achieved by making society free from illiteracy by the year 2010. Mosques, where feasible will be utilised as one of the means to provide non-formal education to increase the literacy movement. PMLC will prepare a plan of action in consultation with the National Literacy Movement provided for a coordinated effort in the National Literacy Movement. The PMLC which is the apex body was given the task of raising the literacy rate which will be strengthened as a statutory

body, to enable it to discharge its functions effectively within the minimum possible time. Adequate funds will be ensured to achieve policy targets. All the appointments in the NFBEC Schools / Centres will be made locally in consultation with community, without any political interference. All industrial units registered under the Factory Act would consider it mandatory to make employees and their dependents literates. Similarly all the Federal as well as Provincial agencies like WAPDA, Pakistan Steel, Directorates of Industries, OPF, Chambers of Commerce, PTV, PBC, etc shall be entrusted with the same responsibility. Another useful resource available in the form of Boy Scouts and Girl Guides can be effectively used in the expansion of literacy programmes. It is estimated that there are more than 870,000 Boy Scouts and more than 320,000 Girl Guides in Pakistan. These young people have the physical capacity, intellectual motivation, emotional stability, spiritual commitment and above all basic knowledge and experience to work with communities collectively in difficult circumstances. They shall be entrusted with the responsibility to implement quality of service and introduce a system of merit certification in education.

The existing non-formal education community schools / centres (7,000) will be increased to 82,000 by the year 2002, to meet policy targets of Primary Education both through formal and non-formal methods to enroll 5.5 million out of school children. The proposed targets for both formal and non-formal basic education schools will need to be revised in the light of the Census Results made available by the end of the year. In far-flung areas 25,000 NFBE, community schools will be gradually upgraded to the middle level over the policy period.

The implementation would require further resource inputs and infrastructure at Union Council, District, Provincial and National Level. At the National Level, the PMLC would coordinate with the operational structures at the sub-national level. A major

function of the national structure would be to catalyse coordination in both planning and implementation at national, provincial and inter-provincial levels. Similarly, at the Provincial Level each provincial structure would catalyse coordination between provincial, districts and inter-district and in a similar mode at the Union Council levels. PMLC will involve and encourage all the organizations, particularly AIOU in the development of teacher training packages, learning material, teaching aids, etc. The AIOU will also be involved in developing Post-Literacy Skill Training Programmes through Distance Learning. The teachers of NFBE community schools will be encouraged to take up PTC and CT courses of the AIOU to enhance their skills. Literacy corps comprising of colleges / university students / teachers shall be established for Literacy Programmes during vacations. Khanqahs / Mazars administrations shall donate a portion of their earning to the Literacy Fund. Development grants to Local Governments shall be linked with Literacy Programmes. If an illiterate prisoner becomes literate, the period of his / her imprisonment shall be condoned accordingly. Driving and ammunition licenses shall be given only to literate persons. Radio and television shall play a crucial role and be extensively promoting the cause of basic education, particularly amongst rural females. Media will also be used to impart life skills to the new literates (Pp. 21-23).

The policy, like the previous ones has again been badly affected by the political change in the country. There is an immense need to bring structural changes, to re-distribute educational opportunities and bring qualitative reorientation of the system, if the country wants to bring a visible break through in the programme of Adult Literacy. The lack of reliable and valid data, generally leads to unrealistic and faculty planning. It is very common and quite consistent and noted that policy document give exaggerated targets and under-estimated costs. Implementation has been a major problem in the way of achieving the targets.

2.10.11 NATIONAL EDUCATION POLICY (2009)

Literacy Training and Non-formal Learning can be two different types of activities, although with a large overlap. Non-formal learning can take the form of Literacy Training, but it also includes a variety of other types of learning activities such as skill training on the job and traditional apprenticeships. In Pakistan's context, the Literacy Programmes generally consider adults and young people who are out of school. The non-formal learning includes these categories, but also others on the job, learning youths and adults, who might participate in, but may not have 'raising literacy' as its objective. There are multiple causes of low literacy; social taboos, poverty, child labour and illiteracy of the parents / families and institutional weaknesses. Efforts to combat illiteracy have been half hearted, disjointed and not suited to local conditions and requirements. At the provincial level, there is a lack of uniformity in existing structures, and the set up varies from province to province. There is also a question of what priority; 'Literacy Promotion' should be given, in the public budget, when resources are not available for basic facilities in the primary schools; although the private sector can contribute resources in this field of learning. The case for improving literacy is based on both its economic and social benefits, quite apart from the large benefit that accrues to the individual in the form of personal development.

In the economic field, literacy score contributes to higher productivity a contribution that is in addition to the contribution made by years of schooling. A more literate person has higher participation rates in the labour force, is more likely to be an entrepreneur and is more open to adopt new techniques of production. A literate parent contributes a better learning achievement for their children. There are, as well, wider social benefits of literacy that have been estimated empirically. It has a noticeable impact

on health. A literate person is more likely to have better health and incur less expenditure on health maintenance. Participation in civic activities and democratic processes is more likely with literacy. The most important social objective served by literacy is achieving greater social inclusiveness.

There are four main difficulties with the current literacy and non-formal learning programme which needs to be addressed.

- a. First, the quality of such programmes is variable, as they are not regulated by some minimum quality standards. One reason for the often poor quality of the programmes is low quality of teachers, which is also not regulated.
- b. Second, a certification and accreditation system is missing. There are no benchmarks or standards that can be used for assessing literacy programmes. As a consequence, it is difficult to link the certificate offered by these programmes to formal learning opportunities. Hence, graduates of these programmes find it difficult to enter into the formal sector.
- c. Third, the current Literacy Programmes are also not well-linked to employment opportunities.
- d. Fourth, Literacy Programmes are often found to be ineffective if there is no follow-up programme of reinforcement, which is lacking at present.

In this policy the following actions were announced to step-up the literacy programme.

- The government shall develop a National Literacy Curriculum and identify the instructional material and professional development programmes to support the curriculum. The curriculum shall be objective driven, so as to facilitate assimilation of trainees into mainstream economic activity. The government shall

develop and enforce minimum quality standards for organizations involved in literacy in the form of Literacy Certification and Accreditation System. The literacy providers shall be required to offer the Literacy Programmes according to the specific standards.

- A system shall be developed to mainstream the students between the ages of 11 and 16 of non-formal programmes into the public education system, and a system of equivalence shall be developed to permit such mainstream. New literates shall receive formal certification, so as to facilitate their entry into government schools. Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation. Horizontal linkages between schools and vocational / skills training centres shall be established.
- The government schools shall initiate non-formal education stream for child labourers. Children involved in various jobs or work shall be brought within the ambit of the non-formal education system with need-based schedules and timings. Special literacy skills programmes shall target older child labourers, boys and girls (14 to 17 years). Special educational stipends shall be introduced to rehabilitate child labourers. Arrangements shall be made to use school buildings for Adult Literacy after school hours. The government shall develop guidelines for post-programme initiatives. Regular follow-up shall be made a part of the literacy programmes. Steps shall be taken to ensure that teachers for adult learners and non-formal education are properly trained. Community and private sector involvement in awareness programmes, content, design and availability of facilities shall be mobilised.

2.11 CRITICAL ANALYSIS OF POLICIES REGARDING ADULT LITERACY

Adult Literacy had been neglected area particularly with respect to policy and financing. No clearcut policy could be adopted for the promotion of adult literacy and non-formal education. Policy makers could not be convinced about the importance and significant of adult literacy. First time in the current National Education Policy (1998-2010) some modest policy provisions were included for the promotion of adult literacy and non-formal education. Implementation of the said policy provisions is also very slow due to number of factors. The major factors were interalia, scarcity of funds, lack of effective implementation and monitoring capacity and mistrust between GO and NGO. Following are the main issues and challenges in adult literacy and non-formal education:

There is no separate budget allocation for adult literacy; almost 43% is spent on primary education, 24% on secondary and 23% on higher education. The remaining 10% is spent on others, which include adult literacy, NFBE, teachers training, madrassahs reform etc. The low level of utilisation of available budget is an area of concern because of non-availability of technical staff, delays in release of funds, late submission of proposals / reports and lack of full time project staff. There is an absence of a strong coordination, organisational structure and institutional mechanism for literacy / NFBE with the results that interaction among the principal actors remained weak. The professional base of adult literacy initiatives remained under developed due to lack of training of teachers; lack of formalised curriculum and non-existence of effective research in the field of literacy and continuing education. Lack of community, civil society participation and donor support; irrelevance of literacy programmes and non-availability of teaching learning material on literacy / post literacy are some other challenges. Local language is being ignored or not even taught to learn basic literacy and numeracy skill

which hinders participation of people in literacy programmes. The link between basic and post literacy is missing in existing literacy programmes, which resulted in an adhoc situation on the part of learners and teachers. The demand of basic literacy needs to be equipped with functional and skill based post literacy programmes that may support learners / teachers to go beyond reading, writing and numeracy towards achieving income generating skills and sustainable improvement in their lives. Otherwise one time short duration literacy programmes will not have a lasting impact on the learners. Organizations working in the field of adult literacy focus mainly on quantitative objectives, paying less attention to the quality and sustainability of the programmes.

Public private partnership is also a missing link in literacy / NFBE programmes. It needs to be streamlined through proper facilitation and coordination. Absence of equivalency and certification of literacy programmes including synergies between formal and non-formal education system. Political instability and insecurity in the country in the past years also curtails the timely completion of the programmes. There is scarcity of educationists who possess adequate knowledge of adult literacy and NFBE. Hence there is a limited choice of resource persons required for the development of literacy material, conducting training workshops and for any field survey or research work, etc (Derived from different educational policies).

2.12 LITERACY AND FIVE YEAR PLANS

Five Year Plans are very important for the development of different sectors of the country. Until now, nine Five Year Plans have been formulated. The details about Adult Literacy component is given as under:-

2.12.1 FIRST FIVE YEAR PLAN (1955-60)

First Five Year Plan gave emphasis to universalisation of Primary Education as per recommendations of Pakistan Educational Conference 1947. The plan showed a great concern over high percentage of illiteracy, which was considered a barrier in the way of economic development. The plan also reviewed the programmes of Adult Literacy run by provinces in the past and considered those efforts as unsuccessful. The reasons for their failure were untrained teachers, voluntary workers, unavailability of literature required for the education of illiterates. The plan gave importance to Village AID Programme for achieving goals of fundamental education in the rural areas. The concept of UNESCO Fundamental Education and its purpose was stated as under:

- a. To acquire the skills of thinking and communicating through the knowledge of speaking, reading, writing and calculation.
- b. To improve health conditions through personal and community hygiene.
- c. To organise economic life chiefly on cooperative lines for a more efficient use of natural resources and the development of a more productive and useful cottage industry.
- d. To lead a better and fuller integrated life in an ordered and disciplined way as a responsible citizen of the country.

Village AID Programme was designed with the help of UNESCO to encourage villagers for undertaking projects in agriculture, health and education etc with the assistance from the provinces and the central resource through coordinated administration. One component of the programme was Literacy Education. For this programme, the school was proposed as the centre for conducting village-wide activities.

Literacy Education was not an isolated activity under this programme, but was integrated with the village life.

The plan also proposed in urban areas under the Social Welfare Department. It proposed that the Social Welfare Programme may include Literacy Education instead of launching a separate Literacy Programme. It was not so much ever in the urban areas as compared to rural area. No funds were allocated to literacy or adult education separately.

2.12.2 SECOND FIVE YEAR PLAN (1960-65)

The Second Five Year Plan also had a great concern over the high percentage of adult illiterates and out of school children. Out of school children percentage was 60 percent at that time. The primary objective of Adult Education was considered the development of literate population in the country. It was concluded that success of the programme to eradicate illiteracy must be based on economic motivation of the teachers. Moreover suitable literacy material should be prepared for neo-literates. It was proposed that the eradication of illiteracy should be continued through the programme of Basic Democracy and Villages AID Education Department by undertaking training of Adult Literacy and the production of teaching aid and reading material.

2.12.3 THIRD FIVE YEAR PLAN (1965-70)

In the Third Five Year Plan illiteracy was also considered a barrier in the economic, social and political progress. It was stated that past efforts were unsuccessful because same efforts were unrelated to the economic and political needs of illiterate adults. The problem was considered as “staggering in its magnetic and nebulous nature” and “needs to be handheld with circumspection”. For adopting a suitable strategy the following points were proposed:

- a. A special organisation will be needed to take responsibility for a vast enterprise.
- b. Adult Literacy is not enough; any fruitful undertaking in this field has also to aim at Adult Education. Mere ability to read and write is of minimal value, unless there is worthwhile material on which to exercise it and literacy unguided by education does not engender increased productivity or improved social behavior.
- c. In consequence, large scale production of reading material in simple language related to vocational and everyday needs of adult literates is necessary, if the education at this level is to produce worthwhile social and economic results. A literate adult should be able to lay his hands upon simple manuals concerned with his work or other materials related to his needs and problems.
- d. Efforts should be concentrated in the first instance on those segments of the labour-force, where education would pay the highest dividends. These would consist mainly of industrial, craft workers and of agriculture in certain selected rural areas. The range of effort in Adult Education will be steadily expended.

In this plan, some projects on Adult Education and workshop of intensive nature were proposed to be taken up on experimental basis and establishment of a suitable organisation was proposed for undertaking the operation in accordance with the recommendation of national study groups on Adult Education.

2.12.4 FOURTH FIVE YEAR PLAN (1971-78)

The Fourth Five Year Plan of education also showed the state of literacy in the country and recognised that campaigns on literacy in the past failed due to lack of motivation and interests among the illiterate for becoming literates. The main reasons for failure were inadequate and unsuitable reading material, ineffective teaching techniques and inadequate administrative and organisational arrangements proposed normally as

administrative jurisdiction. As the Provincial Governments were not working properly in this field, so the appropriate agencies at Provincial and Federal Level were to be set for expeditious implementation of the programme. The Advisory Council of Literacy and Adult Education were proposed to be established at the Federal and the Provincial Governments Level. The plan also gave the following proposals for promotion of literacy in the country.

- All industrial establishments employing 200 or more workers should establish part-time intensive programmes in verbal and numerical literacy, with the content being related as closely as possible to the task performed by the workers and to their life in their home.
- Classes should meet at least, three times a week for one hour per day. Training to teachers for Adult Centres and production of reading materials should be adequately provided for the organisational set-up, for Adult Education should be oriented to meet the requirements of the new Government Policy to delegate increasing responsibility to the local self-government institutions at different levels.
- Such authorities should be directly associated with the functioning of the Adult Education Project. Provincial Governments should have adequate staff under them to coordinate the activities and services of their allied departments.

During peace time the armed forces of Pakistan may possibly play an important role in the field of Adult Education. These activities need also be coordinated as component of the New Education Policy and to form a base to create a National Education Corps. Voluntary organizations such as APWA, Rotary Club, Anjumans and Associations have also been doing some good work in the field of Adult Education. The

services of these and other voluntary organizations and agencies have to be coordinated and properly utilised for achieving the common objective. A target of five million adults was set up to make them literate during this period.

2.12.5 FIFTH FIVE YEAR PLAN (1978 - 83)

The period 1975-78 remained without any Five Year Plan, as the planning was done on an annual basis. The Fifth Five Year Plan 1978-83 aimed at increasing the enrollment rate of primary education, reduce drop out rate from 50 percent to 40 percent during the plan period. For the Adult Literacy Programme following provisions in the plan were made;

- a. The Adult Functional Literacy Programme (AFL) should be expanded by increasing the number of CVC from 200 to 400. Under this programme 48,000 persons were expected to become literate at the end of each course consisting of 156 lessons. Groups of young women and girls aged 12-45 years were to be encouraged to attend the programme of AFL.
- b. Special efforts were to be made by public and private agencies to start programmes of Adult Education.
- c. To increase the literacy rate from 23.7 % to 29.8 % for the population of 5 years and above for the first time, an allocation amounting to Rs. 50 million was provided in the budget and was to be spent on the implementation of various programmes of non-formal education during this plan period.

2.12.6 SIXTH FIVE YEAR PLAN (1983 - 88)

The Sixth Five Year Plan gave the strategy of attacking the illiteracy by accelerated expansion of primary education on the one side and through launching of

functional literacy programmes on the other side. The selective approach was proposed to be adopted for the determination of target groups. High priority was given to the unprivileged group with rural population and women. The functional literacy programmes were proposed to be delivered through a variety of media and methodology which included first hand face-to-face teaching and distance teaching with AV aids. The strategy of the functional literacy work in a year by;

- a. Involvement of students passing the Matriculation Examination for literacy work for a year.
- b. Interested individuals, non-government organizations (already working in this field) and the local governments to be actively involved in the implementation of the proposed programmes. These agencies were planned to be encouraged through financial assistance, supply of instructional material and training of literacy teachers.

Necessary administrative cover to be provided to ensure that;

- No illiterate is employed in government offices and in semi-public and private corporations after a special date.
- Existing illiterate employees of the government or semi-public and Private Corporation are provided with educational facilities within a specified period of time. The responsibility for providing facilities to illiterate employees for acquiring literacy shall rest with the employers. Women's Division, a major women's organisation to be involved in the implementation of the functional literacy programmes for women.
- Non-conventional approaches to be tried, which has worked successfully in other developing countries e.g. requiring government offices and industrial establishment to teach their illiterate staff within a specified period, offering

special scholarships or academic credits to college students to entice them to spread mass literacy.

- Providing liberal financial support to NGO to participate in the nation-wide literacy campaign.
- Measures to be designed to provide necessary facilities and material to illiterates to acquire literacy and to give necessary back-up support to various government and non-government agencies in the elimination of illiteracy.

2.12.7 SEVENTH FIVE YEAR PLAN (1988-93)

The Seventh Five Year Plan, while reviewing the Sixth Five Year Plan, declared the Literacy Programmes as ineffective during the period. The Literacy Centres during the first half of the planned period were replaced with schools and hardly 0.8 million illiterate were made literate during Sixth Five Year Plan period. The Plan known as Iqra Pilot Project was based on rewarding Rs. 1000 (one thousand) per neo-literate to volunteer teacher, difficult to replicate in all parts of the country due to, being an expensive built in danger of misuse and corruption. The Plan finally concluded that shortcut to literacy is not only expensive, but also difficult to monitor and is not a substitute for formal education. So the Plan realises on the expansion of compulsory Primary Education. Through expansion of Primary Education, the retention power of primary schools is supposed to be improved. The Seventh Five Year Plan put primary responsibility of Adult Education and Literacy Programmes on the shoulders of non-government organizations. Under these programmes of NGO, it has been proposed that mass media and political parties would support the NGO and socio-political campaign would be launched. Literacy rate estimated during 1988 was thirty percent.

2.12.8 EIGHTTH FIVE YEAR 1993-98

i.	Total Allocation to Education (Rs. m)	20,232.80
ii.	Literacy Allocation as % of Education Allocation	8.60 %
iii.	Actual Expenditure (Rs. m)	409.16
iv.	Percentage of Actual Expenditure on Literacy	23.34 %
v.	Total Literacy Allocation	0.02 %
vi.	Allocation (Rs. In Million)	1,750.0 (SAP)
vii.	Target (Million Persons)	16.86
viii.	Strategies	

1. Universalisation of Primary Education.
2. NGO to develop and launch community based literacy programmes.
3. Integration of literacy in Rural and Urban Community Development programmes.

2.12.9 NINTH FIVE YEAR 1998-2003

i.	Total Allocation to Education (Rs. m)	133,500.00
ii.	Literacy Allocation as % of Education Allocation	0.74 %
iii.	Allocation (Rs. In Million)	12,455.00
iv.	Target 55% literacy by 2003, 70% literacy by 2010	
v.	Strategies	

1. Adult Education Functional Literacy and Continuing Education.
2. Establishment of new 75,000 NFBE schools.

2.13 EDUCATION SECTOR REFORMS AND ADULT LITERACY

Education Sector Reforms (ESR) component has been covering literacy, UPE and technical education. The reforms acknowledge the responsibility of the state to reach out where private sector options are inaccessible to the poor and that public sector provision must not be conceived as just opportunities for access but more important quality EFA as a fundamental human right. The Government of Pakistan is signatory to the Dakar Framework for Action (2000) for steering the Education for All agenda forward. Pakistan has steadily moved forward at national and regional levels to form alliances for EFA to accelerate implementation towards its targets. Strategies for implementation of EFA component of the Education Sector Reforms include;

- Development of NPA for EFA. The Draft of NPA has been prepared and presented at national and global forums.
- Set up of National and Provincial EFA Wings to support and implement NPA.
- Specific time bound targets for EFA goals for Primary Education, literacy and Early Childhood Education at provincial and district levels.
- Achieving targets of EFA through quality formal and non-formal programmes for different age groups.

EFA Plan has been prepared at an estimated cost of Rs. 430 billion. Sector wise estimated cost is Rs. 202 billion for Primary Education, Rs. 180 billion for Adult Literacy and Rs. 48 billion for Early Childhood Education.

2.14 IMPLEMENTATION STRATEGY FOR LITERACY PROGRAMME

The need of the hour is to assess and to determine the number of illiterates based on survey, location of NFBE schools and ALC were pointed up. The NFBE schools (200

per district) and ALC (200 per district) are to be established in localities with the highest number of illiterates or / and in the case of NFBE schools where formal primary schools are not available. The project shall be implemented in the first phase, in 10 selected Union Councils in each district. Subsequently or in the second phase, the coverage will be increased to ultimately target 100% literacy. The Union Councils shall be selected on the basis of the number of illiterates residing therein as may be determined on the basis of census estimates. The house-to-house survey has since been carried out and completed. Data entry in computers of the survey results has been completed in nine districts. For the remaining 22 districts it is in progress (GOP, 2004).

2.15 CURRICULUM OR COURSE CONTENT FOR LITERACY PROGRAMME

Same as for formal schools of the Government of the Punjab from class-I to V for NFBE Schools and for ALC;

- Quranic Qaida. Basic learning alphabets – to words.
- Supporting Material Middle level - solving problems with help.
- Life Learning Skills / Self Learning, Life long Reading, solving problems with and without help learning. Short Courses as prepared / designed on the pattern of AIOU.

At the end of the 40-month course, a learner should be able to qualify the class-V centre examination of the Education Department, Government of the Punjab. Learners should be able to show proficiency at each class level so that progress is systematic and sustainable. For example after having completed course of class-I, the learner should be able to demonstrate proficiency required of a student of class-I in the formal system and so on for classes-II, III, IV.

The expectation would be that the learner would be able to read Urdu newspaper headlines and simple news items contained in the newspaper. He should be able to read and understand public interest advertisements / notices that may appear in newspapers. He should be able to read and understand rail / air / bus time-tables and fares. He should be able to read and understand names and rates of daily use commodities and electricity / telephone / water / gas bills. On the writing side, the learner should be able to write his name, simple words and sentences, paragraphs, messages and simple letters. His numeracy skills should include recognition of numbers, addition, subtraction, simple multiplication and division. The learner should have some idea about the physical world in which we live and the geographical position of Pakistan on the world map. Some basic information related to personal hygiene and health care, civic responsibilities, legal rights and obligations. For women learners, some knowledge about female and reproductive health care (GOP, 2005, Pp. 19-24).

2.16 REGIONAL CONFERENCES IN SUPPORT OF GLOBAL LITERACY

UNESCO had organised a regional conference in support of global literacy, “Literacy Challenges in South, South West and Central Asia (2007). The main features of the conference are given below (www.unesco.org).

- **SUMMARY OUTCOMES:** The participants in the Sub-Regional Conference in Support of Global Literacy in South, South-West and Central Asia met on 29 and 30 November 2007 in New Delhi, India, at the invitation of UNESCO and the Government of India, gratefully acknowledged the warm welcome and gracious hospitality of their Indian hosts. The presence of the Chief Guest, Mrs. Sonia Gandhi and of the First Lady of Sri Lanka, Mrs. Shiranthi Rajapakse gave special significance to the meeting. The participants, drawn from fourteen countries of the

sub-region, included ministers and officials of government, civil society representatives, academics and representatives from multilateral and regional organizations and bilateral donor agencies and private foundations.

- **LITERACY IN THE SUB-REGION:** According to EFA Global Monitoring Report (2008), the Adult Literacy goal is the least likely of the six EFA goals to be achieved, on a global level. In this sub-region, Adult Literacy rates across the fourteen countries represented at the conference vary from 28% to almost 100%, among the lowest and among the highest in the world. Bangladesh, India and Pakistan together account for 25% of the global increase in Adult Literacy rates over the past two decades, but still have almost 50% of the 774 million illiterate adults in the world. Six countries in the sub-region are part of the UNESCO Literacy Initiative for Empowerment (LIFE) which addresses particularly challenging illiteracy situations. Enrolment rates in Primary Education vary from 76% to almost 100%, with possible lower figures for some countries without current data. Low-quality schooling, however, can result in dropouts and lack of useable literacy skills. Thus creating new ‘schooled illiterates’ for whom Youth and Adult Literacy Programmes may be necessary. Gender disparities in literacy are marked in some countries and reflect the differential social status of women and men. The sub-region as a whole is characterised by cultural and linguistic diversity, calling for a high level of attention to context in designing Literacy Programmes. The participants made the following recommendations for action on literacy in the sub region:

- Governments should acknowledge that they have the primary responsibility for providing quality literacy learning opportunities, while supporting the significant role of civil society organizations.

- Education sector policies should systematically include the needs of Adult and Youth Literacy, which is a neglected EFA goal in this sub-region as elsewhere, based on the right to literacy both as a basic learning tool and as a means of personal development.
- The evidence on which literacy policies are based must be derived increasingly from direct surveys of a continuum of levels of literacy performance rather than indirect assessment of literacy competence; this will include adding further questions on literacy to household surveys.
- Policies should emphasise the organic and mutually beneficial links between formal schooling for children and non-formal Adult and Youth Learning Programmes, as well as linkages between ECCE, Primary and Secondary Education.

Literacy Policies should address gender disparities based on a clear analysis of data, which are further disaggregated along other axes of disadvantage, for example, caste, ethnicity, minority status, disability, etc. Literacy Policies should give particular attention to the needs of marginalized groups, such as ethnic or linguistic minorities, rural people and those living in slums, those with disabilities, as well as to youth. Adults and out-of-school youth, both dropouts and the unschooled, as well as adolescents, particularly girls, should benefit from literacy and life skills programmes tailored to their needs.

In the context of achieving the benchmark of 6% of GNP in funding education in general, Adult and Youth Literacy Policies must be supported by adequate budgetary allocations in line with the benchmark figure of 3% of the National Education Budgets. Governments should consider adopting benchmarks for literacy as a basis for policy formulation, Programme design and use them as a monitoring and evaluation yardstick.

- **RECOMMENDATIONS TO THE INTERNATIONAL COMMUNITY:**

Where international frameworks do not explicitly address Adult and Youth Literacy, International partners and donors should recognise the essential need for literacy efforts for poverty reduction and achievement of the MDGs. A literacy component should be integrated into all social sector programmes. For example, health, agriculture, environment among others. Gender and literacy should remain high on the agenda of the international community, given the particular needs in this matter.

International partners, especially UNESCO and donors should give high priority to Adult and Youth Literacy and support programmes, capacity development, assessment, monitoring, evaluation and research. International funders should allocate 3% of their aid to education to Adult and Youth Literacy. As an EFA financing and support mechanism, the EFA Fast Track Initiative should urgently raise awareness that it can be used to support Adult and Youth Literacy and should actively work to increase its funding in this area.

- **LEARNING AND APPLYING LITERACY:** Literacy Learning should lead to socio-political empowerment and serve as an instrument of social transformation and development. Literacy Learning should also be linked with clear development goals, such as improvement in livelihood, promotion of health, life skills, entrepreneurial and income-generating activities. It should also be linked with awareness of community, national and international issues. Literacy learning opportunities should be delivered in flexible ways which match socio-cultural diversity and occupational patterns, which take gender relations into consideration

and should, where appropriate enable learners to gain equivalency with and transfer into the formal system.

Evidence shows that short-term Literacy Programmes do not produce sustainable literacy competence. Literacy providers and funders must invest in long-term efforts within a framework of lifelong learning. Literacy materials and their content should be gender-sensitive and reflect the concerns and cultures of learners, who should contribute to their elaboration. The use of languages in literacy learning should reflect the way languages are used in communities, with adequate understanding of community patterns and attitudes; pilot programmes should be undertaken in multilingual approaches to literacy with initial learning in the mother tongue.

Promoting a rich and diverse literate environment including support to local authorship and publication is essential to maintain literacy practices, especially for neo-literates. Literacy facilitators need professional training and status, voluntarism makes a valuable contribution, but is likely to be unsustainable and appropriate remuneration must be established. Information and communication technologies must be harnessed appropriately to enhance the quality of Literacy Learning and improve the training of facilitators. Programmes of family literacy and intergenerational learning should be considered as ways of integrating and strengthening both Adult and Child Literacy. In most cases, a certificate should validate Literacy Learning.

- **SUSTAINING AND IMPROVING LITERACY EFFORTS:** In the context of their overall responsibility for literacy efforts Governments must create space for productive partnerships in particular with civil society organizations and community-based associations. Given the complex and diverse links of literacy with other sectors, Governments must facilitate inter-ministerial collaboration as

well as collaboration with and within civil society to ensure complementary, not duplicative action. The private sector in the sub-region should engage more strongly in multi-stakeholder partnerships for Adult and Youth Literacy, emphasising the links between literacy, skills and employability. Community ownership of and participation in literacy efforts must be enhanced for instance through Community Learning Centres and other initiatives.

Transparent governance and effective and efficient management are conditions of success in Educational Endeavour in schooling as in Adult and Youth Literacy efforts, and should be reinforced by ongoing capacity development. Assessment, monitoring and evaluation need further development to inform planning and account for results with an emphasis on the ownership and participation of stakeholders and with methods and indicators adopted to the diversity of programmes and contexts. The quality and sustainability of literacy efforts in the sub-region will require reinforced capacity development for facilitators and other programme personnel. Viable organizations at community, provincial and national levels, which give committed support to community learning, are essential for the sustainability of literacy efforts. Governments at each level should give space and encouragement to them. Adequate documentation and dissemination of literacy work based on sound monitoring and evaluation will provide the evidence for innovation, scaling up, lesson-learning and the improvement of literacy efforts.

In light of the above, the conference participants recommend strengthened networking in literacy and better management of literacy among the countries of the sub-region. This will focus on the exchange of good practices and support through technical assistance as well as on learning the lessons of varied experiences and perspectives

including financial management. This networking may take shape among other possibilities, in the development of a university network on literacy and the establishment of an institutional mechanism to facilitate South-South Cooperation, such as a sub-regional literacy resource centre (UNESCO, 2007).

2.17 ORGANISATIONAL SET-UP OF LITERACY AT NATIONAL LEVEL

At the Federal Level, the earliest infrastructure came in the form of the LAMEC in the year 1981. It was later renamed NETCOM (National Education & Training Commission) and then PMLC. It was then changed into PLC and then PMLC which was further renamed as Projects Wing. It is headed by a Joint Educational Advisor, assisted by two Deputy Educational Advisors and four Assistant Educational Advisors. Its main function is to coordinate the literacy and non-formal education related activities in the country. International donor agencies like UNESCO, JICA sponsoring literacy and non-formal provide aid to Pakistan through this Wing. NCHD has also been set up as an autonomous body which is operating in all the Four Provinces and FATA, FANA and AJ&K in the fields of UPE, literacy and health.

2.18 LITERACY PROGRAMMES IN PRIVATE SECTOR AT NATIONAL LEVEL

2.18.1 PAKISTAN EDUCATION FOUNDATION

Pakistan Education Foundation (PEF) set up in the year 1986. The PEF, Islamabad is a national level NGO. It has its advisory bodies throughout the country and AJK. In the field of literacy, the PEF is running nearly 30 Kiran (Ray of Light) Centres which aim at imparting basic education to out-of-school children. These centres are run by self-

motivated members of the PEF on voluntary basis. The estimated number of their beneficiaries is nearly 2000.

The Foundation also gives more than 300 scholarships and distributes free textbooks among needy students. Network of the PEF operates throughout the country and carries out this welfare programme. The PEF assisted needy students by providing them with uniforms, books and stationary in the earthquake affected areas of AJK and NWFP. The PEF has also organised ten different educational and scientific exhibitions in different parts of the country and thus aroused interest in the teaching community at large and other stakeholders regarding technical and need-based education.

2.19 ORGANISATIONAL SET-UP OF LITERACY IN PUNJAB

Since the devolution of power plan in 2001, Punjab is the only province which has made a noticeable break-through in terms of setting up the Department of Literacy and Non-formal Education as a separate administrative department at provincial level. However, the appointment of literacy staff at the district level has been slow. According to the Devolution of Power Plan, the following staff should be appointed at district level: Executive District Officer (Literacy), District Officer (Continuing Education), District Officer (Vocational Education), Deputy District Officer (Literacy Campaign), Deputy District Officer (Continuing Education) and Deputy District Officer (Vocational Education) along with other supporting staff. However, within the province of Punjab, there are several variations regarding the appointment of required staff at district level. On average a typical district in Punjab is only equipped with the following: EDO (Literacy), DLO, Literacy Mobiliser (1-2), Computer Operator (1-2) along with menial staff (GOP, 2008).

2.19.1 THE ADULT BASIC EDUCATION SOCIETY

The Adult Basic Education Society (ABES), Gujranwala is one of the oldest NGO operating in the field to promote the cause of literacy. It is running several literacy centres and has thus contributed a lot in this important area. It is the pioneer NGO in developing a Literacy Programme launched through media. Its famous programme ‘Niya Din’ was telecast on the national hook-up as back as the 1970s. It has also done tremendous work in teacher training and multi-grade teaching to meet the shortage of trained teachers at primary level.

2.20 LITERACY PROGRAMMES IN PRIVATE SECTOR IN PUNJAB

2.20.1 THE BUNYAD FOUNDATION

The Bunyad Foundation is one of the prominent NGO in the private sector which has completed a number of projects in literacy, with assistance of national and international organizations operating in Pakistan. It has contributed to a number of literacy-related projects focusing on women empowerment, eradication of child labour and environmental protection. So far, it has prepared six training manuals, 50 learning charts and set up 40 Community Learning Centres (CLCs) in addition to doing several other things in this area. Some of the projects completed by it include the following:

Non-Formal Primary Education Project in Hafizabad and Multan (in 84 centres in Hafizabad and 56 centres in Multan) with 4,000 beneficiaries. This project was supported by PLC. NFBE for Rural Girls project are completed under Hafizabad Community Schools. Through 50 NFPE Centres, imparted primary education to 1,800 learners under sponsorship from Trust for Voluntary Organizations. Literacy Project Kot Momin, Sargodha was supported by NCHD with 1,500 beneficiaries. Adult Literacy Project,

Hafizabad was supported by the District Government, the number of its beneficiaries being 7,000. Voicing of the Poor – Adult Literacy Project Daska, Sialkot was supported by DG of Social Welfare Punjab and the number of its beneficiaries was 15,000. Adult Literacy Project, Wazirabad was supported by PLC with 400 beneficiaries. Education for out of school Youth and Adolescents, Sialkot was supported by UNICEF and the number of its beneficiaries was 10,000 people. In recognition of its services, the Bunyad Foundation has also been awarded the Comenius Medal, 1998, King Sjong Award and Izaz-e-Fazilat Award (www.bunyad.org.pk).

2.20.2 PACADE

PACADE (Pakistan Association for Continuing and Adult Education) has been particularly keen working on advocacy of the cause of female literacy. Though it is also running its literacy centres, but one of PACADE's thirteen major objectives in running Adult Female Literacy Centres has been to test appropriate methodologies and based on its ten years experience, it has developed a methodology. Most of the Female Literacy Centres are based in villages near Lahore. It has made more than 5,000 women literate. PACADE have held a number of conferences, seminars and workshops for the promotion of Adult Continuing Education, functional literacy, community involvement, monitoring, and post-literacy material. It has acted as a pressure group with the central and provincial governments and NGO for launching of National Adult Literacy programmes and related matters. It also has had a programme for research on literacy and continuing education including a journal on Continuing Education, a magazine of and for neo-literate women, and also a number of books. PACADE is currently developing a Literacy Resource Centre. The main components of the centre are research, training, material development

and documentation. An important initiative in hand, in this connection is dissemination of basic element of information management (www.pacade.org).

2.21 DEVELOPMENT OF LITERACY DEPARTMENT IN PUNJAB

Literacy and NFBE Department was created in 2002 by the Provincial Government with the vision to eradicate illiteracy from the Punjab. Following tasks have been assigned to the Department.

- Promotion of Literacy through Non-Formal means.
- Research and development to achieve objectives for higher Literacy Rate.
- Adult Education.
- Training of Teachers and Material development for Non-Formal Education.

The present Government has attached highest priority to the promotion of Literacy in the Province. The fact is evident from the initiation of visible efforts by the Government to achieve 100% Literacy in the Province despite limited resources and enormous problems. The Adult Literacy Programme despite serious efforts could not achieve the objective of eradication of illiteracy from the country due to the following reasons:-

- Most of the Projects / Programmes were launched on weak conceptual basis; proper need assessment was not conducted.
- Most of the Programmes were Federally Administered with very smaller role by the Provinces and Local Level authorities.
- The Programmes were launched with insufficient Volunteer efforts.

- The Literacy Programmes were launched in Punjab through the functionaries of Education Department without assigning the specific charge to any Officer at Local Level.
- The task some time remains with AEOs and sometimes it was executed by Headmasters of High Schools in the context of Formal Education.
- The Activity of Literacy Promotions was based on adhoc arrangements, no institutional backup was provided.
- The efforts of Literacy promotion were very small as compared to the gigantic target.
- The Programmes were generally implemented by scattering / distributing resources all over the Country / Province, which could not produce visible and tangible outcomes.
- The Model of implementing the Projects for Literacy through NGO has been tried out without Official Networks / Checks.
- Programmes for Literacy Promotion were not supported by UPE Programmes to put barriers for expansion of the ocean of illiterates.
- Proper Researches were not conducted for evaluation of Literacy Programmes and further Development in the Literacy Sector.

2.21.1 RECOMMENDATIONS

Infrastructure and capacity of the Literacy and NFBE should be enhanced by providing three attach directorates for Literacy & Vocational Education, Non-Formal Basic Education and ECE Training etc. Focused Programmes based on the clustering of resources approach like Model Districts for 100% Literacy should be launched for visible outcomes. Literacy Programmes should be developed on the basis of researches on the

good examples for Literacy Promotion in the Countries of region like Sri Lanka, India, China and Iran etc. Programmes based on coordinated Model of Supervision by NGO and Official Networks should be designed for better Implementation & Monitoring. Crash Programmes with maximum funding should be implemented in the Province focusing on clustering approach. Volunteer services should be activated for attracting the support of Private Sector to implement the Literacy promotion Programmes. Industrial Sector and business Community should be sensitised for their inputs in Literacy Promotion. Local Level Authorities should be given the charge of Literacy Promotion Programmes at Local Level to avoid central approach. Multi-sectoral approaches like;

- Establishing Adult Literacy Centres linked with Poverty Reduction Programmes,
- Non-Formal Basic Education Programmes linked with activated Formal Sector utilizing to the optimal level and
- Awareness Campaign through Media and Traditional nodes should be adopted to achieve National and International goals regarding Literacy Level. Condition of being Literate should be imposed while issuing the driving License, Armament License, etc (GOP, 2005).

2.22 DAKAR FRAMEWORK OF ACTION (2000)

The Dakar Framework for Action provided a guideline for enhancing literacy by declaring that education is a fundamental human right. “It is the key to sustainable development, peace and stability within and among countries, thus an indispensable means for effective participation in the societies and economic growth of the twenty-first century, which are affected by rapid globalization”. The declaration further affirms that “political will and strong national leadership” are needed for the effective and successful implementation of national plans in each of the country concerned. However, political

will must be underpinned by resources. The international community acknowledges that many countries currently lack the resources to achieve EFA, within an acceptable time frame. New financial resources in the form of grants and confessional assistance must therefore be mobilised by bilateral and multilateral funding agencies, including the World Bank and regional development banks and the private sector.

2.23 SIX GOALS OF DAKAR FRAMEWORK OF ACTION FOR EFA

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

2.24 LITERACY AND NPA OF EFA (2001-15)

As a follow up of Dakar Framework of Action 2000, MOE of GOP initiated a number of steps including preparation of a NPA for EFA (2001-2015). The salient features of NPA for EFA in seriatim priority order include Primary Education, Adult Literacy, Early Childhood Education, and quality education. NPA for EFA has been focused to achieve the following main objectives:

1. To reach the disadvantaged population groups in rural and urban areas with emphasis on out of school girls and illiterate girls & women
2. To promote community participation and ownership of basic education programmes at grass root level
3. To improve the relevance and quality of basic education through enhancing learning achievements of the children, youth and adults.

The NPA for EFA derives its strength from Article 37-B of the Constitution of Pakistan, which states that the state shall “Remove illiteracy and provide free and compulsory secondary education within minimum possible period”. In addition to the Constitution of Pakistan, the NPA for EFA derives its directions from major policy documents of Pakistan, like the National Education Policy 1998-2010, ESR, Education Sector Development Programme under Perspective Development Plan (2001-2011) etc. Aims of the NPA for EFA are;

- To increase literacy rate up to 86%.
- To impart literacy skill to 81 million illiterate adults.
- To organise 525,000 literacy courses or classes/cycles during 2001 – 2015.
- To open 90,000 NFBES and 110,000 Vocational / Trade Centres.

The NPA for EFA (2001 -2015) was finalized and launched on April 3, 2003, by the MOE. The actual implementation of NPA will however be linked with the provision of substantial resources needed for this purpose. It is estimated that an additional amount of Rs. 430 billion will be needed to achieve EFA targets. The NPA envisages mobilizing Rs. 178 billion from national resources, and there exists a finance/funding gap of Rs. 253 billion. Now the question arises that, who will fill this gap? In case the Government of Pakistan cannot succeed in mobilizing additional resources, this NPA will merely remain a planning document, and will not transform into reality.

Table 2.4:- Adult Literacy Centres needed during 2008-15

Year	Population (000)	Literate (000)	Illiterate (000)	Target literacy rate	Estimated illiterate (000)	ALC Needed	Teachers Needed	Supervisors Needed
2007	67,735	39,286	28,449	60%	2,350	78,333	78,333	3,916
2008	69,532	41,719	27,813	60%	2,433	81,100	81,100	4,055
2009	71,294	44,915	26,378	63%	3,196	106,534	106,534	5,326
2010	72,973	48,162	24,811	66%	3,247	108,234	108,234	5,411
2011	74,555	51,443	23,112	69%	3,281	109,367	109,367	5,468
2012	76,077	54,768	21,309	72%	3,325	110,834	110,834	5,541
2013	77,553	58,165	19,388	75%	3,397	113,234	113,234	5,661
2014	79,001	61,621	17,380	78%	3,456	115,200	115,200	5,760
2015	80,441	64,353	16,088	80%	2,732	91,067	91,067	4,553
Total from 2008 to 2015					25,067	835,570	835,570	41,778
Plus 5 % additional						41,779	41,779	2,088
Grand Total						877,349	877,349	43,867

(GOP, 2008)

As given in the above table, on the basis of 15 learners per literacy centre in one cycle of 6 months and 2 cycles in a year (i.e. $15 \times 2 = 30$ learners), the Province of Punjab is likely to be in need of 835,570 ALC from 2008 to 2015. With five percent additional, the total figures of ALC needed in Punjab are likely to be 877,349. Average number of learners to be enrolled per annum comes to be $25,067,000 / 8 = 3.143$ million. Each supervisor has been allotted twenty ALC.

2.25 CURRENT SITUATION OF LITERACY PROGRAMMES

Literacy and NFBE have remained a neglected area in education policies and plans. It has remained a donor driven activity mainly on the agenda of NGO. The overall emphasis of the Government of Pakistan has been on formal education system. Replication of formal model, low allocation for Adult Literacy and NFBE, successive failures of the promises made in various education policies, plans and practice of missing deadlines, have created a credibility gap. The absence of a system of equivalence or certification for NFBE institutions is another constraint. The formal education system remained reluctant to accept and recognise NFBE for entry into the formal education system.

The commitment to Adult Literacy has always remained weak. During 2001-05, the estimated financial requirement for Adult Literacy under the ESR was Rs. 8.3 billion out of a total of Rs. 100 billion. Only Rs. 230 million was spent during 2001-03, which indicates an utilisation rate of less than 3% of the total adult literacy allocation. No funds had been received for Adult Literacy in the provinces from the Federal Government under ESR till early June 2003. Out of 45,516.00 million (2.42 of GNP) budget of the MOE for 2005-06, hardly 1% allocations are earmarked for literacy and NFBE. Punjab is making a

serious effort in this aspect raising their budget from Rs.10 million to Rs. 200 million and low capacity for utilising existing funds (NIPS, 2006-07).

2.26 REASONS FOR LOW LITERACY RATES

Adult Literacy has suffered primarily due to low rates of participation at the primary level, which in turn relate to poverty and conservatism. However, other causes of low literacy rates include financial constraints and ineffective/failed strategies: -

- Resources / funds earmarked for Adult Literacy Programmes were hardly 1% of the Education Budget. Furthermore, funds could not be provided on time.
- Adult Literacy has suffered due to lack of political will and absence of consistency in policies. It has not been given the needed / desired priority in EFA programmes. Only a few projects on Adult Literacy could be launched during the post Jomtien period, which had limited coverage and were restricted to not more than 10% of the target group.
- There is an absence of a strong coordination and organisational structure with the result that interaction among the principal actors in the field of Adult Literacy remained weak.
- The professional base of Adult Literacy initiatives remained underdeveloped due to lack of training of instructors, no formalised curriculum and a virtual non-existence of effective research.
- Monitoring and evaluation mechanism at the grass root level could not be strengthened, which adversely affected the internal efficiency and effectiveness of the literacy programmes and projects.

As a result, the country with a literacy rate of 44 % in 1998 fell drastically short of the 70 % literacy target, set in the Jomtien World Conference and the National Education Policy 1992. Female literacy rate could not exceed 33% in 1998. However, keeping in view the high population growth rate, inadequacy of resources, slow pace of educational development and such other factors the targets set for Adult Literacy were too ambitious to be achieved in such a limited time (GOP, 2003).

2.27 MAJOR PREVIOUS ADULT LITERACY PROGRAMMES

Major projects and programmes launched in Pakistan for Adult Literacy since 1986 and their impact / achievements are briefly mentioned as follows:

S. No	Name of Project	Duration	Achievements	Impact/Effectiveness
1	Nai Roshni School Project.	1986-88	<ul style="list-style-type: none"> • 15,000 Nai Roshni Schools opened. • 400,000 learners registered. 	<ul style="list-style-type: none"> • Programme was abandoned after 2 years with the change of Government. • It could not achieve its targets.
2	Iqra Pilot Project.	1986-88	60,000 learners enrolled / registered 22,000 appeared in exam and 18,000 passed.	Project was not successful and sustainable.
3	Eradication of Illiteracy From Selected Areas of Pakistan.	1992-94	<ul style="list-style-type: none"> • 138,025 people were made literate against the target of 174,460. • Out of it 87% were females. 	Project was successful.
4	Quranic Literacy Project.	1992-94	<ul style="list-style-type: none"> • 494 centres were opened. • 10,867 females were made literate. 	The project was successful and sustainable.

5	Crash Literacy Programme (Federal).	1998	<ul style="list-style-type: none"> •87 literacy centres opened. •1,500 people were made literate. 	Project could not be continued.
6	Crash Literacy Project (Punjab).	1998-99	<ul style="list-style-type: none"> •1,668 literacy centres opened. •Around 50,000 adults made literate. 	The project was successful.
7	Literacy and Primary Education (UJALA).	2001-02	<ul style="list-style-type: none"> •2,000 Adult Literacy Centres opened. •The main focus was on rural women. 	The project almost achieved its targets.

(MOE, 2008)

2.28 MAJOR PRESENT AND FUTURE PROGRAMMES IN ADULT LITERACY

S. No	Name of Project	Implementing Agency	Cost / Budget	Duration	Major Inputs
1	Adult Literacy.	NCHD.	One Billion Each year.	Started in 2002 as an ongoing project.	<ul style="list-style-type: none"> •50,000 Adult Literacy Centres functioning in 116 districts of the country. •Total learners enrolled around one million.
2	Literacy for All Programmes.	Elementary Education Foundation.	Rs. 900 million for 3 years.	Started in 2003 and still going on.	<ul style="list-style-type: none"> •7,500 Adult Literacy Centres opened in NWFP province. •Total learners enrolled around 187,500.

3	Opening of Adult Literacy Centres under President ESR.	Provinces of Punjab, Sindh, NWFP and Balouchistan.	Rs.100 million each year given by the Federal Govt.	Started in 2001-02 and still going on.	<ul style="list-style-type: none"> •5,000 ALC planned to be opened each year •Total enrolment around 100,000.
4	100% Literacy in Four Model Districts of Punjab (Mandi Baha-ud-Din, Khushab, Khanewal and D-G Khan.	Punjab Literacy and Non-formal Education Deptt.	Rs. 981,374 millions.	2004-08.	Expected beneficiaries belong to the population aged 5-35.
5.	Crash Literacy Programme for women in Districts of Southern Punjab.	Punjab Literacy and Non-formal Education Deptt.	Rs.93 Millions.	2005-08	Expected number of beneficiaries = 200,000.
6.	Literate Punjab Programme, 100% Literacy in 10 Union Councils of 31 Districts of Punjab.	Punjab Literacy and Non-formal Education Deptt.	Not available.	Not available	Expected number of beneficiaries = 1,300,000.
7.	Establishment of Provincial Literacy Management Information System (LITMIS).	Punjab Literacy and Non-formal Education Deptt in collaboration with JICA.	Rs.35.8 Millions.	2006-09	Literacy and Non-formal Database has been created.

(UNESCO, 2008)

2.29 OVERVIEW OF ADULT LITERACY IN PUNJAB

World Declaration on “EFA” Pakistan is committed to reduce adult illiteracy by 50 % of the existing illiteracy rate. This commitment has been reaffirmed by Pakistan at various national and international forums. However past literacy and NFBE initiatives have had a limited success. The current status shows alarming figures. Today Punjab is

confronted with a formidable task of educating about 38 million illiterates of age group 10+ and arranging educational facilities for the dropouts, left-outs of age group (5-14) years and also of ensuring 100 % participation / enrolment by introducing an Early Childhood Education concept through joyful learning.

Efforts to promote literacy need to go hand in hand with those to improve the formal education system. While the latter needs to be in place in order to provide universal education to all those who deserve so, literacy programmes should be designed to provide a second chance to out of school children to meet their educational and learning needs. The carving out of Literacy Department from Education Department was meant to facilitate a targeted approach to tackle illiteracy through reliance on non-formal education, yet the departments need to work closely with each other for development of an integrated approach to literacy and education. The major intervention areas of non-formal education are early childhood education, adult literacy, literacy to all illiterates, particularly the poor from rural, remote and difficult areas, continuing education and consolidation or improvement of skills.

Literacy efforts should be planned and delivered in close collaboration with formal education, spreading and strengthening of which should be the ultimate objective. There will be a dire need to focus on literacy programmes in the short to medium term till such time that the existing formal education system is geared to enroll and complete the primary cycle of all children in 5-9 years age group. These include high drop out rates, the absence of child or learner friendly atmosphere and the limitations imposed by fixed timings and fixed age bracket.

Punjab has adopted a sensible approach of targeting illiteracy in collaboration with civil society and donor agencies. The Provincial Plan of Action on EFA has been

formulated. The content of literacy manuals is being reviewed to make them more functional. Functional literacy is primarily focused on strengthening capacity to solve day-to-day problems along with promotion of healthy attitudes, behavioral change and character building.

2.30 PROPOSED STRATEGIC INTERVENTIONS IN PUNJAB

Current strategic interventions in the literacy sector in Punjab include the following:

1. **Literacy & Primary Education Project (UJALA) Project:** 2000 literacy centres established to provide basic literacy skills, primarily to adults, 90% were women.
2. **Literacy and Vocational Education Project under ESR Programme:** 3224 Literacy & Vocational Education Centres were established in the province at cost of Rs. 93.76 million. Under this scheme 100,000 learners of age group 15 & above are provided basic literacy skills for seven months and income generating skills / vocational training for five months.
3. **Establishment of 4216 Adult Literacy Centres (124 in each District):** These centres aim to provide Basic Education / Literacy Skills to illiterates along with useful life learning skills.
4. **Early Childhood Education Project:** 104 ECE Centres were opened in eight districts of the Province providing employment opportunities provided to 200 teachers and ‘ayahs’. In the first cycle about 5000 children have been trained.
5. **Model Districts for Achieving 100% Literacy:** This project of literacy promotion is being implemented through federal, provincial and district funding in collaboration with JICA. Four districts identified as Model Districts are

Khanewal, Khushab, D.G.Khan and Mandi Bahud Din. Need assessment, mapping and project development will occur in first phase followed by launching of multi-sectoral campaign. NFBE programme for out of school children and opening of ALC linked with life learning skills for the adolescent youth / adults.

6. **Establishment of District and Provincial EFA Units:** 34 district EFA units have been established and equipped for coordination EFA activities at district level, preparing district plan of action on EFA and for acting as a local data source for district level planners, policy implementers and administrators.

7. **Prioritising Interventions:** The EFA units set up at the district level need to be made the pivot of all literacy related initiatives. Efforts must be made to closely link these units with the district government. Thus these units should conceive and actualise a close role for elected local government councilors, particularly at union level. The Model District approach is again promising but needs to be backed up with greater decentralisation of planning and decision making so that each of these districts can adopt different approaches for achieving 100% literacy. Lastly the ALC, the NFBE Centres and Literacy and Vocational Education Centres need to be made more functional through better supervision through involvement of local government and through integrated planning with education department (Derived from Punjab Literacy Commission).

2.31 INPUTS FOR REDUCTION OF ADULT ILLITERACY

The following inputs have been proposed to enhance the Literacy Rate and eradicate illiteracy:

- Opening of Literacy Centres is one of the major programmes proposed to eradicate illiteracy in ESR (2001-05).
- A total number of 135,000 Literacy Centres shall be opened, 45,000 during the first year (2002-03) and 90,000 during the second year (2004-05).
- Each centre will complete 2 cycles of 6 months duration in a year, with an objective to impart general literacy to the adult population of the catchments areas.
- After completing one or two cycles around 2/3 of the centres would be either closed or shifted to other places where there is need for Literacy Centres. Whereas 1/3 of the centres would be converted / upgraded to functional literacy / trade / skills development centres.
- The targets of ESR in Elementary Education and Literacy have been integrated / incorporated in EFA of NPA. On an average 100,000 Literacy Centres would continue to be opened every year in the public sector till the completion of the plan, so as to make literate the backlog of the illiterate population.

It is expected that private sector would also participant actively in this jihad against illiteracy. Retired teachers, army personnel, religious scholars and others may be provided some incentives to open Literacy Centres. On the average 1,000 Literacy Centres per year during the 1st and 2nd phase and 2,000 Literacy Centres during the 3rd phase may be opened in the private sector. Some NGO have already opened Literacy Centres. These centres may continue to increase the expected rate of minimum 1,000 centres per year.

Poverty is the root cause of rampant illiteracy and low participation rate at primary level of education. Poverty alleviation through Educational Development is one of the important strategies, outlined in the framework for action. Training in vocational

and income-generation skills is one of the major programmes / inputs included in the NPA. Under this programme 140,000 Literacy Centres, which is about 1/3 of the total will be upgraded / converted into vocational / trade centres after completion of a 6 month general literacy cycle, during the first phase of the plan. Almost 130,000 vocational centres will be opened during each of the 2nd and 3rd phases of the plan. Special efforts will also be made to provide skill training to adolescent girls and young women. Imparting literacy skills through Quranic Literacy is a very successful experience of this country, which needs to be replicated throughout the country on a massive scale. Around 1,000 Quranic Literacy Centres during each year of the plan will be opened to impart literacy skills through Quranic Literacy. This number may be increased keeping in view the success and effectiveness of the projects.

Community Viewing Centres (CVC) is another successful experience in Pakistan. However, it needs proper and effective implementation and management mechanism. Suitable persons from the locality will be identified, who would manage the CVC. A token of Rs. 500 per month will be paid as rent to the person who will provide a TV set and VCR for the centre. A total number of 7,117 NFBES have been functioning successfully throughout the country for the last 3-4 years. These schools cater to the needs of 5-14 year age group out of school children / adolescents. Schools are run through NGO and CBO. The services of one instructor, who is paid Rs. 1,000 per month are provided to each school. Under the NPA 10,000-15,000 NFBES will be opened every year. ESR envisages opening of 30,000 NFBES during 2001-05. These targets of ESR have been incorporated in the plan (NPA, 2003, Pp. 49-50).

2.32 LITERACY PROGRAMMES OF LAMEC / NETCOM

Pakistan has the problem of illiteracy since its establishment and many programmes have been made in this regard. According to Ghafoor (1994) the projects carried out by LAMEC / NETCOM are as following:

Hundred Percent Literacy Islamabad Projects 1983-84. This project was undertaken with the purpose of achieving 100 % literacy rate in the Federal Capital city of Islamabad. For this purpose 103 Literacy Centres were set-up during the period from November 1983 to April 1984 in the Federal Area, employing face teaching method and television literacy lessons. According to an estimate 2,060 illiterates were made literate under this experimental programme (Pp. 47-51).

Table No. 2.5 DISTRICT WISE LITERACY RATE (10+) OF 1998 & 2005

S. No	District	1998		2005		Change in rank order	Expected Literacy Rates		
		Lit. Rate	Rank	Lit. Rate	Rank		2008	2010	2015
1	Attock	49.3	11	61	8	3	66.83	71.02	82.69
2	Bahawalnagar	35.1	26	45.2	24	2	50.37	54.15	64.87
3	Bahawalpur	35	27	40.2	30	-3	42.66	44.38	49.00
4	Bakhar	34.2	29	47.5	23	6	54.68	60.06	75.95
5	Chakwal	56.7	6	73.2	3	3	81.67	87.85	105.43
6	D.G.Khan	30.6	31	40.9	29	2	46.32	50.32	61.91
7	Faisalabad	51.9	9	58.2	10	-1	61.13	63.16	68.55
8	Gujranwala	56.6	7	69.4	4	3	75.74	80.28	92.86
9	Gujrat	62.2	4	66.5	6	-2	68.43	69.75	73.16
10	Hafizabad	40.7	18	50.5	19	-1	55.39	58.91	68.73
11	Jhelum	64.1	3	69.3	5	-2	71.66	73.27	77.47
12	Jhang	37.1	23	42.9	27	-4	45.66	47.59	52.79
13	Kasur	36.2	25	48.8	21	4	55.46	60.40	74.77

14	Khanewal	39.9	20	49.9	20	0	54.92	58.54	68.68
15	Khushab	40.5	19	50.9	18	1	56.14	59.93	70.55
16	Lahore	64.7	2	73.3	2	0	77.33	80.13	87.61
17	Layyah	38.7	21	51.8	17	4	58.69	63.79	78.56
18	Lodhran	29.9	32	33.6	34	-2	35.32	36.52	39.69
19	Mandi Baha- ud-Din	47.4	12	56.4	12	0	60.76	63.86	72.30
20	Mianwali	42.8	17	52.7	16	1	57.62	61.14	70.94
21	Multan	43.4	16	48.4	22	-6	50.72	52.32	56.56
22	M.Garh	28.4	33	35.8	33	0	39.54	42.24	49.84
23	N. Sahib	--	--	--	--	--	--	--	--
24	Narowal	52.7	8	55.8	13	-5	57.18	58.13	60.55
25	Okara	37.8	22	42	28	-6	43.94	45.28	48.82
26	Pakpatten	34.7	28	43.8	26	2	48.40	51.73	61.09
27	R.Yar Khan	33.1	30	40.1	31	-1	43.54	45.99	52.74
28	Rajanpur	20.7	34	39.7	32	2	52.48	63.21	100.65
29	Rawalpindi	70.4	1	75.2	1	0	77.36	78.83	82.63
30	Sahiwal	43.9	14	52.8	15	-1	57.15	60.24	68.73
31	Sargodha	46.3	13	53.7	14	-1	57.22	59.70	66.37
32	Sheikhupura	43.8	15	56.7	11	4	63.33	68.18	81.99
33	Sialkot	58.9	5	64.3	7	-2	66.76	68.46	72.88
34	T.T. Singh	50.5	10	59.3	9	1	63.53	66.51	74.60
35	Vehari	36.8	24	44.8	25	-1	48.74	51.56	59.34

(PSLM and MDG report, 2006)

The above table clearly shows that the Literacy Rate in different districts of Punjab Province like Chakwal, Jehlum, Lahore, Rawalpindi, Gujranwala and Bhakkar shall be able to achieve the goals of Dakar Framework of Action for EFA. The projection which indicated is unable to achieve due to diversification. Similarly some districts have made progress to achieve the literacy targets from 1998 to 2005 during the seven years evaluation, but most of the districts' ranking goes down during the same period.

2.33 CURRENT LITERACY OBJECTIVES /STRATEGIES

Pakistan's commitment to double the rate of literacy by the year 2000 cannot be accomplished without achieving universal primary education (UPE). This will be achieved by complementing the formal primary school system by a strong non-formal basic education initiative. A massive Non-Formal Basic Education Programme, on a war footing, will be launched to provide access economically and expeditiously to all the 5.5 million primary school age (5-9 years old) children who are at present out of school. The 10-14 year old adolescents and youth, who have missed primary education, will be given a second chance through a condensed crash course to enable them to complete the primary education cycle in 2-3 years' time. The Asian Development Bank sponsored a pilot project for 15 to 25 years-old rural women. On successful completion, the programme is planned to be replicated nationwide. Attainment of literacy, social and occupational skill training programmes will equip the beneficiaries with appropriate income generation skills to ensure socio-economic development of Pakistan. Educated unemployed adults will also be able to benefit from these skill-training programmes.

Additional strategies, such as the tested Qur'anic Literacy Programme and other methods in collaboration with the other sectors, will be used to achieve universal literacy. A Literacy Fund will be created to finance the literacy movement in the country. The National Literacy Movement will be launched on an emergency basis in every village, tehsil and district. All parties agree that elimination of illiteracy by the year 2010 will be achieved. Mosques, wherever feasible, will be utilized as one of the means of providing non-formal basic education to increase literacy.

The PMLC will prepare a plan of action, in consultation with provinces for a coordinated effort in the National Literacy Movement. The PMLC, which is the apex

body entrusted with the task of raising the literacy rate, will be strengthened as a Statutory Body to enable it to discharge its functions effectively within the minimum possible time. Adequate funds will be ensured to implement policy targets. All the appointments in the NFBE School/Centres will be made locally, in consultation with the community, without any political interference.

All the industrial units registered under the Factory Act would consider it mandatory to make the employees and their dependents literate. Similarly all the federal as well as provincial agencies like WAPDA, Pakistan Steel, Directorates of Industries, OPF, Chambers of Commerce, PTV, PBC etc. shall be entrusted with the same responsibility. Another useful resource available in the country, in the form of Boy Scouts and Girl Guides, can be effectively used in the expansion of literacy programmes. It is estimated that there are more than 870,000 Boy Scouts and more than 320,000 Girl Guides in Pakistan. These young people have the physical capacity, intellectual motivation, emotional stability, spiritual commitment and, above all, basic knowledge and experience to work with communities collectively in difficult circumstances. They can be entrusted with the responsibility of implementing some of the non-formal education programmes. Based on the performance and quality of service rendered, a system of merit certification shall be introduced. The number of existing NFBE School/Centres will be increased from the existing 7,000 to 82,000 by the year 2002 to meet policy targets of primary education both through formal and non-formal methods to enroll 5.5 million out-of-school children. The NFBE Community Schools will neither be parallel nor permanent, but will be used to accelerate universal access till formal schooling becomes available to become un-reached.

The proposed targets for both the formal and NFBES will need to be revised in the light of the Census results made available by the end of 1998. In hard-to-reach areas 25,000 NFBE Community Schools will be gradually upgraded to the middle level, over the policy period. The implementation would require further resource inputs and infrastructure at union council, district, province and national level. At the national level, the PMLC would co-ordinate with the operational structures at the sub-national level. A major function of the national structure would be to catalyse coordination in both planning and implementation at national-provincial and inter-provincial levels. Similarly, at the provincial level, each provincial structure would catalyze coordination between provincial-district, and inter-districts, and in a similar mode at the district and union council level.

The PMLC will involve and encourage all the organizations, particularly AIOU in the development of teacher training packages, learning materials, teaching aids, etc. The AIOU will also be involved in developing post-literacy skill training programmes through distance learning. The teachers of NFBE Community Schools will be encouraged to take up PTC and CT courses of the AIOU to enhance their skills. Literacy Corps comprising College/University students/teachers shall be established for literacy programmes during vacations. Khankahs / Mazars (religious institutions) shall donate a portion of their earnings to the literacy fund. Development grants to local governments shall be linked with literacy programmes. If an illiterate prisoner becomes literate, the duration of his/her imprisonment shall be shortened accordingly. Driving and ammunition licenses shall be given only to literate persons (Derived from EFA Plan).

2.34 ROLE OF NGO FOR THE PROMOTION OF LITERACY

The work of NGO at community level is appreciable. NGO replicate the idea of delegation that is involved in decision making. NGO implemented various Literacy Programmes at community level. According to Baqir (1998), “There is increased awareness among NGO working for all types of Literacy Programmes for the formation of parents’ communities and their involvement in monitoring the progress of students and educational institutions, interaction with the school administration and participation in the decision making is vital for the progress of literacy work at the community level” (Pp.192-193).

With the participation of NGO the Literacy Programmes are being implemented effectively at local level. NGO work for literacy has special emphasis on female education. NGO have emerged as a result of lack of facilities in the formal system. NGO seem to be an alternative to speedup the literacy efforts. They provide the innovative schemes of home schools, street schools and Mohallah Schools. One of the reasons of illiteracy is the lack of financial resources in Pakistan.

Watkins (2001) explains that in Pakistan illiteracy rate fell very slowly due to dropout rate. Tikekar (2004) highlights that people returning from Afghanistan jihad tired of the growing violence within the country and tried to establish a social order by issuing Fatwa's for banning radio and TV and are trying to stop girls from attending schools mostly in NWFP. Thus it is region related not universal (P. 224).

Baqir (1998) also indicated that Literacy programmes are implemented in the country in collaboration between Government and NGO. Similarly the objectives of the National Education Policy, 1992 states that the implementation of Literacy Programmes

will be through Federal Government, Provincial Governments, NGO and Local Organizations. NGO were to be financially supported to enable them to undertake Literacy Programmes on a much larger scale. The above objectives clearly seek the collaboration of GO and NGO in the literacy efforts. The phenomena of partnership and collaboration between GO and NGO are also reflected in the Agenda of ESR (2001-2004) which states that the development of the partnerships between the Private and Public Sector and with NGO, were to be fruitful if the Private Sector and NGO institutions were to be integrated at National and Provincial Levels. The Private Sector / NGO were to be encouraged to setup a self-financed Private Sector Cell at Provincial and District Levels. Had there been a proper networking of NGO and GO, then the desired objectives would have been achieved (P. 14).

According to the World Bank (1990), NGO include many groups and institutions that are entirely and largely independent of the Government and that have primarily humanitarian or cooperative rather than commercial objectives. They are private agencies in industrial countries that support international development, an indigenous group organised regionally or nationally and member-group in villages. NGO include charitable and religious associations that mobilise private funds for development, distribute food and family planning services and promote community organisation.

It is the Government's responsibility to concentrate efforts in creating social environment conducive to literacy and education. Street (2001) expresses that the Government of Pakistan has not done enough to facilitate literacy, particularly female literacy in villages. Thus to fulfill the women's specific needs, Literacy Personnel Training Programmes particularly for females were to be taken into account of NGO, because there was a great difference between gender literacy.

For the promotion of literacy and education through NGO, the OECD (2000) stressed on the Public Sector to transform itself by downsizing of personnel working in the Public Sector and to increase the involvement of NGO. Acting upon the guidelines provided by OECD, the Private Sector led to Human Capital Development, Adult Literacy and universalisation of Primary Education.

Chabbot (2002) points out that there were 200 NGO working in different countries since 1980 to 1990. These NGO were considered as INGO which work in more than one country. However there were a few organizations which have been working before 1980. Women Federation, The Inter American Planning Society and The Afro-Asian People's Organisation are some of the old operating NGO.

Andreopoulos and Claude (1997) claim that NGO act as the promoters of Government actions, sponsored through non-formal domain in the field of education or otherwise, to cope with the social changes. In this regard the role of NGO in literacy has three main features; planning, implementing and evaluating. NGO have become the major actors of the educational landscape. The effectiveness of NGO depend upon the training of NGO personnel. For example, Australia is designed to serve in Asia-Pacific based human rights activities and consists of members of NGO. The diplomatic training was done by non-formal means. Thus the members of Asian-Pacific NGO developed expertise and confidence by using the procedure and standard, without bearing the expenses of travel to the Geneva Forum.

Ibrahim (2003) describes that NGO are involved in different literacy programmes. It can hardly be expected that illiterate adolescents and adults, attending the Learning Centre for one or two hours a day for nine months with frequent absentees will reach a

level of literacy. Thus training of literacy personnel is necessary to motivate and retain the learners in the literacy class.

According to OECD (1998) NGO are capable of improving literacy, basic education and enrolment rate including that of females. Therefore, special attention is being paid to non-formal education and for better personal training. Training of instructors in cooperation with the organizations is another alternative form of learning. There are different NGO working in the world for the promotion of literacy, education, health, village development, human rights etc. An example of these NGO working in Pakistan is Hope International Development Agency with the aim of promoting self-help development in the Education Sector, International Council for Adult Education. This NGO has been promoting literacy providing functional literacy to adults and training of literacy personnel.

Haddad (1997) points out that in 1993 there was a massive proliferation of NGO in Pakistan, but most of them were established a decade earlier. The Literacy Rate in the countryside was inadequate. It was hoped that training provided by NGO could uplift the Literacy Rate.

Pakistan is a Muslim country and most of the Pakistanis respect religion. Thus Falah and Negal (2005) comment that religiously affiliated NGO are playing a vital role in expanding literacy in various districts. The NGO Agha Khan Rural Support Programme, the Agha Khan Education Services, Pakistan Community Based Self-help groups are expanding and promoting literacy.

Net-NGO.com explores that there are 787 NGO out of these about 175 are working in the field of education i.e. supply of books to the poor and needy students,

opening of schools and working in functional literacy centres effectively. A few NGO are establishing Primary Schools / Basic Education Centres, Teacher Training Institutes, Literacy Centres and Centres for Adult Education.

2.35 EFFECTIVENESS OF EFA STRATEGY, PLAN AND PROGRAMMES

Numerous Policy Reforms and administrative measures have been adopted by different provincial Governments. These were oriented towards expanding access, reducing wastage, eliminating disparities and gender imbalance as well as improving quality. Some outstanding achievements common to all the provinces are briefly mentioned as under;

- Compulsory Primary Education legislation has already been promulgated by the Punjab Government and is under active consideration of all the other Provinces.
- Adequate increase in the non-salary budget for improvement of school premises, supply of instructional materials as well routine up-keep of school buildings.
- Recognition of non-formal education and involvement of NGO as complementary measures towards the achievement of UPE.
- Provision of basic facilities in schools such as drinking water, latrine, boundary wall and furniture.
- Introduction of mixed schools system.
- Flexibility in the entry and re-entry age as well as qualification of female primary teachers.

Besides that, the private sector (individuals, communities and NGO) is more motivated as compared to pre 1990 period and eager to participate in the development of basic education through the Education Foundations. The Punjab Education Foundation

has implemented / planning to implement a number of educational projects, mostly in primary education sector since its inception in 1992. These strategies resulted in increased access and provision for basic education.

Three main achievements in EFA are:

- Universal provision / access; Pakistan is very close to achieve the target of universal provision to primary schooling. Number of Primary schools has doubled from 81,393 in 1990 to 163,746 in 1998. Majority of Primary school age population have school at a distance of less than 1.5 k.m radius.
- Establishment of Educational Television Channel; Educational TV in Pakistan established in 1992-1993 has made significant contribution in educating the masses. These programmes are largely aimed at adults who are keen to improve their knowledge and vocational skills. ETV is a strong source of non-formal education in Pakistan.
- Community and Private Sector Participation in Promotion of Basic Education; The strengthening and capacity building for active involvement and effective participation of the Private Sector in the development of basic education is one of the major / principal achievements of EFA. These efforts include the establishment of Education Foundations both at the provincial and the Federal levels; the constitution of Village Education / School Management Committees. The introduction of a Public-Private Partnership Scheme for the promotion of basic education. The establishment of community model schools and the strengthening of NGO for the promotion of literacy and basic education in the country.

The above facts and figures provide sufficient evidence to conclude that the targets set in EFA strategies and programmes are not over ambitious rather tangible and achievable, where adequate resources have been made available.

- **WEAKNESSES OF ADULT LITERACY PROGRAMMES:** Critical review and analysis of EFA programmes, plans and strategies adopted in Pakistan indicate number of weaknesses, lacking and shortcomings which need to be addressed on priority basis so as to achieve the goals and targets set in different dimensions of EFA at national and international levels. Some of these weaknesses are:-

1. Early childhood Care and Development is continued to be a neglected area. Even the importance and value of early childhood education especially in the rural areas of the country has not been recognized yet. Neither goals nor targets for early childhood education could be fixed nor any effective and organised programme and plan has been launched. Pre-primary education i.e. Katchi/nursery class could be officially recognized in 1992 education policy. In the current education policy though it has been recognized as a policy provision but implementation has not been started yet. Hence, neither adequate educational facilities nor services could be provided nor required teaching learning materials with the exception of text book could be developed. As a result, not more than 10% of 3-5 year age group children are enrolled in any organised educational programme.
2. One of the serious weaknesses of primary education is inability to achieve the goals and targets set in Jomtien World Conference on Education for All and subsequently in National Education Policy 1992. Pakistan is lagging far behind the universalisation of primary education targets in its all three dimensions i.e.

universal access/enrolment, universal retention and universal achievement. Net enrolment/participation rate is only 60% and survival/completion rate 50% against the target of 100%. Basic education competency level which was supposed to be 80% as per Jomtien targets could not be improved. Despite assigning priorities and giving focus to female and rural education in EFA programmes and projects, gender and regional disparities could not be eliminated. Overall gross female enrolment/participation rate is only 68.6% against 98% male. Facilities and services for female education could not exceed one third of the total. Presently, only 35% of the total primary school teachers are female and 33% of primary schools are female schools. As compared to male lower number of female teachers are academically and professionally qualified.

3. Similarly, in rural areas of the country participation rate as compared to urban areas is lower and dropout rate higher. Most of the rural area schools grossly lack required and essential physical facilities. However in urban areas situation is better. EFA Programmes and strategies could not be strengthened and supplemented by effective community mobilization and motivation programmes. Furthermore, EFA policy and programmes could not be supported by legislation. Three out of four provinces could not enact compulsory primary education act, whereas, province of Punjab enacted for compulsory primary education in 1994 but could not properly enforced yet.
4. EFA Programmes in Pakistan mainly focused on quantitative expansion and access in primary education. No effective programmes on improving the quality of education and competency level of children could be launched. Curricular reforms could not be linked to teacher training and text-books reform. National assessment

capacity by laying down a set of procedures to monitor the learning achievement and basic competencies of children could not be institutionalized.

5. Adult Literacy has not been given needed/desired priority in EFA programmes. Only a few projects on adult literacy could be launched during the post Jomtien period whose coverage was limited and restricted to not more than 10% of target group. Resources / funds earmarked for adult literacy programmes were hardly 1% of the education budget. Secondly, funds could not be provided on time. Coordination amongst the principal actors in the field of adult literacy remained weak. Monitoring and evaluation mechanism at grass root level could not be strengthened which adversely affected the internal efficiency and effectiveness of the literacy programmes and projects. Resultantly, the country with 45% literacy rate grossly fell short of the 70% literacy targets set in Jomtien World Conference and National Education Policy 1992. Female literacy rate could not exceed 33% in 1998. However, keeping in view the high population growth rate, inadequacy of resources, slow pace of educational development and such other factors, the targets set in adult literacy were too ambitious to be achieved in such a limited time.

- **ISSUES AND PROBLEMS OF ADULT LITERACY PROGRAMMES:**
 Problem and constraints that slowed down the progress towards EFA goals are varied and numerous. Some of the major constraints and problems as identified by the principal actors of EFA and research studies are as follows, Despite substantial growth in the number of educational institutions, and other facilities and services the desired goals could be partially achieved due to a rapid 3 percent now reduced to 2.6 percent per year population growth. Based upon the existing population

growth and dropout rate it is estimated that by the end of this century the number of left outs at the primary level may increase to 8 million.

High population growth has further exacerbated the problem of resources. As a result, important programmes and plans in primary education and literacy could not be implemented effectively. A considerable number of schools were left without basic facilities and services such as clean drinking water, lavatories, furniture, equipment, boundary wall, and teaching staff. Similarly about 25,000 primary schools are still shelter less which need to be provided buildings.

Pakistan allocates, on the average, 2.2 percent of GNP (8% of national budget) for education which is very low as compared to other developing countries or the needs of the education sector. UNESCO recommends at least 4 percent of GNP (or 20% of the national budget) for education in developing countries like Pakistan. Although allocations/spending for primary education have substantially increased yet same does they are not commensurate with the needs especially of universalisation of primary education in all its three dimensions, namely, universal access, universal retention and universal achievement. Secondly, the budget for literacy and teacher education is still very nominal.

Not only the financial allocation for primary education meager but the utilisation is also very low as is evident from the fact that during the 1st, 2nd, 3rd 5th 6th and 7th Five Year Plans the short fall was 56 percent, 71 percent, 64 percent, 45 percent, 50 percent and 52 percent respectively. Though the situation improved during 7th Plan, especially after 1990, yet the absorptive capacity of the system is still not satisfactory. Secondly, lack of optimum and effective utilisation of funds is also a big constraint.

In Primary education, low participation i.e. 60 percent (net participation) and high i.e. 50% dropouts are two major obstacles in achieving the goals/targets of EFA. Wastage and stagnation have to be arrested in order to achieve UPE targets. The main contributory factors are poverty and opportunity cost; ignorance and lack of parents interest, lack of facilities in schools, uninteresting teaching learning process; unattractive school environment; teachers absenteeism and harsh attitude, social and cultural inhibitions, especially for female education; irrelevance of curricula to the local needs of the community; and defective evaluation and examination system.

The adult illiteracy rate in Pakistan is 45 percent. The high illiteracy rate among rural females is one of the major constraints in achieving EFA goals and the overall development of the country. Because of high female illiteracy there is a shortage of trained female teachers in the rural areas of the country. The majority of teachers are neither motivated nor committed to the cause of promotion of education because of lack of incentives and positive reinforcement and lack of supervision and control. This has resulted in colossal problems and difficulties both in the quantitative expansion and the qualitative improvement of education. Ever deteriorating standards of education and the poor performance of children in learning achievement is the outcome of a lack of teacher commitment.

The education system has been almost predominantly politicized in Pakistan. Undue political interference in opening of new schools, recruitment/selection of teachers, transfers and deployment of teachers and educational administrators, and the provision of funds for development purposes is a chronic problem of education in Pakistan. To overcome this progressive depoliticisation is an essential requirement. Political instability

has resulted in discontinuity in educational policies and programmes, very adversely affecting the educational development programmes.

EFA programmes are dealt with by different ministries, departments and organizations both at the federal, provincial and local levels. There is no permanent body at any level to coordinate and monitor EFA activities. There is no organisational set up or structure at the provincial or local levels for literacy Programme. As a result a number of difficulties and constraints crop up which prevent and adversely affect the achievement of EFA goals?

Gender and rural urban disparities are a chronic problem of the social sector in Pakistan. The rural female is the most disadvantaged segment of population. Socio-economic and cultural inhibitions and taboos against female education is still a major constraint. Lack of valid, reliable and current educational data/statistics and information is a crucial problem. Educational Planning is thus defective as it is based on projections and assumptions which harbor enormous and wide ranged discrepancies.

- **PUBLIC AWARENESS, POLITICAL WILL AND NATIONAL PACITIES:**
Prior to the 1980s the demand for basic education especially education of females was very weak. Since 1987, the Ministry of Education has launched a country wide motivational campaign through the radio and television, press and posters etc to educate the masses/public regarding the importance and value of education. The campaign has had positive effect in creating a demand for basic education. More than 95% parents have realized the importance and value of education and are demanding basic education for their children. The position has also improved considerably for female education. However, conservative and uneducated communities being in remote corners of the rural areas of the country still do not

fully realize the worth and value of education. Hence, the demand for basic education amongst such communities is still weak. Broadly speaking more than 80% of the population of the country has realized the importance of female basic education. The achievement of 84% participation rate (Male 98% and Female 69%) which was reached at a quicker pace during the recent past also provides the evidence to this effect.

Now-a-days parents strongly desire to educate their children but a number of problems and constraints as described earlier create obstacles and difficulties for them in sending their children to school and in continuing their education. This has been confirmed through interviews with educational experts, managers and administrators at national, provincial and local levels. The fact that the demand for basic education of children is strong enough in Pakistan is evident from the high pressure and demand of the public representatives for opening more schools both for boys and girls in their constituencies. Not with-standing that, demand for adult literacy especially for adult females is still very weak in Pakistan.

In 1999 on the eve of International Literacy Day President of Pakistan, Prime Minister of Pakistan and the members of National Assembly, Senate and Provincial Assemblies personally visited primary schools and effectively participated in national campaign of enrolment of the hundred thousand out of school primary school age children. It is also shows political awareness and will to promote basic education.

The seriousness and the commitment of the Government in achieving the goals/targets of EFA can be ascertained from the measures adopted and steps taken so far as described earlier under section 4. In addition to that based upon previous experiences

and lessons learned, new programmes and strategies are being evolved to attain the targets as early as possible.

Basic Education services are mainly provided by government departments, NGO, private sector and the religious institutions. The successes of these organizations are clear objectives, goals and targets; well-established organisational structures from the federal through provincial down to the local levels for the promotion of primary education; well established and motivated NGO for the eradication of illiteracy; quality education provided by commercial institutions in the private sector; and commitment and a motivation of religious institutions for the promotion of religious/moral education.

Whereas, lack of coordination, in effective communication and information systems; lack of effective community participation and non-existence of a Great Alliance for EFA; lack of competency, motivation and commitment of the personnel involved; and lack of valid data and research facilities are some of the weak areas of government departments and organisation involved in EFA.

- **GENERAL ASSESSMENT OF PROGRESS AND PROSPECTS:**

Formulation of a National Education Policy and setting the national goals and targets in line with the goals and targets of the Jomtien Conference on EFA; launching the Social Action Programme and the 8th Five Year Plan; initiating a number of primary education development projects and programmes; evolving innovative and effective strategies for the promotion of Basic Education, instituting and strengthening a mechanism for effective participation of the private sector all contribute to the sound foundations for accomplishing the targets of EFA. Even at this initial stage the outcome and progress of these programmes and efforts is evident from 30-60% increase in provision of infrastructure, facilities

and services for basic education, overall 24% increase in participation rate; and more than 200% increase in the budget for primary education since 1990.

The country has made some head way in the development of mass media, particularly in the fields of print and electronic media. The television signals now reach 89% of population and radio transmissions cover 95% of the entire population. New information technologies are available which are being extensively used for providing non-formal education including educational programmes in functional literacy and skill development fostering humanistic, ethical and moral values and creating a demand for education.

Despite all these accomplishments and achievements especially in the provision of universal access to primary education the situation/status of other two dimensions of UPE i.e. universal retention and universal achievement has not improved substantially. The country has to traverse a long road to achieve the EFA targets of literacy and learning achievement. Rapid population growth, resource constraints, internal inefficiency of the system, low enrolment and high dropout, lack of adequate political will and undue political interference are some of the main constraints and difficulties that thwart the government efforts to achieve the desired goals and targets of EFA.

In order to ameliorate the situation, a number of policy measures, programmes and strategies have been/are being evolved. These programmes include;

1. Expansion and strengthening of Educational Management and Information System at Provincial levels.
2. Establishment of 250,000 NFBE Centres and Strengthening of Organisational Infrastructure for literacy and basic education at provincial level.

3. A strategy to form a Youth Literacy Corps is to utilise the services of educated youth to fight against the menace of illiteracy.
4. Establishment and strengthening of Education Foundation and constitution of Village Education and School Management Committee at grassroots level to ensure effective community participation.
5. Effective and full implementation of existing Primary Education Development Programmes/Projects and initiation/development of new projects with the assistance of donor agencies.
6. Active Consideration for Enactment of Compulsory Primary Education Act in the remaining three provinces of the country.
7. Increase the allocations for education to 3% of GNP by the end of this century and also improve the absorptive capacity and internal efficiency of the system.

Some other programmes and proposals being actively considered interalia are Strong Political Commitment for Basic Education at the highest level; Depoliticisation of Teachers' Recruitment and Transfer; Strengthening the existing Basic Education set-up and its decentralization; Teachers' Training; Textbooks and Materials; Better use of the existing school structure; and Annual EFA Awards to outstanding Primary Teachers and Local Communities.. With the implementation of the aforementioned programmes and projects it is genuinely hoped that during the next five year, progress towards accomplishment of EFA goals will gain momentum and given more impetus enabling the country to achieve enshrined targets. One can safely conclude from the aforementioned facts and figures that all is not well with EFA in Pakistan. The participation rates at various levels of education are low. The progress in the direction of universalisation of primary education is far from satisfactory. At primary level, the drop-out rates are in the vicinity of 50%. The women participation in education is low. The quality of public

instruction continues to deteriorate; the system has not fully responded to the inputs made. The curricula, apart from being overloaded, have not kept pace with the advancement of knowledge. So are the textbooks which do not promote self-learning. Assessment exercise indicate and also necessitates number of inputs, interventions and improvements in almost all the six dimensions of EFA assigning top priority to Universalisation of Primary Education in its all the three dimensions i.e. universal access, universal retention and universal achievement in minimum possible time (MOE 1999).

2.36 REVIEW OF THE RELATED INTERNATIONAL RESEARCH STUDIES

Caroline and others worked on *Adult Literacy: Contexts and Challenges* (1990), it was against this backdrop that Brown and Newman worked. They wanted to find out where Adult Basic Education (ABE) students came from, what education they had, the effects of their deprivation, the kinds of experiences they had (farm, factory, house-work), their interests and their abilities and academic skills. What kinds of things did they need to know? How well had they learned to function within their environment?

Brown and Newman's final report turned up informations that have kept its significance. The 207 adults they studied who read below third grade level were:

- Less likely to show gains in reading achievement if they were on welfare. More likely to be stimulated in an educational experience if they had been stimulated in a previous school experience.
- More easily taught to read if their parents' occupations involved some degree of communication and if they had family members who read to them. More likely to make gains in reading if they possessed radio or phonograph or if they could use the telephone.

- More likely to make gains in reading if their book preferences related to science, travel or social or utilitarian topics.
- More likely to profit from reading instruction if their time sense (ie knowledge of days, months, seasons) was developed to some extent. Also, map skills such as identifying railroad marking and finding shortest routes correlated with success in reading. (Brown & Newman, 1968).

Brown and Newman's recommendations concerning adult illiterates are as valid today as they were in 1968.

- Provide greater stimulation and communication in classes to improve the reading learning rates of adult illiterates. Include relevant discussions in every class period. Involve non-verbal students in daily discussions. Provide warranted praise and recognition. Engage family members in support of literacy training. Build ties between libraries and adult students. Develop book centres in schools, especially in classrooms.
- Improve attendance. Encourage adults to improve their educational status. Locate adult programmes within walking distance of students or in areas easily accessible by bus. Subsidise attendance especially for welfare recipients. Cover bus fare and break-time refreshment costs for financially marginal families. Make child care available. Include more adult-centred materials dealing with home, employment, and personal and family needs. Follow upon students who drop-out of classes. Communicate genuine interest in the needs of the student and suggest solutions to problems that may inhibit attendance.
- Check the student's general knowledge. Provide material and experiences with utilitarian values. Adults want more education to get a job, learn special skills or

be able to read the newspaper or the Bible. Adult learners want experiences that make their time investment worthwhile.

The recommendations for method that grew out of the study were as follows:

- Construct standardised measures of beginning reading ability from adult vocabulary, adult concepts and with adult pictures. For more informal inventories, use test materials from what adults are reading.
- Teach adults how to follow written and spoken directions. Use relevant adult materials, how to make home repairs, figure mortgage interest rates, use credit cards, write checks, balance a check book, use a telephone book or read a map.
- Pace learning to be the needs of adults, including low-level materials that will ensure success from the beginning. Adults need meaningful repetition. Include frequent reinforcements and short range goals.
- Upgrade teacher competencies. Expose them to a broad cross section of materials including demonstration and practice in how to evaluate materials. Include observation and conference time.
- Ensure competence with various media including computers. Assign a special teacher to work with small groups of incoming students, orienting them to class work, educational situation and building. Explore variables that may predict reading success. Develop other instruments to differentiate the learning capacities of adult city-core populations.

The book *Adult Literacy in the Third World - A Review of Objectives and Strategies*, by Lind (1990) examined Adult Literacy approach that had been adopted in the Third World as well as the conditions under which the state would be willing and able to commit itself seriously to spread literacy on a large scale among adults. The political,

social, economic and operational issues involved were analyzed, as well as the relative successes and failures. It was widely read and acknowledged by adult literacy workers and researchers from all over the world to be a useful and relevant state of the art review. It concerned with the issue of how to reduce illiteracy significantly as it is a human right and a need in our time. They observed that even the most impressive selective small-scale projects though achieving some important results were still only reaching a small proportion of all illiterate women and men and making literate an even smaller number. They identified the problems involved as being rather less of a pedagogical nature than of a contextual, motivational, mobilisational and organisational nature.

From the point of view of achieving large-scale literacy results the following critical factors were identified:

- The state as the prime mover, Political will or national commitment including the capacity to organise and mobilise the people around a literacy project.
- A favorable development context i.e. other on-going social, economic and political changes benefiting poor people.
- Continuous mobilisation activities aiming at sustaining collective motivation (initial individual motivation is necessary but not enough).
- A broad conception of literacy, a broad collaborative involvement and resource mobilisation from all sectors of the state and the civil society e.g. mass media, NGO, private companies, trade unions and women's movements.
- Central coordination of all major stakeholders and actors, combined with local responsibility and flexibility. "Post-literacy" and other follow-up opportunities, such as the development of literate environments, a dual strategy, combining UPE and adult literacy.

Other identified key issues need careful planning and considerations in each context were:

- Timing and duration of instruction. The choice of language of literacy instruction and mobilisation and support at local level, i.e. community participation and strongly committed local leaders.
- Motivation and training of teachers, including in-service training and a network of pedagogical and organisational support services.
- A curriculum adapted to a realistic learning process, avoiding too many and too heavy and technical themes or topics.
- Methods within the reach of the teachers, the most important being to treat the adult learners with respect and patience.
- The allocation of sufficient resources to minimise the problems of inefficiency of all longer-term literacy activities, e.g. irregular attendance, drop-out among teachers and learners, relapse, too high expectations in the literacy objectives.

Brown and Newman (1988) have said, “A literacy programme for adult city-core illiterates, an investigation of experimental factors pertinent to reading instruction USOE Project No. 6-1136. Buffalo, NY: State University of New York” Vision for America's Future (1990), published by the U.S. Government Printing Office, and lists these trouble figures:

If we continue on our present course by the year 2000 one in four American children will be living in poverty. Today one in five is classified as poor. One in four American families is now a single-parent family and single-parent families now make up two out of three homeless families. One in every 5 girls will have a child by the age of 20 and most of these mothers will not be married. Only 6 of 10 will have high school diplomas, compared with 9 of 10 among their peers who are not parents. One out of 3 of

the homeless estimated at between 350, 000 and 3 millions a parent with homeless children. High numbers of minority populations are present among the homeless. Minority teen-agers are likely to live in poverty. Poor teens are four times more likely than their non-poor peers to have below-average basic academic skills. A significant number of poor children have parents who do not have a high school education. No matter how motivated these parents may be to help their children learn, they often lack the personal and financial resources to do so.

The consequences for families with low levels of education are far more serious now than in earlier decades. Literacy demands in the workplace and in society in general alienate the illiterate and the uneducated from the more knowledgeable mainstream and contribute to endemic poverty. Regardless of race or ethnic origin, earning is closely tied to the number of years of schooling completed. The more years of formal education a person has, the greater his / her annual earnings tend to be (Pp. 213-214).

Summary of Community Effort Americanisation and Literacy Education (Adult Literacy Education in the United States) by Cook (1987) gave an example of community efforts to deal with foreign born illiterates took place in Passaic, New Jersey, a textile town of approximately 60,000 people. An investigation revealed that " In 1910 one out of every three people 10 years of age and over in Passaic could not speak English, 55 percent of all the foreign born 10 years of age and over could not speak English".

Each year only about 250 adults were being taught to read and write through evening schools, although many more adults were registered. The following reasons for low attendance keep reappearing as major factors to be considered when planning programmes for illiterate adults.

1. Working days or nights produced a conflict with classes that mothers were not able to leave their homes and men could not have enough energy to study after a long day work.
2. There were communication barriers between students and teachers. Programmes had been organised utilising the teachers available with little concern given to the previous training of the teachers. In fact, the importance of having teachers specifically trained for teaching adults was not yet fully realised. This did not become an area of concern until some years later.
3. Too often, the method employed by teachers' offended adults. Childish sentences, dull topics and choral recitations did not allow for individual progress and on the whole, these unsophisticated methods discouraged two-thirds of the students.

The completed investigation produced a list of suggestions which New Jersey Bureau of Education felt would help with the problems.

It recommended that a separate Department of Adult Education be established and the department would function with a complete staff of its own. Aiding this organisation would be an advisory council composed of representatives from clubs, nationality groups and labour. It was advised that courses be designed using teachers of different nationalities. Each teacher would instruct his own nationality group. It was also suggested that a native born and a foreign born teacher should share a class. It was recommended that day courses be offered in the late afternoon hours to accommodate workers. All such classes would be grouped to provide better instruction. Finally, industries should be encouraged to provide time for study without loss of wages. The first decade of the twentieth century was characterised by heavy immigration. New immigrants were met with suspicion, prejudice and disdain by native born Americans and "old immigrants".

Since the new immigrants were mainly from less uniformly educated countries, they added to the already sizeable illiteracy problems in the United States. The public generally displayed a lack of concern about illiteracy. The few attempts at literacy education were directed mainly at the immigrant segment of the population and the motivation for these classes was often less than noble. Lack of uniform legislation and the mobility of the people hindered the few local efforts to educate the illiterate adult. Some states such as New York, aimed at preventing adult illiteracy by placing the emphasis on educating the child. One of the few attempts to study the problems of illiteracy took place in Passaic, New Jersey. The study resulted in a list of suggestions to the State Department of Education. In the years to follow these results would be rediscovered many times over, but it would be many years before anything significant would be done about the problem. And with a few isolated comments and efforts the history of adult literacy education started its evolution (Pp. 16-20).

2.37 REVIEW OF THE RELATED NATIONAL RESEARCH STUDIES

Awan (2008) conducted a study under the topic, “Development a Model for Training Literacy Personnel in Pakistan”. For this purpose five questionnaires were prepared and administered to twenty two academicians of the Faculty of Education of AIOU, 34 EDO (Literacy), 175 managers of NGO, 195 supervisors of NGO, and 455 literacy teachers. Some major findings of the study are given as under.

- Maximum respondents 96.43 % said that administrators contributed towards the overall literacy. Most of the respondents 92.86 % replied that administrators provided guidance to adult instructorsv /supervisors.
- Majority of the respondents 89.29 % replied that administrators guided supervisors and instructors how to achieve goals of Adult Literacy. 85.71%

respondents replied that administrators provided resources for training of literacy personnel.

- 85.71% respondents replied that administrators carefully monitored the work of employees. 85.71% respondents replied that administrators were responsible for maintaining the policies and their implementation.
- Most of the respondents (84.68%) replied that managers provided in-service training to Literacy Personnel. Majority of the respondents 81.08 % were of the view that managers were the implementers of the Literacy Programmes.
- 79.28 % replied their mind that managers defined the work schedule for the Literacy Centres. Maximum respondents 97.39 % agreed that the supervisor had to identify the problems faced by the Literacy Centre.
- Majority of the respondents 90.85 % replied that the supervisor monitored the Literacy Centre once in a week. 88.89 % were of the view that the supervisor was the backbone of the Literacy Programme.
- 75.16 % respondents replied that the supervisor needed training in short-term objectives. Majority of the respondents 91.74% replied that the instructors dealing in the adult class were friendly.
- Majority of the respondents 90.44 % replied that instructors were trained to present reports and records to the supervisors.

On the basis of these findings the researcher gave the following conclusions and recommendations;

Literacy personnel should use local resources for the literacy class. Administrators handle common obstacles in the learning programme and personnel affairs of the instructors. Administrators present the annual budget for effective planning of the

Literacy Centre. Administrators should provide resources for training of Literacy Personnel. Managers should carefully supervise the literacy programme. Supervisors may arrange the surprise visit of administrators to the Literacy Centres to check the students' progress and point out deficiencies. Instructors may be given training in motivational techniques. Managers may be given training in supervisory skills. Managers may be given training to make Literacy Programme more effective.

Another research conducted by Naeem (2008) in the Punjab Province under the topic, "An Evaluation of Ujala Literacy Project in Punjab". This study was delimited to 45 centres. Questionnaires were given to learners, teachers, VECs, community mobilisers and project managers for the collection of information. The data collected was analyzed in terms of percentage. The investigators made the following findings:

- 62 percent learners were of the view that their teachers assigned home work daily, while 37.5 percent opined that the teachers did not assign home work daily.
- 94 percent of the learners responded that they studied 7 months in Ujala centres, while 6 percent viewed against it.
- 100 percent of the learners were of the view that examination was held after 7 months, while no one opined against it. 94 percent of the learners were of the view that they passed the examination, while 6 percent learners opined that they did not pass the examination.
- 88 percent of the teachers of the Ujala centres responded that they enrolled the learners of the age group of 10 to 20 years while 12 percent responded against it.
- 89 percent of the teachers were of the view that learners were interested in learning, while 11 percent of the learners responded negatively. 26 percent of the

teachers of Ujala centres were satisfied with their salary, while 74 percent teachers were not satisfied with the salary as compared to the work.

- 99 percent VEC members opined that the Ujala Adult Female Project was a good step for Adult Female Education, while only 1 percent opined against it. 75 percent of Community Mobilisers were of the view that the local government did not cooperate with the Ujala project, while 25 percent responded that local government cooperated with the Ujala project.
- 100 percent of Community Mobilisers opined that no transport facility was provided to them by the officials for checking the Ujala centres. 100 percent of Community Mobilisers of the evaluation test were given to the learners of Ujala centres after the completion of 7 months.
- 100 percent of Project Managers, 62.5 percent of EDO, and 50 percent of DCO, were of the opinion that daily class timings of Ujala centres were after noon, while 25 percent EDO and DCO opined for evening. 100 percent of the Project Managers, EDO and DCO were of the opinion that learning kits were provided to learners free.
- 100 percent of the Project Managers, EDO and DCO were of the view that the salary of teachers of Ujala centres was Rs. 1000/- per month. More than 65 percent of the Project Managers, EDO and DCO were of the opinion that they faced the problems of staff shortage at the head office, conveyance, non-availability of matriculate teachers and the long distance to the centres and low interest of teachers during the Ujala project.
- More than 82 percent of the Project Managers, EDO and DCO suggested that the staff and duration should be increased, the period of cycle programme should be continued, A.V. aids should be provided for learners, salary should be increased

and facility of conveyance should be provided to community mobilisers for more improvement of Ujala literacy project. The findings of the study led to the following conclusions:

A great majority of VEC members opined that the Ujala project was a good step for adult female education and they were satisfied with the performance of the teachers and officers of the Ujala centres. Majority of the responses of EDO, DCO, Project Managers and Community Mobilisers indicated that the objectives of the Ujala project were achieved and the project was very useful for Adult Education. They were also of the view that the salary of teachers was Rs. 1000/- per month which was paid through cross cheques. A great majority of EDO, DCO, Project Managers and teachers viewed that classes of Ujala centres commenced in the afternoon for the duration of three hours, free learning kits were provided to learners and the syllabus was fully relevant to the learner's ability. Majority of the responses of EDO, DCO and Project Managers indicated that the problems of staff shortage at headoffice, conveyance for CMs, non-availability of matriculate teachers in far flung areas, long distances of centres and lack of interest of teachers were the main problems for the organisers of the Ujala project. Majority of the teachers indicated that learners were interested in learning, evaluation test was given to them after the completion of every phase and the required results were achieved in the test. It was noted from a majority of the teachers and Community Mobilisers that they were not satisfied with the salary as compared to the nature of the job. Majority of the Community Mobilisers were of the view that the local Government did not cooperate with the Ujala project and no transport facility was provided to them by the officials for visiting the Ujala centres. All the Community Mobilisers were of the view that they prepared the monthly work plan for checking the Ujala centres.

Keeping in view the conclusions drawn on the basis of research findings, following recommendations were made:

Teachers of Ujala centres were paid Rs. 1000/- per month whereas she maintains the classroom and other things as well and salary should be doubled as a financial incentive, which would make her more duty bound. Efforts may be made to locate Ujala centres in Government school buildings so that learners may sit in a healthy atmosphere rather than sitting in dark, shady and unhygienic places. The duration of the cycle may be extended from 7 months to one year for acquiring efficiency and sustainability. In order to make the Literacy Programme more successful, role of VEC needs to be strengthened. Remuneration of Community Mobilisers may be enhanced. Before setting up an Adult Literacy Centre in any locality, a survey may be conducted and needs of the community be assessed. Community Mobilisers may be given training on how to mobilise and Monitor the Literacy Centres. A.V. Aids may be provided in literacy centres for making teaching more effective. After the end of each cycle and gauging their performance the 7 to 10 positions may be given cash awards. Some additional incentives may also be provided for the top most learners in each district. It is proposed that the scheme may be implemented in all remaining 26 districts through phases, making approximately 0.54 million illiterate young ones literate.

Ghazi (2009) made a study under the topic “Developing a Training Model for Instructors, Supervisors and Managers in Non-Formal Education in Pakistan”. The researcher developed three questionnaires, administered and collected the data. Some major findings and conclusions given by the researcher are listed as under: -

- Training Programmes for instructors were not launched regularly. According to the responses, blackboards were used as Teaching Aids during the training.

- According to the responses, Special Workshops were needed for the effective function of instructors. Instructors needed training on the writing styles of non formal education material.
- According to the responses, Instructors needed training for the procedure of Student Support Services. According to the responses, Instructors required training in Creative Teaching Strategies. According to the responses, Instructors needed training in Planning of Student Activities.
- Quality oriented training for Supervisors were not held before launching new programmes/projects. Supervisors did not have awareness of observation techniques. Duration of Training Programmes was not adequate.
- According to the majority of responses, Supervisors needed more training in scientific approaches of Supervisors in the interview. Supervisors needed training in Planning of Student Activities. the Managers were working to uplift the Non-formal Education System.
- According to the majority of responses, the Managers cooperated with NGO for the promotion of Non-formal Education. Provision of physical and human resources were not adequate to promote Non-formal Education in the country. Brief meetings with Managers were held before launching new programmes / project / policies.
- According to the responses, duration of Training Programmes was not adequate. Managers maintained a balance in examination services. Managers can organise Training Programmes for in-service personnel. Managers had no decision power to modify the existing paradigm.
- According to the responses, most of the Managers have no specialisation in Education Planning and Management.

Conclusions from the findings of questionnaires for Managers, Supervisors and Instructors were drawn as under:

Existing facilities of NFE are not enough to meet the needs of the community. Duration of Training Programmes needs to be increased. Instructors need training in Creative Teaching Strategies. Supervisors need more training in scientific approaches of supervision. Managers are not promoting social motivation for the implementation of National Literacy Plans. Managers need specialization in Education Planning and Management. In the light of the analyzed data and on the basis of findings, conclusions and suggestions received, following recommendations were made:

More programmes for the promotion of Non-formal Education may be imparted through radio, ETV, computer and internet. Time period of training of NFE personnel may be increased. Managers may promote social motivation for the implementation of National Literacy Plans. Managers may have a diploma of EPM.

Macias (2002) conducted a research on "Factors Affecting Non-Formal Education Professional Development". The major objective of the study was to find out the main causes for inadequate literacy professional development. The study showed that the government educational institutions are considered to be at the high level of adult education programme providers. There were also a wide range of other programmes for adult education. Professionalisation of the adult education has received wide spread attention in the last decade. From this research it is concluded that many adult educators and literacy instructors have had limited training. Likewise little attention was paid to the professional development. The majority of instructors were employed on a part time basis. So it is very difficult to sustain training. The problem in the professionalisation of adult education instructors is missing in terms of infrastructure. Teachers preparation

requirement contribute to a much greater share of the total adult basic education. So it is recommended that professionalization of a teacher should form part of comprehensive commitment to the adult literacy education. Findings showed increase in the professional development activities compensate the instructors for participation in these activities (p.20).

Graiffin, Nasta and Gray, (2000) conducted a research on Professional Development in general. The major objective of the study was that most adult education services centres measure the performance of their staff through staff review, appraisals and observation on teaching. In this study all part time-tutors were observed in adult and continuing education services. Teaching was the part of review and a professional development process. The literacy education advisor review teaching practices across the adult education centres. All centre managers were encouraged to conduct lesson while the observation was part of their teaching process. In this study, the emphasis was laid on improving classroom practices and the standard of lesson planning. It also encouraged the innovative approach with adult learners and the management of different level of student's ability. The conclusion of this study was that teaching can be made effective through observation process.

UNESCO (2006) conducted a research on teacher training to acquire skills in the subject they mostly taught. Some teachers teach primary school subjects to adult learners. Thus majority of teachers agreed that they had no achievement to their credit. The conclusion of this study was that the base of adult literacy operating without a curriculum lacks functionally oriented-components. So it is recommended that literacy programme should replace authoritarian methodologies and skills based curricula with learner centered approach. Links between adult literacy and formal education sub-sector should be made to endure sharing experience and support to allow for easy entry and exit.

Training in literacy and adult education should be focused on specific kind and level of literacy required by each society as by specific groups within the society.

Youngman and Singh (2005) conducted a case study for Analysis of the Trends and Training of Adult Literacy Educators. They concluded that main trend seems to be towards the formalisation of Training of Literacy Educators from literacy training into adult education training and human resource development / continuing professional development. Managers need training for managerial skills courses to develop literacy.

Burns (2000) quoted that Bigelow (1994) conducted a research on "Managerial Training" and identified that managerial skills such as delegation, team management, conflict management, proactively, negotiation etc and concluded that these skills are necessary in literacy managers for adoptability and multi-perspective thinking. It is also possible to integrate all the managerial skills into following six classes:-

1. Interpersonal skills in which external relationship, goals and changes in other are emphasised.
2. Inter-personal skills in which self goals such as stress management, delegation and assertiveness are emphasised.
3. Learning skills which facilitate the development of other skills, for example creativity.
4. Personal attributes which are not skills in themselves but are related to skill development such as self esteem.
5. Entry skills which are used to assess and understand an organisational setting and establish effective working relationship.
6. Administrative skills such as decision making which are used to carry out administrative functions (Pp.342-345).

Murphy (2000) has quoted Blachma, *et al.* (1999) he concluded that;

- Literacy teachers require much more extensive, demanding and content based training for their in-service professional development.
- Every additional dollar spent on raising teachers' quality, netted greater students gain than did any other use of school resources because there is empirical link between professional development and students' achievement.
- Professional development is a powerful means of engendering positive outcomes for students.
- In-service professional development produced higher achievement (Pp.184-185).

CHAPTER 3

METHODOLOGY OF THE STUDY

This study was designed to analyze the achievements of the Adult Literacy, Component of the National Plan of Action (2001-2015) of Education for All in Punjab, and the development of the future implementation strategy. This chapter deals with methodology of the study that includes population, sampling, and development of tools, their administration and statistical techniques used for analysis. After the review, three questionnaires were developed, administered, collected and analyzed.

Hafeznia (1996) states that, "Investigation of the existing position which deals with the present situation, is organized in an approved manner" (P. 99). The study was descriptive in nature so three questionnaires were used. A descriptive study describes and interprets 'what is'. A descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information. It involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Best & Kahn, 2007). Most quantitative researches fall into two areas: Studies that describe events and studies aimed at discovering inferences or causal relationships. Some of the common data collection methods applied to questions within the realm of descriptive research includes surveys, interviews, observations, and portfolios. The method of collecting data for descriptive research can be employed singly or in various combinations, depending on the research questions (AECT, 2001).

Best and Kahn (2007) explain that a questionnaire, "Is a device, securing answers to questions, by using a form which the respondent fills in" (P.133). The collected data was analyzed and on the basis of analysis findings, conclusions and recommendations

were made. Survey approach was adapted to elicit the opinions of DLLO, TLLO and ALT, through specially constructed questionnaires and different documents related to Adult Literacy.

3.1 POPULATION

The population of the study included the following:-

204 DLLO including 35 EDO (L), 35 DLO and 134 Managers of NGO, 636 TLLO which included 106 TLOs, 210 Literacy Mobilizers, and 320 supervisors of NGO and 10,832 ALT / Instructors.

3.2 SAMPLE

The sample was taken in the following ways;

- All District Level Literacy Officers were taken 100% for sample.
- All Tehsil Level Literacy Officers were included in the sample i.e. hundred percent sample was taken.
- 20 % ALT were included in the sample by the process of simple random sampling. L. R. Gay (1987) wrote, “For descriptive research 10% sample is minimum and 20% sample is essential. So the researcher has taken 20% as a sample. As Mitelhammer (1996) has said, “Select of an object from a population in such a way that each object has an equal chance of being selected” (P.303). While Gustafson and Smith (1994) stated that random sampling means that every one in the population has a known and calculable chance of appearing in the sample (P.126).

Table No 3.1 BREAKUP OF THE SAMPLE

S. No	Category of Sample	Population	Sample	%age
1	DLLO	204	204	100 %
2	TLLO	636	636	100 %
3	ALT	10,832	530	20 %
	Total		1,360	

3.3 INSTRUMENTS FOR DATA COLLECTION

The following instruments were used for Data Collection:

3.3.1 QUESTIONNAIRES

1. Questionnaire for DLLO

The questionnaire for DLLO included general information, literacy rate in their district, strength of literacy centres and learners, functionality, timings, cooperation between GO and NGO, interests, duration of phases, continuity of programme, efforts, problems and competency of the teachers etc.

2. Questionnaire for TLLO

The questionnaire for Tehsil Level Literacy Officers / Supervisors of NGO included personal information, allotment of ALC, availability of funds, preparation of reports, centre's atmosphere, usability of resources, allied material, beneficiary of project, completion of the course, examination, results, role of Village Education Committee, and achievement of the objectives.

3. Questionnaire for ALT

The questionnaire for Adult Literacy Teachers / Instructors of NGO included personal informations, locality, classes, visit of higher authority, study activities, environment, attendance, easy access, feasible infrastructure, satisfactory equipment and problems etc.

An opinion scale according to Bakers (1999) is a measuring instrument based on the set of indicators, which have a certain interrelationship to one another (P.131). So in this study, all statements of the questionnaires were close-ended, except the last three questions for DLLO and TLLO, and the last four for the ALT, so that respondents could write freely in their own words. Each close-ended statement provided a description of the Yes/No form, and three or five choices namely strongly agree (SA), agrees (A), uncertain (UC)), disagree (D) and strongly disagree (SD), so that a quantitative judgment rather than a vague and meaningless generalization might be made. The research instrument was completely assessed before being used, to get a satisfactory result. In the beginning of the questionnaire, directions for the respondents for filling the questionnaire were given.

The questionnaires consisted of different types of questions / statements. The questionnaires were given to DLLO, TLLO, and ALT. They were given the choice to prioritize, according to their own perception and understanding.

3.3.2 DOCUMENTARY STUDY

All the educational documents pertaining to Plans, Policies and Projects yielding information, regarding Adult Literacy was also consulted such as;

1. Adult Literacy Component of National Plan of Action (2001-2015) of Education for All.

2. Education for All Literacy & Vocational Education (Adult Literacy) Project, Punjab.
3. PMLC Commission (1995) Education for All, Islamabad.
4. Punjab Commission for Literacy Education for All (2003) Report of UJALA Literacy Project.
5. 10-Years National Literacy Plan (1993-2003), Islamabad: NETCOM, Ministry of Education.

3.3.3 ITEM WRITING

The first step was to develop the draft research tools. Literature review helps in the process of item generation for the scale (Brown, 2003). The researcher did intensive search of literature, books, journals and research studies conducted in other countries, as well as in Pakistan were also consulted. Care was taken to write every statement in all the three questionnaires.

3.3.4 PILOT TESTING

The main purpose of the pilot testing was to know the weaknesses and complexities of the questionnaires, and to minimize the ambiguities and misconceptions. Pilot testing was conducted to know the preliminary results, and to determine the efficacy and appropriateness of the questionnaires to the content or subject matter.

3.3.5 VALIDATION OF THE QUESTIONNAIRES

After development of the draft of the three questionnaires, they were validated by two ways; one was by a doctoral panel of experts in the educational set up, and the other administered as a small sample. For this purpose, two districts were taken randomly as a sample. The sample was carefully selected to represent all levels of population. For pilot

testing, 10 DLLO, 20 TLLO and 30 ALT were selected randomly. The researcher visited the relevant sample, and administered the questionnaires to the related persons to get suggestions for improvement and to eradicate weaknesses, misconceptions and complexities from the questionnaires. Therefore, the initially prepared questionnaires were administered to these DLLO, TLLO and ALT. The questionnaires were handed over to these respondents, and they were requested to point out the deficiencies, and where it was needed to improve the data collection instruments. On the basis of the tryout, the results were discussed with the supervisor and a team of educational experts, and the amendments were made accordingly. Following 4 questions were dropped.

1. DLLO provide media support at Literacy Centres.
2. ALT have a good liaison with DLLO.
3. TLLO give immediate response to ALT queries.
4. Briefing meeting for managers is held before launching new programmes / projects / policies.

And following 10 questions were added.

1. Are you satisfied with the achievements of Literacy Centres functioning in your area under EFA project?
2. Is the enrolment of female learners higher than male learners in the Adult Literacy Centers?
3. Are the teachers suitable for place of duty?
4. Give your suggestions for the improvement of Adult Literacy Programme.
5. Do the learners want to continue their study activities after the center hours?
6. Will your efforts under the EFA project be able to achieve the desired objectives?

7. Do the representatives of Union Councils / Local Bodies help to increase the learners' attendance?
8. Does the community work with you practically?
9. Is the age range of the registered learners 15 years and above?
10. Can the learners can read, write and do simple arithmetic calculations after completing the literacy course?

The validity of the open-ended questions was made by writing the same statements of different problems and suggestions of different respondents, in the form of making tables 4.1.29, 4.2.27 and 4.3.26.

3.3.6 RELIABILITY

For examining the reliability, an analysis was carried out to determine internal consistency of the questionnaires. For this purpose, test for reliability coefficient was applied by splitting-half the scores as even and odd, as results of the pilot test were analyzed. The following table indicated the reliability coefficient alpha.

Table No 3.2 RELIABILITY COEFFICIENT ALPHAS

Questionnaires	Questionnaire for DLLO	Questionnaire for TLLO	Questionnaire for ALT
Reliability co. eff. Alpha	.77	.79	.83

3.4 DATA COLLECTION

The finalized questionnaires were mailed to all DLLO, TLLO and ALT (Appendix A, B, C). These questionnaires were mailed through prepaid postage to the respective respondents, and wherever applicable, these were personally handed over, or

handed over with the help of research associates to the respective respondents. Category wise summary of data collection is given below:

S.No	Category	Population	Sample Size	Q. Sent	Q. Returned	% age
1.	DLLO	204	204	204	145	71 %
2.	TLLO	636	636	636	415	65 %
3.	ALT	10832	530	530	375	70 %

3.5 STATISTICAL ANALYSIS OF DATA

The researcher used percentage and Chi-square statistical formulas for analyzing the collected data. According to Panneerselvam (2010) “The Chi-square test is a nonparametric test, which is used to check the goodness of fit for large samples. This test is used to compare the given observed frequencies with the corresponding expected frequencies of an assumed theoretical distribution, to draw a conclusion about whether or not the given data followed the assumed distribution” (P. 320).

The formula of Chi Square → $\chi^2 = \sum (f_o - f_e)^2 / f_e$,

Formula of finding % age → %age = $f / N * 100$

CHAPTER 4

ANALYSIS OF DATA

This chapter contains analysis of informations obtained from data and its analysis. As the study was the combination of Survey Approach Research, data were collected through questionnaires. Opinions of DLLO are analyzed in Table No 4.1. (a) to 4.1.27. Views of TLLO are examined in the form of Tables from 4.2. (a) to 4.2.26. Similarly visions of ALT are evaluated in the form of Tables 4.3. (a) to 4.3.25. The comparison between different respondents in comparable statement is taken in Tables No 4.4.1 to 4.4.8. In each questionnaire the respondents are requested to indicate the problems and their suggestions regarding open-ended questions. These are summarised in tables 4.1.29, 4.2.27 and 4.3.26.

4.1 QUESTIONNAIRE FOR DLLO

The academic and the professional qualifications of DLLO are shown in the Table No 4.1 (a & b).

Table No. 4.1. 1(a) Academic Qualification of DLLO

Sr. No	Academic Qualification	f	%age
1.	PhD.	04	2.76
2.	M.Phil	10	6.89
3.	MA/M.Sc	123	84.83
4.	MA (EPM)	00	00
5.	BA/B.Sc	08	5.52
	N	145	100

The above table indicates that; only 2.76 % DLLO has PhD degrees, and 6.89 % officers have M.Phil degrees. Majority of the DLLO (84.83 %) has the degree of M.A./M.Sc, but no person has the M.A. degree in Educational Planning and Management, while 5.52 % officers have only B.A/B.Sc degrees.

Table No. 4.1.1 (b) Professional Qualification

Sr. No	Professional Qualification	f	%age
1.	M.Ed	55	37.93
2.	B.Ed	43	29.66
3.	Any other	27	18.62
4.	No Professional qualification	20	13.79
	N	145	100

The above table shows that; Mainstream of DLLO (37.93 %) has a professional degree of M.Ed. 29.66 % officers had B.Ed Degrees. 18.62 % persons has professional

degrees other than B.Ed. or M.Ed, while 13.79 % officers has no professional qualification.

Table No. 4.1.1(c) Experience at Present Post

Sr. No	Experience	f	%age
1	1-2 years	111	76.55
2	3-4 years	21	14.38
3	5-6 years	11	7.59
4	7 years &Above	2	1.38
	N	145	100

The above table indicates that:

Majority of DLLO (76.55 %) has experience of 1-2 year/s at present post. 14.38 % has experience of 3-4 years and 7.59% officers are working for 5-6 years at present post. Only 1.38 % officers have experience above 6 years.

Table No. 4.1.2 Response about Literacy Rate in their District

Sr. No	Achievements	District	Literacy rate	Rank
1.	Having Literacy rate above than NPA plan of EFA (2001-2015).	Rawalpindi	80	1.
		Gujrat	77	2.
		Jehlum	74	3.
		Sialkot	72	4.
		Lahore	71	5.
		Gujranwala	69	6.
		Narowal	66	7.
		Faisalabad	60.5	8.
2.	Having Literacy rate below than NPA plan of EFA(2001-2015), between 50-68 %	Mandi Baha-ud-Din	59	9.
		Sargodha	56	10.
		Sahiwal	55	11.
		Sheikhupura	54	12.

	Mianwali	53	13.	
	Multan	52	14.	
	Hafizabad	51	15.	
	Khushab	49	16.	
	Layyah	48	17.	
	Khanewal	46	18.	
	Vehari	45	19.	
	Jhang	45	20.	
3.	Having Low Literacy Rate between 40%-50%	Kasur	44	21.
		Pakpatten	43	22.
		Okara	43	23.
		Bahawalnagar	42	24.
		Bhakkar	42	25.
		Bahawalpur	42	26.
		Rahim Yar Khan	39	27.
		Dera Ghazi Khan	37	28.
4.	Having Very Low Literacy Rate 40%- and Below	Lodhran	37	29.
		Muzaffargarh	34	30.
		Rajanpur	26	34.

The above Table indicates the achievements as well as analysis in ranking of all the districts of Punjab Province. In this table the Literacy Rate of Rawalpindi District is higher than National Plan of Action's targets as well as all the other districts of Punjab. The Literacy Rate is decreasing from upper to lower in the above table. Six districts have Literacy Rate above higher than the NPAs of EFA, 9 districts have literacy rate between 60 – 68%, while 8 districts have the Literacy Rate between 50-60 % and 11 districts have 40 - 50 percent, while 5 districts have a very low Literacy Rate below than 40 percent. The average literacy rate of Punjab Province is 50 percent.

Table No. 4.1.3 Opinion about Literacy Rate Comparison

S. No	Statement	Options	Equivalent to NPA's target	Higher than NPA's target	Lower than NPA's target
3.	Literacy rate in your area as compared to National Plan of Action's targets is	f	30	25	90
		% age	20.69	17.24	62.07

The above Table clarifies that:

Majority of DLLO (62.07 %) has lower Literacy Rate as compared to NPA's targets. On the other hand 17.24 % DLLO has higher Literacy Rate as compared to the National Plan of Action's targets. While 20.69 % are of the view that the Literacy Rate in their area as compared to the National Plan of Action's targets is equivalent.

Table No. 4.1.4 Opinion about Number of Working of ALC

Sr. No	Statement	Options	More than 124	124	Less than 124
4.	The number of existing Literacy Centres for Adults under EFA project are	f	28	35	82
		% age	19.31	24.14	56.55

The above Table indicates that:

Only 19.31 % of DLLO opine that the numbers of existing Literacy Centres for Adults under EFA project were greater than 124. Majority (56.55 %) are of the view that opening Adult Literacy Centres under EFA project were less than 124. Some DLLO (24.14 %) agree with the statement that 124 ALC were working in their area under this project.

Table No. 4.1.5 Opinion about Working Position of ALC

Sr. No	Statement	Options	Successfully	To some extent	Poorly
5.	All existing Adult Literacy Centres under EFA Project are working.	fo	66	54	25
		%age	45%	37%	17%
		fe	48.3	48.3	48.3
		fo - fe	17.7	5.7	-23.3
		$(fo - fe)^2$	313.29	32.49	542.89
		$(fo - fe)^2/fe$	6.48	0.67	11.24
$\chi^2 = \sum (fo - fe)^2/fe = 18.39^*$					

*Significant df = 2 Table value at 0.05 = 5.991

The above Table discloses that:

The calculated value of Chi square is greater than the table value and the trend of the respondents is towards success so all the existing Adult Literacy Centres under EFA project are working successfully is accepted. On the other hand some people disagree that the existing Literacy Centres are working poorly.

Table No. 4.1.6 Opinion about Awareness of NPA's Targets

Sr. No	Statement	Options	Completely	Partially	Not at all
6.	You have the knowledge of National Plan of Action's targets (2001-2015) about Adult Literacy	f	5	111	29
		% age	3.45	76.55	20.00

The above table clarifies that:

Majority of DLLO (76.55 %) has partial knowledge of the National Plan of Action's targets (2001-2015) about Adult Literacy. Only 3.45 % DDLO has complete knowledge of the National Plan of Action's targets (2001-2015) about the Adult Literacy

component. While 20.00 % has no knowledge of NPA's targets (2001-2015) about Adult Literacy.

Table No. 4.1.7 Opinion about Location of ALC

Sr. No	Statement	Options	Rural Area	Urban Area	Both Areas
	Most of the Adult	f	131	00	14
7.	Literacy Centres are located in	%age	90.34	00	9.6

The above Table reveals that:

Majority (90.34 %) are of the view that most of the ALC are located in rural areas. Some DLLO (9.6 %) agree that most of the Adult Literacy Centres were located in rural as well as in urban areas, while no DDLO opine that most of the Adult Literacy Centres were located in urban areas.

Table No. 4.1.8 Opinion about the Availability of Teachers for ALC

Sr. No	Statement	Options	Easily	Not Easily	Not at All
	Are teachers available for Adult	f	111	30	4
8.	Literacy Centres /Vocational Centres?	% age	76.55	20.69	2.76

The above Table narrates that:

Majority of DLLO 76.55 % agree that teachers are easily available to teach in the Adult Literacy Centres. While 20.69 % are of the view that the teachers were not easily

available for Adult Literacy Centres. Some DLLO (2.76 %) agree that the teachers are not available at all for Adult Literacy Centres.

Table No. 4.1.9 Opinion about Arrangement of Refresher Courses

Sr. No	Statement	Options	frequently	not frequently	not at all
9.	Refresher courses for teaching adults are being arranged for the teachers	f	3	30	112
		% age	2.07	20.69	77.24

The above Table describes that:

Refresher courses are being arranged frequently for the teachers responded by only 2.07%. Majority of DLLO (77.24 %) give opined that refresher courses were not arranged at all for ALT. A few numbers of DLLO has a view that refresher courses were not arranged frequently for the teachers.

Table No. 4.1.10 Statement about Allied Material

S.No	Statement	f	SA	A	UC	D	SD
10.	Allied material is provided according to the number of learners at Literacy Centres.	f _o	65	41	17	14	08
		%age	73%	12%	15%		
		f _e	29	29	29	29	29
		f _o - f _e	36	12	-12	-15	-21
		(f _o - f _e) ²	1296	144	144	225	441
		(f _o - f _e) ² /f _e	44.69	4.94	4.94	7.76	15.20
		$\chi^2 = \sum (f_o - f_e)^2 / f_e = 77.53^*$					

*Significant df = 4 Table value at 0.05 = 9.488

Table 4.1.10 specifies that the computed value of $\chi^2 = 77.53$, which is greater than Table value at 0.05 level. As the trend of respondents is towards 'agree', hence the

statement, “Allied material is provided according to the number of learners at Literacy Centres” is accepted.

Table No. 4.1.11 Description about Satisfaction of Achievements

S.No	Statement	f	SA	A	UC	D	SD
11.	You are satisfied by the achievement of Literacy Centres functioning in your area under EFA project.	fo	13	45	20	35	32
		%age	40%		14%		46%
		fe	29	29	29	29	29
		fo - fe	-16	16	-9	6	3
		(fo - fe) ²	256	256	81	36	9
		(fo - fe) ² /fe	8.83	8.83	2.79	1.24	.31
		$\chi^2 = \sum (fo - fe)^2/fe = 22^*$					

*Significant df = 4 Table value at 0.05 = 9.488

Table 4.1.11 indicates that the calculated value of $\chi^2=22$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards ‘disagree’, hence the statement, “You are satisfied by the achievement of Literacy Centres functioning in your area under EFA project” is rejected.

Table No. 4.1.12 Explanation about Efforts

S.No	Statement	f	SA	A	UC	D	SD
12.	Your efforts are likely to achieve the desired EFA project’s objectives.	fo	11	17	25	39	53
		%age	19%		17%		63%
		fe	29	29	29	29	29
		fo - fe	-18	-12	-4	10	24
		(fo - fe) ²	324	144	16	100	576
		(fo - fe) ² /fe	11.17	4.97	0.55	3.45	19.86
		$\chi^2 = \sum (fo - fe)^2/fe = 39.97^*$					

*Significant df = 4 Table value at 0.05 = 9.488

Table 4.1.12 indicates that the calculated value of $\chi^2= 39.97$, which is greater than Table value at 0.05 level. As the trend of respondents is towards ‘disagree’, hence the

statement, “Your efforts are likely to achieve the desired EFA project’s objectives” is rejected.

Table No. 4.1.13 Opinion about Time-Schedule for ALC

Sr. No	Statement	Options	Specific time-table	Learners’ demand	Indefinite schedule
13.	The Adult Literacy Centres are working according to	f	58	82	5
		%age	40	56.55	3.45

The above Table explains that:

Majority of respondents (56.55 %) agree that the adult literacy centres were working according to learners’ demand, while 40 % DLLO are of the view that the ALC were working according to a specific time-table. Some DLLO (3.45 %) are of the view that the adult literacy centres were working according to an indefinite schedule.

Table No. 4.1.14 Opinion about Functionality of ALC

Sr. No	Statement	Options	GO	NGO	Both GO and NGO
14.	Most of the Adult Literacy Centres are functioning under	f	23	82	40
		%age	15.86	56.55	27.59

The above Table makes clear that:

Majority of DLLO (56.55 %) give the view that most of the adult literacy centres were functioning under NGO. While 15.86 % officers are responded that most of the ALC were functioning under government organizations. Some respondents 27.59 % agree that most of the adult literacy centres were functioning under both GO and NGO.

Table No. 4.1.15 Opinion about Existence of Cooperation

Sr. No	Statement	Options	Reasonable	Partial	Not at All
15.	Cooperation between GO and NGO exists	fo	25	44	76
		%age	17%	30%	52%
		fe	48.3	48.3	48.3
		fo - fe	23.3	-4.3	27.7
		(fo - fe) ²	542.89	18.49	767.29
		(fo - fe) ² /fe	11.24	0.38	15.88
$\chi^2 = \sum (fo - fe)^2/fe = 27.5^*$					

*Significant df = 2 Table value at 0.05 = 5.991

The above Table gives detail that:

As the calculated value of Chi square was greater than the Table value and the trend of the respondents is towards not at all. So there was no cooperation between government organizations and NGO at all.

Table No. 4.1.16 Opinion about Sufficiency of Existing ALC

Sr. No	Statement	f	SA	A	UC	D	SD
16.	Existing Literacy Centres are sufficient in number to achieve the desired EFA project's objectives.	fo	10	29	17	40	49
		%age	27%	12%	61%		
		fe	29	29	29	29	29
		fo - fe	-19	0	-12	11	20
		(fo - fe) ²	361	0	144	121	400
		(fo - fe) ² /fe	12.45	00	4.96	4.17	13.79
$\chi^2 = \sum (fo - fe)^2/fe = 35.37^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of χ^2 is 35.37, which was greater than Table value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "Existing Literacy Centres are sufficient in number to achieve the desired EFA project's objectives" is rejected.

Table No. 4.1.17 Report about the Strength of Adult Learners

Sr. No	Statement	f	SA	A	UC	D	SD
17.	There are 30-40 learners in each adult literacy centre.	fo	10	8	19	68	40
		%age	12%		13%	75%	
		fe	29	29	29	29	29
		fo - fe	-19	-21	-10	39	11
		(fo - fe) ²	361	441	100	1521	121
		(fo - fe) ² /fe	12.45	15.21	3.45	52.45	4.17
$\chi^2 = \sum (fo - fe)^2/fe = 87.73^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the calculated value of $\chi^2 = 87.73$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards ‘disagree’, hence the statement, “There are 30-40 learners in each Adult Literacy Centre” is rejected.

Table No. 4.1.18 Report about Management of Examination/Evaluation

Sr. No	Statement	f	SA	A	UC	D	SD
18.	Examination/Evaluation of Adult Literacy Programme is properly managed.	fo	13	96	21	8	7
		%age	75%		15%	10%	
		fe	29	29	29	29	29
		fo - fe	-16	67	-8	-21	-22
		(fo - fe) ²	256	4489	64	441	484
		(fo - fe) ² /fe	8.83	154.79	2.21	15.21	16.69
$\chi^2 = \sum (fo - fe)^2/fe = 197.73^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table specifies that the computed value of $\chi^2 = 197.73$, which is greater than Table value at 0.05 level. As the trend of respondents is towards ‘agree’, hence the statement, “Examination/Evaluation of Adult Literacy Programme is properly managed” is accepted.

Table No. 4.1.19 Report about Course Completion Certificate

Sr. No	Statement	f	SA	A	UC	D	SD	
19.	Certificates are being provided to the learners after completion of the course.	fo	21	43	73	5	3	
		%age	44%		50%		6%	
		fe	29	29	29	29	29	
		fo - fe	-8	14	44	-24	-26	
		(fo - fe) ²	64	196	1936	576	676	
		(fo - fe) ² /fe	2.21	6.76	66.76	19.86	23.31	
			$\chi^2 = \sum (fo - fe)^2/fe = 118.9^*$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the computed value of $\chi^2 = 118.9$, which is greater than Table value at 0.05 level. As respondents are towards 'agree', hence the statement, "Certificates are being provided to the learners after completion of the course" is accepted.

Table No. 4.1.20 Clarification about Continuity

Sr. No	Statement	f	SA	A	UC	D	SD	
20.	EFA project should be continued in your area.	fo	58	49	22	8	8	
		%age	74%		15%		11%	
		fe	29	29	29	29	29	
		fo - fe	29	20	-7	-21	-21	
		(fo - fe) ²	841	400	49	441	441	
		(fo - fe) ² /fe	29	13.79	1.69	15.21	15.21	
			$\chi^2 = \sum (fo - fe)^2/fe = 74.9^*$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the computed value of $\chi^2 = 74.9$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "EFA project should be continued in your area" is accepted.

Table No. 4.1.21 Report about Problems to Visit of ALC

Sr. No	Statement	Frequency	SA	A	UC	D	SD
21.	You have to face	fo	55	39	0	27	24
		%age	65%		00%	35%	
	problems to visit the	fe	29	29	29	29	29
	Literacy Centres.	fo - fe	26	10	-29	-2	-5
		(fo - fe) ²	676	100	841	4	25
		(fo - fe) ² /fe	23.31	3.45	29	0.14	0.86
$\chi^2 = \sum (fo - fe)^2/fe = 56.76^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table specifies that the computed value of $\chi^2 = 56.76$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "You have to face problems to visit the Literacy Centres" is accepted.

Table No. 4.1.22 Remark about Enrolment of Learners in ALC

Sr. No	Statement	f	SA	A	UC	D	SD
22.	Enrolment of female	fo	58	43	29	12	3
		%age	70%		20%	10%	
	learners is higher than	fe	29	29	29	29	29
	male learners in the	fo - fe	29	14	00	-17	-26
	Adult Literacy Centres.	(fo - fe) ²	841	196	00	289	676
		(fo - fe) ² /fe	29	6.76	00	9.96	23.31
$\chi^2 = \sum (fo - fe)^2/fe = 69.03^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table makes clear that the computed value of $\chi^2 = 69.03$, which is greater than Table value at 0.05 level. As the trend of respondents is towards 'agree', hence the statement, "Enrolment of female learners is higher than male learners in the Adult Literacy Centres" is accepted.

Table No. 4.1.23 Observation about Training of ALT

Sr. No	Statement	f	SA	A	UC	D	SD
23.	Proper training is accomplished by the teachers before teaching the adults.	fo	14	24	36	42	29
		%age	26%		25%		51%
		fe	29	29	29	29	29
		fo - fe	-15	-5	7	13	00
		(fo - fe) ²	225	25	49	169	00
		(fo - fe) ² /fe	7.76	0.86	1.69	5.83	0.00
$\chi^2 = \sum (fo - fe)^2/fe = 16.14^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the calculated value of $\chi^2=16.14$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards ‘disagree’, hence the statement, “Proper training is accomplished by the teachers before teaching the adults” is rejected.

Table No. 4.1.24 Estimation about Framework of ALC

Sr. No	Statement	f	SA	A	UC	D	SD
24.	All centres are functioning according to a particular framework.	fo	14	67	05	24	35
		%age	56%		4%		40%
		fe	29	29	29	29	29
		fo - fe	-15	38	-24	-5	6
		(fo - fe) ²	225	1444	576	25	36
		(fo - fe) ² /fe	7.76	49.79	19.86	0.86	1.24
$\chi^2 = \sum (fo - fe)^2/fe = 79.51^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the computed value of $\chi^2=79.51$, which is greater than Table value at 0.05 level. As the trend of respondents is towards ‘agree’, hence the statement, “All centres are functioning according to a particular frame-work” is accepted.

Table No. 4.1.25 View about Participation of Local Community

Sr. No	Statement	f	SA	A	UC	D	SD
25.	The local community	fo	13	24	34	30	44
		%age	26%		24%		50%
	participates sufficiently.	fe	29	29	29	29	29
		fo - fe	-16	-5	5	1	15
		(fo - fe) ²	256	25	25	1	225
		(fo - fe) ² /fe	8.83	0.86	.86	0.03	7.76
$\chi^2 = \sum (fo - fe)^2/fe = 18.34^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the calculated value of $\chi^2=18.34$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards ‘disagree’, hence the statement, “The local community participates sufficiently” is rejected.

Table No. 4.1.26 Comment about Suitability of ALT

Sr. No	Statement	f	SA	A	UC	D	SD
26.	Teachers are suitable	fo	57	43	29	12	4
		%age	69%		20%		11%
	for place of duty.	fe	29	29	29	29	29
		fo - fe	28	14	00	-17	-25
		(fo - fe) ²	784	196	00	289	625
		(fo - fe) ² /fe	27.03	6.76	0.00	9.96	21.55
$\chi^2 = \sum (fo - fe)^2/fe = 65.3^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the computed value of $\chi^2=65.3$, which is greater than Table value at 0.05 level. As the trend of respondents is towards ‘agree’, hence the statement, “Teachers are suitable for place of duty” is accepted.

Table No. 4.1.27 Statement about Teachers' Honorarium

Sr. No	Statement	f	SA	A	UC	D	SD
27.	Teachers are satisfied	fo	0	28	31	38	48
		%age	19%		21%		60%
	by their honorarium.	fe	29	29	29	29	29
		fo - fe	-29	-1	2	9	19
		(fo - fe) ²	841	1	4	81	361
		(fo - fe) ² /fe	29	0.03	0.14	2.79	12.45
$\chi^2 = \sum (fo - fe)^2/fe = 44.41^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table indicates that the calculated value of $\chi^2=44.41$, which is greater than Table value at 0.05 level. As the tendency of respondents is towards 'disagree', hence the statement, "Teachers are satisfied by their honorarium" is rejected.

Table No. 4.1.28 Clarification about Reasons

Sr. No	Major Statement	Yes %age		Minor Options	Yes	%age	No	%age
26	Literacy rate in your area is higher than NPA's target	20	13.89	a. Sufficient Funds.	65	44.83	80	55.17
				b. Easy accessible.	72	49.66	73	50.34
				c. Proper utilisation.	87	60	58	40
27	Literacy rate in your area is equivalent than NPA's target	30	20.69	d. Collabouration between GO and NGO.	42	28.97	103	71.03
				e. Easy access.	60	41.38	85	58.62
				f. Better invigilation and supervision.	47	32.41	98	67.51
				g. Awareness of community.	28	19.31	117	80.69
28	Literacy rate under your control area is less than NPA's targets due to	95	65.52	h. Feasible Infrastructure.	85	58.62	60	41.38
				i. Satisfactory paraphernalia.	77	53.1	68	46.9
				j. Preference of politicians	22	15.17	123	84.83

The above table clarifies that:

Only 13.89 % DLLO are of the view that Literacy Rate under their control area is higher than NPA's targets. 20.69 % officers indicated that Literacy Rate under their control area is equivalent to NPA's targets. While majority (65.52 %) of the DLLO was of the view that Literacy Rate under their control area is lower than NPA's targets.

The overall reasons of the higher / equivalent / lower, Literacy Rate which they indicate are shown as following:

As 55.47 % DLLO are in the opinion that sufficient funds are not available for this project. Fifty percent agree and the same number disagreed with the view that their access to the fund is easy. 60 % officers analyzed that the available funds are properly utilized. 71.3 % respondents said that there is no collaboration between NGO and GO. 58.62 % DLLO are of the view that Literacy Centres are not accessible to the learners. But 67.51% officers give their opinion that the technique of invigilation and supervision is not better. However 58.62 have opined that infrastructure is feasible. On the other hand 80.69 % officers viewed that the community is not aware about the intrinsic worth of literacy. Yet 77 % officers are satisfied about the equipment and paraphernalia. Conversely 84.83% DLLO oppose that politicians give preference to the literacy in their areas.

Table No. 4.1.29 Response about Open -Ended Questions

problems / statements to be included suggestions	Tally	Numbers	%age	
problems	Public has given no importance to literacy projects.	////	4	2.7
	Local bodies and resources are not cooperating.	////	4	2.7

	Present efforts are not enough to meet the desired objectives.	//	2	1.4
suggestions	Public should be awakened through media.	////	4	2.7
	Literacy should be made compulsory for each and every illiterate person.	////	4	2.7
	Any post should be interlinked with literacy/ basic education.	////	4	2.7
	Literacy centres should be under the control of the head of government schools.	///	3	2.07
	There should be an arrangement of proper conveyance for visiting the ALC.	//	2	1.4

The above table shows that negligible %age of respondents replied on open-ended questions, hence no findings can be drawn and can not be generalised.

4.2 QUESTIONNAIRE FOR TEHSIL LEVEL LITERACY OFFICERS

The academic and the professional qualifications of TLLO are shown in the table No. 4.2 (a & b).

Table No. 4.2. 1(a) Academic Qualifications of TLLO

Sr. No	Academic Qualification	f	% age
1.	M.Phil or PhD.	5	1.2
2.	M.A./M.Sc	250	60.25
3.	BA/B.Sc	160	38.55
	N	415	100

The above Table shows that:

Only 1.2 % TLLO had a higher degree than M.A. /M.Sc. Majority of TLLO (60.25 %) had M.A. /M.Sc degree, while (38.55 %) had B.A./B.Sc.degrees.

Table No. 4.2. 1(b) Professional Qualifications

Sr. No	Professional Qualification	f	%age
1	M.Ed	64	15.42
2	B.Ed	183	44.1
3	Any other	43	10.36
4	No professional qualification	125	30.12
	N	415	100

The above Table shows that:

Only (15.42 %) TLLO had the professional degree M.Ed. Majority of the officers (44.1 %) had B.Ed degrees. 10.36% persons had the professional degrees other than B. Ed. or M.Ed. While (30.12 %) has no professional qualification.

Table No. 4.2.1 (c) Experience at Present Post

Sr. No	Experience	f	%age
1	1-2 years	340	81.93
2	3-4 years	74	17.83
3	5-6 years	01	0.24
4	7 years &Above	00	00
	N	415	100

The above table indicates that:

Majority TLLO (81.93 %) had experience of 1-2 year/s at the present post, 17.83 % had experience of 3-4 years and only 0.24% people were working for 5-6 years at the present post, while no officer had experience above 6 years.

Table No. 4.2.1 (d) Number of Allotted ALC

Sr. No	Range of allotted literacy centres	f	%age
1	1-----9	25	6.02
2	10-----19	187	45.06
3	20-----29	134	32.29
4	30-----39	69	16.63
5	40-----49	00	00
	N	415	100

The above Table shows that:

Only 6.02 % TLLO were allotted from 1↔9 the Adult Literacy Centres. Majority of TLLO (45.06 %) were of the view that they had been allotted from 11 to 19 ALC. While (32.29 %) officers had been allotted 21↔29 centres, some TLLO (16.63 %) had 30↔39 Literacy Centres for supervision. No TLLO had been allotted more than thirty nine ALC.

Table No. 4.2.2 Opinion about knowledge of NPA's Target

Sr. No	Statement	Options	Completely	Partially	Not at all
1.	You have knowledge of	f	35	199	181
	National Plan of Action's targets	%age	8.43	47.95	43.62
	(2001-2015)				

The above Table clarifies that:

Few TLLO (8.43 %) had knowledge of the National Plan of Action's targets (2001-2015) about Adult Literacy component completely. Majority of TLLO (47.95 %) had partial knowledge of NPA's targets (2001-2015) about Adult Literacy component.

While 43.62 % had no knowledge of NPA's targets (2001-2015) about Adult Literacy component.

Table No 4.2.3 Opinion about Efficiency of Allotted ALC

Sr. No	Statement	Options	Successfully	To some extent	Poorly
2.	Allotted Adult Literacy Centres under EFA Project are working.	f	207	124	84
		%age	49.88	29.88	20.24

The above Table shows that:

Majority of the officers (49.88 %) were of the view that all existing Adult Literacy Centres under Education for All Project were working successfully. 29.88 % of TLLO opined that existing Adult Literacy Centres under Education for All Project were working to some extent. Some officers (17.24 %) agreed with the statement that all existing Adult Literacy Centres under Education for All Project were working poorly.

Table No 4.2.4 Opinion about Locality of ALC

Sr. No	Statement	Options	Government building	Community Arranged Place	Teacher's place
3.	Most of the Literacy Centres are functioning in	f	45	130	240
		% age	10.84	31.33	57.83

The above Table clarifies that:

Some TLLO (10.84 %) clarified that most of the Literacy Centres were functioning in government building, whereas 31.33 % TLLO agreed that most of the

Literacy Centres were functioning in community arranged places. 57.83 % TLLO rationalized that most of ALC were working at the teachers' place.

Table No. 4.2.5 Opinion about Registered Learners in an ALC

Sr. No	Statement	Options	30-40	Less than 30	More than 40
4.	Number of registered learners in each Literacy Centre is	f	112	267	36
		% age	26.99	64.34	8.67

The above Table explains that:

Some officers (26.99%) clarified that number of registered learners in each Literacy Centre was 30-40. Majority of respondents (64.34 %) agreed that the number of registered learners in each Literacy Centre was less than 30. Whereas 8.67 % had the opinion that the number of registered learners in each Literacy Centre was more than 40.

Table No. 4.2.6 Opinion about Classes of Male and Female in ALC

Sr. No	Statement	Option	Separated	Combined	Separate as well as combined
5.	The classes of males and females in Literacy Centres are	f	234	56	125
		%age	56.39	13.49	30.12

The above Table gives details that:

Majority of the respondents (56.39 %) justified that the classes of male and female in Literacy Centres were separate. A good number of the repliers (30.12 %) gave an explanation for that the classes of male and female in Literacy Centres were separated as

well as combined. Some TLLO (13.49 %) gave their view about combination of male and female class in ALC.

Table No. 4.2.7 Opinion about Funds for Opening New ALC

Sr. No	Statement	Options	In the beginning	In the middle	At the end
6.	Funds are provided by you for opening the new Adult Literacy Centre.	f	321	64	30
		% age	77.35	15.42	7.23

The above Table explains that:

Majority of TLLO (77.35 %) agreed with the statement that funds were provided in the beginning for opening the new Adult Literacy Centre. While 15.42 % TLLO clarified that funds are provided for opening the new ALC in the middle. Only 7.23 % clarified that funds were provided for opening the new ALC at the end by them.

Table No. 4.2.8 Opinion about Availability of Funds

S. No	Statement	Options	Sufficient	Adequate	Not Adequate
7.	Available funds for each Adult Literacy Centre are	f	36	290	89
		%age	8.67	69.88	21.45

The above Table clarifies that:

Majority of TLLO (69.88 %) agreed that provided funds for each Adult Literacy Centre were adequate. Some TLLO (21.45 %) had their opinion that available funds for

each ALC were not adequate. While 8.67 % had the view that the funds available for each Adult Literacy Centre were sufficient.

Table No. 4.2.9 Opinion about Willingness of Learners

S. No	Statement	Options	Morning	Evening	At Noon
8.	Learners come to the literacy centres	f	35	247	133
		% age	8.43	59.52	32.05

The above Table indicates that:

Few TLLO (8.43 %) gave the information that learners came to the Literacy Centres in the morning. Most of the TLLO (32.05 %) informed that the learners came at noon. But majority of TLLO (59.52 %) replied that the learners came to the Literacy Centres in the evening.

Table No. 4.2.10 Opinion about Availability of Vocational Teachers

S. No	Statement	Options	Easily	Not Easily	Not at all
9.	The Vocational Teachers are available	f	41	290	84
		% age	9.88	69.88	20.24

The above Table explains that:

Only 9.88 % TLLO justified that Vocational Teachers were easily available. But majority of the TLLO (69.88 %) were of the view that Vocational Teachers were not available easily. However 20.24 % said that Vocational Teachers were not available at all.

Table No. 4.2.11 Opinion about Arrangement of Refresher Courses

S. No	Statement	Options	Frequently	Not Frequently	Not at all
10.	Refresher Courses are being arranged for the teachers	f % age	25 6.03	97 23.37	293 70.60

The above Table informs that:

Only 6.03 % gave information that Refresher Courses were being arranged frequently for the teachers. But 23.37% TLLO informed that Refresher Courses were not being arranged frequently for the teachers. Majority of TLLO (70.60%) disclosed that Refresher Courses were not being arranged for the teachers at all.

Table No. 4.2.12 Opinion about Preparation of Progress Report

S. No	Statement	Options	Daily basis	Monthly basis	Quarterly basis
11.	The Progress Report is prepared on	Freq. % age	18 4.34	202 48.67	195 46.99

The above Table clarifies that:

Some TLLO (4.34 %) agreed that the Progress Report was prepared on a daily basis. Although 48.67 % TLLO had opined that the Progress Report was prepared on a monthly basis. In the same time 46.99 % respondents were of the view that the Progress Report was prepared on a quarterly basis.

Table No. 4.2.13 Opinion about Checking-up of ALC by EDO (L)

S. No	Statement	Options	Frequently	Not Frequently	Not at all
12.	The EDO (Literacy) inspects each Adult Literacy Centre	f	65	124	226
		% age	15.66	29.88	54.45

The above Table clarifies that:

Only 15.66 % TLLO justified that the EDO (Literacy) inspected each Adult Literacy Centre frequently. While 29.88 % were of the view that the EDO (Literacy) inspected each ALC infrequently. But majority of the respondents (54.45 %) said that the EDO (Literacy) never inspected the ALC.

Table No. 4.2.14 Opinion about Suitability of Opened ALC

S. No	Statement	f	SA	A	UC	D	SD
13.	Every Literacy Centre is being opened at the suitable place.	fo	93	182	21	68	51
		%age	66%	5%	29%		
		fe	83	83	83	83	83
		fo - fe	10	99	-62	-15	-32
		(fo - fe) ²	100	9801	3844	225	1024
		(fo - fe) ² /fe	1.2	118.08	46.31	2.71	12.34
		$\chi^2 = \sum (fo - fe)^2/fe$	= 180.64*				

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 180.64$, which is greater than the Table value at 0.05 level. As the tendency of respondents was towards 'agree', hence the statement, "Every Literacy Centre is being opened at the suitable place" is accepted.

Table No. 4.2.15 Opinion about Stability of Allied Material

S. No	Statement	f	SA	A	UC	D	SD
14.	Allied material is	fo	152	109	81	70	3
		%age	63%		19%		18%
	provided in time in	fe	83	83	83	83	83
		fo - fe	69	26	-2	-7	-80
	each Adult Literacy	(fo - fe) ²	4761	676	4	49	1600
	Centre.	(fo - fe) ² /fe	57.36	8.14	0.05	0.59	19.28
		$\chi^2 = \sum (fo - fe)^2/fe = 85.42 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 85.42$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "Allied material is provided in time in each Adult Literacy Centre" is accepted.

Table No. 4.2.16 Opinion about Availability of Allied Material

S. No	Statement	Frequency	SA	A	UC	D	SD
15.	Allied material is	fo	111	149	35	71	49
		%age	63%		8%		29%
	available according to	fe	83	83	83	83	83
		fo - fe	28	66	-48	-12	-34
	the number of students.	(fo - fe) ²	784	4356	2304	144	1156
		(fo - fe) ² /fe	9.45	52.48	27.76	1.74	13.93
		$\chi^2 = \sum (fo - fe)^2/fe = 105.36 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that at the computed value of $\chi^2 = 105.36$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "Allied material is available according to the number of students" is accepted.

Table No. 4.2.17 Opinion about Beneficence of Project

S. No	Statement	f	SA	A	UC	D	SD	
16.	EFA project will be beneficial to increase the Literacy Rate in the country.	fo	109	161	50	65	30	
		%age	65%		12%	23%		
		fe	83	83	83	83	83	
		fo - fe	26	78	-33	-18	-53	
		(fo - fe) ²	676	6084	1089	324	2809	
		(fo - fe) ² /fe	8.14	73.3	13.12	3.9	33.84	
		$\chi^2 = \sum (fo - fe)^2/fe = 132.3 *$						

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 132.3$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "EFA project will be beneficial to increase the Literacy Rate in the country" is accepted.

Table No. 4.2.18 Opinion about Efforts to Achieve the Desired Objectives

S. No	Statement	f	SA	A	UC	D	SD	
17.	Your efforts under EFA project will be able to achieve the desired objectives.	fo	84	93	90	100	48	
		%age	43%		22%	35%		
		fe	83	83	83	83	83	
		fo - fe	1	10	7	17	-35	
		(fo - fe) ²	1	100	49	289	1225	
		(fo - fe) ² /fe	0.01	1.2	0.59	3.48	14.76	
		$\chi^2 = \sum (fo - fe)^2/fe = 20.04 *$						

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 20.04$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "Your efforts under EFA project will be able to achieve the desired objectives" is accepted.

Table No. 4.2.19 Opinion about Learners' Continuity for Their Study

S. No	Statement	f	SA	A	UC	D	SD
18.	The learners want to	fo	65	95	87	58	110
		%age	39%		21%	40%	
	continue their study	fe	83	83	83	83	83
		fo - fe	-17	12	4	-25	27
	activities after the	(fo - fe) ²	289	144	16	625	729
	Centre is off.	(fo - fe) ² /fe	3.48	1.73	0.19	7.53	8.78
		$\chi^2 = \sum (fo - fe)^2/fe = 21.71^*$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 21.71$, which is greater than the Table Value at 0.05 level and the trend of respondents is towards 'disagree', hence the statement, "The learners want to continue their study activities after centre is off" is rejected.

Table No. 4.2.20 Opinion about Cooperation of Local Bodies

S. No	Statement	f	SA	A	UC	D	SD
19.	Representatives of	fo	23	87	97	187	21
		%age	27%		23%	50%	
	Union Councils / Local	fe	83	83	83	83	83
		fo - fe	-60	4	14	104	-62
	Bodies help to increase	(fo - fe) ²	3600	16	196	10816	3844
	the learners'	(fo - fe) ² /fe	43.37	0.19	2.04	130.31	46.31
	attendance.	$\chi^2 = \sum (fo - fe)^2/fe = 222.22^*$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 222.22$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "Representatives of Union Councils / Local Bodies help to increase the learners' attendance" is rejected.

Table No. 4.2.21 Opinion about Community's Participation

S. No	Statement	f	SA	A	UC	D	SD
20.	The community works	fo	15	76	76	156	92
		%age	22%		18%	60%	
	with you practically.	fe	83	83	83	83	83
		fo - fe	-68	-7	-7	73	9
		(fo - fe) ²	4624	49	49	5329	81
		(fo - fe) ² /fe	55.71	0.59	0.59	64.2	0.98
$\chi^2 = \sum (fo - fe)^2/fe = 122.07^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 122.07$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "The community works with you practically" is rejected.

Table No. 4.2.22 Opinion about Usability of Local Resources

S. No	Statement	f	SA	A	UC	D	SD
21.	Local resources are	fo	0	69	85	188	73
		%age	17%		20%	63%	
	being used for	fe	83	83	83	83	83
		fo - fe	-83	-14	2	105	-10
	improvement of	(fo - fe) ²	6889	196	4	11025	100
	literacy.	(fo - fe) ² /fe	83	2.04	0.05	132.83	1.2
$\chi^2 = \sum (fo - fe)^2/fe = 219.12^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 219.12$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "Local resources are being used for improvement of literacy" is rejected.

Table No. 4.2.23 Opinion about Inspection

S. No	Statement	f	SA	A	UC	D	SD
22.	Literacy classes are visited regularly.	fo	19	69	83	172	72
		%age	21%		20%	59%	
		fe	83	83	83	83	83
		fo - fe	-64	-14	00	89	-11
		(fo - fe) ²	4096	196	00	7921	121
		(fo - fe) ² /fe	49.35	2.36	00	95.43	1.46
$\chi^2 = \sum (fo - fe)^2/fe = 148.6 *$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 148.6$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "Literacy classes are visited regularly" is not accepted.

Table No. 4.2.24 Opinion about Interest of the Learners in Their Study

S. No	Statement	f	SA	A	UC	D	SD
23.	The learners are keenly interested in studies.	fo	41	156	123	66	29
		%age	47%		30%	23%	
		fe	83	83	83	83	83
		fo - fe	-42	73	40	-17	-54
		(fo - fe) ²	1764	5329	1600	289	2916
		(fo - fe) ² /fe	21.25	62.2	19.27	3.48	35.13
$\chi^2 = \sum (fo - fe)^2/fe = 141.33 *$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 141.33$, which is greater than the Table Value at 0.05 level, and as the tendency of respondents is towards 'agree', hence the statement, "The learners are keenly interested in studies" is accepted.

Table No. 4.2.25 Opinion about Environment

S. No	Statement	f	SA	A	UC	D	SD
24.	Teaching learning process is carried out in	fo	52	67	89	143	64
		%age	29%		21%		50%
	healthy environment.	fe	83	83	83	83	83
		fo - fe	-31	-16	6	60	-19
		(fo - fe) ²	961	256	36	3600	361
		(fo - fe) ² /fe	11.58	3.08	0.43	43.37	4.35
$\chi^2 = \sum (fo - fe)^2/fe = 62.81^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 62.81$, which is greater than the Table Value at 0.05 level and as the trend of respondents is towards 'disagree', hence the statement, "Teaching learning process is carried out in healthy environment" is rejected.

Table No. 4.2.26 Opinion about Learners' Desirous to Study More

S. No	Statement	f	SA	A	UC	D	SD
25.	The learners wanted to learn more beyond	fo	56	78	89	125	67
		%age	32%		21%		46%
	literacy level.	fe	83	83	83	83	83
		fo - fe	-27	-5	6	42	-16
		(fo - fe) ²	729	25	36	1764	256
		(fo - fe) ² /fe	8.78	0.3	0.43	21.25	3.08
$\chi^2 = \sum (fo - fe)^2/fe = 33.84^*$							

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 33.84$, which is greater than the Table Value at 0.05 level, and as the trend of respondents is towards 'disagree', hence the statement, "The learners wanted to learn more beyond literacy level" is rejected.

Table No. 4.2.27 Clarification about Reasons

S. No	Major Statement	Yes	%age		Minor Options	Yes	%age	No	%age
26	Literacy rate under your control area is higher than NPA's target due to	64	15.42		a.Sufficient Funds for this project.	166	40	249	60
					b.Easy access to funds.	195	46.99	220	53.01
					c.Proper utilisation of available funds.	294	70.84	121	29.16
27	Literacy rate under your control area is equivalent than National Plan of Action's target due to	81	19.52		d.Collabouration between GO and NGO.	99	23.86	316	76.14
					e.Easy access of learners to literacy centre.	182	43.85	233	56.15
					f.Better invigilation and supervision.	153	36.87	262	63.13
					g.Awareness of community to the intrinsic worth of literacy.	96	23.13	319	76.87
28	Literacy rate under your control area is less than NPA's target due to	270	65.06		h.Feasible infrastructure.	233	56.14	182	43.86
					i. Satisfactory equipment.	279	67.23	136	32.77
					j. Preference of politicians	62	14.94	353	85.06

The above Table reveals that:

Only 15.42 % TLLO are of the view that the Literacy Rate under their control area is higher than NPA's targets. 19.52 % officers say that the Literacy Rate under their control area is equivalent to NPA's targets. While majority of the TLLO (65.06 %) are of the view that the Literacy Rate under their control area is lower than NPA's targets.

In general the reasons of the higher / equivalent / lower Literacy Rate which they pointed out are illustrated in %age as following:

Majority of the TLLO (60 %) are in the opinion that sufficient funds are not available for this project. 53.01 percent disagree with the view that their access to the fund is easy. While 70.84 % officers analyzed that available funds are properly utilized. While 76.14 % respondents examine that there is no collaboration between NGO and GO. 56.15 % TLLO are of the view that Literacy Centres are not accessible to the learners. But 63.13 % officers give their opinion that the procedure of Invigilation and Supervision is not through. However 56.14 % have opined that infrastructure is feasible. On the other hand 76.87 % officers have the view that the community is not aware of the intrinsic worth of literacy. Yet 67.23 % officers are satisfied about the equipment and paraphernalia. Conversely 84.83 % TLLO differ that politicians give preference to the literacy in their areas.

Table No. 4.2.28 Clarification about Open - Ended questions

problems / statements suggestions	Tally	Numbers	%age	
problems	They are allotted numerous ALC.	/////	6	1.4
	They have to work very hard and their pay as compared to work is very low.	/////	6	1.4
	They cannot visit ALC easily.	///	4	0.9

	They have no conveyance	//	2	0.5
	Their salary is not according to the work or qualification.	//	2	0.5
	It is not easy to report of each and every literacy centre in time.	/	1	0.2
	Community is not participating properly.	/	1	0.2
suggestions	The allotment of ALC should not be more than 10 in number,	/////	6	1.4
	Conveyance should be provided so that they can visit and supervised each ALC properly.	/////	6	1.4
	It is also easy for them to report writing,	/////	6	1.4
	It should be under the head of government schools.	/////	6	1.4
	Their posts should be confirmed and permanent.	/////	6	1.4
	Time duration should be increased to get maximum results.	///	3	0.7
	Proper place should be provided for ALC.	///	3	0.7
	The learners should come regularly in the centres.	//	2	0.5

The above table shows that negligible %age of respondents replied on open-ended questions, hence no findings can be drawn and can not be generalised.

4.3 QUESTIONNAIRE FOR ADULT LITERACY TEACHERS

The academic and the professional qualifications of ALT are shown in the Table No. 4.3 (a & b).

Table No. 4.3.1. (a) Academic Qualification of ALT

Sr. No	Academic Qualification	f	% age
1.	M.A./M.Sc	00	00
2.	B.A./B.Sc	90	24
3.	F.A./F.Sc	153	40.8
4.	Matric	120	32
5.	Middle	12	3.2
	N	375	100

The above Table signifies that; No adult literacy teacher had M.A. /M.Sc degree. A good number of ALT (24 %) had B.A. /B.Sc qualification. Majority of teachers (40.8 %) were F.A. /F.Sc. 32 % teachers had Matric level qualification. Some teachers (3.2 %) had qualification less than Matric.

Table No. 4.3.1. (b) Professional Qualification

S. No	Professional Qualification	f	%age
1	B.Ed	63	16.8
2	CT	25	6.67
3	PTC	37	9.87
4	Any other	12	3.2
5	No professional qualification	238	63.47
	N	375	100

The above Table shows that; only 16.8 % teachers had professional degree of B.Ed. Some teachers (6.67 %) had a CT degree, while 9.87 % had PTC as professional qualification. Few of them (3.2 %) had other professional degrees than B.Ed., CT., and

PTC. But majority of the Literacy Teachers (63.47 %) were untrained having no professional qualifications.

Table No. 4.3.1. (c) Teaching Experience at Present Post

Sr. No	Experience	f	% age
1	1-2 years	276	73.6
2	3-4 years	85	22.67
3	5-6 years	14	3.73
4	7 years &Above	00	00
	N	375	100

The above Table states that; Majority of ALT (73.6 %) had teaching experience below three years at ALC. 22.67% claimed that they had experience of 3-4 years. Some ALT stated that they had teaching experience of 5-6 years at the present post. No ALT had more than six years teaching experience in these centres.

Table No. 4.3.2 Opinion about Locality of ALC

S. No	Statement	Options	Government building	Community Arranged Place	Your Home
1.	Literacy Centre	f	34	96	245
	is functioning in	%age	9.07	25.6	65.33

The above Table clarifies that; only 9.07 % teachers had their view that a government building was used for teaching, 25.6 % teachers gave statements that running Literacy Centre was arranged by the community. But majority of the ALT (65.33 %) said that their own homes were used as ALC.

Table No. 4.3.3 View about Classes of Male and Female

S. No	Statement	Options	Separated	Combined	Separated as well as combined
2.	The classes of male and female in Literacy Centre are	f	242	22	111
		%age	64.53	5.87	29.6

The above Table clarifies that; most of ALT (64.53 %) had clarified that male and female classes were separate in ALC. On the other hand few teachers (5.87 %) disagreed and analyzed that there were combined classes of males and females in ALC. Some Literacy Teachers (29.6 %) explained that Literacy Classes in the centres were separate as well as combined.

Table No. 4.3.4 Opinion about Training

S. No	Statement	Options	GO	NGO	No one
3.	You are trained for the present job by	f	113	74	188
		% age	30.13	19.73	50.13

The above Table explains that; majority of the teachers (50.13 %) had got no training by any organisation to perform their present duties. A few respondents (19.73 %) clarified that they were trained by Non-government Organizations for the present job. Some teachers (30.13%) said that they were trained for the present post by the government.

Table No. 4.3.5 Opinion about Registered Learners

S. No	Statement	Options	30-40	Less than 30	More than 40
4.	Number of registered learners in our Literacy Centre is	f	125	188	62
		% age	33.33	50.13	16.53

The above Table evidences that; merely 16.53 % respondents replied that more than 40 learners were admitted in their Literacy Centres. Number of enrolled learners is 30-40 indicated by 33.33 % of ALT. Majority of the group (50.13 %) reported that the number of registered students in their Literacy Centre was less than 30.

Table No. 4.3.6 Opinion about Time-Schedule

S. No	Statement	Options	Specific time- table	Learners' demand	Indefinite schedule
5.	The Literacy Centres are working according to	f	198	150	27
		%age	52.8	40	7.2

The above Table shows that; majority of the ALT (52.8 %) replied that Literacy Centres were working according to a specific time-table. 40 % respondents gave the opinion that work was done in ALC according to the learners' demand. Some ALT (7.2 %) indicated that indefinite schedule was used for teaching in Literacy Centres.

Table No. 4.3.7 Opinion about Willingness of Learners

S. No	Statement	Options	Regularly	Irregularly	Once in a week
6.	The learners come to the Literacy Centre	f	87	242	46
		%age	23.2	64.53	12.27

The above Table shows that; some repliers (23.2 %) gave details that learners came regularly to the Literacy Centres. On the other hand 64.53 % replied about the irregularity of the learners in the ALC. While few teachers (12.27 %) also explained that the class was being held once in a week.

Table No .4.3.8 Opinion about Awareness of Responsibilities

S. No	Statement	Options	Fully	Partially	Not at all
7.	You are aware of our responsibilities.	f	12	212	151
		% age	3.2	56.53	40.27

The above Table supports that; just 3.2 % were fully aware of their responsibilities, but majority of the repliers (56.53 %) replied that they were partially aware of their responsibilities. But still many respondents (40.27 %) were unaware about their responsibilities.

Table No. 4.3.9 Opinion about Dropout Rate of Learners

S. No	Statement	Options	Nil	Moderate	Highest
8.	Learners' dropout rate of our centre is	f %age	20 5.33	226 60.27	129 34.4

The above Table makes clear that; only 5.33 % respondents said that no learner dropped from ALC. Majority of the respondents (60.27 %) indicated that dropout rate of learners from their centres was moderate, but some teachers (34.4 %) informed about the highest dropout rate from ALC.

Table No. 4.3.10 Opinion about Inspection by EDO (L)

S. No	Statement	Options	Frequently	Not frequently	Not at all
9.	The EDO (Literacy) inspects the Adult Literacy Centre	f %age	18 4.8	199 53.07	158 42.13

The above Table justifies that; almost 4.8 % teachers replied that EDO (Literacy) often visited the Adult Literacy Centre. Nearly 42.13 % ALT responded that EDO (Literacy) did not check the ALC at all. But majority of the Literacy Teachers (53.07 %) said that EDO (Literacy) visited the ALC occasionally.

Table No. 4.3.11 Opinion about Allied Material

S. No	Statement	f	SA	A	UC	D	SD
10.	Allied material is provided by the higher authority at the Literacy Centre in time.	fo	98	138	24	75	40
		%age	55%		6%		39%
		fe	75	75	75	75	75
		fo - fe	23	63	-51	00	-35
		(fo - fe) ²	529	3969	2601	00	1225
		(fo - fe) ² /fe	7.05	52.92	34.68	00	16.33
		$\chi^2 = \sum (fo - fe)^2/fe = 110.98 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 110.98$, which is greater than the Table Value at 0.05 level. As the tendency of respondents was towards 'agree', hence the statement, "Allied material is provided by the higher authority at literacy centre in time" is accepted.

Table No. 4.3.12 Opinion about Age Range of the Registered Learners

S. No	Statement	f	SA	A	UC	D	SD
11.	Age range of the registered learners is 15 years and above.	fo	73	88	21	98	95
		%age	43%		6%		51%
		fe	75	75	75	75	75
		fo - fe	-2	13	-54	23	20
		(fo - fe) ²	4	169	2916	529	400
		(fo - fe) ² /fe	0.01	2.25	38.88	7.05	5.33
		$\chi^2 = \sum (fo - fe)^2/fe = 53.52 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 53.52$, which is greater than the Table Value at 0.05 level. As the trend of respondents was towards 'disagree', hence the statement, "Age range of the registered learners is 15 years and above" is rejected.

Table No. 4.3.13 Opinion about Allied Material

S. No	Statement	f	SA	A	UC	D	SD	
12.	Allied material is provided according to the number of the learners in the Adult Literacy Centre.	fo	113	148	13	51	50	
		%age	70%		3%	27%		
		fe	75	75	75	75	75	
		fo - fe	38	73	-62	-24	-25	
		(fo - fe) ²	1444	5329	3844	576	625	
		(fo - fe) ² /fe	19.25	71.05	51.25	8.68	8.33	
			$\chi^2 = \sum (fo - fe)^2/fe = 158.56 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 158.56$, which is greater than the Table Value at 0.05 level. As the tendency of respondents was towards 'agree', hence the statement, "Allied material is provided according to the number of the learners in the Adult Literacy Centre" is accepted.

Table No. 4.3.14 Opinion about Comforts

S. No	Statement	f	SA	A	UC	D	SD	
13.	Village Education Committee helps you in providing facilities / comforts	fo	12	37	70	169	87	
		%age	13%		19%	68%		
		fe	75	75	75	75	75	
		fo - fe	-63	-38	-5	94	12	
		(fo - fe) ²	3969	1444	25	8836	144	
		(fo - fe) ² /fe	52.92	19.25	.33	117.81	1.92	
			$\chi^2 = \sum (fo - fe)^2/fe = 192.23 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 192.23$, which is greater than the Table Value at 0.05 level and as the trend of respondents was towards 'disagree', hence the statement, "Village Education Committee (VEC) helps you in providing facilities / comforts" is not accepted.

Table No. 4.3.15 Opinion about Problems Faced During Teaching

S. No	Statement	f	SA	A	UC	D	SD	
14.	You have to face	fo	62	261	14	25	13	
		%age		86%	4%		10%	
	problems during	fe	75	75	75	75	75	
		fo - fe	-13	186	-61	-50	-62	
	teaching at the	(fo - fe) ²	169	34596	3721	2500	3844	
		(fo - fe) ² /fe	2.25	461.28	49.61	33.33	51.25	
	Literacy Centre		$\chi^2 = \sum (fo - fe)^2/fe = 597.72 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the computed value of $\chi^2 = 597.72$, which is greater than the Table Value at 0.05 level. As the tendency of respondents was towards 'agree', hence the statement, "We have to face problems during teaching at Literacy Centre" is accepted.

Table No. 4.3.16 Opinion about Space Sufficiency for ALC

S. No	Statement	f	SA	A	UC	D	SD	
15.	Sufficient space is	fo	63	95	20	163	34	
		%age		42%	5%		53%	
	available for literacy	fe	75	75	75	75	75	
		fo - fe	-12	20	-45	88	-41	
	class.	(fo - fe) ²	144	400	2025	7744	1681	
		(fo - fe) ² /fe	1.92	5.33	27	103.25	22.41	
			$\chi^2 = \sum (fo - fe)^2/fe = 159.91 *$					

*Significant df = 4 Table value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 159.91$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "Sufficient space is available for literacy class" is rejected.

Table No. 4.3.17 Opinion about Enrolment of Registered Learners

S. No	Statement	f	SA	A	UC	D	SD
16.	The registered learners are also enrolled in other institutions.	fo	62	77	98	78	60
		%age	38%		26%		36%
		fe	75	75	75	75	75
		fo - fe	-13	2	23	3	-15
		(fo - fe) ²	169	4	529	9	225
		(fo - fe) ² /fe	2.25	0.01	7.5	0.12	3.00
$\chi^2 = \sum (fo - fe)^2/fe = 12.88 *$							

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of $\chi^2 = 12.88$, which is greater than the Table Value at 0.05 level. As the tendency of respondents was towards 'agree', hence the statement, "The registered learners are also enrolled in other institutions" is accepted.

Table No. 4.3.18 Opinion about Learners' Interests

S. No	Statement	f	SA	A	UC	D	SD
17.	Learners take keen interest in their studies.	fo	14	102	75	113	71
		%age	31%		20%		49%
		fe	75	75	75	75	75
		fo - fe	-61	27	00	37	-4
		(fo - fe) ²	3721	729	00	1369	16
		(fo - fe) ² /fe	49.61	9.72	00	18.25	0.21
$\chi^2 = \sum (fo - fe)^2/fe = 77.79 *$							

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the calculated value of $\chi^2 = 77.79$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "Learners take keen interest in their studies" is rejected.

Table No. 4.3.19 Opinion about Time Duration

S. No	Statement	f	SA	A	UC	D	SD
18.	Time duration is	fo	30	154	32	102	57
		%age	49%		8%	43%	
	sufficient for the	fe	75	75	75	75	75
		fo - fe	-45	79	-43	27	-18
	completion of Literacy	(fo - fe) ²	2025	6241	1849	729	324
	Course.	(fo - fe) ² /fe	27	83.21	24.65	9.72	4.32
		$\chi^2 = \sum (fo - fe)^2/fe = 148.9^*$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of χ^2 is 148.9, which is greater than the Table Value at 0.05 levels. As the tendency of respondents is towards 'Agree', hence the statement, "Time duration is sufficient for the completion of literacy course" is accepted. Adult Literacy Teachers/Instructors' response about the achievement of the learners is shown in Table No. 4.3.20.

Table No. 4.3.20 Opinion about Achievement of Learners

S. No	Statement	f	SA	A	UC	D	SD
19.	The achievement of	fo	37	85	39	198	16
		%age	32%		10%	58%	
	the learners is	fe	75	75	75	75	75
		fo - fe	-38	10	-36	123	-59
	reasonable after the	(fo - fe) ²	1444	100	1296	15129	3481
	completion of course.	(fo - fe) ² /fe	19.25	1.33	17.28	201.72	46.41
		$\chi^2 = \sum (fo - fe)^2/fe = 285.99^*$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of $\chi^2 = 285.99$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'disagree', hence the statement, "The achievement of the learners is reasonable after the completion of course" is not accepted.

Table No. 4.3.21 Opinion about Learners' Demands

S. No	Statement	f	SA	A	UC	D	SD	
20.	Vocational and Skill Training rather than general education is demanded by the learners.	fo	111	132	87	40	5	
		%age	65%		23%	12%		
		fe	75	75	75	75	75	
		fo - fe	36	57	12	-35	-70	
		(fo - fe) ²	1296	3249	144	1225	4900	
		(fo - fe) ² /fe	17.28	43.32	1.92	16.33	65.33	
			$\chi^2 = \sum (fo - fe)^2/fe = 144.18 *$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of $\chi^2=144.18$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "Vocational and Skill Training rather than general education is demanded by the learners" is accepted.

Table No. 4.3.22 Opinion about Learners' Achievements

S. No	Statement	f	SA	A	UC	D	SD	
21.	The learners can read, write and do simple arithmetic calculations after completing the literacy course.	fo	46	103	5	211	10	
		%age	40%		1%	59%		
		fe	75	75	75	75	75	
		fo - fe	-29	28	-70	136	-65	
		(fo - fe) ²	841	784	4900	18496	4225	
		(fo - fe) ² /fe	11.21	10.45	65.33	246.61	56.33	
			$\chi^2 = \sum (fo - fe)^2/fe = 389.93 *$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Calculated Value of $\chi^2=389.93$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "The learners can read, write and do simple arithmetic calculations after completing the literacy course" is rejected.

Table No. 4.3.23 Opinion about Management of Examination

S. No	Statement	f	SA	A	UC	D	SD
22.	Examination/Evaluation system is properly managed for the literacy learners.	fo	37	187	42	87	22
		%age	60%		11%	29%	
		fe	75	75	75	75	75
		fo - fe	-38	112	-33	12	-53
		(fo - fe) ²	1444	12544	1089	144	2809
		(fo - fe) ² /fe	19.25	167.25	14.52	1.92	37.45
		$\chi^2 = \sum (fo - fe)^2/fe = 240.39 *$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of $\chi^2 = 240.39$, which is greater than Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "Examination/Evaluation system is properly managed for the literacy learners" is accepted.

Table No. 4.3.24 Opinion about Certificates

S. No	Statement	f	SA	A	UC	D	SD
23.	Certificates are provided after completion of the course.	fo	31	165	43	86	45
		%age	52%		11%	37%	
		fe	75	75	75	75	75
		fo - fe	-44	90	-32	11	-30
		(fo - fe) ²	1936	8100	1024	121	900
		(fo - fe) ² /fe	25.81	108	13.65	1.61	12
		$\chi^2 = \sum (fo - fe)^2/fe = 161.07 *$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of $\chi^2 = 161.07$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "Certificates are provided after completion of the course" is accepted.

Table No. 4.3.25 Opinion about Efficacy of the Project

S. No	Statement	f	SA	A	UC	D	SD
24.	This type of project will be helpful to eradicate illiteracy from any area.	fo	148	130	12	62	23
		%age	74%		3%		23%
		fe	75	75	75	75	75
		fo - fe	73	55	-63	-13	-52
		(fo - fe) ²	5329	3025	3969	169	2704
		(fo - fe) ² /fe	71.05	40.33	50.93	2.25	36.05
		$\chi^2 = \sum (fo - fe)^2/fe = 200.61 *$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that the Computed Value of $\chi^2 = 200.61$, which is greater than the Table Value at 0.05 level. As the tendency of respondents is towards 'agree', hence the statement, "This type of project will be helpful to eradicate illiteracy from any area" is accepted.

Table No. 4.3.26 Opinion about Proper Invigilation/Supervision

S. No	Statement	f	SA	A	UC	D	SD
25.	You are properly invigilated and supervised by the competent authority.	fo	50	87	37	141	60
		%age	34%		10%		56%
		fe	75	75	75	75	75
		fo - fe	-25	12	-38	66	-15
		(fo - fe) ²	625	144	1444	4356	225
		(fo - fe) ² /fe	8.33	1.92	19.25	58.08	3.00
		$\chi^2 = \sum (fo - fe)^2/fe = 98.91 *$					

*Significant df = 4 Table Value at 0.05 = 9.488

The above Table shows that at the Calculated Value of $\chi^2 = 98.91$, which is greater than the Table Value at 0.05 level. As the trend of respondents is towards 'disagree', hence the statement, "We are properly invigilated and supervised by the competent authority" is rejected.

Table No. 4.3.27 Opinion about Open - Ended Questions

problems / suggestions	Statements	Tally	Numbers	%age
problems	Learners do not come to ALC regularly.	/////	6	1.6
	No Village Education Committee or other help in providing Literacy Centre.	/////	6	1.6
	Their own home is used for this purpose	/////	6	1.6
	The atmosphere is not so healthy and good.	/////	6	1.6
	It is impossible to collect 30 adults for open an ALC.	//	2	.5
	Most females have to work with their family so they are not giving preference to become literate.	/	1	.26
	They give preference to skilled rather than formal education.	/	1	.26
suggestions	Their post should be confirmed	/////	6	1.6
	The honorarium should be increased like in the Formal Education System,	/////	6	1.6
	The people should be well-informed with the basic weight-age of literacy.	/////	6	1.6
	Incentive should be provided to learners to increase the strength.	///	3	0.8
	Refreshment may also increase the productivity.	///	3	0.8
	There should be collabouration among vocational, skill and normal education.	//	2	0.5
	Less registered learners should also be allowed to open a new ALC.	//	2	0.5
Male and female classes should be arranged separately.	/	1	0.2	

The above table shows that negligible %age of respondents replied on open-ended questions, hence no findings can be drawn and can not be generalised.

Table No. 4.4.1. Comparison of DLLO & TLLO Responses about Awareness

Statement	Respondents	Options		
		Completely	Partially	Not at all
You have the knowledge of National Plan of Action's targets (2001-2015) about Adult Literacy.	DLLO	5	111	29
	% age	3.45	76.55	20.00
	TLLO	35	199	181
	% age	8.43	47.95	43.62

The above Table indicates that; both DLLO and TLLO have partial knowledge about NPA's targets about Adult Literacy Component. A good number in both the categories have no knowledge about the targets of this project. Only few respondents agree that they are fully aware of NPA's targets.

Table No. 4.4.2 Progress of ALC (DLLO and TLLO)

Statement	Respondents	Options		
		Successfully	To some extent	Poorly
Existing Adult Literacy Centres under EFA Project are working.	DLLO	66	54	25
	%age	45.52	37.24	17.24
	TLLO	207	124	84
	%age	49.88	29.88	20.24

The above Table shows that; the inclination of both the repliers is towards successfully working of the present ALC. A few are of the view that the present ALC are functioning poorly.

Table No. 4.4.3 Visit of EDO (L) (TLLO and ALT)

Statement			Respondents	Options		
				Frequently	Not Frequently	Not at all
The EDO (Literacy)	inspects each Adult	Literacy Centre	TLLO	65	124	226
			%age	15.66	29.88	54.45
			ALT	18	199	158
			percentage	4.8	53.07	42.13

The above Table justifies that; the trend of the both responses is towards the same direction i.e. the EDO (Literacy) 'not at all' and 'not frequently visits' the ALC. Limited numbers of the both, clearly indicate that the EDO does not check the Literacy Centre frequently.

Table No. 4.4.4 Comparison of TLLO and ALT about Classes of Learners

Statement		Respondents	Options		
			Separated	Combined	Separate as well as combined
The classes of male and female in the Literacy Centres are		TLLO	234	56	125
		%age	56.39	13.49	30.12
		ALT	242	22	111
		%age	64.53	5.87	29.6

This Table shows that: most of the Literacy Classes of males and females are separate, while in a few places where the number of illiterate is very low, the classes are combined declared by both TLLO and ALT.

Table No. 4.4.5 DLLO and ALT Reply About Problems of ALC

Statement	Respondent	Options				
		SA	A	UC	D	SD
We have to face problems during visits / teaching at Literacy Centre.	DLLO	152	109	81	70	3
	(fo-fe) ² /fe	57.36	8.14	0.05	0.59	19.28
	χ^2	$\Sigma (fo - fe)^2/fe = 85.42^*$				
	ALT	62	261	14	25	13
	(fo-fe) ² /fe	2.25	461.28	49.61	33.33	51.25
	χ^2	$\Sigma (fo - fe)^2/fe = 597.72^*$				

The above Table justifies that; both DLLO and ALT show the same trend towards agreeing i.e. they have to face different types of problems for visiting / teaching at the Literacy Centres.

Table No. 4.4.6 Response of DLLO and TLLO about Efforts

Statement	Respondent	Options				
		SA	A	UC	D	SD
Your efforts are likely to achieve the desired EFA project's objectives.	DLLO	12	17	25	39	53
	(fo-fe) ² /fe	9.97	4.97	0.55	3.45	19.86
	χ^2	$\Sigma (fo - fe)^2/fe = 38.8^*$				
	TLLO	84	93	90	100	48
	(fo-fe) ² /fe	0.01	1.2	0.59	3.48	14.76
	χ^2	$\Sigma (fo - fe)^2/fe = 20.04^*$				

The above Table concludes that; the present efforts of DLLO and TLLO are not enough to meet the challenges of the desired objectives with respect to literacy as the trend is towards, 'disagree'.

Table No. 4.4.7 Comparison of Reasons between DLLO and TLLO

Statement	Options	respondent	Yes %age	No %age
Literacy Rate under your control area is higher / equivalent / lower than NPA's targets due to	a. Sufficient Funds for this project.	DLLO	44.83	55.17
		TLLO	40	60
	b. Easy access to funds.	DLLO	49.66	50.34
		TLLO	46.99	53.01
	c. Proper utilisation of available funds.	DLLO	60	40
		TLLO	70.84	29.16
	d. Collabouration between GO and NGO.	DLLO	28.97	71.03
		TLLO	23.86	76.14
	e. Easy access of learners to Literacy Centre.	DLLO	41.38	58.62
		TLLO	43.85	56.15
	f. Better invigilation and supervision.	DLLO	32.41	67.51
		TLLO	36.87	63.13
g. Awareness of community to the intrinsic worth of literacy.	DLLO	19.31	80.69	
	TLLO	23.13	76.87	
h. Feasible Infrastructure	DLLO	58.62	41.38	
	TLLO	56.14	43.86	
i. Satisfactory equipment.	DLLO	53.1	46.9	
	TLLO	67.23	32.77	
j. Preference of politicians	DLLO	15.17	84.83	
	TLLO	14.94	85.06	

The above Table clearly shows that;

A good number of DLLO (55.17 %) and TLLO (60 %) agree that funds are enough for the Literacy Project. Majority of the DLLO (60%) and (70.44%) TLLO have the same view about the utilisation of the funds. Both DLLO and TLLO are disagreed with the better invigilation and supervision statement. Similarly DLLO and TLLO are not agreed with the statement of cooperation with GO and NGO. Community is not well aware, infrastructure is feasible, equipments are acceptable, access to funds are trouble-free and politicians are not given proper inclination to literacy programmes.

4.4 QUALITATIVE ACHIEVEMENTS

1. The academic qualification was M.A. / M.Sc but no one has the degree of EPM.
2. They knew partially about NPA's targets (2001-2015) with respect to Adult Literacy Component.

3. All existing ALC under EFA project were working successfully. Vocational Teachers were not easily available for ALC. Refresher Courses were not arranged frequently. Adult Literacy Centers were working according to learners' demand.
4. ALC were functioning under NGO. No cooperation between Government Organizations and Non-government Organizations. The local community did not participate. Female learners were higher than male learners. Proper training was not accomplished by the teachers before teaching the ALC. The teachers were suitable for place of duty. Their honorarium was very low.
5. Allied material provided at Literacy Centres. Examination / Evaluation of Adult Literacy Programme were properly managed, and certificates were being provided to the learners after completion of the course respectively. They were faced problems and not satisfied by the achievement of Literacy Centres functioning. Their efforts were not likely to achieve the desired EFA project's objectives.
6. Similarly EFA project should be continued in their area and the reasons for Low Literacy Rate were due to deficiency of funds, improperly utilized, the poorer Method of Invigilation and Supervision, unaware about the intrinsic worth of literacy.
7. The achievements of most of the districts from the previous Adult Literacy Programmes were unsatisfactory due to non-availability of the Vocational Teachers, unhealthy environment, non-cooperative attitude of Union Councils / Local Bodies to increase the learners' attendance, improper utilisation of local resources.
8. EFA project would be helpful to raise the Literacy Rate in the country.
9. After course completion the learners' achievements were not reasonable. They were demanding Vocational and Skill Training instead of general education. After

completion of Literacy Course were not able to read, write and do simple arithmetic calculations.

4.5 QUANTITATIVE ACHIEVEMENTS

1. The experience at the present post was from 1-2 year/s.
2. The Literacy Rate of most of the areas was lowered as compared to the National Plan of Action's targets (2001-2015).
3. The opening ALC under EFA project were less than 124. Existing ALC were not sufficient in number to achieve the desired objectives of EFA project.
4. The enrolment of female learners was higher than male learners in the ALC. Number of learners in each Adult Literacy Centre was less than thirty.
5. Local resources were not being properly used for enhancement of Literacy Rate. Allied material was provided in accordance with the learners' strength.
6. Adult Literacy Teachers had less than three years teaching experience. Their own home was used as classrooms for teaching the adults. Less than 30 learners are registered in their Literacy Centre. Rate of dropout learners from their centres was moderate. The learners were coming irregularly to the ALC.
7. The registered learners might be registered in other institutions. Duration to complete the Literacy Course was sufficient.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was designed to analyze “The achievements of the Adult Literacy Component of the National Plan of Action (2001-2015), of Education for All in Punjab, and Development of the Future Implementation Strategy”. This project was launched for adult literacy in all the districts of the Punjab Province to increase the literacy rate. Various aspects of the project had been evaluated, so that the real picture could be brought on canvas. For this purpose three questionnaires were developed, one questionnaire for the DLLO, one for TLLO and one for the ALT.

The questionnaires were used to obtain informations about the different aspects of the NPA Project of EFA. For the DLLO there were twenty-six, for the TLLO there were twenty-six and for the ALT there were twenty-five statements. These statements consisted of different aspects like general information, location of centres, timings, interest, and duration of phases, syllabus, learning atmosphere, competency and punctuality of teachers. Some questions were also included about the completion of course, examination, results, role of village education committee, community mobilizers and achievement of the objectives. The data collected through instruments were tabulated into tables, analyzed and interpreted to achieve the objectives of the study.

5.2 FINDINGS

The data was presented and findings were drawn on the basis of statistical analysis. On the basis of analysis of data of DLLO, TLLO and ALT, the following findings were drawn respectively:-

Objective 1

1. Only five districts had a literacy rate higher than NPAs of EFA targets, while others had a low literacy rate than the desired target of the National Plan of Action 2001-2015. (Table 4.1.2)
2. 63 %, DLLO denied that their efforts were not enough to achieve the desired EFA project's objectives; also the value of Chi square $\chi^2 = 39.97$ was significant. (Table 4.1.12)
3. 62.07 % agreed that the Literacy Rate in their area was not good, as compared to NPA's targets so achievements of most of the districts from the previous Adult Literacy Programmes were unsatisfactory. (Table 4.1.3)
4. 76.55 % partially knew about NPA's targets for the period 2001-2015 with reference to the Adult Literacy Component. (Table 4.1.6)
5. 48.67 % replied that they prepared the progress report of ALC on a monthly basis. (Table 4.2.11)
6. 56.53 % stated that they were partially aware of their responsibilities. (Table 4.3.7)

Objective 2

7. If the NPA plan of EFA continues, then only five districts would be able to achieve the desired objectives of adult literacy component of NPA of EFA. (Table 4.1.2)
8. 45.06 %, TLLO indicated that they were allotted Adult Literacy Centres from 11 to 19. (Table 4.2.1.(d))
9. 56.55 % were of the view that the opening of ALC under the EFA project was less than 124. (Table 4.1.4)
10. 90.34 % indicated that most of the ALC were functioning in rural areas. (Table 4.1.7)
11. 45 % responded that all existing ALC under the EFA project were working successfully. Also the calculated value of Chi square $\chi^2 = 18.39$ was significant. (Table 4.1.5)
12. 73 %, DLLO stated that the allied material was provided according to the number of learners at the Literacy Centres. Also the calculated value of Chi square $\chi^2 = 77.53$ was significant. (Table 4.1.10)
13. 64.34 % indicated that the number of learners in each Adult Literacy Centre was less than thirty. (Table 4.2.5)
14. 52.8 % respondents, all the centres were functioning according to a particular framework. (Table 4.3.6)
15. 49.88 %, TLLO indicated that all the existing ALC under the EFA project were working successfully. (Table 4.2.3)
16. 65.33 % indicated that most of ALC were being run at the teachers' residence. (Table 4.3.2)

17. 77.35 %, TLLO agreed to the statement that for opening the new Adult Literacy Centres, funds were provided in the beginning. (Table 4.2.7)
18. 69.88 % replied that the provided funds were adequate for each ALC to obtain the desired objectives. (Table 4.2.8)
19. 47 % responded that the learners were keenly interested in their studies. Also the calculated value of Chi square $\chi^2 = 141.33$ was significant. (Table 4.2.24)
20. 46 % agreed that they wanted to study beyond the literacy level. Also the calculated value of Chi square $\chi^2 = 33.84$ was significant. (Table 4.2.26)
21. 64.8 % had their qualification higher than matric. (Table 4.3.(a))
22. 63.47 % had no professional training. (Table 4.3.(b))
23. 73.6% stated that they had teaching experience of less than three years at their present post. (Table 4.3.(c))
24. 63 % clarified that the allied material was provided in time by the senior authority at ALC. Also the calculated value of Chi square $\chi^2 = 85.42$ was significant. (Table 4.2.15)
25. 63 % replied that the allied material was provided according to the number of the learners in an ALC. Also the calculated value of Chi square $\chi^2 = 105.36$ was significant. (Table 4.2.16)

Objective 3

26. 56.55 %, DLLO gave their views that most of the ALC were functioning under NGO. (Table 4.1.14)
27. 56.55 % replied that Adult Literacy Centres were working according to learners' demand. (Table 4.1.13)
28. 69 %, DLLO replied that the teachers were suitable for place of duty. Also the calculated value of Chi square $\chi^2 = 65.3$ was significant. (Table 4.1.26)

29. 60 % indicated that they were not satisfied with their honorarium. Also the calculated value of Chi square $\chi^2 = 44.41$ was significant. (Table 4.1.27)
30. 60 % clearly stated that the Examination / Evaluation of the Adult Literacy Programme were properly managed for literacy learners. Also the calculated value of Chi square $\chi^2 = 240.39$ was significant. (Table 4.3.23)
31. 52 % said that certificates were being provided to the learners after completion of the course. Also the calculated value of Chi square $\chi^2 = 161.07$ was significant. (Table 4.3.24)
32. 60.25 %, TLLO had the M.A / M.Sc degree as their academic qualification. (Table 4.2.1(a))
33. 44.1 % had B.Ed as a professional degree. (Table 4.2.1(b))
34. 81.93 % replied that their experience at the present post was between 1-2 year(s). (Table 4.2.1(c))
35. 56.39 % stated that the classes of male and female learners were arranged separately. (Table 4.2.6)
36. 64.34 % agreed with the statement that the number of registered learners in each Literacy Centre was less than thirty. (Table 4.2.5)
37. The statement, “Allied material is provided in time in each Adult Literacy Centre, and the allied material is provided in accordance with the learners’ strength” was also accepted because 63% agreed to the statement. Also the calculated value of Chi square $\chi^2 = 85.42$ was significant. (Table 4.2.15)
38. 59 %, TLLO agreed that the literacy classes were not visited on a regular basis. (Table 4.2.23)

39. 65 % justified that the EFA project would be helpful to raise the literacy rate in the country. Also the calculated value of Chi square $\chi^2 = 132.3$ was significant. (Table 4.2.17)
40. 43% have the opinion that their efforts would not be able to accomplish the most wanted objectives of the EFA project. Also the calculated value of Chi square $\chi^2 = 20.04$ was significant. (Table 4.2.18)

Objective 4

41. 70 % responded that the enrolment of female learners was higher than male learners in the ALC. Also the calculated value of Chi square $\chi^2 = 69.03$ was significant. (Table 4.1.22)
42. 51% said that no proper training was provided to the teachers before teaching in ALC. Also the calculated value of Chi square $\chi^2 = 16.14$ was significant. (Table 4.1.23)
43. The academic qualification of most of the DLLO, 84.83%, had M.A. / M.Sc degrees. (Table 4.1.1(a))
44. 37.93 % had M.Ed as a professional degree, but none had a degree in the field of Educational Planning and Management. (Tables 4.1.1(a), (b))
45. The experience of majority of the respondents 76.55% at the present post was between 1-2 year(s). (Table 4.1.1(c))
46. Their knowledge about NPA's targets 2001-2015 with respect to Adult Literacy Component is not up to the mark, indicated by 76.55. (Table 4.1.6)
47. Literacy Rate of their areas was lower as compared to the National Plan of Action's target for 2001-2015, indicated by 62.07%. (Table 4.1.3)

48. 52 %, DLLO were of the view that there was no cooperation between Government Organization and Non-government Organizations. Also the calculated value of Chi square $\chi^2 = 27.5$ was significant. (Table 4.1.15)
49. 61 % gave their views that the existing Adult Literacy Centres were not sufficient in number to achieve the desired objectives of the EFA project. Also the calculated value of Chi square $\chi^2 = 35.37$ was significant. (Table 4.1.16)
50. 77.24 %, DLLO were of the view that the Refresher Courses were not arranged for ALT frequently. (Table 4.1.9)
51. 65 % DLLO said that they had to face many problems to visit the Adult Literacy Centres. Also the calculated value of Chi square $\chi^2 = 56.76$ was significant. (Table 4.1.21)
52. 46 were not satisfied with the achievements of the Literacy Centres functioning in their area under the EFA project. Also the calculated value of Chi square $\chi^2 = 22$ was significant. (Table 4.1.11)
53. 56.39 % stated that the classes for male and female learners were arranged separately. (Table 4.2.6)
54. 75 % replied that the Examination / Evaluation System were directed properly for the literacy learners. Also the calculated value of Chi square $\chi^2 = 197.73$ was significant. (Table 4.1.18)
55. 50 % stated that certificates were issued to the Adult Literacy Learners after completion of the course. Also the calculated value of Chi square $\chi^2 = 118.9$ was significant. (Table 4.1.19)
56. 74 % respondents agreed that these types of projects would be helpful to eradicate the evil of illiteracy and should be continue in their area. Also the calculated value of Chi square $\chi^2 = 74.9$ was significant. (Table 4.1.20)

57. Most of the DLLO pointed out the following reasons for Low Literacy Rate in their districts; (Table 4.1.28)
- a. Sufficient funds were not available for this project as indicated by 55.17 % of the respondents.
 - b. On the other hand, the available funds were not utilized properly state 60 % of the respondents.
 - c. There was no cooperation between the NGO and GO say 71.03 % of the respondents.
 - d. The Literacy Centres were not easily accessible to the learners say 58.62 %.
 - e. The Method of Invigilation and Supervision was not reasonable 67.51%.
 - f. The community was not aware about the intrinsic worth of literacy state 80.69 % of the respondents.
 - g. 58.62% were satisfied about the supplies including the kits.
 - h. The politicians were not giving preference to increase in literacy in their areas indicated 84.83%.
58. 59.52 % TLLO replied that most of the learners have given preference to come to the ALC in the late afternoon. (Table 4.2.9)
59. 69.88 % confirmed that the availability of the Vocational Teachers was not easy. (Table 4.2.10)
60. 70.60 % respondents declared that the Refresher Course was not being organized for the ALT at all. (Table 4.2.11)
61. 54.45 % stated that inspection of an Adult Literacy Centre was never done by the EDO (Literacy). (Table 4.2.13)

62. 66 % said that the literacy centers were opened at suitable places. Also the calculated value of Chi square $\chi^2 = 180.64$ was significant. (Table 4.2.14)
63. 40 % clearly indicated that the learners did not want to keep on studying after the time was over in the ALC. Also the calculated value of Chi square $\chi^2 = 21.71$ was significant. (Table 4.2.19)
64. 50 % stated that the teaching learning process was not carried out in a healthy environment. Also the calculated value of Chi square $\chi^2 = 62.81$ was significant. (Table 4.2.25)
65. Representatives of Union Councils / Local Bodies did not help to increase the learners' attendance, and the community did not work sensibly with the TLLO as 50 % had given that response. Also the calculated value of Chi square $\chi^2 = 222.22$ was significant. (Table 4.2.20)
66. 63 % agreed that local resources were not being properly used to enhance the literacy rate. Also the calculated value of Chi square $\chi^2 = 219.12$ was significant. (Table 4.2.22)
67. A majority of the TLLO clarified regarding the reasons of low Literacy Rate in their locations as follows: - (Table 4.2.26)
- a. Funds for EFA project were not available satisfactorily reported 60 % of the TLLO.
 - b. Access to the funds was not very easy responded 53.01% respondents while expressing their views.
 - c. The existing resources were not used properly responded 70.84 % TLLO.
 - d. 76.14 %, reported that there was no mutual alliance between GO and the NGO.

- e. 56.15 % TLLO opined that the Literacy Centres were not accessible to the learners.
 - f. 63.13 % estimated that Invigilation and Supervision was not properly managed.
 - g. 56.14 % TLLO viewed that society was not sensitive to the importance of literacy.
 - h. 76.87 % have opined that the infrastructure is realistic.
 - i. 67.23 % supervisors were satisfied about the equipment and kit.
 - j. 84.83 % TLLO were of the view that politicians were not giving priority to raise the literacy in their areas.
68. 65.33 %, ALT were using their own home as classrooms for teaching the adults. (Table 4.3.2)
69. 50.13 % were of the view that less than 30 learners were registered in their Literacy Centre. (Table 4.3.4)
70. 50.13 %, ALT had no training from any organization to perform their present duties. (Table 4.3.3)
71. 60.27 % also stated that the rate of dropout learners from their centres was moderate. (Table 4.3.9)
72. 64.53% respondents reported that the learners were coming irregularly to ALC. (Table 4.3.7)
73. 53.07 % also indicated that EDO (L) infrequently visited the ALC. (Table 4.3.9)
74. 68 % said that the Village Education Committee (VEC) did not provide facilities / comfort at ALC. Also the calculated value of Chi square $\chi^2 = 192.23$ was significant. (Table 4.3.14)

75. 86 % also indicated told that they had to face many problems during teaching at the Literacy Centres. Also the calculated value of Chi square $\chi^2 = 597.72$ was significant. (Table 4.3.15)
76. 53 % justified that space available for Literacy Class was neither sufficient nor healthy. Also the calculated value of Chi square $\chi^2 = 159.91$ was significant. (Table 4.3.16)
77. The registered learners' age range was not above 14 years as 51 % indicated. Also the calculated value of Chi square $\chi^2 = 53.52$ was significant. (Table 4.3.12)
78. 38 % agreed that they might be registered in other institutions. Also the calculated value of Chi square $\chi^2 = 12.88$ was significant. (Table 4.3.17)
79. 56 % reported that they were not invigilated and supervised appropriately by the competent authority. Also the calculated value of Chi square $\chi^2 = 98.91$ was significant. (Table 4.3.26)
80. 49 % justified that the learners did not take intensive interest in their studies at ALC. Also the calculated value of Chi square $\chi^2 = 77.79$ was significant. (Table 4.3.17)
81. 49 % of the respondents declared that the duration to complete the Literacy Course was not sufficient. Also the calculated value of Chi square $\chi^2 = 148.9$ was significant. (Table 4.3.19)

5.3 CONCLUSIONS

Conclusions drawn from the findings of questionnaires for DLLO, TLLO and ALT are as under:

1. Nobody of District and Tehsil Level Literacy Officer possessed the professional degree like 'Educational Planning and Management, but they have B.Ed / M.Ed. degree. Similarly noone ALT had experience of teaching adults.
2. The past analysis of the Adult Literacy Programme in the light of the National Plan of Action 2001-2015, on Education for All indicated that most of the districts were incapable to accomplish the predetermined targets.
3. Five districts had a higher literacy rate than the set target, while the remaining thirty districts had a literacy rate below the NPAs' prearranged targets.
4. Awareness of most of the DLLO and TLLO about the targets of the National Plan of Action's 2001-2015 with respect to Adult Literacy Component of EFA was lacking.
5. Those districts which had a higher literacy rate than NPAs targets, had opened more than 124 literacy centers, while the other districts had opened less literacy centres so their literacy centers are not according to the targets.
6. There was lack of proper arrangement of classrooms for teaching, and teachers' home for teaching the adults did not provide a good and healthy atmosphere.
7. Current efforts of the DLLO and TLLO were insufficient to attain the target of the adult literacy component of the National Plan of Action of EFA as the literacy rate in their area was very low.
8. The achievements were less because of the lack of Literacy Centres as well as low enrolment of the adult learners in most of the districts.

9. The enrolled learners were relaxed about studying as they wanted to get Vocational and Skill Training rather than general education. In addition the Vocational Teachers' honorarium is very unsatisfactorily.
10. Facilities to the adult literacy teachers were insufficient, and nobody like Village Education Committee / local bodies / representatives of union councils helped the teachers to improve the enrolment of the learners or amenities to Adult Literacy Centres.
11. Adult Literacy Centres were far away to the residential places of the learners, so the learners and higher authorities had to face many problems, and also invigilation was inappropriately managed.
12. The teaching experience of ALT were very undersized and they were appointed on contract basis for one year, and the achievements of the learners with respect to reading, writing and solving uncomplicated arithmetic problems were unsatisfactory.
13. Inappropriate training was provided to the ALT for teaching in ALC and Refresher Courses were shockingly arranged for teachers, managers and supervisors to refresh their knowledge.
14. Allied material was provided at the Literacy Centres on time and according to the strength of the learners. Similarly examination/evaluation was properly managed in the Literacy Centres, and certificates were also provided.
15. The present Literacy Centres were functioning successfully. Most of the teachers in the Literacy Centres in Punjab Province were females, and a large number of learners were females, so the males were unable to become literate.
16. There was a disjoining between Government Organizations and Non-government Organizations in this regard; so some districts had a high literacy rate, and the

remaining had low literacy rate as compared to NPAs' preset targets about adult literacy.

17. The existing working Literacy Centres were not as much as necessary to get the desired NPA's objectives on Education for All 2001-2015 of the Adult Literacy component, especially in those districts which had very low literacy rates.
18. Executive District Officers (Literacy) visited occasionally the Adult Literacy Centres in their areas, and so they depended upon the information provided by the TLLO.
19. This type of project would be helpful to eradicate the evil of illiteracy, so these types of projects should be encouraged for the accomplishment of the most wanted objectives.
20. Literacy Teachers' problems about irregularity of the learners, registered learners' age-range 14 years or above and the teaching learning process at ALC were very poor.
21. Access to the resources was difficult, the existing funds were used inappropriately; there were disjoint efforts between GO and NGO.
22. Invigilation and Supervision was offensively managed. Society in general, was unaware about the significance of literacy. Politicians were unconcerned to uplift the literacy programme in their areas. Media obstructed to take vigorous and active role to enhance the literacy in the province.

5.4 DISCUSSION

1. Only few statements were repeated in the questionnaires. Critically complete knowledge of NPA's target about Adult Literacy Component, the TLLO had a slightly higher percentage than DLLO, similarly with no knowledge at all about

the target, the TLLO' percentage was also higher, but on the contrary, the DLLO had higher percentage in partial awareness about the target than the TLLO.

2. The achievements of most of the districts in Punjab province were not satisfactory during the previous period, due to different problems and obstacles like unhealthy environment, non-cooperation of the local have community, low funding for this project, no cooperation between NGO and GO etc which strengthens the study of Awan(2008) that they to face different problems at literacy centres.
3. The results of DLLO and TLLO showed that the existing Adult Literacy Centres were working successfully. This strengthened the study by Awan (2008) that the UJALA Project will achieve the objectives. The percentage of TLLO was slightly higher than the DLLO; and on the other hand, the functionality of ALC was better to some extent as indicated by the DLLO.
4. Do the District Heads of the Literacy Wing visit the ALC? This question was asked to the TLLO and ALT; the percentage ratio of TLLO was higher than ALT that he never inspects the ALC. Conversely their visits were infrequent and the percentage 53.07% of ALT was higher than TLLO which was only 29.88% and it strengthened the study by Ghazi (2009) that they faced problems during their visits to the ALC.
5. The Literacy Rate of six districts (Rawalpindi, Gujrat, Jhelum, Sialkot, Lahore and Gujranwala) has a higher Literacy Rate than NPA's target, due to proper utilization of funds, supervision, and giving preference to literacy in their areas. They also have opened more than 124 Literacy Centres with the cooperation of different NGO.
6. The achievements of twelve districts (Narowal, Chakwal, Attock, Faisalabad, Toba Take Singh, Mandi Baha-ud-Din, Sargodha, Sahiwal, Sheikhpura,

Mianwali, Multan and Hafiz Abad) are also stated to be satisfactory, because their Literacy Rate is above than 50%. Their efforts seem fruitful in getting the desired objectives of the National Plan of Action of Education for All.

7. The remaining districts of Punjab Province (Khushab, Layyah, Khanewal, Vehari, Jhang, Kasur, Pakpatten, Okara, Bahawal Nagar, Bhakkar, Bahawalpur, Rahim Yar Khan, Dera Ghazi Khan, Lodhran, Muzzaffar Garh and Rajan Pur) have below than 50% Literacy Rate and their achievements are unsatisfactory, due to lack of awareness of the intrinsic worth of literacy; non-collaboration between GO and NGO; far flung areas and widely scattered population, poverty and non-availability of teachers. These were also mentioned in different documents illustrated in Chapter 2.
8. A majority of the District Level Literacy Officers have pointed out the problems to achieve the predetermined targets of EFA i.e. no degree with respect to Educational Planning and Management, less experience at their present posts, no / less awareness about NPA's targets about Adult Literacy, no cooperation between GO and NGO, insufficient number of working Adult Literacy Centres, low enrolment of male learners, improper training of teachers, low honorarium of the teachers, low achievement of the learners, insufficient funds for this project, improper utilization of available fund, lack of awareness of the population about literacy and indifference of the politicians. Most of them were also found in the study by Macias (2002).
9. Correspondingly, the Tehsil Level Literacy Officers have pointed out the problems i.e. less enrolment in the literacy centres, non-availability of vocational teachers, non-responsive attitude of the learners, unhealthy atmosphere for the

teaching learning process, low attendance of the learners, improper utilization of local resources and temporary appointment for one year.

10. Majority of the DLLO and TLLO have justified their present effort in not being able to achieve the targets of the Adult Literacy Component of the National Plan of Action of Education for All.
11. Similarly, the Adult Literacy Teachers have pointed out these difficulties, “untrained regarding to teach the adults, irregularity in attendance of the learners, less facilities in the Literacy Centres, non-cooperative attitude of the Village Education Committee, unavailable sufficient space for the centres, unavailability of youth/adults of the age 14 and above, low achievement of the learners with respect to reading, writing and arithmetic”. These were also found in the study of UNESCO (2006) and strengthened it.

5.5 RECOMMENDATIONS

In the light of the analyzed data and on the basis of findings, conclusions and suggestions received, the following recommendations are made:

1. Awareness with any plan / project may be the necessary part, before its implementation, so that the concerned community may fully understand its meaning, significance and importance.
2. The present posts of all kinds (Tehsil Level Literacy Officers and Adult Literacy Teachers) may be converted into permanent posts, rather than ad-hoc or contract, so that the concerned people may perform their duties wholeheartedly. In this way a launched programme may be more successful and may provide good outcomes.

3. The Literacy Department may be streamlined like the Formal Education System on a yearly basis, so that the envisaged objectives may be achieved more effectively.
4. The Literacy Centres may be increased especially in far-flung areas, where the literacy rate is very low, so that the National Plan of Actions' targets of EFA may be attained successfully.
5. Need of an hour is to create awareness the intrinsic worth of literacy.
6. Universalisation of adult literacy programme may be introduced like universalisation of Primary Education (UPE) and UPE may be expanded in a more comprehensive manner to eliminate illiteracy. During a personal visit, the researcher felt that most of the Adult Literacy Centres converted to UPE, due to an unsatisfactory attitude of the learners.
7. Incentives for learners, teachers and concerned higher authorities may be offered where the Literacy Rate is higher than the National Plan of Actions' targets, so that the concerned persons of lower literacy areas may also try their best to overcome the evil of illiteracy.
8. A planned training of all levels of officers and teachers may be prearranged, with special reference to Teaching Learning Methodology, Motivational Techniques and administrative process for the attainment of the desired objectives, and the Village Education Committee may be made more efficient for the betterment of all.
9. There may be a joint effort between the Government and NGO. Effective and responsive coordination may be promoted between these organizations for best effectiveness.

10. Participation of local resources / local community / VEC / local bodies / representatives of union councils / politicians may make efforts together for decreasing the illiteracy rate in their regions.

5.6 IMPLEMENTATION STRATEGY FOR FUTURE

Setting Targets:

Achievable targets should be included in any plan. After setting the targets, all the resources may be used in the form of man, material and machinery to achieve these objectives. Present situation and future needs may be kept in mind to set the targets.

Awareness:

Awareness may be built up through meetings, seminars, conferences, electronic-media and print-media may also help, cooperate, encourage and render support to increase awareness among the people in this regard. A blueprint of a plan or project may be helpful in getting the optimum results.

Methodology:

Job of any category in any field may be interlinked with literacy, so that the community may be alert about the intrinsic worth of literacy. In this way it may become more necessary to get education, and the literacy rate may definitely be supported.

Either these centres may be more invigilated or it may be handed over under the control of formal education system as well as under the head of Government institutions, so the results may be encouraging.

The project may be yearly basis, two tiers for teaching the adults, five months for each tier and the remaining two months for different courses for teachers and Tehsil Level Literacy Officers. The Training Programme and the Refresher Courses may be arranged

for a longer period, say for at least fifteen days and may be launched during vacations in different areas of the province. These will be provided results hopefully.

There is a need of hour of continuous organizing, looking intently, directing the performance of all the related people, so that the resources may be consummated, and utilized more effectively. In this way, optimum productivity will be ensured.

Furthermore, the government may be provided additional funds continuously for the promotion of the Literacy Rate in the province. In addition, provision of some incentives in the form of awards, increments or other monetary benefits, in recognition of those who improve their Literacy Rate may be ensured.

After completing the training, the performance may be monitored continuously by the District Level Literacy Officers so that the optimistic results may be achieved. Refresher Courses may be arranged continuously to help them keep themselves up-to-date and become efficient instructors.

Either the Literacy Programme may be more decentralized, and a separate cell under the supervision of EDO (Literacy) may be constituted for this purpose, and it may be assigned the task, with a mechanism to work regularly for the expansion of awareness of literacy, or different organizations may be integrated, in order to operate the Literacy Programme more efficiently to achieve the objectives in a better way. Different donor agencies, and the Federal and Provincial Government may coordinate their efforts to initiate such programmes.

Special obligatory responsibilities of the elected officials / local organizations / local group of people / elected bodies of union council / volunteers for the promotion of

literacy in their environment, may also be assisted for the achievement of Literacy Targets.

NGO may also open the literacy centres in those areas which are farflung from the big cities. In this way literacy rate of the country will be raised automatically.

Results:

If the results may be mismatching to the original targets at any stage, then the shortcomings and drawbacks may be pointed out immediately during tier and pragmatic problems may be pointed out and their solution may be tried to findout. In this way a plan may be streamlined in the best way and no rationalization may be accepted in this system. In this way it is hoped that maximum output of any definite plan may be accomplished.

5.7 POSSIBILITIES FOR FURTHER RESEARCH

- This type of research may be done in other provinces to get the exact picture of literacy in the country.
- This type of research may be done after every two or three years, so that the result may be compared with the predetermined targets and problems may be removed.
- Learners may also be included in the research.
- Comparison may be done between high achievers and low achiever districts.
- Comparison may also be made among the provinces.

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NNEXURE – A

From: Muhammad Ajmal Farooq,
PhD Scholar,
Department of Education,
International Islamic University, Islamabad.

To: DISTRICT LEVEL LITERACY OFFICERS

Subject: Return of Questionnaire after Completion with Awareness

Dear Sir/Madam,

It is hereby stated that *Prof. Dr. Muhammad Zafar Iqbal*, is the Supervisor of my research. My research proposal submitted to him has been finally approved by the Board of Advanced Studies and Research.

Accordingly, I have prepared a questionnaire based on the objectives of my research proposal titled, “*An Analysis of Achievements of Adult Literacy Component of National Plan of Action (2001-2015) of Education For All In Punjab and Development of Future Implementation Strategy*”.

It will be appreciated if you spare some of your precious time to fill in completely the questionnaire and hand it over to me, or my friend, or return it at an early date by post in the enclosed self-addressed stamped envelope attached herewith, so that I can complete my research work in time.

The researcher assures you that the information so collected will be kept confidential, and will not be used for any other purpose expect this research.

Thanking you in anticipation,

Yours Truly,

(*Muhammad Ajmal Farooq*).

QUESTIONNAIRE FOR DISTRICT LEVEL LITERACY OFFICERS

TOPIC: “An Analysis of Achievements of Adult Literacy Component of National Plan of Action (2001-2015) of Education for All in Punjab and Development of Future Implementation Strategy”

INSTRUCTIONS

There are five parts in the questionnaire. Please fill in every part honestly and fairly.

Part I: Personal Information

Name: ----- (Optional)

EDO	DLO	DDLO	Managers of NGO
-----	-----	------	-----------------

Designation:-----/-----/-----/-----

Qualification: (a) Academic:--

BA	MA (EPM)	MA/M.Sc	M.Phil	PhD
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-----/-----/-----/-----/-----

(b) Professional

B.Ed	M.Ed	Any Other	No Training
------	------	-----------	-------------

-----/-----/-----/-----

Address: -----

Permanent Basis	Contract Basis	Project Basis
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Your Present Post:-----/-----/-----

Experience at Present Post:

1	2	3	4	5	6	7	8	9
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-----/-----/-----/-----/-----/-----/-----

Literacy rate of your district: _____ %

Part II

Note: - Three options are given against each statement. Tick (✓) one option please.

Sr. No	Statement	Options		
1.	You have the knowledge of National Plan of Action's targets (2001-2015)	Completely	Partially	Not at all
2.	Literacy rate in your area as compared to National Plan of Action's targets is	Equivalent to NPA targets	Higher than NPA targets	Lower than NPA targets
3.	The numbers of existing Literacy Centres for Adults under EFA project are	More than 124	124	Less than 124
4.	Most of the Adult Literacy Centres are located in	Rural Area	Urban Area	Both Areas
5.	All existing Adult Literacy Centres under EFA Project are working	Successfully	To some extent	Poorly
6.	The teachers are available for Adult Literacy Centres	Easily	Not Easily	Not at All
7.	Most of the Adult Literacy Centres are functioning under	GO	NGO	Both GO and NGO
8.	Refresher courses are being arranged for the teachers	Frequently	Not Frequently	Not at All
9.	The Adult Literacy Centres are working according to	Specific time-table	Learners' demand	Indefinite schedule
10.	Cooperation between GO and NGO is	Reasonable	Partial	Not at All

Part II

Note: - Please tick (√) the appropriate level of your agreement in this part.

SA----- Strongly Agree
 A----- Agree
 UC----- Uncertain
 D----- Disagree
 SD----- Strongly Disagree

Sr. No	Statements	SA	A	UC	D	SD
11.	Existing Literacy Centres are sufficient in number to achieve the desired EFA project's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Allied material is provided according to the number of learners at Literacy Centres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	There are 30-40 learners in each Adult Literacy Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Examination/Evaluation of Adult Literacy Programme is properly managed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Certificates are being provided to the learners after completion of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	EFA project should be continued in your area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	You are satisfied by the achievements of Literacy Centres functioning in your area under EFA project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Your efforts are likely to achieve the desired EFA project's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Teachers are satisfied by their honorarium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	All centres are functioning according to a particular framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Enrolment of female learners is higher than male learners in the Adult Literacy Centres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Proper training is accomplished by the teachers before teaching the adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Teachers are suitable for place of duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	You have to face problems to visit the Literacy Centres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV

[Tick (√) only one of three options in the major statement, then tick (√) 'Yes' or 'No' against each minor option given]

Sr. No	Major Statement	Minor Options	Yes	No
26.	Literacy Rate under your control area is higher than NPA's targets due to	a. Sufficient Funds for this project.	<input type="checkbox"/>	<input type="checkbox"/>
		b. Easy access to funds.	<input type="checkbox"/>	<input type="checkbox"/>
		c. Proper utilisation of available funds.	<input type="checkbox"/>	<input type="checkbox"/>
27.	Literacy Rate under your control area is equivalent to NPA's targets due to	d. Collabouration between GO and NGO.	<input type="checkbox"/>	<input type="checkbox"/>
		e. Easy access of learners to literacy centre.	<input type="checkbox"/>	<input type="checkbox"/>
		f. Better invigilation and supervision.	<input type="checkbox"/>	<input type="checkbox"/>
		g. Awareness of community to the intrinsic worth of literacy.	<input type="checkbox"/>	<input type="checkbox"/>
28.	Literacy Rate under your control area is lower than NPA's targets due to	h. Feasible Infrastructure.	<input type="checkbox"/>	<input type="checkbox"/>
		i. Satisfactory paraphernalia.	<input type="checkbox"/>	<input type="checkbox"/>
		j. Preference of politicians	<input type="checkbox"/>	<input type="checkbox"/>
		Any other reason, please write it down:- ----- ----- ----- -----		

Part V

NOTE: - In this part you have to write problems / suggestions based on experience gained during achievements of Adult Literacy targets which are not in the questionnaire.

PROBLEMS /SUGGESTIONS

- List below problems in Literacy Programme Implementation.

- Give your suggestions for the improvement of Adult Literacy Programme.

- Any object/objectives you want to include for literacy setup.

ANNEXURE – B

From: Muhammad Ajmal Farooq,
PhD Scholar,
Department of Education,
International Islamic University, Islamabad.

To: TEHSIL LEVEL LITERACY OFFICERS

Subject: Return of Questionnaire after Completion

Dear Sir/Madam,

It is hereby stated that *Prof. Dr. Muhammad Zafar Iqbal*, is the supervisor of my research. My research proposal submitted to him has been finally approved by the Board of Advanced Studies and Research.

Accordingly, I have prepared a questionnaire based on the objectives of my research proposal titled, “*An Analysis of Achievements of Adult Literacy Component of National Plan of Action (2001-2015) of Education For All in Punjab and Development of Future Implementation Strategy*”.

It will be appreciated if you spare some of your precious time to fill in completely the questionnaire and hand it over to me, or my friend, or return it by post at an early date in the enclosed self-addressed stamped envelope attached herewith, so that I can complete my research work in time.

The researcher assures you that the information so collected will be kept confidential, and will not be used for any other purpose except in this research.

Thanking you in anticipation,

Yours Truly,

(*Muhammad Ajmal Farooq*).

QUESTIONNAIRE FOR TEHSIL LEVEL LITERACY OFFICERS

TOPIC: “An Analysis of Achievements of Adult Literacy Component of National Plan of Action (2001-2015) of Education for All in Punjab and Development of Future Implementation Strategy”

INSTRUCTIONS

There are five (V) parts in the questionnaire. Please fill in every part honestly and fairly.

Part I: PERSONAL INFORMATION

Name: ----- (Optional)

Designation: -----
 TLO CM LM Supervisors of NGO

Total Numbers of Centres Allotted: -----

Qualification: (a) Academic:- -----
 Graduation Masters Higher

(b) Professional:- -----
 B.Ed M.Ed Any Other

Your present post: -----
 Permanent Basis Non-Permanent Basis

Address: -----

Experience At Present Post: -----
 (In Years) 1 2 3 4 5 6 7 8 9

Part II

Note: - Three options are given against each statement. Tick (√) one option only

Sr. No	Statement	Options		
1.	You have knowledge of National Plan of Action's targets (2001-2015)	Completely	Partially	Not at all
2.	Allotted Adult Literacy Centres under EFA Project are working	Successfully	To some extent	Poorly
3.	Most of the Literacy Centres are functioning in	Government building	Community Arranged Place	Teacher's place
4.	Number of registered learners in each Literacy Centre is	30-40	Less than 30	More than 40
5.	The Classes of Males and Females in Literacy centres are	Separate	Combine	Separate as well as combine
6.	Funds provided by you for opening the new Adult Literacy Centre.	In the beginning	In the middle	At the end
7.	Available funds for each Adult Literacy Centre are	Sufficient	Adequate	Not Adequate
8.	The progress report is prepared on	Daily basis	Monthly basis	Quarterly basis
9.	Learners come to the Literacy Centres	Morning	Evening	At noon

10.	The Vocational Teachers are available	Easily	Not Easily	Not at All
11.	Refresher Courses are being arranged for the teachers	Frequently	Not Frequently	Not at All
12.	The EDO (Literacy) inspects each Adult Literacy Centre	Frequently	Not Frequently	Not at all

Part III

Note: - Please tick (√) the appropriate level of your agreement in this part.

SA-----	Strongly Agree
A-----	Agree
UC-----	Uncertain
D-----	Disagree
SD-----	Strongly Disagree

Sr. No	Statements	SA	A	UP	D	SD
13.	Every Literacy Centre is being opened at a suitable place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The learners want to continue their study activities after centre hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Allied material is provided in time in each Adult Literacy Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Allied material is available according to the number of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	EFA project will be beneficial to increase the Literacy Rate in the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Your efforts under EFA project will be able to achieve the desired objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Representatives of Union Councils / Local Bodies help to increase the learners' attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	The learners are keenly interested in studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	The community works with you practically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22.	Local resources are being used for improvement of literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	The learners wanted to learn more beyond literacy level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Teaching learning process is carried out in a healthy environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Literacy classes are visited regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV

[Tick (√) only one of three options in the major statement, then tick (√) 'Yes' or 'No' against each minor option given]

Sr. No	Major Statement	Minor Options	Yes	No
26.	Literacy rate under your control area is higher than NPA's targets due to	k. Sufficient Funds for this project.	<input type="checkbox"/>	<input type="checkbox"/>
		l. Easy access to funds.	<input type="checkbox"/>	<input type="checkbox"/>
		m. Proper utilisation of available funds.	<input type="checkbox"/>	<input type="checkbox"/>
27.	Literacy rate under your control area is equivalent to NPA's targets due to	n. Collabouration between GO and NGO.	<input type="checkbox"/>	<input type="checkbox"/>
		o. Easy access of learners to Literacy Centre.	<input type="checkbox"/>	<input type="checkbox"/>
		p. Better invigilation and supervision.	<input type="checkbox"/>	<input type="checkbox"/>
28.	Literacy rate under your control area is lower than NPA's targets due to	q. Awareness of community to the intrinsic worth of literacy.	<input type="checkbox"/>	<input type="checkbox"/>
		r. Feasible Infrastructure.	<input type="checkbox"/>	<input type="checkbox"/>
		s. Satisfactory paraphernalia (equipment).	<input type="checkbox"/>	<input type="checkbox"/>
		t. Preference of politicians	<input type="checkbox"/>	<input type="checkbox"/>
		Any other reason, please write down:- ----- -----		

Part V

NOTE: - In this part you have to write problems / suggestions for achievement of Adult Literacy targets which are not in this questionnaire.

PROBLEMS / SUGGESTIONS

- Give your valuable points for improvement of Adult Literacy Programme

- Any item/items you want to include for literacy setup.

- Note down problems for Literacy Programme implementation and suggest their solutions.

ANNEXURE – C

From: Muhammad Ajmal Farooq,
PhD Scholar,
Department of Education,
International Islamic University, Islamabad.

To: ADULT LITERACY TEACHERS

Subject: Return of Questionnaire after Completion

Dear Sir/Madam,

It is hereby stated that *Prof. Dr. Muhammad Zafar Iqbal*, Director, Institute of Literacy and Mass Education, Allama Iqbal Open University, Islamabad is the Supervisor of my research. My research proposal submitted to him has been finally approved by the Board of Advanced Studies and Research.

Accordingly, I have prepared a questionnaire based on the objectives of my research proposal titled, “*An Analysis of Achievements of Adult Literacy Component of National Plan of Action (2001-2015) of Education For All In Punjab and Development of Future Implementation Strategy*”.

It will be appreciated if you spare some of your precious time, to fill in completely the questionnaire and hand it over to me, or my friend, or send it by post at an early date in the enclosed self-addressed stamped envelope attached herewith, so that I can complete my research work in time.

The researcher assures you that the information so collected will be kept confidential and will not be used for any other purpose except in this research.

Thanking you in anticipation

Yours Truly,

(Muhammad Ajmal Farooq).

QUESTIONNAIRE FOR ADULT LITERACY TEACHERS

TOPIC: “An Analysis of Achievements of Adult Literacy Component of National Plan of Action (2001-2015) of Education for All in Punjab and Development of Future Implementation Strategy”

Part I: - PERSONAL INFORMATION

Name: ----- (Optional)

Qualification: (A) Academic:- Middle Matric Inter B.A. M.A.
-----/-----/-----/-----/-----

(B) Professional: - P.T.C. C.T B.Ed. Any Other No Training
-----/-----/-----/-----/-----

Address of Literacy Centre: -----

Sex: Male Female
-----/-----

Your present post: Permanent Contract Adhoc Daily Wages
-----/-----/-----/-----

Experience at Present Post: 1 2 3 4 5 6 7 8 9
-----/-----/-----/-----/-----/-----/-----/-----/-----

Part II

Note: - Three options are given. Tick (√) one option.

Sr. No	Statement	Options
--------	-----------	---------

1.	Literacy Centre is functioning in	Government building	Community Arranged Place	Our Home
2.	The classes of Males and Females in the Literacy Centre are	Separate	Combined	Separate as well as combined
3.	We are trained for the present job by	GO	NGO	No one
4.	Number of Registered learners in our Literacy Centre is	30-40	Less than 30	More than 40
5.	We are aware of our responsibilities	Fully	Partially	Not at all
6.	The Literacy Centres are working according to	Specific time table	Learners' demand	Indefinite schedule
7.	The learners come to the Literacy Centre	Regularly	Irregularly	Once in a week
8.	Learners' dropout rate of our centre is	Nil	Moderate	Highest
9.	The EDO (Literacy) inspects the Adult Literacy Centre	Frequently	Not frequently	Not at all

Part III

Note: - Please tick (√) the appropriate level of your agreement in this part.

SA-----	Strongly Agree
A-----	Agree

UC-----	Uncertain
D-----	Disagree
SD-----	Strongly Disagree

Sr. No	Statements	SA	A	UC	D	SD
10.	Village Education Committee (VEC) helps us in providing facilities / comfort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	We have to face problems during teaching at the Literacy Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Allied material is provided by the higher authority to the Literacy Centre in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Allied material is provided according to the number of the learners in the Adult Literacy Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Sufficient space is available for literacy class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Age range of the registered learners is 15 years and above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The registered learners are also enrolled in other institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	We are properly invigilated and supervised by the competent authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Learners take keen interest in their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Time duration is sufficient for the completion of the Literacy Course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	The achievement of the learners is reasonable after the completion of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Vocational and Skill Training rather than general education is demanded by the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	The learners can read, write and do simple arithmetic calculations after completing the literacy course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Examination/Evaluation system is properly managed for the literacy learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Certificates are provided after completion of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	This type of project will be helpful to eradicate illiteracy from any area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part V

NOTE: - In this part write your problems / suggestions based on experience gained during implementation of the Adult Literacy targets

PROBLEMS /SUGGESTIONS

- Give valuable points for the improvement of the Adult Literacy Programme.

- Items for literacy enhancement you want to include.

- Write down problems facing the Literacy Centres.

- Suggest possible solutions to solve the problems being faced by Literacy Centres / teachers.

ANNEXURE – D

منجانب: محمد اجمل فاروق

پی ایچ ڈی سکالر

شعبہ تعلیم

بین الاقوامی اسلامی یونیورسٹی اسلام آباد

برائے استفسار: لیٹریسی ٹیچرز (اساتذہ خواندگی / تعلیم بالغاں)

موضوع: سوالنامہ (قومی منصوبہ تعلیم سب کے لئے 2015-2001 کی کامیابیوں کا تجزیہ)

جناب محترم / محترمہ السلام علیکم

یہاں یہ بیان کیا جاتا ہے کہ میرے نگراں (پروفیسر ڈاکٹر محمد ظفر اقبال، صدر شعبہ تعلیم بالغاں اور ابلاغ عامہ علامہ اقبال اوپن یونیورسٹی، اسلام آباد) نے ”قومی منصوبہ 2015-2001 برائے تعلیم بالغاں کے جزو: پنجاب میں تعلیم سب کے لئے کے ماحصل کا تجزیہ اور اس کے مستقبل میں نفاذ کا لائحہ عمل“ پر تحقیق کرنے کی میری تجویز کو پسند کیا ہے۔ اور مجھے اس موضوع پر تحقیق کی بنیاد پر مقالہ لکھنے کی ہدایت کی ہے۔ اس لیے گزارش ہے کہ آپ اپنے قیمتی وقت میں سے کچھ وقت اس قومی اہمیت کے منصوبہ سے متعلق سوالنامہ کے مطالعہ کو دیجئے۔ اپنی رائے کے اظہار کے لیے سوالنامے کے مختلف حصے پر کیجئے اور مکمل طور پر پُر کیا ہوا سوالنامہ مجھے یا میرے دوست کے حوالے کر دیجئے یا لفافے میں ڈال کر جلد ہی مجھے بھجواد دیجئے گا۔ تاکہ میں اپنا مقالہ تحریر کر سکوں۔

آپ یقین کیجئے گا کہ آپ کی فراہم کردہ معلومات اور رائے کا استعمال اپنے مقالہ کی تکمیل کے لئے ہی کروں گا۔ اور کسی کو بھی آپ کی فراہم کردہ معلومات آپ کے نام سے منسوب کر کے مہیا نہیں کی جائیں گی۔ بلکہ یہ سب معلومات صیغہ راز میں رہیں گی۔

آپ کی رائے اور معلومات فراہم ہونے سے قبل ہی میں آپ کا پیشگی شکریہ ادا کرتا ہوں۔ اور استدعا ہے کہ جتنا جلدی ہو سکے سوالنامہ پر کر کے میرے یا میرے دوست کے حوالے کر دیجئے یا لفافے میں ڈال کر سپرد ڈاک کر دیجئے۔ ڈاک ٹکٹوں سے مزین لفافہ سوالنامہ کے ساتھ ملاحظہ ہو۔ شکریہ۔

تاریخ:

(محمد اجمل فاروق)

سوالنامہ برائے لٹریسی ٹیچرز (اساتذہ، تعلیم بالغاں/خواندگی)
 عنوان/موضوع: قومی منصوبہ 2015-2001 برائے تعلیم بالغاں کے جزو: پنجاب میں تعلیم سب کیلئے کے ماحصل کا
 تجزیہ اور اس کے مستقبل میں نفاذ کا لائحہ عمل
 ہدایات نامہ: اس سوالنامہ کے چار اجزاء ہیں۔ براہ کرم ہر حصہ دیانتداری اور غیر جانبداری سے پرکھیجئے۔
 پارٹ I: ذاتی معلومات

نام:

قابلیت: (الف) علمی:- مڈل میٹرک ایف اے بی اے اعلیٰ تعلیمی درجہ
 (ب) پیشہ وارانہ:- پی ٹی سی سی ٹی بی ایڈ دیگر

لٹریسی سنٹر کا ایڈریس:

صنف:- مردانہ زنانہ

آپ کی موجودہ تعیناتی:- مستقل کٹریکٹ ایڈہاک ڈیلی و بیجز

موجودہ پوسٹ پر تجربہ (سالوں میں) 1 2 3 4 5 6 7 8 9

پارٹ II

نوٹ: تین اختیاری جوابات میں سے صرف ایک پر نشان () لگائیں۔

نمبر شمار	تفصیل/بیان	اختیاری جوابات
1	لٹریسی سنٹر اپنے فرائض جس جگہ انجام دے رہا ہے	سرکاری عمارت کیونٹی کی انتظام کردہ جگہ اپنا گھر

40 سے زیادہ	30 سے کم	40 تا 30
بالکل نہیں	جزوری طور پر	مکمل طور پر
کہیں الگ الگ اور کہیں اکھٹی ہیں	اکھٹی ہیں	الگ الگ ہیں
ان دونوں کے علاوہ سے	این جی او کی طرف سے	جی او کی طرف سے
غیر معمولی	معمولی	صفر
غیر متعین شیڈول	متعلمین کی ضرورت کی مطابق	مخصوص ٹائم ٹیبل کی مطابق
متعلمین جیسے چاہیں	بے قاعدہ	باقاعدہ
کبھی بھی نہیں	کبھی کبھار	اکثر

- 2 ہمارے لٹریسی سنٹر میں رجسٹرڈ متعلمین کی تعداد
- 3 ہم اپنی ذمہ داریوں سے آگاہ ہیں۔
- 4 لٹریسی سنٹروں میں زنانہ اور مردانہ متعلمین کی جماعتیں
- 5 ہم موجودہ ملازمت کے لئے تربیت یافتہ ہیں
- 6 متعلمین کی سنٹر چھوڑنے کی شرح
- 7 لٹریسی سنٹر کی مصروفیت کی مطابقت
- 8 لٹریسی سنٹر میں متعلمین کی حاضری
- 9 ای ڈی او (لٹریسی) انسپکشن کے لئے لٹریسی سنٹر آتے ہیں

پارٹ III

نوٹ: نیچے پانچ اختیاری جوابات کی تفصیلی ترتیب ہے۔ پارٹ III کے ہر بیان کے سامنے صرف ایک اختیاری جواب پر اس طرح () کا نشان لگائیں۔

- ش شدت سے متفق ہوں ۵
- ۱ متفق ہوں ۴
- ف فیصلہ نہیں کر پایا ۳

م اختلاف ہے ۲
ش م شدید اختلاف ہے ۱

ش م	فن	ا	شا	بیانات	نمبر شمار
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ولنج ایجوکیشن کمیٹی ہمیں سہولیات فراہم کرنے میں مددگار ہے۔	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تدریس کے دوران ہمیں لٹریسی سنٹر میں مسائل کا سامنا ہوتا ہے۔	11
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لٹریسی سنٹر کو بروقت تدریس سے متعلقہ سامان اعلیٰ اتھارٹی فراہم کرتی ہے۔	12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تدریس سے متعلقہ سامان متعلمین کی تعداد کے مطابق لٹریسی سنٹر کو فراہم کیا جاتا ہے۔	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لٹریسی کلاس کے لئے کافی جگہ مہیا کی گئی ہے۔	14
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تمام رجسٹرڈ متعلمین کی عمر 15 سال یا 15 سال سے زیادہ ہے۔	15
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	رجسٹرڈ متعلمین دوسرے اداروں میں بھی داخل ہیں۔	16
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	بااختیار اتھارٹی ہماری اچھی طرح سے نگرانی اور نگہداشت کرتی ہے۔	17
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	متعلمین اپنی پڑھائی میں دلچسپی لیتے ہیں۔	18

19 وقت کا دوران لٹریسی کورس مکمل کرنے کیلئے کافی ہے۔

20 کورس مکمل کرنے کے بعد متعلمین کی تعلیمی استعداد مناسب ہے۔

21 متعلمین و وکیشنل اور فنی مہارت میں تربیت کا تقاضا کرتے ہیں عمومی تعلیم کا نہیں۔

22 کورس مکمل کرنے کے بعد متعلمین لکھ پڑھ سکتے ہیں اور حساب کے سادہ سوالات حل کر سکتے ہیں۔

23 لٹریسی متعلمین کیلئے نظام امتحان/پیمائش کا نظم و انصرام مناسب ہے۔

24 کورس مکمل ہونے کے بعد سرٹیفکیٹ دیئے جاتے ہیں۔

25 اس قسم کے منصوبے ناخواندگی ختم کرنے میں مددگار ثابت ہونگے۔

پارٹ IV

نوٹ: اس حصے میں منصوبہ کے نفاذ کے دوران پیش آنے والی وہ مشکلات بیان کریں جو تعلیم بالغاں/خواندگی کی استعداد بڑھانے میں رکاوٹ ہیں۔ ان رکاوٹوں کو دور کرنے کیلئے تجاویز بھی لکھئے۔

مسائل/تجاویز:-

☆ خواندگی/تعلیم بالغاں پروگرام کی بہتری کیلئے اہم نکات قلمبند کیجئے۔

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☆ خواندگی بڑھانے کیلئے کونسی چیزیں پروگرام میں شامل کی جائیں (مواد یا معاونات وغیرہ)؟

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☆ لٹریسی سنٹرز میں درپیش مسائل تحریر کیجئے۔

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☆ لٹریسی سنٹرز/اساتذہ کو درپیش مسائل کے حل تجویز کیجئے۔

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EDUCATION FOR ALL
LITERACY & VOCATIONAL EDUCATION
(Adult Literacy) Project, Punjab

1-Rational

Education is a fundamental human right. It is the key to sustainable development, peace and stability within and among the countries, and an indispensable means for effective participation in the societies and in economies of the twenty first century, which are witnessing rapid globalization. The Constitution of the Islamic Republic of Pakistan enjoins upon the state to eradicate illiteracy and provide universal compulsory free education up to secondary level within minimum possible period. We are the signatories of World Declaration on “*Education for All*” and we have committed to reduce adult illiteracy. This commitment has been reaffirmed by Pakistan in 1994 by way of signing “*World Declaration on Education for All*” & “*The International Conference on Adult Education (1997)*”. Re-endorsing our all-National Commitments on education, the governor Punjab on 30.08.2002 established a separate Department for Literacy and Non-Formal Basic Education, with a immediate to eradicate illiteracy from province. The province of Punjab is confronted with the formidable challenge of education about 38 million illiterate / out of school children. Efforts have been put in this.

A pilot project namely Education For All: Literacy & Primary Education Project for 2000 Adult Literacy Centres equally distributed in 8 tehsils of Punjab – one in each Division – was launched in May 2001, and it has proved to be a successful venture having wide spread acceptance and people from all walks of life through out the Province are demanding such Adult Literacy Centres to be opened in their areas.

Moreover, in the recent past, some programmes for improvement of literacy were launched. Crash Literacy Programme for providing education facilities to illiterates of age group 6–15 years, in the Summer Vacations of 1998 i.e. June to September 1998 & L. P-1 (Pilot Project) and from Nov.1998-Feb.1999 Crash Literacy Programme-II. The main focus of this project was to enroll, out of school children by providing preliminary training in the Government Schools during Summer Vacations. Non-Formal Basic Education Project has been another visible effort of the government to eradicate illiteracy in Pakistan, that the most vibrant and productive –in the society has never been considered except for the two projects Literacy & Primary Education Project, and the one titled Literacy & Vocational Education Project.

This situation necessitates the launching of a full-scale project of literacy added with vocational skill under the Annual Development Plan.

- 2- The following facts / arguments explain the necessity of the Project.
- The age group (15 and above) number are 40,914,585.
 - This age group has not been addressed in Formal or Non Formal Education activities, as the focus is only on Children Education.
 - This age group is the most productive segment of our society and can not be left illiterate.
 - This age group can not be embodied in Formal Education System therefore requires short-term Literacy Courses through non-formal ways.
 - Because of pre-occupation in earning / household activities, they can not be given regular education.
 - The Literacy Programme based on Qurani Quaida will bring sanctity of education and wide acceptance in the society besides motivating the learners.
 - About 997 female and 41101 male prisoners are in 30 jails in Punjab. Most of these prisoners are illiterate; there is no such arrangement in jails to educate these individuals for turning them into good and useful citizens.

The above-mentioned problems of the age group, requires a separate literacy programme through non-formal way.

3- **OBJECTIVES**

The project aims to:

- i. Creating an atmosphere of learning in rural societies and among the prisoners to help them becoming a good citizen
- ii. Extending learning opportunities to the doorstep of adults.
- iii. Provide useful vocational skills in addition to basic literacy.
- iv. To curtail dropout from formal school systems, by making their parents literate.

MATRIX OF OBJECTIVES

1. LEARNERS: A total of 11160 learners of age group (15 and above) will be given Basic Education about Qurani Quaida, Middle Level Learning Skills for the project period. The learners will also have the knowledge of life skill and will become productive members of society, being capable of decision making about their personal and collective development, and will also be imparted vocational training for 5 months.

2. TEACHERS: 744 teachers will be trained to teach the learners of 15 and above as per prescribed syllabus.

3. SOCIETY: The project will benefit the members of the society, who due to some reason, have missed the chance of formal education. The learners will ultimately become useful members of the society. They will continue learning even after the completion of the project cycle.

1. SALIENT FEATURES:

Main features of the project are:

- Establishment of 124 Literacy and Vocational Centres in Government buildings preferably in schools, community arranged place, Deras or teachers place.
- Establishment of ____ Literacy and Vocational Centres in jail of District _____.
- Separate male and female centres.
- Centres will be established in rural areas only.
- Literacy and Vocational Education centres will offer learning opportunity coupled with income generating skill to 11160 youth of age 15 and above and _____ prisoners in _____ jails of District _____.
- 124 matriculate teachers will be engaged against the fixed emolument of Rs. 1500/-per month.
- Diploma holder teachers or qualified persons in the relevant trade for importing Vocational Training will be contracted on Rs. 2000/- p.m. for a period of 5 months.
- The teacher will be the resident of the same village area where the centre is to be opened.
- The Government shall provide teaching aids, free of cost to the centres / learners.
- Learning material in the form of books, notebooks, slates etc. shall be supplied to the learners free of cost.
- The Literacy Course would be the seven months duration and will consist of three books / primers.
- Vocational training will be of 5 months duration, and will consist of Vocational Skill Courses as designed by AIOU and TEVTA.
- Selected NGO through the teacher will enroll 30 & 40 learners in one centre.
- Period of instruction will not be less four hours daily, six days a week.
- Time schedule to be fixed at the convenience of learners, and in consultation, with the village education committee.
- At the end of training, a Literacy and Vocational Certificate shall be given by the Government.
- The premises of Govt. Schools will be compulsorily used for these Literacy and Vocational Centres.
- In case of Literacy Centres in jails, first preference will be given to the prisoners with matriculate certificate for basic literacy course and diploma holder / qualified trainers for Vocational Literacy. However, in case of non-availability of the eligible prisoners the position will be opened for fresh recruitment.
- Implementation of the project including selection of NGO, identification of centres, selection of teachers and monitoring of the programme will be done by District Government through EDO (Literacy).
- For ____ centres in jail, Superintendent, (jails), District ____ will be the focal person.
- Disbursement of salaries, teaching learning kit will be done by EDO (literacy).

EXECUTION

Literacy and Non-Formal Basic Education Department through District Government / EDO (Literacy) will execute the project.

8. LOCATION OF THE CENTRE

Every District will have 124 centres with age group of 15 & above. The centre shall be located in Govt. Schools or at other available sites. Female centres will function in the afternoon, and male centres in the evening. Total 124 centres shall be established in district. Moreover, centres will be opened in jails of district. The centres will function for 12 months, and then it will be taken over by Communities or as directed by District Government.

9. SELECTION OF SITES/CENTRES

- The EDO (Literacy) with the approval of District Government will finalize the centre.
- In case of non-availability of Government Primary School building, the EDO (Literacy) will recommend the other sites / location and if it is a private building then the community has to share the cost e.g., space, shelter & furniture etc.
- The centres in jails will be allotted according to the number of prisoners. The space will be provided by the superintendent of the concerned jail.

IMPLEMENTATION STRATEGY

The project will be implemented in following stages:

- Selection of centres subject to establishment of Village Education Committee separate for men and women.
- Selection of teachers subject to submission of learners list to District Government
- Teacher Training
- Distribution of books
- Inauguration of centres
- Monitoring of centres
- Monitoring and Evaluation
- Test and Certificate
- Project Report

11. SELECTION OF TEACHERS

Minimum qualification of the teacher will be Matric. PTC and higher education shall be given preference. The candidate teachers will have to enroll 30 - 40 students prior to her appointment. The EDO (Literacy) may invite applications or may ask the Village Education Committee to select the sites/school and to forward the names of the teachers and after his / District Committee's satisfaction, may appoint the teachers on contract basis for one year. The EDO (Literacy) / District Committee may enter into fresh contract with the teacher for further cycle if her progress has been found satisfactory. The remuneration will be Rs. 1,500/- per month for the teacher. For vocational teachers Diploma Holder/Qualified will be engaged @ Rs. 2,000/- per month for 5 months.

12. TRAINING OF THE TEACHERS

The Teacher Training shall be conducted at Tehsil HQ, where maximum number of 25 teachers shall be given 5 hours daily training in Adult Education for 3 days. Training cost shall be Rs. 100/- per day per centre.

13. ROLE OF NGO/CBO

NGO/CBO will play a vital role in the implementation of this programme at all levels. NGO/CBO shall be part of District Committee/Village Committee and may be involved for surveying the centre's sites and in teacher training activities. The NGO will monitor and supervise the centre @ Rs. 200/- per centre per month and will have a close liaison with EDO (Literacy) for implementation of the project.

CRITERIA FOR SELECTION OF NGO

- a. Centres will be given only to those NGO which are registered with Social Welfare Department.
- b. Preference will be given to those NGO already working in the Education Sector.
- c. Preference will be given to those NGO having their own property.
- d. No more than 50 centres will be allotted to any NGO or as enhanced/approved by the District Recruitment/Steering Committee. The Provincial Steering Committee may also grant the approval in this regard.

14. CURRICULUM

The following are the course contents:

A. BASIC LITERACY (7 MONTHS)

- i. Quranic Quaida. Basic learning alphabets – to words
- ii. Supporting Material Middle level, showing problems with help
- iii. Self Learning (Life long Reading, solving problems and help learning)

B. VOCATIONAL TRAINING (5 MONTHS)

Short Courses as prepared / designed by AIOU

LIST OF VOCATIONAL / FUNCTIONAL SKILLS

Sr. No	Vocational / Functional Skill for Male	Sr. No	Vocational / Functional Skill for Female
1	Poultry Farming	1	Vegetable Growing
2	Fishing Farming	2	Flower Growing
3	Bee Keeping	3	Garments Making
4	Mushroom Growing	4	Family Health & Care
5	Family Health & Care	5	Appropriate technology
6	Tree Plantation		
7	Electrician		

Note: Any local trade / vocation can be adopted.

15. TEST:

After the completion of every course, test of the learners shall be taken and successful learners will be given certificates.

EXPENDITURE ON FUNCTIONING OF CENTRES*In Millions*

HEADS/ITEMS	1 st year Expenditure	2 nd year Expenditure	3 rd year Expenditure
Teachers Hon. (Basic Literacy) (1500x7x124)	1.303	1.303	1.303
Learners Kits (150x30x124)	0.558	0.558	0.558
Centre Kit (1000x124)	0.124		0.124
3 Days Teacher Training for 124 ALC & Vocational Centres @ Rs. 100/- per centre per day (including Rs. 9000/- for Honoraria of Master Trainers + 28200/- for instructional material) (9000+28200=37200)	0.0372	0.0372	0.0372
Teacher Honoraria (Vocational Centres) (2000x5x124)	1.24	1.24	1.24
Supervisor cost (200x124x12)	0.2976	0.2976	0.2976
Total	3.558	3.434	3.558
G. Total for 3 Years (in millions)			10.55

EXPENDITURE ON JOB OPPORTUNITIES*Rs. In millions*

Salaries of the staff to be recruited	Yearly	3 years
Honoraria to teachers (Vocational) @ Rs.2000/- per month (124x2000x5)	1.24	3.72
Honoraria to teachers @ Rs.1500/- per month (124x1500x7)	1.302	3.90
GRAND TOTAL	2.542	7.626

MATERIAL SUPPLIES AND EQUIPMENT REQUIREMENTS*Rs. In millions*

Sr. No	Description	Expenditure
1.	Learners' kit for 11160 learners @ Rs. 150 per kit (for 3 years)	1.67
2.	Centre kit for 124 ALC @ Rs. 1000 per centre (for two years)	0.248
TOTAL		1.918

1(17) RO (ADP) P & D/2003-Re-app
GOVERNMENT OF THE PUNJAB
PLANNING & DEVELOPMENT DEPARTMENT
LAHORE 6th December, 2003.

To,

All District Coordination Officers in Punjab

SUBJECT: - PROVISION OF FUNDS AS SUPPLEMENTARY GRANT DURING 2003-04.

Sir,

It has been decided to provide an allocation of Rs. 31.620 million (Revenue) as Supplementary Grant during 2003-04 to the District Governments in Punjab for execution of the scheme detailed at Annex-A, subject to the condition that the Grant shall be utilized only on these schemes as per conditions of the Terms of Partnership Agreement signed with the respected District Governments
The amount of Rs. 31.620 million would be diverted/provided from the following schemes: -

(Rs. In millions)		
G.Sr.No of ADP 2003-04	Name of the Scheme	Funds withdrawn during 2003-04
446	Establishment of 338 Early Childhood Education (ECE) Centres in Punjab.	12.000
447	Model Districts for literacy campaigns to achieve 100% literacy.	3.500
448	Establishment of 4216 adult literacy centres (124 in each District) in Punjab.	16.120
Total		31.620

The expenditure on the schemes may be incurred by the nominated executing agency after their preparation, approval, and issuance of A.A by competent authority and completion of all other codal/legal/procedural formalities.

Your obedient servant,

(WAHID HUSSAIN SIDDIQUI)
ASSISTANT CHIEF (COORD)

NO. & DATE EVEN.

Copy is forwarded to Secretary to Govt. of the Punjab, Finance Department with the request to release the amount accordingly.

ASSISTANT CHIEF (COORD)

NO. & DATE EVEN.

Copy is forwarded for information and necessary action to:

1. Secretary Literacy & Non-Formal Basic Education Department.
2. All Zila Nazims in Punjab.
3. Additional Secretary (Development), Finance Department.
4. Additional Secretary (Expenditure), Finance Department.
5. D.S. i. Dev ii. Budget iii. Exp (Gen) iv. AB-I v. AB-II Finance Department.
6. Account Officer (Dev; Accounts) Monitoring Wing Finance Department.
7. i. Chief (Edu.) File No.R.O (Edu) P & D/2-261/2003. ii) AC (Monitoring), iii) System Analyst, P & D.
8. i. PSO to Chairman P & D ii. PS to Secretary P & D.
9. M.F. /C.F.

ASSISTANT CHIEF (COORD)

GOVERNMENT OF THE PUNJAB
LITERACY & NON-FORMAL BASIC
EDUCATION DEPARTMENT,
93-SHADMAN-I, LAHORE. PH: 042/9203361

DATED: LAHORE FEBRUARY 20, 2003

To,

The Executive District officer (Literacy)
District _____

Subject: RELEASE OF FUNDS UNDER ANNUAL DEVELOPMENT PROGRAMME 2003-2004

Reference to the subject cited above, I am directed to state that funds under the ADP 2003-04 have been released to the Districts. A copy of district wise release of funds is enclosed.

2. It is requested that following necessary steps for the implementation of the projects may please be initiated.

Sr. No	Name of Project	Steps
1.	Establishment of 338 Early Childhood Education (ECE) Centres in Punjab – 13 in each District	<ul style="list-style-type: none"> • Issuance of administrative approval after approval in DDC as per PC-I (Specimen enclosed) • Follow-up activities, including appointment of new teachers etc.
2.	Establishment of 4216 adult literacy centres (124 in each District) in Punjab.	<ul style="list-style-type: none"> • Approval of the revised scheme as per PC-I (Specimen copy) • Follow-up activities, including appointment of new teachers etc.
3.	Model Districts for literacy campaigns to achieve 100% literacy- M.B.Din, Khushab, Khanewal, D.G.Khan.	<ul style="list-style-type: none"> • Issuance of administrative approval after approval in DDC as per PC-I Phase-I (Specimen enclosed)

3. You are requested to send a report of the latest position of the matter along with timeframe of the activities and financial requirements, within three days.

(Dr. Muhammad Arshad)
Deputy Secretary (Planning)

CC:

PS to Secretary Literacy & NFBE, Punjab, Lahore.

LIST OF WORKING NGO IN PUNJAB

NAME	ADDRESS
A	
Aids Information & Advisory Centre	77-Umar Din Rd., Wassanpura, Lahore
Adult Basic Education Society	128, Saifullah Lodhi Road, Rawalpindi Cantt.
Ali Institute Of Education	Shahrah-e-Roomi, Ferozepur Road, Nr Gulab Devi Hospital, Lahore 54600
APWA	APWA Headquarter, 65-Jail Road, Lahore
Aurat Foundation	8-B, L.D.A., Garden View Apts; Lawrence Road, Lahore
B	
Behbood	N-E 2, D/1, Tipu Road, Rawalpindi
Bunyard	E-105/A-9 Gulgusht Colony, New Super Town, Nr. Adil / Rashid Hospital, Main Boulevard Defence, Lahore Cantt.
C	
Cathe Foundation Pakistan	Dileep Market, Yohanna Abad, Feroze Pur Road, Lahore
D	
Deaf & Dumb Welfare Association	Satellite Town Gujranwala
F	
Fountain House	37 Lower Mall, Lahore
G	
Godh	H/No.4, St.27, Canal Park, Main Bazaar, Gulberg II, PO Box 3023, Gulberg, Lahore
Green Circle Organisation	PO Box 5130, Model Town, Lahore Res: 145-Q, Model Town, Lahore
H	
Heal Trust	53K, Gulberg III, Lahore
I	
Idara-E-Taleem-O-Agahi	Cricket House, 2 nd Floor, 20 Jail Road, Lahore

	54000
J	
Jinnah Welfare Society	Qila Mustafa Abad, Tehsil Kamoke, Gujranwala
K	
Kashf Foundation	No.1, Kiran Villas, Aziz Avenue, Gulberg V, Lahore
Kashmir Education Foundation	150 Westridge 1, Peshawar Road, Rawalpindi 46000
N	
National Literacy Movement	20-A Model Town Lahore
O	
Organisation For Participatory Dev.	Head Off: F-Block, 1 st Floor, Trust Plaza, G.T. Road, P.O. Box 442, Gujranwala
P	
Pakistan Educational Academic Cultural Environmental Org.	692C, Satellite Town, Bahawalpur
R	
Raj Buksh Trust	221/1, Khadim Hussain Rd, Rawalpindi Cantt.
S	
Shaukat Khanum Memorial Cancer Hospital & Research Centre	7-A, Block R-3, M.A. Johar Town, GPO Box 2072, Lahore
SHIRKAT GAH – Women's Resource Centre	68, Tipu Block, New Garden Town, PO Box 5192, Lahore
Social Educational & Health Awareness Tanzeem [SEHAT]	Shorkot Road, Toba Tek Singh, Punjab.
Social Welfare & Community Dev Society	City Office: Al-Aziz Super Market, College Road, Burewala, Vehari Head Office: Basti Mehmood Khan Khichi, P/O Kot Ghatta, Burewala, Vehari
South Asia Partner-Ship Pakistan	Haseeb Memorial Trust Bldg., Nasirabad, 2 km. Raiwind Rd., PO Thokar Niaz Baig, Lahore 53700
Swiss Dev Concern [SDC]	82-Z, Housing Colony, Sheikhupura, Punjab 43/G, Johar town, Lahore, Choki Sukheki, Hafizabad
W	
World Wide Fund	Ferozepur Road, PO Box 5180, Lahore 54600