

Non-Formal Education

A Trend Report

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INTRODUCTION

Education is an important factor in shaping the personality of an individual. Through it, he learns his various role expectations and also the means and mechanisms of role-fulfilment. In the complex social system, he occupies positions which have specialised functions. Moreover, the functions associated with certain positions change over time, or they require new knowledge or skills to perform them in the changed contexts. An individual's personality has many different facets manifesting his different needs. In order to develop adequate adjustments with reference to these from time to time, he has to acquire new information, new skills or new thinking. This is possible if an efficient system of formal education is supplemented with an equally adequate and flexible system of non-formal education at all the levels.

This area was titled as "Social and Adult Education" in A Survey of Research in Education (Buch, 1974). The change in the title is indicative of more current usage than in the subject-matter per se. Even the Government of India's Directorate of Adult Education (DAE) is now called Directorate of Non-formal [DNF(A)E] Education. What does non-formal education mean? The definition of non-formal education is a highly difficult enterprise as much as planning an adequate non-formal education system itself. Looking at it from several angles may give one some idea about it. Formal education refers to the pre-primary schooling, ten or eleven years of primary and secondary education, three or four-year degree programmes at the colleges and universities and post-graduate degree or diploma programmes. Non-formal education, in this sense, is outside such formalised educational structure. When persons, usually beyond the compulsory school age, engage themselves voluntarily in a learning activity on a part-time basis under some organised auspices, this educational activity is called non-formal education or adult education. It is sometimes called social edu-

cation, in specific situations, even continuing education. The programme of this kind includes adult literacy, extension education, extra-mural lectures, continuing education courses for vocational or avocational needs. No examinations are usually required to be passed in respect of these courses. Their main objective is to equip the individual better to meet his role expectations in his various walks of life. They may meet his or her vocational requirements, recreational interests, intellectual curiosities in a wide variety of subjects or even help in better management of homes, improving health, or undertaking of community service activities. Non-formal education is a very broad field covering all the imaginable aspects of any individual's life. It is a life-long process because the changing circumstances and changing roles in the life of an individual necessitate on his part that he keeps on learning through available formal or non-formal educational programmes. Since formal programmes cater to well-defined and limited needs of more restricted age groups in general, the non-formal programmes are supposed to serve an individual in a much larger way.

HISTORY OF RESEARCH IN NON-FORMAL EDUCATION

India has a long history of non-formal education. It existed in one form or other even in the ancient times. No effort was, however, done till recent past to either take stock of all that was happening in this vital area of social significance, or to evaluate any of its aspects. Even in recent years, very few studies have been undertaken in this field. This may be because, non-formal education or any of its counterparts in the form of adult education, social education or continuing education have not been established as academic disciplines in either colleges of education or universities. Even today this situation has not improved very much. There are not many trained scholars in this field. This creates a vicious circle of the dearth of personnel, non-existence of academic departments, non-existence of

training facilities in the field and meagre research output. Only the agriculture colleges and universities have been exceptional to this situation in conducting post-graduate training programmes in the field of extension education. But even here the impact has been far from perceptible.

The present review is based on only doctoral research and project research in the area of non-formal education in universities and specialised institutions. In this country, systematic research in this field first started when Gadgil (1945) worked on the "problems of lapse into illiteracy". This pioneering work was followed by other research projects after a lapse of more than a decade, by Singh (1957) and Khan (1958), who undertook research on communication of ideas through adult education and the problems of social education. Chaube (1963), Singh and Prasad (1965), Prasad (1967), and Dharm Vir (1968) undertook studies on youth activities, literacy development and adult interests. By 1969, research in this field attracted attention of researchers and also gained some momentum. Five researches were completed and reported during 1969. These included a study of adult literacy conducted at the Gandhian Institute of Studies, one of adult vocabulary and another of reading needs and interests of adults by Mallikarjunaswamy, evaluation of the social education workers' training programme by Ansari, and the impact of social education by Chaturvedi. During 1970, a few studies have been reported, by Johnston on planning adult education, by Kaul on attitudes towards agricultural extension education, by Patel on a state-wide social education survey, by Pal on the relationship between farmer education and training and his behaviour modification, by Srivastava and others on the various aspects of tribal education. Prasad (1971) attempted an evaluation of literacy programmes in terms of their value for adult education and socio-economic development. Srivastava and his colleagues (1971) studied educational, economic and employment conditions of eighteen tribal communities. Shankar (1972) reported an experiment in functional literacy. Kudesia (1973) examined the role of social education in community development. During 1974, again there was some spurt in the number of studies reported. During this period, Agnihotri reported on evaluating adult education programmes, Bhandari on persistence and dropout in adult education classes, Mali on factors affecting retention of literacy, Rao on a literacy survey of a University's Class IV employees, and Rathnayya on structural constraints in tribal education. In 1975, Deshpande reviewed the saint literature in Marathi for its curricular value in formal and non-formal education, and Talukdar surveyed adult education in Assam

during the post-independence period.

From the available research reports, it is obvious that the work in this area is scarce and casual. Continuous and consistent efforts are conspicuously absent. Whatever work is reported consists of ad hoc efforts of stray individuals and touches only the superficial aspects. It is only in the recent years, that interest is being shown by research workers to study this field and it may be hoped that they will probe into more fundamental aspects in years to come.

NATURE OF RESEARCH

Looking at whatever limited research reports are available in this area, it can be said that most of the research work is descriptive or survey type. Some of them have attempted casual or correlational analysis. Only three researchers employed an experimental approach in the study of their problems. There are solitary instances of research aimed at either the evaluation of non-formal education or developing a programme of non-formal education. One of the researches was aimed at developing curriculum for non-formal education with selected objectives. More exploration has been done in rural than in the urban, industrial settings. One investigator has been working in the area of tribal education, and has produced about half a dozen studies. Ad hoc or sporadic studies have been conducted in various geographical regions of the country without attempting detailed or depth study anywhere. Mostly simple questionnaires or interview schedules have been used by the various researchers. In some, the governmental or other official records have been used as sources of data. Generally the researchers have not developed sophisticated tools for evaluating non-formal educational programmes and their outcomes, adult needs and interests or attitudes of the adult learners.

Refined experimental or ex-post-facto research with sophisticated designs and tools is yet to be undertaken in the important area of social educational relevance in the context of national development.

A PEEP INTO RESEARCH FINDINGS

Turning towards the areas of research in the field of adult education, one can think of several different areas, viz., adult learning, motivation to learn, attitude towards adult education, needs and interests, participations and participants, programmes and programme planning, administration and management, methods, media and techniques of teaching, training and adult leadership, community education and community development, production of reading and teaching material, and evaluation of adult education programmes. The researches reported here cover only few of these and

not quite adequately. The first project was conducted by Gadgil (1945) in the area of literacy programmes. He developed a test of reading and writing by which the lapse into illiteracy could be measured. The researcher reported a positive relationship between the sharp fall in the lapse into illiteracy and the progressive increase of the standard in which a student leaves the school. Another significant finding was that it was necessary for a pupil to complete a four year course at school in order to ensure the retention of literacy throughout his later life. This study also revealed that in the majority of instances reading and writing habits studied by the researcher were neither developed nor maintained, and that the educational efforts were wasted even though there was no actual lapse into illiteracy. The incidence of lapse into illiteracy was specially high among the middle and backward classes, among the agriculturists and agricultural labourers, and among the very poor ones. He also reported that the lapse took place due to disuse of abilities acquired in the school. In a project 'voluntary action for adult literacy', conducted at the Gandhian Institute of Studies (1969), it was found that the level of literacy among adults rose from seven to nineteen percent after the establishment of adult literacy classes in the villages concerned. Khan's (1958) experiment revealed that even with a programme of hundred hours of instruction, there was a danger of an adult student lapsing into illiteracy. To consolidate the gains of learning, at least a total of 125 hours, followed by self-education through a library, was needed and to which a minimum of seventyfive hours could be added for the requirements of social education. The researcher, on the basis of his findings, suggested that, to maintain the interest of neo-literates, efforts should be made to distribute literature in simple language on the topics of adult interest and at the same time, efforts should be made to set up research units at the state level which may undertake research in basic vocabulary of neo-literates and public opinion should be created in favour of social education. Mali (1974) also studied the factors affecting retention of literacy among the adult neo-literates. Two kinds of factors were studied: (1) classroom factors such as motivation of the learners to join the class, methods of teaching in the class, reading materials used in the class, duration of the classes, and post-literacy practice; and (2) environmental factors such as occupation of the adult learner, his age, and locality of his residence. It was revealed that the kind of reading materials used was a significant factor affecting retention of literacy. The other classroom factors were related to a lesser extent and the environmental factors showed no relationships. Bhandari (1974) studied the factors which

affected retention and dropout in the adult literacy classes in Udaipur district in Rajasthan State. He found no significant difference between the persistors and dropouts with regard to their age, sex, caste, marital status, occupation, affiliation with economic, social political groups, schooling during childhood, size of land holding, and adoption of improved agricultural practices. Significant difference with respect to the content of learning existed between participants of the literacy and functional literacy classes. The reasons given by the dropouts were day-work, animal husbandry work, lack of interest, school distance, domestic work, and ridicule by friends and relatives. The factors in persistence were, need to write letters and to sign, to read books on religion, to maintain farm records and accounts, to learn the language and to utilise the free time profitably.

Singh (1957) probed into the problem of 'communication of ideas through adult education' and analysed 174 books and 304 films meant for neo-literate adults. He reported that adult education literature is one of the media of communication. Adult literature included books on history, social problems, agriculture and rural welfare, five year plans, health and hygiene, geography, science, general knowledge, biographies of famous poets and writers, folk literature, etc. In these books, values like unity, religious tolerance, socio-cultural synthesis, basic unity of all religions, civic responsibilities, duties of citizens, need for education, etc., had been emphasised. He also found that an attempt had been made to develop an attitude against superstition, magic and conservatism through this literature. Deshpande (1975) reviewed the saint literature of the middle ages in Marathi and sorted out useful content matter with reference to the following objectives: (1) to know human nature, (2) to develop character, (3) to participate in social and cultural development, and (4) to appreciate emotional and national integration. The writings of five Marathi saints, viz., Dhyaneswar, Namdeo, Eknath, Tukaram, and Ramdas were analysed and classified in terms of their utility value as instructional materials in attaining the above mentioned objectives in formal as well as non-formal educational programmes. Shankar (1972) experimented with two alternative approaches to literacy training. In one approach, the participants attended a six-month course with a rigid time schedule and programme break-up. In alternative approach the same course was extended to nine months. It was found that extending the period resulted in better writing speed but poorer reading speed.

Chaube (1963) made a survey of youth welfare programmes functioning in Uttar Pradesh and conclud-

ed that informal education should be emphasised for the benefit of the illiterate dropouts through evening classes, continuation classes and other school classes offering not only literacy programmes but also vocational subjects, handicrafts, etc. He also observed that provision for earning while learning should be made and compulsory national service scheme should be introduced to create social sensitivity in the youth with the coordinated efforts of all the agencies, both at the official and non-official levels. An attempt to assess the status of adult education in Tamilnadu was made by Johnston (1970). He suggested a plan of action also. According to him, first of all, the problem of wastage and stagnation at the school stage should be effectively tackled to arrest the growth of the problem of adult illiteracy. The non-formal education programmes should be occupationally oriented. He concluded that the social education programmes did not serve this purpose very much. Talukdar (1975) surveyed the status of adult education in the State of Assam during the post-independence period. According to him, the state of adult education in Assam is far from satisfactory due to a variety of reasons, the important ones being organisational difficulties, dearth of teachers, lack of means of communication and transport and lack of healthy attitude on the part of the universities in relation to adult education.

In another study on educational benefits of youth Singh and Prasad (1965) found that the participants of those clubs gained educationally in awareness, interest, acceptance and knowledge, and the gain increased with the increase in age. The educational attainment was higher in case of participants who came from farming families depending partly on business than those belonging to families engaged in service and business. Prasad (1967) made a survey of literacy in a village of Varanasi district and found that the percentage of literacy among men was fortyeight and among women, it was eleven only. He also reported that there was great enthusiasm among adults for literacy classes. Rao (1974) made a literacy survey of the Class IV employees of the University of Mysore. He found that about thirty percent of them were adequately literate, the percentage being higher for those below forty years of age than those above. Those below forty years of age showed greater interest in improving their literacy skills. Those who attended to the studies of their children at home performed better on reading comprehension test. Trivedi (1966) made an attempt to analyse critically the social education programme and reported that each social education programme contained literacy, social, cultural, scientific, aesthetic and agricultural activities for youth and

women. The instructional materials used by the organisations were usually produced and provided by the State Social Education Committee. Impact of the programme was seen in the changed adult behaviour. Women did not seem to take advantage of formal literacy classes.

Nagappa (1966) made an exploration into the reading needs and interests of the adult neo-literates. His study revealed that the 'story method' of presentation of new ideas had a high appeal to neo-literates. Topics which neo-literates wanted to read included those about which they had some previous knowledge and which were concerned with their occupations, their relation to the government and animal husbandry, functioning of village panchayats, topics concerning the health of the family and community diseases. His study also revealed that the reading interests of those neo-literates could be sustained more systematically by opening community literacy centres in various localities and supplying necessary materials. Mallikarjunaswamy (1969) also made a similar survey of the reading needs and interests of adult neo-literates in the Mysore State. According to him, the religious and folk literature has high appeal for the neo-literates. They like stories and fiction. They also like materials related to their working life. Informational matter, if presented through a medium of stories, is likely to be received better than through the format of "manuals" or "essays". While publishing the literature for the neo-literates, their age, sex, occupation, etc., be taken into consideration. Dharm Vir (1968) undertook a study of the spare-time interests of a dominant segment of Indian society, viz., Hindi speaking villagers in the 150 villages spread over eighteen districts of five Hindi speaking states. His study was mainly concerned with inventoried interests. These interests could be categorised in six areas, viz., (i) intellectual interests (ii) social interests, (iii) religious interests, (iv) economic interests, (v) health interests, and (vi) recreational interests. The study revealed that age was not related to interests. The interest in social activities was found in almost all the age groups. Adolescents had secured the highest score in recreational activities. Reading, radio listening, looking after animals, and social services were most popular activities in different age groups. It was also found that with increase in age, the interest in reading increased, but interest in writing decreased. The study also revealed that the quantum of interest decreased to 71.5 percent in the young adult age groups (19-20 years), whereas it remained at 74.1 and 74.9 percent in the adolescent and older adult groups, respectively. Inverse relationship was reported between density of population and the quan-

tum of interests in different Hindi speaking states.

In another study, Mallikarjunaswamy (1969) worked on adult vocabulary and reported that the words which frequently occurred were useful to control the vocabulary, whereas the words which did not occur so frequently, but commonly occurred and were familiar to the adult would be helpful to control the vocabulary of neo-literates. Srivastava's work, (1970b) revealed that due to technological backwardness, educational development had been difficult to achieve among the tribal community studied. He also reported that the incidence of dropout was very high and attendance in adult classes was extremely low. He reported that teachers need more facilities to work efficiently and effectively. He further pointed out that high percentage of illiteracy makes it difficult to introduce and implement the developmental programmes. Another project on developmental needs of the tribal people (Srivastava, 1970a) revealed that better education could lead to the betterment of their economic condition. Srivastava also reported that people had become conscious of the value of education. Lack of communication was a great impediment in the development of the tribal areas. Co-operative loan giving societies had proved a failure among these tribal people. Srivastava and others (1970) found that the various developmental activities were the major concern of the two main agencies, viz., the government and the Christian mission; both these agencies had been actively associated with the educational, economic and other developmental aspects of the tribals. Rathnaya (1974) studied structural constraints on tribal education. One of these was the distance from the school. The tribes, being located in remote places found it inconvenient to send their children to school. Salaried tribals sent their children to school more often than the tribal farmers or labourers. The rate of dropout was tremendous; from the 100 enrolled in the first standard, only 3 persisted upto the fifth standard. The teachers from the tribal community were not adequately equipped with the language of instruction. The nontribal teachers had no orientation in tribal language and culture and thus were handicapped in achieving their objectives. The instructional materials and the curricula were of the normal type and not specifically developed for the tribal children. Hence they served their purpose very inadequately.

Pal (1970) made comparison between institutional and non-institutional farmers' training and educational programmes in relation to knowledge, attitude and change in their behaviour and found that the farmers who participated in the institutionalised

and noninstitutionalised programmes differed significantly with regard to the change in the knowledge related to package practices. He also reported that caste was a significant correlate in the change of attitude toward farmers' training and education programmes, whereas age was not found to be significantly correlated with the changes in behavioural component of the farmers of the treatment group, but negatively related to adoption of package practices. The impact of social education on the life of the people was studied by Chaturvedi (1969) in the districts of Gorakhpur, Jhansi, Lucknow, and Mathura. The investigator concludes that the social education programme under the community development scheme had definite impact on the life of the people in the rural areas under study in spite of the many limitations of the programme. Wherever irrigation facilities could be developed, the change was noticeable. On the whole, however, there was not enough enthusiasm in either the people or the workers in the field about the social education programme and the attainment of its goals. There was not much of a change in the lives of women in spite of the appointment of Assistant Development Officer (Mahila), Gram Sevikas and Gram Lakshmis (women workers in the community development work). Kudesia (1973) studied the impact of social education in Madhya Pradesh. He studied the impact on their social, political, economic, cultural and hygienic conditions and on promoting in them self-confidence, self-sufficiency, cooperation and tolerance. The level of achievement in the health and recreational aspects of development was the highest as compared to other areas in which there was not much change. People remained conservative in respect of caste system, untouchability, poverty and social injustice. Political awareness remained at a very low level. The survey conducted by Patel (1970) revealed that there had been three cadres of personnel working for social education, viz., officers (class I), supervisors (class II, III) and field workers. Officers and supervisors usually participated more in entertainment activities and less in other activities and the majority of the personnel for social education opined in favour of change in the administrative set up. The proportion of women workers was not satisfactory in comparison to the number of illiterate women. One significant finding reported by him was that regarding the programme of social education, there were different opinions about the very concept of social education; for some it was the teaching of 3 R's, while for others it was education for social change. Only 38.5 percent of the social education workers were trained. About sixtyeight percent adults were not found cooperating in the programme.

An attempt was made to evaluate the programme of adult education in the Wardha district by Agnihotri (1974). He found no improvement in the standard of living of the people as a result of development activities. The rural people had started realising the importance of modern farming methods. A good percentage of them understood the necessity of cleanliness. People were mostly conservative and fate oriented and spent their leisure time in praying to God than doing any other constructive work. Ansari (1969), in his analytical study of training programme for social education workers, found that about sixty percent of the time of the whole programme was allotted to theoretical work and the remaining forty percent was devoted to practical work. The attitudes of the undergraduate students of the Punjab Agricultural University towards agricultural extension work were studied by Kaul (1970). Age and academic achievement of students were unrelated to students' attitudes in the aforementioned respect. Socio-economic status and mutual friendship relations were related with the attitudes. Group cohesiveness fostered positive attitudes. Centrality in communication network among the students, tended to be positively related with attitudes in the initial stages but negatively in the later stages.

GAPS AND PRIORITIES

From the account given so far and the abstracts given hereafter, it may safely be said that there has been very little systematic and sustained effort to study the problems of non-formal education. The reported studies display ad hoc attempts resulting in superficial exploration, unwanted duplication, and at times inconsequential or even contradictory observations. This state of affairs is usually common when a new discipline begins taking shape. In this sense, it should be said that the work of several stray researchers from the varied fields has prepared a ground for the establishment of non-formal education as an independent discipline in the same sense as social work or business management developed as applied disciplines.

Most of the research studies reported so far are in the form of status studies, assessing the situation especially with reference to the programmes of social education and literacy in action. The findings regard-

ing the state of programmes, personnel, methods, materials, wastage of efforts, etc., are quite important. Before any attempts are made to take action with regard to these, more rigorous research designs will have to be used to confirm the findings. It is obvious from the abstracts that similar studies often bring about contradictory observations. With different populations studied, this is not improbable. However, methodological sophistication is very much warranted. More experimental, correlational, evaluative and follow-up studies, at times involving case study approach to probe depths are required to unearth more useful and conclusive data.

The areas of research requiring proper attention may be listed as follows: philosophy and goals of non-formal education; population characteristics; the needs, interests, and other motivational characteristics of the adult learners; learning materials, methods, media, models of adult learning, instructional aids, libraries; organisation and administration of non-formal education programmes; personnel in non-formal education; evaluation of the learning outcomes; evaluation of the programmes; integrating non-formal education with other formal educational systems; interdisciplinary collaborations in developing the emergent discipline of non-formal education.

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

ABSTRACTS : 787-806

*787. *ABDUR RASHID, An Inquiry into the Problem of Motivation for Adult Literacy, JMI, 1966. (NCERT financed)*

The study attempted to measure an individual's motivation for literacy. The dependent variables comprised (i) attainment and (ii) aspiration, while the independent variables were (i) perception of the significance of literacy, (ii) value orientation, (iii) change proneness, and (iv) socio-economic status.

The sample comprised a random selection of twenty percent villages of Delhi. From each of these fiftyfour villages, three percent, i.e., 8954 house-holds in total were further selected at random. The persons selected in the process belonged to the age-group 15-44 years which is generally considered to be significant for literacy. The final sample consisted of 442 persons — 252 males: literate 116, illiterates 136; and 190 female: literates 22, illiterates 168. The tests evolved by the Research and Production Centre of Jamia Millia Islamia were adopted to study the attainment of neo-literates and a semi-structured projective technique developed by Pareek and Chattopadhyay was used to assess their levels of aspiration in the area of education as well as their change proneness and value orientation. The scale standardised by Pareek and Trivedi was adopted to measure the socio-economic status of the subjects.

The study revealed that there is growing consciousness of being educated in the rural areas of Delhi. A close association between the socio-economic status and literacy was also discernible. Those with higher socio-economic status were relatively more motivated for education than those with lower socio-economic status. The results suggest that literacy programmes, howsoever well modelled, will have limited success if they fail to take into account the limitations imposed by socio-economic conditions of life, in particular.

788. *AGNIHOTRI, S., Evaluation of the Programme of Adult Education in Operation under the Pilot Plan in Wardha District, Ph.D. Edu., Nag. U., 1974.*

The major objectives of the study were: (i) to judge as to what extent the programme of adult education had yielded positive results; (ii) to investigate critically the wastage or ineffectiveness in the field so that necessary suggestions could be made and modification in the programme carried out to yield positive results; and (iii) to study critically both quantitative spread and its qualitative impact on the life of the people, literacy being an important aspect of this.

The inquiry was a depth study of one rural area. The aspects studied were literacy, social attitudes, participation in cooperative developmental activities, recreation, change in living patterns, awareness of responsibilities, improvement in economic conditions and physical standards of life, promotion of knowledge, development of the ability to adjust to the community life, and promotion of the capacity to observe, think, discuss and actively participate, etc.

The study was conducted in the Wardha District with seven rural blocks. Observation, interview, visits and specially devised tests were the various tools and techniques used to collect the data. The sample consisted of 250 men and 250 women ranging in age from fifteen to fiftyfive years.

The major findings were: (i) About seventeen percent of men and women in the age group fifteen to twenty were found to be immature and unstable. (ii) Fifty percent of men and fortyone percent of women were found to be young, enthusiastic and ambitious in the age group of twentyone to thirtyone. (iii) Thirtyone percent of men and fortyfive percent of women were found to be matured and balanced in the group of thirtysix to fiftyfive. (iv) Life conditions arrested the efforts of the village people for their own betterment and they mostly resigned to their fate. (v) Average number of members in a family was six. (vi) Adult education had not brought about the changes which were expected in spite of efforts of government. There was no improvement in the standard of living of the village people. Their work efficiency had not increased. (vii) Soap was rarely used by the village people. (viii) Sixtyeight percent of men and seventysix percent of women were conscious about cleanliness of their children. The village people did not like the girls taking up a job. They thought it below the dignity of the family. They held that the girls should marry and maintain the house. (ix) Most of the rural people spent their leisure time in religious affairs, only a small percentage of people engaged in social work. (x) Most of the rural people did not want politics in gram panchayat. (xi) Rural population had started understanding the scientific method of cultivation.

789. *BHANDARI, J. S., Factors Affecting Persistence and Dropout of Adult Literacy Classes in Udaipur District, Ph.D. Aśri. Udaī. U., 1974.*

The specific objectives of the present project were: (i) to study the situation with regard to adults

who joined the classes, continued to keep on roll and dropped out during the course at different centres; (ii) to develop techniques and aids to discriminate the significant factors affecting persistency and dropout, and to build relevant scales and models to explain the same; (iii) to examine and compare the personal, economic and characteristic conditions of the persistors and dropouts in literacy and functional literacy classes; (iv) to enlist the factors of persistency and dropout and to study the correlations of responses of literacy and functional literacy classes participants; and (v) to analyse personal background, educational qualifications, training and attitude of the teachers of literacy and functional literacy classes.

The study was confined to Seva Mandir in Badgaon and Girwa Panchayat Samities in Udaipur district. Twenty literacy centres and twelve functional literacy centres were selected by two stage stratified random sampling method. As many as 192 respondents — ninety-six persistors and ninety-six dropouts — were selected from the thirty-two literacy and functional literacy centres. Tools developed and used for the collection of data were : (i) schedule for participants of literacy and functional literacy classes who had completed the course; (ii) schedule for participants who had not completed the course; (iii) schedule for teachers of literacy and functional literacy classes; and (iv) interview by the researcher himself.

The findings of the study revealed that (i) no significant differences existed between the persistors and dropouts with respect to age, sex, caste, marital status, occupation, affiliation with economic, social and political organisational groups, exposure to schooling in childhood, size of land holding and use of improved agricultural practices; (ii) the difference was significant for the source of discouragement from attending the class and discontinuance in case of literacy classes; (iii) there was a significant difference in literacy and functional literacy class participants with respect to the content of learning; (iv) there was no significant difference between the literacy and functional literacy dropouts and their responses to the efforts of the teachers for continuing in the class, the solution of their difficulties, desire for rejoining the class and self-perception for having not been able to attain literacy; (v) reasons for dropping out were day work, animal husbandry work, lack of interest, far-off school, domestic work and ridicule by friends and relatives; (vi) to be able to write letters, to sign, to read newspapers and books on religion, to be able to maintain farm records and accounts, to learn a language and to utilise free time profitably were considered factors for persistence; (vii) the chi-square value between the use of improved

agricultural practices and the factors of dropout in both the classes suggested their relationship; (viii) a significant relationship existed between the occupational groups and the factors of dropout in functional literacy classes; and (ix) the characteristics of thirty-two teachers representing twenty literacy and twelve functional literacy centres showed that most of the teachers were in the age group of nineteen to thirty years; all were married; and males were mostly Brahmins by caste.

*790. *BRAHAM PARKASH, The Impact of Functional Literacy in the Rural Areas of Haryana and the Union Territory of Delhi, Ph. D. Edu., Kur. U. 1978.*

The study was conducted with the purpose of finding out the impact of the functional literacy component of Farmer Training and Functional Literacy Programme on the farmers with regard to their knowledge, attitude and adoption behaviour towards high yielding varieties programmes, besides their attainments in literacy skills.

In Delhi, the functional literacy programme was going on in Najafgarh Block. Therefore the Najafgarh Block and its adjoining areas of Gurgaon Block in Haryana where one functional literacy district was also functioning was chosen for the purpose of study. An experimental design was used for the investigation. The experimental group consisted of 594 participating farmers (both males and females) in functional literacy classes during 1974-75. They were drawn from functional literacy centres selected by simple random sample method. The control group consisted of 200 illiterate adult farmers (including both males and females), who were not participating in functional literacy programme and were drawn from villages other than where functional literacy centres were functioning. Through a comprehensive interview schedule the information in regard to knowledge, attitude and adoption behaviour with respect to high yielding varieties programme was collected. The requisite measuring devices like the test to measure agricultural knowledge and scale to measure the level of attitude and adoption behaviour were developed which were incorporated in the main interview schedule used for the study. The same set of tools were used in the pre-test and in the final test so that the results of the two tests were comparable.

The study revealed that except for the age group of above 35 years (of both the sexes), there had been significant differences between the gain of experimental and control group respondents with respect to all the three variables, namely, their level of knowledge, attitude and adoption behaviour, taken together, regarding

high yielding varieties. It was found that functional literacy programme had been instrumental in bringing about a positive and significant overall change in the knowledge status, attitudinal level and adoption behaviour with respect to high yielding varieties programme of participating farmers (both males and females) of the two age groups 15-25 and 26-35. Functionally literate farmer's knowledge about package of practices regarding high yielding varieties programme was found to be significantly associated with their attitude towards high yielding varieties, but their knowledge was not found to be significantly associated with their adoption behaviour with respect to high yielding varieties programme. When proficiency of respondents of experimental group in literacy skills was assessed through administering various tests, they were found to have acquired skills of reading, writing and arithmetic.

791. *CHATURVEDI, S. C., Impact of Social Education on the Life and Living of the People in Block Areas (in the districts of Gorakhpur, Jhansi, Lucknow and Mathura), Ph.D. Social Work, Luc. U., 1969.*

The purpose of the investigation was to study the impact of social education programme on the life and living of the people in the block areas of Uttar Pradesh with special reference to the districts of Mathura, Lucknow, Jhansi and Gorakhpur as representing the Western, Central, Southern and Eastern Regions of the State of U.P.

To draw the sample, the whole of U.P. was divided into four regions. One district from each region, one block from each district and five villages from each block were selected. Selection of respondents at village level was through stratified random sampling. Fifteen adult males, five females and fifteen youths from each of the selected villages were drawn on equal probability basis. Thus, a total number of 700 respondents formed the sample. The data were collected through interviewing the selected rural dwellers and such officials as were directly responsible for the implementation of social education programme, namely, Assistant Development Officers (Panchayat), Assistant Development Officers (Mahila), Gram Sevaks and Gram Sevikas. Separate schedules were developed for each category.

The following were the important findings of the study: (i) the main occupation of the people in the countryside was agriculture; (ii) people still adopted the same old methods of agriculture; (iii) there was a definite change in the manner of living and in the outlook of the people in the areas where adequate facilities

for irrigation were present; (iv) lethargy and a tendency to cling to the old ways of living were a universal feature in tropical countryside; (v) ignorance and illiteracy were the other factors which had been generally attributed to their failure to benefit from the different social education programmes launched under the community development programme; (vi) the facilities provided by the government could not be called adequate as compared to the developed countries; (vii) efforts had been made to start various types of centres in many block areas but the enthusiasm of the people was not evolved to make them a success; (viii) in the field of animal husbandry the social education programme had failed to bring about an improvement in the livestock of the countryside; (ix) the social welfare and agriculture committees of the Panchayats still remained a powerful source of deciding petty quarrels among individuals; (x) the efforts of the voluntary agencies were suffering from inadequate resources, lack of training facilities and lack of enthusiasm to carry forward the programmes to a desired level; (xi) the governmental efforts to improve the economic situations of the villages through the efforts to encourage the cooperative movement could not bring as much benefit as was expected; (xii) the appointment of Assistant Development Officer (Mahila), Gram Sevikas and Gram Lakshmis had not done much in improving the conditions of rural women; (xiii) in general, it could be said that social education programme, inspite of many pitfalls, had definite impact on the life and living of the people in the rural areas under study.

792. *DESPANDE, B. S. Informal Education through the Saint-Literature of the Middle Ages (in Marathi), Ph.D. Edu., Poona U., 1975.*

The objectives of the study were: (i) to analyse the religious literature with a view to examining if they served any educational purpose; and (ii) to study if the instructional material sorted out of it could be used to supplement the present formal instructional programme.

The writings of five Marathi saints, namely, Dnyaneshwar, Namdeo, Eknath, Tukaram, and Ramdas were analysed. Selected portions of their writings were taken as instructional material. The themes according to which the selections were made, were: (i) knowing oneself or human nature. (ii) character development; (iii) social and cultural development; and (iv) emotional and national integration.

The study reflected on (i) the comparative aspects of educational objectives in Indian and Western sys-

tems; (ii) the difference between the formal and informal education and the possibility of informal education to supplement formal education; (iii) the unsuitability of saint literature as instructional material at various levels of formal and informal education; and (iv) classification of the selected aspects of saint literature according to objectives of education.

*793. DIXIT, A., *A Study of Educational Need-patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan, Ph.D. Edu., Raj. U., 1975.*

The objectives of the study were : (i) to find out educational need patterns of the adults in the urban, rural and tribal communities of Rajasthan; (ii) to study the attitudes of adults towards their needs for continuing education and the relationship between different age groups; (iii) to study the factors limiting their participation in the educational activities; and (iv) to study the different kinds of programmes which were useful for the education of adults. The hypotheses framed were : (i) occupational differences are significant so far as educational needs of adults are concerned in an urban community and also the educational needs there vary from occupation to occupation. (ii) Nature of the occupation determines the preferences in educational activities of the adults in the urban community. (iii) Sex differences are important in the educational needs of the adults in the various occupations in the urban community. (iv) Educational needs are determined by age in the rural and tribal communities. (v) Age affects the educational programme, design and content in the rural and tribal communities. (vi) Educational needs and priorities vary in urban, rural and tribal communities depending on a number of factors other than sex or age.

The sample consisted of 598 adults (320 males and 278 females) from Jaipur city representing different occupations like teachers, nurses, telephone operators, businessmen, etc., 619 adults from rural population, and 351 adults from tribal population. The data were collected through the questionnaire and personal interviews. For the analysis of the data, the statistical techniques of chi-square and rank order correlation were utilised.

The major findings of the study were as follows : (i) Urban population: The majority of women respondents were those who had high school and intermediate education. The largest percentage of the respondents was in teaching profession and majority of them were on permanent jobs. Respondents came under the income range of Rs. 500 to 1000 per month. More than half of the respondents expressed that

vocational training was very much helpful to them for their jobs. (ii) Rural population: The majority of the adults happened to be in the age group of twenty one to thirty five years and were married and illiterate. Agriculture was the main occupation and the income range was Rs. 201 to 300 per month. Majority of them had a favourable attitude towards vocational training. One-fourth of the respondents indicated that they had literacy classes in the village which they could attend only at night. (iii) Tribal community : The majority of the adults were in the age group of twenty one to thirty five years and were married. Bhils participated very little in education. Majority indicated that agriculture was their main occupation. Majority of the respondents earned Rs. 100/- per month. Majority of the respondents had been deprived of the opportunity for education although it was found that the tribal villages included in the study were having the facility of literacy classes.

*794. GAYATONDE, N. V., *The Problems of Social Education in India with Special Reference to Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, Mysore, (Karnatak), Ph.D. Edu., Poona U., 1977.*

The major objectives of this study were: (i) to find the causes of seventy percent illiteracy prevalent in India; (ii) to appraise the attitudes of the intellectual elite regarding social education; and (iii) the study of difficulties faced by the social education workers.

The tools employed in this study were Likert type attitude scale, questionnaire and interviews. The tools were constructed in the regional languages of the five states from where the sample was selected. There were sixteen categories of subjects in the sample and ten to fifteen persons in each category. Principals and teachers of schools and colleges, research workers, lawyers, businessmen, doctors, journalists, executives and so on were included in this sample. Totally 362 replied to the attitude scale and 543 questionnaires were received from the respondents. The 'deeply interested people' from the sample were interviewed. The data obtained through the attitude scale and questionnaire were analysed from mean, SD, and t test.

The major findings were as follows: (i) The changing concept of social education was well understood by all, though certain categories like principals, professors and journalists felt that social education should "encompass all aspects". (ii) The university teachers did not have a clear understanding of adult education. (iii) Though social education officers felt that social change could be affected by social education, intellectuals did not think that education was an

effective agent of social change. (iv) It was felt that the content of social education should be based on criteria like development of the potential of the adult, creation and development of interests, assistance to the individual in problem-solving and so on.

795. *JOHNSTON, J. P., A Proposal for the Establishment of a State-wide Adult Education Programme for Madras. (Tamil Nadu), Ph.D. Edu., Madras U., 1970.*

The purpose of this study was to investigate the current status of adult literacy programme in Tamil Nadu and to offer practical suggestions to bring about a meaningful state-wide system of adult education.

The study mainly depended on printed materials. To know the attitudes of those who enforced the Compulsory Education Act, a questionnaire was sent to the Panchayat Presidents.

The following were some of the main conclusions of the study: (i) For a better approach to adult education programmes the problems of wastage and stagnation in the rural areas were to be tackled first, because these problems were getting more acute day by day with increase in population. (ii) The incentive programme could only be considered as an aid and not as a major influential factor in combating illiteracy. (iii) The programmes of village uplift, namely, social education, in which adult education was a segment, did not succeed much. (iv) An occupationally oriented programme for adults should be expanded throughout the state. (v) The main point brought out by this study was that any attack on illiteracy must include as its first objective, the elimination of wastage and stagnation in primary schools. Those programmes which existed now to reduce these chronic difficulties were not working satisfactorily. Consequently, the efforts to educate adults and thereby reduce the number of illiterates were being neutralised.

796. *KAUL, P. N., Attitude Towards Extension Education of Undergraduate Agricultural Students of the Punjab Agricultural University at Various Stages in their Instruction, Ph.D. Agriculture Extension Education, PAU, 1970.*

The study was conducted to fulfil the following objectives: (i) to find out the relationship between some personal and group characteristics of the undergraduate students with their initial attitudes towards extension education; (ii) to study the change produced, if any, by three courses in extension education on the students' attitudes towards it; and (iii) to isolate the relative contribution of some variables responsible for

these as existing at various stages among the students.

The respondents participating in the study were 159 final year students of the College of Agriculture of the Punjab Agricultural University during the session 1968-69. The Likert-type Attitude Scale was standardised for measuring attitudes of students towards extension education. After item analysis the scale had twentyfive items. The reliability by Spearman-Brown formula yielded a coefficient of 0.91. Validity was established mainly by known group technique. The second tool, namely, the Curricular Preference Scale, was also developed to know the level of preferences for different types of courses and curricula, such as, social science, agricultural economics, entomology, agronomy, plant breeding, horticulture, plant pathology, and extension education. For identifying the centrality in communication networks among the sample students, four sociometric techniques related to friendship, discussion groups, summer practical training group, and frequent talk and gossip group were also utilised. The data on other variables were obtained by direct questions and records.

The findings of the study were as follows: (i) Most of the selected variables had rather low correlation with the attitudes towards extension education. Barring centrality variables most of the other variables were negatively associated with the attitudes. (ii) Age was not found to be related to the attitudes. (iii) Academic achievement was not related to the attitudes towards extension education. (iv) Socio-economic status was significantly associated with attitudes towards extension education. (v) Friendship was significantly and positively related to the attitudes towards extension education. (vi) In the early stages of instruction, higher centrality in the communication networks tended to be associated with more favourable attitudes of the students, whereas in the later stages it tended to be associated with more unfavourable attitudes towards extension education.

*797. *KHAJAPEER, M., A Study of the Academic Performance of the Farmers' Functional Literacy Programme Participants in Relation to Some Social-Psychological Factors, Ph.D. Edu., SVU, 1978.*

The objectives of the study were: (i) to find out the relation between the social-psychological factors pertaining to the Farmers' Functional Literacy Programme Participants (FFLPPs) and their academic performance; (ii) to identify the social-psychological factors that predict their academic performance; (iii) to study the differential contribution of these factors in

predicting the academic performance of the FFLPPs singly and jointly; and (iv) to identify those factors that turn out to be the common and significant predictors of the academic performance of the FFLPPs.

The major findings were : (i) social-psychological factors, newspaper reading, radio listening pertaining to agricultural programmes, social participation, urban occupational pull, contact with agricultural extension officers, non-achievement, aspirations in reading, writing, arithmetic and knowledge about improved methods of cultivation, attitudes towards adult literacy and improved methods of cultivation, all pertaining to FELPPs, were positively and significantly related to their performance in literacy; (ii) age, sex, caste, primary education, etc. were not significantly related to their performance; and (iii) conservatism, fatalism and authoritarianism of the FFLPPs were negatively and significantly associated with their performance in literacy.

798. *KUDESIA, U. C., The Role of Social Education in Rural Development of Madhya Pradesh, Ph.D. Edu., Sag. U., 1973.*

The major objectives of the present study were : (i) to know how far social education had helped the villagers to improve their social, political, economic, cultural and hygienic conditions; (ii) to ascertain the impact of social education in promoting self-confidence, self-sufficiency, feeling of co-operation and tolerance in the rural folk; and (iii) to study the effectiveness of social education programmes launched by agencies of social education.

Normative survey method was adopted in the investigation with questionnaire and interview as the tools of research. Government officers and field workers concerned were interviewed, and the questionnaire was administered to all District Panchayat and Welfare Officers of Madhya Pradesh. Impact of social education programmes and their achievements were judged on a five-point scale ranging from "very low" to "very high". In analysing the data, districtwise attainments in different aspects of rural development were studied and the districts were categorised under three norms, viz., above average, average, and below average, on the basis of mean and standard deviation of attainment scores.

The following were some of the salient findings of the study : (i) the level of achievement in health and recreational development, which was one of the aspects of various programmes of social education, was the highest as compared to the achievement of other aspects of development in the rural areas of the state; (ii) the programme of imparting health education was well organized; (iii) welfare activities were given pro-

per scope in the programme of social education in the rural areas; (iv) rural arts and crafts still remained to receive impetus; (v) untouchability, caste system, social injustice and poverty were still the major forces to hinder rural development; and (vi) political awareness of the rural people was at a low level.

799. *MALI, M. G., Factors Affecting Retention of Literacy among Adult Neo-Literates, Ph.D. Edu., Shi. U., 1974.*

The objectives of the investigation were : (i) to measure the retention of literacy among the adult neo-literates; (ii) to study the relationship between retention of literacy and classroom learning factors and environmental factors; and (iii) to determine which of the factors needed to be strengthened after establishing relationship between literacy retention and the classroom factors and the environmental factors.

The sample consisted of 310 adults selected from thirty villages round about Gargoti. The mean age of the adults was thirty years approximately. The classroom factors considered were motivation to join the class, methods of teaching in the class, reading materials used in the class, duration of the class and post literacy practice. The environmental factors included occupation, age, and locality of the residence of the adult. The tools used in the investigation were : (i) a graded silent reading comprehension test of three levels of reading with five questions attached to each level; (ii) a questionnaire eliciting factual information about the class; (iii) an interview with each of the adults to ascertain his attitude to the classroom conditions.

The study revealed that (i) the reading materials had a very high correlation with literacy retention; (ii) environmental factors had no influence on retention; and (iii) classroom factors needed to be stressed for retention.

800. *MALLIKARJUNASWAMY, M., Survey of Reading Needs and Interests of Adult Neo-Literates in Mysore State, Mysore State Adult Education Council, Mysore, 1969. (NCERT financed)*

The purpose of this study was to find out the topics which the adults, who had acquired sufficient mastery over the basic skill of reading, considered useful to their problems so that a series of follow-up booklets could be planned.

The findings of the study were as follows : (i) Religious and folk literature had a very high reading appeal for the neo-literates. This was followed by topics dealing with the occupations of the adults. Topics which were already in the knowledge of the community to some extent were preferred for reading

by the neo-literates. (ii) There were small but sometimes significant differences in the reading interests and needs of specific groups among the neo-literates' community. Most of these differences were related to the occupations of the different groups. (iii) Stories and fiction had a high appeal to the neo-literates. This strongly indicated that the follow-up reading materials offered to the neo-literates might extensively use the "story method" of presentation of new ideas and attitudes instead of 'manual' or 'essay' type presentation. (iv) Literacy not only stimulated reading but also widened the scope of reading desires of the neo-literates. The neo-literates wanted to know more about many things. (v) A publication programme for neo-literates should take into account the sex, age, and occupation composition of the readers, as they were found to influence their reading interests and needs.

*801. NANDA, S. K., *A Critical Study of the Development of Adult Education in the Punjab during the period from 1947 to 1972, Ph.D. Edu., Punjabi U., 1978.*

The objective of the study was to investigate the development of adult education programme in the State of Punjab and to study the opinion of public about adult education programme.

Historical cum survey method was used. The data for historical method was collected from the annual reports on progress of education in Punjab, and records of circle social education offices. For the purpose of survey, tools used were : questionnaire, interview and observation. The sample comprised ninety-seven adult education workers and, 200 adult illiterates coming to adult education centres.

By 1950-51 the administration helped the state to realise the task of making every one literate. The work done during 1951-61 shows that adult education was receiving more and more attention. The number of adult education centres rose from 23 to 1098. From 1961-66 the authorities did not put up sufficiently in the field of Adult Education. In 1971 government of India prepared a blue print of means and methods to completely eradicate illiteracy from Punjab. The ideas listed could not be implemented because of change in political condition in Punjab. The existing pace was 224 adult education centres, 420 farmer's training and functional literacy centres and 200 non-formal adult education centres.

The findings from the survey revealed that when women were accompanied with their children to the adult education centres, their attitude towards school was changed. The men complained of being ridiculed. The men had no time for adult education; be-

cause they were daily wage workers. In case of farmers also, it was noticed that they felt that green revolution had made their lives very difficult. They were busy the whole day. The socio-economic condition of farm-labourers was a problem. The responses of adult education workers reflected initiative and personal efforts on their part.

It was found that adult education programme in Punjab suffered from many lacunas. Much was required to be done in this field. Centres of adult education needed to be spread over both rural and urban areas. Administration needed to be strengthened. It was felt that there was a need to have a separate department of adult education.

802. RAO, G. S., *Literacy Survey of the Class IV Employees of the University of Mysore, CILL, Mysore, 1974.*

The objectives of the survey were to find out (i) the number of literates and illiterates on the campus among the groups surveyed; (ii) the level of literacy in terms of reading comprehension and arithmetic; and (iii) aptitude for literacy skills in terms of age, sex and occupation.

A questionnaire was prepared to test the literacy skills of about 200 people in reading, comprehension and arithmetic. A calendar, a clock or watch and a photocopy of a passage from the first grade Kannada textbook were used for testing the skills of the subjects. The subjects' reading claim, writing claim and numeracy were indicated on a scale of minimum-moderate-good level. Comprehension skill was tested by asking questions about the given passage. The results were recorded on a 'Yes' or 'No' scale. Reading comprehension was tested on a minimum — moderate — good scale. The other questions sought information about the subject, his background, and aptitude.

The survey revealed the following findings: (i) more of the older people of above forty years tended to be illiterate than the younger ones; (ii) all the people working in the university canteen were literate, though not necessarily in the local language; (iii) people either overestimated or underestimated their literacy skills; (iv) those who could tell the day and date from a calendar and the time of the day from a watch had shown higher skills in reading and comprehension; (v) those who helped their children at home in reading and writing had fared better in reading and comprehension tests; (vi) most of the subjects had some formal education through the primary school; (vii) all below forty years had shown interest in being literate and in improving their skills; and (viii) about thirty percent of the class IV employees were regarded as adequately literate.

803. RATHNAYYA, E. V., *Structural Constraints in Tribal Education: A Regional Study, Ph.D., Soc., And. U., 1974.*

The objectives of the study were : (i) to investigate into the structural constraints in tribal education; and (ii) to examine the structural variables which impeded or facilitated the process of extension of education among the tribals.

The primary data were collected from 407 heads of the tribal and 158 nontribal households in twelve villages in two blocks, namely, Utnoor and Wankdi of Adilabad in the State of Andhra Pradesh. Further 256 tribal students in secondary schools and eighty teachers in the tribal area were also included in the sample. The tools and techniques employed were survey technique, structured interview, schedules, and questionnaires. The secondary data were collected from various official agencies.

The major findings of the study were : (i) geographical barriers and inadequate school and hostel facilities in the tribal area had been largely responsible for the slow progress of education of the tribals; (ii) there were variations in the levels of literacy and education among the tribal groups living in the same geographical area; (iii) enrolment was found to be more from the families where the fathers were salaried employees, than that from families where fathers were cultivators or labourers; (iv) there was no significant difference in enrolment of children at the primary level from families of different sizes, but there was significant difference at the secondary school level; (v) the rate of dropouts was found to be phenomenal in the schools in the tribal area, where out of every 100 children enrolled in the first grade, only three reached the fifth grade; (vi) the tribal teachers were not proficient in the regional and official languages and the non-tribal teachers were neither given any orientation in the tribal language nor any special training to teach the tribal children; (vii) the medium of instruction, curriculum, syllabi and textbooks followed in the schools in the tribal area were the same as those of the schools in the plains, and were not adapted to local conditions; and (viii) the few parents who sent their children to schools expressed a feeling that education had been creating a peculiar situation where the educated had not only been unable to secure jobs in modern sectors but they were also lost to their traditional ways of living.

804. SHANKAR, R., *An Experiment in Functional Literacy Teaching through Naya Savera Method, Literacy House, Lucknow, 1972.*

The study aimed at finding out literacy attainments of two groups of adult literacy class participants.

The objectives were : (i) to find out the literacy attainment levels of adults participating in the classes conducted for six months, strictly following the programme break-up and time schedule; (ii) to find out the literacy attainment levels of adults participating in the classes conducted for an extended period of nine months and (iii) to compare the results of the above two groups with a view to establishing the superiority of the one over the other.

The sample consisted of ten classes organised by literacy house. Two classes were treated as 'control' group and eight classes were treated as 'experimental group.' The experimental group was divided equally into two groups — in one group classes were to be conducted for six months strictly following the programme and time schedule and in the other group a six-month syllabus was to be covered within an extended period of nine months. These two experimental groups were further subdivided according to the test papers to be used for determining functional literacy attainment of the participants. A total of nine villages were selected from within the service area of Literacy House. Mean, percentage and t test were used to analyse the data.

The finding revealed that (i) over eighty-one percent adult literacy class participants were young adults (thirty five years and below) and nearly seventy seven percent participants were married; (ii) about seventy three participants belonged to scheduled castes and over twenty six percent participants belonged to backward classes; (iii) over ninety six percent were engaged in farming and labour and over seventy percent participants did not attend classes for more than 120 days; (iv) participation in the functional literacy test was more in the test conducted after nine months than the participation in the test conducted after six months; (v) average writing speed after nine months was more by 1.4 words than the average writing speed after six months; and (vi) average reading speed was less by 2.4 words after nine months than that it was after six months.

805. TALUKDAR, B. K., *Adult Education in Assam during Post-Independence period, Ph.D., Edu., Gau. U., 1975.*

The objectives of the present investigation were : (i) to ascertain whether adult education is maintaining only the status quo or it has been able to progress in the light of modern day context of adult education; and (ii) to know the impact of the new set up of democratic decentralisation on adult education in Assam.

The questionnaire method, along with personal interview and observation were used for collecting data. It was further supplemented by library work and

official visits to some adult education centres and other concerning organisations. The questionnaire was distributed among the adult people in some selected Community Development Blocks of Assam.

The study revealed that the picture of Assam was not better than that of India as a whole, so far as adult education was concerned. There were some problems on the way of progress of adult education in Assam. It was found that in Assam audio-visual aids were not used much in the field of adult education. The organisational problem of adult education was also present. Adult education in Assam had received least attention during the first three plan periods. There were very few adult education agencies in Assam. It was found that there was the instructional problem as well. The factors like dearth of teacher and accommodation, want of suitable timetable and content of education, etc., were found to be standing in the way of progress of adult education. Communication difficulty was found to be another handicap. There was no good road communication to the interior areas of the state. Consequently, many adult centres remained closed during monsoon season and sometimes they were closed forever due to heavy flood. The lack of healthy attitude of the university towards the progress of adult education in Assam was also one of the major problems.

*806. *VENKATAIAH, N., Impact of the Farmers' Functional Literacy Programme on the Participants in the Andhra Pradesh, Ph.D. Edu., SVU, 1977.*

The assessment of impact was made in terms of the following selected objectives of the Farmers' Literacy Programme (FFLP): (i) attainment of literacy skills, (ii) attainment of agricultural knowledge, and (iii) attitudinal changes towards improvement of agricultural practices and adult literacy.

The following tools were developed so as to be used in the experimental part of the study: (i) a reading test, (ii) a writing test, (iii) an arithmetic test, (iv) an agricultural knowledge test, (v) an attitude scale on adult literacy. A pretest-post test (using the same set of tools for both the tests) experimental design with a treatment period of one year was used for the investigation. The experimental group consisted of 540 adult participants attending the Farmers' Functional Literacy Classes in 1974-75. The control group consisted of 270 illiterate adult farmers who were not

participating in the programme and did not belong to the experimental villages. The samples were drawn on the principles of stratified random sampling technique. In order to find out whether the experimental group could attain the third standard level of the primary school children, a comparison was made between the achievement of literacy skills of the experimental group in the final literacy tests and the achievement of the elementary school children (on the same tests), who were just promoted to the fourth standard, drawn randomly from the primary schools of the experimental and control villages. Certain variables like age, caste, farm size and socio-economic status of participants were also taken into account while finding out the impact of FFLP. The t test and chi-square techniques were employed in the analysis of the data.

The following were some of the major findings of the study: (i) There was significant difference in the achievement of literacy skills between the experimental group and the control group. But there was no significant difference between the adult participants and the third standard school children with regard to the achievement of arithmetic skills. (ii) The experimental group had significantly higher knowledge in modern agricultural practices and more favourable attitudes toward improved agricultural practices and adult literacy than their counterparts in the control group. (iii) Age and literacy skills were significantly related to each other and the age of the participants was inversely related to the acquisition of literacy skills. The same was the case with the agricultural knowledge of the participants and their age. (iv) There was positive association between the caste of the participants and their literacy skills. The levels of agricultural knowledge possessed by the participants and their caste groups were also significantly related to each other. (v) The mean literacy achievement scores increased significantly with the increase in the size of land holding of the participants. The larger the land holding of the subject, the more was the knowledge possessed by him about modern agricultural practices. (vi) There was a significant increase in the literacy achievement and acquisition of modern agricultural knowledge with the increase in the socio-economic status of the participants. (vii) A significant impact of the programme in respect of attitudes towards modern agricultural practices and adult literacy was found on all the age groups, caste groups, land holding groups and socio-economic status categories of the participants.