

ABSTRACT

Topic: An Evaluative Study Of Non-Formal And Adult Literacy Centres Of Balochistan And Development Of An Action Plan For the period 2010.

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This research is an attempt to investigate the role of Non-formal Education and Adult Literacy Centres of Balochistan. Background of the implemented adult literacy programmes is illustrated in review of the related literature. Model, 3 reveals four phases of the existing adult literacy programme “Adult Literacy Programme 15⁺ male/female under ESR, 2002”. Though this integration and gaps among the four phases of the programme were identified. Yet quantitative measurement and qualitative improvement of any programme require technical approach. Data in this respect were collected by questionnaires, survey, interview, documentary record of the Directorate of Adult Literacy and Non-formal Education Balochistan, Quetta, Discussions, with officers, teachers and learners of the Adult Literacy Centers, classroom observations, achievement test, through which the following areas of the programme were identified.

1. Role of Non-Formal and Adult Literacy Centres in eradication of high illiteracy rate from the province, Balochistan

2. Discrepancies of academic achievement between urban, rural, male and female students of the Adult Literacy Centres of Balochistan
3. The extent to which literacy rate of Balochistan was increased due to the Adult Literacy Centres that were established in different areas of the province
4. Attitude of masses for literacy achievements that was enhanced due to the Programme of Literacy launch in their areas
5. Affectiveness of the instructional programme, supervision and organizational structure of the Adult Literacy Programme on literacy achievement of the province, Balochistan

Concepts, values and traditions of the masses differ from one area to the other and from one community to the other. Questionnaires were distributed among the 800 students (200 urban male, 200 urban female, 200 rural male and 200 rural females) and 80 teachers of the adult literacy centres. An achievement test was also taken through which disparities of literacy achievement between urban, rural and male, female students were evaluated.

A questionnaire was also distributed among the officers of the Adult literacy Centers through which required information about allocation of budget, administration and organizational structure of the centres were collected. All kinds of information were tabulated, and analyzed to find out whether amount of allocated budget was sufficient and planning of the programme was suitable or not.

Institutional facilities provided to the centres were not in accordance with the proposed plan. It was also different from one area to the other and for male and female centers.

In 1951, enrolment of primary school age group (5-9 years) of Pakistan was 20.1 percent. Expansion of Primary School's enrolment was emphasized by the government of Pakistan, through which primary school's enrolment of Pakistan became 71.6 percent 1997 (Table 10). But literacy rate of the country up to 1998 was only 43.9 percent. Area and sexes-wise disparities were also not removed, i.e literacy rate of urban male was 70% percent rural male was 64.4 percent and rural female was only 20.1 percent (table 14).

During the period of 7 years from 1990 to 1997 number of primary school of Balochistan increased from 6448 to 9445, and enrolment ratio increased from 395317 to 539677. Number of boys primary school increased from 5945 to 7726 and number of girls primary school increased from 503 to 1719 (table 18). During the period of 9 years (1993 to 2002) only 1849 adult literacy centres were opened and 44848 adult illiterates were literated (table 22). Despite the endeavors in 1998 literacy rate of Balochistan was only 24.8 Percent . Disparities of literacy achievement between urban and rural areas or in male and female were not removed i.e literacy rate of urban male was 58.1 percent urban females was 33.1 percent, rural male was 25.7 Percent and rural female was only 17.5 Percent (table 20).

In the way of literacy achievement, a number of restrictions were identified i.e low expenditure on primary education and the Adult Literacy Programmes (Table 12,13,22), scattered settlements, non-availability of primary schools and primary school teachers in far flung areas, poverty, child labor, parents attitude, values and customs of

societies, seasonal severities, social and political conflicts and problems of inconvenience (Content 2.14).

Data analysis revealed that planning of the Adult Literacy Programme was not developed on the basis of factual statistics. Course material and teachers training programmes were not research-oriented. Therefore, course material of the Adult Literacy Centres was irrelevant to the needs and requirements of the society and practical life of the students (Table 33 to 46). In light of these problem and restrictions of the literacy achievements, an action Plan 2006 to 2010 was developed in order that Adult Literacy programmes could be conducted successfully, and rate of literacy could be achieved according to the targets of the policies and action plans.