CHAPTER – I
INTRODUCTION
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1.1. Statement of the Problem

Current research on adult education has focused on some emerging issues of adult education as reflected through impact of National Literacy Mission (NLM), launched in late 80s in India, for improving literacy status of population. Literacy rate in India has shown improvement from one decade to another, but absolute number of illiterates at both national and state levels has increased in each decade with the growth of population prior to 1991-2001, especially among the adults. Despite this fact, focus on adult illiteracy seems to be rather sporadic. This study has analysed some facts and factors associated with adult illiteracy and continuing education for adults in India, policies implemented so far for improvement of adult literacy and promoting adult education with special reference to NLM.

India has to face two fundamental problems: (i) poverty and (ii) illiteracy. The first problem forces the people to live in destitution and the second one is a serious impediment in our national progress and affects the ability of poor to improve their standard of living. Therefore, poverty and illiteracy are considered to be two sides of the same coin. Spread of illiteracy at household level from one generation to another forms the base of long term problem of illiteracy at national level. It is therefore essential to explore the pattern and trend of adult illiteracy at both macro and micro levels.

Education is a major aspect of life, associated with individual development, as well as with the overall socio-economic development of any nation. In India, educational development has been emphasized through policy implementation since British period. However the initiatives towards adult education are found to be, to some extent, fragmented and isolated before 1970s. But major and remarkable impact of policy implementation has been observed only after launch of National Literacy Mission (NLM) in 1988. Before launch of NLM, although literacy rate has shown increasing trend, but there has been no decline in volume of illiterates. The absolute number of adult illiterates in 1971 increased by 14 percentage points in 1981, it increased by another 14 percentage points in 1991. Decline in absolute number of total illiterates and adult illiterates have been observed for the first time in 2001 census. In 2001, the absolute number of adult illiterates has decreased by more than 4
percentage points (Annexure 1). At the same time, it is also remarkable that the total number of illiterates (in all age groups) has decreased during 1991-2001 by more than 2 percentage points.

If the decline in adult illiteracy is considered to be a result of NLM, it seems that there is notable spatial variation in terms of impact of NLM. It has been observed that despite its launch in various districts, covering numerous villages, the impact of NLM activities is found to be remarkably varying. It varies from one region to another in same state, even from one village to another in the same district. For analysing the factors, responsible for the variation in impact of NLM within the same mechanism and policy framework in the same political boundary, it is essential to identify the nature of adult illiteracy prevailing in the society and to identify the socio-economic characteristics of the people, deprived from the benefit of the programmes like NLM.

This study has made an attempt to analyse the pattern and trend of adult illiteracy at national and state level with special reference to Haryana and its two districts, selected as samples. It has analysed the pre-NLM and post-NLM progress in terms of decline in adult illiteracy in the NLM specified age group (15 – 35 years). It has also analysed the mechanism of NLM at macro and micro levels with special focus on sample districts and sample villages.

This study seeks to analyse the socio-economic background of adult illiterates, factors associated with problem of illiteracy prevailing for generations in some households, impact of NLM activities on adult illiterates in villages. An attempt has been made to reveal the answers of some critical facts at the village level. Who are the adult illiterates? What are their socio-economic background? What are the main reasons behind their illiteracy? Who are attending adult literacy classes in Adult Education Centres (AECs) and why? Who are not attending adult literacy classes in Adult Education Centres (AECs) and why? What are the factors influencing the extent of impact of NLM? For the study, Haryana state has been selected as the sample state and two districts of Haryana, Karnal and Mahendragarh, located in two different eco-cultural regions, are selected as sample districts. From each of the sample districts, four villages are selected as samples, where NLM has already been launched.
Prior to NLM, there were numerous other initiatives taken to promote adult literacy and adult education in India. But the programmes of adult education and literacy could not spread much impact among the communities in all the states, who deserve the maximum benefit from the same in terms of their economic development so that they could motivate themselves as well as their next generation to become educated. Because of that, the volume of adult illiterates has shown an increase with the growth of population. Analysis of the pattern and trends of adult illiterates reveals the spatial and temporal variations in total and adult adult illiteracy in past few decades.

Education is a major factor behind socio-cultural and economic development. But spreading the awareness about education is not an easy task in a country like India, where socio-cultural and economic status of people are remarkably diverse. At the community level, to motivate any person to be educated, the person needs to be convinced about the development in future at both individual level and also at social level. If any programme to promote adult literacy or adult education seems to be successful, the causes behind needs to be analysed carefully. In Haryana, NLM has shown some major impact on community in some districts, whereas in some districts, the impact is insignificant. From this fact, the following inferences can be derived:

(i) There are some limitations in terms of organisational set up and structural mechanism of NLM in these districts;
(ii) There are some socio-economic factors associated with adult illiteracy which have influenced the extent of impact of NLM activities at the village level;
(iii) There are variations in terms of people’s perception towards literacy through NLM initiatives.

Therefore, it is essential to reveal the facts, associated with the organisational structure and mechanism of NLM and its effectiveness in implementing strategies at the grass root level, socio-economic status of adult illiterates who are actual beneficiaries of NLM and also to analyse the awareness of adult illiterates regarding literacy and continuing education.
1.2. Theoretical Framework

Significance of adult literacy and continuing education has been well accepted. It is necessary to have accounts of the uses of literacy in a wide range of societies. "Democracy...is from the beginning associated with widespread literacy"1. But there are some difficulties, associated with the meaning of 'widespread literacy'. One of those difficulties is associated with the caste hierarchy in India 'possessing an esoteric craft literacy confined to small, highly specialised groups'2. In a caste based, patriarchal society of Haryana, this statement has been examined in this study in terms of impact of NLM in various clusters of society and also in respect of involvement of the society and individual in the adult education programme as a part of NLM.

Adult learners' nature and perception of literacy and continuing education matter a lot in success or failure of any programme towards promotion of adult education. Adult learners are different by nature from the people who go for formal education. Many factors associated with the society, economy and culture affect the nature of the adult learners and, at the same time, in-built psychological set-up also influences their style and intention of learning and there is a need of analysis of socio-cultural factors "since the socio-cultural component in Indian situation is highly diversified"3.

The characteristics of adult learners are as follows: (a) they are autonomous and self-directed; (b) they are goal-oriented; (c) they are relevancy-oriented (they prefer to know why they are learning); (d) they are practical and problem-solvers; (e) they have accumulated life experiences. If the general characteristics of Indian adult learners are analysed, there are some contexts, which have very specific characteristics in case of the Indian adult learners. These are: (i) social profile and status, (ii) level of intelligence in terms of empirical knowledge, (iii) skill and coordination, (iv) interest of learning, (v) mode of interaction and learning within the society, (vi) societal barriers/constraints in learning4. Adult illiterates, in general, desire knowledge beyond 'functional literacy'. For them, literacy appears to be an

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'evaluating factor' that permits (a) large scale organisation; (b) critical accumulation, storage and retrieval of knowledge; (c) systematic use of logic; (d) the pursuit of science and the elaboration of the arts.5 This study has analysed how much NLM could bring change to the adult illiterates by mean of functional literacy.

There is a possibility that "literate agent confers a positive externality on the illiterate agents in the household by sharing the benefits of his or her literacy".6 Literate members of the same region, community, caste or family are expected to positively affect the literacy status of their respective associates. These attributes of adult education are sought to be examined in this study.

There are some obvious relationships between literacy and socio-economic conditions. "But one must always be ready to admit that many other factors also operate and on occasion play a prominent role."7 If literacy is considered as a part of the civil society, the factor of 'associationalism' must be taken as a linkage to the development programme.8 The historical experience of Kerala has brought out the dialectical relationship between educational progress and social change. It has proved that the spread of education helps to overcome the traditional inequalities of caste, class and gender, "just as the removal of these inequalities contributes to the spread of education"9. It has been observed that "educationally backward states of north India have made comparatively little progress in eradicating traditional inequalities, particularly those of caste and gender"10. Apart from the inequalities in terms of caste and gender, there are several factors of social exclusion, which are associated with the extent of success of any programme for promoting adult literacy and continuing education in any agro-based society. Such factors determine how much the structural mechanism of adult education programmes could convince the adult learners, how they could relate their lessons to their day to day life, how a major part of adult illiterates could never feel the need of getting literacy skills through structured policy-oriented

9 Ibid, pp. 142-143
10 Ibid, pp. 142-143
mechanism. These factors are analysed in this study with reference to NLM activities in sample villages of Haryana.

1.3. Objectives of the Study

The objectives of this research are as follows:

1. To analyse the patterns and trends of adult illiteracy at national level and in selected states and UTs, the status of Haryana in comparison to other states in India and also to analyse patterns and trends of adult illiteracy in Haryana and its districts;

2. To focus on the extent of adult illiteracy among people of underprivileged section of the society;

3. To explore the socio-economic background of adult illiterates of NLM specified age group (15 -35 years), benefited by NLM (National Literacy Mission) activities and of adult illiterates of NLM specified age group (15 -35 years), left out from NLM (National Literacy Mission) activities;

4. To examine the structural organisation of NLM and role of NLM in augmenting literacy programme in sample villages in the sample districts of Haryana;

5. To analyse the benefits of NLM and to analyse the areas where NLM couldn't leave remarkable impact.

1.4. Research Questions and Hypothesis

The following are the major research questions which emerge from the problems discussed. The questions are classified into three groups as per their focus.

Pattern and trend of illiteracy at national and state levels

(i) What are the spatial pattern and temporal trend of adult illiteracy at national level?

(ii) What are the factors associated with the variations in terms of adult illiteracy?

Pattern and trend of illiteracy in Haryana and its districts

(i) What is the spatial pattern and temporal trend of adult illiteracy in Haryana and its districts?
(ii) What are the factors associated with the contrasts in terms of adult illiteracy in Haryana and its districts?

**Issues related to adult education and NLM activities in sample villages**

(i) Who are adult illiterates and where the adult illiterates are mainly found? What are their socio-economic backgrounds?

(ii) Who are the adult illiterates, ever attended Adult Education Centres (AECs) for achieving basic literacy skills or to get into the process of continuing education? What is impact of NLM on adult illiterates, ever attended Adult Education Centres (AECs)?

(iii) Who are adult illiterates, never attended AECs and why some adult illiterates have never shown any interest to join AECs?

(iv) Where are more cases of drop outs from literacy classes?

(v) What are the problems associated with structural mechanism of NLM and its approach?

This study proposes the following hypothesis based on the secondary data analysis and field based observations: The dominant social structure continues to be as restrictive and exclusionary as it was in the past, which allows little benefit to percolate into socially deprived groups.

**1.5. Methodology**

1. In this study, focus is mainly on the major states, excluding Assam and Jammu and Kashmir (for which data are not available for all census years, analysed here) and including two UTs, Delhi and Chandigarh. The main reason of not focusing on the other UTs more are (a) other UTs don’t have considerable influence on the national scenario as those consist of very less population; (b) the study area is in the state of Haryana, the socio-cultural and economic aspects of which are closely associated with Delhi and Chandigarh as these are the main urban hubs at the fringe of the state. The data of three newly formed states, Chhattisgarh, Uttaranchal and Jharkhand have been clubbed with their parent states and have been analysed as parts of their parent states, Madhya Pradesh, Uttar Pradesh and Bihar respectively.
2. As Haryana state has experienced numerous administrative changes since its creation in 1966, the temporal changes are difficult to be analysed as per the administrative units. In this chapter, the districts of Haryana have been defined as per 1991 Census, when Haryana consisted of 16 districts in total. During last census decade i.e. 1991-2001, three more districts have been created from three districts: (i) Panchkula district has been created from district Ambala with two tahsils from Ambala, i.e. Panchkula and Kalka; (ii) Jhajjar district has been created out of Rohtak district with two tahsils from Rohtak, i.e. Jhajjar and Bahadurgarh; (iii) Fatehabad district has been created with three tahsils from Hisar, i.e. Fatehabad, Ratia and Tohana. For the analysis purpose, the demographic data of 2001 Census for Panchkula have been clubbed with data of Ambala, that of Jhajjar have been clubbed with data of Rohtak district and that of Fatehabad have been clubbed with the data of Hisar district.

3. Secondary data on adult illiterates are analysed. Five main age groups are taken into consideration while discussing the adult illiteracy rates at various adult age groups, these are: 15-19, 20-24, 25-29, 30-34 and above 35 (35+). Special emphasis is given on 15-34 age group. But, for 2001 census data, the figures of adult illiterates of 15-45 age group have also been taken into consideration to show the impact of NLM on adult illiterates who were in 15-34 age group during 1991 census enumeration. In analysis part, the age groups of adult people have been clubbed into 4 main groups: 15-19, 20-24, 25-34, 35+ (above 35). The main reason behind clubbing the two age groups 20-24 and 25-29 is that while 1991 census enumeration was done, the people of this age group belonged to 15-24 age group. If any person was illiterate in that age group during 1991 census enumeration, that person was already out of school and therefore out of the literate world. If the percentage of illiterates in the 25-34 age group of 2001 seems to be less than the percentage of the illiterates of the same age group of previous decade (1981-1991), it proves that NLM activities have had an impact on the adult illiterates of this age group as these people are not covered by formal schooling.

4. The study has focused on the temporal trend of change in illiteracy at state level, therefore, comparison is made in between illiteracy among people of 15-19 age group of 1981 with 25-29 age group of 1991 and 35-39 age group of 2001 and so on. In case
of district level analyses, comparison has been made in the same way, but only for two census years, i.e. 1991 and 2001.

5. Statistical methods used primarily are percentage calculations on literacy for various age groups of people, exponential growth rate calculations, and Sopher’s index for showing disparity.

6. Sample survey was conducted in four sample villages of Karnal and four sample villages of Mahendragarh. The questionnaire targeted to build up a profile of the adult illiterates, ever or never attended Adult Education Centres (AECs) and also of those who have been involved into NLM activities as volunteers.

7. While analysing socio-economic profile of people in sample villages, the standard classification on land ownership, social groups and household types, as provided in National Sample Survey (NSS) 62nd Round, has been followed.

1.6. Database

The sources of secondary data used in this study are as follows:

1) Socio-cultural tables (Census of India) of all the states including Haryana 1981, 1991 and 2001;
2) Data on number of people, going to the literacy centres in each state, as provided in 2001 census;
3) Primary Census Abstract of India (1981, 1991 and 2001);
4) Annual reports of the National Literacy Mission (NLM);
5) District Census Handbooks of Karnal and Mahendragarh (1981, 1991 and 2001);
6) Annual reports of the State Resource Centre (SRC), Haryana;
7) Reports of Utthaan Saksharta Samiti (USS), Karnal and Nutan Jyoti Saksharta Samiti, Mahendragarh;
8) Articles and books containing critical analysis on adult education policy implementation in India;
9) Reports of the agencies/NGOs/voluntary organisations associated with literacy and adult education programmes, such as State Resource Centre (SRC),
Haryana, Utthhan Saksharta Samiti, Karnal, Nutan Jyoti Saksharta Samiti, Mahendragarh.

1.7. Selection of Study Area and Sample Design

The purpose of this study is to focus on the socio-economic linkages of adult education with special reference to NLM activities and its impact on the society. The state of Haryana has been selected as NLM has left impact on the society in some of the regions of this particular state during last decade.

1.7.1. Sample Districts

Two districts of Haryana, Karnal and Mahendragarh are selected as sample districts,

(i) where NLM was launched and Total Literacy Campaign (TLC) was completed;

(ii) which have differences in terms of performance and progress in NLM activities.

Karnal and Mahendragarh are located in two different directions, one in the northern half of the state and the other in the southern half, show some contrasting features in terms of socio-cultural practices. Climatic conditions of these two districts are also different from each other. Therefore, the nature of cropping and types of crops produced are also different. Karnal district in Ambala Division, bordered by Uttar Pradesh in the east, is under ‘Nardak’ region along with its neighbour districts, Ambala and Kurukshetra which is marked by the influence of Punjabi. Karnal is surrounded by Kurukshetra and Yamunanagar districts in the north, Kaithal and parts of Jind in the west and Panipat and part of Jind in the south. The district Mahendragarh in Gurgaon division, which is bordered by Rajasthan in the west, south and south-east and by Rewari district of Haryana in the east, Bhiwani in the north is under the ‘region of Ahirwal’ which is ‘dominated by Ahirs’\textsuperscript{11}. As per the analysis of Singh, Haryana can be divided into five eco-cultural zones defined by ethnicity, dialectical variation and ecology in ‘folk perception’. Two sample districts, Karnal and Mahendragarh, lie in two different eco-cultural zones. But “...the distinctiveness of these regions is getting blurred

\textsuperscript{11} Ibid. p. 221

1.7.1.1. Karnal

The District Karnal is named after the town of Karnal which, according to legend, owes its name to Raja Karna, the elder brother of the Pandavas of the Hindu epic Mahabharata. The history of the area can be traced back to ancient Aryan past. Of the five traditional regions of India, the region comprising this District lie mostly in Madhya desha' (middle part). This District is bounded by the Districts of Kurukshetra and Yamunanagar in the north, by the State of Uttar Pradesh in the east, by District Panipat in the south and by District Kaithal in the west.

This District covers only 5.74 per cent of the total area of the state (144212 sq.km.) ranks 6\textsuperscript{th} in the state in terms of the total population. It contributes only 6.05 per cent of the total state population and Mahendragarh contributes only 3.85 per cent of the state population. In 3 tahsils of Karnal, Assandh, Indri and Gharaunda, more than 80 per cent population is rural. In Karnal, 98.90 per cent of the net sown area is provided irrigation facility.

Here the total number of villages is 434. As per ‘People of India: Haryana’, Karnal district consists of the people of the following castes: (1) Arora, (2) Bairagi, (3) Bawaria, (4) Behrupia, (5) Bhatia, (6) Dcha, (7) Gadaria, (8) Gorkha, (9) Jhinwar, (10) Kamboj, (11) Khatri, (12) Nalband, (13) Ror, (14) Sood, (15) Sunar. In Mahendragarh, mainly the people of the following castes are found: (1) Ahir, (2) Jat Sikh, (3) Julaha, (4) Khati, (5) Meena, (6) Thathera. Though a small state, there are as many as 16 languages spoken in Haryana, all of which belong to the Indo-Aryan subfamily of the Indo-European language family. In Karnal, mainly Haryanvi, Punjabi and Hindi are spoken whereas in Mahendragarh, Haryanavi, Rajasthani and Hindi are more spoken.

In Karnal, there are five Tahsils namely Assandh, Indri, Nilokheri, Gharaunda and Karnal. According to the total number of villages, Karnal Tahsil is the biggest where 135
LOCATION OF SAMPLE VILLAGES IN KARNAL

District - KARNAL

- Zainpur
- Sachan
- Kalwa Heri
- Harsinghpura
- Hathlana
villages are located. Next comes Indri Tahsil where 106 villages are located. Other three Tahsils, Nilokheri, Gharaunda and Assandh consist of 75, 58 and 48 villages respectively. The District of Mahendragarh is comparatively smaller than the district of Karnal in terms of total area and size of population. There are 2 Tahsils, Mahendragarh and Narnaul in this District. Out of 368 villages in total, 220 villages are located in Narnaul and 148 villages are located in Mahendragarh Tahsil. There were 366 villages in this District in 1991 whereas it has increased to 368 in 2001.

In Karnal, more than 99 per cent villages are connected with metalled roads and in Mahendragarh all the villages (100 per cent) are connected with metalled roads. Since the Green Revolution, the agricultural practices have been much more improvised with the help of technological inputs. The dairy farming has also been strengthened as a result of White Revolution.

1.7.1.2. Mahendragarh

Mahendragarh district was earlier known as 'Kanaud' as it was associated with Kanaudia group of Brahmans. Since mid of 19th century, it came to be known as Mahendragarh.

Mahendragarh covers only 4.20 per cent of the total area of the state and it ranks 16th in terms of the total population. The total number of villages in Mahendragarh is 370. This district consists of 2 subdivisions i.e. Mahendragarh and Narnaul. There are 2 tahsils (Mahendragarh and Narnaul), 3 sub-tahsils namely Ateli, Nangal Chaudhary and Kanina, and 5 C.D.Blocks namely Ateli Nangal, Kanina, Mahendragarh, Nangal Chaudhary and Narnaul. The rural population of Mahendragarh is 86.54 per cent.

In Mahendragarh, Narnaul tahsil consists of 83.66 per cent rural population which is less than that of Mahendragarh (90.30 per cent). Mahendragarh District, although located in a dry weather zone, adjacent to Rajasthan, lacks irrigation facility. Only 78.40 per cent area of the net sown area in Mahendragarh is irrigated. Because of the geographical location, weather condition and also because of the lack of irrigation facility in Mahendragarh, none of the major food crops (rice and wheat) is produced whereas the main crops are bajra, oilseeds (rapeseed and mustard) and gram. Most of the crops produced in Mahendragarh are dryland crops.
LOCATION OF SAMPLE VILLAGES IN MAHENDRAGARH - AMARPUR JORASI, BACHHOD, MOMANPUR

District - MAHENDRAGARH
C.D.Blocks - Ateli Nangal, Narnaul, Nangal Chaudhary
LOCATION OF SAMPLE VILLAGES IN MAHENDRAGARH - KURAHWATA

District - MAHENDRAGARH
C.D. Block: Kanina and Mahendragarh

C.D. BLOCKS
A KANINA
B MAHENDRAGARH

(Additional text and map details not transcribed)
The weather condition and cropping pattern indicate another factor that because of the hardship of life, the social life of the people of Mahendragarh is expected to be, to some extent, different from that of Karnal. Work participation rate of females is more in Mahendragarh (42.23 per cent) than in Karnal (24.48 per cent). This difference is more mainly because of females' participation in main workforce as cultivators and agricultural labourers. As agricultural labourers, females' proportion is around 20 per cent more than the males' proportion in Mahendragarh (60.54 per cent). Among the cultivators, 49.21 per cent in Mahendragarh are females whereas in Karnal females' proportion is only 20.47 per cent. Again in household industry sector, females' participation in Mahendragarh (36.61 per cent) is less than that in Karnal (41.59 per cent). In Indian society, females' participation in the workforce reflects many aspects of the society. In Mahendragarh, the agricultural activities are indispensable to such an extent that the females' participation as both cultivators and agricultural labourers is much more than that of Karnal district. At the same time, it is clear that the household industries are not so much developed in Mahendragarh as only 2.16 per cent of the total main workers are involved in this sector and in that sector the proportion of the females is only 36.61 per cent. In Karnal only 2.16 per cent of the total main workers are involved in household industries where the females' proportion is slightly better than that of Mahendragarh, 41.59 per cent.

1.7.2. Sample Villages and Respondents

To analyse the village level scenario of adult education and literacy in two sample districts, eight sample villages were surveyed during 2003-'04 when these two districts were in different phases of NLM activities. From each of the sample districts, four villages have been selected from four different Community Development Blocks. For selection of sample villages, the following criteria were taken into consideration:

- Demographic profile: Population 1500 – 3000;
- NLM related profile: NLM activities launched and TLC completed;
- Two sample villages from each district which have shown better performance in NLM activities and two sample villages from each district which have shown poor performance in terms of NLM activities.
In Karnal, there are 2 sample villages, Harsingpura in Gharaunda Block and Hathlana in Nissing at Chirao Block, where there was a time gap in between Total Literacy Campaign (TLC) and Post Literacy Programme (PLP). The other two villages, Zainpur Sadhan in Indri Block and Kalwa Heri in Karnal (Rural) are more prosperous where PLP has already been started after TLC along with various other activities of women empowerment.

In Mahendragarh, in most of the villages, PLP was at initial stage when the field survey was done. And there was a time gap in between TLC and PLP for around 2 years. Among all villages having population of 1500-3000 and where PLP was launched, 2 villages have been selected where the initiatives of PLP have already been started by NLM and by some NGOs, these are Kurawata in Mahendragarh Block and Momanpur in Nangal Chaudhry Block. In other two villages, Amarpur Jorasi in Narnaul Block and Bachhod in Ateli Block, the initiatives were lagging behind in terms of progress and success. The names and locations of sample villages are provided in Table 1.1.

Table 1.1: Names and locations of sample villages

<table>
<thead>
<tr>
<th>District</th>
<th>Block</th>
<th>Villages</th>
</tr>
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<tbody>
<tr>
<td>Karnal</td>
<td>Gharaunda</td>
<td>Harsingpura</td>
</tr>
<tr>
<td></td>
<td>Nissing at Chirao</td>
<td>Hathlana</td>
</tr>
<tr>
<td></td>
<td>Karnal Rural</td>
<td>Kalwa Heri</td>
</tr>
<tr>
<td></td>
<td>Indri</td>
<td>Zainpur Sadhan</td>
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<tr>
<td>Mahendragarh</td>
<td>Nangal Chaudhary</td>
<td>Momanpur</td>
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<td></td>
<td>Mahendragarh</td>
<td>Kurahwata</td>
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<tr>
<td></td>
<td>Ateli</td>
<td>Bachhod</td>
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<tr>
<td></td>
<td>Narnaul</td>
<td>Amarpur Jorasi</td>
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</tbody>
</table>

Figure 1.1 shows the distribution of population as per their literacy status and attendance of literacy classes in AECs under NLM. In this figure, the whole population has been divided into three age groups: (i) below 15, (ii) 15 – 35 and (iii) above 35. The figure has been made as per the general situation in any society of India. There is highest illiteracy rate among the people of 35+ age group, next comes 15-35 age group and at last comes below 15 age group. In all these age groups, there are illiterates and semiliterates. Illiterates are those who never attended any formal school and therefore completely unaware about the written world. Semiliterates are those, who ever attended school, but discontinued and therefore relapsed to illiteracy. Both of these two classes need the attention of adult education programme.
In sample villages of Kamal, total number of households as per 2001 census is 1445, out of these, 825 households were identified which had at least one adult illiterate of 15-35 age group. 25 per cent of these identified households were selected for household level survey. Therefore, total number of selected sample households in 4 sample villages of Kamal was 216. On the other hand, in sample villages of Mahendragarh, total number of households as per 2001 census is 1445, out of which 839 households were identified which consisted of at least one adult illiterate of 15-35 age group. Out of these 839 households, 220 households (26 per cent of total) were selected for household level survey. Therefore, out of 1664 estimated households in total, with at least one adult illiterate of 15-35 age, 436 households were surveyed which were distributed in 8 sample villages of Karnal and Mahendragarh.

Figure 1.1: Diagram representing distribution of literates and illiterates in various age groups

While identifying adult illiterates in the households, it was found that most of the households consist of adult illiterates above 15 years of age, but all of those households
didn’t consist of adult illiterates of 15-35 age group. In sample villages, adult illiterates of 15 above age group were identified in each sample household. Because of the selection criterion of the households, all those households selected, had either some literates or no literate person among adults of 15-35 age group.

Criteria of selecting sample households were as follows:

i. At least one adult illiterate in the household who is in 15-35 age group.

ii. Households, preferably located within 1 km of Adult Education Centre (AEC).

iii. At least 50 households were selected from each village, and attempt was made to select sample households from all social groups.

Table 1.2: Distribution of samples under various target groups

<table>
<thead>
<tr>
<th>Districts</th>
<th>Villages</th>
<th>Number of respondents</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>15-35 years</td>
</tr>
<tr>
<td>Karnal</td>
<td>Harsinghpura (55 households)</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Hathlana (55 households)</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Zainpur Sadhan (56 households)</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Kalwa Hari (50 households)</td>
<td>77</td>
</tr>
<tr>
<td>Mahendragarh</td>
<td>Momanpur (54 households)</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Kurahwata (54 households)</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Bachhod (57 households)</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Amarpur Jorasi (55 households)</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>TOTAL (362 households)</td>
<td>519</td>
</tr>
</tbody>
</table>

The target groups are as follows:

i. Adult illiterates never attending AECs -- mentioned as ‘potential learners’ in the study;

ii. Adult illiterates attended, but not yet finished the course for achieving basic literacy in Adult Education Centres (AECs) ‘neo-learners’ in the study,
iii. Among all the neo-learners, there are some adult illiterates who have overcome the curse of illiteracy through attending adult education classes and completing the set course of study—mentioned as ‘neoliterates’ in the study;

![Distribution of respondents in sample villages](image)

The distribution of respondents in sample villages is provided in the figure 1.2. Apart from the target beneficiaries and residual illiterates among adults, seventy-four volunteers have also been surveyed as individual background and family background of the volunteers and environment builders in the village level have remarkable influence on the profile of the neo-learners.

As per the objectives of the study, households with adult illiterates of NLM specified age group (15-35 years) were identified. Around 20 per cent to 30 per cent of those households in each village were selected and adult illiterates in those households were identified as respondents. Adult illiterates were of two types: (1) adult illiterates, who ever never attended AECs, (2) adult illiterates, who never attended AECs. Households of 74 active volunteers were also surveyed during the field study, out of them 55 were females and 19 were males.

TH-15715
Table 1.3: Profile of sample villages in Karnal and Mahendragarh

<table>
<thead>
<tr>
<th>District</th>
<th>Villages</th>
<th>Total number of households as per 2001 census</th>
<th>Total population as per 2001 census</th>
<th>Total number of estimated households, with at least one adult illiterate of 15-35 age</th>
<th>Percentage of households with at least one adult illiterate of 15-35 age to total households</th>
<th>Total number of sample households</th>
<th>Percentage of sample households to total households with at least one adult illiterate of 15-35 age</th>
<th>Total population covered</th>
<th>Percentage of population covered to total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>KARNAL</td>
<td>Harsinghpura</td>
<td>363</td>
<td>2140</td>
<td>202</td>
<td>55.65</td>
<td>55</td>
<td>27.23</td>
<td>332</td>
<td>15.51</td>
</tr>
<tr>
<td></td>
<td>Hathlana</td>
<td>426</td>
<td>2494</td>
<td>255</td>
<td>59.86</td>
<td>55</td>
<td>21.57</td>
<td>350</td>
<td>14.03</td>
</tr>
<tr>
<td></td>
<td>Kalwa Heri</td>
<td>395</td>
<td>2413</td>
<td>210</td>
<td>53.16</td>
<td>56</td>
<td>26.67</td>
<td>325</td>
<td>13.47</td>
</tr>
<tr>
<td></td>
<td>Zainpur Sadhan</td>
<td>261</td>
<td>1751</td>
<td>158</td>
<td>60.54</td>
<td>50</td>
<td>31.65</td>
<td>310</td>
<td>17.70</td>
</tr>
<tr>
<td>MAHENDRAGARH</td>
<td>Momanpur</td>
<td>261</td>
<td>1659</td>
<td>152</td>
<td>58.24</td>
<td>54</td>
<td>35.53</td>
<td>277</td>
<td>16.70</td>
</tr>
<tr>
<td></td>
<td>Kurahwata</td>
<td>416</td>
<td>2533</td>
<td>218</td>
<td>52.40</td>
<td>54</td>
<td>24.77</td>
<td>308</td>
<td>12.16</td>
</tr>
<tr>
<td></td>
<td>Bachhod</td>
<td>522</td>
<td>2907</td>
<td>316</td>
<td>60.54</td>
<td>57</td>
<td>18.04</td>
<td>317</td>
<td>11.00</td>
</tr>
<tr>
<td></td>
<td>Amarpur Jorasi</td>
<td>246</td>
<td>1721</td>
<td>153</td>
<td>62.20</td>
<td>55</td>
<td>35.95</td>
<td>388</td>
<td>22.55</td>
</tr>
</tbody>
</table>

Source: Primary data. Year of survey: 2004
There were some households, where adult illiterates of NLM specified age group were more than one; in those cases, all the respondents of NLM specified age group were taken into consideration. These respondents were of two types: (i) priority respondents, i.e. adult illiterates of 15-35 age group, (ii) non-priority but NLM associated respondents, i.e. illiterates who are not in 15-35 age group, but ever attended literacy classes in Adult Education Centres (AECs). Priority respondents were of two types: (i) adult illiterates of 15-35 age group, ever attended Adult Education Centre (AEC), (ii) adult illiterates of 15-35 age group, never attended Adult Education Centre (AEC). As a result, total number of respondents stood at 582, out of which 519 were from 15-35 age group, 32 were from below 15 age group and 31 were from above 35 age group. The details about the sample villages selected are provided in table 1.3.

1.8. Organisation of the Study

There are nine chapters in total in this study. After this first chapter which provides introduction to the research study, the logistics behind it and overview of all the chapters, second chapter of this study provides of Literature Survey. In this chapter, the synoptic view of the literatures relevant for the topic is discussed.

Third chapter, entitled as ‘Adult Education: Historical Perspectives on Policies and Programmes’, discusses the evolution of the concept of adult education through time and the policies implemented in pre-independence time and in independent India. This chapter has established the base of the policy analysis which is the main content in seventh chapter.

In fourth chapter on ‘Adult Illiteracy: Interstate Patterns and Trends’, the status of illiteracy and adult illiteracy in selected states and UTs during last three decades is analysed.

Fifth chapter is on ‘Adult Illiteracy in Haryana: Inter-District Patterns and Trends’ focuses on the status of illiteracy and adult illiteracy in Haryana in comparison to other states. It also has analysed patterns and trends of adult illiteracy in districts of Haryana in 1991 and 2001 with special focus on the status of the two sample districts, Karnal and Mahendragarh.

There are evidences of attendance of literacy classes by below 15 children and also people above 35 years of age. Some of those illiterates have also been interviewed during field survey.
‘Socio-economic Characteristics of Adult Illiterates: A Case Study of Sample Villages’ highlights the socio-economic status of adult illiterates in the villages of sample districts, their response to NLM is analysed with the help of primary data analysis.

Seventh chapter on ‘Organisational Structure and Access: The Study of NLM’ has explained the mechanism and organisational structure of NLM in the districts of Haryana with special focus on NLM in the sample districts and also has highlighted volunteers’ role as a part of NLM organisation as revealed through primary survey.

Summary of all the chapters and suggestions are provided in the last chapter.

1.9. Limitations of the Study

The study is based on both secondary data and primary data. Apart from these, some information are also collected from the available reports and records of NLM prepared by the district level and block level authorities. There are some limitations of this study as listed below:

(i) Primary data are collected on the basis of the primary survey, the age of the people of each household is considered as per the statement of the people of households, there is a possibility of error in such classification as most of the adult illiterates rarely have an authentic document for their age proof.

(ii) Only those households are selected which consist of at least one illiterate of 15-35 age group. There are numerous households in the villages which consist of more that one such member, especially in the clusters of SCs. But, attempt has been made to cover caste based clusters of all the three broad classes, OBC, SC and other castes. As a result, many of such households, which have major crisis in terms of adult illiteracy could not be covered. There is a need to conduct research solely on such households in the villages.

(iii) There is limited scope of revealing all factors associated with non-attendance of adult female illiterates in literacy classes. In most of the cases, the female respondents, while surrounded by family members, could not reveal actual reasons behind their non-attendance in literacy classes. Some of such respondents could express themselves in separate group discussions, but there are a few who couldn’t even participate in the group discussion. Some facts, yet to be revealed, regarding non-participation of adult
female illiterates, might be revealed if some research is made on such adult illiterates in the villages.

(iv) In some cases, the field experiences and the information available in the official reports do not match with each other. The facts behind this anomaly could not be revealed.

(v) There are numerous studies on adult education, literacy, women's education etc available for the states of Himachal Pradesh, Rajasthan and southern states of India. But there is a lack of documentation on crisis areas of Haryana in terms of adult illiteracy and issues associated with the crisis. Such areas actually need a special focus and plan allocation to improve in terms of adult education and literacy, more specifically, adult women's literacy and continuing education.