

## Adult, Continuing and Non-Formal Education

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Arora, S.R. 1989. **A study of the administrative structure of NFE and the scheme of monitoring and supervision.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

*Problem:* There is an urgent need to develop model(s) of the administrative structure of the NFE programme, along with a comprehensive and practical programme of monitoring, supervision and evaluation. Hence a study.

*Objectives:* (i) To identify various variables for the requirement of the administrative structure, (ii) based on the above, to develop model(s) for the administrative structure to be adopted in different states, and (iii) to develop a comprehensive and practical programme of monitoring, supervision and evaluation.

*Methodology:* The sample comprised nine educationally backward states. The tools used included questionnaires, schedules and interviews. The collected data were qualitatively analysed.

*Major Findings:* (1) The administrative aspects of NFE as given in the POA were identified, its implications analysed and the administrative structure of NFE in some of the states, discussed. (2) The study recommends the project approach in NFE as envisaged in the POA for effective management and target achievement. [MSG 1153]

Baskar, Paul J. 1990. **A study of non-formal education programme for working children through video method.** M.Phil., Edu. *Madurai Kamaraj Univ.*

*Problem:* The study was undertaken to investigate whether the working children who are taught social concepts through the video method develop more social awareness than the working children who are taught through the traditional classroom method in non-formal education.

*Objectives:* (i) To find out experimentally whether the video method is more effective than the traditional classroom method in teaching social concepts to working children, (ii) to find out whether working children improve their social awareness after viewing the video programme on social concepts, and (iii) to produce a video programme on social awareness for instructional use for working children.

*Methodology:* A pre-test-post-test equivalent groups design was employed in the study. The experimental group comprised 30 working children and an equivalent group comprised the control group. The tools used in the study included the traditional method of teaching social concepts and a video lesson programme on social-awareness lasting 60 minutes. The collected data were treated with mean, SD and 't' test.

*Major Findings:* (1) Working children taught by the video method learnt more social concepts

than those who were taught by the traditional classroom method. (2) Working children improved their social awareness after viewing the video programme. [MKU 1071].

Bhagria, Rita. 1992. **The impact of the polyvalent education of Shramik Vidyapeeths on industrial workers.** Ph.D., Edu. *Panjab Univ.*

*Problem:* The study attempts to evaluate the impact of polyvalent education of Shramik Vidyapeeths (SVs) on industrial workers.

*Objectives:* (i) To evaluate the impact of the polyvalent educational programmes of SVs on the lives of industrial workers with special emphasis on its components, (ii) to evaluate the impact of the components of polyvalent education on industrial workers, as perceived by the field functionaries of SVs, and to probe into their functioning, (iii) to evaluate the impact of polyvalent education on industrial workers as perceived by the policy-makers of the scheme, by the members of the Board of Management, by adult, by the heads of the collaborating agencies, by the resource persons and by the employers, and (iv) to probe into the strengths and weaknesses of the programmes on the basis of the findings of the study and the personal observations of the investigator, and suggest measures to enhance their effectiveness.

*Methodology:* The total sample comprised 400 workers, 30 functionaries (10 Directors and 20 Programme Officers), 10 employees, 10 policy-makers, 10 resource persons, 15 adult educationists, 10 members of Boards of Management and 10 heads of collaborating agencies. They were drawn randomly from the SVs of Delhi and Chandigarh. The tools used included questionnaires for workers and functionaries, interview schedules for policy-makers, members of Boards of Management, adult educationists, resource persons and employees. The collected data were treated using percentages and qualitative analysis.

*Major Findings:* (1) The SVs played an important role in raising the quality of life, improving the thinking process and affecting the life pattern of workers. (2) Vocational and technical education through the SVs has benefited both the workers and the managements. The workers could also maintain better discipline with minimum wastage. (3) In bringing about political awareness among industrial workers, marginal benefits have been rendered by the SVs. (4) The SVs had successfully influenced workers in different fields, including population education, preserving cultural heritage, civic responsibility, socio-economic growth and trade union orientation. (5) Workers and their families felt motivated for participation in the programmes of the SVs. (6) Sufficient opportunities were available to workers for their horizontal and vertical mobility. (7) Adequate steps had been taken by the SVs to make the workers self-reliant. (8) The employers found these programmes useful in terms of cost-benefit, production quality, resource expertise and formulation and implementation of programmes according to their requirements. (9) Satisfactory coordination was found with national and international agencies. (10) The SVs sponsored by voluntary organisations gave better performance and were recognised by their state governments. (11) Loan facilities were made available for establishing small industrial units. (12) Among all the non-formal education programmes, only the SVs were able to mobilise additional resources through their own efforts. [JNJ 0257]

Bhat, Seva Suman. 1990. **A study of growth and development of adult education programmes in India.** Ph.D., Edu. *Kurukshetra Univ.*

*Problem:* The study aims at tracing the growth and development of adult education programmes in India.

*Objectives:* (i) To trace the growth and

development of various adult education programmes since their inception, (ii) to find out the various adult education programmes which are in operation in the country, (iii) to evaluate the effectiveness of the various programmes of adult education in other countries of the world and find out their relevance for India, and (iv) to suggest a model for eradicating illiteracy in the country.

*Methodology:* The survey method was used in the study. Various government documents, policies and project findings, apart from books, which provided various sources of information were reviewed.

*Major Findings:* (1) Adult education existed in India even before Indians knew the art of writing. Instructions to people related to religion and civic and social branches of knowledge were given by professional men called *Kathakars* who recited from memory. Folklore, legends, epics and ethical texts transformed knowledge from one generation to the other. (2) During the British period, the Commission on Indian Education System (1882-83) recommended the night school system. The role of 'jail school' by Dr Walker and the 'social education movement' in the post-Independence period by Maulana Azad are noteworthy. The various five year plan periods have also witnessed a number of developments related to education. (3) Various models have been operating in the country in the field of adult education such as the family/neighbourhood model, the curriculum-linked model, the credit model, the partnership arrangement model, etc. There is need for a clear-cut language policy and for, therefore, defining clearly the curricular goals. [CLK 0333]

Chandel, N.P.S. 1992. **A cost-effectiveness analysis of the national adult education programme with special reference to the Seventh Five Year Plan.** Ph.D., Edu. Agra: Dayalbagh Educational Institute.

*Problem:* This is an attempt to study the cost-

effectiveness of the national adult education programme pertaining to the Seventh Five Year Plan.

*Objectives:* (i) To make a cost analysis of the State Adult Education Programme (SAEP) and the Rural Functional Literacy Programme (RFLP) in Uttar Pradesh, (ii) to study the effectiveness of SAEP and RFLP with respect to input, throughput and output indicators of effectiveness, and (iii) to compare the cost-effectiveness of SAEP and RFLP.

*Methodology:* The sample of the study comprised 30 District Adult Education Officers (DAEOs), 57 Project Officers (POs), 20 Instructors, 100 exit-level learners (50 SAEP and 50 RFLP) and 40 village leaders. A total of 247 subjects served as the sample. The tools used included the information schedule, questionnaire, interview schedules and achievement tests measuring reading ability, writing ability and numerical ability. All the above tools were developed by the researcher. The treatment of the data included three-stage analysis covering (a) programme cost (using unit-cost analysis technique), (b) programme effectiveness (based on input, throughput/process and output indicators), and (c) cost-effectiveness (by using cost-effectiveness ratio). The investigator also used mean, SD and 't' test.

*Major Findings:* (1) The findings related to cost analysis include (a) during 1989-90, the per learner cost of SAEP and RFLP was Rs 168.36 and Rs 166.87, respectively; (b) as per the official records, wastage in SAEP and RFLP was found to be 8.38% and 9.71%, respectively. (2) The findings related to effectiveness analysis include input indicators, process indicators and output indicators. The findings related to input indicators include: (a) 22.25% RFLP and 38.05% SAEP instructors were non-matriculates; (b) the caste-wise distribution of instructors was not in proportion to the caste-wise distribution of learners; (c) 52% SAEP and 46 per cent RFLP learners reported adequacy of seating place; (d) 80% SAEP and 70% RFLP instructors reported that the supply of learning material was timely



and in sufficient quantity. The findings related to process indicators include: (a) poor supervisory practices of Adult Education Centres (AECs); (b) 40% village leaders were consulted at the time of opening the AECs; (c) 30% village leaders reported that their adult education programmes were running in the AECs, and 25% village leaders did indicate increasing enrolment; (d) the timings of the ACEs suited 82% of SAEP and 86% of RFLP learners; (e) the majority of instructors organised only reading and writing activities at AECs; and (f) poor attendance at ACEs was reported. The findings related to the output indicators include: (a) 24% male and 22% female adult learners scored average or above-average marks on reading and writing ability tests; (b) according to the office records, 91.31% RFLP and 92.25% SAEP learners were declared successful; (c) 46% male and 38% female learners achieved average or above-average marks on numerical ability test; (d) the SAEP learners scored significantly higher than RFLP learners on reading, writing and numerical ability tests, and (e) no significant difference was found between the achievement of male and female learners. (3) The findings related to the cost-effectiveness include (a) value of CI was highest for SAEP male learners, followed by SAEP female learners, RFLP male and RFLP female learners, and (b) SAEP was found more cost-effective in comparison to RFLP. [GDST 0873]

Chugani, R. 1987. **A study of the Rural Functional Literacy Project in the North-Arcot district of Tamil Nadu.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

*Problem:* The study attempts a systematic evaluation of the Rural Functional Literacy Project (RFLP) with respect to the main components, viz. literacy, awareness and functionality of the adult learners.

*Objectives:* (i) To assess the learning outcomes of the RFLP in terms of performance of the learners in reading, writing and arithmetic, (ii) to compare the literacy levels of RFLP

participants with those of Standard III children of primary schools in the formal education system, (iii) to assess the awareness and the functionality learning outcomes of the participants of RFLP, and (iv) to find out the association between the literacy, awareness and functionality levels of the participants and their age, caste, marital status, income and occupation.

*Methodology:* The sample consisted of 270 adult participants and an equal number of primary school children, randomly drawn from various blocks of North-Arcot District of Tamil Nadu. The sample also included 50 enumerators, 50 village leaders and 10 supervisors. The investigator developed tools to collect the data. They included a reading test, a writing test, an arithmetic test, an awareness and functionality schedule and a problem check-list. The collected data were analysed using mean, SD, 't' test, chi-square test and Kendall's coefficient of concordance.

*Major Findings:* (1) The reading and writing achievements of the students of Standard III were higher than those of the RFLP participants. However, with regard to arithmetic achievements, there was no significant difference between the two. (2) Age, caste, family income and occupation of the participants were found to be positively associated with their literacy achievement. (3) Age, caste and family income of the participants were found to be significantly correlated with their awareness level. (4) Age and occupation of the participants and their functionality level were not found to be significantly correlated. However, their caste and marital status, family income and functionality level were found to be significantly related. [MSY 0916]

Dasgupta, Pratibha. 1990. **The NFE curriculum and instructional materials: Implications for instructional programme.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

*Problem:* The study addresses the problem of various approaches to curriculum development in NFE and its transaction process at the NFE centres.

*Objectives:* (i) To analyse the curriculum and instructional materials of different states, (ii) to identify the instructional materials that provide scope for an effective teaching-learning process, (iii) to help the teachers with relevant information about the gaps in the curriculum and its effective transaction, and (iv) to suggest alternative strategies for the development of relevance-based and environment-oriented instructional materials that ensure effective interactive modes of learning.

*Methodology:* The study was conducted in two phases. In Phase I, the curriculum profiles of 15 states were pooled and subjected to rational analysis. In Phase II, the curriculum transaction processes were analysed on the basis of the empirical mode. Using the purposive sampling method, 32 subjects, covering 17 curriculum specialists and NFE experts and 15 NFE Assistant Directors and Project Officers were selected for the first phase. For the second phase, 20 NFE Assistant Directors and Project Officers and 20 NFE instructors served as subjects for the empirical analysis of curriculum transaction processes. The tools used for the rational analysis included a set of criterion for evaluation of the NFE curriculum for provision of divergent learning experiences, for qualitative and quantitative analysis of instructional materials, for scrutiny of suggested teaching-learning strategies and for analysis of the pupil-evaluation programme. For the empirical analysis, the tools used included an observation schedule and interview schedules. The data collected were subjected to qualitative analysis.

*Major Findings:* (1) Different states have adopted/developed a curriculum based on the formal school curriculum. However, after NFE guidelines, a number of states evolved the NFE curriculum which was either a partially integrated

or fully integrated or problem-based curriculum. There were efforts at integrating some areas of the curriculum with the social and physical environment of the learners. (2) The instructional materials were based on divergent approaches and had in-built elements of fun and enjoyment. These reflect various interactive modes of learning. (3) A number of teaching-learning strategies were adopted, such as play, song, group discussion, riddles, dramatisation, storytelling, etc. (4) In some states, the teaching-learning strategies called for a total change from traditional book-based learning to child-centred, activity-based learning and self-learning from various local sources. (5) There were wide variations in the pupil-evaluation technique. The trend was towards entrusting more responsibilities on the centre instructors. The pupil-evaluation programmes needed systematisation. (6) In some states, instructors felt that they required some practical on-the-spot guidance with regard to the teaching-learning strategies reflected in the curriculum and instructional materials. (7) The personality and attitudes of some instructors worked as barriers in adopting the activity and play-way techniques of teaching. [Author 1187]

Das, Manoranjan. 1900. **A study of the socio-economic problems in the implementation of the adult education programme in Assam.** Ph.D., Edu. Gauhati Univ.

*Problem:* The study attempts to analyse the socio-economic problems as impediments in the implementation of the adult education programme in Assam.

*Objective:* To study the socio-economic problems that hamper the expansion of the adult education programme in Assam.

*Methodology:* Using the survey method. 100 adult education centres (40 male centres, 40 female centres and 20 combined centres) of four tea gardens and some other centres organised by different organisations, served as the sample.

The centres chosen for sample survey were singled out in such a way that they could cover the major organisations connected with the programme and also can bring into focus the socio-economic problems of the adult education programme. The study used both the qualitative and quantitative approaches. The tools used included a questionnaire, an interview schedule, observation and library information. Qualitative and quantitative approaches were used in treating the data.

*Major Findings:* (1) Besides poverty, illiteracy, ignorance and unwillingness of the illiterate adults, social customs, religious fanaticism, conservatism, traditionalism and natural calamities like floods play a destructive role in the expansion of the adult education programme. (2) The attendance of the adult learners in the combined centres remained very low, the reason being that men and women hesitate to learn together in combined centres. (3) Since the tea-garden labourers, both males and females, work together freely, they do not hesitate to learn together in combined centres. (4) The section of illiterate adults who were well-off economically but not willing to attend adult education centres were basically suffering from lack of proper motivation. (5) The section of illiterate adults who could not think of having adult education without economic benefits belonged to the culturally deprived, socially depressed and economically handicapped sections of the society. (6) These two sections of illiterate adults were far away from the socio-economic mainstream of the state. They spent their leisure time in merry-making, gambling and drinking. (7) Development-oriented functional literacy needed to be introduced to strengthen the economic position. (8) Defects in the instructional strategies and selection of learning activities were responsible for the slow expansion of the adult education programme in the State. (9) A need-based adult education for the socially and economically deprived would necessitate identification of homogeneous groups, assessment of educational needs in the light of

economic needs and aspirations, formulation of suitable and relevant curricula and syllabi, preparation of appropriate teaching-learning materials, utilisation of effective teaching-learning methods and identification of appropriate tools for the teaching-learning process. [RD 0144]

Das, T. 1989. **Effectiveness of non-formal education in the district of Puri.** M.Phil., Edu. Utkal Univ.

*Problem:* The study centres around the issue of effectiveness of non-formal education in Puri District.

*Objectives:* (i) To assess the functioning of the non-formal education centres of Puri District, (ii) to find out the academic problems faced by the learners of non-formal education centres, (iii) to assess the effectiveness of the learning materials used in the non-formal centres, (iv) to identify the administrative difficulties and supervisory problems of the centres, (v) to assess the effectiveness of the media methods used in the non-formal education centres, (vi) to identify the problems of the facilitators in organising curricular and co-curricular activities, and (vii) to recommend remedial measures for the improvement of the system and suggest further research possibilities in the field of non-formal education.

*Methodology:* The sample of the survey consisted of 30 facilitators from the primary-level non-formal education centres functioning in the Puri District. The investigator used questionnaires to collect data and the data were subjected to qualitative analysis.

*Major Findings:* (1) Most of the non-formal education centres were overcrowded and no additional non-formal education centres existed. (2) Though the enrolment number was high, only a few students were regularly attending. (3) There was no uniformity in the teaching hours in different centres. (4) Eighty-seven per cent of



the centres organised sports and games while other co-curricular activities were not paid sufficient attention. (5) Seventy per cent of the facilitators responded that the non-formal education syllabus was not contextually appropriate. (6) Ninety per cent of the facilitators faced difficulties in managing the centres according to the directions of the administration. (7) The facilitators faced difficulties in implementing the suggestions given by the supervisors due to lack of adequate learning materials, lack of permanent classrooms, lack of furniture, lack of teaching-aids, lack of adequate incentives, etc. [KCP 0492]

Desai, D.B.; Yadav, M.S.; Govinda, R. and Lakshmi, T.K.S. 1982. **Evaluation of the National Adult Education Programme in seven districts of Gujarat, 1978-80.** Independent study. *The Maharaja Sayajirao Univ. of Baroda.* [Ministry of Education and Culture, Government of India Funded]

*Problem:* The study addresses the problem of evaluation of the National Adult Education Programme, which serves to achieve the goal of Universalisation of Elementary Education in India.

*Objectives:* (i) To find out the coverage achieved under the programme in terms of area, i.e. talukas and villages, with reference to local needs as stated by the NAEP outline (1978), namely, concentration of the backward-community population, illiteracy and women, and (ii) to study the functioning of the Adult Education Centres (AECs) with regard to the organisation facilities, composition, training of personnel, working of the functionaries, community involvement and relevance of the programme or relevance as perceived by the beneficiaries, functionaries and the community.

*Methodology:* For assessing the functioning of the AECs, a sample survey of seven districts of Gujarat including Panchmahals, Kaira, Vadodra, Bharuch, Surat, Valsad and Dang was

undertaken. Out of 2,048 villages, a sample of 252 villages was drawn after clustering them into three categories: A, B and C. Category 'A' included villages with on-going and completed centres. Category 'B' included villages only with completed centres and Category 'C' included villages with on-going centres. Out of the 252 villages finally selected, 24 belonged to category 'A', 82 belonged to category 'B' and 146 belonged to category 'C'. The relevant data were collected with the help of interview schedules for village leaders and learners and questionnaires for instructors and voluntary agencies, and the data from the respondents were collected by the personal-contact mode. The collected data were analysed qualitatively.

*Major Findings:* (1) Considerable discrepancies were found in the distribution of AECs in the seven districts. (2) The distribution of villages with AECs, in terms of concentration of SC and ST population and literacy level as indicators of local need for adult education, showed that there is a deliberate attempt to reach areas with greater needs. (3) The total number of adult illiterates benefited over the period of three years from 1978 to 1980 came to only 56,430, taking 15 beneficiaries per AEC, which appeared to be very small when compared to the target population of 14,17,772. (4) The programme catered mainly to the needy sections of the population as 96% of the learners belonged to SC, ST and OBC categories. (5) The timings of the centres were found suitable almost for all the learners. (6) The community supported the programme but there was no evidence indicating active participation of the community in the functioning of the AECs. [MSY 0903]

Dhanbal, K.R. 1991. **The Impact of Rural Development Functional Components on adult literates in Sakkottai block.** M.Phil., Edu. *Alagappa Univ.*

*Problem:* Many of the national and international studies highlight the importance of

literacy in bringing about the desired impact on rural development. From this perspective, the present study attempts to identify the impact of Rural Development Functional Components (RDFC) on adult literates in Sakkottai Block.

*Objectives:* (i) To identify the RDFC that are used by the adult literates, (ii) to identify the impact of RDFC on adult literates in terms of personal maintenance function, health care function, supply function, production function, marketing function, learning function and governance function, (iii) to study the relationship between demographical characteristics, such as age, sex, caste, occupation, marital status, religion, family structure, monthly income, and the utilisation of RDFC, and (iv) to suggest approach(es), if any, to improve the utilisation of RDFC.

*Methodology:* The sample comprised 400 adult literates drawn randomly from the population of 10,000 adult literates of Sakkottai Block. Out of the 400, only 200 responded. The investigator collected the data using a self-constructed tool comprising seven functional components which included items related to personal maintenance, health care, supply, production, marketing, learning and governance. There were 65 questions of Yes/No type. The data collected were treated with mean, percentage and chi-square.

*Major Findings:* (1) It was found that 83.5% of the respondents had utilised the personal maintenance function. Among them, 93% avoided diseases by wearing clean clothes and 91.5% of them started taking nutritious food. (2) On the health care function, 89.5% of the respondents gained health by taking nutritious food and 86 per cent were convinced of the utility of preventive vaccines. (3) In the supply function, 76.5% of the respondents went in for the right plant for the right season. (4) 81.5% of the respondents consumed food according to their needs. (5) 67% of the respondents repaid their loan in instalments. (6) 93.5% of the respondents had

learnt to read, 89% had learnt to write, and 79% had learnt arithmetic through the adult education programme. (7) In the governance function, 81% of the respondents were aware of keeping their environment clean for preserving health. (8) It was found that age, sex and the utilisation of the personal maintenance function components of the respondents were not associated with each other. [SM 1771]

Grewal, Jagjit Kaur. 1991. **A study of the government-run female adult and non-formal education programmes in Punjab.** Ph.D., Edu. Punjabi Univ.

*Problem:* The study attempts to evaluate the government-run female Adult Education Programme (AEP) and Non-Formal Education Programme (NFEP) in Punjab, covering factors of learners' motivation for participation, reasons for non-participation, reasons for drop-out and the administrative structure.

*Objectives:* (i) To study the development of AEP and NFEP in the rural areas of Punjab during 1966-86, (ii) to study the present working of the government-run female AEP and NFEP in the rural areas of Punjab, (iii) to look at the participation of rural women in AEP and NFEP with respect to age, marital status, caste, economic status, motivation and perceived utility of the programme, etc. (iv) to analyse various social, economic, political, religious, administrative and other factors impeding the participation of rural women in AEP and NFEP, (v) to analyse critically the administrative structure, functionaries, content, methods of teaching, appraisal of the learners and location of the centres of AEP and NFEP in Punjab, and (vi) to suggest remedial measures to promote the participation of rural women in AEP and NFEP.

*Methodology:* The sample was selected randomly from the Jalandhar and Patiala districts of Punjab. In both AEP and NFEP, five villages were selected randomly from the two districts mentioned above. From each selected



village, ten participants, ten non-participants, five drop-outs, one instructor and two community members were selected randomly. In addition, one AE supervisor and four NFE supervisors from each of the districts and the CSEO/Programme Officers were included. Thus, the total sample comprised 284 and 290 respondents, respectively, for AEP and NFEP. The study used interview schedules, questionnaires and office records while collecting the relevant data. The collected data were subjected to chi-square and were also analysed qualitatively.

*Major Findings:* (1) The findings related to AEP participants included (a) the main factors which motivated women to participate in the AEP were to learn reading, writing, stitching and embroidery; (b) the factors of motivation mentioned by the participants had their association with age, marital status, caste and income; (c) half of the AECs were located at Panchayat Ghars, which suited 90% learners; (d) the rate of attendance depended upon age, marital status, caste and income. The younger participants, the married ones, the SCs and BCs, and learners who belonged to the lower and middle-income groups were less regular as compared to their counterparts. The main reason for irregular participation was household work, and (e) Eighty per cent of the participants were satisfied with the AEP; their only desire was that their teachers come regularly and they be supplied with new sewing-machines. (2) The findings related to the AEP drop-outs included (a) the majority were in the age-group 18-35 years, unmarried, Sikhs, doing household work, and had attended school during childhood; (b) the reasons for dropping out included lack of interest in studies, restrictions by family members and distance of the school from the village, and (c) the factors that attracted them to join AEP were embroidery work, stitching work, the ability to read, write and affix signatures. (3) The findings related to the non-participants included (a) engagement in household work and unsuitable location of AEC, and (b) the majority of the non-

participants belonged to the age-group 18-35 years, were married, they were Sikhs, belonged to nuclear families and had attended school during childhood. (4) The findings related to adult education teachers included (a) a majority of them were in the age-group 31-40 years and all were dissatisfied with their salaries; (b) they were satisfied with the syllabus as well as the supply of the material, and (c) as per the perception of the teachers, the main reasons for drop-out included household work, economic factors and distance of the centre from their homes. (5) The findings related to the NFE participants included (a) the motivation factor of the participants had its association with age, marital status, caste and income; (b) all learners were satisfied with the content of the programme and 90% of them were satisfied with the timings of the centre; (c) Seventy-four per cent of the learners were regular; (d) age did not affect the rate of attendance but caste and income did; (e) the most commonly given reason for irregular attendance was enhancement of family income, and (f) the main problems faced by learners included inadequate teaching-learning material and improper seating arrangement. (6) The findings related to NFE drop-outs included (a) a majority of the NFE drop-outs belonged to nuclear families, had income up to Rs 1,500, and dropped out because of household work, and (b) their main motivation to join the centre was to learn to read and write. (7) The findings related to the non-participants of NFEP included (a) a majority of the non-participants belonged to the age-group 13-14 years, came from nuclear families, had income up to Rs 1,500 and had attended school, and (b) the main reasons for not joining the NFE centres were household work and other economic reasons. (8) The findings related to non-formal education teachers included (a) a majority of them were less than 20 years of age, were matriculates and demanded a fixed salary; (b) Fifty per cent of the NFE centres were located in the houses of the teachers; (c) all the teachers reported that the syllabus given was in tune with the needs of the learners, and (d) all the teachers attempted

to increase the attendance and to retain students. [AK 1676]

Gupta, Prem Lal. 1988. **Evaluation of adult literacy centres in relation to their programme objectives in the state of Himachal Pradesh.** Ph.D., Edu. *Himachal Pradesh Univ.*

*Problem:* The study attempts to evaluate the adult literacy centres in relation to their programme objectives in Himachal Pradesh.

*Objectives:* (i) To evaluate the district-wise variation and sex differences in the efficacy of Adult Education Programme (AEP) in Himachal Pradesh with respect to literacy, functionality, social awareness and overall performance, (ii) to survey the physical and human equipment available in adult literacy centres, (iii) to study the administrative and planning aspects of AEP at the district and the state level, and (iv) to analyse the supervisory practices of AEP in Himachal Pradesh and to examine the monitoring aspect of AEP.

*Methodology:* The study was confined to 90 adult literacy centres situated in six districts of Himachal Pradesh. A sample of five adult learners was randomly selected from each of the 90 centres. The final sample of 300 learners included 150 male and 150 female learners. In addition to the above, 100 village elites, 60 drop-outs, 12 supervisors, 90 instructors, 6 project officers and one Deputy Director of Adult Education were also selected for the study. The tools used included interview schedules, questionnaires and achievement tests. The collected data were treated with qualitative and quantitative techniques.

*Major Findings:* (1) A majority of the people who attended the adult literacy centres belonged to the age-group 15-35 years. (2) Most of them joined only to learn to write their names and sign. (3) The reasons for drop-out include lack of proper physical facilities, lack of motivation, the negative attitude of village elites, inadequate supervision, lack of teaching aids and absence

of occupational training courses. (4) A majority of the ALCs function only for 10 months and they do not have post-literacy facilities. (5) At the state level, there was no system of monitoring and evaluation of the adult education programme. (6) All the six districts differed significantly from each other in literacy, functionality and overall performance as measured by the achievement test. (7) No significant difference was found in the performance of learners on the component of awareness. (8) Sex did not play any significant role in the performance, in the component of literacy, functionality and awareness. [LK 0237]

Jacob, P.J. 1990. **Identification of certain curricular areas in functional science and construction of select models for adult education.** Ph.D., Edu. *Univ. of Kerala.*

*Problem:* The study constructs certain models in functional science for adult education, based on analysis of the adult education curriculum and curricular areas in functional science.

*Objectives:* (i) To identify certain curricular areas in functional science for adult education, (ii) to analyse the adult education curriculum with respect to the functional science aspects in it, (iii) to assess the awareness level of learners and instructors in the adult education centres of Kerala with respect to the areas in functional science, which include, health science, home science, agricultural science and veterinary science, (iv) to construct certain models in functional science for adult education, and (v) to test the effectiveness of the models prepared for adult education.

*Methodology:* The sample of the study included 219 adult learners and 310 instructors from various adult education centres of Kerala selected on the basis of proportional random sampling. The tools used included interviews, questionnaires, observation and evaluation schedules, apart from prepared models. The collected data were treated with percentages, mean, SD and 't' test.

*Major Findings:* (1) The functional science areas included in the primers at these adult education centres were not adequate and were not relevant to adults. (2) The emphasis on science subjects was inadequate. (3) The learners were not adequately aware of the health science aspects, home science aspects, agricultural science aspects and veterinary science aspects. (4) The awareness of the instructors was average on different aspects of health science, home science, agricultural science and veterinary science. (5) The models tested raised significantly the awareness and achievement in different aspects of functional science. [VR 1637]

Jha, Murli Kant. 1992. **An evaluative study of non-formal education programme in Bihar.** Ph.D., Edu. Patna Univ.

*Problem:* The study attempts to investigate the success and failure of the non-formal education programme in Bihar.

*Objective:* To evaluate the functioning of the non-formal education centres and their curriculum, instructional materials and organisational packages, and the background of the learners.

*Methodology:* The sample of the study comprised 50 primary centres and 10 middle centres of Bihar, which were selected randomly by the researcher. The tools used in the study included interview schedules for NFE learners, supervisors and instructors. The collected data were subjected to qualitative analysis.

*Major Findings:* (1) It was found that the instructors were poorly trained. (2) The instructional materials and organisational packages were not supplied regularly. (3) Most of the instructors were dissatisfied with the honorarium they got. (4) The overall appraisal suggested that the NFE programme in Bihar was almost ineffective and should be reorganised in order to be effective. [RPSi 0666]

Kaur, Manjeet. 1992. **Development of learning**

**packages for illiterate adults of Punjab.** Ph.D., Edu. Punjabi Univ.

*Problem:* The study aims at developing literacy, numeracy and social awareness packages for illiterate adults.

*Objectives:* (i) To develop packages for literacy, numeracy and social awareness for illiterate adults, (ii) to assess the effectiveness of the above packages for the rural illiterate adults, and (iii) to identify the sex differences in achievement on the above learning packages.

*Methodology:* The sample was selected at three stages, i.e. at the first stage during the development of the packages and at the second stage while studying its effectiveness. For individual try-out, the sample comprised two rural females aged 24 and 28 years. During the preliminary try-out, 10 rural illiterate males and 10 illiterate females in the age-group 15 to 35 years comprised the sample. Finally, the development of the packages was done on a sample of 50 male and 50 female rural adults. The tools used in the study included the learning tools and the measuring tools. The learning tools included three packages, one each on literacy, numeracy and social awareness. The measuring tools included twelve criterion tests, including one criterion test for every unit of each of the packages. The treatment of the data included error-analysis apart from the statistical tests including mean, SD and 't' test.

*Major Findings:* (1) The findings related to the learning of the packages include (a) in the literacy package, the error rates for males, females and the total group were 9.00%, 9.06% and 9.03%, respectively. The percentage of success of the individual learners ranged from 62.50 to 93.75; (b) in the numeracy package, the error rates for males, females and the total sample were 6.61%, 7.87% and 7.24%, respectively. The percentage of success of the individual learners ranged from 68.42 to 94.73; and (c) in the social awareness package, the error rates for males, females and



the total group were 18.33%, 17.75% and 18.04%, respectively. The percentage of the success of the individual learners ranged from 44.44 to 83.33. (2) It was found that in the literacy package, the male learners performed significantly better than the female learners in *matras*, while the female learners performed significantly better than the male learners in the alphabet as well as in total literacy. (3) Out of the seven units of the numeracy package, the male learners performed significantly better than their female counterparts in three operations, namely simple addition, addition with carry-over and subtraction; while no significant difference was found between the learners of either gender on performance related to numbers, place-value of numbers, multiplication and division. The male learners had significantly higher achievement on the numeracy package as compared to their female counterparts. (4) The male and female learners did not differ significantly on the social, health, economic and total social awareness package. [AK 1715]

Khatun, S.A. 1991. **A study of the problems of adult learners of the Rural Functional Literacy Centres in the district of Cuttack (Jagatsinghpur block)**. M.Phil., Edu. *Utkal Univ.*

*Problem:* It attempts to study the problems of adult learners of the Rural Functional Literacy Centres (RFLCs) of Cuttack District.

*Objectives:* (i) To analyse the problems of adult learners and to evaluate the programme at large, (ii) to suggest some remedial measures to the authorities based on the problems of the adult learners, (iii) to help the teachers, organisers and planners in understanding the problems of the adult learners, (iv) to make necessary suggestions for the improvement of such a programme, and (v) to provide feedback of the study to the teacher of the RFLCs.

*Methodology:* The sample of the study comprised 10 randomly selected centres out of the 100 RFLCs of the Jagatsinghpur Block of

Cuttack District. Out of the 10 centres, 100 adult learners were selected at random as subjects for this study. Apart from the above, the opinions of the concerned instructors and supervisors were also collected. The tools used in the study included interviews and questionnaires. The collected data was subjected to qualitative analysis and interpretation.

*Major Findings:* (1) The adult learners were in the age-group 15-35 years. (2) Fifty per cent drop-out was a regular phenomenon in the centres. (3) The adult learners hesitated to learn with children of the younger age-group. (4) Due to their life of hard labour, the adult learners were hardly left with any energy to attend the teaching centres. (5) All the adult literacy centres functioned in the evening. (6) A majority of the SC/ST learners were found in the teaching centres. (7) There was no provision for TV and radio in the teaching centres. (8) Vocational education was not a part of the learning activity in most of the centres. (9) The attendance of the learners was not recorded daily by the instructors. (10) Examinations were not held at the proper time in the teaching centres. (11) Most of the classes were held at the club, in the school, in the Mahila Samiti Sangha, in the Bhagabat Ghar, and also in the instructors' own houses. (12) There were no useful books in the library of the teaching centres. (13) In slum areas, there were no dispensaries for the treatment of the learners. (14) The authorities of various departments visited the centres. (15) The reading and teaching materials supplied to the centres were not sufficient. [KCP 0493]

Kumari, Pushpa B. 1992. **A study of the role of income-generating activities in motivating the women learners of the Adult Education Centres of Kerala**. Ph.D., Edu. *Univ. of Kerala*.

*Problem:* The study attempts to determine the role of income-generating activities in motivating the women learners of the Adult Education Centres (AECs) of Kerala.

*Objectives:* (i) To identify the income-generating activities that are going on in the AECs of Kerala, (ii) to compare the motivation course of the women learners from centres having and not having provision for income-generating activities, (iii) to compare the motivation levels of women learners of rural and urban centres, (iv) to compare the motivation levels among the women learners from centres having and not having provision for income-generating activities, (v) to compare the levels of motivation of rural and urban women learners, and (vi) to study the role of income-generating activities in motivating the women learners of the AECs of Kerala with respect to psychological, sociological, economic, and religio-cultural factors.

*Methodology:* The sample of the study comprised 600 women drawn equally from rural and urban centres, on the basis of the random stratified sampling procedure, from the AECs of Kerala.

*Major Findings:* (1) It was found that 20 centres out of 60 had provision for income-generating activities, and there were more than 20 types of income-generating activities. (2) The difference between the motivation levels of women learners of centres having and centres not having provision for income-generating activities was not significant. (3) The urban women learners were found to be significantly higher in their motivated state than their rural counterparts. (4) A majority of the women learners were motivated at the average level. (5) The study also identified the major psychological, sociological, economic and religio-cultural factors of motivation among women learners. [VR 1664]

Kumari, Vasantha P. 1991. **A critical analysis of difficulty levels of writing Telugu alphabets as perceived by teachers and learners in formal, non-formal and adult education institutions.** Ph.D., Adult Edu. Sri Venkateswara Univ.

*Problem:* The study is designed to analyse the

difference in the difficulty level of writing different alphabets in Telugu, as perceived by teachers and students of the three (formal, non-formal and adult education) institutions.

*Objectives:* (i) To estimate the difficulty level in writing the 54 Telugu alphabets as seen by the six groups-students and the whole group of students and teachers, and (ii) to analyse the differences between the different sub-groups in the difficulty level of writing different alphabets.

*Methodology:* The size of the sample of subjects was 600, equally distributed between the teachers and learners and the three types of institutions. A questionnaire was used to find out the opinion of the subjects with regard to the difficulty level of writing the different alphabets. Mean, SD, 't' test were used to analyse the data.

*Major Finding:* The letters were categorised into three groups, i.e. very difficult, difficult and easy based upon the difficulty level of writing them. This was done separately for each of the six sub-groups of subjects. [AVRR 1264]

Malhotra, Kavita. 1991. **The learning needs for adult education among rural and tribal youth in Bihar: A proposed programme of response.** Ph.D., Edu. Panjab Univ.

*Problem:* The study attempts to identify the learning needs of the rural and tribal youths categorised as neoliterates—those who are enrolled with the adult education programme and those who are yet to be enrolled—among the rural and tribal youths of Bihar.

*Objectives:* (i) To identify the learning needs of the rural and tribal youths categorised as neoliterates—those who are enrolled with the adult education programme and those who are yet to be enrolled—in relation to their socio-economic status (SES), age and gender, (ii) to study the effects of the above variables on the perception of the learning needs, and (iii) to propose a programme of response based on the identified learning needs.

*Methodology:* The sample of the study included 192 subjects drawn from 32 centres of the rural (non-tribal) areas of Muzaffarpur and Samastipur, including neoliterates enrolled with and undergoing the Adult Education Programme belonging to the age-groups 15-24 years and 25-35 years. Further, 144 adults drawn from 24 tribal centres of Palamu and Singhbhum were included in the sample. Besides, the functionaries involved in the AEP including 56 instructors, 16 supervisors, eight project officers and four District Adult Education Officers were also a part of the sample. The tools used in the study included different schedules meant for different target groups. The data thus collected was treated with qualitative methods.

*Major Findings:* (1) The learning needs identified in the rural youths and tribal youths were literacy, numeracy, social awareness and vocational skills. (2) Irrespective of SES, age and gender, the literacy and numeracy learning needs of the rural youth samples were alike. The social awareness and vocational-skill learning needs were unaffected by SES and age but were to an extent patterned by gender. (3) Acquiring literacy and numeracy were the common need-perceptions of all the three categories of rural youths. Social awareness and vocational skills were also perceived as necessary learning requirements by the three categories of respondents. They had similar preferences in these two areas, with neoliterates showing a greater diversification in their interests. (4) The literacy, numeracy, social awareness and vocational skill need-perceptions of the tribal youth population were uninfluenced by SES, age and gender, reflecting the constricting effect on need-recognition by economic and educational backwardness, the challenging life conditioning and a typical life-style, which, irrespective of age, requires overlapping social roles of male and female learners. (5) All the three categories of tribal youth respondents affirmed the need for learning, literacy and numeracy. All the three categories of tribal youth also maintained that

social awareness and vocational skills were essential learning needs. Regarding these two learning needs, the neoliterates showed an increased awareness. (6) On juxtaposing the learning needs of the rural and tribal youths, it was found that a fundamental difference existed in need-perceptions between the rural and tribal youths—the tribal youth preferred the mother tongue as the medium of instruction while the rural youths had accepted the existing medium of instruction. (7) In a study of four inter-gender variations of learning needs in the areas of social awareness and vocational training, the rural and tribal youths showed that both males and females among the tribal youths had near identical need-perceptions, whereas this was not the case with the rural youths who had some gender-exclusive need-perceptions in these areas. [JNJ 0306]

Manavalane, R. 1990. **An evaluation of the adult education programme implemented by the Annamalai University in the Keerapalayam Panchayat Union in Chidambaram Taluka.** M.Phil., Edu. Annamalai Univ.

*Problem:* The attempt is to evaluate the adult education programme implemented by the Centre for Adult Education and Extension Services, Annamalai University, in the Keerapalayam Panchayat Union of Chidambaram Taluk in the year 1987-88.

*Objectives:* (i) To find out the literacy attainment of the learners, (ii) to find out the literacy and numeracy skills of the learners, (iii) to assess the overall reading and writing abilities of the learners, (iv) to find out the awareness of the learners about the adult education programme, (v) to find out the attitude of the learners, and (vi) to find out the difference among men and women, Scheduled Castes and Backward groups, and different age-groups, as related to their literacy attainments and awareness.

*Methodology:* The sample of the study comprised 32 Adult Education Centres (AECs)



of Keerapalayam Panchayat Union in Chidambaram Taluka. The total population of 32 centres was 960 learners from among whom 100 learners were randomly selected for the study. The final sample comprised 38 men and 62 women. The tools used in the study included interview schedule and achievement test. The data thus collected were treated suitably using mean, SD and critical ratios.

*Major Findings:* (1) It was found that 57% of the adult learners had attained literacy through the adult education programme. (2) Seventy-three per cent of the learners had attained literacy skills, and 71% numeracy skills. (3) The adult learners differed in their reading and writing abilities significantly. (4) Eighty-four per cent of the learners were aware of the adult education programme while 16% were not aware. (5) Seventy-six per cent of the learners had a positive attitude and 24% had a negative attitude towards adult education programme. (6) There was no significant difference between men and women, and between Scheduled Castes and Backward class learners in their literary attainments. [MDa 1392]

Mishra, Rajeshwar and Mishra, Shobha. 1990. **Training inputs for non-formal education instructors: Testing of a module.** Independent study. Patna: A.N. Sinha Institute of Social Studies. [Nav Bharat Jagriti Kendra, Hazaribag, Bihar Funded]

*Problem:* In order to make education effective, the requisite human resource should be well equipped to take the message to the masses. Instructors are the main conveyors of education and their suitability would determine the extent to which education would prove to be an effective instrument for change. In this context, an exhaustive training programme with relevant inputs, organised for the NFE instructors, was taken up for the study.

*Objective:* To test the efficacy of the training programme in order to crystallise a definite model

of the training programme for NFE instructors.

*Methodology:* The sample of the study covered non-formal instructors and children of Nav Bharat Jagriti Kendra (NBJK), Hazaribagh. The tools used included the training package, schedules, participant observation and interviews. The collected data were suitably treated using qualitative approaches.

*Major Findings:* (1) There was considerable transformation in the attitude and capabilities of instructors after training. (2) The instructors' performance in the field was equally encouraging. About 80% of them were found to have successfully mobilised community resources, with greater enrolment, retention and scholastic achievement of the children. (3) The instructors were found to make use of training inputs to a large extent, such as action and group songs, and games. They used innovative exercises in different subjects, thereby integrating topics like health, hygiene, environment, etc. with science and social studies subjects. (4) In addition to the crucial role of the training inputs, the success of the trainees in the field seemed to depend on the organisational climate, their personality dispositions and societal forces as well. [ML 1814]

Mohan, Shantha N. and Usha, M.N. 1992. **The Total Literacy Campaign in Bijapur and Dakshina Kannada Districts, Karnataka: An evaluation.** Independent study. Institute for Social and Economic Change, Bangalore. [MHRD, Government of India Funded]

*Problem:* The study envisages evaluating the processes involved in the Total Literacy Campaign (TLC) including the teaching-learning process, the strengths and weaknesses of the processes, the ups and downs in the struggle to achieve total literacy and the impact of literacy on the learners, both in terms of achievement of literacy skills and the campaign's functionality.

*Objective:* To evaluate the TLC in the Bijapur and Dakshina Kannada districts of Karnataka.

*Methodology:* The sample of the study covered 100 volunteers and 500 learners drawn randomly from two talukas in each of the selected districts. The tools used included multiple techniques, ranging from in-depth interviews to discussions and participatory observations. The treatment of the data included percentage analysis and simple descriptive statistics.

*Major Findings:* (1) The organisational set-up of the Literacy Campaign was conducive for the smooth organisation of the programme. However, ideological differences and personal rivalries among members of the various committees and sub-committees hindered the smooth running of the campaign. (2) The content in the primers (used as learning materials) was comprehensive and articulated the cognitive, socio-economic, political, legal, religious and health aspects, etc. However, the study revealed that though gender issues were given priority, the perspective to this issue was inadequate. (3) To sustain the learners' interest throughout the campaign period, *jathas*, street plays, folk arts, puppetry, film/video shows, songs, etc. were employed. These were instrumental in creating a climate conducive for learning. These activities need to be planned in a phased way so that they cover the entire period of the campaign. (4) The 'multiplier effect' strategy had been adopted to train personnel at the various levels. This was highly diluted at each level due to the effect of percolation. This also led to higher rates of drop-outs among trained volunteers. (5) The teaching-learning process was well planned, even though there were a few drop-outs from the literacy classes. (6) The achievement of literacy skills at Levels I and II was very high but at the Level III, the percentage was around 89% in Dakshina Kannada and 56% in Bijapur. (7) Though there was effective monitoring and supervision of various processes by the various functionaries, there was a need for frequent and phased planning to make the programme effective. [MKh 1299]

Mohanty, A. 1991. **A study of the reactions of**

**the facilitators to the learning materials developed for non-formal education in Orissa.** M.Phil., Edu. Utkal Univ.

*Problem:* The study attempts to analyse the reactions of the facilitators to the learning materials developed for non-formal education learners in Orissa.

*Objectives:* (i) To study the reaction of the facilitators towards the format and get-up of the instructional materials and to suggest improvements therein, (ii) to study the reaction of the facilitators towards the content of the instructional materials and to suggest improvements therein, and (iii) to study the reaction of the facilitators towards the mode of presentation of the content and of the instructional materials, and to suggest improvements.

*Methodology:* The sample comprised 140 facilitators working in the NFE centres located in 13 districts of Orissa. They were drawn using the stratified random sampling method. The investigator used questionnaires in collecting the data. The treatment of the data included percentage and qualitative analysis.

*Major Findings:* (1) The format of the instructional materials was satisfactory. (2) The time indicated in each capsule for the average learner was not appropriate. (3) The capsules did not contain all the relevant information regarding the authors, publishers, etc. (4) The content of the instructional materials was very effective for all the rural, urban and tribal learners. (5) A few urban facilitators pointed out that the specific instructional objectives were not reflected in the content. (6) A few facilitators pointed out that the content and language of the capsules were not within the easy grasp of the learners. (7) Specific instructions for facilitators had not been incorporated in the capsules. (8) The mode of presentation of the content materials was very interesting and easy for the non-formal learners. (9) The presentation of the vocabulary items was not proper. (10) The answer-key did not always

follow the questions. (11) The content of the capsules was not properly graded according to the difficulty level. (12) The unknown content words had not been properly presented through known content words. [KCP 0503]

Mohanty, Nibedita. 1988. **Evaluation of the functional literacy programme in Puri district, Orissa.** M.Phil., Edu. Univ. of Poona.

*Problem:* The programme of adult education is need-based for the adult learners. The study aims to assess its impact and to evaluate the programmes, assess the shortcomings in the present set-up and suggest appropriate measures to be taken for better organisation of the programme.

*Objective:* To study the effectiveness of (i) literacy, numeracy, functionality and awareness, (ii) the teaching-learning situation, organisation of curricular activities, supervision of adult education centres, its usefulness to the life and needs of the adult learners, (iii) use of media in adult education centres, (iv) the educational qualification, training and job satisfaction of the instructors and supervisors, and (v) the evaluation system followed in the functional literacy classes.

*Methodology:* The sample of the study comprised the learners of the functional literacy training centres of two blocks of Puri District. Their age ranged between 15 to 35 years. In all, 30 centres were chosen, of which 18 centres were for women and 12 for men. Three learners were selected randomly for interview purposes. Apart from the above, the respective instructors and supervisors were also considered in the sample of the study. The tools used in this study included questionnaire, personal interview, observation and literacy test. The data collected were treated with percentages and qualitative analysis.

*Major Findings:* (1) Emphasis was given more to the literacy component rather than to the functionality component. (2) Actual skill development

in the subject of functionality was observed in 40% of the learners, only 4.13% learners adopted the devices of birth-control; 6.2% made soak-pits for the drain-water flowing from their houses; only 19.8% contacted the doctor immediately in case of illness; no adult took a nutritious/balanced diet and no adult got involved in the programme for ending: social discrimination, the dowry system and alcoholism. (3) The local people did not cooperate in the centre's management. (4) Distance, bad roads, absence of a fixed place, lack of furniture, lack of accommodation, irregular attendance of the learners, inadequate number of learners and non-availability of kerosene oil were the main difficulties of the adult education centres. (5) 53.33% learners reported that classes were held regularly. (6) The three main purposes of the learners in joining the centre were to learn affixing their signatures, to maintain an account and to learn how to read and write. (7) No instruction was imparted through cultural activities. (8) 44.08% instructors did not receive the teaching materials on time and 51.97% did not receive adequate materials. (9) 41.45% instructors reported that the materials were not relevant to health problems; 53.95% reported that government schemes were not made known to the participants; 67.11% stated that the materials were not related to the political and economic requirements of the participants. [ASB 0045]

Murthy, Samba D. 1988. **A study of the factors responsible for the effective implementation of the National Adult Education Programme in Andhra Pradesh.** Ph.D., Edu. Osmania Univ.

*Problem :* The study attempts to identify factors that are responsible for the effective implementation of the National Adult Education Programme in Andhra Pradesh.

*Objectives:* (i) To investigate and establish the relevant factors that contribute in bringing people nearer to the Adult Education Programme (AEP), (ii) to find out the factors that make instructors



take up work in the centres of AEP, (iii) to find out the factors that make learners join and continue in the AEP, and (iv) to suggest certain strategies for successful implementation of the programme.

*Methodology:* The sample of the study included 620 instructors and 590 learners belonging to three districts of Andhra Pradesh, representing Coastal Andhra, Rayalaseema and Telangana. The researcher used questionnaire and interview schedule. The collected data were treated with percentage and chi-square test.

*Major Findings:* (1) The learners favoured instructors who were regular and who paid individual attention. (2) The discussion method followed by demonstration was widely accepted. (3) Though the content was satisfactory, the learners wanted to know more about culture, business, commerce, marketing, and small-scale and cottage industries. (4) Instructors who had completed matriculation were more useful in implementing the programme. (5) Instructors who had joined in order to earn their livelihood were committed to the programme. (6) The learners favoured classes during the off-season, particularly in the evening. (7) The programme was effective where DRDA, SFDA, the banks and the social elders showed an interest in the programme. (8) Mass-campaigning helped the instructors to create literacy awareness. (9) Some of the suggestions offered for the improvement of the programme include (a) arrangement of training programmes; (b) involvement of all officials; (c) utilisation of the mass media for arousing interest and awareness about the programme; (d) recognition by the learners of grants, financial and other assistance available to them from the government; and (e) establishment of mobile libraries exclusively for neoliterates to enable them to retain their literacy. [SSS 0845]

Muthuchamy, I. 1991. **Role-performance of adult/continuing education preraks working**

**in rural functional literacy projects of Tamil Nadu.** M.Phil., Edu. *Alagappa Univ.*

*Problem:* The study attempts to identify the role performance of *preraks* working in the Jana Sikshan Nilayams functioning under the Rural Functional Literacy Projects (RFLPs) of Tamil Nadu so as to develop more suitable teaching-learning packages and also offer the most suitable pre-service and in-service training programme to the adult/continuing education *preraks*.

*Objectives:* (i) To find out the role performance of adult/continuing education *preraks* working in the RFLPs of Tamil Nadu, (ii) to find out the problems faced by the *preraks* in their role performance, and (iii) to find out the relationship between the role performance of the *preraks* in relation to their age, sex, caste, educational qualification and teaching experience.

*Methodology:* The sample of the study comprised 200 *preraks* from among the 702 *preraks* working in the different RFLPs of Tamil Nadu. They were drawn using the stratified random sampling technique, considering their age, sex, caste, educational qualification and teaching experience. The researcher used a self-developed *preraks'* role-performance questionnaire and collected the data. The data thus obtained were treated by using mean, SD, 't' test and F-test.

*Major Findings:* (1) The major problems faced by the *preraks* included lack of interest among learners, lack of proper place and physical facilities, apart from lack of motivation in the learners. (2) It was found that the materials were not graded to suit different levels of neoliterates and the *preraks* were not educated enough to provide functional education. (3) 62.6% discrepancy existed between the ideal performance and the real performance of *preraks'* major role as generators of awareness. (4) 38.96% discrepancy existed between the ideal and real performance of the *prerak's* role as an organiser of cultural and recreational programmes. (5) 60.64% discrepancy existed between the real

and the ideal performance of the *prerak's* role as a mobiliser of resources. (6) 35.2% discrepancy existed between the ideal and the real performance of the *prerak's* major role as the recorder of educational activities. (7) 61.29% discrepancy existed between the ideal and the real performance of *prerak's* role with professional devotion. (8) 65.86% discrepancy existed between the ideal and the real performance of the *prerak's* role in guidance activities. (9) 38.88% discrepancy existed between the ideal and the real performance of the *prerak's* supervisory functions. (10) Age influenced the role performance of the *prerak* as organiser of literacy/post-literacy activities, teacher and disseminator of functional information, generator of awareness and mobiliser of resources and in professional devotion and guidance activities, while it did not influence the role performance of the *prerak* as organiser of cultural and recreational programmes and recorder of educational activities, and in supervisory functions. (11) Gender also influenced the role performance of the *prerak* in all roles except as a mobiliser of resources, and in guidance activities. (12) Caste influenced the role performance of the *prerak* in all roles except as an organiser of cultural and recreational programmes and recorder of educational activities. (13) Teaching experience did influence the role performance of the *prerak* in all roles except as an organiser of the cultural and recreational programmes and recorder of educational activities, and in supervisory functions. (14) Educational qualifications also influenced the role performance of the *prerak* in all roles except as a teacher of literacy and disseminator of functional information, and in guidance activities and supervisory functions. [SM 1730]

Natarajan, P. 1990. **The role of formal and non-formal programmes of education in the promotion of literacy.** M.Phil., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

*Problem:* The study attempts to find out the

contribution of formal and non-formal educational programmes in the promotion of literacy in the Baroda District of Gujarat State.

*Objectives:* (i) To study the contribution of primary education to the enhancement of literacy, and (ii) to study the contribution of non-formal education programmes to the enhancement of literacy.

*Methodology:* As the study was a survey-type research, it was dependent largely on the documents available at the national level, the state level and the district level. Further, the administrative personnel of the primary education system and the adult education system were also included in the universe of the study. The researcher used information from library sources besides conducting a few interviews. The data thus collected were subjected to simple descriptive statistics while analysing.

*Major Findings:* (1) The enrolment of students had increased in six talukas, but not in the other four talukas. (2) The drop-out rate was the highest between Standard I and Standard II in most of the talukas. The stagnation rate was the highest in Standard III, and retention of the students was the highest from Standard III to Standard IV. (3) There was no difference in the rate of drop-outs, stagnation and retention among boys and girls. (4) The percentage of literacy coverage decreased from 76.57% in 1982-83 to 61% during 1986-87. (5) Before the completion of Standard V, 50% of the students dropped out. (6) The contribution of primary education to literacy was less than 10% in most of the talukas. (7) The number of adult education centres increased over the years. (8) The sustenance rate of adult education was 96% to 98%, which was very high for most of the talukas. (9) The literacy contribution of the adult education programme was 7.15%. [MSY 0937]

✓ Nayak, Achyutananda. 1990. **A study of entry level characteristics, learning needs and occupational interest of non-formal learners.**

Independent study. *Keonjhar, Anandpur Anchalik Training College, Fakirpur.* [ERIC Funded]

*Problem:* Non-formal education is not merely an alternative but a great necessity in view of the compulsions under which learners have to join this. Therefore, a study of entry-level characteristics, learning needs and occupational interests of the non-formal learners is of great importance. The present study is an attempt in this direction.

*Objectives:* (i) To analyse and study the entry-level characteristics of a group of non-formal learners in the age-group 9-14 years with regard to their intelligence and achievement levels, (ii) to study the learning needs of different categories of non-formal learners categorised on the basis of their intelligence and educational achievements, (iii) to study the occupational interests of non-formal learners, and (iv) to suggest a curricular programme on the basis of the findings on learning needs and occupational interests of non-formal learners.

*Methodology:* The sample of the study comprised 600 learners (300 boys and 300 girls). All the primary level non-formal education centres under the jurisdiction of the secondary training schools of Orissa and under the overall control of the SCERT, Orissa, were taken up for the study. The tools used in the study included a self-developed questionnaire, interest inventory, interview schedule and three achievement tests prepared by the NCERT, and a culture-fair intelligence test (Scale 2, Forms A and B).

*Major Findings:* (1) The non-formal learners in the age-group 9-14 years generally belonged to the weaker sections of society. (2) The levels of intelligence and achievement were not equal, and they varied. (3) The learning needs and occupational interests were also not equal. (4) Habitations, family background, achievement, intelligence level, parental occupation, socio-economic condition, etc., influenced the learning needs and the occupational interests to some extent. (5) Gender also played a certain role in

determining the learning needs and occupational interests. (6) The reasons for drop-out related to many factors such as lack of parental interest in the education of the children, poor economic condition, behaviour of teachers, etc. (7) The reasons for not attending any school included poor economic condition of the family, lack of nearby access, physical deformity and other reasons. (8) The eight different learning needs identified include social recognition, economic development, better citizenship, vocational efficiency, cultural development, utilisation of leisure, successful family life, and understanding and manipulating the environment. (9) Fifteen different occupational areas were identified for the non-formal learners; which include service, agriculture, business, technical and industrial worker, animal farming, weaving, pottery, clay-modelling, sculpture, carpentry, blacksmithy, goldsmithy, fishery, laundry, household work and daily labour. [VKR 1181]

Padmini, N. 1992. **A study of the Arivoli Iyakkam (Mass Literacy Programme) in the selected areas of Pondicherry region.** M.Phil., Edu. Coimbatore: Avinashilingam Institute for Home Science and Higher Education for Women.

*Problem:* The study was undertaken with the broad aim of studying the *Puduvai Arivoli Iyakkam* to assess its impact.

*Objectives:* (i) To study the profile of the *Arivoli* centres, (ii) to study the teaching-learning processes of the *Arivoli* centres, (iii) to assess the attitudes of the learners towards the *Arivoli Iyakkam*, and (iv) to test the impact of the *Arivoli* on the learners in terms of literacy awareness and functionality.

*Methodology:* The sample comprised 150 learners selected randomly from 30 different centres, covering five learners from each centre; it also included 10 Area Project Officers and 30 volunteers. The study used the survey method and hence qualitative information was sought and was suitably analysed.



*Major Findings:* (1) It was found that 68% of the learners were illiterate and 32% had dropped out from the primary schools. (2) Eighty per cent of the learners were found to have gained an appreciable literacy level. The grand weighted mean for literacy among the learners was 74.30. (3) Only 14.67% of the learners put into practice items, such as utilisation of leisure time effectively, saving money in post offices, becoming a member of Madher Sangham, etc. The grand weighted mean for functionality among the learners was 23.56. (4) Among the three components, namely, awareness, literacy and functionality, literacy ranked first with a grand weighted mean of 74.30, followed by awareness with 37.79 and functionality with 23.56. (5) The attitudes of the learners towards the *Arivoli Iyakkam* was found to be positive with the highest percentage of learners (53.90%) agreeing, followed by 'strongly agree' (23.48%). [MC 1688]

Passi, B.K.; Thomas, P.T. and Pal, H.R. 1983. **Proposal for the department/centre of adult/continuing education and extension work.** Independent study. *Devi Ahilya Vishwavidyalaya*. [UGC Funded]

*Problem:* This is an attempt to explore the resources for the creation of a centre of adult education at the university level and to design its functions.

*Objective:* To formulate a proposal on the basis of programmes identified by involving three approaches, namely, the resource-analysis approach, the need-analysis approach and the document-analysis approach.

*Methodology:* For the resource-analysis study, an interview schedule was prepared and was administered to a stratified sample of 245 university and college teachers of the Devi Ahilya Vishwavidyalaya, Indore. They represented all the ten faculties of the university. For the need-analysis study, an interview schedule was prepared and administered on a stratified sample of 385 respondents belonging to nine categories

of target groups like women, SC and ST, drop-outs, the unemployed, the handicapped, workers from organised and unorganised sectors, university students and teachers of different stages of education. The document-analysis approach included a study of the concerned documents of the university, private agencies and government organisations as well as a newspaper survey. Data from individual respondents were collected through interviews conducted by the investigators and the data were analysed using content analysis techniques.

*Major Findings:* (1) The document-analysis study revealed that various programmes were already being conducted by the university, the government and private bodies. Some of the programmes identified were civil defence training, collection of funds for the deaf, dumb and blind, adult literacy programmes; radio, transistor and TV repair courses; training in repairing refrigerators; training in weaving and spinning, fabric painting, training in managing canteen, etc. (2) The resource-analysis study revealed that the university has a large number and diversity of resources such as teachers, students, libraries, laboratories and buildings. These resources can be mobilised for conducting a number of specific programmes keeping in view the faculty-wise expertise. As many as 210 programmes were explored through this study. (3) The target-group respondents suggested as many as 120 programmes like selection and repair of clothes, fuel-saving techniques, written and spoken English course, salesmanship course, training in radio and TV repairing, physiotherapy programmes; study of labour law, coaching for pre-medical/engineering tests and diploma in teaching. The programmes were identified with regard to duration, residence, cost, degree, location, faculty, resource persons, methodology and target group. [PKS 0647]

Pathak, S.N. 1991. **Adult education and socio-economic development in Azamgarh district.** Independent study. Lucknow: Pandit Govind

*Ballabh Pant Institute of Studies in Rural Development.* [ICSSR Funded]

*Problem:* The study addresses the problem of implementation of the National Adult Education Programme (NAEP) and attempts to observe whether the programme launched on a wide scale was moving in the right direction and the objectives were being achieved.

*Objectives:* (i) To assess the literacy, functionality and awareness about NAEP and its successes and failures, (ii) to study the impact of adult education in shaping the socio-economic conditions of the weaker sections, (iii) to find out the types of skills/trades adopted by the weaker sections for their development and the extent to which employment opportunities were created among them, and (iv) to make suggestions for further improvement.

*Methodology:* The sample consisted of two districts, Mohammadpur and Azamgarh, as they had the highest concentration of Scheduled Castes population in relatively poor socio-economic conditions. Nine villages were taken from among nine blocks, which comprised 10% of beneficiaries and non-beneficiaries. The relevant data were selected from various primary and secondary sources. The primary sources included interviews and observations, while the secondary sources included official records. The data so collected were analysed using simple percentage and qualitative analysis.

*Major Findings:* (1) The NAEP became ineffective due to the non-supply of learning materials in time; lack of proper publicity, facilities, motivation, supervision and sound knowledge of the NAEP on the part of the trainers; improper infrastructure; departmental coordination; poor honorarium; and low achievement in functionality. (2) It was also found that 81.4% of the participants could not learn copying written or printed language or writing letters and applications. The result was not very satisfactory in the case of female learners. (3) The programme had no impact on 54 per cent of the

females so far as functionality and awareness was concerned. The remaining could write the names of grains, vegetables and common diseases of animals correctly. The overall performance indicated that the skill developed by the learners in reading and writing was confined to writing their names and addresses. (4) Around 63.9% of the males learnt writing their names and addresses while about 30% could only answer questions on agriculture, animal husbandry, political parties, names of villages, their state and the country. [NR 1239]

Rajan, R. 1992. **A critical study of the Mass Programme of Functional Literacy in Tamil Nadu.** Ph.D., Edu. Univ. of Poona.

*Problem:* The Mass Programme of Functional Literacy (MPFL) was launched on 1 May 1986, and all educational institutions at the state and central level were involved. The study aims to identify the strengths and weaknesses of the programme, to find out the achievements and difficulties encountered by the implementers and to suggest long-term and short-term measures for improvement.

*Objectives:* (i) To find out the background of programme coordinators and programme officers, and the number of colleges, polytechnics, higher secondary schools and volunteers involved in the MPFL, (ii) to study the training programmes, (iii) to find out the background of the volunteers, (iv) to study the socio-economic background of the adult learners, (v) to study the training material and teaching/learning materials (literacy kit), and the progress of the learners in terms of literacy, numeracy, awareness and functionality, and (vi) to study the drop-out rate and its causes.

*Methodology:* The total sample comprised all the districts of Tamil Nadu. Thirteen programme coordinators, 100 programme officers, 560 NSS volunteers and 280 adult learners comprised the sample. Various relevant data were collected through records, letters, circulars of the government and SRCs, apart from eliciting

information using questionnaires and interview schedules. The collected data were suitably treated with appropriate qualitative and quantitative methods.

*Major Findings:* (1) It was found that the volunteers were inspired by understanding the importance of the MPFL, by motivation, constant encouragement, special meetings, guest lectures, incentives and special certificates and most volunteers joined out of their own interest. (2) It was found that five programme coordinators and 50 programme officers were trained. (3) As regards the opinion on literacy kit, 69.80% programme officers had a positive opinion and 27.26% had a negative opinion. (4) The expectations of the learners included reading bus numbers, posters, name-boards, newspapers; writing letters and applications; ensuring proper transactions at shops; better execution of the present job and getting a better job. (5) As regards the number of hours the learners spent, it was found that 66% of the learners had spent 90 hours, 23% learners had spent 61 to 90 hours, and 11% learners had spent less than 60 hours. (6) The causes of learners' drop-out included family problems, inconvenient location, non-suitability of time, lack of attractive teaching materials, ignorance of literacy, migration, and objections of parents/guardians. (7) It was found that 96% of the total sample was quite satisfied with the MPFL programme. (8) It was also found that among volunteers 68% were not disturbed from their personal studies. (9) The strength of the programme banked upon the interest and commitment of the principals, heads, volunteers and programme officers. [ASB 0032]

Rani, R. 1992. **A study on the involvement of Avinashilingam Deemed University, Coimbatore, in the adult/continuing education programme.** M.Phil., Home Sc. Coimbatore: Avinashilingam Institute for Home Science and Higher Education for Women.

*Problem:* The study attempts to examine the involvement of students of the Avinashilingam

Deemed University, Coimbatore, in adult/continuing education programme.

*Objectives:* (i) To examine the extent of involvement of the students in the adult/continuing education programme of the university, and (ii) to study the outcomes of the programme in respect of the learners' gain.

*Methodology:* The sample of the study covered 3,000 learners who enrolled themselves for the adult/continuing education programme. Further, all the students of the university were involved in the programme. The study intended to measure reading, writing and numeracy skills. Suitable data were collected and treated with coefficient of correlation, chi-square.

*Major Findings:* (1) Out of the 3,000 enrolled learners, 2,510 were made literate to a satisfactory level. Eighty-five per cent of them could develop reading skills, while 78% could develop skills in writing and 66% in numeracy. (2) Only 28% learners were able to read 31-35 words per minute and fulfilled the norms stipulated by the National Literacy Mission (NLM). About 57% learners were able to write only 3-5 words per minute, and 43% were able to write 6-8 words per minute, however, none could reach the NLM norms. (3) As regards the numeracy skills, 29% learners were rated high for their ability to read numbers and 27% were able to write 1-100 satisfactorily. (4) It was found that the mode of attending was related to reading performance, writing performance and numeracy performance. [MC 1689]

Rao, Gopi. 1992. **A study of the impact of adult education programme on social uplift of women in rural areas of Madhya Pradesh.** Ph.D., Edu. Rani Durgawati Vishwavidyalaya.

*Problem:* The study attempts to assess the impact of the adult education programme on the social uplift of women in the rural areas of Madhya Pradesh.

*Objectives:* (i) To study the impact of adult



education programme on the social upliftment of women in rural areas, (ii) to study the attitude of rural women towards the adult education programme, and (iii) to assess the qualitative and quantitative improvement of women due to the adult education programme.

*Methodology:* The sample of the study comprised the rural centres run under the jurisdiction of Rani Durgawati Vishwavidyalaya, Jabalpur, and Dr Harising Gaur Vishwavidyalaya, Sagar. Using the stratified random sampling method, 85 centres were chosen, and 25 women from each centre were selected. Thus, the total sample comprised 2,125 rural women. The tools used in the study included questionnaire, interview schedule, observation and records. The data thus collected were treated using mean, median, mode, SD, 't' test and bar diagram.

*Major Findings:* (1) It was found in the experimental group that there was all-round improvement among the rural women. (2) Improvement was also seen in keeping the kitchen clean and in development of civic sense. (3) The experimental group women became well acquainted with the legal rights of women. (4) The adult education programme changed the attitude towards living conditions and modern ways of living. (5) The rural women in the experimental group developed a positive attitude towards the adult education programme. (6) It was found that the women started participating in solving the social problems of the community and developed self-confidence. [NNS 0740]

Reddy, Adinarayana P. 1990. **A study of certain socio-psychological factors relating to adult education instructor effectiveness.** Ph.D., Adult Edu. Sri Venkateswara Univ.

*Problem:* The study attempts to examine the influence of various factors, i.e. sex, age, education level, achievement motivation, attitude towards adult education, exposure to mass media and personality characteristics, on the

effectiveness of adult education instructors.

*Objectives:* (i) To examine whether men and women instructors differ significantly in their effectiveness, (ii) to study the difference in the effectiveness of younger (25 years and below) and older instructors (26 years and above), (iii) to study whether instructors of low-education differ from high-education groups, (iv) to understand the role of achievement motivation, attitude, exposure to mass media, and various personality characteristics in the effectiveness of the instructors, and (v) to estimate the amount of influence exerted by various independent variables chosen on instructional effectiveness.

*Methodology:* The sample of the study comprised 240 adult education instructors, 1,200 adult learners representing different adult education centres, 1,200 community members representing villages in which adult education programmes were organised, and 40 supervisors representing the projects chosen for the study. The tools used included achievement motivation test, attitude scale, mass media exposure questionnaire and Cattell's 16 Personality Factors Questionnaire. Mean, SD, 't' test, quartile deviations, ANOVA and multiple regression were used to treat the data.

*Major Findings:* (1) Women instructors were found to be more effective than men instructors. (2) The age of the instructor did not impede instructor-effectivity. (3) The instructors with higher achievement motivation were found to be more effective. (4) Higher educational status with higher achievement motivation were found to make the instructors more effective. (5) Older instructors with high positive attitude towards adult education were more effective as instructors than younger instructors with high positive attitude. (6) By and large, instructors with high positive attitude towards adult education were found to be more successful in their profession than their low positive-attitude counterparts. (7) Women instructors with high exposure to the mass media seemed to be more effective than men

instructors with high exposure to the mass media. (8) In general, instructors with high exposure to the mass media were found to have an edge over instructors with low exposure to the mass media in their effectiveness. (9) On personality factors, the effective instructors were found to possess high scores on factors A, B, C, E, F, G, H, Q<sub>1</sub> and Q<sub>3</sub>. (10) As regards learners' rating, factors A, C, F, M and O, Sex, Mass Media Exposure, Achievement Motivation, Education were found to significantly influence effectiveness, as they together accounted for 18.14% of the variance. (11) As regards community rating, factors E, F, Q<sub>2</sub> and Q<sub>3</sub> were found to be influencing effectiveness as they together accounted for 21.9% of the variance. (12) As regards the cumulative ratings, it was found that factors, E, F and Q<sub>1</sub>, apart from mass media exposure and achievement motivation, influenced significantly the effectiveness of instructors as they together accounted for 8.63% of the variance. [PVD 0131]

Reddy, Adinarayana P. 1990. **Determinants of adult education instructor effectiveness.** Independent study. *Sri Venkateswara Univ.*

*Problem:* The study attempts to examine the influence of different factors on instructor effectiveness.

*Objective:* To study whether sex, age, caste, level of education, marital status, occupation, extent of landholding, income, exposure to mass media, urban pull, attitudes towards adult education, achievement motivation and personality characteristics have any influence on instructor effectiveness.

*Methodology:* The sample covered 240 adult education instructors, equally distributed between the two sexes, selected at random from four adult education projects from the four districts of Rayalaseema of Andhra Pradesh. 1,200 (240 x 5) learners, 1,200 (240 x 5) community representatives and 40 supervisors rated 240 instructors. The tools used to collect data included Instructor Effectiveness Scale, an

Achievement Motivation Scale. 16 PF Form E and personal data sheet. Mean, SD, 't' test, ANOVA and multiple regression were used to analyse the data.

*Major Findings:* (1) Male and female instructors did not differ in their effectiveness. This was true for learner rating (LR), Community Rating (CR), Self-rating (PR), Supervisors' Rating (SR) and Cumulative Rating (TR). (2) The younger instructors were more effective according to LR but not according to the other four types of ratings. (3) There was a significant difference between the effectiveness of Other Castes (OCs), Backward Castes (BCs) and SC/ST according to LR. The F-ratios were not significant for other types of ratings. (4) Similarly, there was a significant difference between the effectiveness of instructors with low, middle and high education, according to LR. (5) Instructors who were coolies, agriculturists and those belonging to other professions differed significantly in their effectiveness as measured by LR and PR. (6) Low, middle and high achievement motivation groups differed significantly in their effectiveness as measured by TR. (7) Low, middle and high attitude groups differed in their effectiveness according to LR and SR. (8) The difference between the effectiveness of low, middle and high personality groups was analysed separately for the 16 factors, and results reported. Considering TR only, the three groups differed significantly in their effectiveness in the case of factors M and Q<sub>4</sub>. (9) Marital status, extent of landholding, level of income, exposure to mass media and urban pull did not have any influence on the effectiveness of the instructors. (10) 19.71 per cent of variance in the effectiveness as measured by TR was predicted by the different independent variables. [AVRR 1308]

Reddy, Reddappa M.C. 1988. **Spatial variations of literacy in Andhra Pradesh.** Ph.D., Adult Edu. *Venkateswara Univ.*

*Problem:* The study concerns the spatial

variations of literacy and the relevance of socio-economic and demographic factors for such variations.

*Objectives:* (i) To study the trends and patterns of literacy in Andhra Pradesh, (ii) to examine the nature of relationships between literacy and socio-economic and demographic variables, (iii) to analyse the variance in literacy rates explained by a set of variables, and (iv) to suggest policy recommendations for improving literacy rates and for reducing the spatial variations of literacy in Andhra Pradesh.

*Methodology:* Since the study followed the survey method, it collected the relevant data pertaining to population, literacy, occupation, etc. from 'census reports', 'season and crop reports', 'reports of annual survey of industries', and educational statistics. The extent of literacy disparity was quantified using a modified version of Sophar's Disparity Index, and literacy growth was estimated by calculating 'Index of Growth'. Multiple regression was used to analyse the data.

*Major Findings:* (1) There was a wide disparity in the literacy rates of the different districts of Andhra Pradesh. (2) Out of the 41 predictor variables, 29 variables accounted for the variation in literacy rate. The different variables were grouped under ten categories to build different predictor models of literacy. (3) The multiple regression analysis showed that 9 of the 10 models had explained the variance in the literacy rate. [AVRR 1267]

Reddy, Subba P.V. 1991. **A study of the job satisfaction of adult education supervisors in Andhra Pradesh.** Ph.D., Edu. Sri Venkateswara Univ.

*Problem:* The attempt is to make an in-depth study of job satisfaction of the adult education supervisors and its relationship with other variables.

*Objectives:* (i) To estimate the general level of job satisfaction (JS)/dissatisfaction among the adult education supervisors (AES), (ii) to find out

the influence of personal and demographic variables on JS and AES, (iii) to find out the relationship between JS and the job-related variables, (iv) to identify the personality factors which influence the level of JS and AES, and (v) to predict JS with the help of other independent variables.

*Methodology:* The sample of the study comprised 300 AES drawn randomly from 52 adult education projects in Andhra Pradesh. The tools used included a job satisfaction scale, an attitude scale, a job involvement scale, Cattell's 16 Personality Factors Questionnaire (Form C) and personal data sheet. The collected data were treated using mean, SD, 't' test, ANOVA and multiple regression analysis.

*Major Findings:* (1) There was no significant difference between the level of JS of different sub-groups of AES when they were classified according to age, sex, qualification, marital status, experience, salary, deputation/direct recruitment. (2) When the teachers were classified based on their caste, the differences were found to be significant. The difference between BCs and SCs/STs was significant, while differences between the other means were not significant. (3) When supervisors were classified on the basis of their attitudes towards adult education, the mean differences differed significantly. (4) Similar results were obtained when the supervisors were classified on the basis of their job involvement. (5) When the teachers were classified on the basis of their personality scores, the F-ratios were found to be significant for factors A, L, Q<sub>1</sub>. (6) The differences between the JS of high, middle and low groups were not significant in their personality factors. (7) When teachers were classified as more satisfied and less satisfied, there was a significant difference between the two groups with regard to their attitude, job involvement and personality factors, i.e. A and L. (8) When regression analysis was used to predict JS from attitude and job involvement, it was found that 17.43% of variance in JS was explained by two variables. When caste alone was



considered, the variance in JS explained was only 2.15%. When personality factors A and L alone were considered, the two explained 3.59% of the variance in JS. When all the independent variables were considered together, they explained 15.23% of variance in the JS of AES. [AVRR 1603]

Remadevi, B. 1990. **A comparative study of the organisation and conduct of various agencies involved in the Adult Education Programmes in Kerala.** Ph.D., Edu. Univ. of Kerala.

*Problem:* The study attempts to compare the organisation and conduct of the various agencies involved in the adult education programmes in Kerala.

*Objectives:* (i) To identify the various agencies engaged in adult education programmes in Kerala, (ii) to ascertain the nature and the functioning of the agencies in relation to (a) selection of functionaries, (b) selection of area and beneficiaries, (c) aims and objectives, (d) training of functionaries, (e) selecting the content of the programme, (f) teaching-learning materials, (g) evaluation techniques and strategies, (h) financial aspects, and (i) follow-up activities, (iii) to identify factors that impede the smooth functioning of the programme, and (iv) to suggest measures to overcome the difficulties faced by the agencies and to ensure proper coordination among them.

*Methodology:* The sample of the study comprised 1,340 instructors, 101 supervisors and 86 organisers. Twenty training programmes of four agencies were considered in the study. The relevant data were collected using questionnaires, interview schedules, observation schedules and official documents. The data thus collected were analysed using percentages.

*Major Findings:* (1) The majority of the instructors were found to be female and belonged to the age-group 21-25 years. (2) The experience of the instructors ranged from less than one year

to two years. (2) Different agencies differed in their effective functioning. (3) Some agencies had instructors with a Master's degree, and even Ph.D too. (4) The agencies were not found to be different in terms of experience of organising programmes and the role of the functionaries in selected centres. (5) Some agencies had publications which were used by the other agencies. (6) Some agencies did evaluation of the training programme and conducted the training programme separately. (7) Nearly 55% of the supervisors had Bachelor's degree and all the agencies had teaching-learning materials. Not all agencies used the written-evaluation method. (8) Despite the importance given by the authorities, the concerned agencies did not show seriousness and responsibility in the fullest sense. [VR 1638]

Sachchidananda. 1992. **Evaluation of SAMU—1992.** Independent study. Patna: A.N. Sinha Institute of Social Studies. [SAMU—92, Muzaffarpur Funded]

*Problem:* The study attempts to evaluate the process and product of an innovative total literacy project in Muzaffarpur, known as SAMU—92.

*Objectives:* (i) To conduct a process and summative evaluation of SAMU—92, and (ii) to provide feedback to the programme as a mid-term correction.

*Methodology:* The sample of the study covered three blocks selected randomly from Muzaffarpur. Five volunteer-instructors and two panchayat-level workers were selected from each panchayat in the selected blocks. The sample also included SAMU officials and functionaries, the BDO, the CO, Zonal Coordinators, the Commissioner, the Collector, the Regional Development Officer, SAMU Director, and learners in the class. The tools used in the study included interview schedules, guidelines for discussions, meetings and participant observations. The data so collected were treated suitably with qualitative methods.

*Major Findings:* (1) School teachers and students played a crucial supportive role in the environment-building survey and in the monitoring and coordination of the SAMU programme. Students ran a large number of centres for learners. (2) The training of the volunteers was inadequate. (3) The concept of 'earning by learning' did not prove effective. (4) The Monitoring Information System (MIS) and creation of database did not work effectively. (5) There was no means of knowing what MLL achieved. (6) SAMU's progress was adversely affected by administrative red-tapism. (7) The programme lacked adequate support from the state government and its departments. (8) The functionality and awareness aspects suffered at the cost of emphasis on the 3 R's. (9) SAMU successfully involved women, especially from backward communities, for teaching, learning and participation in the cultural programmes. [ML 0252]

Sachchidananda and Sinha, A.K. 1991. **Evaluation of the Project on Radio Education for Adult Literacy (PREAL) — (Hiropatti, Madhubani)**. Independent study. Patna: A.N. Sinha Institute of Social Studies. [ISRO, Ahmedabad Funded]

*Problem:* The attempt is to enhance the understanding of the problems of adult education in rural India through a socio-anthropological logistic study.

*Objectives:* (i) To assess the success of PREAL in improving the learning and teaching of the adult literacy, (ii) to know the views of adult learners on literacy and its usefulness in their lives, and (iii) to assess the strengths and weaknesses of the programme and recommend remedial measures to improve it.

*Methodology:* The sample covered Hiropatti village, a medium sized, multi-caste village of the Madhubani Block. The relevant data were collected from key informants like instructors, school teachers and opinion leaders. However,

the learners and the heads of the households were also contacted. Further, the participants' observation method and interviews were also used to collect the data. The data thus collected were subjected to qualitative analysis.

*Major Findings:* (1) The women learners came from backward and Scheduled Castes families, and they liked learning through the radio. (2) The attendance increased on the PREAL days as compared to other week days. (3) The PREAL programme could bring in some change among the women with specific reference to self-confidence, assertiveness, care for education, personal hygiene and cleanliness. [ML 0251]

Saldanha, D. 1992(a). **The literacy campaign in Wardha District: A study of the programme for the age-group 15-35**. Independent study. Bombay: Tata Institute of Social Sciences. [MHRD, Government of India Funded]

*Problem:* The study addresses the problem of adult education and the literacy campaign in Wardha District.

*Objectives:* (i) To assess the impact of the campaign in terms of literacy outcomes among the adult learners aged between 15 years and 35 years, (ii) to critically reconstruct the process of implementation of the literacy campaigns, and (iii) to analyse the relationship between the literacy outcomes and the social characteristics of the instructors/learners, including the impact of regional, environmental, infrastructural and organisational features.

*Methodology:* The sample of the study comprised 10% of the randomly chosen 826 revenue villages selected for the post-June 1991 literacy programme along with the municipal corporation. The relevant data were collected using the Standardised Literacy Test developed by the State Resource Centre for Adult and Non-formal Education, Pune, along with the observation method, group discussion and secondary data analysis. The data thus collected were analysed using content analysis.

*Major Findings:* (1) Men performed marginally better than their women counterparts in the literacy programme. (2) Workers of urban sector performed better. (3) Women with no jobs performed better than women with jobs. (4) Having instructors of the same sex influenced learning, especially among men. (5) School students, teachers and unemployed youths got more involved in the teaching process. (6) The campaign created a pro-literacy atmosphere that was favourable for formal primary education. [RJ 0211]

Saldanha, D. 1992(b). **The total literacy campaign in Sindhurg district : A consolidated report.** Independent study. *Bombay: Tata Institute of Social Sciences.* [MHRD, Government of India Funded]

*Problem:* The study focuses on the total literacy campaign in Sindhurg District, Maharashtra.

*Objectives:* (i) To assess the impact of the literacy campaign in terms of literacy outcomes among the learners, (ii) to critically reconstruct the process of implementation of the literacy campaign, and (iii) to analyse the relationship between literacy outcomes and (a) social characteristics of both the learners and the instructors, (b) regional variations in the organisational character of the programme, and (c) the environmental and infrastructural characteristics of the different sample villages and talukas in the district.

*Methodology:* The sample of the study comprised 10% of the randomly selected revenue villages of Sindhurg District. The chosen sample was administered a Standardised Literacy Test developed by the State Resource Centre for Adult and Non-formal Education, Pune. Apart from the above, observation method, the group discussion method and the secondary data analysis method were used in collecting relevant data. The collected data were subjected to content analysis.

*Major Findings:* (1) Learner variables such as

sex, age and community influenced the literacy rate negatively. (2) Female instructors had a negative impact on the learning performance of males positioned at the level of excellence in literacy. (3) School teachers and young enthusiastic persons made good instructors, while persons preoccupied with other occupations could not. (4) The village literacy committee played a major role in the implementation of the literacy campaign. (5) The study provided important suggestions for building an organisational model for campaign implementation. [RJ 0213]

Saldanha, Denzil and Valaskar, Padma. 1991. **Institutions of higher education and extension: The case of adult education.** Independent study. *Bombay: Tata Institute of Social Sciences.*

*Problem:* The study focuses on the evaluation of university extension services with special emphasis on the adult literacy programme.

*Objectives:* (i) To understand the nature of extension within the higher-education institutions, and (ii) the nature of relationship among such extension services, the community and the societal milieu of the institutions/communities.

*Methodology:* The paper is based on secondary data analysis which draws upon (a) national-level data provided by the Ministry of Human Resource Development and the University Grants Commission on the impact of adult education extension on both the educational systems and the people, and (b) documentary materials that are illustrative of distinct approaches to adult education and that were provided by the S.N.D.T. University, Bombay, the Tata Institute of Social Sciences, Bombay, and the Community of Research Organisation, Bombay.

*Major Findings:* (1) Extension programmes were not adequately integrated with the higher-education institutions. It was the secondary function of such institutions. They provided



'external' inputs to the programme. (2) Extension programmes had a limited impact upon adult literacy. The structural realities of an unequal society imposed difficult pragmatic opinions and conclusions. (3) A holistic approach within a limited field situation would ensure effective intervention. Coordination with community organisations and developmental agencies was important. (4) By making the programmes more meaningful to higher education, extension could be used to bridge the gap between the higher education institutions and the society. The programmes would have to be developed with special reference to particular disciplines and would have to be profession-oriented. [RJ 0214]

Seetharamu, A.S. and Ushadevi, M.D. 1991. **Adult education in Karnataka state.** Independent study. *Bangalore: Institute for Social and Economic Change.* [MHRD, Government of India Funded]

*Problem:* This is a concurrent evaluation of the Centre-based Adult Education Programme (AEP) and the Mass Functional Literacy Programme (MFLP) that are in operation in Karnataka State.

*Objectives:* (i) To diagnose the problems in the implementation of AEP in Karnataka at the grassroots level, (ii) to identify issues concerning the efficiency and effectiveness with which the programme is implemented, (iii) to compare the functioning of the programme in different political contexts, (iv) to understand the role of the local self-government in implementing and executing AEP, (v) to examine the post-literacy and continuing-education activities conducted by the Jana Shikshana Nilayams for sustaining and promoting adult education, and (vi) to study the operation and problems in the functioning of MFLP.

*Methodology:* Using the stratified random sampling method, 45 adult education centres, including RFLP, and 72 SAEP, making a total of 117 centres, were selected. Further, the sample

included all the instructors in these centres, four exceptional adult learners from each of these centres covering fast learners, slow learners and irregular, all MPs' Offices in whose constituency the 117 centres fall, and all *preraks* in RFLP and MFLP volunteers. The various tools used in data collection included observation schedules, interview schedules, etc. The collected data were subjected to appropriate qualitative and quantitative techniques.

*Major Findings:* (1) The performance of AECs in terms of clientele attendance was found to be successful beyond 80% in SAEP and 55% in RFLP. (2) Lack of motivation among the clientele was found to be one of the reasons for gaps in performance. Learners, especially irregular attenders, had been enrolled by compulsion in considerable proportions. (3) Lack of adequate monitoring was found to be one of the reasons for several disfunctionalities in the programme with regard to enrolment of learners, appointment of instructors, supply of learning materials, training of functionaries, provision of physical facilities for both AECs and JSNs. (4) Several bright spots in the functioning of AECs and JSNs, were noticed such as class affinity between the personnel and the clientele, attention to sex and caste in provision of centres, the practice of holding periodical tests and giving home assignments, remedial programmes for slow learners, etc. The role of the *prerak* as a community mobiliser, and enthusiasm of the rural folk for library and the reading room facilities were observed. (5) Planning the programme in scientific ways and participatory and democratic styles of decision-making appeared to be quite pronounced in the multi-political-party situation where the SAEP are run in Mandya and Mysore districts. The efficiency of the programme and the teaching-learning process therein as well as monitoring the programme appeared to be appealing in single-political-party-dominated context in RFLP — Raichur District. (6) The Mass Functional Literacy Programme (MFLP) run by the UGC through the

universities was based purely on voluntary service, the college students acted as volunteers. It was found that there were many first-generation learners among the volunteers. The MFLP appeared to have great promise and potential. [MKh 0322]

Shakuntala, S.N. 1987. **A critical study of non-formal education for drop-outs and non-enrolled children in the age-group 9-14 in Karnataka State.** Ph.D., Edu. Univ. of Mysore.

*Problem:* The study centres around providing non-formal education for drop-outs and non-enrolled children in the age-group 9-14 years in Karnataka.

*Objectives:* (i) To conduct a survey of children availing of the NFE facilities across gender, age and socio-economic background, (ii) to assess the potential and utilisation of the resources of the NFE centres, (iii) to examine the internal and external efficiency as well as the efficiency of the programme, and (iv) to analyse the problems faced by various functionaries involved in the NFE programme.

*Methodology:* The sample of the study covered 32 NFE centres covering 15 part-time and 17 continuing education centres spread around four districts of Karnataka, viz. Gulbarga, Raichur, Belgaum and Hassan. The tools used included questionnaires and interview schedules. The data thus collected were subjected to appropriate qualitative methods.

*Major Findings:* (1) The NFE centres were not easily accessible and community participation was minimum. (2) The centres had several infrastructural facilities. (3) Lack of participation by girls in the NFE programme could be attributed to inadequate availability of female teachers. (4) Only 5.8% of the children from NFE centres joined formal schools to continue their education. (5) There was a need for expansion of NFE centres for these out-of-school children. [MKh 1171]

Sharma, B. 1990. **Role of adult education in socio-economic development of weaker sections in rural areas of Uttar Pradesh: A case study of rural areas of Allahabad district.** Independent study. Allahabad: Indian Institute for Development Studies and Research. [ICSSR Funded]

*Problem:* The study attempts to examine the role of adult education in the socio-economic development of the weaker sections in the rural areas of Allahabad District of Uttar Pradesh.

*Objectives:* (i) To assess the role of adult education as an instrument for creating mass consciousness and awareness among the weaker sections residing in rural areas, (ii) to assess the extent of community involvement in development of programmes and to study how far the rural small/marginal farmers, women, SCs/STs and agricultural labourers have been mobilised for developmental efforts, (iii) to study the role of adult education in shaping the socio-economic conditions and standard of living of the weaker sections in rural areas, (iv) to study the different types of skills/trades adopted by the small/marginal farmers, agricultural labourers, women and the SC/ST communities for their development, (v) to study the extent to which employment opportunities were created among the weaker sections as a result of the functional role of the adult education, (vi) to study the extent to which the income level of the weaker sections has changed, and the details of the benefit accruing to them, (vii) to study the extent to which adult education helped in removing social evils such as dowry and untouchability in the rural areas, and (viii) to study the strengths and weaknesses of adult education in general and to suggest measures for improvement.

*Methodology:* The sample of the study comprised 342 learners who had participated in the adult education programme during 1987-88, and 171 adults who had not attended the programme, thus taking the total to 513. Further, based on the purposive sampling method. 10%

villages were chosen, and from each village 10 households of the weaker sections who had participated in the programme and five households which had not participated were also included. Out of a total of 28 blocks and 303 villages where the adult education programme was operational during 1987-88, six blocks formed the sample of the study. The study used questionnaires and interviews as tools for data collection. Using percentages, the data were analysed.

*Major Findings:* (1) The adult education programme contributed towards bringing about change in individuals. It facilitated the beneficiaries to read, write and do small calculations while marketing, and became aware of social evils. (2) The awareness aspect in the adult education programme was negligible. (3) The learners did not attend classes for the full duration. They were not motivated enough and everything was left to the instructor. (4) The concerned departments did not invest much in the programme and the relevant materials were not adequately available. (5) Women were not generally attracted towards learning literacy skills. They could not sustain their interest throughout because of their domestic responsibilities. (6) The number of drop-outs at the adult education centres were fairly large. [RN 1235]

Sharma, H.L. 1988. **Identification of various approaches/practices of non-formal education in voluntary organisations.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

*Problem:* The voluntary agencies working in the area of NFE adopt various approaches and practices, some innovative and some commonplace. There is a need to study such approaches to find their efficacy and multiplier potential.

*Objectives:* (i) To study the objectives laid down by the voluntary organisations for the NFE programme, (ii) to study the teaching-learning

material developed/used for NFE by the voluntary organisations, (iii) to study the training input given to the NFE instructors and supervisors, and (iv) to study the pupil evaluation procedure adopted by the voluntary agencies.

*Methodology:* The sample of the study comprised the voluntary agencies of Uttar Pradesh, Rajasthan and Madhya Pradesh. The relevant data were collected using five different questionnaires developed for the purpose. The collected data were suitably treated with qualitative methods.

*Major Findings:* (1) It was found that all voluntary agencies had laid down specific objectives for the NFE programme to provide primary education to those children who were not attending formal schools. (2) The teaching-learning materials used by the voluntary agencies for the NFE programmes were almost the same as those developed by the SCERTs/SIERTs of their respective states. (3) The training programmes for NFE instructors and supervisors were organised by the state-level bodies, i.e. SCERTs/SIERTs. The training programmes were of a general nature and needed depth. (4) Different voluntary agencies had their own procedures for pupil evaluation. [SRA 1106]

Sharma, R.D. 1989. **Theoretical approaches to adult learning.** *Indian Educational Review,* Vol. 24 (4) : 47-59.

*Problem:* The attempt is to present the major contribution of various psychological theories of learning in relation to adult learning.

*Objective:* To discuss the contribution of various psychological theories of learning in relation to adult learning.

*Methodology:* The literature and the various studies related to learning in relation to adult behaviour were pooled together. They were then analysed and synthesised.

*Major Findings:* (1) Various psychological



theories are reflected in adult behaviour, with specific reference to adult learning strategies. They include negative reinforcement, conditioning, etc. (2) It is found that learning by insight is also followed among adults. (3) Among different approaches, discrimination learning and skilful learning are also used. [TNSB 1451]

Shukla, N.N. 1988. **The role of non-formal education in social change in Gwalior District.** Ph.D., Soc. Jiwaji Univ.

*Problem:* The study attempts to highlight the impact of non-formal education in bringing about social change in the Gwalior District.

*Objectives:* (i) To study whether there is any difference in social qualities among boys and girls studying in non-formal education centres, school-leavers and non-admittants in schools, Scheduled Castes and upper castes students, rural and urban students, (ii) to study whether there is a difference in attitude towards joining the formal stream among the above categories students, (iii) to study whether there is a difference in democratic values among the above category of students, and (iv) to find out whether there is any difference in the development of scientific attitudes among the above categories of students.

*Methodology:* The population of the study covered 438 non-formal education centres of the four *tehsils* of Gwalior District. Only 30 centres were included in the sample. Further, 500 students of these centres of the level of Class IV to Class VIII were considered for the study. Purposive and random sampling were used while drawing the sample. Various interview schedules prepared for the purpose were used to collect the relevant data. The collected data were subjected to appropriate statistical techniques including frequency distribution, 't' test and chi-square, apart from graphical representation.

*Major Findings:* (1) It was found that the development of social qualities among boys and

girls, school-leavers and non-admittants did not differ. (2) The boys and girls were not aware of extravagance, use of public places, obstinacy, etc. (3) It was found that the Scheduled Castes and higher castes and rural and urban students did not differ significantly on social development. (4) Girls and Scheduled Castes students were found to be keen to join the mainstream and get higher education. (5) Both the school-leavers and non-admittants had almost equal desire to join the mainstream. [RPSH 0987]

Shukla, Neerja. 1988. **Preparation of tools and techniques for evaluating non-formal education children's achievement: A scheme.** Independent study. National Council of Educational Research and Training.

*Problem:* The study aims at developing a scheme for evaluating the achievement of children attending non-formal education centres at the primary level.

*Objectives:* (i) To develop tools and techniques for measuring the entry behaviour of children, (ii) to develop graded tests for evaluating the achievement of children, (iii) to develop tools for evaluating children's development in the affective domain, and (iv) to standardise tools for evaluating academic achievement, efficiency in productive activity and development of personality.

*Methodology:* The sample of the study comprised 20 NFE centres, each having 25 children belonging to different educational levels. All the centres were located in the Hindi-speaking states. The states included Uttar Pradesh, Madhya Pradesh, Rajasthan and Bihar. These centres represent rural, urban, tribal, hilly and desert areas. Further, 50 parents, 10 instructors, five social workers and two employers from each state also formed part of the sample. The researcher used five questionnaires, specially prepared for use with instructors, parents, children, social workers and employers. The collected data were analysed using percentages.

*Major Findings:* (1) It was found that the children themselves were interested in the evaluation of their academic achievement—and so were the parents, employers and instructors. (2) It was found that NFE instructors were not very educated, had no formal teacher-training, and were local residents. Further, there was no set procedure for the evaluation of NFE children. (3) Very few children got admitted to formal schools from the non-formal centres. (4) At the terminal stage, the children felt a greater improvement in their achievement on the academic and national dimensions; it was not so on the social and vocational dimensions. (5) The parents also felt that their children did not show any significant difference in their social behaviour or in the development of vocational skills. However, they did well on the academic and development-of-national-feeling dimensions. (6) The employers felt that students attending NFE centres became more refined. [MSG 0084]

Sivapalan, Unnithan T.R. 1991. **An enquiry into the workers' education programme in Kerala with a view to suggest improvements.** Ph.D., Edu. Univ. of Kerala.

*Problem:* The study attempts to examine the workers' education programme in Kerala.

*Objectives:* (i) To ascertain the nature and scope of the activities carried out under the workers' education programme in Kerala, (ii) to find out the facilities and impediments in the implementation of the programme in the State, (iii) to find out the nature and extent of involvement of workers' trade unions and other voluntary organisations in the workers' education programme in Kerala, (iv) to find out the interest of the employers and the managements in this programme and their attitude towards it, (v) to evaluate the methods followed in the unit-level classes, (vi) to find out whether the programme ensures better relationships between managements and trade unions, (vii) to find out the influence of the programme in inter- and intra-relationships of trade unions, and (viii) to suggest

measures which would strengthen the programme and make it more effective.

*Methodology:* The sample comprised worker-teachers, unit-level classes, workers who participated in ULC, managements, and education officers/officials of CBWE. The tools and techniques used included observation schedule, questionnaire, interview schedule, a check-list and a data bank. The collected data were treated suitably with qualitative methods.

*Major Findings:* (1) The unit-level classes had very poor physical facilities. (2) The rural workers in the age-group 41-50 years and without proper school education were more interested in the workers' education programme. (3) The lecture and discussion methods were commonly adopted. (4) Knowledge about trade unions was taught in all the classes. (5) The worker-teachers were mainly male, aged between 35-50 years, drawn from urban areas and were connected with trade unions. They possessed technical qualifications and were skilled workers. (6) According to the managers, the workers' education programme helped to solve labour problems. [VR 1679]

Sood, Neelam. 1987. **An evaluation of the non-formal pre-school education component in Mangolpuri ICDS block.** Independent study. New Delhi: National Institute of Public Cooperation and Child Development.

*Problem:* The study attempts to make a comparative assessment of the development of pre-school children in the ICDS and non-ICDS groups and their performance in the primary school in Classes I and II.

*Objectives:* (i) To make a comparative assessment of the development of pre-school children of the ICDS and non-ICDS groups, and a similar assessment for the lowest and the highest scoring Anganwadis (AWs) as determined by IOP, (ii) to make a comparative assessment of the school performance of children studying in Classes I and II of the ICDS and non-ICDS groups as assessed by their teachers and compare their

performance within the ICDS group, and (iii) to compare the level of awareness of the mothers of the ICDS group with that of mothers of the non-ICDS group about the value of pre-school education and the health/nutritional needs of their pre-school children and compare the same within the ICDS group as well.

*Methodology:* The sample included 64 ICDS pre-school children, their mothers and 40 children studying in Classes I and II in the primary school. These children had attended AWs for more than a year. The non-ICDS sample included 16 pre-school children and their mothers and 40 children studying in Classes I and II, though these children were enrolled in AWs, they had not attended for more than twice/thrice a month for various reasons. They did not have any other type of pre-school education. Four girls and four boys from both age-groups of 4 years and 5 years were randomly selected from each of the four AWs. The tools used included observation schedule, developmental assessment check-list, teachers' rating scale and interview schedule. The data collected were treated statistically using mean and ANOVA.

*Major Findings:* (1) The children of the AW sample differed from their non-ICDS counterparts in terms of overall development. (2) Girls performed consistently better than boys in almost all areas of development in both the ICDS and non-ICDS groups. (3) Language development was found to be the focus of a larger benefit obtained by girls as compared to boys. (4) There was no difference between the ICDS and non-ICDS children on their gross-motor skills. (5) In the case of finer-motor skills, the AW children had marginally higher mean scores than the non-ICDS children but the difference between the two was not statistically significant. (6) The ICDS group exhibited better language skills than the non-ICDS group, with the girls having gained more than the boys. (7) The performance of the non-ICDS children was very poor in all the items related to social-personal behaviour. (8) The ICDS group was ahead of the non-ICDS group in all

the areas of performance in the class. The maximum difference was seen in their general comprehension, initial adjustment in school, attentiveness, regularity in completing homework and willingness to take responsibility. (9) Mothers of AW children considered it essential to send their children to AW. (10) With regard to the health/nutritional needs of the child, 84.4% of the ICDS mothers from the AW group replied that they always insisted on ensuring cleanliness of their children. [NS 1886]

Tantray, G.N. 1990. **Adult education for Jammu and Kashmir: An appraisal.** Ph.D., Edu. Univ. of Kashmir.

*Problem:* The study attempts to evaluate the adult education programme in Jammu and Kashmir State.

*Objectives:* (i) To find out the extent of success/failure of the adult education programme in the State, and (ii) to suggest measures for improvement.

*Methodology:* The study considered a random sample of learners, instructors and supervisors involved in the adult education programmes in the State. For the collection of data, four questionnaires were used. Percentage analysis was used while treating the data.

*Major Findings:* (1) The location of the centres did not match the needs and aspirations of the people. (2) Instructors were identified from amongst the local and respectable members of the community. (3) They were mostly youngsters who had studied up to high school and considered the adult education programme as a means of employment rather than as social service. (4) The men instructors were mostly farmers and the female instructors were housewives. (5) The instructors were trained but for a few exceptions. The quality of their training in terms of content, method and duration had deteriorated with the passage of time. (6) The honorarium paid was just Rs 100 p.m., and nothing much could be expected of such ill-paid functionaries. (7) The



centres were mostly located in the instructors' houses, with poor facilities. (8) Most of the learners belonged to the age-group 15-20 years. They attended centres mainly to learn some craft work. (9) The learners dropped out because of poor facilities and for personal reasons. (10) The teaching-learning materials were made available and in time; the method of teaching was in no way different from that of children studying in formal schools. (11) Supervision seemed to be ineffective. The training of supervisors and project officers was very infrequent. (12) The monitoring system was very poor and unscientific. (13) The overall performance could be rated to be very poor. [AGM 1864]

Teerapong, Phramaha. 1988. **A comparative study of the perception of problems by the administrators of formal and non-formal educational institutions at the secondary stage in the Bangkok area of Thailand.** Ph.D., Edu. *Panjab Univ.*

*Problem:* The study attempts to compare the formal and non-formal educational institutions at the secondary stage in the Bangkok area of Thailand with regard to the perception of problems faced by the administrators.

*Objectives:* (i) To study the seriousness of the administrative problems of the administrators of formal and non-formal institutions at the secondary stage in the Bangkok area of Thailand in respect of administrative personnel, teachers, students, the instructional programme, the curriculum, security, morale, supervision, school and community relations, and school finance, (ii) to study each sub-group of problems within each major-problem group, and (iii) to study the individual problems falling in the major groups and sub-groups of problems.

*Methodology:* The sample of the study covered five zones of the Bangkok Metropolitan area, and from each zone 18 secondary schools were selected, and the principal and the vice-principal of each school were considered as administrators.

Thirty-six school administrators formed the formal group, and 36 the non-formal group, totalling 180 in each stream, finally adding up to 360 administrators. The study used a five-point rating scale as a tool for collection of the relevant data. The data thus collected were treated with mean, SD and 't' ratios.

*Major Findings:* (1) Both the groups of school administrators perceived the seriousness of problems at different levels. The formal school administrators perceived the problems more seriously as compared to their non-formal counterparts. (2) Out of the ten major groups of school administrative problems, the formal school administrators showed greater seriousness than their counterparts in the following five major-problem groups: administrative personnel, teachers, students, the curriculum, and morale. (3) The formal school administrators perceived administrative problems more seriously than their counterparts in the non-formal schools in the following ten sub-groups of problems: subject teachers, recruitment, selection and transfers of teachers, responsibility of the students, teaching procedure, teacher-student relations, curriculum, textbooks and teacher handbooks, and extra-curricular activities/responsibilities. The non-formal administrators perceived the problems more seriously than their counterparts in the formal schools only on equipment and teaching aids. (4) With regard to individual problems falling in all the major groups and sub-groups of problems, the formal school administrators exhibited a greater seriousness than their counterparts in the non-formal schools in the following 35 problems: less subject teachers, foreign language and art, late sending of transferred teachers and new teachers in the session, non-maintenance of students' cumulative records by teachers, insubordination and non-interest in students' activities, lack of interest in qualitative improvement, schools' inability to admit all applicants, drinking behaviour of some students in schools, demolition of school property, aggression towards teachers,

performance within the ICDS group, and (iii) to compare the level of awareness of the mothers of the ICDS group with that of mothers of the non-ICDS group about the value of pre-school education and the health/nutritional needs of their pre-school children and compare the same within the ICDS group as well.

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*Major Findings:* (1) The children of the AW sample differed from their non-ICDS counterparts in terms of overall development. (2) Girls performed consistently better than boys in almost all areas of development in both the ICDS and non-ICDS groups. (3) Language development was found to be the focus of a larger benefit obtained by girls as compared to boys. (4) There was no difference between the ICDS and non-ICDS children on their gross-motor skills. (5) In the case of finer-motor skills, the AW children had marginally higher mean scores than the non-ICDS children but the difference between the two was not statistically significant. (6) The ICDS group exhibited better language skills than the non-ICDS group, with the girls having gained more than the boys. (7) The performance of the non-ICDS children was very poor in all the items related to social-personal behaviour. (8) The ICDS group was ahead of the non-ICDS group in all

the areas of performance in the class. The maximum difference was seen in their general comprehension, initial adjustment in school, attentiveness, regularity in completing homework and willingness to take responsibility. (9) Mothers of AW children considered it essential to send their children to AW. (10) With regard to the health/nutritional needs of the child, 84.4% of the ICDS mothers from the AW group replied that they always insisted on ensuring cleanliness of their children. [NS 1886]

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*Methodology:* The study considered a random sample of learners, instructors and supervisors involved in the adult education programmes in the State. For the collection of data, four questionnaires were used. Percentage analysis was used while treating the data.

*Major Findings:* (1) The location of the centres did not match the needs and aspirations of the people. (2) Instructors were identified from amongst the local and respectable members of the community. (3) They were mostly youngsters who had studied up to high school and considered the adult education programme as a means of employment rather than as social service. (4) The men instructors were mostly farmers and the female instructors were housewives. (5) The instructors were trained but for a few exceptions. The quality of their training in terms of content, method and duration had deteriorated with the passage of time. (6) The honorarium paid was just Rs 100 p.m., and nothing much could be expected of such ill-paid functionaries. (7) The

centres were mostly located in the instructors' houses, with poor facilities. (8) Most of the learners belonged to the age-group 15-20 years. They attended centres mainly to learn some craft work. (9) The learners dropped out because of poor facilities and for personal reasons. (10) The teaching-learning materials were made available and in time; the method of teaching was in no way different from that of children studying in formal schools. (11) Supervision seemed to be ineffective. The training of supervisors and project officers was very infrequent. (12) The monitoring system was very poor and unscientific. (13) The overall performance could be rated to be very poor. [AGM 1864]

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*Objectives:* (i) To study the seriousness of the administrative problems of the administrators of formal and non-formal institutions at the secondary stage in the Bangkok area of Thailand in respect of administrative personnel, teachers, students, the instructional programme, the curriculum, security, morale, supervision, school and community relations, and school finance, (ii) to study each sub-group of problems within each major-problem group, and (iii) to study the individual problems falling in the major groups and sub-groups of problems.

*Methodology:* The sample of the study covered five zones of the Bangkok Metropolitan area, and from each zone 18 secondary schools were selected, and the principal and the vice-principal of each school were considered as administrators.

Thirty-six school administrators formed the formal group, and 36 the non-formal group, totalling 180 in each stream, finally adding up to 360 administrators. The study used a five-point rating scale as a tool for collection of the relevant data. The data thus collected were treated with mean, SD and 't' ratios.

*Major Findings:* (1) Both the groups of school administrators perceived the seriousness of problems at different levels. The formal school administrators perceived the problems more seriously as compared to their non-formal counterparts. (2) Out of the ten major groups of school administrative problems, the formal school administrators showed greater seriousness than their counterparts in the following five major-problem groups: administrative personnel, teachers, students, the curriculum, and morale. (3) The formal school administrators perceived administrative problems more seriously than their counterparts in the non-formal schools in the following ten sub-groups of problems: subject teachers, recruitment, selection and transfers of teachers, responsibility of the students, teaching procedure, teacher-student relations, curriculum, textbooks and teacher handbooks, and extra-curricular activities/responsibilities. The non-formal administrators perceived the problems more seriously than their counterparts in the formal schools only on equipment and teaching aids. (4) With regard to individual problems falling in all the major groups and sub-groups of problems, the formal school administrators exhibited a greater seriousness than their counterparts in the non-formal schools in the following 35 problems: less subject teachers, foreign language and art, late sending of transferred teachers and new teachers in the session, non-maintenance of students' cumulative records by teachers, insubordination and non-interest in students' activities, lack of interest in qualitative improvement, schools' inability to admit all applicants, drinking behaviour of some students in schools, demolition of school property, aggression towards teachers,



non-interest in school and extra-curricular activities, improper conduct of students towards opposite sex, non-availability of textbooks in the market, shortage of teacher handbooks, syllabi, late dispatch of textbooks and teacher handbooks by the department of general education, improper facilities to teachers, teachers' lack of confidence in organising school activities, poor unity and cooperation among teachers, ineffective performance, etc. (5) Non-formal administrators considered the following 13 individual problems as more serious: incomplete documents at the time of admission, inadequate science laboratory equipment, insufficient support facilities, less number of books in the library, teachers' indifference towards solving the difficulties of students, fear of kidnappers, improper budget for library, poor teaching aids, poor medical instruments and medicines, and inadequate equipment for school office. [JNJ 0279]

Thakre, P.G. 1991. **A study of the adult education programme launched by Nagpur University and its impact on the target group.** Ph.D., Edu. Nagpur Univ.

*Problem:* This is an attempt to study for the period 1983-86, the impact on the target group of the adult education programme launched since 1979 by Nagpur University with certain goals such as literacy, awareness and functionality.

*Objectives:* (i) To study the adult education programme launched by Nagpur University historically, and (ii) to assess its impact on the target group.

*Methodology:* The sample comprised 300 adult education centres, 29 principals of colleges, 29 programme officers of the colleges, 30 supervisors/instructors of the adult education centres, and 76 adults who did not participate in the adult education programme. Three thousand male and female adult learners were included in the study; they were selected by the stratified random sampling method from both rural and urban areas. The tools used included

interview schedules, questionnaire-cum-checklist and evaluation sheets. The collected data were treated with frequencies and percentages.

*Major Findings:* (1) The majority of the adult education centres were located in villages which ranked low on the scale of exposure to modernisation. (2) Most of the instructors joined the programme with a desire to participate in the development of the area and one-fourth of them were women. (3) Around 93% learners were in the age-group 15-33 years; 28% were female; 49% belonged to the weaker sections; and 50% were landless. (4) The adult education centres contributed to the development of reading, writing and arithmetic skills but the major problem rested with the availability of proper premises. [GPK 1627]

Upasani, N.K. 1988. **A rural enrichment education project featuring development of alternative models and strategies for self-learning for the rural youth on topics relevant to their life.** Independent study. Pune: Adarsha Comprehensive College of Education and Research. [ERIC Funded]

*Problem:* The relevance of any system of education is in its usefulness in the life of the student as an individual; it should ideally help him to achieve the occupational goals that he wishes to pursue. From this perspective, an attempt was made to develop a strategy for self-learning among the rural youth in vocations relevant to their life.

*Objective:* To develop a model/strategy for self-learning for the rural youth on topics related to their life.

*Methodology:* The sample of the study comprised two villages, i.e. Gorhe and Khadakawadi, of Pune District in Maharashtra. The study used a questionnaire for the collection of relevant data and organised a vocational training programme. Using the pre-test and post-test design, the results were compared with the appropriate statistics.

*Major Findings:* (1) It was found that there were respectively, 53, 26 and 28 students of Classes VII, VIII and IX in the book-binding and exercise-book-making activities. The participants felt that the training given to them was sufficient to make them self-dependent. (2) Students of all the three classes showed significant improvement in English vocabulary, pronunciation and spelling. (3) A model of self-learning for the rural youth was devised on the basis of the experience of the study. [SRA 1111]

Varghese, Usha Susan. 1989. **Evaluation of teaching-learning materials in Malayalam used in the adult education centres in Kerala.** Ph.D., Edu. Univ. of Kerala.

*Problem:* The study attempts to identify the teaching-learning materials in Malayalam used in the adult education centres in Kerala, and evaluate them on the basis of a set of criteria formulated for the purpose.

*Objectives:* (i) To identify the teaching-learning materials used in the adult education centres of Kerala, (ii) to formulate a set of criteria for the evaluation of the teaching-learning materials, and (iii) to evaluate the teaching-learning materials on the basis of the criteria.

*Methodology:* The sample of the study consisted of 600 learners drawn from two Panchayats, and 300 instructors from four agencies. The tools used in the study included an evaluation schedule for learners and four primers, apart from a set of criteria for evaluation of different sets of materials. The data collected were treated with the help of percentage analysis.

*Major Findings:* (1) According to the total weightage obtained, *Janabodhana Sahayi* got the highest score of 84.3%, and *Parisara Padavali* got the lowest score of 39.2%. (2) Among the primers, 74% have been prepared with divergent themes, 17.4% with common themes, and the rest were prepared subject-wise. (3) Only four workbooks had been identified as teaching-learning materials for the study. (4) The scores

obtained by the four workbooks were evaluated and found to lie between 40% and 50%. (5) The terms 'guidebook' and 'handbook' were synonymously used. (6) Among the various teaching-learning materials used by the instructors, primers were put to use by all the instructors at all the four agencies, i.e. CAEE, SAED, KANFED and RFLP. [VR 1653]

Venkataiah, N. and Naidu, Jayachandrama K. 1990. **Who are better achievers between drop-outs and non-starters in non-formal education centres?** *Indian Educational Review*, Vol. 25 (3): 32-39.

*Problem:* The study attempts to compare the achievement of drop-outs and non-starters in non-formal education centres.

*Objectives:* (i) To compare the academic achievement of non-starters and the drop-outs who have reached the fourth stage at the NFE centres, and (ii) to find out the difference in the academic achievement of the drop-outs classified according to the length of their attendance in formal schools.

*Methodology:* The sample comprised learners of the fourth stage of non-formal education belonging to the four districts of Rayalaseema, i.e. Anantpur, Chittoor, Cuddapah and Karnool. There were 261 non-starters and 39 drop-outs in the sample who belonged to the age-group 12-14 years. The tools used in the study included achievement tests in Telugu language and arithmetic tests in problem areas. The data collected were treated using mean, SD and 't' ratio.

*Major Findings:* (1) There was a significant difference between the academic achievement of drop-outs and non-starters at the NFE centres. The drop-outs from formal primary schools were superior to the non-starters in their academic achievement at the NFE centres. (2) There was a significant difference between the academic achievement of the drop-outs, divided on the basis of the length of their primary schooling. (3) No significant difference was found

in the academic achievement scores between drop-outs with three years and with two years; and with two years and with one year of formal primary schooling; but there was a significant difference between the drop-outs with three years and with one year of formal primary schooling in their academic achievement. [SPr 1471]

Verma, K.K. and Verma, Rajan. 1992. **Evaluation of PREAL through holistic study: A study of the village Gomti in the Vaishali district of Bihar.** Independent study. Patna: A.N. Sinha Institute of Social Studies. [ISRO, Ahmedabad Funded]

*Problem:* The study attempts to evaluate the PREAL experiment in the Vaishali District of Bihar.

*Objective:* To assess the effectiveness of the radio in improving the pace and quality of the teaching and learning of adults in rural areas.

*Methodology:* The village Gomti of Vaishali District served as the target group. The relevant data were collected using the social-anthropological approach while conducting a holistic study. The participant-observation method was the principal method of collecting relevant information. The collected data were suitably analysed.

*Major Findings:* (1) It was found that the PREAL had not contributed significantly towards creating social awareness among the learners. (2) There were many adverse factors for its poor impact, which included faulty procedure of selection of instructors, arbitrary selection of learners, inadequate training of instructors, lack of proper supervision, inadequate and delayed supply of teaching-learning materials and other logistic support, lack of motivation among the learners, and failure of other government programmes in the study area. [ML 0539]

Yadav, M.S. et al. 1990. **NFE-CAPE programme in Rajasthan: A rapid appraisal.** Independent

study. *The Maharaja Sayajirao Univ. of Baroda.* [UNICEF Funded]

*Problem:* The study attempts at a quick appraisal of the non-formal education programme and the CAPE programme in the State of Rajasthan, which could serve as feedback for planning the NFE programmes.

*Objectives:* (i) To study the different types of NFE centres, viz. CAPE experimental centres, centres run by the Department of Rural Development and centres run by voluntary agencies, in terms of their relative effectiveness in attaining the universalisation of elementary education stage, and their academic effectiveness, (ii) to study the supportive interventions under different types of NFE centres and to examine their adequacy, appropriateness and feasibility, and (iii) to draw relevant implications for effective development of elementary education through the NFE scheme.

*Methodology:* The sample of the study comprised 13 instructors and 248 learners from the NFE centres. Further, 14 supervisors, three DBOs and two Pradhans at the block level; one CEO, four APOs, one Pramukh and one DAEO at the district level, from the districts of Bikaner and Ajmer in Rajasthan; one each of director, additional director, joint director, deputy director, coordinator and incharge coordinator at the state level, and the CAPE coordinator at the national level were also a part of the sample. In addition to this, data were also collected from the ex-Director of Adult Education, Rajasthan, two secretaries, one manager and one senior supervisor of voluntary agencies; three educators from STCs who were CAPE incharge were also a part of the study. The data were collected with the help of questionnaires, information schedules and interview schedules. The collected data were analysed with the help of frequency distribution and percentage analysis.

*Major Findings:* (1) It was found that over 10,000 NFE centres were working in the State every year, enrolling over three lakh learners.



(2) Attempts have been made to restructure the organisational system to allow for greater functional efficiency. (3) The attempt to decentralise the administration of the NFE programme implementation for gaining better monitoring and control at the local level was found to be a very significant step. (4) The Rajasthan Government had involved the voluntary agencies in the NFE programme since its inception. However, their potential was used only partially. (5) The number of participating voluntary organisations was reduced from 20 in 1986-87 to six in 1988-89. (6) The functioning of NFE centres under the voluntary agencies seemed to be well regulated and effectively carried out. (7) The SIERT had the sole responsibility of training all cadres of personnel. Though it had the appropriate expertise for the task, its resources were rather insufficient for the magnitude of the task. (8) It was found that the lack of timely training and orientation of different personnel blunted the performance under the programme. (9) The CAPE experimental centres were started by the STCs by identifying priority areas and by appointing instructors specially

trained to use the CAPE learning materials. In the mid-eighties, due to the State's policy of centrally monitoring all NFE programmes under the project, the centres became non-functional. (10) Later, 20 centres in each district were identified for using the CAPE material, out of which one centre could be adopted by the STC. The functioning and administration of these centres were found to be similar to those of other NFE centres. However, the CAPE material was found to be effective by all concerned. (11) Initially, when the NFE programme was launched in 1974, it was to cover out-of-school children in the age-group 9-14 years. As the age of the children was higher, the elementary curriculum was condensed so as to be covered in two years. This was not the case in Rajasthan where the NFE programme catered to the children of the age-group 6-14 years. (12) An attempt was made for an entry of NFE learner into the formal system, but the NFE curriculum was found to fall short of the Minimum Learning Objectives (MLOs). (13) Girls, especially from the backward communities, seemed to prefer NFE to full-time primary education. [MSY 0923]

## Also See

Agarwal, Aruna. 1988. **A study of relationship between motivation and personality needs of adult learners attending NAEP centres of Agra.** Ph.D., Psy. *Agra Univ.* [SS 0778] (See in Chapter 10.)

Chitundu Wellington, Anock . 1990. **Adult education in India and Zambia: A comparative study.** Ph.D., Edu. *Himachal Pradesh Univ.* [LK 0244] (See in Chapter 34.)

Dash, N. 1991. **A study of the problems of enrolling women in adult education centres in Jajpur sub-division under NAEP**

M.Phil., Edu. *Utkal Univ.* [KCP 0502] (See in Chapter 31.)

Ghose, A.M. 1990. **Investigation on non-formal science education and development of inexpensive resource material.** Independent study. *Visiting Scientist, Calcutta.* (ERIC Funded). [VKR 1179] (See in Chapter 19.)

Indira, K. 1992. **A study of the reading interests and study habits of neo-literates.** M.Phil., Edu. *Sri Venkateswara Univ.* [AVRR 1269] (See in Chapter 6.)

- Mistry, Veena; Kaul, Sunita and Dhar, Hansa. 1990. **In-depth study of non-formal pre-school education component in Baroda Urban ICDS block.** Independent study. *The Maharaja Sayajirao Univ. of Baroda.* [GCU 1939] (See in Chapter 14.)
- Nath, Kiran. 1988. **Development of curriculum on some dimensions of non-formal education.** Ph.D., Edu. *Agra Univ.* [SS 0790] (See in Chapter 13.)
- Salgiya, S. 1988. **A comparative study of retention and academic achievement of learners in formal schools and non-formal education centres.** Independent study. *Udaipur: State Institute of Educational Research and Training.* [JCV 1559] (See in Chapter 38.)
- Sharma, Abha. 1992. **An evaluative study of the role of non-formal education in the state of Uttar Pradesh as a means for universalisation of primary education.** Ph.D., Edu. *Univ. of Lucknow.* [RJS 0672] (See in Chapter 15.)
- Siddiqui, S. and Hazarika, Sultana. 1989. **Impact of rural functional literacy programme on rural women of Jorhat district of Assam.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.* [USN 1971] (See in Chapter 31.)
- Sodhi, Harleen. 1992. **Impact of adult education programme on the attitude of rural women towards small family norms in relation to their age, religion, family types and socio-economic status.** Ph.D., Edu. *Punjabi Univ.* [AK 1717] (See in Chapter 32.)
- Sood, Neelam. 1987. **An evaluation of non-formal pre-school education component in Mangolpur ICDS block.** Independent study. *National Institute of Public Cooperation and Child Development.* [GCU 1947] (See in Chapter 14.)
- Sreedevi, V. 1990. **Knowledge, attitudes and practices of nutrition among adult education programme instructors in Andhra Pradesh.** Ph.D., Adult Edu. *Sri Venkateswara Univ.* [PVD 0119] (See in Chapter 21.)
- Thambidurai, K. 1989. **A study of population awareness and attitudes towards population education and control of adult education programme functionaries in Tamil Nadu.** Ph.D., Edu. *Univ. of Mysore.* [BNS 0974] (See in Chapter 32.)
- Vijaykrishnan, B. 1992. **A sociological enquiry into the educational problems of Telugu potters in Kerala.** M.Phil., Edu. *Univ. of Poona.* [ASB 0038] (See in Chapter 3.)