CHAPTER ONE

INTRODUCTION, HYPOTHESES

OBJECTIVES AND LIMITATIONS

OF THE STUDY

EPITOME

The chapter describes briefly the nature of the study, the hypotheses formulated for testing, and the objectives of the study. It also briefly outlines the constraints within which the hypotheses are to be tested.
CHAPTER ONE

1.1 Introduction:

It is common knowledge that in view of the role she plays, every woman can be very influential in shaping the lives of her family members. While she inherits certain knowledge in preparation for her expected traditional adult roles, she largely remains incompetent to face the challenges of the modern developing world. While her influence on family life is unquestionable, it is also true that the traditional society labels the woman as a non-learner. Worse still, she is brought up to view herself thus and consider any formal learning as out of her scope. While formal learning to educators may mean a definite type of learning with the frame-work of norms, curriculum, achievement, etc., to an adult woman, any learning outside home, is formal learning. So all adult education activities — although to be executed as non-formal, need-based, teaching-learning activities, render themselves to women as formal learning activities and therefore non-acceptable.

With the following two aspects, namely:

i) women are influential in shaping family life;

ii) women see all learning activities as formal learning, and therefore outside her scope;
There is a third important feature: Given a little corrective training, she can be instrumental in not only building a new and better society but also in reforming the present one for the better.

Still further, if her leadership qualities are positively exploited, she can be a good influence as an educator to the entire community.

A study of adult education programmes of varied nature—health education, extension schemes, literacy education etc., of the Government and voluntary agencies, shows an interesting feature. While it is extremely difficult to motivate women to learn, to retain them in classes, prevent them from dropping out, sustain their interest, etc., it has been observed that once motivated, women's centres show better attendance, better commitment, better results and not very rarely, initiate positive social change through group action.* What is true for women learners is true for women educators too.

Based on the above-mentioned and similar facts about women's adult education the following hypotheses have been drawn for verification through implementation of a model designed to make adult education more acceptable to women learners.

* Refer to the case-study of CRHP Jamkhed, as well as other observations. (Later Chapters).
1.2 **Hypotheses of the Study:**

The following hypotheses have been drawn for testing through the present research.

(A) 1. Women are not interested in adult education, which in its present form, at the level of implementation, is mainly concerned with literacy training.

2. Women could be motivated to attend adult education centres more regularly/attend the centres, if the programmes were more relevant to their interests.

3. Women traditionally consider their most important role in life to be that of mothers (and housewives) and thereby caretakers of the family. As a result, they are interested in relevant topics – chief amongst which are health, nutrition and mothercraft skills.

4. Women's interest in mothercraft could be fruitfully utilized for better adult education.

(B) 1. There is a need for good, well motivated and properly trained functionaries to handle any educational programme.

2. The basic knowledge or training obtained by both, adult education instructors and health workers/visitors (especially the former), is inadequate
considering the wide range of subjects that would interest women learners.

3. The training imparted to functionaries in adult education is not entirely successful in bridging this gap between basic, background knowledge and her role expected.

4. It is difficult as such for one single functionary with his or her limitations of resources, including time at disposal and knowledge, to satisfy the demands of the learners.

5. If the functionaries, therefore, function as a team or alternatively the adult education instructor is given intensive training in the specialized area, better results could be achieved in terms of:

i) women's interest being catered to, they would be motivated to attend the centres regularly;

ii) this motivation could be tapped, trained and directed towards the need of literacy education;

iii) in the process, a healthier community with higher levels of women's literacy would be created.

1.3 Objectives of the Study:
1.3.1 **Primary Objective:**

The primary and the broad objective of the present study can be stated as follows:

To investigate the possibility of improvement of female adult education through the planning of a programme based on women's major areas of interest and for the purpose, to study, the possibility of integration of adult education and health education, with suitable reorientation of the concerned field level functionaries.

1.3.2 **Secondary Objectives:**

To aid the above-mentioned main - objective, the study also plans to investigate:

1. The nature and functioning of the adult education programme with special reference to the component of:
   a) training of functionaries including the content of training; and -
   b) needs of women among the clientele - learners- and their educators;

2. The nature and functioning of the community orient- ted health education programmes and/or health schemes with special reference to:
   a) training of functionaries;
b) services and programmes with emphasis on relevance to needs of women and children.

3. And finally to suggest a model for successful implementation of women’s adult education with emphasis on the component of training of functionaries.

1.4 Limitations:

1. Being a study dealing with human subjects, qualitative results have been given more credence. Such results are often impossible to quantify. Those results which are in a quantified form have to be understood only with respect to the qualitative aspects.

2. Observations, discussion notes on relevant subjects by experts in associated fields have been used. These are not necessarily published notes.

3. Functioning within an already established system with all its drawbacks and negative influences has meant severe constraints to the proposed line of action, especially loss of time.

4. Non-localized nature of functioning in relation to inadequate man-power has meant not being able to
incorporate inputs to the extent desired for better, clearer results.

5. Presence of differing clientele at various stages of evaluation has made the same extremely difficult.