

Non-Formal Education

A TREND REPORT

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Introduction

The aim of education is to bring about desirable changes in the learner in respect of knowledge, skills and attitudes in such a way that he may effectively perform changing roles in a changing society. In one way, the roles of an individual which he has to perform in life may be broadly identified as the roles of a person, a worker, a citizen and a learner. As a person he has physiological and psychological needs and also some unique characteristics. He lives in the family and moves with his peer group. He is free to like or dislike certain things. The problems and solutions regarding the physiological and psychological needs and the role of a person in the family and in the peer group are changing fast.

As a worker an individual has to take up a vocation. The motivation for higher income, the rebelling attitude towards exploitation, the appreciation of cooperative approach and development of science and technology have changed the vocational roles a lot. In vocational life, there is always need for knowing new tools and techniques and of acquiring the skills to use them. Today, the categories of skilled and unskilled workers are clearly identified. Similarly, working alone or in organizations introduces new dimensions to roles and relationships which keep changing as time passes and one advances professionally.

As a citizen, no individual is less important than any other in democracy. Moreover, everybody has to contribute to the development of the society and the country and is entitled to enjoy the fruits of progress. Every citizen is entitled to exercise his rights and is required to fulfil his obligations. Social and political ideologies are also

undergoing change rapidly and these affect, in turn, the roles and responsibilities of the citizens.

The society in all its aspects, social, cultural, economic, political, etc., is changing so fast that unless an individual keeps learning new things, concepts and processes continually, he cannot perform the roles expected of him. This becomes possible if the system of formal education is supplemented with an adequately flexible system of non-formal education at all stages of life.

This area was titled as Social and Adult Education in A Survey of Research in Education (Buch, 1974). The title was changed to Non-formal Education in the Second Survey of Research in Education (Buch, 1979). The change in the title is indicative of the change of coverage under this title. This area includes a variety of programmes such as social education, part-time education, refresher courses, continuing education, adult education, extension services, lifelong education, balwadis, non-formal education for 6-14 age group, farmers' functional literacy programme, non-student youth programme, Nehru Yuvak Kendra, functional literacy for women, non-formal education for workers, non-formal education in universities, education through mass media, distance education, etc. Because of a variety of educational programmes being covered in this area, the definition of non-formal education has become a highly difficult enterprise. However, efforts can be made to understand the concepts—formal, non-formal and informal—as approaches to education, types of education and types of educational programmes.

The formal approach to education visualizes a consciously organized activity with a view to attaining

specific educational aim or aims through uniform and rigid programmes bound by time and place constraints, while the informal approach involves casual interaction among the people, through social, cultural and political activities, with education as a by-product. Between these two extremes lies the non-formal approach which requires an organized system but of flexible nature suited to the needs and problems of specific groups of individuals. However, the same educational situation may involve more than one approach, namely, formal, non-formal and informal. The programmes for both formal and non-formal education are objective-based. The objective of formal education is to meet the requirement of the various roles to be performed in the society, while the objective of non-formal education is to add or improve upon the knowledge, skills and attitudes of an individual so that he may be able to enhance the quality of life. Thus, it can be said that flexibility and practicability are the essential requirements of non-formal education.

Overview

The present review is based on doctoral research and project research in the area of non-formal education conducted in universities and research institutions. It includes studies extending from non-formal education for children in the age group 6-14 to various programmes of adult education.

In India, Gadgil (1945) initiated research in this field and studied the problems of lapses into illiteracy. After a lapse of more than one decade, this pioneering work was followed by Singh (1957) and Khan (1958) who undertook research on communication of ideas through adult education and the problem of social education; Cháube (1963), Singh and Prasad (1965), Prasad (1967) and Dharm Vir (1968) undertook studies on youth activities, development of literacy and adult interests. Five researches were reported during 1969. These included one on adult literacy conducted at the Gandhian Institute of Studies, one on adult vocabulary and another on reading needs and interests of adults by Mallikarjuna Swamy, one on evaluation of the social education of workers' training programme by Ansari (1969) and the fifth on the impact of social education by Chaturvedi (1969). Studies reported during 1970 included those by Johnston (1970) on planning adult education; by Kaul (1970) on attitude towards agricultural extension education; by Patel (1970) on a statewide social education survey; by Pal (1970) on the relationship between formal education and training and resulting behaviour modification; and by Srivastava and others (1970) on various aspects of tri-

bal education. Prasad (1971) attempted an evaluation of literacy programmes in terms of their value for adult education and socio-economic development. Srivastava and his colleagues (1971) studied educational, economic and employment conditions of eighteen tribal communities. Shankar (1972) reported an experiment in functional literacy. Kudesia (1973) examined the role of social education in community development. In 1974, a number of studies were completed and reported. During this year, Bhandari (1974) reported on persistence and drop-out in adult education classes; Mali (1974) worked on factors affecting retention of literacy; Rao (1974) made a literacy survey of university Class IV employees; Rathnayya (1974) reported on structural constraints in tribal education; Sinha and Kolte (1974) worked on evaluation of adult education in relation to agricultural development. Deshpande (1975) reviewed the saint literature in Marathi for its curricular value in formal and non-formal education, and Talukdar (1975) surveyed adult education in Assam during the post-Independence period.

In 1978, studies were reported by Chittemma (1978) on experimental non-formal nutrition education programme for rural women; by Rahman (1978) on the development of population education curriculum; and by Mahar (1978) on a critical study of the workers' education scheme with special reference to their role in the Government of India Press. In 1979, three studies were reported by Shah (1979) on the impact of programmes of non-formal education on the community under adult education and two studies in non-formal education for children. Aikara (1979) made a survey of non-formal education programmes in a slum area and Chickermane (1979) studied the scheme of elementary non-formal education. In 1980, six studies were reported in the area of adult education and one in the area of non-formal education for children. In the area of adult education, Pillai (1980) studied the needs and provisions for adults in Kerala; Nair (1980) studied the preparation of a training programme for education workers in Kerala; Muthayya and Hemlatha (1980) studied the implementation of National Adult Education Programme; Patel (1980) studied the attitudes of teacher-educators towards the programme of non-formal education; Karunakaran (1980) worked on the factors in the effectiveness of non-formal education programmes for farmers; and Banerji (1980) made a comparative study of two Indian experiences in non-formal education, with its linkage with formal education. In the area of non-formal education of children, Sujatha (1980) studied the constraints of non-formal education with a view to suggest-

ing some useful strategies. In 1981, seven studies were reported: five on adult education and two on non-formal education for children. The studies on adult education included those by Bhingarkar (1981) on the implication of the concept of lifelong education for social education; by Dey and Natrajan (1981) on evaluation of adult education programme; by Habsur and others (1981) on evaluation of National Adult Education Programme in Maharashtra; by Shankar (1981) on literacy development among the females in rural areas; and by Rao (1981) on the relative effectiveness of four methods of teaching literacy to adults. Out of the two studies on non-formal education for children one was by Mullick (1981) on development of learning materials for non-formal education of girls and the other by Gupta, Grewal and Rajput (1981) on environmental awareness of rural and urban children in schools and non-formal education centres. Selvam (1982) reported a study on the impact of the telecast programme Education for Life on rural adults and Rastogi (1982) on a survey of non-formal education centres conducted by the NCERT in different States in the country.

Looking at the available research reports it can be mentioned that this area is now attracting attention and interest of the research workers. But still continuous and consistent efforts are required to identify the problems and coordinate research in this area. More fundamental aspects of non-formal education programme need to be studied in the years to come.

Fifty research studies have been reported in this area. They belong to curriculum, media and materials, needs, and reading interests, literacy status and evaluation. About two-thirds of the studies have been reported in the area of adult or non-formal education and about one-third in the area of non-formal education of children. Most of the research work is descriptive or survey type. Some of them have attempted causal or correlational analysis. Only a few researchers have employed an experimental approach in the study of their problems. More exploration has been done in rural than in the urban and industrial setting. Only two investigators have reported studies in the area of tribal education. Studies have been conducted in various geographical regions of the country in an *ad hoc* and sporadic manner. Mostly questionnaires and interview schedules have been used by various researchers. In some cases tests, case studies, tapes, slides, checklists, attitude scales and the governmental or other official records have also been used to collect data.

Research Trends

The studies in the area of non-formal education gained momentum only during the last decade when the country accepted non-formal education as an important approach of education to attain universalization of primary education and also developed a planned programme of adult education. The researches in the field of non-formal education may be classified into several categories. In this report, the studies have been broadly classified as those belonging to curriculum, media and materials, needs and interests, literacy, impact, and attitude. The trend in each category of research is outlined in the following pages.

CURRICULUM

In the area of curriculum, Sinha and Kolte (1974) conducted an experimental study which included four types of farmers, viz., those who were not exposed to any treatment, those exposed to functional literacy (FL), those exposed to farmers' training (FT) and those exposed to both (FL + FT) treatments. The study reported that all the farmers of FL and FL + FT groups and as many as 98 per cent and 99 per cent from control and FT groups respectively perceived the need of functional literacy for better life. Nearly all farmers of FL and FL + FT groups perceived improvement in their knowledge about agricultural activities and ability to read, write and do simple arithmetic. All the farmers of FL and FL + FT groups felt the need of farmers' training. FL + FT treatment was found to be the best for influencing agricultural development. Rahman (1978) aimed at developing the population education curriculum in a system of non-formal education for the out-of-school youth. The researcher reported that the attainment of specific objectives helped in achieving the general objectives. The concepts and the content areas were suitable for the fulfilment of the objectives and the curriculum materials helped in bringing about change of attitude in learners towards matters pertaining to population. Chittemma (1978) developed a comprehensive nutritional education curriculum with content and messages to be delivered to the mothers along with the health and nutritional programmes of maternity and child care services. She developed prototype of units and discussion guides also. The study evaluated the overall effectiveness of the material in terms of the gains in knowledge and adoption of the recommended practices by the learners. The study revealed that the gains registered by the respondents in the experimental group were significantly higher than

those registered by the control group. The gains in nutritional knowledge appeared to be influenced by the participants' place of living, their social class, family size, and number of children. Mothers living in huts and those belonging to the upper castes showed lower gains than those living in pucca houses and the scheduled castes. Clients belonging to nuclear families and those with one to three children showed higher gains than those from joint families and the families with six or more children. The experimental group showed greater awareness of the existing services like school lunch programme, immunization, etc. Higher favourable shifts in beliefs regarding food to be avoided during pregnancy, lactation, early childhood were observed in the experimental group. The overall gains in nutritional knowledge in the experimental group correlated negatively with the age of the respondents and the number of children, but correlated positively with per capita monthly expenditure and percentage of attendance in the non-formal classes. Chickermane (1979) developed a scheme for elementary non-formal education for out-of-school children after an analysis of content which was organized for achieving certain level of academic standards in elementary education. He suggested general education for those who would like to go for secondary education, and vocational education for those desiring to take up a vocation. According to his finding, education should be imparted through activities of children, and their work on farms may be related to the instructional programme. He also suggested that a full-time teacher might be engaged to run the class in the afternoon and pay visit to observe children at work in the home or on farms.

MEDIA AND MATERIALS

In the field of media and materials, Singh (1957) probed into the problem of Communication of Ideas through Adult Education and analysed 174 books and 304 films meant for neo-literate adults. He reported that adult education literature was one of the media of communication. Adult literature included books on history, social problems, agriculture and rural welfare, five year plans, health and hygiene, geography, science, general knowledge, biographies of famous poets and writers, folk literature, etc. In these books, values like unity, religious tolerance, socio-cultural synthesis, basic unity of all religions, civic responsibilities, duties of citizens, need for education and such other themes had been emphasized. He also found that an attempt had been made to develop an attitude against superstition, magic and conservatism through this literature. Mallikarjuna

Swamy (1969) worked on adult vocabulary and reported that the words which did not occur so frequently, but commonly occurred and were familiar to the adult would be helpful to control the vocabulary of neo-literates. Shankar (1972) experimented with two alternative approaches to literacy training. In one approach, the participants attended a six-month course with a rigid time schedule and programme break up. In the alternative approach the same course was extended to nine months. It was found that the length of the period covaried positively with writing speed but negatively with reading speed. Deshpande (1975) reviewed the saint literature of the middle ages in Marathi and sorted out useful content matter with reference to the following objectives: (i) to know human nature, (ii) to develop character, (iii) to participate in social and cultural development, and (iv) to appreciate emotional and national integration. The writings of five Marathi saints, viz., Dhyaneswar, Namdeo, Eknath, Tukaram and Ramdas, were analysed and classified in terms of their utility value as instructional materials in attaining the above-mentioned objectives in formal as well as non-formal education programmes. Mullick (1981) developed tape-slide self-learning programme for non-formal education of girls in the age group 11-14 years in rural areas and studied the attitude of teachers towards the use of tape-slide learning materials. He tried out the tape-slide programme on out-of-school 11-14 year old girls, which revealed that it was a viable means of teaching the illiterate without the assistance of a teacher. The teacher-trainees felt that the tape-slide material made the lesson interesting and more useful in the large classes, but the teachers felt that it was not possible without a trained teacher. It certainly reduced the teacher's workload and was better than the lecture method. Selvam (1982) studied the telecast programme Education for Life on the rural adults in the district of Chingleput, Tamil Nadu, in the fields of agriculture and animal husbandry, health and nutrition, family welfare and political socialization with special reference to the level of awareness, knowledge, adoption and use. Data were collected with the help of an interview schedule from fifteen villages from three blocks, of which nine were experimental and six controlled. In the pre-survey 446 viewers, in the mid-survey 383 and in the post-survey 369 viewers were interviewed. The study revealed that the higher exposure to television programme led to change in awareness, knowledge, better adoption of change in agriculture and animal husbandry, gain in knowledge in the areas of health and nutrition, family welfare and political socialization. The dummy variable technical analysis proved that the innovations in health

and political socialization were not due to demographic variables but due to exposure to television viewing, however, the illiterate and young women gained more than the literate and old women in the areas.

Chaube (1963) made a survey of youth welfare programmes functioning in Uttar Pradesh and concluded that informal education should be emphasized for the benefit of the illiterate drop-outs through evening classes, continuation classes and other school classes offering not only literacy programmes but also vocational subjects, handicrafts, etc. He also observed that provision for earning while learning should be made and compulsory national service scheme should be introduced to create social sensitivity in the youth with the coordinated efforts of all the agencies, both at the official and non-official levels.

NEEDS AND INTERESTS

Nagappa (1966) made an exploration into the reading needs and interests of the adult neo-literates. His study revealed that the story method of presentation of new ideas had high appeal to neo-literates. Topics which neo-literates wanted to read included those about which they had some previous knowledge and which were concerned with their occupations, their relation to the government, animal husbandry, functioning of village panchayats, family, health and community diseases. The study also revealed that the reading interests of these neo-literates could be sustained more systematically by opening community literacy centres in various localities and supplying necessary materials. Mallikarjuna Swamy (1969) made a similar survey of the reading needs and interests of adult neo-literates in Mysore State. According to him, the religious and folk literature had high appeal for the neo-literates. They liked stories and fiction and materials related to their working life. Informational matter, if presented through the medium of story, was likely to be received better than through the format of manuals or essays. It was suggested that while publishing the literature for the neo-literates, their age, sex, occupation, etc., may be taken into consideration. Dharm Vir (1968) undertook a study of the spare-time interests of Hindi-speaking villagers in 150 villages spread over eighteen districts of five Hindi-speaking states. His study was mainly concerned with inventoried interests. These interests could be categorized in six areas, viz., (i) intellectual interests, (ii) social interests, (iii) religious interests, (iv) economic interests, (v) health interests, and (vi) recreational interests. The study revealed that the interest in social activities was found in almost all the age groups. Adolescents had secured the

highest score in recreational activities. Reading, radio-listening, looking after animals and social service were most popular activities in different age groups. It was also found that with increase in age, the interest in reading increased, but interest in writing decreased. The study revealed that the quantum of interest decreased to 71.5 per cent in the young adults (age group 19-20 years), whereas it remained at 74.1 and 74.9 per cent in the adolescent and older adult groups, respectively. Inverse relationship was reported between density of population and the quantum of interests in different Hindi-speaking states. Aikara (1979) conducted a survey of Dharavi slums to have a preliminary idea about the magnitude of the problem of out-of-school children of the school-going age. He investigated the causes of the problem and the possibilities of introducing the programme of open learning. According to him, the poverty and poor education appeared to be the main reasons of student drop-out. By and large, the parents of out-of-school children were eager and willing to send their children for educational programmes to obtain literacy and vocational training. The parents of the majority of children wanted the mother tongue to be the medium of instruction. A project on developmental needs of the tribal people (Srivastava, 1970a) revealed that better education could lead to the betterment of their economic condition. Srivastava also reported that people had become conscious of the value of education. Lack of communication was a great impediment in the development of the tribal areas. Pillai (1980) made a survey of the need for non-formal education among adults in Kerala and the provisions available in the State for non-formal education for this group. The sample for the study comprised 1,570 employees of different categories working in different parts of the State, who were found to belong mainly to the clerical cadres and possessed Bachelor's degree. The study revealed that two-thirds of the respondents did not obtain any additional qualification after employment. Fifty-two per cent of the respondents wished to acquire higher qualifications and another 52 per cent also wished to acquire higher qualifications if adequate facilities were made available. The most important reasons for improving the qualifications were: for getting better pay and for improving educational status. Evening colleges, regular study and correspondence courses were the three means of acquiring higher education. The degrees enrolled for were Master's, LL.B. and Bachelor's. The most preferred subjects were law, psychology and economics. Only one-third of the respondents were aware of workers' education programme, while three-fourths were aware of

evening colleges and parallel facilities.

LITERACY

In the area of literacy, Gadgil (1945) developed a test of reading and writing by which the lapse into illiteracy could be measured. The researcher reported a positive relationship between the sharp fall in the lapse into illiteracy and the progressive increase of the standard in which a student left the school. Another significant finding was that it was necessary for a pupil to complete a four-year course at school in order to ensure the retention of literacy throughout his later life. This study also revealed that in the majority of instances reading and writing habits studied by the researcher were neither developed nor maintained, and that the educational efforts were wasted even though there was no actual lapse into illiteracy. The incidence of lapse into illiteracy was specially high among the middle and backward classes, among the agriculturists and agricultural labourers, and among the very poor ones. In a project, Voluntary Action for Adult Literacy, conducted at the Gandhian Institute of Studies (1969), it was found that the level of literacy among adults rose from 7 to 19 per cent after the establishment of adult literacy classes in the villages concerned. Khan's (1958) experiment revealed that in order to consolidate the gains of learning at least a total of 125 hours, followed by self-education through a library, were needed, to which a minimum of 75 hours could be added for the requirements of social education. The researcher, on the basis of his findings, suggested that to maintain the interest of neo-literates, efforts should be made to distribute literature in simple language on the topics of adult interest and, at the same time, efforts should be made to set up research units at the state level which may undertake research in basic vocabulary of neo-literates. Mali (1974) also studied the factors affecting retention of literacy among the adult neo-literates. Two kinds of factors were studied: (i) classroom factors such as motivation of the learners to join the class, methods of teaching in the class, reading materials used in the class, duration of the class and post-literacy practice; and (ii) environmental factors such as occupation of the adult learner, his age and locality of his residence. It was revealed that the kind of reading materials used was a significant factor affecting retention of literacy. The other classroom factors were related to a less extent and the environmental factors showed no relationships. Bhandari (1974) studied the factors which affected retention and drop-out in the adult literacy classes in Udaipur district in Rajasthan. He found no sig-

nificant difference between the persisters and drop-outs with regard to their age, sex, caste, marital status, occupation, affiliation with economic, social-political groups, schooling during childhood, size of land holding, and adoption of improved agricultural practices. Significant difference with respect to the content of learning existed between the participants of the literacy and functional literacy classes. The reasons given by the drop-outs were: day-work, animal husbandry work, lack of interest, school distance, domestic work, and ridicule by friends and relatives. The factors favouring persistence were: need to write letters and to sign, to read books on religion, to maintain farm records and accounts, to learn the language and to utilize the free time profitably. Rao (1981) conducted a comparative study of relative effectiveness of four methods of teaching literacy to adults. The study revealed that the alphabetic method was better than the sentence method for teaching literacy to adults. Within the alphabetic method, the teaching of reading for the first two months followed by writing was found to be more effective than the conventional alphabetic method; reading preceded the other literacy skills. He also found that the learning process was easy if the number of letters were as less as possible. Sarkar (1981) made a survey of literacy development among the females of different social groups living in West Bengal. The study revealed that 10 per cent of housewives in family life were educated above primary. But the figure for Muslims was only 3 per cent. The yearly growth rate in education among the females was 1 per cent. But it was higher among women of upper caste Hindus and almost negligible for Muslim women. There was higher rate of acceptance of educational development by the upper caste Hindu females due to urban influence, whereas urbanization effect in accelerating educational development was negligible in the case of the Scheduled Caste Hindu females. He also found that there was widening of educational attainment disparities among the three Hindu social groups.

Srivastava's work (1970b) revealed that due to technological backwardness, educational development had been difficult to achieve among the tribal community studied. He also reported that the incidence of drop-out was very high and attendance in adult classes was extremely low. He reported that teachers needed more facilities to work efficiently and effectively. He further pointed out that the high percentage of illiteracy made it difficult to introduce and implement the developmental programme. Cooperative credit societies had proved a failure among these tribal people. Srivastava and others (1970) found that the various developmental activities

were the major concern of the two main agencies, viz., the government and the Christian mission; both these agencies had been actively associated with the educational, economic and other developmental aspects of the tribals. Rathnayya (1974) studied structural constraints on tribal education. One of these was the distance from the school. The tribes, being located in remote places, found it inconvenient to send their children to school. Salaried tribals sent their children to school more often than the tribal farmers or labourers. The rate of drop-out was tremendous; from the 100 enrolled in Standard I, only three persisted up to Standard V. The teachers from the tribal community were not adequately equipped with the language of instruction. The non-tribal teachers had no orientation in tribal language and culture and thus were handicapped in achieving their objectives. The instructional materials and the curricula were of the normal type and not specifically developed for the tribal children. Hence, they served their purpose very inadequately.

IMPACT

The impact of social education on the life of the people was studied by Chaturvedi (1969) in the districts of Gorakhpur, Jhansi, Lucknow and Mathura. The investigator concluded that the social education programme under the Community Development Scheme had definite impact on the life of the people in the rural areas under study in spite of the many limitations of the programme. Wherever irrigation facilities could be developed, the change was noticeable. On the whole, however, there was not enough enthusiasm in either the people or the workers in the field about the social education programme and the attainment of its goals. There was not much of a change in the lives of women in spite of the appointment of Assistant Development Officer (Mahila), Gram Sevikas and Gram Lakshmis (women workers in the community development work). Kudesia (1973) studied the impact of social education on the social, political, economic, cultural and hygienic conditions of the learners in Madhya Pradesh, and on promoting self-confidence, self-sufficiency, cooperation and tolerance in them. The level of achievement in the health and recreational aspects of development was the highest as compared to other areas in which there was not much change. People remained conservative in respect of caste system, untouchability, poverty and social injustice. Political awareness remained at a very low level. The survey conducted by Patel (1970) revealed that there had been three cadres of personnel working for so-

cial education, viz., officers (Class I), supervisors (Class II, Class III) and field workers. Officers and supervisors usually participated more in entertainment activities and less in other activities and the majority of the personnel for social education opined in favour of change in the administrative set-up. The proportion of women workers was not satisfactory in comparison to the number of illiterate women. One significant finding reported by him was that regarding the programme of social education, there were different opinions about the very concept of social education; for some it was the teaching of 3 R's, while for others it was education for social change. Only 38.5 per cent of the social education workers were trained. About 68 per cent adults were not found cooperating in the programme. An attempt was made to evaluate the programme of adult education in the Wardha district by Agnihotri (1974). He found no improvement in the standard of living of the people as a result of developmental activities. The rural people had started realizing the importance of modern farming methods. A good percentage of them understood the necessity of cleanliness. People were mostly conservative and fate-oriented and spent their leisure time in praying to God rather than doing any other constructive work.

Ansari (1959), in his analytical study of training programme for social education workers, found that about 60 per cent of the time of the whole programme was allotted to theoretical work and the remaining 40 per cent was devoted to practical work.

An attempt to assess the status of adult education in Tamil Nadu was made by Johnston (1970). He suggested a plan of action also. According to him, first of all, the problem of wastage and stagnation at the school stage should be effectively tackled to arrest the growth of the problems of adult illiteracy. The non-formal education programmes should be occupationally oriented. He concluded that the social education programme did not serve this purpose very much.

Talukdar (1975) surveyed the status of adult education in the State of Assam during the post-Independence period. According to him, the state of adult education in Assam was far from satisfactory due to a variety of reasons, the important ones being organizational difficulties, dearth of teachers, lack of means of communications and transport and lack of healthy attitude on the part of the universities in relation to adult education. Mahar (1978) conducted a study of the workers' education scheme in India with special reference to its role in the Government of India Presses. He reported that the workers' education scheme in the Government of India

Presses had succeeded in creating a sense of belonging, productivity consciousness and trade union consciousness among the workers. These schemes had helped in eliminating the interference of outside trade union leadership. The management representatives also confirmed that trained workers had become more attentive, loyal, devoted and duty conscious. Shah (1979), in her critical study of the programmes of non-formal education in Baroda city and their impact on community, included 305 out of 3,050 beneficiaries of the programme. She found that nine categories of organizations offered these programmes. The majority of the programmes were in the area of socio-cultural activities and creative use of leisure-time activities. The highest number of non-formal education programmes were attended by women between 20 and 35 years of age. The number of persons attending a programme varied from 5 to 100. The programmes of health and family planning used some of the modern methods of instruction such as the use of audio-visual aids, group discussions, etc. The impact of knowledge and practices in health and nutrition was average. But the impact of non-formal education in the use of leisure-time activities and getting supplementary income was high. Karunakaran (1980) identified the factors to be tackled in an effective programme of non-formal education and training of farmers. He reported that the factors affecting the non-formal education and the training of farmers were: agricultural loans, use of fertilizers, use of high-yield variety of seeds, modern agricultural implements and use of pesticides, the habit of reading and their religious faith. The study verified that the experimental group of farmers was superior in all the factors studied. Sujatha (1980) studied the constraints on education of the Nellore district Unadis with a view to suggesting some strategies of non-formal education. Through a survey she found out that the enrolment in the road-side primary schools was better. She identified the household work and the vocation of agriculture as the main reasons for the lack of interest in education. The free nature of the people, the instability in life and frequent changes of spouses hampered better enrolment. The rate of drop-out was very high among girls and in mixed villages. The parents of children rarely participated in the school functions and felt inferior, in front of the caste Hindu students and teachers. She also pointed out that the curriculum was not related to their life and community. Muthayya (1980) studied the implementation of the National Adult Education Programme. The sample consisted of 60 each of learners and potential learners and 30 each of drop-outs and leaders from six villages of Bhor Block of Pune district of

Maharashtra. The study revealed that the persons in the formal education system believed that adult education was not their concern at all. The involvement of developmental functionaries or agencies in the implementation of NAEP was negligible. The reading material, by and large, was oriented to literacy and functional component and not enough material on awareness was available. Most of the supervisors had graduate degrees but did not have enough knowledge about the village set-up. The instructors were found to have inadequate orientation and attitude for managing the programme, but they expressed desire for exposure to areas of awareness and functionality component. The learners, however, maintained favourable opinion about the programme. Dey and Natarajan (1981) evaluated the adult education programme in nine districts of Bihar. The study included 240 adult education centres and involved 1,706 learners, 246 drop-outs and 240 instructors. They found that the coverage of women learners in different blocks varied from 7 to 35 per cent. Average attendance ranged from 16 to 24 learners per centre. Most of the learners joined the programme primarily to obtain the literacy skills. They informed the investigators that they had acquired knowledge regarding agriculture and poultry through adult education programme. They also expressed the desire to learn sewing, weaving, carpentry, nutrition and child health care. The majority of the drop-outs were from agricultural occupation. Family problems, lack of desired learning and uninteresting instructional programmes, inconvenient location of centres and unsuitable timings of classes were the main reasons for drop-out. Hebsur and Aikara (1981) evaluated the National Adult Education Programme in Maharashtra. Sampling of districts was done by representing all the four geographical regions of Maharashtra. The study reported that the majority of Adult Education Centres (AECs) were located in villages which ranked low on the scale of exposure to modernization. Only one-third of AECs were located in the school premises. One-fourth of AEC instructors were women. Most of the instructors had joined the programme out of a desire to participate in the development of the area. AECs contributed to raising the functionality level of the learners; the disadvantageously placed learners gained more in this regard, but advantageously placed learners gained more in social awareness. However, AECs gave more emphasis to literacy than functionality and social awareness. Gupta, Grewal and Rajput (1981) conducted a survey of environmental awareness among children of rural and urban areas of non-formal education centres. They found that the difference between FR (formal education—

rural) and FU (urban), and NFR (non-formal-education — rural) and FU on environmental awareness was significant and was in favour of FR and NFR. The aspects included in the environmental awareness were: source of getting cotton, edible portion of tomato plant, animal for watching the house, effect of weather on the growth of plants, shape of earth etc. The NCERT (Non-formal Education Group) conducted a survey of its 228 NFE centres run through its Regional Colleges of Education and field officers from December 1978 to May 1982. The purpose was to identify the approaches and strategies adopted at the centres in respect of curriculum, teachers and supervisors, instructional materials, instructional programmes and evaluation programme and to study the different aspects of the programme with its strengths and weaknesses. The total number of children in these centres was 65,016. The teachers included 199 males, 129 females out of whom 27 belonged to SC/ST community. During the period of two years from 1979 to 1981, 238 passed the formal examination conducted by respective education departments for Classes IV or V and 105 were admitted to formal schools. The range of cost per child per centre was from Rs.76 to Rs.98 only.

Banerji (1980) developed a comparative overview of the two Indian experiences in non-formal education and their linkages with formal education. The sample consisted of the Directorate of Non-formal and Adult Education of Tamil Nadu and Seva Mandir, a voluntary agency in Rajasthan. He reported that both the organizations used formal education as a source, Tamil Nadu to a very obvious degree and Seva Mandir to the extent that the whole of its full-time staff were the products of the formal stream. The Tamil Nadu Directorate perceived the formal system as co-existent and potential help, while Seva Mandir seemed to see the formal system in some kind of mild competition. The Tamil Nadu Directorate perceived it as a one-shot project, while Seva Mandir saw this project as continuous for creative model rural development work. Seva Mandir focussed on technical skills of project content, while the Tamil Nadu Directorate focussed on project administration skills. However, the immediate need of both the organizations appeared to be the post-literacy follow-up.

ATTITUDE

Bhingarkar (1981) tried to study the implications of the concept of lifelong education for social education. He reported that the concept of lifelong education appeared to be something new to many Indians. The Na-

tional Adult Education Programme was not going beyond literacy education and its progress was not uniform throughout the country. The failure to learn from past experience was one of the main causes of the failure of adult education campaigns. The success of the National Adult Education Programme required the active involvement of voluntary organizations, trade unions and cooperatives. Any social education programme should have three basic elements, viz., literacy, learning occupational skills and creation of social and political awareness. The attitudes of the undergraduate students of Punjab Agricultural University towards agricultural extension work were studied by Kaul (1970). Age and academic achievement of students were unrelated to students' attitudes in the aforementioned respect. Socio-economic status and mutual friendship relations were related with the attitudes. Centrality in communication network among the students tended to be positively related with attitudes in the initial stages but negatively in the later stages. Patel (1980) investigated the attitude of the teacher-educators towards the programmes of non-formal education leading to lifelong education in the State of Gujarat. The study consisted of 400 teacher-educators from 40 colleges of education. The study reported that there was significant difference between the attitudes of teacher-educators of Central Gujarat and those of teacher-educators of North Gujarat, South Gujarat and Saurashtra region. Age and income but not sex or education were influential factors in the positive attitude of teacher-educators towards non-formal education. Teacher-educators of urban areas were found to have more favourable attitude towards non-formal education than those of semi-urban areas. Pal (1970) made comparison between institutional and non-institutional farmers' training and educational programmes in relation to knowledge, attitude and change in their behaviour and found that the farmers who participated in the institutionalized and non-institutionalized programmes differed significantly with regard to the change in knowledge related to package practices. He also reported that caste was a significant correlate in the change of attitude toward farmers' training and education programmes, whereas age was not found to be significantly correlated with the changes in behavioural component of the farmers of the treatment group, but negatively related to adoption of package practices. Shankaran Kutty Nair (1980) studied training aspect and found out the opinions of experts, community leaders and social workers regarding the training programmes for non-formal education workers prevalent in Kerala. He ascertained that the objectives, contents, scope, methodology and

evaluation of the training programmes organized by different agencies in Kerala and also in the schemes suggested by the Directors of Adult Education were different. He also prepared a training programme for the non-formal education workers and found out attitudinal change among the workers consequent on training. The instructors trained through the new programme were found superior to the others by way of equipment in relation to the roles expected of them. Experts also remarked favourably about the total programme and its success.

Gaps and Priorities

From the account given so far it may safely be said that there has not been much systematic and sustained effort to conduct research in the area of non-formal education. The studies show *ad hoc* attempts for superficial exploration and unwanted duplication. However, it may be said that the work of several stray researchers from the varied fields has prepared a ground for the establishment of non-formal education as an important area of enquiry.

Most of the research studies reported so far are in the form of status studies assessing the situation, especially with reference to the programmes of adult education and non-formal education for children. The findings regarding the state of programmes, personnel, methods, materials, wastage of efforts, etc., are quite important. Before any attempt is made to take action with regard to these, more rigorous research designs will have to be used to confirm the findings. It is obvious from the reports that similar studies often bring about contradictory observations. With different populations studied, this is not improbable. However, methodological sophistication is very much warranted. However, experimental, correlational, evaluative and follow-up studies, at times

involving case study approach, are required to unearth more useful and conclusive data. It is time that models based on different approaches and strategies regarding different aspects of non-formal education were identified and tested.

The probable areas of research requiring proper attention may be listed as follows: philosophy and goals of non-formal education; population characteristics; life styles and life experiences of the clientele, their needs, interests, and other motivational characteristics; learning materials, methods, media, instructional aids, libraries; characteristics of non-formal education programme for adults and children; organization and administration of non-formal education programmes; personnel in non-formal education; evaluation of the learning outcomes; evaluation of the programmes; integrating non-formal education with other formal education systems; interdisciplinary collaborations in developing the emergent area of non-formal education.

The present disciplines of pedagogy, psychology, sociology, anthropology, economics, social work and management science have much to contribute to the thinking on the several aspects of research in this area. In view of its importance in the national development, if a National Institute of Non-Formal Education is set up with expertise drawn from the several areas which converge on this theme, it may give proper direction to the efforts which are already being made in this area. The universities and colleges of education can also take initiative on their own to form such interdisciplinary cells to organize training, research and action programmes with or without assistance from the various agencies like the University Grants Commission, the National Council of Educational Research and Training, the Indian Council of Social Science Research, the Union Ministry of Education or State departments of education.

ABSTRACTS: 1451 — 1481

- *1451. BASTIA, K.C., *A Study of the National Adult Education Programme in the Tribal Region of Orissa State*, Ph.D. Edu., MSU, 1982

The main objectives of the investigation were: (i) to identify the problems and needs of the tribals pertaining to their social, economic, political and cultural spheres of life, (ii) to study the process and content of National Adult Education Programme (NAEP) in the tribal region with respect to its objectives, (iii) to study the perceptions of the tribals with regard to the potentialities of the NAEP to solve their problems and needs, (iv) to study the relevance of the NAEP in relation to the problems and needs of the tribals, and (v) to study the impact of the NAEP on the tribal learners with respect to their achievement and behavioural changes.

The study was conducted in twenty-one villages in three gram panchayats, namely, Bankisol, Bijatala and Jashipur, of Mayurbhanj district in Orissa. All the forty Adult Education Centres (twenty-four for men and sixteen for women), which were functioning in three villages, were selected for the study. In order to conduct interviews, forty instructors of the centres, 106 community leaders, 108 illiterate adults, 68 drop-outs and 306 learners were selected from the twenty-one villages. Data were collected from the official records, interviews with the respondents and through observations of the life situations and visits to the centres. The tools used for data collection were: a village information schedule, interview schedules for villagers, instructors, community leaders, learners, illiterate adults and dropouts, an observation schedule, a hypothetical situation test, and tests of achievement.

The major findings of the study were: (i) According to the 1971 Census, 81.08 per cent of the population in these twenty-one villages belonged to the Scheduled Tribes. A majority of them were cultivators and daily wage earners. (ii) Only a small portion of the land in these villages was irrigated. The infrastructure facilities in these villages with regard to water supply, roads, electricity, educational institutions, banks, cooperative societies, etc., were inadequate. (iii) Most of the villagers were not aware of scientific methods of cultivation, such as the use of modern implements, fertilizers, pesticides and soil-testing. (iv) The unemployment situation became acute during the post-harvest season due to which about 30 per cent people had to migrate to work sites. (v) Most of the tribals had poor knowledge of

health and sanitary conditions as well as of the local political organizations. (vi) Although most of the instructors were from the tribal communities, they were poorly qualified. Except for a few, they received only a week's training, which was ill-planned and inadequate. (vii) Out of the forty centres, a majority of them were located at the residence of villagers and instructors. Most of the centres lacked proper physical facilities with regard to seating and lighting arrangements. (viii) Thirty learners were enrolled in each centre; most of them were tribals and belonged to the age group 15 to 20 years. (ix) All the centres were running for two hours daily on all the days in a week, except the local market day. (x) Average daily attendance for male centres was comparatively higher than that for the female centres. Poor economic conditions and family problems were stated as the major reasons for non-attendance and dropping out. (xi) All the instructors were following a primer and a supplementary reader as the sole curricular material. Thus, the programme concentrated mainly on literacy and numeracy skills only. Further, most of the content units in the material did not reflect tribal life situations and their cultural practices. (xii) Teaching aids like cloth blackboard, maps and a few pictorial charts were supplied to all the centres. Out of these only the cloth blackboard was in regular use. (xiii) At all the centres, instruction was given through Oriya language. A few non-tribal instructors who did not know the tribal language, faced difficulty in communicating with the tribal learners. (xiv) Lack of proper physical facilities at the centres, dearth of qualified instructors, irregular payments, irrelevant curriculum and instructional materials and infrequent supervision were the main bottlenecks in effective functioning of the programme. (xv) Lack of library facilities and dearth of post-literacy materials were the constraints in organizing follow-up programmes. (xvi) Most of the learners did better in literacy and numeracy tests than in functionality and awareness tests. (xvii) Behavioural changes as indicated by performance on a hypothetical situation test were better for the learner group than for the illiterate adult group. (xviii) The impact of the NAEP on neoliterates with regard to their functional development in terms of agricultural improvement was negligible.

1452. BHINGARKAR, D.B., *Implications of the Concept of Lifelong Education for Social Education*, Ph.D. Edu., Bom. U., 1981

The main objectives of the investigation were: (i) to

study the causes of the prevalence of 70 per cent illiteracy in spite of several campaigns and programmes in the Five Year Plans, (ii) to find out how the perspective of the present concept of social (adult) education could be widened in relation to the broader concept of lifelong education, (iii) to study the National Adult Education Programme and to suggest ways and means to improve or modify it, (iv) to review the work done by the universities in Maharashtra in respect of social (adult) education, and (v) to find out how far the mass media of education could be effectively used for the success of the National Adult Education Programme.

The questionnaire method, along with observation and interviews, was used for collecting data. This was supplemented by library work and visits to social education centres and continuing education classes. The questionnaire was administered to some social education workers. Sixty-three neoliterates were interviewed to find out what they did to avoid a relapse into illiteracy. An opinionnaire was sent to forty-six eminent educationists in India to know their opinion about different perspectives of social (adult) education and lifelong education.

The main findings of the investigation were: (i) The concept of lifelong education appeared to be something new to many Indians. (ii) The concept and content of social (adult) education had undergone several changes. (iii) Social (adult) education was a part and parcel of lifelong education and its scope would have to be widened so that it did not remain adult education but really became lifelong education. (iv) The National Adult Education Programme was not going beyond literacy education and its progress was not uniform throughout the country. (v) The methods used for teaching adults resulted in wastage and drop-out. (vi) Failure to learn from past experience was one of the main causes of the failure of social (adult) education campaigns. (vii) Success of the National Adult Education Programme required the active involvement of voluntary organizations, trade unions and cooperatives. (viii) The universities in Maharashtra had started recognizing their responsibilities towards the people as far as social (adult) education was concerned. (ix) Awareness was the most essential attribute of any social (adult) education programme. (x) Any social (adult) education programme should have three basic elements, viz., literacy, learning occupational skills and building and creation of social and political awareness. (xi) The mass media were very powerful media of instruction. (xii) Illiterate adults joined social education centres after they realized the importance of education. (xiii) The general effect of education

received by the neoliterates was that they were able to improve their employment prospects and raise their social status. (xiv) The neoliterates were generally alive to the need for retaining their literacy. (xv) The present concept of social (adult) education met mostly the first two needs but not the third one, viz., political need of the learners.

1453. CHICKERMANE, D.V., *Elementary Non-formal Education for Out-of-school Children*, Research Centre in Rural Education, Gokarn, 1979 (NCERT-financed)

The objective of the study was to develop a scheme for elementary non-formal education for out-of-school children after an analysis of content and its organization for achieving a certain level of academic standard in Elementary Non-formal Education Centres (ENFEC). Four major educational needs were identified and a curriculum for six subjects was drawn up. Details of content and activities were listed. The functioning of the experimental elementary non-formal education class over a ten-month period was discussed with regard to its location, accommodation, emoluments, attendance, curriculum followed, teaching methods and evaluation procedures.

The findings of the experiment were: (i) Universalization could be achieved through part-time education for out-of-school children. (ii) The part-time education should be of three categories, one catering to the majority who dropped out before Class IV, the second being general education for those who left after Class IV but would be going in for secondary education and the third being vocational education for those who left after Class IV, desiring to take up a vocation. (iii) Though it was not feasible to have separate classes for the small number who had studied till Class IV, they required some compulsory education and elements of vocational education, particularly agriculture and gardening. (iv) All education should be imparted through activities and their work on farms be related to the instructional programme. (v) The ENFEC classes be attached to the primary school and be the responsibility of the State. (vi) A full-time teacher be engaged to run the classes in the afternoon; he would at other times pay home visits to observe children at work in the home and on the farms. (vii) Interested voluntary agencies be allowed to run such classes wherein the entire expenses involved, including the teacher's salary, be reimbursed.

- 1454.** CHITTEMA, M., *An Experimental Non-formal Nutrition Education Programme for Rural Women*, Ph.D. H.Sc., Madras U., 1978

The major objectives of the study were: (i) to develop a comprehensive nutrition education curriculum with content and messages to be delivered to the mothers along with health and nutrition programmes of the maternity and child care services, (ii) to develop prototype units and discussion guides for the curriculum to be used in nutrition education and non-formal education programmes, (iii) to evaluate the overall effectiveness of the material thus developed in terms of the gains in knowledge and adoption of the recommended practices by the learners, and (iv) to identify socio-economic and demographic factors associated with gains in nutritional knowledge.

The study was conducted as two experiments. The first experimental project was in the form of non-formal education for rural women. One of the components of the experiment was developing, evaluating and revising appropriate nutrition education material. The sample included 197 respondents, 103 from six control villages and 94 from six experimental villages. The auxiliary nurse and midwives were the educators. The second experiment was conducted in two villages to see the possibilities of utilizing the existing infrastructure in the villages in organizing the non-formal education programme to assess the adaptability of the nutrition education material developed and to evaluate the effectiveness of the material. The sample in this experiment consisted of 106 mothers (51 from the control villages and 55 from the experimental villages).

The major findings of the study were: (i) The gains registered by the respondents in the experimental group were significantly higher than those registered in the control group. (ii) The gains were in nutritional knowledge in different nutritional areas. (iii) The gains in nutritional knowledge appeared to be influenced by the participants' place of living, their social class, type of family, size of family and the number of children. Mothers living in huts registered lower gains than those living in pucca houses; the Scheduled Castes recorded significantly higher gains for knowledge regarding the functions of foods whereas the upper castes showed the lowest gains; nuclear families showed higher gains than joint families and the families with six and more children registered lower gains than those with one to three children. (iv) Nutrition education resulted in higher *per capita* expenditure on food. The expenditure on pulses, vegetables and milk was higher after the treatment. (v)

The experimental group showed greater awareness about the existing services like school lunch programme, immunization, etc. (vi) Higher favourable shifts in beliefs regarding foods to be avoided during pregnancy, lactation and early childhood were observed in the experimental group. (vii) The overall gains in nutritional knowledge in the experimental group correlated negatively with the age of the respondent and number of children but correlated positively with *per capita* monthly expenditure and percentage of attendance in the non-formal education classes.

- 1455.** DEY, B.R. and N. TARAJAN, R., *Evaluation of Adult Education Programme in Nine Districts of Bihar*, Xavier Institute, Jamshedpur, 1981

The study comprised nine independent evaluation projects conducted in nine different districts of Bihar. The main objective of these studies was to assess the performance of the National Adult Education Programme (NAEP) with reference to (i) the learners' background, (ii) the instructors' background, (iii) the learners' participation, (iv) the teaching-learning process, and (v) the impact of the programme.

The sample for the study was selected from among the adult education centres (AECs) functioning in one block each from the nine selected districts. In all, 246 AECs were selected. At each of the selected AECs, five learners, one drop-out and the instructor-in-charge of the centre were selected for the survey. Thus, data for the study were collected from 1,706 learners, 246 drop-outs and 246 instructors. The tools for data collection included separate questionnaires for learners, drop-outs and instructors, and rating scales for the appraisal of learners' literacy level.

The major findings of the study were: (i) The coverage of women learners in different blocks varied considerably ranging from 7 per cent to 35 per cent. (ii) Average attendance in all the projects ranged from sixteen to twenty-four learners per centre. (iii) The AECs mainly catered to the needs of persons engaged in agriculture. The next dominant group which took advantage of the programme was that of housewives. (iv) In the families of the learners, the proportion of the children in the age group six to fourteen but not attending schools ranged from 35 per cent to 78 per cent in different districts. (v) Most of the learners joined the programme primarily to obtain literacy skills and only a few appeared to have joined it for acquiring functional skills. (vi) The performance of the learners was better in reading than in writ-

ing. The performance in doing simple calculations was comparatively poor and needed improvement. (vii) Most of the learners indicated that they acquired knowledge regarding agriculture and poultry through the adult education programme. They also expressed desire to learn about such aspects as sewing, weaving, carpentry, nutrition, health and child care. (viii) The adult education centre was one of the important sources of information for the learners regarding rural bank, family welfare centre, primary health centre, veterinary centre and cooperative society. (ix) A majority of the drop-outs were from the agricultural occupation; also, most of them belonged to the target age group of fifteen to thirty-five. (x) The period of attendance of the drop-outs at the AECs was around four weeks. (xi) Family problems, lack of desire to learn, uninteresting instructional programmes, inconvenient location of the centres, and unsuitable timings of classes were the main reasons for dropping out. (xii) Occupation of most of the instructors was agriculture. (xiii) The proportion of the female instructors was quite low in all the districts. (xiv) The Scheduled Castes and the Scheduled Tribes were properly represented among the instructors. (xv) A majority of the instructors belonged to the villages where the AECs were located. (xvi) The instructors in all the sampled centres, except three, were trained for their job. The duration of training was less than two weeks in four of the nine districts while in others it ranged from two to three weeks.

- 1456.** HEBSUR, R.K., AIKARA, J. and HENDRIQUES, J., *National Adult Education Programme in Maharashtra: an Evaluation*, Unit for Research in the Sociology of Education, TISS, Bombay, 1981

The objectives of the study were to ascertain (i) the socio-economic and ecological characteristics of the Adult Education Centres (AEC), (ii) the type of agencies running the AECs and the differences among them with regard to the characteristics and performance of the AECs, (iii) the socio-economic background and training of the instructors, (iv) the socio-economic background of the adults enrolled in the AECs, (v) the extent of drop-out from the programme and the reasons for the drop-out, (vi) the reasons for eligible learners not joining the Centres, (vii) the characteristics of the AECs associated with the imparting of literacy, functionality and social awareness, and (viii) the socio-economic characteristics of the learners affecting the acquisition of liter-

acy, functionality and social awareness.

The sampling of the districts was done by representing all the four geographical regions of Maharashtra. A random sample of AECs stratified on the basis of the agencies running the Centres was drawn. The AECs belonging to each strata were then allocated to the four regions in proportion to the size of the universe in each region. Within the region the allocation of the AECs, run by each agency, to the districts was done in proportion to the size of the universe in each district. Then the required number of AECs were drawn by the systematic random sampling method.

The major findings of the study were: (i) The majority of the AECs were located in villages which ranked low on the scale of exposure to modernization. (ii) Only one-third of the AECs were located in school premises. (iii) One-fourth of the AEC instructors were women. (iv) Most of the instructors joined the programme out of a desire to participate in the development of the area. (v) Half of the instructors did not receive their remuneration regularly. (vi) As many as 93 per cent learners were in the age group 15-33; 28 per cent were females, 49 per cent belonged to weaker sections and 50 per cent were landless. (vii) The major problem in setting up the AEC was getting proper premises. (viii) The AECs contributed to the learning of reading, writing and arithmetic skills. (ix) Favourably placed learners performed better in literacy. (x) The AEC contributed to raising the functionality level of the learners, and disadvantageously placed learners gained more in this regard. (xi) The AEC played a positive role in enhancing the learners' social awareness, and advantageously placed learners gained more. (xii) The AECs gave more emphasis to literacy than functionality and social awareness.

- 1457.** KARUNAKARAN, K., *Identification of Factors to be Tackled in an Effective Programme of Non-formal Education and Training of Farmers*, Ph.D. Edu., Ker.U., 1980

The important objectives of the study were: (i) to collect data on socio-economic status of the farmers of Vellanad, (ii) to identify the factors that affected the non-formal education and training of the farmers, (iii) to determine the effectiveness of the factors identified on the trained farmers and the non-trained farmers, (iv) to compare the trained farmers and the non-trained farmers in the Intensive Paddy Development Units in relation to the factors identified, and (v) to compare the farmers in Vellanad and Intensive Paddy Development Units in relation to select factors.

Vellanad village where Mitraniketan, a voluntary organization was situated, and eight Intensive Paddy Development Units in Trivandrum district were selected for the study. The subjects for the experimental design consisted of ninety trained farmers in the experimental group and ninety non-trained farmers in the control group from Vellanad village and 120 trained farmers in experimental group and 120 non-trained farmers in control group from the eight Intensive Paddy Development Units. A questionnaire was used to collect data.

The major findings of the study were: (i) A majority of the farmers belonged to the lower socio-economic group and had studied up to the primary level. (ii) The factors that affected the non-formal education and training of the farmers were: availing of agricultural loans, prayers, belief in auspicious and inauspicious timings, use of fertilizers, high-yielding varieties of seeds, modern agricultural implements, pesticides and reading habits. (iii) The farmers in the experimental group were superior to or significantly different from the control group on all the factors. (iv) The trained farmers were superior to the non-trained farmers in the Intensive Paddy Development Units regarding all the factors identified. (v) As the level of education of the farmers increased, the influence of superstitious beliefs and customs decreased. (vi) The trained farmers and the non-trained farmers in both Vellanad and Intensive Paddy Development Units differed significantly in each of the factors studied.

- 1458. MAHAR, A.,** *A Critical Study of the Workers Education Schemes in India with special reference to Their Role in Government of India Press*, Ph.D. Com., AMU, 1978

The objective of the investigation was to critically study the workers' education schemes in India with special reference to their role in creating trade union consciousness and fostering better industrial relations in the Government of India Presses.

The study was conducted on 1,810 workers and 43 worker-teachers of seventeen Government of India Presses with the help of two questionnaires constructed by the investigator.

The major findings of the investigation were: (i) Workers' education schemes in the western countries made rapid strides but in India the major burden of providing workers' education was on the government. Non-governmental agencies like employers, trade unions, universities and social organizations had not shown any interest in workers' education. (ii) Workers' education

schemes in Government of India Presses succeeded in creating a sense of belonging, safety consciousness, productivity consciousness, duty consciousness and trade union consciousness among the workers. (iii) These schemes motivated the worker-teachers to take keen interest in trade union activities including membership drive, addressing the union meetings, etc. (iv) These schemes helped in eliminating the interference of outside trade union leadership. (v) The management representatives also confirmed that the trained workers had become more attentive, loyal, devoted and duty conscious.

- 1459. MULLICK, S.P.,** *Development of Learning Materials for Non-formal Education of Girls in the Age Group 11-14 Years in Rural Areas*, Dept. of Teaching Aids, NCERT, 1981

The main objective of the study was to develop learning materials on the principles of programmed learning for non-formal education of girls in rural areas in the age group 11-14 on health education. The study was divided into two phases. The first phase was a study of the effectiveness of tape-slide presentation for teaching illiterate children. In the second phase the study of attitude of teachers towards the use of tape-slide learning materials in non-formal education was undertaken.

The main findings of the study were: (i) The tryout of the tape-slide programme on 11 to 14 year old girls outside school revealed that the tape-slide presentation was a viable means of teaching illiterates without the assistance of a teacher. (ii) The teacher-trainees felt that tape-slide materials were useful for non-formal education, making the lesson interesting and more useful in large classes. (iii) The teachers felt that the materials could be used to teach illiterate persons but did not think that it was possible without a trained teacher. (iv) It was believed that it reduced the teachers' workload and was better than the lecture method.

- 1460. MUTHAYYA, B.C. and HEMLATHA, C.,** *Implementation of National Adult Education Programme*, National Institute for Rural Development, Hyderabad, 1980

The study examined (i) the existing interrelationship between the programmes of adult education and rural development in terms of the extent of involvement of functionaries at the district and block levels and below

these levels, (ii) the factors that promoted motivation among learners and functionaries of adult education at various levels, and (iii) the steps for improving the functioning of the programme as a major component of rural development.

The sample consisted of sixty each of learners and potential learners and thirty each of drop-outs and learners from six villages of Bhor block of Pune district of Maharashtra. Interviews were also held with the Additional Director of Adult Education, District Adult Education Officer, Project Officer, Supervisors, Instructors and also the project coordinator at the State Resource Centre. Secondary data were collected in regard to organizational arrangement for implementing adult education and other development programmes.

The study yielded the following findings: (i) There was not much variation between the recommended administrative set-up for adult education and that existing in Maharashtra. The officials in the formal education set-up believed that adult education was not their concern at all. (ii) The involvement of development functionaries or agencies in the implementation of the Adult Education Programme was negligible. From the Block Development Officer to the Gram Sevak, nobody was properly oriented to the Adult Education Programme *vis-a-vis* development schemes. (iii) The State Resource Centre did not undertake any field survey to identify the learners' needs to develop the required learning and teaching material. The reading material, by and large, was oriented to literacy and functional components and not enough material on awareness was available. (iv) The involvement of the local leaders in the implementation of the Adult Education Programme was restricted to providing accommodation for the centres and persuading the learners to attend them. (v) Most of the supervisors had graduate degree but did not have enough knowledge about the village set-up. (vi) The instructors had inadequate orientation and attitude for managing the programme but they expressed desire for exposure to new areas of information, specially in awareness and functionality components. (vii) The drop-outs gave reasons for their withdrawal as either being busy with their work or family problems. They did not have a clear perception of the benefits of the programmes. (viii) The learners in the Adult Education Centre maintained a favourable opinion about the programme. Their perception was, however, limited to literacy skills and, to some extent, functionality and did not cover the awareness component of the programme.

1461. NAIR, G.S., *Preparation of a Training Prog-*

ramme for Non-formal Education Workers in Kerala, Ph.D. Edu., Ker. U., 1980

The major objectives of the study were: (i) to ascertain the different types of training programmes prevalent in Kerala, (ii) to find out the opinions of experts, community leaders and social workers regarding the training programmes for non-formal education workers, (iii) to evolve appropriate tools for the selection of prospective workers, (iv) to experiment the programme on a selected sample of non-formal education workers and to find out the attitudinal changes among the workers consequent on training, and (v) to prepare a training programme for the non-formal education workers in Kerala.

The training programme, prepared on the basis of the responses of twenty-five experts to a questionnaire and with a concurrence of thirty-five experts on the various aspects of the training through a checklist, was tried out on a representative sample of thirty instructors selected from Trivandrum district. The selected instructors were given training in accordance with the newly evolved training programme. The impact of the training programme was measured using a personal data sheet, a rating scale, a self-evaluation schedule and an observation schedule.

The major findings of the study were: (i) Differences were noticed in the objectives, content, scope, methodology and evaluation of the training programme organized by different agencies in Kerala and also in the schemes suggested by the Directors of Adult Education. (ii) There was a change in attitude in the case of the whole group and in all sub-strata. (iii) The experts remarked that in the case of planning, preparation and execution, the total programme was a great success. (iv) The instructors trained through the new programme were superior to the others by way of equipment in relation to the roles expected of them.

1462. PATEL, G.H., *An Investigation to Study the Attitude of the Teacher-educators Towards the Programmes of Non-formal Education Leading to Lifelong Education in the State of Gujarat*, Ph.D. Edu., MSU, 1980

The major objectives of the study were: (i) to measure the attitude of the teacher-educators towards the programmes of non-formal education, (ii) to examine whether the attitude of teacher-educators had any relationship with their sex, age, qualifications and professional experience, and (iii) to find out the relationship

between the semi-urban and the urban teacher-educators.

The sample consisted of 400 teacher-educators from 40 colleges of education selected by the stratified random technique according to sex, age, qualifications and experience. A Likert-type scale was constructed to measure the attitude towards non-formal education. The scale consisted of 100 items. For data analysis, descriptive statistics, t-test and product moment correlation were used.

The major findings of the study were: (i) There was significant difference between the attitude of teacher-educators of Central Gujarat and that of teacher-educators of North Gujarat, South Gujarat and Saurashtra region towards non-formal education leading to lifelong education. (ii) Age was an influencing factor in the attitude of teacher-educators towards non-formal education. (iii) The male and the female teachers did not differ in their attitude towards non-formal education. (iv) There was no significant difference in the attitude of teacher-educators having graduate, post-graduate and doctorate degrees towards non-formal education. (v) Professional experience did not influence the teacher-educators' attitude towards non-formal education. (vi) The income of teacher-educators influenced their attitude towards non-formal education. As income increased, the attitude became more favourable. (vii) The teacher-educators from urban areas had more favourable attitude towards non-formal education than those from semi-urban areas.

1463. PESTONJEE, D.M., LAHARIA, S.N. and DIXIT, D., *National Adult Education Programme in Rajasthan: Second Appraisal*, IIM, Ahmedabad, 1981

The specific objectives of the study were: (i) to assess the impact of AECs by ascertaining changes in literacy levels, general knowledge and improvement in functional skills of the learners, (ii) to ascertain the socio-economic background of the learners, their reasons for attending the AECs and suggestions for improving their functioning, (iii) to determine the socio-economic background of the instructors and their training needs, (iv) to ascertain the facilities available at AECs and to find out the areas for improvement, (v) to ascertain the views of the village elite and leaders about the functioning of AECs and their suggestions for improvement, and (vi) to determine the method of organizing and supervising the AECs by the District Adult Education Officers, and their problems and suggestions in this regard.

There were 1982 adult education centres (AECs) organized under 50 agencies which were brought under investigation. A sample of 10 per cent AECs, with a minimum of three per agency, was selected for detailed study. In all, the sample consisted of 186 AECs, 768 present learners, 321 drop-outs, 464 potential learners, 555 village elites, 184 instructors, 53 supervisors, and 15 District Adult Education Officers. Data were collected from different categories of respondents using eight different interview schedules and an observation form.

The major findings of the study were: (i) Most of the learners attending the AECs belonged to the age group 15 to 30. Though most of them were from higher/dominant castes, a good number of them were also from among SCs and STs. About two-third respondents had farming background. (ii) To be able to read and write, to learn to sign and to maintain accounts were the three main reasons for joining the classes. (iii) At the time of the survey, most of them could read, write and count satisfactorily. The performance was somewhat better among men than among women. (iv) Most of the drop-outs left classes after one month. The main reasons for dropping out were: fatigue after the day's work, family and occupational pressures, migration for work, and marriage. (v) Important suggestions given by the learners were: proper arrangements for lighting, seating and drinking-water, facilities for games and recreation, etc. Women, however, also needed permission from the family to come to the centre. (vi) For the potential learners, the major obstacle in joining the centre was lack of time due to family and/or occupational work. (vii) Almost all the village elites considered the performance of the AECs quite satisfactory. Also, most of them confirmed that they had been consulted before starting the centre in their village. (viii) About 75 per cent instructors were matriculates or under-matriculates. The main occupation of the instructors was farming, and most of them were from the same village. (ix) Most of the instructors had a very favourable attitude towards their work, although about 80 per cent of them felt that their honorarium was insufficient. (x) About 70 per cent instructors had undergone training of different durations. Most of them had received training for seven to eight days. (xi) Supervisors mainly helped the instructors by delivering some talks and providing information on different subjects. (xii) Most of the supervisors were either graduates or postgraduates. About 40 per cent supervisors had attended a training programme of ten to eleven days' duration. (xiii) Most of the supervisors had been able to visit four to five centres per week. Cooperation from other departments was reported by some

supervisors only. (xiv) By and large, the supervisors were satisfied with the performance of most of the centres supervised by them. (xv) Lack of conveyance, inadequate travelling allowance, and insecurity at night were the main problems facing the supervision work. (xvi) As per the District Adult Education Officers, the problems were: lack of interest among the people in adult education, lack of conveyance for supervision and non-availability of suitable instructors.

1464. PILLAI, K.S., *Non-formal Education—Needs and Provisions for Adults in Kerala*, Ker. U., 1980 (UGC-financed)

The study intended to survey the needs for non-formal education among adults in Kerala and the provisions available in the State for non-formal education for this group. The twenty-two objectives of the study were in the areas of (i) information about the educational and occupational background of the respondents, (ii) the motivational factors for acquiring higher education after employment, and (iii) preferences with reference to the means for acquiring higher qualifications.

The sample comprised 1,570 employees of different categories working in different parts of the State—mainly belonging to the clerical cadre and possessing bachelor's degree. Data were obtained through a questionnaire administered to the sample. Percentages were calculated for assessment and comparison.

The main findings of the study were: (i) Two-thirds of the respondents had not obtained any additional qualifications after employment. (ii) As many as 50 per cent of the respondents wished to acquire higher qualifications and another 42 per cent wished to acquire higher qualifications if adequate facilities were made available. (iii) The two most important reasons for the improvement of qualifications were: getting better pay and improving educational status. (iv) Of the three means of acquiring higher education mentioned in the questionnaire (evening colleges, regular study and correspondence courses) evening colleges were preferred most. (v) The degrees enrolled for were Master's degree, degree of Bachelor of Law and other Bachelor's degrees. (vi) The most preferred subjects for study were law, psychology and economics. (viii) Only one-third of the respondents were aware of workers' education programme while three-fourths were aware of evening colleges and parallel college facilities.

1465. RAHMAN, M.S., *Development of Population*

Education Curriculum in a System of Non-formal Education for Out-of-school Youth, Ph.D. Edu., Del.U., 1978

The objectives of the study were: (i) development of population education curriculum, (ii) implementation of the curriculum materials in actual situation, and (iii) evaluation of curriculum materials. The main hypotheses framed were: (i) The identified general objectives and specific objectives would be acceptable to the curriculum specialists, population education experts, non-formal education experts, teacher-educators and teachers. (ii) They would consider the selected concepts and content areas suitable for the fulfilment of the objectives. (iii) The curriculum materials (consisting of instructional materials, teaching aids, instructors' notes and investigators' manual) would bring about, among the learners, improvement in the knowledge base of and attitude towards matters pertaining to population.

The sample drawn for implementation and evaluation of the curriculum was confined to two selected villages in Bangladesh. Fifty-seven youths were selected from both the villages. Data were collected with the help of self-made opinionnaires, an attitude test and an achievement test. Simple statistical techniques like mean, median, standard deviation, coefficient of correlation and t-ratio were used for analysing the data.

The major findings of the study were: (i) There was no contradiction or inconsistency between the general objectives and the specific objectives. The specific objectives were clearly defined in behavioural terms. Achievement of specific objectives helped to achieve general objectives. The specific objectives were acceptable to subject specialists and experts. (ii) The selected concepts and content areas were suitable for the fulfilment of the objectives. (iii) The curriculum materials (consisting of instructional materials, teaching aids, instructional notes, instructors' manual) helped in bringing about change of attitude among the learners towards matters pertaining to population.

1466. RAMAKRISHNAN, K., *National Adult Education Programme: an Appraisal of the Role of Voluntary Agencies in Tamil Nadu*, Madras Institute of Development Studies, Madras, 1981

The main objectives of the study were: (i) to assess the extent to which the objectives of the National Adult Education Programme (NAEP) have been achieved, (ii) to ascertain the cost effectiveness of the programme.

and (iii) to find out the strengths and weaknesses of the programme implementation.

The universe for the study consisted of 2,287 adult education centres (AECs) organized by 31 voluntary agencies (VAs) in Tamil Nadu. Of these a sample of 97 AECs were selected randomly. Fifty-eight of these AECs had completed the programme and 39 were currently in operation. Data were collected from a sample of 194 adults who had attended or were attending the selected AECs, 85 adults who had dropped out, 97 illiterates who had chosen not to join the AECs, and 97 instructors of the AECs selected. Self-administered questionnaires, guided interviews and informal discussions were the tools and techniques used for collecting information.

The following were the main findings and observations of the study: (i) Bureaucratic delays in approving the agencies for financial assistance and disbursing the funds dampened the enthusiasm of the voluntary agencies and their personnel considerably. (ii) Project officers and supervisors of the VAs concentrated their efforts mainly on the literacy aspects of adult education. (iii) Nearly 75 per cent of the instructors were educated up to secondary school level; 17 per cent of these were school-teachers, 86 per cent of the instructors were trained for adult education work. (iv) For most of the instructors their desire to reduce illiteracy among the rural people prompted them to take up the work; they considered functionality and awareness aspects of the programme to be of less importance. (v) Fifty-eight of the ninety-seven sampled AECs had ceased functioning after completing the ten-month programme as funds were not available for initiating new batch or for organizing post-literacy programmes. (vi) Twenty-six per cent of the AECs were organized in open space; lighting was inadequate in a majority of the AECs. (vii) The mean enrolment per centre was twenty-one, the drop-out rate was 30 per cent for AECs which had completed their term and 9 per cent for the AECs which were continuing. (viii) Almost all the learners belonged to the age group 15 to 35 years. Nearly 50 per cent of them were in the age group 15 to 19 years. Sixty per cent of them were unmarried, and about an equal number of them belonged to SC and ST groups. (ix) Occupational classification of the learners revealed that 56 per cent of them were unskilled workers, 22 per cent were skilled workers and another 10 per cent were agriculturists. (x) While almost all the learners acquired the ability to sign their names, only a very small percentage of them acquired literacy that could be considered useful and capable of retention. On an average, four learners per AEC became adequately literate. (xi) Efforts

for incorporating the functionality component in literacy as well as efforts for creating social awareness were negligible. (xii) Lack of motivation on the part of the adult illiterates was the serious impediment in achieving the objectives of the NAEP.

1467. RAO, K.R., *A Comparative Study of Relative Effectiveness of Four Methods of Teaching Literacy to Adults*, Ph.D. Edu., Osm. U., 1981

The investigation aimed to measure the relative effectiveness of the following four methods of teaching literacy, viz., (i) sentence method with reading and writing skills insisted on simultaneously, (ii) alphabetic method with reading and writing skills insisted on simultaneously, (iii) sentence method with reading skills followed by writing skills, and (iv) alphabetic method with reading skills followed by writing skills.

The sample consisted of 120 illiterate adult learners drawn from the universe of rural illiterate adult learners. The sample was divided into four groups of thirty each matched on the basis of age, general comprehension, socio-economic background and level of motivation to acquire literacy. These four experimental groups, namely, G₁, G₂, G₃ and G₄, were exposed to different methods of imparting literacy. Group G₁ was exposed to literacy instruction through sentence method with reading and writing done simultaneously for four months. Group G₂ was exposed to literacy instruction through sentence method with reading for the first two months followed by writing for the next two months. Group G₃ was exposed to literacy instruction through alphabetic method with reading and writing simultaneously for four months. Group G₄ was exposed to literacy instruction through alphabetic method with reading for the first two months followed by writing during the next two months.

The important findings of the study were: (i) The alphabetic method was better suited than the sentence method for teaching literacy to adults. (ii) Within the alphabetic method, teaching reading for the first two months followed by writing was more effective than the conventional alphabetic method. (iii) Reading ability preceded the other literacy skills. (iv) The primary forms of vowels and consonants were learnt more easily than the letters with secondary forms and conjuncts. (v) The learning process became easy if the number of letters used was small.

1468. RAO, T.V., BHATT, A. and RAMARAO.

T.P., *Adult Education for Social Change*, IIM, Ahmedabad, 1980

This was an appraisal study of the status of implementation of the National Adult Education Programme in Rajasthan. The specific objectives were: (i) to evaluate the functioning of the adult education centres (AECs) in terms of conduct and organization, (ii) to analyse the background of the adult learners and the instructors, (iii) to assess the instructional material used in the AECs and their impact on the learners, and (iv) to make a comparative study of a few AECs functioning very effectively with a few functioning very poorly.

The study attempted to review the work of the voluntary agencies that had been in operation during the year 1978-79 or those that had started subsequently but had at least four to five months of actual field experience. Accordingly, the study was confined to seven agencies and 1,180 AECs run by them. Of these, about 10 per cent centres were selected randomly for detailed study. Also, for each agency, one centre named as the best by the agency and one poor centre were studied. The final sample for the study included 125 AECs, 119 instructors, 458 learners, 139 drop-outs, 348 village elites and 223 potential learners. The instruments used in the study included agency level questionnaire, supervisory level interview schedule, AEC level schedule, village level schedule, interview schedule for ex-learners, instructor schedule, schedule for current learners, interview schedule for potential learners, schedule for drop-outs, and schedule for village elites.

The major findings of the study were: (i) The average enrolment per centre was twenty-seven, drop-outs were about five and the average attendance was about eighteen. (ii) A very high percentage of the learners (77 to 87) were in the age group 15 to 35. A considerably large number of learners in some centres, however, were below fifteen years of age. (iii) About 50 to 60 per cent of the centres were dominated by learners from low income and low caste groups. About 83 per cent of the learners were agriculturists. (iv) About 70 to 80 per cent of the learners had become literate. Considering that the average attendance of the adults per centre was eighteen it was estimated that thirteen adults per centre were becoming literate. (v) Distance of the centres from the homes, pre-occupation with work during the day, inadequate facilities at the centre and non-suitability of night time for classes were some of the major problems faced by the learners. (vi) A majority of the instructors were between twenty and thirty years and about 35 per cent belonged to the SC and ST groups. In terms of edu-

cational qualifications, however, about 24 per cent did not meet the stipulated requirement of at least Standard VIII level of education. About 90 per cent of them belonged to the same village where the AECs were in operation. (vii) The teaching/learning activities mainly consisted of instruction in the AEC. In some places discussion and group activities, sports and cultural activities were also being used. (viii) A high percentage of the instructors perceived literacy as the most useful component of the programme. This indicated that they had either not been able to see the relevance or had not acquired the competence to deal with the components of functional knowledge and social awareness. (ix) There was no definite pattern of drop-out associated with age. However, a high percentage of the drop-outs were agriculturists, mainly daily wage labourers. Further, a large percentage dropped out by the end of the second month. The main reasons were migration, occupational pressures and illness. (x) A large percentage of the village elite was positively inclined towards AECs and considered them to be useful. (xi) Among the potential learners, a high percentage mentioned the problem of distance from the homes to the centre, temporary migration and occupational demands as the main reasons for not joining the AECs. (xii) The experience of studying some very good and some very poor centres was not encouraging; however, what emerged was that the instructor was the most critical element of the programme influencing its success or failure in a decisive manner.

1469. SACHCHIDANANDA and others, *Voluntary Effort in Adult Education in Bihar*, A.N. Sinha Institute of Social Studies, Patna, 1981

The study was an appraisal of the work done by the voluntary agencies in the first year (1978-79) of implementation of the National Adult Education Programme (NAEP) in Bihar. The specific objectives of the study were: (i) to examine the working of the adult education centres (AECs) in view of the objectives of NAEP, (ii) to identify the beneficiaries of the programme, (iii) to identify the strengths and weaknesses of the AECs, and (iv) to ascertain the trends of social change triggered off by the NAEP.

For examining the functioning of the AECs, a random survey of all the AECs stratified in terms of the twenty-two voluntary agencies (VAs) running them was conducted. In all, 113 AECs, constituting 10 per cent of all the AECs, were selected. From each of these AECs, three learners were selected, making a total of 339 lear-

ners. All the 113 instructors and 67 drop-outs were also selected. The instruments used included four different interview schedules specifically designed to obtain relevant data from the four categories of respondents, viz., learners, drop-outs, instructors, and voluntary agencies.

The following were the main findings and observations of the study: (i) About two-thirds of the VAs had long experience in rural development and social welfare work. The remainder, though initiated recently, had wide-ranging interest in social and economic development following the Sarvodaya tradition. (ii) A majority of the instructors and supervisors were trained at the headquarters of the VAs for a period of three to four weeks. While all the instructors received a fixed honorarium, the honorarium for supervisors and organizers varied widely. (iii) Most of the VAs complained of non-cooperation and apathy of the government functionaries not directly connected with the NAEP, which greatly jeopardized the functional efficiency of the programme. (iv) Lack of locally available employment leading to mass exodus of learners and non-availability of kerosene oil were the main difficulties in running the AECs regularly. (v) At most of the AECs the space was adequate for accommodating about thirty learners. More than 50 per cent AECs held 20 to 24 classes per month while another 25 per cent held 25 to 30 classes per month. (vi) Most of the learners belonged to the age group 15 to 35 and to the Scheduled Castes and other backward classes. A majority of them were first-time learners, and were engaged in agriculture. (vii) The main reason for joining the AECs was the desire of the learners to be able to read and write. (viii) The major reasons for dropping out were migration due to job or marriage, and family problems. (ix) Nearly 50 per cent of the instructors were below matriculation level while the remaining were all matriculates, except 3 per cent who were graduates. (x) Most of the instructors belonged to the same village they worked and were actively involved in the development of the area besides being members of organizations like cooperatives, gram sabha, etc. The AECs exclusively for a particular community had the instructors from the same community. (xi) Almost all the instructors got full cooperation from their supervisors in the procurement of teaching-learning materials as well as in other academic and organizational matters. (xii) After the training, the majority of the learners could write their names and addresses and some of them could fill in application forms also: About 60 per cent of them could efficiently carry out simple numerical calculations. (xiii) Most of the learners became aware of the facilities available from the primary health centres, agricultural and

veterinary centres, and other developmental programmes related to their occupational functions.

1470. SARKAR, B.N., *Literacy Development among Females in Family Life in Rural Areas of Murshidabad, Nadia and Birbhum*, Demography Research Unit, ISI, Calcutta, 1981

The major objective of the study was to examine the literacy developments among the females of different social groups living in the rural areas of West Bengal.

All the villages of Murshidabad, Nadia and Birbhum districts of West Bengal, as per the 1961 Census, were divided into four strata and two independent samples of six villages from each stratum were selected systematically and with equal probability. The study covered forty-seven sample villages. Interviewers made a complete list of all the households and couples of the sample villages in which wife was less than fifty years. Data on the listing schedule were collected. Four social groups were considered.

The findings of the study were: (i) Ten per cent of the wives in family life were educated above primary. The figure was only 3 per cent for Muslim women. (ii) There was yearly growth rate of 1 per cent in education among the females in the rural areas of the districts away from Calcutta. The rate of development was at par with that prevailing in the rural areas of the districts around Calcutta. Education growth rate was higher among the wives of upper caste Hindus and almost negligible for Muslim wives. (iii) There was higher rate of acceptance of educational development by the upper caste Hindu females due to urban influence whereas the urbanization effect in accelerating educational development was negligible in the case of the Scheduled Caste Hindu females. (iv) There was widening of educational attainment disparities among the three Hindu social groups.

1471. SARMA, A., SHAH, V. and PARIKH, B.K., *Adult Education in Gujarat: an Appraisal*, Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1979

The study was undertaken with the purpose of evaluating the National Adult Education Programme (NAEP) in Gujarat. The specific objectives of the study were: (i) to audit the data on adult education centres (AECs), (ii) to examine the working of the AECs in relation to the objectives of the NAEP, (iii) to identify the

strengths and weaknesses of the AECs and the factors responsible for these, and (iv) to specify the areas of action for improvement.

The study was a sample survey of all adult education centres in Gujarat. There were 1,753 AECs functioning at the time of the study, which constituted the universe. A 10 per cent sample of these centres was chosen randomly, agency-wise. In all, 169 instructors, 530 learners and 65 drop-outs were contacted for the purpose of investigation. Necessary information from the voluntary agencies was obtained through a mailed questionnaire. Three different questionnaires were prepared and used for collecting relevant data from instructors, learners and drop-outs. However, these questionnaires were administered by the investigators, in person and individually to the respective respondents. A specially prepared schedule for AECs was used to collect data from the records available at the AECs. Also, additional data were obtained from the Investigators' Diary which contained the unstructured observations recorded by the investigators.

The major findings of the study were: (i) All the voluntary agencies, except three, had been engaged in activities related to programmes of social reconstruction and welfare for a considerable period of time. (ii) It was observed that 37 per cent of the AECs were organized at the residence of the instructors, 28 per cent in public buildings and another 28 per cent in open places; organizational and environmental inputs such as lighting and sitting arrangements at these places left much to be desired. (iii) About 30 per cent of the AECs were for women, about 40 per cent for men and the remaining 30 per cent were for both the sexes. About 70 per cent of the centres were organized for weaker sections. (iv) One-fourth of the AECs conducted on an average 25 to 30 sessions per month, half of them between 20 and 25 sessions per month and the remaining showed a very unsatisfactory level of performance. (v) An average of 32.4 learners were enrolled per AEC. However, the proportion of the learners present on the date of the visit was 67.6 per cent of the total shown in the attendance register and the mean size of the AEC worked out to be 22.7. (vi) The distribution of the learners by age, sex and occupation indicated, by and large, that the target age group benefited from the programme and only a negligible percentage of the learners was below fifteen years. About 43 per cent of the learners were women, 78 per cent learners interviewed belonged to SC, ST and other backward classes and 84 per cent of them had agriculture as their main occupation. (vii) About three-fifths of the male and the female learners had acquired the skill of

writing. Additional 13 per cent men and 18 per cent women had acquired the ability to write their names. The arithmetic ability of 38 per cent learners was considered to be good by the investigators. (viii) Achievements of the learners in social awareness and functionality were on the lower side. (ix) A study of the distribution of the instructors showed that 34 per cent of them were women. About 64 per cent of the instructors belonged to age group 20 to 30. (x) More than one-half of the instructors were below SSC level and one-fifth had passed the SSC examination. (xi) As far as training was concerned nearly 80 per cent of the instructors had undergone some training before taking up the work of AECs. (xii) Nearly 19 per cent of the instructors complained about problems regarding delayed payment of remuneration and 71 per cent of them felt that the remuneration amount was inadequate.

1472. SARMA, A., SHARAN, G., VEENA, D.R. and PARIKH, B.K., *Adult Education Programme in Gujarat—Revisited*, Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1981

The main objectives of the study were: (i) to audit the data on the adult education centres (AECs), (ii) to examine the working of the AECs *vis-a-vis* the objectives of the National Adult Education Programme, (iii) to identify the areas of success and failure of the adult education programme, and (iv) to indicate the areas for policy intervention as also for further research.

The appraisal study covered those adult education centres started by voluntary agencies (VAs) and Sarvodaya Kendras (SKs) between 1 February and 15 June 1979. Accordingly, the universe consisted of 3,192 AECs. Of these, a 10 per cent random sample constituting 321 AECs was selected for detailed study. This sample included 288 AECs belonging to VAs and 33 AECs belonging to SKs. Data for the study were collected from five learners from each of the selected centres, 159 drop-outs, 290 instructors, 15 project officers/supervisors, 32 VAs and 5 SKs. The tools developed and used in the study were: a schedule for the AECs to collect information relating to socio-economic background of learners and attendance figures as recorded in the attendance registers maintained at the AECs, a questionnaire for the instructors, a questionnaire for learners, a questionnaire for drop-outs, investigators' diary, a questionnaire for project officer/supervisor, a questionnaire for voluntary agency. The first five questionnaires/schedules

were canvassed by the investigators while the sixth questionnaire was administered by the senior research team and the last was administered by mail.

The major findings of the study were: (i) A majority of the learners (79 per cent) belonged to the age group 15 to 35. (ii) While VAs made more concerted efforts to organize adult education programme among learners from Scheduled Castes and Scheduled Tribes, the SKs reached out mainly to backward caste learners. (iii) The level of attendance for the AECs as a whole was no more than ten over the entire duration of the programme. The drop-out rate worked out to be 8 per cent for VAs and 11 per cent for SKs. Family problems and involvement in day-to-day work were the main reasons for leaving AECs. (iv) Only 24 per cent of the respondent learners from the AECs under VAs and 21.8 per cent from those under SKs could read and write. Another 37.5 per cent and 15.4 per cent learners of the respective categories could hardly scribble their names. (v) With respect to arithmetic skills, 27.8 per cent of the learners from the AECs under VAs and 15.4 per cent under SKs had acquired a satisfactory level. (vi) A large segment of the learners perceived the benefits only in terms of literacy and numeracy. Only 22.1 per cent of the learners from VAs and 24.4 per cent from SKs pointed to benefits that could be categorized under functionality and social awareness. (vii) The number of female instructors was very small when seen with respect to the number of female adult learners. Also, instructors belonging to SC, ST and OBC constituted only 13.7, 28.6 and 10.3 per cent respectively, in the AECs under VAs and 7.1, 14.3 and 17.9 per cent in the AECs under SKs. (viii) The educational level of a majority of the instructors was below SSC. More than three-fourths of the instructors had participated in one or another training programme. (ix) Major occupations among the male instructors were farming, teaching and clerical work. More than two-thirds of the female instructors were either housewives or teachers in schools. (x) Of the supervisors 40 per cent were from SC/ST/OBC. One-fourth of them were below SSC, the rest of them were graduate or above. (xi) Most of the instructors reported that whatever materials they had received had been received on time. (xii) More than three-fourths of the instructors reported that they had received the items in adequate quantity. (xiii) A large proportion of the instructors did not consider the instructional materials as being relevant to the occupational and health needs of the learners or pertinent to the government schemes or to the civic and economic rights of the learners. (xiv) The AECs were held mainly in the houses of the instructors and in public buildings like

school, panchayat, temple, etc., and even in open spaces. The capacity of these places was inadequate in a large number of cases. (xv) Most important consideration for the various agencies in selecting the location of the AECs was backwardness of the area and/or of the people. In addition, logistic factors and local initiatives were taken into consideration. (xvi) As reported by the agencies, with regard to the selection of instructors, it was not so much the qualifications and experience of the instructors as the recommendation of the local leaders that constituted an important criterion. (xvii) Regarding the difficulties faced in running the AECs, irregular grants from the government, seasonal absence of the learners, lack of interest on the part of the learners and community, poor honorarium to the instructors, were some of the difficulties mentioned by the agencies.

1473. SELVAM, S., *Social Impact of the Telecast Programme 'Education for Life' on Rural Adults in the District Chingleput (Tamil Nadu)*, Ph.D. Edu., Madras U., 1982

The main objective of the study was to find out the impact of viewing the telecast programme, Education for Life, on rural adult viewers in the fields of agriculture and animal husbandry, health and nutrition, family welfare and political socialization with special reference to the levels of awareness, knowledge, adoption and use. The impact of differential exposure to television programmes—rare, occasional and frequent—on the viewers in the fields selected was studied.

A structured interview schedule was prepared and used by the investigator to collect data. The schedule collected information regarding some demographic variables of the viewers, their socio-economic status, level of the exposure to mass media, awareness, knowledge, adoption and use of information in the areas selected for the study and the overall modernization level. A two-stage sampling technique was adopted to select the sample viewers, first at the village level and then at the viewer level. Fifteen villages from three blocks were selected, of which nine were experimental and six were control. From each village thirty potential viewers were randomly selected. In the presurvey, 446 viewers were interviewed: for the mid-survey, 383 and for the post-survey, 369 were available. The pre-and post-difference (gain) scores were analysed for the various groups using chi-square, t-ratio and F-ratio. Draper and Smith's dummy (binary) variable technique was used to study other possible sources of change.

The main findings of the study were: (i) The frequency of television-viewing was significantly related to the socio-economic characteristics of the viewers and to their exposure to mass media. (ii) Higher exposure to television programmes led to change in the awareness, knowledge and adoption of agriculture and animal husbandry, gain in knowledge in the areas of health and nutrition, family welfare and political socialization. Television-viewing led to change in the overall modernity of the viewers. (iii) The dummy variable technique analysis showed that the overall modernity was not due to demographic variables but to exposure to television-viewing. Innovations in health and political socialization were not due to demographic variables but to exposure to television-viewing. Illiterates and young women gained more than literates and old women in these areas.

- 1474.** SETH, M., *Motivation in Adult Learners Participating in the Functional Literacy Programme in Delhi*, Ph.D. H.Sc., Del. U., 1982

The objectives of the investigation were: (i) to assess and study selected socio-psychological characteristics of the participants, reasons for joining and discontinuing the programme, achievement motivation, attitude towards literacy and level of aspiration, (ii) to study the interaction among selected group members, (iii) to observe and evaluate the behaviour pattern of educators and their methodology of teaching, and (iv) to assess the impact of the programme in terms of gain in literacy skill and social awareness relating to environment, civic life and health.

The tools used were the Grain Sorting Test (Sinha), Sociometric Test (Moreno) and T.A.T. (Mehta). For the purpose of the study, an interview schedule for learners, attitude scale for functional literacy, observation guide for the educators and an achievement test in literacy skills were developed. For comparison of the different groups, t-test, chi-square test and percentages were used.

The findings of the investigation were: (i) A majority of the participants were below thirty years of age. (ii) Women working outside the home were mainly engaged in unskilled jobs. (iii) A majority of them had not attended formal school or had not attended long enough to gain literacy. (iv) The exposure to mass media was poor; all those who had radios or transistors did not have access to them. (v) Literacy was not a felt need; they had joined because of other reasons, namely social interaction and benefit to children; the need to offer incentives

and vocational activities to motivate them was felt; those from families engaged in service or trade had a more favourable attitude than skilled and unskilled labourers. (vi) They lacked the urge to shape their future, did not have high aspiration and tended to underestimate their own performance. (vii) Interaction among group members was significantly related to continuation with the programme. (viii) The educators were instrumental in sustaining the motivation of the participants in the programme through rapport with women and children; most of them used the traditional method of teaching. (ix) Their social awareness as related to environment, civic life and health was poor.

- 1475.** SHAH, A.J., *A Critical Study of the Programmes of Non-formal Education in Baroda City and Their Impact on the Community*, Ph.D. Edu., MSU, 1979

The investigation was undertaken with the aim of (i) studying the on-going non-formal education programmes in Baroda city focussing on the kinds of programmes, physical aspects and the methods and media used to impart education, and (ii) studying their impact on the people belonging to weaker sections of the society in relation to literacy, family planning, elementary foods and nutrition, personal and community health, and leisure-time activities.

The sample consisted of all the agencies providing non-formal education in the city for a period of at least one year. To measure the impact, a sample of 305 persons out of 3,050 persons belonging to the weaker sections of the society and beneficiaries of the programme was studied. The research tools and techniques used for the study were a checklist-cum-questionnaire, interview schedule and case studies. This was a descriptive and evaluative survey. The statistical techniques used were percentages, intensity indices and descriptive statistics.

The major findings of the investigation were: (i) At any point of time during the year of the study, 123 non-formal education (NFE) programmes were going on. (ii) There were nine categories of institutions offering these programmes, viz., Baroda Citizens Council, government centres, industrial organizations, voluntary agencies, university departments, correctional institutions, institutes for the handicapped, women's organizations and youth clubs. (iii) A majority of the programmes were in the area of social, cultural or religious activities and creative use of leisure-time activities. (iv) Less than 10 per cent of the total programmes were in the areas of

literacy, personal and community health, and foods and nutrition. (v) The NFE programmes in family planning were of classroom type in instructions and programmes for an individual and also for large groups. (vi) Governmental centres, industrial organizations and university departments offered programmes in a variety of areas mentioned earlier. (vii) Women's organizations, correctional institutes and institutions for the handicapped had their programmes mostly in the use of leisure time, and supplementary income raising activities. (viii) A large number of the programmes were of the type of cultural and social activities and a few programmes were of the type of physical activities. (ix) Bhajans, dance, outdoor games, songs and indoor games were the activities/media used. (x) The highest number of the NFE programmes were attended by women between 20 and 35 years of age. (xi) The range of number of persons attending a programme was from 5 to 100. (xii) Activities of social-cultural types and those leading to supplementary incomes were more popular. (xiii) The duration of the programmes ranged from one to three days a week to six days a week (four to six hours a day). Some of the programmes extended for a year or so. (xiv) A majority of the programmes were run by paid teachers, though they were assisted by experts on a voluntary basis. (xv) Some of the programmes leading to supplementary income charged fees whereas a large number of programmes were free. (xvi) Very few scientific methods based on group dynamics were used. The methods that were used at times were demonstration, discussion, activities and games. The programmes of health and family planning used more of the modern methods of instruction—use of audio-visual aids, small group discussions, etc. (xvii) Most of the programmes used printed books though in a few programmes, posters, leaflets, newspaper articles, and magazines were used. (xviii) The overall impact on developing literacy was low. (xix) The impact in the area of family planning was considerable—about 50 per cent of the respondents were following better family planning practices. (xx) The impact on personal health regarding knowledge aspect was high whereas with regard to community health, it was average. Regarding practices, the impact on personal health was average whereas on community health, it was low. (xxi) The impact on knowledge and practices in health and nutrition was average. (xxii) The impact of NFE in the use of leisure-time activities and supplementary income area was high.

1476. SHARMA, M.L., *Developing an Effective Model*

of Non-formal Education for Rural Development, Department of Edu., SGU, 1980 (NCERT-financed)

The objectives of the study were: (i) to understand the relationship between non-formal, formal and informal education in the rural context, (ii) to develop systems model for planning non-formal education to provide a compilation of planning and operational functions of the non-formal education facilitator and coordinator, enable planning and predictability of the effectiveness of the non-formal centre programmes, facilitate planning, producing and evaluating learning materials and programmes for specified audiences as well as means for gathering, analysing and storing information needed for making planning decisions, (iii) to develop a battery of evaluative tools for evaluation of non-formal education, and (iv) to examine teaching and learning approaches optimally, effective for conducting non-formal education and in developing instructional methodologies.

The study was conducted in a village, Takarma, twenty-six kilometres from Surat, the district headquarters and nine kilometres from Olpad, the block headquarters; the entire population of the village, comprising 903 persons, was included. The respondents included NFE teachers and students, administrators, supervisory staff, local social workers and the members of the village development committee.

Five NFE facilitators and five administrators were considered for data collection. For administration of questionnaires, forty-three drop-outs and nineteen children enrolled for schooling were selected. For administration of the various research tools, one hundred beneficiaries who attended homework, and supervision programme, seventy of the students attending embroidery classes, seventy-five mothers, an equal number of fathers, ten grandmothers who attended classes for planned parenthood and mother-craft, thirty adults attending groups for economic development, welfare, education and nutrition as well as seven local community leaders were selected. Internal as well as external data were used, the former for assessing programme means and the latter for assessing programme effects. The tools comprised survey blanks for collecting information about the village as a whole, the citizens, and each family; evaluation proforma for appraisal of staff qualifications, instructional materials, staff competency, proforma for the appraisal of curriculum design by teachers and their instructional methods, appraisal of student attitude and achievement as well as validation of the systems model. A systems model was prepared and training

provided to the NFE facilitators and members of the village development committee so as to use systems approach for planning the NFE programmes at the centres. Village activities were divided into three categories—developmental, educational and cultural and each activity was assigned to one facilitator.

The study revealed: (i) In most cases, the drop-outs from primary school, young women and those from lower socio-economic level were not provided any education; the adults were attracted only to the programmes concerned with literacy and numeracy. (ii) The villagers were enthusiastic about the programmes on child welfare, women welfare and developmental activities. (iii) As farm labourers had no fixed hours of work, they had difficulty in attending classes. (iv) Attendance of the 15-35 age group would have been greater if vocational and skill training in keeping with the village needs as well as social, political, economic and occupational information was provided. (v) The lack of variety of experiences was felt; a handbook for the NFE facilitators was desired. (vi) The facilitators and the students desired the use of audio-visual material. (vii) Shortage of funds prevented the implementation of skill development programmes. (viii) The involvement of teachers, some NFE students and community workers in curriculum planning and material development reduced the drop-out from the centres and encouraged involvement in the NFE centre. (ix) Seventy-five per cent facilitators felt that the objectives of the NFE programmes were not reflected in the printed material provided, nor did they enable study of real people, issues or things nor were they challenging to the students; the printed material lacked illustrations and visual elements. (x) Manuals for facilitators were not adequate requiring sharing of one manual among four. (xi) The facilitators and the administrators felt that the former's skills for conducting the NFE programme were inadequate, particularly curriculum development and development of instructional material. (xii) A majority of the NFE teachers desired orientation in curriculum development, teaching methodology and individualized instruction methods and materials while others emphasized orientation in psychology of adult learning, the use of audio-visual aids and management of NFE programmes; all desired more material on the NFE. (xiii) A majority of the students were satisfied with the physical facilities at the centre but not with the books and kits. (xiv) More than half of the students felt that the NFE classes helped them more towards their individual goals; most of the students felt that increasing awareness would result in greater numbers in NFE. (xv) As many as 62.2 per cent of the students were not capable of ap-

plying for a job while less than 9 per cent demonstrated competencies concerned with occupational dealings. (xvi) The systems model developed during the training programme was effective in developing understanding of the NFE teachers and the programmes.

*1477. SHETH, A.T., *Non-formal Education and Community Development: a Systems Analysis*, Ph.D. Edu., SGU, 1981

The objectives of the investigation were: (i) to study different concepts of non-formal education to arrive at an operational definition of non-formal education with particular reference to community development, (ii) to apply systems analysis as a methodology to identify the problems related to community development, (iii) to develop a systems model for planning non-formal education for community development, and (iv) to study the impact of non-formal education on community development.

The study was conducted in two phases. During the first phase non-formal education needs of the village as well as community resources for the development of non-formal education programme for community development were identified. Under the second phase, the experiment was conducted and the impact of the programme was evaluated. The sample consisted of 897 students from a village where the model of non-formal education was tried out. Tools related to students' attitude appraisal, instructional methods appraisal, students' achievement appraisal, needs assessment and evaluation of non-formal education centre were used for the collection of data. Data collected on the basis of field work were subjected to statistical analysis. Both descriptive and inferential statistics were used for the analysis of data.

The major findings of the investigation were: (i) The number of illiterate women in the village was higher than that of men. (ii) Adult education classes were attended by thirty-five adults. (iii) Community members were ready to spare their private houses as well as public buildings for conducting non-formal education centres. (iv) Eighty per cent of the students said that their teachers always related the lesson or course to other fields and to their present-day problems. (v) Also, 82.25 per cent students said that their teachers knew the students' needs and problems. (vi) Between 4.75 per cent and 18.88 per cent students did not have knowledge of the type of community services provided for the members of the community including the procedures and pur-

poses of gaining access to these services. (vii) A majority of the students, teachers and local citizens agreed that these programmes included drop-outs from primary, and secondary schools and also older people from the lower socio-economic level.

1478. SINHA, P.R.R. and KOLTE, N.V., *Adult Education in relation to Agricultural Development: an Evaluative Study of a Development Block in Andhra Pradesh*, NIRD, Hyderabad, 1974

The objectives of the investigation were: (i) to develop a conceptual framework for the study of adoption behaviour of farmers, (ii) to construct measures of farmers' adoption behaviour, antecedent variables like values, attitudes and treatment variables, namely, functional literacy (FL) and farmers' training (FT), (iii) to study awareness and perception of farmers about need, expectations and achievements of functional literacy and farmers' training, and (iv) to make a comparative study of functional literacy, farmers' training and a combination of these two with respect to their impact on adoption of farm innovations.

Four types of farmers, viz., those who were not exposed to any treatment ($n_1 = 103$), those exposed to functional literacy ($n_2 = 127$), those exposed to farmers' training ($n_3 = 127$), and those exposed to both the treatments ($n_4 = 127$), constituted the sample of the study. The study was carried out in Rajendranagar block of Hyderabad district. Data were collected with the help of a pretested structured schedule by personal interview of the respondents from ten villages in the block. Multiple regression and correlation and partial correlation methods were used to analyse the data.

The investigation yielded the following findings: (i) All the farmers of the functional literacy plus farmers' training groups were aware of functional literacy programme. (ii) All the farmers of the functional literacy and functional literacy plus farmers' training groups and as many as 98 per cent and 99 per cent from the control and farmers' training groups, respectively, perceived need for functional literacy for better life. (iii) Nearly all the farmers from the functional literacy and functional literacy plus farmers' training groups not only expected but also perceived improvement in their knowledge about high-yielding varieties, ability to use improved farm practices, ability to purchase agricultural outputs, ability to market farm produce profitably, ability to take rational dimensions, ability to read and write, ability to read pamphlets, newspapers and simple books, ability to

keep accounts, ability to do simple arithmetic and ability to lead a happy life. (iv) All the farmers of the farmers' training and functional literacy plus farmers' training groups were aware of farmers' training whereas only 54.37 and 52.89 per cent from the control and functional literacy groups, respectively, were aware of it. (v) Farmers' training was considered necessary for cultivation of high-yielding varieties by 87 per cent farmers. All the respondents of the farmers' training and functional literacy plus farmers' training groups felt the need for farmers' training. The gap between perceptions of anticipated benefits and actual benefits from farmers' training was wider in the case of the control and functional literacy group than in the farmers' training and functional literacy plus farmers' training groups. (vi) In the control group, variables in the decreasing order of importance were: knowledge about paddy practices, scientific orientation, mass media exposure, change-proneness, and yield per acre. However, the most important variable in the functional literacy group was yield per acre followed by credibility of salesman, credibility of organizations, attitude towards improved agricultural practices and knowledge about paddy practices. (vii) The attendance in functional literacy classes and functional literacy tests recorded larger net association with adoption behaviour in the functional literacy plus farmers' training group than in the functional literacy group. (viii) The functional literacy and farmers' training group were the good stimuli for influencing agricultural development.

***1479.** SIVARAJAN, N.K., *Facilities and Constraints in Providing Non-formal Education for Harijans*, Ph.D. Edu., Calicut U., 1983

The objectives of the investigation were: (i) to ascertain the extent of interest in education among Harijans, (ii) to examine the educational status of the heads of Harijan families, (iii) to study the nature of Harijan families and their environment, (iv) to find out the nature of involvement of Harijans in education, (v) to find out the socio-economic status of Harijans, (vi) to determine the socio-cultural factors affecting the education of Harijans, (vii) to find out the reasons for the high rate of illiteracy among Harijans, (viii) to locate the reasons for the rather high rate of drop-out especially among Harijan students, (ix) to identify the constraints in securing literacy, obtaining education for drop-outs and obtaining technical education, and (x) to explore the possibilities and put forth suggestions for providing better education for Harijans through non-formal education.

The tools and techniques used included an interest inventory, a data sheet, observation, questionnaire, socio-economic status scale, interview and four checklists. Data were collected from 924 Harijan families representing eight Scheduled Castes of six southern districts of Kerala on the basis of the stratified random sampling.

The conclusions of the investigation were: (i) Nearly 60 per cent of the respondents were illiterate, and only 1 per cent had education beyond the secondary level. (ii) Nearly two-thirds of the respondents were coolies (day labourers). (iii) Most of the respondents were aware of the pitiable social and educational conditions of Harijans and of the attempts at improving their lot. (iv) Inappropriate home condition and lack of motivation were two major factors affecting the education of Harijans. (v) Generally, the respondents were interested in education and the difference in interest scores between Sambavas and Pulayas was not statistically significant. (vi) Harijans belonged to the lower middle group according to socio-economic status. (vii) Scarcity of dress, lack of food, lack of money, necessity to work during day-time, non-availability of school in the neighbourhood were attributed to the rather high rate of illiteracy among Harijans. (viii) The major reasons attributed to the phenomenon of dropping out were: looking after the younger ones in the family, helping parents in household affairs and in their job, etc. (ix) Economic backwardness was identified as the major constraint in obtaining (a) literacy, (b) education for drop-outs, (c) own time education, (d) continuing education, and (e) technical education. (x) Reservation policies not being adhered to, unhealthy attitude of managements and teachers, location of adult education centres, etc., were identified as major factors for Harijans not becoming literate. (xi) Most of the Harijan population was concentrated near paddy fields, slums and colonies and the atmosphere was not conducive to education.

1480. SUJATHA, K., *An Investigation into the Constraints on Education of the Nellore District Yanadis with a view to Suggest Some Strategies of Non-formal Education*, Ph.D. Edu., And. U., 1980

The main objectives of the investigation were: (i) to study the background of the land and people and social, economic, religious and political life, (ii) to trace the historical development and the existing facilities of education for Yanadis, (iii) to find out the enrolment

pattern among the Yanadi children of the age group 6 to 11, (iv) to find out the extent of absenteeism, wastage and stagnation, (v) to identify the parental attitude, awareness and aspirations towards the education of their children, and (vi) to study the educational problems in mixed villages and tribal colonies and to suggest suitable strategies of non-formal education.

A purposive sample of one coastal taluka and one interior taluka was drawn having largest population of Yanadi tribe. The subjects studied included Yanadi children in the age group 6 to 11 covering all the children of the same age group in the tribe from all the six villages in each taluka selected following the stratified sampling procedure. Data were collected through field investigations. The methods adopted were survey, following the techniques of interview, spot studies and observations, informal discussion and studies of some case histories of children who dropped out or did not enrol in the school. Documentary analysis was done to obtain secondary data from school records, journals, etc. Questionnaires were administered to the teachers of primary schools of the sampled and non-sampled villages of both the talukas selected for the study.

The major findings of the investigation were: (i) Enrolment of the Yanadi children of 6 to 11 years was better in primary schools in road-side villages, tribal colonies, coastal talukas, than in primary schools of the interior villages, mixed schools, upland talukas. More children from higher income group literate parents and joint families were enrolled than those from low-income group, illiterate parents and nuclear families. (ii) Although all children of 6 to 11 years of age were enlisted in schools under the compulsory education drive of 1977-79, only 38.1 per cent of them were actually attending the schools. (iii) The reasons for poor enrolment differed in the tribal colonies and mixed schools. Household and agricultural work and lack of interest on the part of children for education were the main reasons in tribal colonies while in mixed villages, lack of interest on the part of children, distance of the school from the habitation, household work and poverty were the main reasons. (iv) Free nature of Yanadi children and instability of family life due to frequent changes of spouses did not help better enrolment. (v) There was a sharp fall in attendance during agricultural and rainy seasons. (vi) The rate of drop-out was very high among girls and in mixed villages. (vii) Yanadi parents rarely participated in school functions. (viii) In the tribal welfare hostel, the children felt homely but in schools they felt inferior in the presence of caste Hindu children and teachers. (ix) The curriculum was not related to the life and needs of

the Yanadi community, so they found schooling meaningless, suffocating and unrealistic.

1481. VERMA, K.K., MISHRA, R. and LAL, M., *Adult Education for Development: a Study of the National Adult Education Programme in Bihar*, A.N. Sinha Institute of Social Studies, Patna, 1981

The specific objectives of the investigation were: (i) to study the background of the voluntary agencies (VAs) involved in the National Adult Education Programme (NAEP), (ii) to analyse the functioning of the adult education centres (AECs), (iii) to determine the socio-demographic background of the participants and non-participants, reasons for joining and for discontinuing visits to AECs, (iv) to analyse the profiles of instructors and supervisors, and (v) to assess the effectiveness of the programme in terms of achievement in literacy and numeracy skills, level of social awareness and improvement of functional skill of the participants.

Sample survey organized in two stages formed the basic method of appraisal. In the first stage about 10 per cent AECs functioning under thirty-five VAs and two government projects were selected. In the second stage a sample of about five learners per centre was selected. In all, the study, involved 121 AECs from thirty-five VAs along with 581 learners, 54 drop-outs, 121 instructors and 37 supervisors. In addition, 100 learners, 20 instructors, 7 drop-outs and 4 supervisors were contacted in the two government-run projects. For data collection purposes, five separate schedules were designed for each of the sampled units, namely, voluntary agencies, current learners, drop-outs, supervisors and instructors.

The main findings of the investigation were: (i) Most of the VAs were engaged in the task of socio-economic upliftment of the poor long before taking up adult education work. (ii) Most of the VAs (twenty-nine) ran thirty AECs each; five VAs operated sixty centres and only one VA had 100 AECs. (iii) Of the 1,270 adult education centres operated by thirty-five VAs, 70 per cent were exclusively for men, 16 per cent were for women only and 14 per cent were mixed type. (iv) Distribution of the centres exclusively for SCs, STs and other back-

ward classes was 19.8, 13.4 and 21.4 per cent, respectively. (v) Physical facilities such as location, lighting and seating arrangements at the AECs needed to be improved considerably. (vi) A majority of the AECs had functioned for full term of ten months. Average duration of functioning of the AECs was nine months and the minimum was six months. (vii) The size of the AEC worked out to be about thirty learners. While 46.3 per cent of the AECs had an overall average attendance in the category of 75 to 100 per cent, the corresponding figure on the day of visit was only 23 per cent. (viii) A majority of the learners were from the target group of 15 to 35 years of age. Most of the learners were engaged in agricultural sector of whom cultivators were more than 50 per cent. (ix) More than 85 per cent of the learners joined the centres for acquiring the skills of literacy and numeracy. (x) Most of the drop-outs left the centres just after the first month. Seventy-nine per cent men and 50 per cent women drop-outs mentioned poverty as the major reason for leaving. Other reasons were: inadequacy of instructional material, unsuitability of the place, marriage and so on. (xi) Two-thirds of the instructors belonged to SC, ST and OBC. In areas where weaker sections of the society dominated, instructors were also from the same group. (xii) Sixty-nine per cent of the instructors were below matriculation and twenty-four per cent were matriculates. (xiii) Supervisors were relatively well qualified and 51.5 per cent of them were graduate and above. Women formed a negligible proportion of supervisors. (xiv) Most of the instructors and supervisors were trained. The duration of training varied from 35 to 180 hours for instructors and the range was 35 to 240 hours for supervisors. (xv) Contrary to the procedure adopted by VAs, supervisors were recruited through open advertisements in government projects. The profiles of instructors in government projects were similar to what they were in VAs. (xvi) The government projects were in a better position than the VAs in securing cooperation of other development departments in certain aspects. (xvii) Most of the learners achieved proficiency in reading and writing sentences. In numeracy, most of the learners showed mastery over addition and subtraction up to two digits. On the whole, the performance in literacy and numeracy was satisfactory. However, in terms of functionality and awareness, learners' achievements were modest.