

Research in Adult Education

A TREND REPORT

S.C. BHATIA

INTRODUCTION

Adult education as a subsector in the system of education continues to grow in India, albeit haltingly. The policy planners and programme managers continue to experiment with various strategies in implementation to respond to the wide diversities in learner backgrounds as also the enormous size of the learner group. Conceptually, the growth of adult education in India is in consonance with the global trend of viewing it as a basic human right, a development right in its most comprehensive sense. India has accorded to adult education the status of a Required Minimum need and given it a prominent place in the process of planned development in the Required Minimum needs programme. Adult education is recognized as one of the nine Minimum Needs.

Adult education continues to grow in terms of clearer policy perspective, programme planning processes, programme management processes, and in terms of monitoring and evaluation of its overall contribution to the attainment of national goals. It is *growing in size* in so far it has progressed from being a small-scale social education programme in the early fifties to becoming a National Literacy Mission (NLM) today. It has set ambitious targets for itself: covering 30 million illiterates by 1990 and another 50 million by 1995. It is in the process of acquiring a national, state and district level infrastructure to cope with problems of size and scale in terms of technical resource support. It is also passing through a phase of ideational crisis in so far the policy planners subscribe to the ideology of "Adult Education for Human Liberation", but are constrained

to programme for "mere literacy". The conceptual orientations as manifest in plan documents, including the National Policy on Education—1986, are fairly radical; the actual programmes are in reality far more conservative and weak. The non-governmental organizations (NGOs) which lobby for a bold conceptual approach to the adult education programme are able to convert their ideas into action among small pockets of learners and achieve, in the process, remarkable results. The wide gap between a bold concept and a timid practice thus gets narrowed but only in small pockets; the programme managers continue their quest for the ideal mix required for replication of such success stories.

The motivating force supporting the growth of adult education in India needs to be seen in the constitutional recognition of the access to education as an essential instrumentality to enable an individual to lead his/her life with dignity. It is an integral part of the concept of equality of opportunity which enjoins upon the State to provide means for development of people belonging to minorities, scheduled castes/scheduled tribes, of women and other weaker sections of society. The growth of literacy and awareness among the people is also seen as a measure of indirect support to the attainment of the goal of people's participation in development. Widespread illiteracy and lack of access to other minimum needs have been identified as part of a cluster of factors which jointly act as barriers to a meaningful participation by the people in the process of national development. The other factors include ill-health, frequent child-births in the family, lack of access to safe drinking water and sanitation, and unemployment.

The National Policy on Education-1986 articulates the governmental resolve to achieve removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. In the Indian context, those who have been denied equality, so far would refer to, among others, women, SC/ST, minorities, the handicapped, and other educationally backward sections and areas. The gap between conceptual orientation of adult education and the programme manifestation comes to the surface among these very sections. Adult education as literacy *per se* holds little attraction since literacy *per se* has no defined critical role in their daily lives; and study of their daily time-utilization profile indicates dominant use of oral cultural modalities. Scholars plead for a process of prioritization in the definitional constituents of adult education. The traditional definitions of adult education include literacy (the ability to read and write), use of literacy skills in the management of one's life, and, continuous upgradation of skills with a view to enabling adults to enter the mainstream of the national development process. Adult illiterates, being mostly also the very poor, view upgradation of skills and income generating opportunities as immediate perceived needs; literacy could at best be a latent need.

The conceptual orientation is integrating in character, the programme implementation process encounters fragmented frames of reality. In research, thus, one comes across such phrases as 'literacy demand generation', 'climate building, and 'environment building'. Several research studies on development of the rural poor or weaker sections plead for an integrated view of adult education, as linked with the process of development at a conceptual level, and determination of suitable entry points at the programme implementation level.

OVERVIEW

A review of research in adult education must assess the extent to which research studies demonstrate sensitivity to the conceptual orientation of adult education in the Indian context. How far do researchers probe into the larger question of the integration of the individual learner in society through an active understanding of and participation in the development process both in macro and micro terms? How far do research studies distinguish between efforts which are mere literacy

and those which are 'adult education' in their border linkages with social and national development goals? How far do research studies respond to the need for developing learner profiles in their diverse socio-cultural situations?

The studies reviewed in this trend report are largely related to perceptions of 'functionaries' (e.g. instructors, supervisors and project officers) in the adult education programme rather than to the learners themselves. In the studies which have chosen to focus on the perceptions of the learners, the manner in which such perceptions have been elicited is invariably structured and close-ended, rather than unstructured and open-ended. As a consequence, learners are responding to stereotypes inbuilt in the minds of the researchers.

Though the volume of research is growing, it is difficult to discern any pattern of adult literacy and adult education programmes under various nomenclatures that has dominated the scene during the decade under review. There are more studies now available on programme management, programme evaluation, and learner motivation and attitudes. Very few studies are being undertaken on the conceptual aspects, training methodologies, preparation of learning materials for various categories of learner population, utilizing communication media for development, and developing mass movement as a management strategy.

The present review draws its basic sources from degree-based research studies, from evaluation studies of various projects under implementation, from independent research studies, and other sources. The available research studies could be categorized under the following heads: (i) history and development; (ii) development orientation and linkages; (iii) community participation; (iv) instructional strategies; (v) literacy materials and post literacy materials; (vi) learners motivations and attitudes; and (vii) programme management and programme evaluation.

The present report is based on a survey of Ph.D. theses and projects on adult education completed in Indian universities and research institutes. This should not be taken to imply that these are the only research studies in adult education. A significantly large number of studies are now available in areas such as health education, population education, women's development, legal literacy, environmental education, science for the people, technology transfer, etc. wherein educational intervention is similar to that in adult education. Such studies are based on perceptions of adult

populations and illustrate andragogical principles in relation to learners, teaching-learning methodologies, teaching-learning materials, learner participation, learning outcomes, etc. These studies provide insights into policy formulation processes, programme development, management and evaluation processes, and community support processes.

Educational interventions as supportive of efforts in various development sectors are being appreciated both by policy planners and practitioners. There is evidence of growing partnership between development authorities, educational institutions and non-governmental organizations in the cause of concretization of the right to information as part of people's education.

Research in adult education is now being supported by a large number of development agencies, apart from the traditional three: the Indian Council for Social Science Research, the University Grants Commission, and the National Council for Educational Research and Training. Among the traditional organizations, the Government of India have in the last few years enabled the Directorate of Adult Education (soon to become the National Institute of Adult Education) and the National Institute of Educational Planning and Administration to support research in this area. Among development agencies, research studies, including action-research projects, are being supported and sponsored by almost all development departments/agencies like UNICEF, UNFPA and ILO have also been supporting research studies.

Researches supported by such development agencies have indicated that, even when andragogical principles applied in social interaction settings generate positive attitudes to development inputs and modifications in individual behaviour the necessary backup services are not always available. These studies have pointed out the critical significance of positive attitudes and job satisfaction of functionaries in meaningful implementation of development programmes. Studies in agricultural extension have indicated that training efforts contribute to the process of adoption of innovative practices by farmers as also to the process of technology assimilation. It is now well established that training needs to be flexible, need-based and rooted in local socio-cultural contexts. Educational inputs are thus visualized in an integrated manner, developing education as a response to the total set of their needs.

'Development Communication' is another phrase

which has gained currency in the wake of growing research in adult education. Raising knowledge levels and social awareness have become key phrases in a people-oriented development movement. Development communication has generated a climate for a very meaningful merger of communication technologies and andragogical principles.

It has been pointed out elsewhere in this chapter that few research studies have sought learners' perceptions and that most rely mainly on functionary perceptions. One needs to go a step further and lament lack of studies relating to adult illiterates in their family settings. Does adult literacy in their case contribute to retention of their children in schools? It is only obvious that a convincing proof that the children of parents who enrol in literacy classes stay on in school and have higher achievement levels than children of parents from the same socio-economic background who do not enrol in these classes would support the cause of adult education.

With the growing body of research, there is need to pay attention to the capabilities and skills of researchers, apart from the outcomes of their research studies. Ryan (1978) points that while 'Planning or supporting research in Third World countries, we should rank training research staffs as among the essential outcomes to be sought and not as an incidental by-product of our research itself—important though this may be—but the training of individuals or institutional staff in research skills which can be put at the service of literacy programmes in years to come'.

HISTORY AND DEVELOPMENT

Two studies have been included in the trend report under this section. Singh (1957) deals with the growth of adults education in India during the British period. Bhowmick (1981) traces the development of social education in Tripura and Chachar. Singh (1957) relies on secondary sources of data and adopts the inferential, descriptive technique to describe efforts 'that had some relevance to the education of the masses'. The works undertaken in Bombay in the context of its rapid growth as an industrial centre and by the Mysore Adult Education Association come in for special mention. Singh's (1957) study is by one of the veteran adult educators in India; it does raise issues of historiography as a system under which sources of information are identified and utilized as evidence of direct ef-

forts and indirect efforts. There is a strong case for undertaking a systematic study of the growth of non-formal education, including adult education, in India, beginning from Upanishadic times and through to the modern period. Bhowmik (1981) divides the entire period into three phases: *Classical* (1500 B.C. to 1951 A.D.), *Block* (1952 to 1975), and *Contemporary* (1975 onwards). The investigator has utilized various sources such as historical records, meetings with scholars and statistical records. Other tools used in the study include questionnaires, objective tests and interview schedules. The investigator has undertaken field visits to social education centres in the area. The study brings out some important constraints (e.g. caste considerations hampering women's participation in the activities of the social education centres).

LINKAGES WITH DEVELOPMENT EFFORTS

Many studies relating to motivation and learner's response to literacy programmes have pointed out that literacy is sought better when it is combined or followed by other critical development inputs as entry points. The same situation probably applies to non-formal education for school-age youth. Three studies have been made available in this section. Muthayya and Hemlatha (1982) analyzed adult education efforts in the rural development programme at the block level. The study aimed at examining the existing relationship between the two programmes in terms of functionalities and motivation of learners and functionaries, and suggesting ways of improving operational efforts. Twenty AE officers, ten local leaders and 60 learners constituted the sample of the study. The study points out lack of awareness concerning development schemes, inadequate training, lack of learning materials based on learner's needs, lack of planned community participation in programme implementation, absence of learner understanding about the expected gains from the programme, and the view of the adult education programme as a night school.

The second study is based on an experiment being conducted by NIEPA (1986) dealing with development of an integrated programme in a cluster of villages. The experiment seeks to achieve the objective of universalization of elementary education (UEE) and eradication of illiteracy (EOL) through community involvement. The community is sought to be involved in planning, implementation, monitoring and evaluation

of the effort. The experiment points to possible gains arising out of community involvement, developing programme sensitivities to local cultural factors, the teacher assuming the form of a change agent in seeking the involvement of the community, etc. It needs to be pointed out at this stage that gains in this study are more in the area of enrolment of girls contributing to improvement in UEE.

Satyanarayanrao (1986) studies the impact of adult education on individual modernity in rural and tribal development blocks. The study drew a sample of 100 participants and 100 non-participant adults. 'Modernity' is seen in constituents such as innovativeness, independence, future orientation, open mindedness and aspiration. The social orientation awareness index included awareness of social, economic and political issues in the community context. The study concludes that there is a meaningful link between adult education and modernity, particularly among the tribal groups; there is, however, no evidence to suggest that adult education acts as a counterforce to earlier beliefs.

Satyanarayanrao's study could have been based on a clearer enunciation of the constituents of modernity, social awareness and functionality. This would have enabled the researcher to further examine the question of the larger evidence of link between adult education and modernity among the tribal population rather than the rural population. Could it be attributed to a shift caused by investment of development inputs for the first time? Could it be attributed to higher motivation levels among the tribal population, particularly to development efforts?

Parikh (1985) has studied the question of community involvement in greater detail, assessing the adult education programme in Gujarat. The study aimed at examining the level of community involvement, reasons for lack of such involvement, and suggesting ways of improving it. The sample of adult education centres was chosen from the Rural Functional Literacy Programme, State Adult Education Programme and the Voluntary Agency Programme. In all, 145 adult education centres gave a respondent sample of 144 instructors, 193 village leaders, a select number of officers from four voluntary agencies and government functionaries of various districts. Interview schedule and survey were utilized as instruments in the study. The study reports a low level of community involvement; the instructors did not undertake any significant mobilization efforts in this regard. The village elites, the village leaders and the participant population were

not brought into the dynamics of the communication matrix whereby they could have generated an interactional situation for better learning outcomes. The study suggests several ways, including use of mass media, greater delegation of powers at the district and block levels, and improved teaching technologies to improve community participation.

This small set of studies clearly indicates that the concepts of community involvement and community participation need to be made integral parts of the programme planning process. There is considerable scope for studies aimed at identification of various constituents of the community and participation-involvement strategies.

An evaluation report prepared by the Council for Social Development (1982) on the Functional Literacy Programme of the Integrated Child Development Service Scheme relies on the descriptive survey method, a questionnaire and an interview. The study reports a dismal state of affairs insofar as the primer used was meant for school children, very few visual aids were used and the quantity of learning materials was inadequate. The outcomes in terms of awareness concerning modern methods of health and hygiene were far below expectations.

INSTRUCTIONAL STRATEGIES

Reghu (1983) has studied the instructional strategies and techniques used in the Rural Functional Literacy Programme (RFLP). The study relies on a sample of 60 centres, 300 learners and 480 instructors in the RFLP Centres. A questionnaire was used to compile centre-based data. Additionally, the researcher has made use of an observation schedule, checklists, and interview and evaluation schedules. The study indicates that discussion as an instructional technique seems to work well, even if the participation by the learners is initially low. The technique of "study tour" evoked very low response. The third instructional technique—organizing variety-entertainment programmes—was adopted by few centres. Apart from these three innovative instructional techniques, a large number of the classes were based on the Primer with idea—sentence—word—alphabetic method forming the main instructional technique. The study points to the dismal poverty in instruction in the adult education classes insofar as the instructors lack familiarity with or control of or the will to try out innovative instruc-

tional techniques. Are we providing the adult learners poorly-equipped instructors? Could that be seen as a major cause of lack of learner interest in the activities of the Adult Education Centres? We need more research in the area to widen our understanding in this regard. Soundian Selvaraj (1987) examines the application of behaviour modification techniques with learners in the post-literacy centres. The researcher makes use of six techniques: shaping, knowledge of results, knowledge of objectives, the pre-mack principle, token rewards, and group and individual learning. The study chose a pretest—treatment—post-test experimental design with baseline and final criterion tests and three intervening tests. The study finds that the techniques, in terms of their efficacy, could be arranged in the following order: knowledge of results; Premack principle; and knowledge of objectives. The study points out that token rewards had no substantial effects on achievement.

LITERACY AND POST-LITERACY MATERIALS

Preparation and production of literacy and post-literacy materials is another area which has attracted research attention in the last decade. Shanker (1983) compared two primers for adult literacy classes; these primers were prepared on two different theoretical principles: the 'phonetic' principle and 'syllabic' principle. The comparative dimension of the study was seen in terms of differences in level of attainment of the learners. The study finds no significant difference between the mean achievement of the two groups. Several other variables must have influenced the situation; the study does not seem to have developed adequate sensitivity towards such other factors.

Shanker *et al.* (1982) undertook a status survey of reading interests of rural readers as seen in the Literacy House Bicycle Library membership. The study adopted a structured interview schedule. The study indicates that readers preferred religious books and technical reading. The scale of reading interests indicates a preference for religious, functional and recreation-oriented reading materials.

Pati (1985) examines the same question in the socio-cultural context of the State of Orissa. The researcher draws on a sample of 400 adult neo-literates drawn in equal number from rural, tribal, industrial and urban-slum categories. The sample was equally divided in terms of sex. The researcher made use of two

questionnaires and one interview schedule. He found that male readers preferred stories, mythology and newspapers, whereas women preferred mythology and story books. An interesting finding of the study supports the use of local dialect in books. The study also finds that readers prefer medium-sized type in printing.

THE ADULT LEARNER

Ashar and Oak (1985) examine the study habits of adult learners of the open university programme of the SNDT Women's University. A rating scale comprising 43 statements was marked to 250 students of the B.A Part II; 120 students responded to the rating scale. The study indicates that students limit their study to the materials set by the university. It also indicated that students showed very little control over methods of study as manifest in the organization of subject matter and its presentation. The study apparently makes a case for provision of guidance lectures as part of the outreach programme of the open university system to its students.

Mohapatra (1987) seeks to find the views of adult women concerning early marriage and family size and the impact made by adult literacy on these aspects. The study draws on a sample of 100 women—literate and illiterate. A questionnaire for the literates and an interview schedule for the illiterate women served as instruments. As would probably be obvious, the literates preferred small family and delayed marriage whereas the illiterate women seemed to prefer more children, largely owing to the fear of high infant mortality.

Panda (1984) analyses the characteristics of adult illiterates and their perception of learning environment. The study draws on a sample of 3000 adult illiterates in equal number from the two sexes. The study makes use of a battery of tests along with an interview. The study finds that illiterates generally belong to homes where poverty, large families and agriculture as occupation are the main features. Illiteracy among women is further accentuated by sex stereo-typing. Learners belonging to the SC/ST sub groups preferred a favourable climate, affectionate teachers and relevant curriculum. The study spells out some interesting sex-based psychological stereotypes: women are termed as 'neurotic' happy-go-lucky, shrewd, imaginative, and more tradition bound. Men are found to be more prac-

tical, outgoing, adventurous, easily satisfied with their own lives and surroundings.

Seth (1984) assess achievement motivation, attitude towards literacy, and level of aspiration of adult-learners. In the process, the investigator outlines the socio-psychological characteristics of adult learners and the impact of the adult education programme. The researcher uses a questionnaire and achievement tests for the women learners. The study finds a significant relationship between the main occupation of the family and learner attitude to literacy. The learners continued to participate in the literacy class so long as they had sense of achievement.

Singh (1970) seeks to find out the factors that motivate adults to seek and use literacy skills. The motivating factors seemed to be the desire to write their names, to read signboards and labels, to recite religious texts or songs, and to use literacy skills in their work. The study indicates that learners working outside the village used literacy skills for diverse purposes as compared to those working in the village.

Trivedi (1984) seeks to find out reasons for dropping out of schools on the basis of records for 1979 and 1980. The researcher has made use of an attitude scale and a checklist to know the attitudes of dropouts and non-dropouts towards learning. The checklist was distributed to 200 instructors (returned by only 50), six supervisors and one project officer. The attitude scale was administered orally to 316 dropouts and 109 non-dropouts. The study points out that dropout rate was higher among males than females. The dropout rate was maximum during the first two months of the course and it increased with increasing age. An interesting finding of the study indicates that a large family was helpful to an adult in continuing in the class. The reasons cited for dropout include fatigue from hard work, migration, lack of interest, inconvenient time and advanced age.

Umayaparvathi (1983) examines the psychological and social factors contributing to higher levels of literacy attainment among women. A sample of 200 women learners in the age group 15-35 with equal numbers from rural and urban areas were administered language and numeracy tests for measuring literacy attainment scores. Murray's Thematic Appreciation Test was used to measure achievement motivation; Bhatia's Battery of Performance Test of Intelligence was used to obtain scores on intelligence. Intelligence, not achievement motivation, seems to have a significant relationship with literacy attainment. Similarly, a sig-

nificant difference was observed in literacy attainment between urban and rural women and between backward and scheduled caste women learners.

PROGRAMME MANAGEMENT AND PROGRAMME EVALUATION

There are as many as 45 studies on the inter-related areas of programme management and programme evaluation. The largest number of evaluation studies relate to the states of Bihar and Gujarat, with Maharashtra and Rajasthan following in third and fourth positions. The institutions conducting these studies are the A.N. Sinha Institute, Xavier Labour Relations Institute, Sardar Patel Institute of Economic and Social Research, and Indian Institute of Management.

The Bihar evaluation studies take into account the programme at the state level, the district level and the block level, the programme run by state machinery, university teachers and students, and by voluntary agencies. It needs to be stated that many of these studies have been conducted more in the form of 'quick appraisals', than evaluation reports. The methodology used is invariably a random sample survey, interview schedules, analysis of functionary diaries, observation, and literacy tests. Ganguli, Pathak and Mirza (1983) report an excessive literacy bias in the programme and low achievement in functionality and awareness. The Xavier Institute (1983) reports that learners enrolling in the adult education centres were those below the poverty line, were eager to sign their names, handle numeracy and enhance general knowledge. While the instructors were handling both motivational and instructional tasks, it was not always possible for them to handle learning situations in development themes. The Bihar evaluation studies clearly indicate that the instructor or the animateur as the most critical grass-roots worker was inadequately trained and subject to a high expectation load. The instructor or the animateur must receive support from other development functionaries in enriching the content of activities and instructional methodologies at the adult education centre. The study also points out the gap between learner awareness and his/her willingness to take social action, between awareness *per se* and utilization of such awareness. Numeracy tends to pose more learning problems than reading and writing skills; instructional methodology apparently needs better visualization in this area.

Natrajan (1981) refers to learner's expectations from the adult education centres. The programme managers view these in terms of literacy, functionality and social awareness, whereas the learners below the poverty line see it in terms of enhancement in their incomes. Such evaluation studies thus face a very curious situation: the programme manager's checklists record many achievements; the learners do not seem to feel any visible change in their lives. Sachchidanand and Ganguli (1983) assess the work undertaken by the Nehru Yuvak Kendras and point out the same set of results and problems as have been pointed out in other studies.

The Gujarat evaluation studies seem to indicate a greater variation in research design and in probing the impact of the programme. CASE (1982) adopted an *ex-post facto* design of evaluation; it points out serious gaps in management, target coverage, planning, etc. In addition to learner truancy, the study reports instructor truancy as well. The learning environment at the Adult Education Centre studied needed to be brightened up a bit. Visaria and Patel (1984) note many defects in the management of the programme and point out that the organisers' perceptions of the programme require greater clarity.

Kundu (1985) examines various methods of adult learning by taking up five equated groups matched on age, socio-economic status, sex, and degree of achievement. The five groups were exposed to five different methods of teaching: letters associated with pictures and alphabets; the alphabetic method; the card-teaching system followed by the University of Bombay. The researcher finds the Bombay University method effective; however, the variability is not so much due to the teaching method as it is to a case of group instruction vis-a-vis individualized instruction.

SUMMING UP

The large range of programme management and programme evaluation studies indicate a welcome trend in so far greater research attention is being devoted to adult education. In the very fact that research studies point to the limitations inherent in a mere literacy programme, there are implications in favour of development linkages. Research in adult education (including adult literacy) in the Indian context needs to be backed by periodic training programmes in research methodology.

ABSTRACTS: 1334—1408

1334. AHMAD, MUSHTAQ, *A Survey of Reading Material for the Neo-literates in India*, Indian Adult Education Association and JMI, 1957

The major objectives of the survey were (i) to know the status of reading materials for the neo-literates, (ii) to find out to what extent the reading material was in tune with the needs of neo-literates, (iii) to get an idea of such other aspects of reading materials like quality, price, vocabulary used, style of writing, etc., and (iv) to get an idea of procedure of production, quality of production, difficulties faced by publishing agencies and such other aspects.

This was a census survey on an all-India base. Data were collected through an open-ended schedule, interviews and discussions.

The major findings were: 1. Very few writers of reading materials had got specialized training in the area. Most of the members of the advisory committees were educationally well-qualified but had little experience in teaching adults or producing reading materials for them. Private publishers had little idea of the reading needs and interests of neo-literates. 2. Guidelines provided to authors were rather vague and there was no method developed to check the accuracy of the content. 3. The printed materials differed widely in get-up, illustrations, language and treatment of themes. 4. The pre-testing of supplementary and follow-up books was completely ignored, though primers were pre-tested to a certain extent. 5. Few neo-literates borrowed books. The majority of borrowers were those who were already educated or school-going children.

1335. AHMED MUSHTAQ, *An evaluation of Reading Materials for Neo-literates and a Study of their Reading Needs and Interests*, JMI, 1958

The study aimed at undertaking (i) an evaluation of follow-up reading materials in Hindi, (ii) identification of reading interests and reading needs of neo-literates, and (iii) assessment of techniques of production of reading materials. The ultimate objective was to improve the quality of reading materials for neo-literates.

The descriptive survey method was employed. The data were collected through a test passage, a content analysis sheet and an inventory of topics. The sample

included all books which were recommended for use. The data were procured from publishers of the reading materials.

The major findings were: 1. The physical aspects of the reading materials were satisfactory. 2. There was scope for the improvement of illustrations. There was need for more care about the accuracy of the contents. 3. Prices were on the high side in some cases. 4. The majority of books were related to epics, biography, agriculture and social studies. Very few dealt with leisure time occupations, science or technology. 5. The vocabulary used was within the comprehension level of neo-literates. 6. The style of writing was quite stimulating. 7. As far as the reading needs and reading interests were concerned, it was found that the first, second and third preferences were agriculture, religion, and topics related to agriculture. 8. Only a few writers of the reading materials for neo-literates had special training in the area. Very few were aware of the reading needs and interests of neo-literates. 9. Most of the books were rather difficult for the average reader.

1336. AIKARA, J. and HENRIQUES, J., *Functioning of the Adult Education Programme in Maharashtra, Unit for Research in the Sociology of Education*, TISS, Bombay, 1982

The specific objectives of the study were ascertaining (i) the coverage of target groups in terms of the socio-economic backgrounds of the learners of the Adult Education Centres (AECs), (ii) the inputs available at the AECs, (iii) the functioning of AECs, in terms of the attendance of the learners and the content of the teaching, and (iv) the learning outcomes of the AECs in terms of achievements of learners.

The sample of the study included 315 AECs of Maharashtra State, stratified by two agencies—government and universities. Other samples were 296 instructors, 1131 learners, 177 dropouts and 247 potential learners. Interview schedules and observation schedules were used for data collection. Seventeen investigators were engaged in data collection. Learning outcomes were taken as the major dependent variables. The independent variables were the socio-economic and other characteristics of the learners and the ecological and social characteristics of the AECs. The statistical measures and techniques used for analysis of data were percentages, chi-square, t-test, f-test, zero order correlation and regression analysis.

The major findings of the study were: 1. Ninety-five per cent of the learners belonged to the target group. 2. A satisfactory result was observed with reference to opening AECs for priority group learners. 3. The AECs were functioning mostly in instructors' houses. 4. Around 37 per cent of the instructors had found it difficult to get 30 learners for starting AECs. 5. Evidence of manipulation of registers was seen in the case of at least 15 of the 296 AECs. 6. Just 27 per cent of the AECs had 30 or more learners marked present at least one day in every month. 7. The mean dropout rate per AEC was 5.19 persons. About 84 per cent of the dropouts faced problems related to household work and economic difficulties. 8. Only 18 per cent of the AECs received all the stipulated instructional materials; a few AECs did not receive any of the materials for instructional purposes. 9. A majority of the instructors had fairly good scores in the scales of exposure to modernization and political awareness. 10. Forty-four per cent of the instructors had a formal education below SSC level. 11. Most of the instructors were motivated by the ideal of educating the illiterates. 12. Only 35 per cent of them got training, before functioning AECs. 13. Many of the supervisors complained about extensive and time-consuming tours. 14. Literacy seemed to have been taught in all the AECs. 15. Instruction related to social awareness and functionality was neglected in most of the AECs. 16. The difficulties mentioned by the instructors in teaching functionality and social awareness were lack of knowledge on their part about the content to be taught in these two areas, lack of interest of the learners and non availability of instructional materials. 17. Around 25 per cent of the learners could achieve 100 per cent scores in literacy and numeracy. Only one per cent of the learners got 100 per cent marks in a functional knowledge test and none of the learners could score 100 per cent marks in a social awareness knowledge test. 18. In comparison with the potential learners, the AEC learners had a higher level of functionality and social awareness. 19. There was a significant correlation between literacy, functionality and social awareness. 20. A majority of the learners expressed positive reactions in terms of application of social awareness in life situations.

1337. BHOWMIK, K.L., *The Development of Social Education in Tripura and Cachar*, Ph.D. Edu., Gau. U., 1981

The main aims of the investigation were (i) to study the

development of social education in the State of Tripura and Cachar, the adjoining district of Assam, through different stages, (ii) to study various aspects of social education, and (iii) to undertake an evaluation of social education with a view to improving the existing status of continuing education.

The history of the development of social education in Tripura and Cachar was divided into three periods—classical (1500 B.C. to A.D. 1951), Block (1952 to 1975) and Contemporary (1975 onwards). Data were collected through various methods such as questionnaires, objective tests, interviews of officials as well as scholars, study of historical records and statistical documents wherever they were available. Social education centres were also visited and their records studied. A comparative study of development in Tripura and Cachar in various aspects of social education activities was carried out.

The major findings were: 1. The development of social education achieved so far in Tripura and in Cachar district was quite commendable. But for the numerous problems, the progress would certainly have been far greater. 2. Topographical, economic, human and organizational problems reigned supreme in this field. 3. Social education activities were more conspicuous in Tripura while in Cachar they were less so. The Social Educational Department, especially in Tripura, was functioning with great vigour and enthusiasm. 4. The attendance in literacy classes for women was most discouraging for certain reasons. In a rigid caste environment, the higher caste women were found not interested in attending literacy classes only because there they had to sit with low-caste women. They also feared that, if the low-caste women became literate, they might not agree to do manual work. 5. Illiterates seemed to be more interested in development programmes than the literates.

1338. CASE, *Evaluation of the National Adult Education Programme in Seven Districts of Gujarat — 1978-1980*, A Ministry of Education (Government of India) Project, MSU, 1982

The enquiry was conducted to study (i) the coverage achieved under the National Adult Education Programme (NAEP) in terms of the area, i.e., talukas and villages, brought under the programme, with reference to the local needs as stated by the NAEP outline (1978), and (ii) the functioning of the Adult Education Centres (AECs) with regard to organization, facilities, composi-

tion, training of personnels, working of the functionaries, community involvement, and relevance of the programme as perceived by beneficiaries, functionaries and the community.

The study adopted an *ex-post facto* design of evaluation. For objective one, data were collected from census and adult education officers, and records of the seven districts under study, viz, Dangs, Valsad, Surat, Bharuch, Vadodara, Kheda and Panch Mahals. For objective two, the sample included 244 villages having 352 AECs, 352 instructors, 1909 learners, 40 supervisors and 642 village leaders. Interview schedules and proforma were used by the field investigators for data collection. The data were analysed in descriptive forms.

The findings of the study were: 1. In seven districts under study, discrepancies were observed across 66 talukas with regard to coverage of the programmes. Only 2046 villages from these districts were covered under the programme during 1978-80 whereas the remaining 6192 villages were unserved with NAEP. 2. The progress of NAEP in terms of opening of centres was not satisfactory. 3. Planned efforts for coverage of needy groups of learners under NAEP was viewed with scepticism. 4. As many as 84 per cent of the learners belonged to the 15 to 35 years age-group. Also 96 per cent of the learners belonged to needy sections of the society. 5. Seventy-five per cent of the instructors were men which fact had, possibly, influenced the enrolment and attendance of women learners at the AECs. Of Course, most of them were from backward communities. 6. Many village leaders had expressed concern over lack of regularity of classes due to truancy among learners and sometimes even among instructors. 7. Activities provided at the AECs were essentially geared towards the acquisition of literacy and numeracy. 8. Most of the instructors, village leaders and learners expressed the view that the instructional materials were appropriate for acquisition of literacy and numeracy. 9. A large number of supervisors participated in the various activities of the AECs such as demonstrations and field visits during their supervision of AECs. 10. Several village leaders had expressed the need to improve the facilities at the AECs and some of the learners had complained about bad lighting and noisy environment. 11. Almost all the learners had perceived the impact of the programme of their numeracy and literacy skills. They were, also, influenced by two other aspects, viz., family welfare and personal habits. 12. The impact with regard to the objectives of social awareness and functionality

was just marginal. 13. Most of the villages gave community support to the programme.

***1339.** CHATURVEDI, S.K., *Non-formal Education in India, Historical Perspective*, Ph.D. Edu., M. Sukh. U., 1986,

The objectives of the study were (i) to trace non-formal education as a part of the Indian tradition, and (ii) to develop a concept of and a philosophical base for non-formal education.

About 300 educationists and experts working in the area of non-formal education constituted the sample of study. Different tools and techniques, such as questionnaire, interview and discussion were used to collect the data.

The major findings were: 1. Non-formal education had a beginning around 4000 B.C. in India. 2. At that time the aims of non-formal education were related to the values—*Artha, Dharma, Kam* and *Moksha*. 3. The methods included performing of religious rites and ceremonies. 4. All courses were related with the religious activities. 5. Gradually, non-formal education became an open system of education that comprised all organized educational activities outside the established school system. 6. There came a plateau in the progress of enrolment in the formal schools. In course of time, non-formal education expanded. 7. The aims were related to improvement of quality of life. It included discussions, exhibitions, demonstrations, *dharma*, film, cultural programmes etc. as teaching methods and teaching aids. 8. In modern times, it concentrated on literacy, numeracy, agricultural education, health education, nutrition education, population education and other issues germane to daily living.

1340. COUNCIL FOR SOCIAL DEVELOPMENT, *Functional Literacy Programme of ICDS Scheme, Kathura, Haryana (Report of Phase II Study)*, New Delhi, 1982

The study was designed to evaluate the functional literacy (FLIT) component of ICDS in Kathura, by assessing its impact on the participant during the interval between the first and the second phase.

The descriptive survey method was used. Data were collected through a questionnaire followed by interview.

The main findings were: 1. In the first phase, 59 per

cent of the participants were in the age-group of 15-35 years. Nearly 90 per cent of the participants were illiterate. Attendance in the FLIT classes was about 50 per cent. 2. The primer used was the same as that used for class I of primary schools in Haryana. 3. Very few visual aids were used in teaching. 4. The typical anganwadi worker was in the age-group of 20-24 and had studied upto class X. 5. The information level of participants on items of general knowledge was pretty good. 6. In phase II of the study, participants did better in the attainment of literacy skills. In the area of family planning, more participants were aware of permanent methods of totally preventing child-birth. 7. The objective of promoting better awareness among women of modern methods of health and hygiene could not be adequately achieved. 8. The material supplied to the FLIT centres was not only unsuitable for adult women, but also insufficient.

1341. COUNCIL FOR SOCIAL DEVELOPMENT,
Study of the Functional Literacy Programme of ICDS Scheme, Kidderpore Block, Calcutta, New Delhi, 1982

This project aimed at evaluating the functional literacy scheme of the ICDS programme in terms of providing a status report, compiling benchmark data for future evaluation and suggestions for improvement.

The descriptive method was employed. The data were collected through a structured interview and a literacy test.

The main findings were: 1. The achievement of literacy programme was below average. 2. Knowledge about the maternity care, child health and hygiene was fairly good with a small percentage of participants. 3. The main problems faced by FLIT participants were their engagement in variety of economic activities, distance of the centre, inconvenient timing and inability of the organizers to motivate the participants. 4. Supervision and guidance were weak because of a large number of centres being placed under the charge of one supervisor. 5. One feature of the outcomes of the FLIT programme in this block was in the area of economic improvement skills. About 20 per cent of participants had training in sewing/knitting/handicrafts, though very few utilized it for earning additional income.

1342. COUNCIL FOR SOCIAL DEVELOPMENT,
Study of the Functional Literacy Programme of ICDS Scheme, Myliem Block, Upper Shillong, Meghalaya, New Delhi, 1982.

The study was designed (i) to provide a status report on the functional literacy (FLIT) programme, (ii) to develop and provide guidelines for the improvement of the programme, and (iii) to fix bench-mark data for its future evaluation.

This was a descriptive survey. The data were collected through a structured interview and a literacy test.

The major findings were: 1. Participants in the FLIT programme were fairly well-off. 2. Among the illiterate group, 45 per cent secured zero marks in reading ability, 62 per cent could not write and 41 per cent could not identify numerals. On the positive side, 16.5 per cent of the former illiterates could read correctly, 27 per cent could write correctly the names of common objects and 2 per cent obtained a full score in arithmetic. 3. As regards knowledge of various items of maternity care, the range of participants' knowledge was wide. Very few were aware of the family planning programme. The level of information about child care, health and hygiene was satisfactory. Most of the participants were aware of the need for extra food during lactation rather than during pregnancy. 4. Participants were engaged in various types of economic activity. The lack of suitable, easily accessible accommodation for literacy classes and inconvenient timings of classes were factors that affected attendance adversely. 5. The meagre honorarium paid to ICDS staff and other financial constraints told upon the quality of work of all functionaries. 6. The primary health centre was not within the reach of majority of participants, making it difficult for them to utilize the services of the health staff. 7. The supervisors and other officers failed to provide services and supervision to 60 centres allotted to them. 8. There was rather low rapport between them and anganwadi workers, village leaders and participants.

1343. DATTA, S.C., and KEMPFER, HELEN,
Social Education in Delhi, Indian Adult Education Association, New Delhi, 1969

The research was undertaken to assess the effect of different programmes carried out by three social education agencies in Delhi.

The method employed was descriptive survey. The data were collected through interviews with participants and non-participants, policy makers, administrators and field workers. The other sources were records and annual reports of the social education agencies.

The major findings were: 1. An average participant was a young man or woman below the age of 35, belonging to the lower middle class and with education not beyond the primary level. Such a person might be working as a peon, chowkidar, postman or clerk. He/she visited the centre more or less, regularly and the percentage of participation increased from the age group of 12-14 to the age-group 15-24; then there was a decline. 3. Most of the participants liked to attend the centres and the programmes. Literacy was the most important activity of each centre as perceived by the participants. Those who had attended literacy classes claimed competence on reading and writing. 4. Craft was popular among women. Sewing and cutting were regarded as the most useful. 5. Lack of equipment was one of the causes for people leaving the centre. 6. Recreational and cultural activities were fast becoming popular. There was dearth of play materials, magazines and newspapers in centres. They also lacked physical comfort and sanitary arrangements. 7. Many women were reluctant to come to the centre because there was no one else to look after their children at home. 8. It was advisable to arrange a 'children's corner' at the centre for such children. 9. Among the field workers there was general discontent. Their workload was heavy. To expect one worker to organize a variety of programmes was unrealistic.

1344. DESAI, RAMA, PATEL, V. B. and SHAH, S. G., *An Appraisal of the Implementation of the National Adult Education Programme in the State of Gujarat*, Centre for Training and Research in Adult Education, Gujarat Vidyapeeth, Ahmedabad, 1982

The major objectives of the investigation were (i) to study the implementation of the programme of adult education in Gujarat State, (ii) to study the effectiveness of the supervision of adult education classes, (iii) to find out the extent of achievement of the major objectives of adult education, (iv) to find out the effectiveness of the training of classroom functionaries, and (v) to find out the major problems faced by adult education workers.

The sample included 53 project officers and eight supervisors. A number of project officers also acted as supervisors. A questionnaire and an interview schedule were the main tools for data collection.

The major findings were: 1. Ninety-one per cent of adult education workers were below the age of 35 years. 2. The supervisors were above 40 years of age. 3. Eleven per cent of the supervisors were only SSC pass or SSC with PTC. The rest were graduates or postgraduates. 4. Sixty-four per cent of adult education workers had one year or less of special education/experience. About 72 per cent of adult education workers had one year or less experience in adult education. 5. Of the 2459 adult education classes, 581 were only for women, 1418 classes were only for men and rest were for both men and women. 6. The adult education organizers had difficulties in recruiting functionaries as the remuneration was inadequate. They were doubtful about receiving the cooperation of adults because of the social resistance faced by functionaries and a misguided apprehension among them about the impossibility of the task. 7. About 64 per cent of the respondents felt that the functionaries displayed a good measure of interest in enthusiasm for and efficiency in the discharge of their functions. 8. The functionaries were of the opinion that the level of achievement in literacy and numeracy was better than that in promoting development of functional skills and awareness in which areas the results were disappointing. 9. It was observed that the adult education functionaries, by and large, were efficient in classroom communication. The facilities in the classroom could be categorised as 'good'; yet the achievement of adults were below average. 10. Both lectures and group discussions were popular methods being used in adult education classes. 11. The project officers and supervisors felt that the training programme was effective. 12. The main suggestions for improving the training programme were: (i) training be imparted at one place; (ii) training be imparted more frequently, (iii) congenial accommodation be provided during training, (iv) the number of trainees be limited to 30 per class. 13. According to adult education functionaries, the major problems facing adult education programme are inadequate physical facilities, inadequate teaching aids, irregular and inadequate remuneration, difficulty in getting proper functionaries and inadequate interest on the part of adult learners due to physical fatigue after a day's hard work.

1345. DIRECTORATE OF ADULT EDUCATION, *Farmers' Training and Functional Literacy: A Pilot Evaluation Study of Functional Literacy Project in Lucknow District (Technical Report)*, New Delhi, 1973

The study was designed to provide feedback for extending the programme and to analyse its pedagogic and socio-economic impact.

The experimental method was employed. Data were collected through literacy attainment tests and an interview schedule.

The main findings were: 1. The functional literacy programme (FLIT) was directed to the small, underprivileged farmers in the 15-45 age group. 2. The literacy effects were quite satisfactory. Only nine per cent were unable to read and 80 per cent could write at an average speed of 2.87 words per minute. About 28 per cent could fill in a farm plan very well, unaided. About 23 per cent were unable to solve any arithmetical exercise. About 12 per cent could solve all exercises set correctly. 3. Increase in agricultural knowledge about wheat was significantly higher in the experimental group than the control group. The same was true in respect of awareness, interest, trial and adoption of high yield variety seeds and other modern techniques and practices. 4. The attitude towards literacy, material comfort, contact with extension personnel and use of radio, had significantly changed for the better.

1346. DIRECTORATE OF NONFORMAL EDUCATION, *Polyvalent Adult Education Centre (Shramik Vidyapeeth) Bombay: Second Evaluation Study*, Govt. of India, Ministry of Education and Social Welfare, 1974

The project was a survey of the programmes and activities of the Shramik Vidyapeeth undertaken with a view to assessing the effectiveness of the institution.

The descriptive survey method was employed. Data were collected through interviews with policy-makers and a questionnaire mailed to employers. Besides reports and records concerning the institution were used as sources of information.

The main findings were: 1. Many of the courses run by the institution were of an exploratory nature and skill-oriented. 2. Possibly, the courses met the requirements of the employers and the workers. 3. The seven-year record showed that many programmes tended to be

of an ad hoc nature, without a clear enunciation of objectives.

1347. GANGULI, P.K., PATHAK, K. N. and MIRZA, S., *Adult Education in Bihar—Fourth Appraisal*, ANS Institute of Social Studies, Patna, 1983

The major objective of the study was to evaluate the performance of the National Adult Education Programme (NAEP) run through state government projects in Bihar and make necessary suggestions for further improvement.

A sample survey was carried out. Five NAEP projects were selected and 458 current learners, 13 dropouts, five project officers, three assistant project officers, 45 supervisors and 96 instructors were selected at random from the sample project. Six interview schedules were developed for learners, dropouts and different project functionaries. The investigator's diary was also used to collect necessary data. Data were also collected through interviews and observation. Current learners' literacy and numeracy skills were assessed in an informal way. Percentages were mainly used in analysing the data.

The major conclusions were that the overall achievement of learners on awareness and functionality components was far less than that on literacy. There was still a wide gap between the theoretical ideals of NAEP and its implementation. The trend of development through NAEP was encouraging. Its cautious handling in the light of past experiences of shortcomings in implementation of the programme would bear fruit and make the NAEP more effective.

1348. GANGULI, P.K., PATHAK, K.N. and MIRZA, S., *Adult Education in Bihar—Fifth Appraisal (Dumka District)*, ANS Institute of Social Studies, Patna, 1984

The main aim of the study was to evaluate the performance of the adult education programme implemented through the state government run projects in Dumka district of Bihar, predominantly inhabited by tribals, and provide suggestions for further improvement.

Two NAEP projects in the district were selected. Project officers, assistant project officers, supervisors, instructors, learners and dropouts of 58 sampled adult education centres run through these projects were inter-

viewed through six separate schedules. Learners' attainments on literacy and numeracy components were assessed in an informal way. The investigator's diary was also used to collect additional data. A large number of villagers were also interviewed informally. The data were analysed mainly through percentages.

The major conclusions were: 1. As compared to literacy skills, the learners' achievement in numeracy appeared to be poor. The overall picture relating to achievements in literacy and numeracy was not discouraging. 2. Learners' attainment on awareness and functionality components was not satisfactory. 3. The process of implementation had several limitations. 4. The programme could not attain all the desired objectives. There was enough scope for improvement.

1349. GANGULI, P.K., *Adult Education through Universities (A Case Study of Bihar University)*, ANS Institute of Social Studies, Patna, 1984

The major objective of the study was to evaluate the performance of the National Adult Education Programme (NAEP) implemented through Bihar University and make suggestions for improvement.

Two colleges under Bihar University which were running adult education programme were selected. In all 40 current learners, eight instructors, two supervisors, two programme officers, and the coordinator of the adult education programme in Bihar University were interviewed. Learners were also tested on literacy skills. The random sampling technique was used to select the samples. Six interview schedules for current learners, dropouts and different NAEP functionaries were developed and used. The investigator's diary was also used to collect data. Percentages were mainly used to analyse the data.

The major conclusions were that the adult education programme run through the Bihar University was successful in developing literacy skills among learners. The overall picture of their performance on numeracy, functionality and awareness components was not up to the mark. The programme could not succeed in making the learners conscious about their genuine rights as well as developing those skills which were required to organize the masses to protest against injustice.

1350. GANGULI, P.K., PATHAK, K.N., and MIRZA, S., *Literacy through Adult Education: A Quick Appraisal*, ANS Institute of Social Studies, Patna, 1984

The major objective of the study was to ascertain the literacy level of the participants in the ten-month adult education programme run through the adult education centres (AECs), in 31 old NAEP projects in Bihar, irrespective of their year of attending the programme.

The sample included 4,650 ex-learners of the AECs derived from 31 old NAEP projects in Bihar by adopting the purposive sampling method (150 ex-learners were selected from each project). While selecting the sample, due weightage was given to sex and caste. An interview schedule for participants was developed and used. Respondents' levels of literacy and numeracy were assessed in an informal way. Data were analysed mainly in terms of percentages.

The major conclusions were: 1. The literacy level of the respondents was more or less satisfactory in almost all the 31 projects. 2. Respondents were far better in reading than in writing. 3. Writing sentences was found somewhat more difficult than writing words and alphabets. 4. The achievement level in reading and writing showed a gradual decline, as the task became more complex; from simple reading and writing alphabets to reading and writing full sentences. But out of the 31 projects, the achievement on numeracy skills was satisfactory in only nine projects.

1351. GANGULI, P.K., *Model of National Adult Education Follow Up Programme—A Preliminary Study*, ANS Institute of Social Studies, Patna, 1983

The major objective of the project was to study the effectiveness of the Model(III A) through which the follow-up programme of NAEP was implemented in a large number of districts in Bihar.

A case study of one adult education project, viz., in Sahar, in Bhojpur district, was carried out. In this project, the follow-up programme was launched by adopting a modified version of Model III of the National Adult Education Programme (NAEP), as recommended by the J.P. Naik committee. Data were collected from a large number of villagers, village elites, leaders, neo-literates, and adult education functionaries. The interview technique, discussion and observation methods were used to collect data. Suitable methods were employed to analyse the data.

The major conclusion was that Model III A was quite effective. Some modifications in the model were needed to make the follow-up programme more effective.

- *1352. GODE, M.A., *A Study of National Adult Education Programme as Included in the New Twenty-Point Programme of the Government of India with reference to the Project Devised and Implemented by the University of Bombay*, Ph.D. Ed., Bom. U. 1987

The main objectives of the research were (i) to study the historical perspective of adult education in the country, (ii) to study the changes in the concept and forms of adult education from time to time, (iii) to examine the gains and limitations of the National Adult Education Programme (NAEP), (iv) to study the contribution of Indian universities towards adult education in the context of their acceptance of extension as the third dimension of the university system, and (v) to assess the impact and utility of 'each one, teach one' project devised and implemented by the University of Bombay with a view to replicating and paving a way for further innovations.

The study employed library research and was descriptive in nature. The method of simple random sampling was used for the selection of the 774 learners and student instructors from 24 colleges. The data were collected by means of a questionnaire administered to the student instructors conducting the 'each one, teach one' project, and an interview schedule for interviewing the adult learners, principals, NSS programme officers and students from the colleges participating in the project. The data were analysed by using descriptive statistics.

The major conclusions of the study were: 1. Literacy efforts were unable to match the growth in population. 2. The history of adult education showed that there were constant efforts, though feeble, to remove illiteracy in one form or the other. 3. The NAEP as well as other programmes for removal of adult illiteracy had not been in a position to achieve the targets set. 4. Both boys and girls were equally interested in the 'each one, teach one' project. 5. Since every student instructor had to identify only one adult illiterate to teach, the identification of a learner was not difficult for the students. 6. The importance of literacy was realized by the illiterates and this realization could serve as a major motivational factor. 7. The alphabetic method was deeply rooted in the minds of the student-instructors. 8. The project of 'each one, teach one' was capable of securing the involvement of the maximum number of student-instructors. 9. Strong motivation led to regular attendance, irrespective of personal problems. 10. Stories and novels carried the highest reading interest among neo-

literates. 11. The teaching skills of the instructor were not only understood but also appreciated by the learners. 12. Use of material relevant to life and felt needs made learners' knowledge functional.

1353. HARIHAR, R. and RAO, T.V., *Adult Education in Rajasthan—Third Appraisal (Jhunjhunu District)*, Public Systems Group Project, IIM, Ahmedabad, 1982.

The objectives of the study were (i) to make an appraisal of adult education with reference to reactions of instructors, supervisors and learners, and achievement of learners, (ii) to gather background information on learners, instructors and supervisors, and (iii) to study the infrastructure facilities available in Adult Education Centres (AEC).

The survey method was used for the purpose of appraisal of adult education programmes. The sample of study comprised ten supervisors, 31 AECs, 31 instructors and 129 learners. The AEC sample was selected on the basis of the stratified random sampling technique. The data were collected from the sample supervisors, instructors, learners, district adult education officers, office records, and AEC records. Interview schedules and observation schedules were used for data collection. The data were analysed in descriptive form. The diary reports of the investigators were presented separately to arrive at conclusions.

The major findings of the study were: 1. The instructors were young and had studied up to matric or higher secondary in a majority of cases. 2. A majority of them reported social service as their motive for joining AECs. 3. Around half the instructors felt that their efforts, have been very successful. 4. All of them received instructional materials in time. 5. They had gained knowledge about the objectives of adult education and improvement of general awareness regarding different occupational aspects from training camps. 6. The supervisors had played supportive roles in the functioning of AECs. Project office staff had visited around one-third of the AECs. 7. Enrolment in each AEC ranged from 20 to 30. 8. Lectures were the predominant method of instruction. 9. Literacy and numeracy formed a major part of the curriculum. 10. The instructors had sufficient information on various rural agencies, but they lacked knowledge of agricultural banks and loan facilities. 11. A majority of the lady instructors had been given some knowledge of sewing. 12. A majority of learners belonged to the scheduled castes. 13. Gaining adequate

competence in literacy and numeracy, hearing stories and participating in bhajans were major motivating factors for the male learners. Literacy and gaining competence in sewing were motivating factors for female learners. 14. Performance of learners in numeracy and literacy tests was satisfactory. 15. A majority of learners had developed social and political awareness to a satisfactory level. 16. Learners' knowledge of agriculture, awareness of government rural development agencies and their functions, children's education and reaction towards social injustice were seen to be at a satisfactory level.

1354. KANTA, RISHI and DUTT, NARAIN, *Evaluating the Effectiveness of Adult Education and Non-formal Education Schemes in Haryana State* SCERT, Haryana, 1984

The main objective of the study was to ascertain the usefulness of adult education and non-formal education programmes and suggest steps for making the schemes more effective.

The sample comprised three district adult education officers, 20 supervisors, 39 instructors, 37 adult education students, and 36 non-formal education students. Interview schedules were used for data collection.

The main findings were: 1. Out of the adult students, 93 per cent could read and write, 97 per cent could count up to 100. 2. The adult students learnt to do correspondence, read Ram Charit Manas, do simple calculations, check the amount of their wages, understand their rights and their duties. 3. They developed the skills of weaving carpets and making toys. 4. They cultivated efficiency in working on their crafts at the centre. 5. Instructors used to read newspapers, stories to them and help them in gaining functional literacy. It aroused social awareness and improved their knowledge about agricultural activities. 6. Adult women showed comparatively more interest in the programme. They earned some additional income out of craft work. 7. Some of the problems faced by the programme were low remuneration for instructors, absence of incentives, inadequate training of instructors, the temporary nature of supervisors' appointments, absence of institutions exclusively for women in rural areas, low attendance level of male students, and unsuitability of locations as places for female adult students. 8. As regards the programme of non-formal education of the 36 students, 70 per cent continued their studies further, 14 per cent adopted agriculture, jobs at home, in tea-stalls, etc. after leaving the non-formal education centre. Eighty-two per cent

motivated their friends to join the non-formal education centres, 96 per cent reported satisfactory seating arrangements, 93 per cent reported availability of drinking water at the centres, 92 per cent reported supply of pens, ink, slates, etc. All felt that the behavior of the instructor was good. All developed habits of cleanliness. 9. The main drawbacks were lack of library facilities, and irregular and inadequate supply of learning materials. 10. When students of adult education and non-formal education centres were rated on awareness, literacy and work efficiency, it was found that, among adult education students, 55 per cent were above average and 45 per cent average on awareness; on literacy 30 per cent were above average and 70 per cent average; on work efficiency, 50 per cent were above average and 50 per cent were average. In the case of non-formal education students, the above average percentages for awareness, literacy and work efficiency were 40, 45 and 25 respectively.

1355. KHAJURIA, K.D., and RAHI, A.L., *Implementation and Evaluation of Adult Education Programme of Kurukshetra University*, Kur. U., 1985 (UGC financed)

The objectives of the study were (i) to evaluate the adult education programme run by Kurukshetra University on the criteria given by UGC, (ii) to point out the weaknesses of the programme, and (iii) to probe into the nature and degree of participation of the illiterates.

A survey was conducted regarding the adult education programme started by Kurukshetra University under National Adult Education Programme. The evaluation of this programme was done with respect to the objectives of the adult education programme, number of adult education centres started with the help of colleges affiliated to the university, number of adult learners in each centre, number of adults made literate, instructors working in these centres, and the financial implications of this programme. Based on the survey, weaknesses in the programme were pointed out.

The findings of the study were: 1. The adult education programme was started in the Kurukshetra University in 1979 with a target population of university employees like mails, sweepers and watchmen. They were taught numbers from 1 to 1000, and the Hindi alphabet. The number of adult learners that attended literacy classes in the beginning was 200; however, after a month, a considerable number dropped out. 2. The university opened 139 centres in different areas with the

help of affiliated colleges, out of which 87 were located in rural areas. The number of centres opened exclusively for females was 58 as against 54 for males. 3. Barring in some centres, the number of learners was in tune with the limit fixed by the UGC. 4. The total enrolment of learners in 139 adult education centres was 3512, out of which 1138 learners were from scheduled castes. 5. Out of the total number enrolled, 2991 became literate. 6. The number of student instructors was 59 as against 80 non-student instructors. 7. The University Grants Commission released a grant of Rs 6,17,500/- and the expenditure incurred upto 1985 was Rs, 4,07,386/-. 8. The factor of motivation was missing in the adult education programme and enthusiasm for participation in the literacy programme was absent among adult learners. 9. The student-instructors stopped the literacy centres midway in the courses because, during this time, they had themselves to prepare for their own examinations. 10. The posts in the adult education programme being temporary, suitable persons were not coming forward to join adult education centres. 11. The State government had not agreed to bear its share of the budget beyond 31-3-1990. 12. There were many other agencies which were working in the adult education programme, apart from the University viz., the State Adult Education Department and voluntary agencies. Their areas of operation overlapped. 13. Participation of all colleges affiliated to the university in the adult education programme was optional rather than obligatory. 14. The number of posts sanctioned as supporting staff in the department in the university was much less than required. 15. The UGC guidelines about the desirability of shifting/determining the financial year were not clear. This affected the releasing of grants, closing of accounts, preparation of estimates, audit of accounts and issue of utilization certificates. 16. The honorarium paid to the adult education workers was quite low. 17. There was no whole-time supervisor to take care of maintenance of proper records and registers, of assets, supply of periodic information, etc. 18. The state resource centres were unable to provide teaching-learning materials to adult education centres at appropriate times. 19. There was no provision in the financial allotments for hiring accommodation to run the university/college, literacy centres. Sometimes centres were opened at places where there was no accommodation for them. 20. The power of sanctioning centres to the colleges did not rest with the Vice-chancellor or the Director Adult Education Programme.

1356. KUNDU, C.L., *Methods of Adult Literacy—Relevance of Bombay University Model*, Kur. U., 1985 (UGC financed)

The main objective of the study was to observe the effectiveness of various methods of adult learning in yielding substantial gains in case of those learners who showed interest in the adult literacy programme.

The sample of the study consisted of 100 adult-learners in the age range of 15 to 25 years having sustained interest in learning. They were divided into five equated groups matched on age, socio-economic status, sex and degree of achievement. These five groups were exposed to five different methods of teaching, viz., (i) the traditional method, where letters are associated with pictures and words; (ii) the alphabetic method, where six letters having similar structure are grouped. The drill of the letter is provided through unconnected words, phrases and sentences; (iii) the method of known to unknown, where through the help of pictures the adult learns a word. Drill is provided by repeating the words in normally meaningful sentences; (iv) The integrated literacy method, where use of meaningful words starts from the beginning, with a choice of different sequences of letters; (v) the Bombay University Model or 'each one teach one' method, where at a time one person made literate by one instructor. The learner is exposed to 20 cards in one booklet. The cards bear names of various parts of human body and some other words related to them. The teaching methods were later on rotated among the groups in Latin Square Design so that all groups were exposed to all the five different methods, and each method was used in a group for once and once only. The adults were administered an achievement test after each treatment method.

The findings of the study were: 1. The Bombay University Model was most effective for teaching adults. 2. The Bombay University Model satisfied the parameters of learning: (a) the cards used in the method had names of various parts of the human body and learners, being conversant with their names, showed more involvement in the cards; (b) the method satisfied the basic requirements of learning process namely the law of readiness, the law of exercise and the law of effect (c) during the administration of the 20 cards, the need achievement and knowledge of results were well taken care of; (d) the method put a bilateral obligation on the teacher as well as the learner. The teacher had to expose the learner to various activities and the learner had to complete the stated learning activity; (e) the method men-

tioned task involvement, short-term memory and avoidance of conscious memorization; (f) in the method, the learner was allowed to proceed at his own pace; it employed meaningful material which was sufficiently known and challenging to the adults.

1357. LAKSHMINARAYAN, P.Ch. *A Study of Adult Education among Tribals of Visakhapatnam District of Andhra Pradesh*, Ph.D. Edu. And. U., 1983.

The major objectives of the study were (i) to understand the socio-economic background of tribal adult participants, (ii) to understand the overall views of the tribals on adult education, (iii) to bring in to focus problems related to tribal adult education, and (iv) to study the impact of adult education on the reading, writing, arithmetic abilities of the participants as well as on the functional utility of the programme for the tribal participants.

The sample was drawn from four categories of respondents, namely, participants of the adult education centres (377), non-participants including village elders (131), officials concerned with the programme (31), and instructors of each centre (12). The total enrolment of the 12 centres was 468, the average size of enrolment being 39. The average percentage of interviewed participants was 80.56 to the total enrolment. Four types of schedules were constructed and administered to participants, non-participants, officials and instructors of the centres. Individual and group interviews were carried out to get the information from the sample categories. Village-level information was gathered from village officials and elders through village information schedules. Secondary data were collected from various sources.

Some of the findings were: 1. The maximum number of adult participants (94.96 per cent) were found to be below the age of 35 years. 2. Many participants (45.89 per cent) attended classes for about 61 per cent of the working days of centres and 16.45 per cent attended 41 to 60 per cent of the days. 3. The maximum number of participants (72.94 per cent) was found to have no previous education at all and 27.06 per cent were found to have previous education from 1st to 6th standard. 4. A majority of the participants (77.45 per cent) were found to be in the income range of Rupees 500–1500 a year. 5. About 76.13 per cent of the participants stated that, because of heavy work, they could not attend the classes regularly and 50.40 per cent gave health problems as the

reason. 6. About 37.66 per cent of the participants said that they had attained a knowledge level comparable to that of third standard students of the normal school, followed by 29.44 per cent who said that they had attained the first standard level of knowledge. 7. About 63.66 per cent said that they wanted to learn more about agriculture and 52.52 per cent about health. 8. About 82.27 per cent of the participants expressed that they were facing agricultural problems, 82.49 per cent had clothing problems. 9. As many as 82.49 per cent expressed the problem of lack of reading and writing materials in the centres. 10. It was found that the performance was excellent for environmental knowledge and speaking abilities (88.33 per cent), highly satisfactory for reading abilities (74.27 per cent) and copy-writing abilities (72.68 per cent), good for dictation writing abilities (55.17 per cent), average for own writing abilities (47.21 per cent), below average for arithmetical abilities (26.26 per cent) and about zero for functional arithmetic abilities (1.06 per cent). Most of the variables did not correlate with age and income in most of the centres and with attendance in some of the centres. The correlation between age and attendance was 0.163 significant at the .01 level. 11. The correlation between instructors' age and performance, income and performance, educational background and performance were not statistically significant.

***1358. LAL, M. and MISHRA, R.,** *Adult Education in Bihar (Third Appraisal—1982)*, ANS Institute of Social Studies, Patna, 1983.

The main objective of the study was to evaluate the functioning of the adult education programme in Bihar as implemented through Rural Functional Literacy Projects.

A sample survey in eight projects was carried out. The sample was selected in two stages. In the first stage, from each project, 20 per cent of the AECs (Adult Education Centres) which had completed at least six months were randomly selected. In the second stage, five current learners were randomly derived from each selected AEC. In all 80 AECs, 400 learners, 80 instructors and 43 supervisors were covered. Data were also collected from DAEOs and DEOs as well as through observation by investigators of the AECs in action. Cases were also collected which could throw some light on changed processes attributable to the adult education programme.

The major findings were: 1. The AECs opened for the disadvantaged groups, viz., women and scheduled castes, were almost adequate to their proportion in the general population. 2. A large number of AECs in some of the projects were located in the open which made it inconvenient to hold classes in inclement weather. 3. Learners were the main source of lighting in the AECs but it suffered from defects and delays in replacement of chimnies, wicks, etc. 4. Average monthly attendance recorded in the AECs was 20-24 learners and that observed on the day of enquiry was around 17. The attendance recorded by the instructors appeared to be on the high side. Going by the attendance on the day of enquiry it seemed to be moderate and needed improvement. 5. Learners' performance was good in reading and writing and average in numeracy. With regard to upgradation of functional skills and social awareness, most of the learners were aware of institutional facilities and services available at the block, panchayat and village levels. Though, most of the learners claimed to know about various enactments and social issues like legal age of marriage, anti-dowry act, Minimum Wages Act etc., the accuracy of their knowledge was questionable. The source of these pieces of information was the instructor. 6. Learners possessed a moderate attitude towards savings. Most of them would like to keep their savings in post office or bank accounts. Only one fifth knew the voting age correctly. Fifty per cent participated in elections, from panchayat to parliamentary. They seemed to prefer panchayats to recourse to the police or courts for resolving their disputes. 7. Learners, by and large, were not willing to tolerate discrimination or social injustice, against which they would complain to the higher authorities. They had little faith in personal or organized protest. 8. The AEP had initiated some changes in certain aspects of learners' life and thought processes. It had also indicated probable areas of structural and institutional changes.

1359. MADRAS INSTITUTE OF DEVELOPMENT STUDIES, Adult Education Programme in Tamil Nadu, 1984.

The major objectives of the study were (i) to study the knowledge, attitude and skills of Adult Education Center (AEC) learners at the initial stage, at different stages of the sessions of the AECs and after a lapse of one year of the completion of the project, (ii) to study regularity in attendance, (iii) to study the reasons for dropouts,

and (iv) to study the reactions of key members of the learners' families about the learners' participation in the programme.

A longitudinal survey of 16 sample AECs of Dharmapuri, Thanjavur, and Tirunelveli districts of Tamil Nadu was conducted. Thirty-six learners who completed the courses and 56 dropouts of these AECs were contacted for data collection. All 16 instructors were also contacted for gathering information regarding the AECs. Besides them, the family members of learners, the community leaders, and local schoolteachers were included in the list of respondents. Interview schedules and information schedules were used for data collection. Data were analysed in descriptive and qualitative forms.

The major findings of the study were: 1. Almost 100 per cent of those learners who had been fairly regular in attending the programme till the end had definitely gained in terms of their literacy skills. 2. Just about a third of the participants continued to attend fairly regularly till the end. 3. However, these 'regular' participants were the attendants of about 166 hours of working of AECs as against the stipulated 300-350 hours of functioning of AEC in a term. 4. Slightly more than fifty per cent of the regular participants had attained reading and comprehension skills by the 3rd month of the programme. 5. Sixty per cent of 'completers' had been illiterates to begin with. Most of the 'completers' retained the literacy skills gained even after a lapse of a year, despite the absence of any post-literacy programme. 6. Gains in terms of functionality and awareness were marginal. 7. The weaknesses of the programmes were identified as inadequately equipped AECs, inappropriate location of AECs, lack of availability of committed and competent instructors, lack of continuity in the attendance of competent instructors, lack of motivation on the part of the learners to continue till the completion of the programme, poor attendance in the AECs, and lack of regularity of attendance on the part of learners. 8. None of the communities under study took up the responsibility of organizing Adult Education Programmes on a voluntary basis.

The study highlighted the need for encouraging diversified approaches to instruction. It suggested that self-learning materials must be designed for enhancement of literacy skills, functionality and awareness. Honorarium to instructors must be enhanced. Part-time, competent instructors must be invited to serve AECs. Suitable strategies should be adopted, through the use of mass media and peer group pressure, to sustain the motivation of learners.

- 1360.** MARIAPPAN, SUSHEELA, *Adult Education Programme of RUHSA (Rural Unit for Health and Social Affairs): Final Evaluation Report*, State Resource Centre, Madras, 1981

The study was designed to assess the impact of the 10-month programme on learners in terms of the general objectives of the NAEP, viz., literacy, functionality and awareness.

The data were collected through interview schedules and literacy tests.

The major findings were: 1. Social activities and film shows were effective in attracting learners to the centres. At some places, the elite had developed a fear that the poor and suppressed would be awakened through the adult education programme and might even rise against them. 2. As to the literacy component of the programme, it was found that only 66 per cent of learners had been able to acquire literacy skills or to raise their literacy level. 3. As regards the functionality of the programme, about 63 per cent of learners had raised the level of their occupational skills. 4. The main causes of failure to achieve full success were irregular functioning of the centres, paucity of funds, lack of interest on the part of animators and want of amenities.

- 1361.** MARIAPPAN, SUSHEELA and RAMKRISHNAN, *An Evaluation Study of NAEP in the Union Territory of Pondicherry*, State Resource Centre for Nonformal Education, Madras, 1981

The main objective of the study was to assess the quality of the adult education programme in Pondicherry.

This was a descriptive survey. Data were collected through interview and questionnaires.

The main findings were: 1. During 1979-80, the programme covered 99 per cent of the target group of learners. 2. Slates, pencils and note-books were supplied free of charge to learners. 3. Lecture and discussion were the common methods used in adult education classes. 4. Not much attention was paid either to functional upgradation or to elevating the level of social consciousness. 5. In the administrators' opinion, the activities of the centres were not integrated with other developmental activities. Learners claimed that they had learnt to read and write small passages, become more aware of accounts maintenance, and had joined cooperative so-

cieties. They had secured loans for agricultural development, etc. 6. The common problems of centres were learners' disinterestedness, villagers' non-cooperative attitude, non-receipt of grants in time, paucity of funds and low remuneration to instructors. 7. There seemed to be a contradiction between the opinions of administrators and those of learners about functionality and the awareness components of NAEP.

- 1362.** MISHRA N, *An Investigation into the Organisational, Curricular and Motivational Aspects of The Adult Education Programme*, Salipur College, 1986 (UGC financed)

The major objectives of the investigation were (i) to study the organizational structure of the Adult Education Programme (AEP), (ii) to assess the curriculum and instructional materials of Adult Education Centres (AEC), (iii) to appraise the impact of adult education upon the life and activities of learners, (iv) to identify different problems of the AEP, and (v) to study the motivational aspects of both learners and functionaries.

The study was delimited to AEP centres sponsored by the UGC and organized at college level in Salipur Block of Cuttack district of Orissa state. Ten male centres and ten female centres were included in the sample. Besides 100 learners, 19 instructors, a select group of dropouts, illiterate adults, and village leaders were contacted for data collection. The records of AECs were studied. The tools used for data collection were an observation schedule, questionnaires and an interview schedule. The data were collected through personal visits to the sample AECs. The data were analysed in descriptive form.

The major findings of the study were: 1. Five per cent of the centres closed down at the initial stage of their functioning. 2. All the AECs functioned in rural areas in village schools, village assembly halls, and village temples. 3. Hygienic conditions were unsatisfactory in AECs. 4. The attendance was very poor in the rainy season, harvest season, marriage season and during festivals. The average attendance was around 18. In women centres, the attendance was crowded with married women. 5. There was shortage of teaching aids in all the centres. 6. The teaching of the 3 Rs was dominant in the AECs. 7. The curriculum was not properly related to the life and needs of the learners. 8. Emphasis was not given to the co-curricular activities of the learners. 9. In most

of the centres monthly and periodical examinations were conducted. 10. The dropout rate was about 25 per cent. Humiliation by illiterate friends and discouraging remarks of relatives came in the way of motivation of learners to continue with their studies. 11. Women were appointed as instructors in women AECs and men in men AECs. 12. No emphasis was laid on follow-up activities. 13. The villagers were indifferent to and non-cooperative in the management of AECs. 14. Supervision by higher authorities was not satisfactory. 15. The prescribed syllabus was not followed properly. 16. Complaints were made by the functionaries regarding non-availability of prescribed primers. 17. Most of the illiterate adults did not have interest in getting educated as they were busy with farming and other related occupations. 18. Lack of exposures to radio, TV and film shows could not prompt them to join the AECs. 19. The functionaries were not motivated to work because of scanty remuneration. 20. The instructional activities were very mechanical because of lack of proper training to instructors. 21. Lack of facilities for encouragement of progressive learners came in the way of motivation of learners.

1363. MOHAPATRA, P.L., *A Comparative Study of Views of Adult Literate and Illiterate Women towards Early Marriage and Family Size*, SCERT, Orissa, 1987

The objectives of the study were (i) to know the views of literate as well as illiterate women towards early marriage and family size, (ii) to study the influence of the literacy factor on population control, and (iii) to identify the accepted age range of marriage of girls.

The study was conducted on a sample of 100 women in both the groups of literate and illiterate women. The literate sample consisted of qualified persons like teachers, doctors, officers and highly qualified non-working women of Bhubaneswar city. The illiterates were daily wagers, industrial workers, agricultural workers and suburban housewives of Bhubaneswar. The questionnaires on early marriage and family size were developed and standardized by the investigator. The split-half reliability coefficient was found to be 0.87. The data were collected through administration of questionnaires to the literate respondents and through the interview of illiterate women. Data were analysed with the help of descriptive statistics.

The findings of the study were: 1. Almost all the doc-

tors were very keen about the small family norm and delayed marriage. 2. Doctors, teachers, officers and non-working literate women had differences in their attitude towards a small family and early marriage. 3. However, all of them were in favour of a small family and delayed marriage. 4. In the case of illiterate women, 25 per cent of the respondents were not in favour of delayed marriage. 5. Almost 30 per cent of illiterate housewives were for delayed marriage. 6. The illiterate women were in favour of having five to six children because of infantile mortality. 7. The educational qualifications of women had a significant effect on their attitude towards family size and marriage age.

1364. MUSTAQ AHMED., *Reading Interest of New Literates*, Indian Adult Education Association, 1984

The objectives of the study were (i) to determine what types of books the new literate would like to read, and (ii) to determine the general factors contributing to the readability of books preferred by them.

The study was confined to one district each in Bihar, Rajasthan, MP and UP. One hundred new literates (NLS) who had good reading ability were selected from each district, thereby making of the sample of 400 NLS. However, the actual number of NLS interviewed was 352 (263 males and 89 females). The tools used were a pretested schedule for new literates with good reading ability and a set of ten selected follow-up books on different topics. The books were to be read by the NLS, and their preferences ascertained by interview after about ten days. The data were analysed with the help of percentages.

The major findings were: 1. The reading experience of new learners (NLS) was almost confined to a primer reading everywhere during the entire ten months period. Only 33 per cent in Rajasthan and 14 per cent in MP read one or two additional books in the centre. 2. Seventy-six per cent of the instructors received some books to pass on to the NLS but 24 per cent had not received any. 3. Fifty-seven per cent of the NLS read some books which were either purchased or received by themselves. 4. The books most frequently read were religious books and story books in that order of preference. The reading of useful books, i.e. on agriculture, health, occupation and cottage industries, was almost negligible. 5. The reasons for not reading books were: 24 per cent could not read well, 21 per cent could not get books, 21

per cent had no access to a library and 20 per cent had simply no knowledge that specially written books were available for neo-literates. 6. Those who had less reading experience found it difficult even to express their reading interests. 7. All the three methods of study showed that what the NLS actually read, what they would like to read and their choice out of a number of books presented to them consisted mainly of story and religious books. 8. The reasons indicated by the NLS for liking some of the ten books left with them less than the others showed that the majority of learners had not reached an educational level that would enable them to form opinions, on the shortcoming. One-third of the given responses indicated that they found the language difficult in the books presented to them and on-fourth showed that the subject matter was not considered useful. Too small a print size and unattractive format were also considered shortcomings.

1365. MUSTAQ AHMED, *Relationship between the Period of Learning and Levels of Literacy Attainment*, Indian Adult Education Association, 1984.

The main objective of the study was to find out the exact level of literacy attainment in a given period of learning, say seventy hour (three months), 138 hours (six months), 207 hours (nine months), etc.

The study was confined to one district each in Bihar, Rajasthan, MP and UP. From each district, 500 new literates were interviewed. A battery of tests to judge the literacy level of the respondents in reading, writing and arithmetic was used and the attendance of each respondent was calculated from the class attendance register. In all, 421 males, 162 females, 497 SCs and 694 STs, were interviewed. Percentages were calculated to analyse the data.

The major findings were: 1. Twenty-seven per cent of the learners attained the ability to read fluently known individual words not exceeding four letters by the end of three months or 70 hours. The level attained at the end of three months remained constant throughout, even by the end of the tenth month. 2. A great majority of the learners (76 per cent) acquired a good understanding of simple illustrated sentences by the end of three months and the percentage of such learners rose to 82 per cent in the ninth month. However, this ability was severely reduced (57 per cent) when the sentences were unillustrated. 3. The ability to understand para-

graphs increased with increase of the learning period. 4. The ability to write down known and simple words correctly was attained by great majority (88 per cent) of the learners by the end of three months and this ability remained constant throughout. 5. The percentage of those who could express, in a complete sentence, their understanding of the different messages received by the reading of the paragraph remained meagre, i.e., 6 to 41 per cent throughout the course of learning. 6. The ability to write down complete address was attained by 55 to 61 per cent of the learners only from the seventh month onwards. 7. A great majority of the learners (73 per cent) could copy neatly by the end of three months and the level remained almost the same throughout the course of ten months. 8. The ability to write down known words was attained by 75 per cent of the learners by the end of the first three month period. 9. The ability to write one's own sentences correctly and legibly was acquired only by 48 per cent of the learners only in the ninth month. 10. Only 36 per cent could write down three-digit numbers correctly, which percentage rose to 58 in the 7-9 month period. 11. Adding up three-digit numbers was found to be much more difficult than adding two-digit numbers with 45 per cent doing it correctly by the end of three months; the peak, 63 per cent being reached by the end of the eighth month. 12. Subtraction of three-digit numbers was found to be difficult for the learners even at the end of the eighth month, when only 47 per cent could do it. 13. To acquire the ability of multiplication, it took much longer still but, as the learning period increased, there was an increase in the ability as well, reaching a peak of 72 per cent in the 7-9 month period. 14. More than 60 per cent correctly answered problem-solving questions involving multiplication and division by the end of the third month. 15. It was found that in paragraph comprehension both the groups, non-SC/ST and SC/ST, attained equal ability. In writing of address, addition and subtraction, the non-SC/ST group fared better than the SC/ST group. The SC/ST group showed better results in written expression and multiplication.

1366. MUTHAYYA, B.C. and HEMALATHA, L.P., *Adult Education in Rural Development: A Study of the Process of Implementation in Block*, NIRD 1982

The objectives of the study were (i) to examine the existing inter-relationship between programmes of adult ed-

ucation and rural development in terms of the extent of involvement of development functionaries at district, block and lower levels, (ii) to explore the factors that promoted motivation of learners and functionaries of adult education at various levels, and (iii) to explore methods of improving the functioning of the programme as functional components of rural development.

The study was conducted at Pune (Maharashtra State) with a sample of 20 adult education officers, 10 local leaders and 60 learners. They were interviewed for different areas, viz., their knowledge about the adult education programme, the emphasis to be placed on literacy, functionality and awareness, and the contribution of the adult education programme to social development.

The findings of the study were: 1. Right from the block adult education officer to *gramsevak*, the officers were neither oriented to the adult education programme, nor had they been given any understanding of the development scheme. 2. The duration of training given to adult education functionaries was quite inadequate as judged by the functionaries themselves. 3. The state resource centre did not make any field survey to identify learners' need to develop the required learning and teaching materials. 4. The adult education programme placed too much emphasis on the literacy component. 5. Involvement of local leaders in the adult education programmes was restricted to providing accommodation for adult education centres and persuading learner to attend the centre. 6. The learners in the adult education programme had a favourable attitude to the programme. However, their perception was limited to literacy skills and they had no awareness regarding the National Adult Education Programme. 7. Many of the learners dropped out of the programme for reasons like over-busy work schedule and family problems. 8. The learners did not have a clear perception of the benefits of the programme. 9. Most of the learners suggested recreational facilities and mass media exposure through radio and television wherever available. 10. The concept of 'Night Schools' still prevailed among many of the respondents for adult education centres.

1367. NAGARAJU, C.S., *Sericulture Extension and Training in Karnataka*, ISEC, Bangalore, 1986

The study examined the working of the extension system of sericulture development in Karnataka. It was a

diagnostic study in which an attempt was made to identify the extension approach followed by the department. This was evaluated in the light of a model so as to understand the framework against which the present practices of training and extension were followed. The main focus was on the working of extension agents in the field and the nature of training they received.

The study interviewed 332 rearers of silk-worms drawn from both new and traditional areas to obtain feedback on the performance of extension. A sample of 31 sericulture demonstrators were interviewed to obtain their views on the role they were performing and to identify their training needs to perform such roles effectively. Information through an open-ended questionnaire and discussion was obtained from three sericulture training schools regarding the extent and type of courses run by these schools in relation to sericulture extension.

Based upon the analysis of data and field observations by the researcher, the following findings were reported: 1. the strategy followed by the extension system was inadequate to popularize the bivoltine species of silkworm to improve the quality of silk. 2. The new sericulturists did not have previous experience in sericulture; hence they did not offer any resistance to the new variety. 3. Rearers under each cocoon rearing centre were manageable and open to suggestion. 4. A common belief in the department about the apathy of traditional rearers towards the improved rearing technique was not supported by the study. The evidence revealed that the incidence of disease in new and traditional areas was the same. 5. Failure of extension agents regarding controlling diseases indicated lack of communication skills required on persuading the rearers to take precautions. 6. Communication backward, from rearers to R&D, was absent. This led to the findings that the co-ordination between the R & D and training wings on the one hand and the R & D and extension wing of the department of sericulture was lacking. 7. The training provided (both pre-service and in-service) was found to be purely technical in nature while the skills required for the field staff were of different order. 8. Training college staff were not trained in training extension workers. The methods followed by them were similar to the methods of those who taught in formal schools. Audio-visual aids were seldom used during the training. 9. Training schools meant for farmers in silkworm rearing were utilized to impart training for non-sericulturists rather than farmers.

- 1368.** NATRAJAN, R., *Evaluation of Adult Education Programme at the Giriyak Block*, Directorate of Adult Education., Patna, 1981

The main objective of the study was to evaluate the three essential components, namely, literacy, functionality and awareness of the National Adult Education Programme (AEP) at the Giriyak block in Nalanda district.

Out of 149 Adult Education Centres of the block only 49 were in operation at the time of study. Out of these 49 centres, 34 were selected for the sample. From each centre, five learners, one dropout and one instructor were selected, making a total sample of 170 learners, 34 dropouts and 34 instructors. The research tools used were: (i) A questionnaire for learners which was framed in such a way as to enable one to have not only an evaluation of literacy, functionality and awareness, but also to carry out content analysis from the descriptive responses to a few critical questions. (ii) A questionnaire for dropouts primarily intended for recording the dropouts' attitude towards the programme, their reasons for leaving it and their suggestions for improving it. (iii) A questionnaire for instructors. Both data analysis and content analysis were carried out separately for learners, dropouts and instructors.

The major findings were: 1. Sixty per cent of learners were able to read with a fair degree of proficiency whereas 22.8 per cent of learners had a good ability to write and 15 per cent had a good ability to do simple calculations. 2. Only 22.8 per cent of the learners felt that the AEP had greatly benefited them in their everyday life, while 5.09 per cent felt somewhat benefited and 26.3 per cent did not feel benefited at all. 3. Seven per cent of the learners felt that the programme had prepared them better for their present occupation and 48.5 per cent felt that they were prepared somewhat better. 4. The majority of learners (94.4 per cent) did not feel that the programme had helped them in increasing their earnings whereas 5.6 per cent found that it had helped in their earnings. 5. Thirty per cent of learners expressed a desire to move to a city or a town for more earnings after the completion of the programme. 6. A majority of learners were aware of facilities for agriculture, health and family welfare, cooperative society and post office, but very few learners (3.5 per cent) were aware of the rural bank facility and the insecticides scheme. 7. A high percentage of learners (74.8 per cent to 94.7 per cent) were aware of the fertilizers scheme, the veterinary centre, block development office, post office and

primary health centre and they had availed of these facilities. The utilization awareness ratio was rather low for facilities like the scheme for availability of insecticides, rural bank, cooperative society and family welfare society. 8. The majority of learners (68.5 per cent) felt that women should be paid the same wages as men for the same work. 9. The majority of learners (85.5 per cent) were aware that dowry was illegal and 93.6 per cent of them had become aware of it through the adult education functionaries. 10. It appeared that correct information regarding the minimum legal age of marriage had not been conveyed to the learners by the centres. 11. About 72.5 per cent and 74.9 per cent of learners knew the minimum age to vote in assembly and parliamentary elections respectively. 12. Ninety-three per cent of learners were aware of the problems in their village, 66 per cent of them ascribed the problems mainly to the people of the village and 70.0 per cent of them suggested hard work for solving the problems. 13. The learners felt that caste feelings among the learners and instructors, and the instructors' inability to make the classes interesting and enforce discipline as the two weaknesses of the programme. 14. A majority of learners felt that greater stress on the development of functional skills and appointment of trained instructors were two major requirements for improving the programme. 15. A majority of the dropouts (76.5 per cent) earned their livelihood from agriculture. 16. Forty-one per cent of dropouts belonged to the Harijan community. 17. The majority of dropouts (66.7 per cent) had left the programme because of family problems and others for various reasons like lack of desire, unsuitable timings of classes, instructor's failure to make the classes interesting. 18. The majority of dropouts (73.3 per cent) suggested that instructors should take more interest in the programme and attempt to make the classes interesting. Some felt the need for development of functional skills among learners. 19. While the representation of instructors belonging to the Harijan community was low, instructors belonging to other communities were over-represented. 20. None of the instructors had any previous teaching experience and the majority (83.2 per cent) of them felt that two weeks' training was adequate for their job.

- 1369.** NIMBALKAR, M.B., *An Evaluation of Adult Education Programme in Goa during the period 1978-82*, Ph.D. Edu., Bom. U., 1985

The objectives of the study were (i) to analyse the data

on the adult education centres, (ii) to examine the working conditions of the adult education centres with special reference to the objectives of NAEP, (iii) to identify the factors responsible for the strengths and weaknesses of the adult education centres, (iv) to examine the ex adult-learner's achievement in literacy, functionality and awareness, and (v) to identify the factors responsible for dropouts.

The method of simple random sampling was used for the selection of the sample which ranged from 15 years to 35 years in age. The same method was used for selection of the adult education centres for evaluation. The sample comprised 100 adult education centres, 100 instructors, 1000 ex adult-learners and 200 dropouts. The tools employed for data collection were a testing sheet to conduct the test of ex adult-learners and four data schedules. The data were analysed by using percentages only.

The major findings of the study were: 1. A majority of the adult education centres were not provided with charts, wall newspapers, booklets and folders for adult learners. 2. A high percentage of male and female dropouts belonged to the agricultural labourer class. 3. A majority of the dropouts, both male and female, had joined the adult education centres to learn to sign their names and to acquire literacy skill. 4. A high percentage of dropouts was mainly due to their family problems and their activities during the harvest season. 5. A high percentage of instructors had organized film-shows for adult-learners. 6. A majority of male and female ex-adult-learners had received information on family planning from the adult education centre. 7. The female adult-learners had gained information regarding nutrition and health and mother and child care. 8. It was found that a large majority of male and female ex adult-learners had achieved a fair ability to read the alphabet, words and sentences. 9. A large majority of male and female ex adult-learners had achieved the ability to write the alphabet, words and sentences fairly well and with difficulty respectively. 10. A majority of the male ex adult-learners showed a fair performance in addition and counting the numbers, whereas a majority of the female ex adult-learners achieved the ability of counting the numbers and addition with difficulty. 11. Both male and female learners felt that the duration of the programme was too short. 12. A majority of male and female ex adult-learners expressed the view that the methods of teaching were satisfactory.

1370. PANDA, D., *An Investigation into the Characteristics of Adult Illiterates and Their Perception of Learning Environment*, Ph. D., Edu., Utkal U. 1984

The objectives of the study were (i) to assess the demographic characteristics of adult illiterates, (ii) to assess the intellectual competence of a group of adult illiterates, (iii) to assess the motivational characteristics of a group of adult illiterates, (iv) to assess the sociological background and personality characteristics of adults, (v) to investigate the reasons for not learning/not going to school, and (vi) to outline a series of perceived characteristics of the learning environment conducive to adult learning.

The sample of the study consisted of 300 Oriya adult illiterates drawn equally from the two sexes, age groups (below 25 and above 25 years) and caste background—all drawn from low SES rural families among whom illiteracy was high. The subjects were interviewed using a personal data blank, a motivation schedule, a security-insecurity test, an achievement orientation test, a short form of the Maudsley Personality Inventory and the 16 Personality Factor Test Form C. Standard Progressive Matrices was used for study of the mental ability of learners. Chi-square test and t-test were used for analysis of data.

The main findings of the study were: 1. Illiterates generally came from families which were poor, large in size, and which had agriculture as occupation. 2. Sex role stereotypes increased the woman illiteracy in such homes. 3. With regard to motivational dynamics significant differences were observed. 4. The SC/ST group emphasized the need for a favourable climate, affectionate teachers, and relevant curriculum. 5. Nearness of the adult education centre was not a basic consideration. 6. Mostly the women illiterate adults indicated lack of interest in adult education programmes. 7. The women learners were mostly neurotic, happy go lucky, shrewd, imaginative and were more tradition bound than the men. 8. The men were more practical, outgoing, adventurous, easily satisfied with their own life and ecology of family occupations and surrounding. 9. The SC/ST had a feeling that they would be alienated from the larger society after being educated. 10. Significant sex, and sex and caste interactions were observed. 11. Age did not appear to be a prominent factor in the adult education programme. 12. The study focussed on an action plan for teacher preparation, recruitment and monitoring of the adult education programme.

1371. PARIKH, G.O., *Adult Education Programme in Gujarat, A Study of Community Involvement*, Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1985

The objectives were (i) to assess the level of community involvement in the Adult Education Programme (AEP), (ii) to ascertain the reasons for lack of community involvement in the programme, if any, (iii) to suggest measures for improving community involvement in the programme, and (iv) to find out the effects of lack of community involvement on the working of the AEP.

The sample Adult Education Centres (AEC) were chosen from three categories of AEP: RFLP, SAEP and voluntary agencies (VA). In all, 159 AECs were included in the initial sample randomly. The number of centres actually visited was 145. The sample was drawn from 12 districts of Gujarat state. The sample respondents were 144 instructors, 193 village leaders, a select number of officers from four voluntary agencies and government functionaries of various districts. The tool used for data collection were interview schedules for different categories of respondents. The survey was conducted through personal visits to all the sample AECs. The time span of the study was spreaded over one full year.

The data were analysed in descriptive form.

The major findings of the study were: 1. The level of community involvement was far below expectations and there was considerable leeway still to be made up between the ideally sought community involvement and that achieved in reality. 2. The instructors, who were the kingpins of the programme, were partly responsible for the low level of community participation. 3. A vast majority of community leaders, such as panchayat chiefs, school headmasters, chairman of co-operative societies, and social and political leaders, complained that they were neither approached by the instructors for help in organizing or conducting the AECs nor were they invited for inaugural function or for visits or delivering a talk to the learners. 4. Several village elites, on the other hand, did not show any interest in the programme and never bothered to take cognizance of the class running in the village. 5. Adult learners were too ignorant to understand the intricacies of the AEP and therefore did not appreciate the need for punctuality and regularity in attendance in the classes as also the imperative need to concentrate on the learning activities. 6. With a view to increasing awareness about the AEP, it was suggested that the news media

should be used in wider and more effective forms. 7. Mass mobilization campaigns should be organized for propagating the AEP in rural areas. 8. District Adult Education Officers (DAEO) needed to be actively involved in development of the awareness of community leaders. 9. The community leaders needed to be approached and persuaded to lend active support to the AEP activities. 10. It was essential to delegate powers to the DAEOs so that they could perform their specific duties with responsibility and accountability. 11. Evolution of appropriate teaching technology for the AEP and its appropriate implementation was essential to make the programme a success.

1372. PATI, S.P., *An Analysis of Reading Needs and Interests of the Adult Neo-literates in the State of Orissa*, Ph. D. Edu., Utkal U., 1985

The study was conducted (i) to identify and classify different categories of adult neo-literates in respect of possible variables like age, sex, occupation and place of habitation, (ii) to assess and analyse the reading needs of the adult neo-literate with respect to sex and place of habitation, (iii) to assess and analyse the reading interest of adult neo-literates with respect to sex and place of habitation, and (iv) to study the difference in the reading needs and interests of adult neo-literates.

The sample of the study consisted of 400 adult neo-literates, 100 each from rural, tribal, industrial and urban slum categories. Each category included 50 men and 50 women learners from adult education centres of Orissa state. Two questionnaires and one interview schedule developed by the researcher were used for data collection. The data were analysed quantitatively using descriptive statistics, correlation and critical ratio.

The major findings of the study were: 1. The adult neo-literates were mostly married, daily labourers and agriculturists. 2. The common reading habits of most of the men neo-literates were stories, mythology and newspapers, and for women mythology and story books. 3. Reading preferences of adult men and women neo-literates were different in different areas. Their preferences were highly influenced by the local environment. 4. There was a significant relation in reading needs between rural and tribal, rural and urban slum, and industrial and urban slum neo-literates, irrespective of sex. 5. Significant differences were noted between reading needs of men adult neo-literates belonging to different demographic backgrounds, of women adult neo-

literates belonging to different geographic areas, and of men and women learners belonging to the same demographic background. 6. The adult neo-literates were interested in reading books written in their own dialect. 7. A considerable percentage of adult men of the rural zone was interested in reading books printed in medium type-size-letters. 8. The rural women learners were interested in medium-size type or big type prints. 9. Black and white letter prints were appreciated by a large number of learners.

*1373. POTDAR, M.D., *Administration, Supervision and Monitoring of the Nonformal Adult Education Centres (age-group 15/35) and to Evaluate Adult Education Learners*, Ph.D. Edu., Poona. U., 1986

The objectives of the study were (i) to compare formal, nonformal and incidental channels of education; to study the roles of important functionaries involved in conducting Adult Education Centres (Instructors, Supervisors and others); to study the manner in which these functionaries were appointed and to make recommendations in the matter, (ii) to study the outline and policy of the National Adult Education Programme (NAEP) instituted in October 1978 and to study the manner in which government, universities, voluntary agencies and colleges were participating in the programme through a survey of the administration, supervision and monitoring of the programme, (iii) to suggest ways and means to keep records and documents at different levels, to make the programme more systematic and effective, (iv) to study the socio-economic status of the learners in Adult Education Centres and to study the planning of curriculum in Adult Education Centres, (v) to study how the villagers could participate in the Adult Education Programme and to make recommendations to make the programme people-oriented, (vi) to understand the role of local managing bodies of the centres, (vii) to understand evaluation of the achievement of adults in the Adult Education Centres conducted by colleges and other organisations, and (viii) to study the manner in which the training of instructors, supervisors and college officers took place.

The major findings were: 1. Most of the instructors were males. They belonged to lower-income groups. They were generally educated up to class VII. However, in college centres, some of them were educated up to class XII. The number of male instructors was predomi-

nantly greater than that of female instructors. In the Adult Education Centres for SCs and STs, most of the instructors belonged to the same caste. 2. In the government Adult Education Centres appointment of supervisors was done by the Regional Deputy Director of Education, most of whom were trained graduates. Most of the voluntary agencies had also appointed trained graduates. However, while government appointed full-time supervisors, most voluntary organizations appointed part-time supervisors. In all the centres conducted by colleges, the supervisors were temporary. 3. In the programme of adult education it was envisaged that the local community would participate in the programme. On paper, there were committees at various levels—National, state, district and local. These committees were constituted but their meetings were hardly held and, as such, there was no participation of the people in the running of the programme. 4. In the NAEP documents, administrative machinery had been provided for monitoring and evaluation. However, the nature of supervision, monitoring and evaluation in the government agency, private agency and the universities was different. In government centres, it was mostly bureaucratic, in voluntary agencies it was nonformal, while in the universities the entire success of administration depended on the principal and coordinating supervisors of the programme. 5. The State Resource Centre, Maharashtra, had prepared a tool to evaluate the progress of learners. In most government centres and university centres this tool was used. In centres conducted by voluntary agencies the evaluation was not systematic. 6. The training of supervisors and higher officials was done by the State Resource Centre, Maharashtra, while the training of instructors was done by the organizations locally. The training of instructors was the weakest link in the programme. 7. A number of records had been prescribed by the state government for Adult Education Centres. At most places, these records were properly maintained. However, these records did not always tell the truth.

*1374. PRITSINGH, *An Investigation into Attitudes of Adult Education Functionaries towards National Adult Education Programme in relation to Their Personality Traits*, Ph.D. Edu., Kur. U., 1987

The objectives of the study were (i) to construct an attitude scale to measure the attitudes of adult education functionaries towards the National Adult Education

Programme (NAEP), (ii) to measure the attitude of instructors towards the NAEP in relation to their personality traits, (iii) to measure the attitude of supervisors towards the NAEP in relation to their personality traits, (iv) to compare the attitude of instructors high with those scoring low on their personality traits, and (v) to compare the attitude of supervisors scoring high with those scoring low on their personality traits.

A sample of 500 instructors and 100 supervisors was selected by the stratified random sampling method from the adult education centres run under the Haryana government, Kurukshetra University, Haryana Agriculture University and M.D. University. The sample included equal numbers of males and females among instructors and supervisors. The sample subjects were administered the following tools: (i) the 16 Personality Factor Questionnaire, (ii) a locally constructed attitude scale, (iii) a bio-data sheet.

The findings of the study were: 1. There was significant difference between the mean attitude scores of instructors high and low on personality factor A. 2. There was no significant difference between the mean attitude scores of instructors high and low on factors B, C, E and F. 3. There was a significant difference between the mean attitude scores of instructors high and low on factor G. 4. There was no significant difference between the mean attitude scores of instructors high and low on factors H, I, L, M, N, O, Q1, Q2, Q4. 5. The supervisors showed a significant difference in attitude towards the adult education programme in relation to personality factors B, H, O, Q1 and Q4. The supervisors who scored high on these factors had a better attitude than those who scored low. 6. The supervisors did not show a significant difference in their attitude towards the adult education programme when categorized as high and low on personality factors A, C, E, F, G, I, L, M, N, Q2 and Q3.

*1375. RAJINDERSINGH, *Adult Education, Training and Productivity: A Study of Workers in Haryana*, Ph. D. Edu., Kur. U., 1987

The objectives of the study were (i) to study the combined effect of adult education and training on productivity of workers from the quantitative point of view, (ii) to study the effect of adult education and training on workers' productivity from the qualitative point of

view, (iii) to study the effect of adult education and training on workers' methods of work, (iv) to study in detail the cases which showed maximum and minimum increase in their productivity after the adult education and training programme, and (v) to study the effect of the adult education programme on workers' attitude towards adult education.

The study was an experimental one and followed a pretest and post-test single group design. A sample of 20 workers was selected from the National Dairy Institute, Karnal. Their job was concerned with milching of the cows and buffaloes. The workers were pretested and post-tested on the variables of productivity, methods of work, and attitude towards adult education and training. The treatment included adult education in literacy, numeracy and social awareness. The treatment also included training in punctuality in attending duty, washing of hands before starting milching, washing of milk can before its use for milching, use of disinfectant for cleaning the udders of cattle before milching and study of animal behaviour before starting milching. During the process of data collection the following tools were used: (i) a locally prepared non-directive interview schedule for workers' background, (ii) a locally prepared observation schedule for workers' productivity and methods of work, (iii) a locally prepared non-directive interview schedule for worker's attitude towards adult education and training. The data so collected were analysed with the help of t-test and rank-difference correlation.

The findings of the study were: 1. There was a significant increase in workers' productivity after adult education and training. 2. Most of the workers became punctual in attending duty after the adult education and training. 3. Most of the workers started washing their hands, washing milk-cans before using them for milching, using disinfectant for cleaning udders of cattle before milching, studying animal behaviour before starting milching, after the adult education and training programme. 4. On the literacy test, the scores of the workers ranged from 43 to 65 per cent and on the numeracy test the scores of the workers ranged from 47 to 66 per cent, after the adult education programme. 5. The workers did not show any improvement in social awareness after the adult education programme. 6. After the adult education programme the workers had developed a positive attitude towards adult education. 7. The worker who had shown maximum increase in productivity had high scores on literacy, numeracy and social awareness and had a positive attitude towards the adult education pro-

gramme. 8. The worker who had shown minimum increase in productivity had average scores on literacy, numeracy, and social awareness. He was punctual and sincere in his duty and had developed a positive attitude after adult education and training.

1376. RAO, VASUDEVA, B. S., *National Adult Education Programme in Visakhapatnam District: A Study of Differential Impact*, Ph.D. Adult Edu., And. U., 1983

The major objectives of the study were (i) to analyse the organizational aspects of different agencies involved in the NAEP in the district, (ii) to analyse the socio-economic, educational and professional background of the personnel involved in NAEP work in the district, (iii) to analyse the socio-economic conditions of the learners enrolled in the NAEP centres, (iv) to find out the differential impact of NAEP with reference to variations in the nature of the implementing agencies, viz., government, university and voluntary agency, (v) to find out the differential impact of NAEP with reference to variations in the background of the learners, such as sex, age, marital status, family type, caste occupation, income level, and regularity in attending the classes, and (vi) to find out the differential impact of NAEP with reference to variations in the socio-economic background and educational-professional experience of the instructors.

The study covered the NAEP in Visakhapatnam district in the state of Andhra Pradesh during the year 1980-81. Visakhapatnam is the lone district in the state where the NAEP is being implemented by different agencies such as the government, the university, and voluntary organizations. As such, the district provided scope for studying impact variations in relation to the nature of the implementing agency. The instructors, supervisors and project officials concerned with the selected centres were approached for eliciting the required information. The study was based upon a sample of 430 learners distributed in 86 centres, 86 instructors, eight supervisors, two project officers and three project heads. The primary data were collected by using a specially prepared schedule as the basic tool. In all, four different schedules were canvassed for eliciting responses from learners, instructors, supervisory staff and project officials. The schedules for instructors, supervisors, and project staff included various questions to collect information about their socio-economic background, educational and professional experience, attitude towards

the programme, and problems encountered by them during its implementation. The schedule for the learner, in addition to the above areas, covered questions relating to their achievement in the fields of literacy, functionality and social awareness.

The major findings were: 1. Voluntary organizations had achieved better results in educating adults, followed in order by the university and government. 2. Participation of women was, in general, significantly less than that of men. Their achievement in many areas of the NAEP was also less. 3. Training of adult education functionaries was the most neglected area. 4. As regards the relationship between the attendance of the learners and their achievement, the learners who had the highest attendance, performed exceedingly well. 5. The accommodation available for housing the centres was found inadequate. Nearly 47 per cent of the centres were located in varandahs and about four per cent were conducted in open places. Only 29 per cent of the centres were located in proper rooms and the rest were housed in huts. 6. In the component of literacy, the majority of the learners acquired skills of reading simple words (91.4 per cent), writing short words (97.4 per cent), and identifying numbers (57.4 per cent). Only a few attained fluency in reading (16.3 per cent), writing (16.5 per cent), and computing basic arithmetics (20 per cent). 7. In spreading the component of functionality, the NAEP succeeded to a large extent in educating the learners in banking functions (75 per cent) and need for saving (64 per cent). With reference to additional information on their respective occupations, only a section (42 per cent) of the learners derived benefit. Similarly, about 41 per cent of the learners fared well in their level of functional knowledge in the field of agriculture. 8. The level of awareness of the learners was very high in the case of social issues, moderately high in the case of health and family planning and average on political issues. 9. It could be stated that male sex, younger age, unmarried status, joint family background, rural nativity and higher income helped the adult learners to gain skills in literacy and to raise their functionality and awareness. The caste and occupation of learners had little impact compared to the other socio-economic variables. 10. Male instructors in the younger age group and with higher qualifications proved to be successful in imparting adult education. 11. Lack of proper transport facilities, accommodation near the centres for overnight halts, limited travelling allowance, much correspondence, no office facility, were some of the hindrances in the way of supervisors for effective supervision of the centres. 12. It was observed that the best

efforts of adult education staff to involve the other government developmental agencies to interact with learners did not succeed.

1377. REGHU, V., *Instructional Strategies and Techniques in Functional Literacy Programmes*, Ph.D. Edu., Ker. U., 1983

The main objectives were (i) to study the instructional strategies and techniques adopted in the rural functional literacy programme with special reference to literacy, numeracy, functionality and conscientization/awareness, (ii) to identify differences if any, in instructional techniques adopted in the rural functional literacy programme and in adult education centres organized by other agencies, (iii) to find out the opinions of adult learners on the methods/techniques used in functional literacy programmes, and (iv) to suggest remedial measures for the improvement of instructional strategies and techniques in functional/adult literacy programmes in Kerala State.

The sample for the study was made up of 60 centres drawn from four districts, 300 learners, and 480 instructors in the rural functional literacy programme and 15 centres drawn from three districts, 60 learners and 120 instructors from other agencies. The tools prepared for the study were a questionnaire to collect details from instructors and supervising staff, an observation schedule, checklists, interview and evaluation schedules. Percentages were calculated for the purpose of comparison.

The main conclusions were: 1. Discussions were organized in the majority of centres. 2. The percentage of respondents who preferred participation in discussion was not high. 3. The topics for discussion were taken mainly from primers. 4. Wall newspaper was ranked first among the materials used by instructors, with blackboard and chalk, and literacy primers having the second and third ranks. 5. The percentage of participants in study tours was very low. 6. Nearly a third of the instructors selected for the study used the idea-sentence-word-alphabetic method. 7. Special tuition classes and variety entertainment programmes were organized in some of the centres. 8. Nearly all the respondents preferred literacy primers as the main aid for study and use of notebooks as compared to use of slates. 9. The suggestions for improvement given by the supervisors and instructors showed that they were aware of modern strategies and techniques. 10. The instructional

approach evolved for the study was more effective than the usual instructional approach adopted in the centres.

The findings of the study indicated the need for a special training programme on instructional strategies and techniques for organizers and instructors of functional literacy programmes and that facilities for the use of audio-visual aids should be made available in different centres.

1378. ROY, PRODIPTA and KAPOOR, J.M., *The Retention Literacy*, Council for Social Development, 1975

The major objectives of the study were (i) to determine the extent to which men and women retained literacy skills acquired at the primary school literacy class, and (ii) to examine the role of certain social, psychological and economic factors in literacy retention.

The descriptive survey method was employed and data were collected using the Literacy Retention Test and an interview schedule.

The main findings were: 1. Ex-literacy-class adults were more susceptible to lapse into illiteracy than school leavers. 2. Rural ex-literacy-class adults showed more lapses than did their urban counterparts. 3. Rural school leavers retained literacy in the same proportion as the urban school leavers. 4. The proportion of men lapsing into illiteracy was the same as that of women. 5. A minimum of grade III literacy training or a minimum of four years of schooling was found essential for retention of literacy skills. 6. Rural schools imparted more effective training, resulting in higher literacy retention.

1379. SACHCHIDANANDA and GANGULI, P.K., *Adult Education through Nehru Yuvak Kendra—An Appraisal*, ANS Institute of Social Studies, Patna, 1983

The major objective of the study was to evaluate the performance of the National Adult Education Programme (NAEP) implemented through the Nehru Yuvak Kendra (NYK), Muzaffarpur, and make suggestions for further improvement.

The sample included 20 per cent of the adult education centres run by the NYK drawn randomly. A questionnaire for the Nehru Yuvak Kendra, scheduled for National Service Volunteers, instructors, learners, and dropouts were developed and used. The learners' levels

of literacy and numeracy were assessed in an informal way. The investigator's diary was also used to collect necessary data. Percentages were mainly used to analyse the data.

The major conclusions were: 1. The attainment of learners on literacy component was to a large extent satisfactory. 2. Learners' attainment on numeracy, awareness and functionality components was far from satisfactory. 3. The NYK faced numerous problems in running the programme. 4. Learners dropped out mainly due to family problems. 5. The implementation process had many defects. There was enough scope for improvement.

***1380.** SAHASRABUDHE, A., *Integration of Health and Adult Education for Women with a Focus on training of functionaries, (Mother-craft Education for Qualitative Improvement in Adult Education for Women)*, Ph.D. Edu., Poona U., 1988

The objectives of the study were (i) to investigate the possibility of improvement of female adult education through planning of a programme based on women's major areas of interest, (ii) to study the possibility of integration of adult education and health education, (iii) to investigate the nature and functioning of the adult education programme for females in the context of training of functionaries, needs of women clientele, and (iv) to investigate the nature and functioning of the community-oriented health education programme in the context of training of functionaries and needs of women and children.

A model was developed for an action programme on the basis of analysing existing adult education programmes for females, including the health and nutrition education programmes. The main components of the new model were mother-craft training, a programme to improve the self-image of women, incorporation of information on responsible parenthood, motivation training, training based on identified problems of learners and programmes leading to income generation. The sample included 32 adult education centres which were predominantly scheduled caste and scheduled tribe centres and also centres of undefined mixed groups. The centres were divided into an experimental group 18 centres and a control group 14 centres. A specially devised training was given to the functionaries of the experimental group. The programme included additional inputs devised for the study.

The major findings were: 1. The hypotheses that mother-craft training helped generate more interest was proved. 2. Regular training proved invaluable. 3. A need-based syllabus ensured improved output. 4. Material support, especially visual aids, provided on a library basis, ensured definite discussion of the topic in the class and better retention by both learners and instructors. 5. Instructor's notebook with points dictated by the investigator helped retention and recall of knowledge. 6. Skills training in craft was found to be useful. 7. A qualitative change was observed in the experimental classes in terms of regularity of attendance, enthusiasm to learn and start new projects and demand new programmes, active participation, better two-way communication, better performance, etc.

***1381.** SARKAR, M. *National Adult Education Programme and the University Grants Commission*, Ph.D. Arts, Bhagalpur U., 1984

The research was mainly concerned with carrying out an analytical and critical study of the problems of adult education in India, examining critically the need for intervention by the UGC in tackling the problems of extension of education services to the community and suggesting a plan of action for adult education through universities.

A critical-analytical method was followed. Both primary and secondary sources were used. A field study was also conducted. Personnel working in the field were interviewed. An attempt was made to interview all types of persons connected with the NAEP/AEP.

Some of the major conclusions were: 1. The National Adult Education Programme (NAEP) had not succeeded due to certain serious problems, though some grounds for optimism were visible. 2. Only a mass movement involving vast numbers of students and teachers of the formal system, under the UGC's guidance, coupled with adequate funds and firm political commitment could lead the programme to success. 3. The university system created some sort of cultural revolution which seemed to be the need of the hour. 4. Functionaries were not interested and they were not enthusiastic in performing their jobs. 5. Government (central and state) and the UGC were selling an unsalable commodity through uninterested sellers to unwilling customers. 6. In the university system, functionaries were not well rewarded. 7. The literacy percentage had slowly increased, but the total number of illiterates had also increased. 8. Explosion of population, insufficient

number of institutions, weaknesses and irrelevance of formal schooling, lack of resources and political will were some of the causes responsible for this sad situation. 9. There had developed a wide gap between theory and practice in attempts at universalization of elementary education and adult education and literacy programmes. 10. A long-term plan for structural change had become essential to pave the way for successful achievement of the objectives of this twin programme. 11. Government may not have huge resources at its disposal but the UGC has vast manpower at its command and if something was done which created interest among students and teachers and this interest could be sustained, illiteracy could be eliminated from India in a couple of years. 12. Eradication of illiteracy and poverty should go together. The role of the UGC in eradicating adult illiteracy through the NAEP was very significant in removing poverty also.

1382. SATYANARAYANRAO, P.P., *The Impact of Adult Education on Individual Modernity: A Study of Adult Males in Rural and Tribal Development Blocks*, Ph.D. Adult Edu., And. U., 1986

The objectives of the study were (i) to find out the association between participation in the adult education programme and modernity levels, (ii) to find out the relationship between the levels of achievement in the adult education and modernity levels, (iii) to find out the influence of adult education in counterbalancing negative influences like caste and age on modernity, and (iv) to find out the influence of adult education in accelerating the positive influence of antecedent variables like urban exposure and occupation on modernity levels.

This was a comparative study of participants and non-participants in the adult education programme. A sample of 100 participants and 100 non-participant adults was drawn purposively from rural and tribal development blocks. The adults were measured on: (i) The Modernity Index having items belonging to areas like innovativeness, independence, future orientation, open-mindedness and aspirations, (ii) the Social Awareness Index concerned with awareness of social, economic and political issues pertaining to the individual and his community, (iii) the Functionality Index concerned with functional skills acquired in comprehending and solving the problems of daily life and the extent of participation in social, economic and political

institutions, (iv) the Achievement Schedule in Literacy, viz., reading, writing and numeracy. The data for the four measuring indices were collected six months after the ongoing adult education course in the respective blocks.

The findings of the study were: 1. The association between participation in adult education and modernity levels was found to be particularly close in the tribal sample in which all those who attained high scores in modernity were participants in the adult education programme. 2. There was a positive relationship between adult education and modernity. Further, there was a positive relationship between all the components of modernity and adult education. 3. There was no evidence for adult education counterbalancing negative influences like caste and age on modernity levels. However, adult education seemed to counterbalance caste influence in the case of the tribal sample. 4. Adult education was not related to the positive influence of antecedent variables like urban exposure and occupation on modernity levels. However, in the case of the tribal sample, an influence of adult education on modernity levels was indicated in the case of urban exposures.

1383. SETH, MARIDULA, *Motivation in Adult Learners Participating in the Functional Literacy Programme in Delhi*, Ph.D. Edu., Del. U., 1984

The major objectives of the study were (i) to assess achievement motivation, attitude towards literacy and level of aspiration of adult learners, (ii) to identify the socio-psychological characteristics of adult learners, and (iii) to find out the impact of the programme in terms of gains in literacy skills, social awareness relating to environment, civic life and health.

The study was confined to women adult learners only. Questionnaires and achievement tests developed by the investigator were the tools used for data collection.

The major findings were: 1. A significant relationship existed between the main occupation of the family and the attitude of the learners towards literacy. 2. The learners did not have a high level of aspiration involving risk. 3. There was little evidence of social awareness created as a result of the functional literacy programme. 4. A significant relationship was found between gains in literacy skills and continuous participation in the programme.

1384. SHAH, K.R., *Adult Education Programme in Gujarat, Third Evaluation, Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1983*

The study aimed at evaluation of the Adult Education Programme in Gujarat State taking into consideration, (i) the background variables of learners and instructors, (ii) the functioning of the programme, (iii) impact analysis of the programme, and (iv) the performance of learners.

The sample of the study included 191 Adult Education Centres (AEC) of eight districts of Gujarat State, viz., Ahmedabad, Banaskantha, Bhavnager, Jamnagar, Kutch, Mehsana, Sabarkantha and Surendranagar. The sample comprised 548 learners, 191 potential learners, 111 dropouts, 164 instructors and 159 past or ex adult-learners (2 per cent learner sample of the first two evaluations). Seven schedules and questionnaires (including the investigator's diary) were used for data collection. The data were analysed in descriptive forms.

The findings of the study were: 1. The composition of learners broadly conformed to the target group of the programme. It had also enrolled 14 per cent adult learners who had prior formal schooling but had dropped out of school. 2. As against the target of four lakh adults to be made literate in the year 1978-79, the actual coverage was three lakhs. The coverage rate did not improve further till 1982-83. 3. As against 63 per cent male learners there were 74 per cent male instructors. Seventy-one per cent of instructors belonged to the 15 to 35 years age-group. 4. Nearly 50 per cent of the instructors were engaged in the service sector. Around 75 per cent of them were matriculates and/or above elementary school certificate holders. A satisfactory response was observed, as two-thirds of them chose to work as instructors out of sheer interest in the development of the regions to which they belonged. Also, they were associated with the NSS, family welfare and other community development programmes. 5. Almost all of them were trained. Most of them were enthusiastic, devoted and conscious of their duties and responsibilities. However, around 17 per cent of them were found incapable of running AECs. 6. Most of the AECs were housed in open places (37 per cent), school buildings (35 per cent), and instructors'/learners' houses (20 per cent). 7. In their response to the question relating to the usefulness of what had been taught in AECs, approximately 57 per cent emphasized literacy, 29 per cent stressed social awareness aspects and 10 per cent stressed functionality aspects. 8. Around 82 per cent of the instructors

perceived the usefulness of the programme in relation to literacy only. 9. The instructional activities were carried out through lectures, oral reading of lessons and the use of picture charts. 10. The instructors had reacted negatively over lack of timely supply of appropriate instructional materials and low honorarium paid to them. 11. The instructors had complained about lack of supervision of AECs by supervisors and project officers. 12. They complained about the training, as it was organized after six months of the starting of the AECs in some cases. 13. The level of community support was perceived as inadequate. 14. Low and irregular attendance was observed in AECs. 15. Some irregularities were witnessed with regard to instructors' attendance. 16. Drop-outs occurred because of migration of learners and their increasing load of family responsibilities. 17. The impact study revealed that ex-learners did not relapse into illiteracy, though some decline was witnessed with regard to writing ability. 18. The ex-learners expressed negative reactions to social prejudices and systems like child marriage, dowry, etc. Some of them were good in occupational skills.

1385. SHANKER, RAM, *A Comparative Study of Two Adult Literacy Primers, Literacy House, Lucknow, 1983*

The main objective of the study was to compare the quality of two adult literacy primers, one of which was developed on the basis of the *Naya Savera* approach.

One primer was based on the 'phonetic' principle and the other on the "syllabic" principle. The comparison was based on the attainments of learners. A series of four graded tests were used to measure literacy attainment levels.

The main finding was that there was no significant difference between the mean achievements of the two groups.

1386. SHANKER, RAM, et al., *Reading Interests and Books Read by Rural Readers, A Survey Report, Literacy House, Lucknow, 1982*

The study aimed at (i) making a status survey of the reading interests of rural readers in one block of Lucknow district, and (ii) to assess the impact of the Bell Bicycle Library (BBL) sponsored and run by Literacy House.

This was a descriptive and data were collected through interviews based on a structured schedule.

The major findings of the survey were: 1. The number of male literates was higher than that of females. The same was true in the case of library membership. 2. The large number of library members belonged to the 15–35 age group. 3. The main aim of the BBL members in joining the library was recreation. 4. The BBL was very popular among lower middle-class and lower class people. 5. Among the members, the largest number had education up to high school standard. 6. Religious books followed by technical and professional books and books concerning house keeping formed the order of reading preference. Novels and stories having a rural orientation were very popular. There was a steady increase in the demand for new books.

*1387. SINGH, J.N., *The Patterns of Literacy in Bihar*, Ph.D. Geo., Bhagalpur U., 1985

The main objective of the research was to study the patterns of literacy in the state of Bihar.

The study was based on information gleaned from diverse sources. This treatise sought to illustrate the core character of the socio-economic problem representing a palimpsest of several centuries of change taking place in the environment.

Some of the major conclusions were: 1. The physical, economic and socio-cultural settings had combined to influence literacy growth. The means of communication, mode of transport, basic infrastructure, economic development, socio-cultural milieu, etc. had played their roles in alleviating mass illiteracy. 2. The slow pace of literacy growth in Bihar was a legacy of the past. Past heritage, traditions, social backwardness and relatively low economic development were the factors leading to growth at a snail's speed. 3. That the majority among the masses were poverty-stricken, with low levels of social consciousness and relatively low levels of innovativeness made Bihar's population one of the least literate in the country. 4. The impact of caste, with its hereditary occupations, overall ostracism practices and general penury made all the difference between a relatively high growth rate in certain pockets of development compared to wide areas of backwardness and big chunks of economically retarded tracts. 5. Acceleration growth accompanied by its staggering implications stood as a stumbling block in the way of realization of even modest goals in the levels of education and litera-

cy. 6. Bihar is poor not because of an inadequacy in its resource endowment but because wealth remains unutilized and also because there is little drive and initiative on the part of its statesmen and planners to give priority to education in the state's annual budget. 7. Among various heads of expenditure, education had always remained a step-child. The conditions that obtained in the region were due to action and interaction of a gamut of factors—geographical, historical, social and economic—all of which played their part in creating a situation leading to a comparatively lower literacy level.

1388. SINGH, SOHAN, *History of Adult Education during British Period*, Indian Adult Education Association, New Delhi, 1957

This is an attempt to discover, from the records of events that took place during British rule in India, the efforts that had some relevance to the education of adult masses and to place them together in the form of a history of adult education. The study sought to place various efforts made by different agencies in a socio-economic perspective.

It was found that the growth of adult education was uneven with periods of ups and downs. During early twenties, some progress was recorded. Then a 'decline' came during 1927-36. Again during the period 1937-42, there was a spurt of progress, followed by decline during 1942-47. Only during the period 1937-42, when popular governments took office in the provinces, did the cause of adult education receive official support. Bombay being the hub of industrial development came into prominence in the movement of adult education. Small classes and inconvenient timings were some of the problems experienced in the early years. Preparation of literature received attention as early as the late thirties. The contribution made by the Mysore Adult Education Association in the preparation of literature for neo-literates was particularly significant.

1389. SINGH, T.R., *Adult Literacy in an Indian Village*, Literacy House, Lucknow, 1967

The study sought to identify the socio-economic structure of a village and the differential set of motives of literates and illiterates for taking training.

The case study method was employed. The sample

comprised five cases who had been earlier made functionally literate, three dropouts, three illiterates who had not joined any literacy class and two self-learners. These persons were studied in the context of the socio-economic structure of the village. The data were collected through informal interviews with knowledgeable persons of the village, a village data schedule and case studies.

The major findings were: 1. The literacy percentage among adults was 27.3 but its caste-wise distribution revealed significant variations in the literacy standards of the upper and lower and lower castes. 2. Their motivational complex resulted from six motives, viz., compensatory, economic, contributory to social status, religious, power-seeking, and recreational. 3. There was no significant difference in the motivational patterns of functional literates, self-learners and dropouts. 4. Neo-literates utilized their reading skill mostly in reading newspapers, books and letters. They used their numeracy skills in maintaining their accounts. 5. There was no common pattern in the causes for dropping out. The most frequent reasons pertained to family responsibilities.

1390. SINGH, T.R., *Literacy in Two Indian Villages*, Literacy House, Lucknow, 1970

This in-depth study was undertaken to find out what motivated adults to learn literacy skills and how they used these skills.

One of the villages was situated on the outskirts of Lucknow and the other in the interior where urban facilities were not easily available. Eight adults who had retained some degree of literacy in the former village and six adults from the latter were made the subjects for in-depth study. The case study method was employed.

The major findings were: 1. A large number of adults attending literacy classes in both the villages were in the age-group of 15-50 years. 2. The adults selected for the case study belonged to middle caste-groups. 3. They were motivated to be literates for varying reasons like, (a) to write their names, (b) to read signboards or labels, (c) to recite religious books or copy songs and sing them in singing parties, and (d) to derive benefits from literacy skills in their work. 4. They had put the literacy skills to work in their occupations or in areas of other interests. 5. Agricultural labourers used their literacy skills to put their signature on documents or write their names. 6. Persons working outside the village as ma-

sons, carpenters, attendants, etc., used the skills in their daily work, reading newspapers, writing letters. Young persons used them for reciting songs from books.

1391. SOUNDIAN SELVARAJ, M., *Application of Behaviour Modification Techniques in Educating Adult Learners in Post-literacy Centres*, Ph.D. Edu., Madras U., 1987

The main objective of the study was to devise and implement instructional programmes for post-literacy centres using selected behaviour modification techniques. Six techniques were selected for experimentation, viz., shaping, knowledge of results, knowledge of objectives, the premack principle, token rewards, and group and individual learning.

A pretest post-test experimental design was adopted for the study. Six equivalent experimental groups of post-literacy learners consisting of 16 members in each were selected. Apart from the baseline and the final criterion tests, three intervening tests, as the treatment progressed, were also conducted. Programmed instruction material was prepared for a unit on poultry farming to be used as the content material for instruction. Shaping was used as the common technique for all the groups. Knowledge of objectives, knowledge of results and the premack principle formed the basis for major classification of the groups. All the groups received token rewards. The sub-divisions under each of the three broad classifications were made—one receiving individual instruction and the other group instruction.

The major findings were: 1. The selected behavior modification techniques were found to be effective techniques of learning for the neo-literates. 2. The techniques in the order of efficacy arranged themselves as knowledge of results, premack principle and knowledge of objectives. 3. In knowledge of results and premack principle the techniques, group rewards proved to be more efficacious than individual rewards. 4. In the knowledge of objectives technique, individual rewards were more effective than group rewards. 5. Token rewards had no major effects on achievement.

1392. STATE PLANNING MACHINERY, *The Evaluation of National Adult Education Programme in Orissa*, Planning and Coordination Department Project, Government of Orissa, Bhubaneswar, 1985

The objectives of the study were (i) to assess the operational bottlenecks in execution of the programme of adult education, (ii) to study the extent to which it had succeeded in covering the target groups under the programme, (iii) to study the perceptions and reactions of the beneficiaries towards the programme, (iv) to study the impact of the literacy functionality and awareness on socio-economic status of beneficiaries, (v) to study the working of the Adult Education Centres (AECs) organized by government and other agencies, and (vi) to assess the role of the voluntary organizations in the spread of adult literacy.

The sample of the study consisted of six districts, 72 completed AECs from 18 blocks, 880 adult learners, 440 potential learners, 76 running AECs, 12 community leaders at the district level, 36 leaders at the block level, and 144 knowledgeable persons at the centre level, and eight voluntary agencies. The tools used for data collection were information schedules for the Directorate of Adult Education, project offices, AECs, beneficiary learners, and potential learners; an opinionnaire for knowledgeable persons of the locality; and an information schedule for voluntary organizations. The data were analysed in descriptive form.

The major findings of the study were: 1. The State Adult Education Board was totally ineffective in carrying out its activities. 2. The steering committee which was set up to formulate a Plan of Action was almost defunct. 3. Due to lack of coordination between the programme authorities and specialists at block level, teaching-learning activities at the AECs were restricted to the 3 R's. 4. Supervision of the AECs was inadequate and unsatisfactory since posts of supervisors were filled only six years after the launching of the programme. 5. Much emphasis was laid on attracting SC, ST and other socially backward classes to the AECs. 6. A large number of AECs (forty-two per cent) were not supplied with teaching/learning materials adequately. 7. Ninety-two per cent of instructors had fulfilled the criteria of minimum qualification. 8. Most of the instructors were satisfied with the physical facilities of the AECs. 9. The instructors, by and large, expressed dissatisfaction about lack of motivation among villagers and absence of sincerity, interest and coordination among government functionaries. 10. Only 46 per cent of the AECs were actually functioning on the date of the visit. 11. The AECs were not functioning as per the design and the norm laid down. 12. Most of the learners were marginal farmers. 13. They were motivated mainly by the instructors. 14. From among the learners who completed the course, 60

per cent were able only to read and 54 per cent were able to read and write well. 16. Most of the learners were satisfied with the teaching of the instructor and his regularity of attendance. 17. Around 29 per cent of the learners expressed their dissatisfaction over the lack of a practical orientation in the courses. 18. However, most of the learners spoke about the usefulness of the courses. 19. The adult education programme was having a good effect on learners in terms of motivating their children and spouses for joining schools/AECs. 20. The programme did not have a significant impact on learners in respect of increasing their awareness about various rural development programmes, improved agricultural practices, nutrition and food habits, health and hygiene. 21. The potential learners were, by and large, aware of the function of AECs opened in the villages. 22. Ninety per cent of the potential learners were conscious that learning the 3 R's was necessary, but they had neither the time nor a positive attitude towards joining in the AECs. 23. Most of the knowledgeable persons were not aware of the curriculum of adult education. 24. No specific criterion was adopted by private voluntary organizations to select blocks for organizing their centres. 25. No rigid criteria were adopted for selection of villages by these agencies even though the predominance of SC/ST population and availability of instructors were taken into consideration at the time of opening of AECs. 26. The voluntary agencies were poor in supply of materials to AECs, supervision of AECs and regularity of functioning of AECs.

1393. SUBRAMANIAN, A., KHANNA, I., BHATT, A., and SINGH, A.K., *Managing an Adult Education Project*, Public Systems Group Project, IIM, Ahmedabad, 1983

The objectives of the study were (i) to conduct an exploratory study of administrative arrangements and systems, personnel development, links with development programmes and community participation in management of adult education projects, and (ii) to study the management of Adult Education Centres (AECs) with respect to the instructors, priority for learners and the community, use of available resources, attendance of learners and the role of the community. The survey method was used for conduct of the study. The study was conducted on two projects of adult education in Ajmer and Durgapur districts of Rajasthan. All project officers (PO), assistant project officers (APO)

and supervisors of these two projects and a select number of instructors of AECs, community members, and officials of related government departments, were contacted for data collection.

Twelve AECs, six in each district, were selected by stratified random sampling procedure. Information schedules and interview schedules were used for data collection. Interviews were conducted with different categories of functionaries and community members. Furthermore, a variety of documents of the Directorate of Adult Education Office, and AECs were studied. Observations were made about the functioning of sample AECs to understand particular settings of AECs. The data were analysed qualitatively.

The major findings of the study were: 1. The directorate did not follow stable policies for recruitment of programme personnel and grant of grade increment to experienced personnel. 2. Low remuneration for instructor came in the way of their continuity of service. 3. Problems of mobility were witnessed with regard to supervisors and other project staff. 4. Lighting management in terms of supply of kerosene oil and lanterns was not appropriate. 5. In case of small expenditures made by the project officers and supervisors, Directorate showed passive response in reimbursement of money. 6. Difficulties were felt in finding out suitable instructors especially among women. 7. The meetings of supervisors and instructors could not take instructional problems into account because of paucity of time. They were mostly restricted to disbursement of salaries. 8. After the initial training programme of supervisors, there was a lack of time for programme-related discussion between the APO or PO and supervisors. 9. Efforts at building links with governmental agencies and departments remained somewhat diffuse at every project level. 10. Community participation was satisfactory to some extent in the organization of AECs. 11. There were management problems due to the absence of specific objectives for a given project and a concrete plan in a given area which led to *ad hoc* and scattered efforts at establishing links with development programmes. 12. Exposure to development programmes of the government helped considerably in the ability of the instructor to establish link with developmental agencies and gain benefits for learners. 13. Moral support from own family members was identified as an influential factor for the instructors' continued interest in the programme. 14. In the selected villages the instructors had made best use of available resources of the community. 15. The stronger centres showed suitable adaptation of the cur-

riculum to meet learners' needs and requirements.

1394. TRIVEDI, N.H., *A Study of Dropouts in Adult Education*, Ph.D. Edu., Guj. U., 1984

The investigation was designed to take into its purview the centres of adult education conducted in Gujarat under the National Adult Education Programme launched in 1978. The main objective of the study was to find out reasons for dropping out and continuing from the point of view of the adults themselves as well as the adult education personnel and compare the two points of view.

Sanand taluka was chosen as a cluster out of seven talukas of Ahmedabad district for the study. All the records pertaining to adult education during the two-year period, 1979 and 1980, were studied to know the proportion of dropouts and non-dropouts in adult education classes of Sanand taluka. To find out the reasons why the illiterate adults left the adult classes or continued till the end, a checklist and an attitude scale were developed to know the attitudes of dropouts and non-dropouts towards learning, using the equal appearing interval method of Thurstone. The reliability of the attitude scale was 0.78 by the split-half method. Validity (by contrasted groups and ratings) was established through its use in the study. Together the reasons for dropouts and non-dropouts from the illiterate adults themselves, a partially structured interview schedule was used as a tool. The checklist was distributed to 200 class-conductors, six supervisors and one project officer. However, only 150 class-conductors returned the checklists duly filled in. During the interview, the attitude scale was administered orally to 316 dropouts (out of total 605) and 109 non-dropouts.

Major findings were: 1. The dropout rate was 5.6 and 7.5 per cent for the years 1979 and 1980 respectively. 2. The dropout rate among the males was greater than that for females. 3. The dropout rate increased with increasing age. 4. The dropout rate was maximum during the first two months of the course. 5. A large family was helpful to an adult in continuing in the class. 6. The proportion of dropouts was higher among adults coming from thoroughly illiterate families. 7. As a group, non-dropouts were more positive towards learning. 8. Major reasons given by the adults for dropping out were fatigue after hard work, migration, lack of interest, inconvenient timings and advanced age. 9. Reasons given by the class-conductors for dropping out included lack of

awareness on the part of adults and embarrassment experienced by the adults on account of age and physical handicaps.

1395. UMayAPARVATHI, S., *A Study of Achievement Motivation, Intelligence and Literacy Attainment in some of the Urban and Rural Women's Literacy Centres in Tamil Nadu and Pondicherry States*, Ph.D. Adult Edu., Madras U. 1983

The purpose of this study was to investigate the psychological and social factors that contributed to higher levels of literacy attainment among women. The hypotheses framed related to finding out the relationship among literacy attainment, achievement motivation and intelligence. High and low attainers were compared in respect of achievement motivation and intelligence. Social factors such as age, marital status, urban and rural background, caste and religion were studied in relation to high and low attainers. Twelve hypotheses were framed and tested to study the above mentioned factors and their relationships.

A sample of 200 women learners in the age group of 15-35, 100 from urban areas and 100 from rural background was selected for the main study, the total population being 600 women who were at the end of their tenth month of literacy class in 20 literacy centres in urban and rural areas. On the basis of the guidelines provided by the Directorate of Adult Education, Ministry of Education (1978), language and numeracy tests were developed by the investigator and scores on these tests were taken as literacy attainment scores. High and low attainment groups were classified as per the scores in these two tests, using median as the cut-off point. Achievement motivation scores were collected through an adapted version of Murray's Thematic Apperception Test. Bhatia's Battery of Performance Test of Intelligence was used to obtain scores on intelligence.

The major findings were: 1. Achievement motivation and literacy attainment were not significantly related. 2. Intelligence had a positive and significant relationship with literacy attainment. 3. There was significant difference between the high and low attainers in terms of their achievement motivation and intelligence. 4. There was no significant difference in literacy attainment between the married and unmarried, between the age group 15-24 and 25-36 and between Hindu, Muslim and Christian women learners. 5. A significant difference

was observed in literacy attainment between urban and rural women and between backward and scheduled class women learners. 5. Among the psychological factors, only intelligence influenced literacy attainment. Social factors, other than urban-rural background and community, had no significant effect on literacy attainment.

- *1396. VERMA, KRISHNA, *A Study of the Factors Affecting Literacy Programmes in Tribal Areas of Himachal Pradesh*. Ph.D. Edu., HPU, 1986

The main objectives of the study were to identify the factors (i) which were helpful in promoting literacy programmes at the elementary and adult education stages, and (ii) which created hindrances in the promotion of literacy programmes at the elementary and adult education stages in the tribal areas of Himachal Pradesh.

The survey method and case study method were followed in the conduct of the study. The information about the factors affecting literacy programmes at elementary and adult education stages was collected with the help of a comprehensive questionnaire and an interview schedule. The sample consisted of 100 teachers selected at random from 59 schools selected randomly from all the primary, middle and high schools, 50 adult education instructors randomly selected from 50 adult education centres taken randomly from all the adult education centres situated in District Kinnaur of Himachal Pradesh, and 150 tribal parents whose children were either studying in these schools or had left these schools.

The findings of the study indicated: 1. The Government of Himachal Pradesh had taken various effective steps, namely, opening of new schools in the far-flung tribal areas, providing mid-day meals, scholarships and free textbooks to the poor and needy tribal students and free stationery and scholarships to all the scheduled caste students among the tribal communities, for increasing the enrolment of children at the elementary stage in tribal areas. However, these steps had not proved to be effective due to the fact that there was inadequate teaching staff in the elementary schools, the condition of the school buildings was far from satisfactory, there were no proper sitting arrangements for students and teachers, and facilities like mid-day meals, free textbooks, uniforms and scholarships, etc. were not provided to the students at the proper time. 2. A majority of the teachers included in the study were in favour of

residential schools in tribal areas. 3. Factors like literacy and poverty of the parents were also responsible for low enrolment at elementary stage. As smoking and drinking liquor were very common among the tribal adults, the children initiated them from early childhood and this led to their dropping out at the elementary stage. 4. The findings of the study suggested that there should be provision of cocurricular activities in the schools, and every school should be provided with radio, V.C.R., film projector, etc. The parents whose children were studying in the schools were of the view that the presence of a school in every village, provision of scholarships and mid-day meals, etc. would lead to high enrolment at the elementary stage. However, the parents, whose children were not studying in the schools opined that poverty was the main hindrance in the enrolment of their children. 5. As regards adult education, factors like household work, poverty, cold climate, illiteracy and lack of employment opportunities contributed to the low enrolment as well as to the dropout of adults in adult education centres. 6. The presence of an adult education centre in every village, distribution of free reading and writing material, provision of information about new techniques of agriculture, horticulture, animal husbandary and poultry breeding were some important factors which encouraged adults to attend the centres.

1397. VISARIA, L., *The UGC-sponsored Adult Education Programme in Gujarat—An Evaluation*, Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1984

The major objective of the study was to evaluate the functioning of UGC-sponsored AEP under different universities of Gujarat with regard to facilities of the AECs, attendance, profiles of learners and instructors and instructional activities of AECs.

The initial sample of 18 AECs was selected randomly from the population of 55 AECs functioning under the S.P. University, M.S. University of Baroda and Gujarat University during the year 1983-84. During the time of data collection, only 11 sample AECs were found functioning out of which nine AECs were chosen as the final sample. Besides, 29 learners and nine instructors were contacted for data collection. Also six colleges were visited for data collection. Pro-formas and interview

schedules were used for data collection. Data were analysed in descriptive form.

The major findings of the study were: 1. Most of the AECs were functioning in the instructors' houses. 2. Around 40 per cent centres had good lighting facilities. 3. Almost all the centres had good physical facilities. 4. Almost all the AECs enrolled only scheduled caste and backward class community learners. 5. Around one-third of learners belonged to target age group. 6. The AECs enrolled 34 learners each on an average. 7. Sometimes non-enrolled persons attended the AECs, of course irregularly. 8. It was observed that with the best efforts that were put in, only about a third of the enrolled learners could be brought to the AEC on a given day. 9. The failure rate in terms of the AECs' coverage of the target group learners, was quite high in the villages visited. 10. The concentration of instructional programmes had largely been on literacy. 11. Around two-thirds of the learners were informed about various government schemes designed and meant for the weaker sections. 12. The result of the literacy achievement test were not satisfactory as around 50 per cent of the learners could not read and write; and around 30 per cent of them could not handle the arithmetic problems. 13. The learners faced difficulties in attending the AECs regularly because of their economic activities. 14. Around 50 per cent instructors were students of the affiliated colleges organizing the AECs and the rest were local boys. 15. The age of the instructors was around twenty. Their educational attainment ranged from 10th standard pass to graduation level, including graduate teacher trainees. 16. The major drawback noted with regard to instructors was lack of training facilities which should have been provided by the universities and other sponsoring agencies. 17. Informal meetings with the coordinators and the project officers helped the instructors in solving different management problems. 18. In some instances, the instructors had enrolled already literate learners to raise number of learners to 30 and these learners had hardly ever attended the classes. 19. Almost all the instructors were enthusiastic to continue with their activities in forthcoming projects. 20. All of them had spoken about the low remuneration given to them. 21. On the whole, the rapport between the learners and the instructors was quite satisfactory. 22. The supervision of the university personnel was so regular and frequent that the momentum of the programme was maintained.

1398. VISARIA, L., and PATEL, H.T., *Adult Education Programme in Gujarat—An Indepth Study*, Sardar Patel Institute of Economic and Social Research, 1984

The study was conducted with the objective of evaluating the functioning of Adult Education Centres (AECs) in selected villages with reference to the demography of villages where AECs were functioning, formal schooling facilities in the villages, the physical facilities of the AECs, the composition of learners and instructors, attendance, content of the course, supervision, and perceptions of participants in the AECs.

The study was conducted in depth in 12 sample AECs selected from 12 villages of 13 districts of Gujarat state. In the year 1983, out of 52 total SAEP-scheme AECs which had been functioning for six to nine months, were selected for the study. Six of these were chosen on the criteria of relatively better functioning and the remaining six were selected on the basis of relatively poor functioning. Informal interaction with the learners, instructors, village leaders and schoolteachers helped the investigators in gathering evidence. No structured tool was used. Census data were gathered with regard to background information of the villages under study. The data were analysed in both quantitative and qualitative form.

The major findings of the study were: 1. None of the AECs functioned till the completion of ten months tenure. 2. Wherever classes were held, the emphasis was on imparting literacy. 3. The other two components, functionality and social awareness, were for all practical purposes ignored. 4. The instructors were contented if ten to twelve learners acquired the basic skills in the 3Rs. 5. A majority of the learners who had acquired literacy had earlier schooling. 6. The respondents of different categories complained that the ten-month duration of the AECs was too short for basic literacy programmes because of learners' high irregularity. 7. Classes of reported good AECs were arranged for the occasional visitors. 8. The AECs did not function regularly because of lack of interest of learners and instructors and lack of time. 9. No efforts were made at the organizers' level to understand the problems of starting of the AECs and their regular workability. 10. In almost all cases the programme worked in a formal pen-paper manner. 11. It was estimated that around eight per cent of total AECs had functioned reasonably well, with the criteria of success of attainment of the basic 3 Rs. 12. Barely six to seven months intermittently were found

suitable to the learners for participation in the programme. 13. Learners had no independent view on what should be the contents of the study. 14. Every adult learner said that they should be taught the basic 3 Rs. 15. The instructors, however, attached importance to both better quality of life for the villagers and to issues having direct bearing on employment. 16. The instructors had submitted bogus attendance reports because of the fear of being reprimanded by the supervisors, the fear of losing the job, insistence of superiors that a certain level of attendance should be maintained and to show that the AECs were functioning very well. 17. The study came out with an alternative model of functioning of AEPs with the following elements; that sufficient publicity should be given at village level about the programme; efforts should be made to identify eligible adults in each village; the number of AECs should be decided accordingly; the AECs should be of shorter duration of 14 to 16 weeks and essentially conducted during the March-June period; there should be no hard and fast rule for attendance; emphasis should be on teaching the basic 3 Rs. differently from the manner of instruction at primary stage; there should be follow-up activities in each village.

1399. XAVIER LABOUR RELATIONS INSTITUTE, *Adult Education Programme at the Balumath Block*, Palamau, Bihar, 1981

The main objective of the project was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Programme of Balumath Block in Bihar.

At the time of the study there were 236 centres of which seventy-one were recently opened, so they were not included for drawing their sample. A sample of twenty-four centres (10 closed + 14 running) was selected from the remaining 165 centres (84 closed + 81 running) in such a way that both sex-wise and communitywise distribution of all the centres was adequately represented. A random sample of five learners, one dropout and one instructor was selected from each centre which made total sample of 120 learners, 24 dropouts and 24 instructors. The data were collected by administering separate questionnaires to learners, dropouts and instructors. Both qualitative and quantitative analysis of the responses was done.

The major findings were: 1. Most of the learners (79.2 per cent) earned their livelihood from agriculture.

2. Only 10.8 per cent of the learners had previous school experience while most of the others ((89.2 per cent) had never been to school before joining the adult education programme. 3. A majority of the learners 87.7 per cent stated that the purpose of their joining the programme was to become literate. Only 9.6 per cent had shown interest in functionality and awareness. 4. Practically all the learners (97.5 per cent) had been advised to join the programme by adult education functionaries. 5. According to 87.5 per cent of them learners, the programme would enable them to become literate, while only 13.3 per cent of the learners felt that the programme enabled them to acquire functional skills. 6. Most of the learners did not appear to realize that the programme was also aimed at developing their functional skills and awareness. 7. The majority of the learners (99.2 per cent) were prepared to avail of more opportunities in the future for more learning. 8. The learners were able to read and write with a fair degree of success, their performance in calculations needed improvement. 9. Only 14.2 per cent of the learners felt that the programme had greatly benefited them in their everyday life while 84.2 per cent felt somewhat benefited. 10. Only 5 per cent strongly felt that the programme had prepared them better for their present occupation and 91.7 per cent felt somewhat better prepared. 11. Just 2.5 per cent of the learners found that the programme had helped them in increasing their earnings. 12. The programme seemed to have succeeded in reducing the gap between learners desirous of learning different things besides literacy. However, there was more scope for weaving, carpentry and sewing. 13. Caste feelings seemed to be quite low as 93.3 per cent of them felt that it did not make any difference if their instructors belonged to a caste/community other than their own. 14. Majority of the learners (91.7 per cent) knew that dowry was illegal and their source of information was adult education functionaries. 15. It appeared that correct information had not been conveyed to learners regarding the minimum legal age of marriage for men and women. 16. The majority (94.2 per cent) of the learners expressed a desire to keep their savings in a bank although their level of awareness of rural banks was quite low. 17. Only 12.2 per cent of the respondents felt that women should be paid the same wages as men for the same work. 18. Although 98.3 per cent of the learners were aware of the minimum daily wages fixed by the government for an agricultural labourer of their areas, only 64.3 per cent were able to quote the correct amount. 19. Ninety per cent and 91.8 per cent of the learners who were eligible

for voting cast their votes in the last Assembly and Parliamentary elections respectively. 20. Seventy-three per cent of the learners stated that their adult education centres were involved in the cultural activities of the community. 21. A high percentage of learners were aware of the primary health centre, block development office and post-office and had availed of these facilities, the percentage was however moderate with respect to the schemes for supply of seeds and fertilizers, veterinary centre and family welfare centre, and low for the scheme for supply of insecticides, irrigation, cooperative society and rural bank. 22. According to learners, irrigation, illiteracy and poverty were the three most important problems in the locality and 53.8 per cent of the learners were unable to diagnose the causes of the problem and 55.3 per cent of the learners were unable to suggest steps for their solution in their villages, although the majority of them stated that the problems of their villages were discussed by the adult education functionaries. 23. All the dropouts were primarily interested in the literacy component of the programme. 24. The dropouts had attended the adult education centres for an average of 13 weeks before giving up the programme. 25. All of them felt that the programme was useful and somewhat useful, and the majority (95.7 per cent) of them had left the programme because of family problems. 26. As many as 43.5 per cent of the dropouts had suggested that the programme should offer them employment opportunities in their own villages, 30.4 per cent suggested library facilities and 21.7 per cent felt that duration of the programme should be longer. 27. While the Harijan community was over-represented, the Adivasis were under-represented among the instructors. 28. All the instructors received their training at Balumath and duration of the training was from 2 to 3 weeks. The majority felt (95.8 per cent) that their training was adequate for their job as instructors. 29. According to the instructors, family problems and poverty were the main causes for irregular attendance and withdrawal from the programme.

1400. XAVIER LABOUR RELATIONS INSTITUTE:
Adult Education in Bihar (A Government of India Project), 1983

The main objective of the project was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Programme in Bihar.

For the purpose of the study, five blocks in five districts of the state were selected. These were Arkee (Ranchi), Dumaria (Gaya), Kathikund (Santhal Parganas), Latehar (Palamau) and Nimdih (Singhbhum). From each block 14 centres (from Kathikund 19 centres) were selected proportionately on the basis of castes and communities. From each centre, five learners were selected; dropouts were selected at random on the basis of their availability; 75 instructors, 35 supervisors and five project officers were selected for the study. The research tools administered were (i) interview schedule for learners, (ii) guidelines for literacy test, (iii) interview schedule for dropouts, instructors, supervisors and project officers. Content analysis of the responses was done.

The major findings were: 1. Occupationally, most of the learners were marginal farmers and most of them lived below the poverty line, with a per capita monthly income of less than Rs 60. 2. The primary objective of joining the education centre was to acquire the "ability to sign their names", learn how to calculate and obtain some general knowledge. 3. The instructors were the primary motivators to draw them to the centres. In general, the learners were satisfied with the teaching but a few had difficulty in understanding the texts which were in Hindi for all. 5. The learners mentioned a variety of subjects being taught but actual skill development or enhanced knowledge was less than 40 per cent in most of the subjects. 6. The qualitative content of teaching in some subjects related to agriculture, animal husbandary and poultry seemed to be adequate and relevant, but as regards health and child-care specific approach was lacking. 7. It was found that awareness was not matched by utilization. In some areas like agriculture there was high awareness and utilization rate for fertilizers but rather low for irrigation, use of better types of seed or pesticides. In health, such as use of hospitals and primary centres, awareness and the utilization rate were high, but in family planning, although awareness was high, the utilization rate was very low. For the use of banking facilities for deposits or loans, awareness was high but utilization was low. As regards licences for small business ventures, both knowledge and use were low. 8. The land reform act, legislation forbidding polygamy, prohibiting dowry, prescribing the minimum age for marriage, permitting divorce under certain circumstances, encouraging inter-caste marriage, especially higher castes marrying scheduled castes, and providing monetary incentives to this end were known to less than 50 per cent of the learners. 9. The instructors were not well acquainted with the legislative measures.

10. Many of the men learners did not favour divorce. 11. There was a mutual inhibition between SC and ST about sharing food with each other; SC/ST groups looked down upon each other. 12. The majority of SC learners would legally challenge discrimination in use of public wells and temple entry and take it up with government agencies. 13. Although, according to the learners, various social and ethical aspects of untouchability were discussed in the centres, in actual practice most of them would not break the social customs and act against the tradition. 14. Basic information about the voting age, procedures for registering as voters, knowledge about political heads, and functions of gram panchayats and their organizational structure required more planned inputs by the education centres. 15. The majority emphasized the literacy side of the programme and mentioned specifically the acquired ability to sign their names, basic skills in calculation which helped them in their business. 16. Many of them suggested an increase in the duration of the programme and expressed the need for training in income generating occupational skills. 17. Most of the learners laid emphasis on the competence of the person as an instructor rather than whether he belonged to the learner's own community or caste. 18. In both running and closed centres the comparative performance in reading and writing was better than that in dictation and numeracy. 19. Males were generally better performers than females in reading and writing. 20. The higher age groups were better in reading and writing. 21. A comparison of the retentivity rate between learners of the centres which had closed earlier and the more recently closed ones showed that in reading, writing and dictation, there was no significant difference but the learners from recently closed centres had a better retentivity rate in numeracy and comprehension of written instructions as well as in describing the message of a poster. 22. Most of the dropouts had no sever connections with the centres not because of their dissatisfaction with the centres but because of personal circumstances. 23. The majority (81 per cent) of the dropouts had attended the classes for less than 11 weeks. 24. Instructors could not do justice to the functionality part of the programme because they had no special occupational training. 25. The learners were ill-informed by instructors about various types of protective legislation related to their economic and social life. 26. Most of the instructors had expressed their liking for the job because it brought some additional income and the experience was enriching. 27. Supervisors suggested an increase in duration of instruc-

tors' training programme, a reward scheme for efficient instructors, purchase of newspapers for the centres, a refresher course once in a while for instructors and supervisors both. 28. Project officers stressed the need for more emphasis on occupational training for the instructors.

1401. XAVIER LABOUR RELATIONS INSTITUTE:
Adult Education Programme at the Madanpur Block, Jamshedpur, Bihar, 1981

The main objective of the project was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Programme of Madanpur block in Bihar.

A sample of 38 centres (closed and running) was selected from 150 centres of a block in such a way that both sexwise and communitywise distribution of all the centres was adequately represented. A random sample of five learners, one dropout and one instructor was selected from each of the sample centres making a total sample of 190 learners, 38 dropouts and 38 instructors. The data were collected by administering separate questionnaires to learners, dropouts and instructors. A qualitative and quantitative analysis of the responses was made.

The major findings were: 1. As many as 52.7 per cent of the learners were Harijans and 43.7 per cent belonged to other communities. 2. It was found that 65.1 per cent of the children in the age group of 6-14 years in the family of learners were going to school. 3. Most of the learners (92.5 per cent) had never been to school before joining the adult education programme. 4. Most of the learners (97.1 per cent) had been advised to join the programme by adult education functionaries. 5. While 68.2 per cent of the learners had joined the programme to attain literacy skill, 32.9 per cent had joined to acquire functional skills. 6. The majority of the learners (98.8 per cent) were prepared to avail of future opportunities for more learning. 54.3 per cent of them would like to avail of opportunities for attaining functional skills and increasing their income. 7. While 60.6 per cent of the learners felt that the programme had greatly benefited them in their everyday life, 39.4 per cent felt somewhat benefited. 8. The majority (88.4 per cent) of the learners found that the programme had helped them in increasing their earnings. 9. Caste feelings among the learners appeared to be quite low, since 84.6 per cent of them felt that it did not make any difference if their instructors

belonged to other caste/communities. 10. The majority of learners (98.9 per cent) knew that dowry is illegal and 85.5 per cent of them had become aware of this through adult education functionaries. 11. The level of awareness of the minimum legal age of marriage was quite high among the learners and the majority of them had become aware of it through adult education functionaries. 12. The majority of the learners (90.8 per cent) felt that women should be paid the same wages as men for the same work. 13. The majority (60.6 per cent) of the learners were aware of the minimum daily wages fixed by the government for an agricultural labourer of their areas and the majority had received this information from their centres. 14. Ninety-six per cent and 94.9 per cent of the learners respectively knew the minimum age for voters in Assembly and Parliamentary elections and the majority of them had received this information from the centres. 15. The majority said that their adult education centres were involved in the cultural activities of their communities. 16. Although the awareness level of the learners was quite high for most of the facilities, it was extremely low (2.3 per cent) with respect to irrigation and inadequate (18.3 per cent) with regard to rural banks. 17. A high percentage of learners were aware of the veterinary centre, primary health centre, block development office and post office and had availed of these facilities. 18. The lack of irrigational and agricultural facilities and drinking water were the two most important problems in the locality. 19. The majority felt that problems could be solved by hard work and all had stated that the problems in their villages were discussed by the adult education functionaries. 20. The major weaknesses of the programme, according to learners, were its short duration (75.4 per cent), no reading room and library facilities (49.7 per cent), lack of emphasis on the functionality component (15.4 per cent) and inadequate study materials (9.7 per cent). 21. All the dropouts joined the programme with the desire to learn reading, writing and simple arithmetic. 22. All of them had found the programme useful. 23. About 38.9 per cent had left the programme because of family problems, 27.8 per cent due to instructors' failure to make the classes interesting, and 33.3 per cent due to various other reasons like lack of desire, unsuitable timings of the classes and inconvenient location of the centre. 24. The dropouts (33.3 per cent) felt the classes should be of longer duration, 27.8 per cent of them suggested that more study materials should be made available; some (27.8 per cent) felt that trained and efficient instructors should be appointed; the majority (88.9 per

cent) suggested that more study materials should be made available, some (21.8 per cent) felt that trained and efficient instructors should be appointed; majority (88.9 per cent) suggested that functionaries should organize activities involving all sections of people. 25. While instructors belonging to other communities were over-represented, the representation of instructors belonging to Harijan community was low. 26. None of the instructors had any previous teaching experience. 27. The duration of training had been three weeks for all of them and they felt that it was adequate for their job as instructors. 28. By and large, the instructors were quite satisfied with most of the facilities. However, according to them, lighting and seating arrangements were the two items which needed improvement. 29. The reasons for irregular attendance and withdrawal from the programme were family problems.

1402. XAVIER LABOUR RELATIONS INSTITUTE,
Adult Education Programme at the Punpun
Block, Patna, Bihar, 1982

The objective of the project was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Programme of the Punpun block in Patna district of Bihar.

Out of 227 adult education centres (150 closed and 67 operating centres) a sample of 30 centres was selected in such a way that both sexwise and communitywise distributions of all the centres were adequately represented. A random sample of five learners, one dropout and one instructor was selected from each centre which made total sample of 150 learners, 30 dropouts and 30 instructors. The data were collected by administering separate questionnaires to learners, dropouts and instructors. Both qualitative and quantitative analysis of the responses was done.

The major findings were: 1. Sixty-eight per cent of the learners earned their livelihood from agriculture and 28 per cent of the learners were housewives. 2. Fifty-five per cent of the learners belonged to the Harijan community and 45 per cent belonged to other communities. 3. All the sample learners had never been to school before joining the adult education programme. 4. From the families of learners, 52.3 per cent of the children in the age group of 6-14 years were not going to the school. 5. The purpose of joining the programme for 54.5 per cent of the learners was to acquire more knowledge. 6. Most of the learners (96.7 per cent)

had been advised to join the programme by adult education functionaries. 7. Most of the learners (96.7 per cent) were prepared to avail of opportunities in the future for more learning, 30.7 per cent of them for attaining social status, 28.7 per cent for acquiring more knowledge, 23.3 per cent for developing functional skills for more earnings and 22.7 per cent for ensuring a better future for their children. 8. It was found that the performance of the learners in writing and doing simple calculations needed improvement. 9. A majority of learners (82.8 per cent) felt somewhat benefited and 17.3 per cent did not feel benefited at all by the programme. 10. Only 8.8 per cent of the sample felt that the programme had helped them in increasing their earnings, mostly through the acquisition of knowledge and skills relating to better methods in agriculture and other professions. 11. There existed a gap between the various things the learners would like to learn besides literacy and the extent to which the programme had enabled them to acquire knowledge/skills regarding these in respect of poultry, sewing, and nutrition and health. 12. Caste feelings appeared to be quite low as, for 88 per cent of the learners, it did not make any difference if their instructors belonged to other castes/communities. 13. A majority of the learners (90 per cent) knew that dowry was illegal and 78.5 per cent of them became aware of this through the centres. 14. It appeared that correct information regarding the minimum legal age of marriage was not conveyed to them. 15. Sixty-four per cent of learners preferred to keep their savings in a post-office while 34 per cent of them preferred to keep these in a bank. 16. A low percentage of learners (28.7 per cent) felt that women should be paid equal wages as men for the same work. 17. Only 16.7 per cent of the learners were aware of the minimum wages fixed by the government and none could state the correct amount. 18. Out of 66 per cent of the learners who stated the minimum age to vote in Assembly and Parliament, none of them appeared to know the correct age and the majority quoted the centre as the source of information. 19. Fifty-four per cent of the learners stated that adult education centres were involved in cultural activities. 20. A high percentage of learners who were aware of primary health centre, veterinary centre, block development office, post-office and had availed of these facilities. However, the utilization-awareness ratio was moderate for irrigation and the family welfare centre and low for the remaining facilities. 21. According to learners, untouchability, unemployment and road transport were the problems in their villages and the majority (78.6 per cent) felt that prob-

lems could be solved by hard work and 69.8 per cent of them stated that problems were discussed in the centre. 22. Learners suggested provision of more teaching and training materials, longer duration of the programme, more stress on the functional component and grant of monetary incentives to learners. 23. The majority of dropouts (69.2 per cent) earned their livelihood from agriculture. 24. Dropouts had an average attendance of 8.5 weeks before leaving the programme. 25. A majority of them (91.7 per cent) had found the programme useful. 26. All of them had left the programme for family reasons. 27. All of the dropouts suggested the provision of more teaching and training materials, 88.9 per cent of them suggested more stress on the development of functional skills and 55.6 per cent of them suggested the organizing of more cultural activities. 28. Fifty per cent of the instructors belonged to the Harijan community. 29. None of the instructors had previous teaching experience. 30. The duration of their training programme was 10-12 days. 31. Sixty per cent of the instructors felt that the training was adequate and 36.7 per cent felt it somewhat adequate. 32. Both learners and instructors were satisfied with the supply of pencils and lighting arrangements of the centres. 33. Some of them (33.3 per cent) felt that the stress on the functionality component of the programme was insufficient. 34. The majority of instructors (76.7 per cent) felt that learners attended their classes irregularly because of lack of time. For withdrawal from the programme they felt that lack of interest, lack of monetary incentive and family problems were responsible.

1403. XAVIER LABOUR RELATIONS INSTITUTE:
Adult Education Programme at the Shikaripada Block, Santhal Paragana, Bihar, 1981

The objective of the project was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Programme of the Shikaripada Block in Santhal Pargana district of Bihar.

Out of 300 adult education centres of Shikaripada block, only 43 centres were in operation at the time of the study. In order to get a reasonable amount of information for the evaluation of the project, a sample of 30 centres 14 from the closed centres and 16 from those in operation, was selected in such a way that both sex-wise and community-wise distributions of all the centres were adequately represented. A random sample of five

learners, one dropout and one instructor was selected from each centre which made total sample of 150 learners, 30 dropouts and 30 instructors. The data were collected by administering separate questionnaires to learners, drop-outs and instructors. Both quantitative and qualitative analysis of the responses was done.

The major findings were: 1. As many as 93.9 per cent of the learners were Adivasis, 5.4 per cent belonged to other communities and only one (0.7 per cent) was a Harijan. 2. Only 22.2 per cent of the children in the age group 6-14 years in the family of learners were going to school whereas the remaining 77.8 per cent were not going to school. 3. While only 26.7 per cent of the learners had previous school experience, 73.3 per cent had never been to school before joining the adult education programme. 4. Most of the learners (91.3 per cent) had been advised to join the programme by adult education functionaries. 5. The majority of learners perceived the usefulness of the programme in terms of literacy only. 6. The majority of learners (98.7 per cent) were prepared to avail of opportunities in future for more learning, 42.6 per cent of them wanted to do this for attaining functional skills and 33.1 per cent wanted to improve their level of literacy. 7. The felt need for functional skills with a desire to increase their earnings appeared to be quite substantial among the learners. 8. It was found that, although the learners were able to read and write with a fairly good degree of success, their performance in doing simple arithmetic needed improvement. 9. Only 12 per cent of the learners felt that the programme had greatly benefited them in their every day life while 85.3 per cent felt somewhat benefited. 10. Only 32 per cent of the learners found that the programme had helped them in increasing their earnings, mostly through the acquisition of the literacy component of the programme. About 33.3 per cent felt acquisition of knowledge and skills in agriculture and other professions had helped them in increasing their earnings. 11. Caste feelings among the learners appeared to be persistent since 63.6 per cent of them felt that it did make difference if their instructors belonged to other castes/communities. 12. Only 50 per cent of the learners knew that dowry was illegal and 96 per cent of them had become aware of this through adult education functionaries. 13. It appeared that correct information regarding the minimum legal age of marriage had not been conveyed to them. 14. More than half of the respondents (51.8 per cent) felt that women should not be paid the same wages as men for the same work. 15. As many as 41.4 per cent of the learners were aware of the minimum daily wages fixed by the

government for an agricultural labourer of their area and 83 per cent of them had received this information from their adult education centres. 16. A majority of those who had stated correctly or incorrectly (78.3 and 76.8) per cent respectively the minimum age for voting in Assembly and Parliamentary elections had quoted adult education centres as the source of the information. 17. A majority of the respondents said that their adult education centres were involved in the community's cultural activities. 18. Although the awareness level of learning was quite high for most of the government facilities available in the locality, it was definitely low with respect to irrigation. 19. A high percentage of learners who were aware of most of the facilities and had availed of them. 20. The learners were aware of the problems in their villages and it appeared that drinking water was the most important problem in the locality, and majority of the learners felt that the problems could be solved by hard work. 21. The majority (82 per cent) of the learners had stated that the problems in their villages were discussed by the adult education functionaries. 22. Out of the dropouts 29 were adivasis and only one was a Harijan. 23. The majority of the dropouts had joined the programme with a desire to learn reading, writing and simple arithmetic. 24. A majority (83.3 per cent) of dropouts had left the programme for family reasons, others left it due to reasons like lack of desire, little benefit from the programme and instructor's failure to make classes interesting. 25. The majority (82.9 per cent) of instructors earned their livelihood from agriculture, while others were unemployed. 26. With the exception of only one instructor, none had any previous teaching experience. 27. All the instructors had received their training at Shikaripada and they felt that it was adequate for their job. 28. They felt that poverty and family problems were the two reasons for both irregular attendance and withdrawal from the programme.

1404. XAVIER LABOUR RELATIONS INSTITUTE,
*Evaluation Report of Adult Education Programme
at Amarpur Block of Bhagalpur District, Bihar,
1981*

The objective of the study was to evaluate the performance of the NAEP at Amarpur block of Bhagalpur district, Bihar, based on the three essential components of the programme, namely, literacy, functionality and awareness.

At the time of study, 126 centres out of 191 were

closed and 65 were in operation. Thirty-two of these running centres were started in July 1980, while the other 33 were in operation since September 1980. A sample of 32 centres was selected from these 65 running centres in such a way that both sexwise and communitywise distributions of all the centres were adequately represented. From each centre, five learners, one dropout and one instructor were selected for the survey, making a total of 160 learners, 32 dropouts and 32 instructors. The tools used were: (i) a questionnaire for learners, (ii) a questionnaire for dropouts, and (iii) a questionnaire for instructors. Both data analysis and content analysis were carried out separately for learners, dropouts and instructors.

Other major findings were: 1. Sixty-seven per cent of the learners earned their livelihood from agriculture. 2. All the learners, male and female, belonged to the age group 15-35 years. 3. Twenty-two per cent of the learners were Harijans while 78 per cent belonged to other communities. 4. The majority of learners (86.5 per cent) had no previous school experience. 5. The learners were satisfied with most of the facilities, except seating arrangements. 6. Fifty per cent of the learners had joined the programmes to learn reading, writing and simple arithmetic. 7. Most of the learners were not aware of the fact that the programme was also aimed at the development of functional knowledge/skills. 8. Sixty-two per cent of the learners were ready to avail future opportunities for better employment. 9. The learners had attained a fair degree of success with regard to their ability to read and write, while their performance in doing calculations was poor. 10. Forty-nine per cent of the learners felt that the programme had greatly benefited them in everyday life, 51 per cent of them felt somewhat benefited. 11. Fifty-two per cent of the learners felt that the programme had prepared them better for their present occupations while 36.3 per cent felt somewhat better prepared and 11.6 per cent did not feel better prepared at all. 12. Nearly 40 per cent of the learners had been able to increase their earning through the knowledge acquired of reading, writing and calculation of wages and expenses. 13. A majority of learners (60 per cent) expressed their desire to move out to a city/town for earning their livelihood. 14. It was found that the programme had fully enabled learners to learn various things besides the literacy they had desired to learn. 15. While a majority of learners (74.5) per cent stated that it did not make any difference if their instructors belonged to other castes/communities, only 25.5 per cent learners preferred instructors of their own

castes/community. 16. A majority of learners knew that dowry was illegal and most of them (93.2 per cent) became aware of it through adult education functionaries. 17. The level of awareness of the minimum legal age at marriage was very unsatisfactory among the learners. 18. In the learners' opinion, the average number of children a family should have was three. 19. Only 30 per cent of the learners felt that women should be paid the same wages as men for the same work. 20. Only 10 per cent of the learners were aware of the minimum daily wages fixed by the government for an agricultural labourer of their area. 21. Only 19.2 per cent and 16.4 per cent of the learners respectively knew the minimum age for voting in Assembly and Parliamentary elections and 84 and 89 per cent of those who had stated it correctly or incorrectly, had quoted adult education centres as the source of their information. 22. By and large, the awareness level of the available facilities needed to be raised, in particular with respect to cooperative society, family welfare centre, block development office and rural bank. 23. A high percentage of learners who were aware of the various facilities had also availed of them. 24. It appeared that unemployment and poverty were the two most important problems in the locality and majority of learners (74.3 per cent) felt that the problems could be solved by hard work. 25. The dropouts had attended the centres for an average of 12.3 weeks before giving up the programme. 26. Fifty per cent of dropouts did not find the programme useful at all. 27. A majority (63.6 per cent) had left the programme for family reasons. 28. Forty-seven per cent of the dropouts suggested that classes should be held regularly. A majority incentive to learners (33.3 per cent) proper seating arrangements (6.9 per cent) and better physical facilities were also suggested by them. 29. While the Harijan community was over represented among the instructors, the representation of instructors belonging to other communities was low. 30. A majority of instructors (90 per cent) felt that the training programme of ten days was adequate for their job as instructors. 31. Most of them were of the opinion that the programme had not provided practical training for the development of functional skills that could get the learners employment and income after the completion of the adult education programme.

1405. XAVIER LABOUR RELATIONS INSTITUTE, *Evaluation of the Adult Education Programme in Bihar at Sirdala Block of Navada District, Jamshedpur, 1981*

The objective of the study was to evaluate the performance of NAEP at Sirdala block in Navada district, Bihar, based on the three essential components of the programme, namely literacy, functionality and awareness.

When the study was undertaken, 93 per cent out of 128 centres were closed and 35 were in operation since 1 October, 1980. Out of these 35 centres, 28 were selected as a sample in such a way that both sexwise and communitywise distributions of all the centres were adequately represented. Five learners, one dropout and one instructor were selected for the survey from each centre. This made a total of 140 learners (108 males and 32 females), 28 dropouts and 28 instructors. The tools used were a questionnaire for learners, a questionnaire for dropouts and a questionnaire for instructors. Both data analysis and content analysis were carried out separately for learners, dropouts and instructors.

The major findings were: 1. The learners were fully satisfied with the different physical facilities of the programme. 2. Fifty-nine per cent of learners had joined the programme to acquire functional skills while 46.8 per cent had joined to learn reading, writing and simple arithmetic. 3. A majority of learners (91.4 per cent) wished to avail of future opportunities for attaining functional skills and 22.1 per cent to improve their literacy level. 4. A majority of learners (82.5 per cent) had been advised to join the programme by adult education functionaries. 5. A majority of learners were able to read (85.7 per cent), write (81.4 per cent) and do simple arithmetic (63.6 per cent) with a fairly good degree of success. 6. Fifty-two per cent of learners felt that the programme had greatly benefited them in their everyday life while (45.0 per cent) felt somewhat benefited. 7. Some learners (47.5 per cent) found that the programme had helped them in increasing their earnings, mostly through the acquisition of knowledge and skills in agriculture. 8. By and large, the programme had enabled the learners to acquire knowledge and skills with respect to various items they liked to learn, besides literacy. 9. The majority of learners (90.2 per cent) felt that it did not make any difference if their instructors belonged to other castes/communities. 10. A majority of learners (87.3 per cent) knew that dowry was illegal. 11. A majority of learners (67.9 per cent) did not know correctly the minimum legal age of marriage. 12. A majority of learners felt that an ideal family should consist of three children. 13. A majority of learners (63.1 per cent) felt that women should be paid the same wages as men for the same work. 14. Some learners (17.8 per cent) were aware of the minimum daily wages fixed by the government for an agricultural labourer of their areas.

15. Sixty-six per cent and 64 per cent of those who had correctly stated the minimum voting age for Assembly and Parliamentary elections stated the centres as the source of their information. 16. The awareness level of the learners was quite high for most of the facilities. 17. A high percentage of learners (81.7 to 100 per cent) were aware of the primary health centre, veterinary-centre, block development office, rural bank and family welfare centre. However, while the utilization-awareness ratio was moderate (65.3-73.0 per cent) for facilities like the scheme for supply of seeds and fertilizer, irrigation and cooperative society, it was rather low (58.3 per cent) with respect to scheme for the supply of insecticides. 18. Most of the learners (98.6 per cent) were aware of the problems in the village. Irrigation was the most important problem in the locality. 19. A majority (64.9 per cent) of the learners were not able to identify the cause of the problem. 20. A high percentage of dropouts (92.0) per cent earned their livelihood from agriculture. 21. All the dropouts belonged to the age group 15-35 years. 22. The percentages of dropouts belonging to Harijan and other communities were 33.3 per cent and 66.7 per cent respectively. 23. The families of the dropouts were economically worse off than those of the learners. 24. The dropouts had attended the adult education centres for an average of 14.7 weeks before giving up the programme. 25. A majority of dropouts (88.9 per cent) had left the programme due to family problems, 7.4 per cent due to unsuitable timings of classes and 7.4 per cent due to lack of desire. 26. It was found that, while the instructors belonging to other communities were over-represented, the representation of instructors belonging to the Harijan community was low. 27. None of the instructors had any previous teaching experience, but all of them received training for two to three weeks. 28. A majority of instructors had tried to persuade the dropouts to re-join the programme and 92.6 per cent of them had actually succeeded in their efforts.

1406. XAVIER LABOUR RELATIONS INSTITUTE,
Evaluation of Adult Education in Dhanbad (under UGC), A Government of India Project, Jamshedpur, 1983

The objective of the project was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Pro-

gramme in Dhanbad district.

In all, 70 adult education centres were run by the S.S.L.N.T. Women's College, Dhanbad, out of which 30 were run under a UGC financial grant. Twenty per cent of these centres were selected for study in depth and, accordingly, six centres (five in rural and one in an urban area) were selected. Three centres were exclusively for males, one for females and two were for both sexes. A random sample of five learners from each centre was taken (25 males and five females). Six instructors and three supervisors were interviewed to study their views and participation in the project. All the interviews were conducted by trained interviewers with the help of structured questionnaires.

The major findings were: 1. The overall literacy level of female learners was higher than that of male learners. 2. The level of literacy of younger learners, below the age of twenty years, was higher than the others. 3. Learners belonging to scheduled castes had obtained better literacy ratings than others. 4. The literacy level of farmers and contract labourers was better than that of those engaged in business or service. 5. The performance of the learners in general was the best in the area of reading (53 per cent received good rating), whereas dictation was the weakest area with 50 per cent of the learners getting poor rating. 6. The adult education centres under study had succeeded in achieving the literacy component of the objectives of the programme. 7. The majority of the learners did not find the adult education programme functionality useful. 8. It was found that, because of the limited knowledge and skill of the instructors and lack of other facilities, it was not possible to impart instruction in any other subject besides literacy. 9. Learners were neither aware of most of the facilities available for rural development nor did they make much use of these facilities. 10. Learners' awareness about social legislation in all the areas was very poor. 11. The adult education centres had done a good job in creating awareness of the family welfare programme among the learners. 12. Learners' awareness of the political situation and political institutions was very poor. 13. The instructors had created awareness of civic rights among the learners.

1407. XAVIER LABOUR RELATIONS INSTITUTE,
Evaluation Report of Adult Education Programme at the Patamda Block of Singhbhum District, Jamshedpur, 1981

The objective of the study was to evaluate the perform-

ance of NAEP at the Patamda block in Singhbhum district, Bihar based on the three essential components of the programme, namely literacy, functionality and awareness.

At the time of study, 245 out of 300 adult education centres were closed and 55 centres were working. Thirty centres were selected for the sample. Apart from sexwise and communitywise representation, the choice of the sample of 30 centres was made in such a way that they represented both closed and running centres (12 closed and 18 running centres). From each centre five learners, one dropout and one instructor were selected for the survey making a total sample of 150 learners, 30 dropouts and 30 instructors. The tools used were a questionnaire for learners, a questionnaire for dropouts and a questionnaire for instructors. Both data analysis and content analysis were carried out separately for learners, dropouts and instructors.

The major findings were: 1. Out of 138 respondents, eight were Harijans, 62 were Adivasis (tribals) and 68 belonged to other communities. 2. Only 7.4 per cent of the learners had previous school experience. 3. By and large, the learners were satisfied with the different physical facilities of the programme. 4. A majority of the learners, (65.9 per cent) had joined the programme to learn reading, writing and simple arithmetic. 5. Almost all the learners (99.3 per cent) had been advised to join the programme by adult education functionaries. 6. Only 22.7 per cent of the learners felt that the programme enabled them to acquire functional skills. 7. The majority (98.7 per cent) of the learners were ready to avail of opportunities in the future for more learning, whereas 56 per cent of them wanted to avail of future opportunities to attain functional skills for increasing their income. 8. Although the learners were able to read and write with a fair degree of success, their performance in doing simple calculations needed improvement. 9. Only 19.6 per cent of the learners felt that the programme had greatly benefited them in their everyday life while 77.7 per cent felt somewhat benefited. 10. Sixty-nine per cent of the learners found that the programme had helped them in increasing their earnings, mostly through acquisition of knowledge and skills in agriculture and other professions. 11. There existed a gap between the number of learners desirous of learning several things besides literacy and learners who had actually acquired knowledge/skills regarding these with respect to weaving, carpentry and sewing. 12. Caste feelings among the learners appeared to be quite

low. 13. A majority of learners (92.6 per cent) knew that dowry was illegal and 89.3 per cent of them had become aware of it through adult education functionaries. 14. It appeared that correct information regarding the minimum legal age of marriage had not been conveyed to learners by the centres. 15. In the opinion of the learners the average number of children a family should have was two or three. This showed their awareness. 16. Some respondents felt (48.3 per cent) that women should be paid the same wages as men for the same work. 17. Only 25.9 per cent of the learners were aware of the minimum daily wages fixed by government. 18. A majority of learners (74.7 per cent) knew the correct age for voting both in Assembly and Parliamentary elections. 19. Although the awareness level of the learners was quite high for most of the facilities, it was inadequate with respect to cooperative society, family welfare centre and rural bank. 20. A high percentage of learners who were aware of the primary health centre, veterinary centre, block development office and post office had availed of these facilities, whereas the utilization-awareness ratio for the scheme of supply of fertilizers, insecticides, irrigation, family welfare centre and rural bank was moderate. 21. All the respondents were aware of the problems in their village which according to them were related to drinking water, road transport and irrigation. 22. A majority (76.3 per cent) felt that problems could be solved by hard work. 23. A majority of the learners (92.4 per cent) stated that the problems in their villages were discussed by the adult education functionaries. 24. The major weaknesses of the programme as stated by the learners were instructors' inability to make the classes interesting, poor lighting arrangements, inadequate study materials, instructors' inability to enforce discipline in the classes and the short duration of the programme. 25. The dropouts had attended the adult education centres for an average of 4.6 weeks before giving up the programme. 26. A majority of dropouts (90 per cent) had left the programme owing to family problems. 27. Twenty-five per cent of the dropouts felt that the programme should offer a monetary incentive to learners. 28. Fifty-two per cent of the instructors felt that their training programme had enabled them to acquire the knowledge and skills necessary for instruction of the literacy component. 29. A majority of them (75.9 per cent) stated that the programme had not offered practical training for the development of functional skills in weaving and sewing.

1408. XAVIER LABOUR RELATIONS INSTITUTE, *Evaluation of the Adult Education Programme in Bihar—Tamar Block of Ranchi District, Jamshedpur, 1981*

The main objective of the study was to evaluate the three essential components, namely literacy, functionality and awareness, of the National Adult Education Programme at Tamar block of Ranchi district.

The Tamar block had 247 centres having four characteristics of (i) sexwise composition of centres—male, female and mixed, (ii) communitywise composition—Adivasis, Harijans and others, (iii) different dates of opening of centres—1 April, 1 June, and 1 July, 1979, (iv) rural and urban/semiurban centres. A sample of 20 centres was drawn from 247 centres by a stratified random sampling method, maintaining the four characteristics mentioned above. All the learners were interviewed. The research tool used was a pretested questionnaire for learners to evaluate learners' general information about the programme, their literacy level, functionality and awareness regarding the programme. The responses of learners were recorded and percentages were calculated and a statistical test of significance on learners' literacy data was also carried out.

The major findings of the study were: 1. The average attendance at the sample centres was 53 per cent. 2. The majority of learners (83.16 per cent) earned their livelihood from agriculture. 3. The learners were satisfied with most of the physical facilities, while seating arrangements and, to some extent, lighting and blackboard were the only items needing more attention. 4. The attitudes of the learners towards the programme were, on the whole, favourable. The percentages of learners prepared to encourage their friends and family members to join the programme (88.40 per cent) and of learners prepared to join similar programmes in future for more learning (95.78 per cent) were very high. 5. The performance of about 50 per cent of the learners in writing and doing simple calculations was poor, whereas the performance was better (62.6 per cent) in their ability to read. 6. The proportion of learners having poor performance in reading, writing and simple calculations were significantly smaller in centres started on 1 April, 1979 than those in centres opened on 1 June, 1979 or in July, 1979. 7. The proportions of learners showing poor performance in reading, writing and simple calculations did not differ significantly between centres opened on 1 June, 1979 and in July 1979. 8. Twenty-

five per cent of the learners felt that the programme had greatly benefited them in their everyday life while 53.47 per cent felt somewhat benefited. 9. Twenty-one per cent of the learners strongly felt that the programme had prepared them better for their present occupation and 47.37 per cent felt "somewhat better prepared". 10. More than 50 per cent of the learners intended to derive benefit from the programme by leaving their villages and seeking jobs in cities and towns. 11. More than 50 per cent of the learners felt that the daily wage of an agricultural labourer should be more than what it was. 12. A majority of learners (64.48 per cent) expressed ignorance regarding the minimum daily wage fixed by the government for a landless labourer in the area. 13. As many as 68.49 per cent of the learners felt that it did not make any difference if their instructors belonged to other castes/communities. 14. About 50 per cent of the sample learners were aware of the illegality of dowry. 15. Only 5.46 per cent of the males and the females knew the minimum legal age of marriage for men and women in India. 16. In the opinion of the learners, the average number of children a family should have was between three and four. 17. Most of the learners who were aware of the benefits of different government schemes under agriculture, education, health and water had, in fact, availed of the schemes. 18. As many as 92.9 per cent of the learners were aware of the important problems of their villages. 19. Forty-five per cent of the learners ascribed the main causes of the problems to nature, while 63.43 per cent of the learners felt that nothing could be done about the problems of drinking water and irrigation. 20. The project officers felt the need for a more detailed training programme for supervisors and instructors and that these programmes should lay greater emphasis on those activities with which they will be directed in the field and the learners should be helped in developing functional skills. They also felt that post-literacy and follow-up materials should be made available to learners.

ALSO SEE

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307. PANWAR, J.S., *Effect of Short Duration Agricultural Training on Farmers' Earning*, Ph.D. Edu., Udaipur U., 1978
264. SAENHIRUN, P., *Educational Administration of Adult Education in Thailand*, Ph.D. Edu., SGU, 1983