Chapter – 1

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1. SOCIETY AND EDUCATION

Society engages itself in many activities. Education is one of the manifold activities of the society. As such the aims and methods of education depend on the nature of society in which it is organised. For instance, in a predominantly agricultural society, agricultural education will enjoy a privileged status. In an industrialised or industrialising society, technological education will be given importance. In a democratic society, education will be organised for all sections of the society whereas in an oligarchical society, education is a privilege of the few. Further, all activities of a society require an education which may be either formal or non-formal or informal in nature. The type of education given depends upon the nature of information, knowledge, skills, attitudes, appreciations and values to be developed as well as the capabilities of the social institutions in that
society. Every society would attempt to sensitise its members to its norms, ways of life and set goals. A democratic society would attempt to sensitise its members to democratic ways of life such as solving problems through discussion, negotiation and arbitration, open-mindedness for criticism, participation in group life, sharing of responsibilities, conjoint decision-making etc. Any education given by a group tends to socialize its members, but the quality and value of socialization depends upon the needs and aims of the group. It is observed that one of the essential concerns of a social order is to sustain itself. It is to bring about social stability. The whole community of members and institutions are to be involved in it. From this view, education is an activity of the whole community.

Promotion of health and hygiene, language, attitudes and values regarding family and kinship, a framework for understanding and managing interpersonal relations etc., remained within the family. Like this several agencies offer education to its members. The peer groups, schools, religion, state youth clubs, the mass media, travel etc., are also the sources of education. So it is essential to recognize that education is not just schooling. Schools are only organised and specialized formal agencies of education. Social stability is maintained through education from all the agencies. Hence, education is to be interpreted in a very broader and comprehensive sense when it is intended as an instrument to promote a social order.
At the macro-level it is observed that there is a large scale spatial disparity. States like Punjab, Tamil Nadu and Gujarat are relatively on a higher position in the developmental scale. Others like Bihar, Uttar Pradesh, Madhya Pradesh, Rajasthan are backward. Even Andhra Pradesh is one of the states which is educationally backward in the country and occupies 28th place in literacy. The disparities between Coastal Andhra and Rayalaseema is an illustration. Further, taluks / tehsils / blocks are not equal to each other in development. Even within a revenue block not all villages are of the same developmental levels. Poverty and inequality are the twin economic problems of the given social order. Caste, class imbalances and spatial imbalances are the two types of inequality. Apart from this and intimately connected with them is the social backwardness of the people. We are contemplating a free and fair, just and secular society of members who have scientific temper, critical thinking, questioning attitude of mind, political and social sensitivity etc. This is quite formidable and challenging. Still education is defined in its broadest sense, as the only hope of the day. Education has to realize the new social order envisioned for India. Education has demonstrated, with evidence through several research studies, that it has the potential to do so. Studies have shown that there is a high and positive relationship between education and productivity-agricultural as well as industrial, higher levels of female education are associated with better child and mother care, better nutrition, higher levels of acceptance of health and family
welfare services, adoption of scientific farming, increased participation in local self-government and development programmes, higher returns of lifetime income, schooling for children etc. Education can act as a powerful catalyst for change, development and promotion of new social order. Socialisation is an interesting process between the individual and his environment, through which the individual is shaped.

**Individual and Society**

Socialisation is continuous from womb to tomb as individuals are being socialized. It is a life-long process. It may be intense at certain stages of life. It is an interacting process. The impact is mutual, though the degree of impact may vary from one to other. The result of this process is that the individual becomes an acceptable member of the society.

Socialisation has been viewed from two perspectives to appreciate its values:

a) From the point of view of the individual, it is a process of building-up group values among individuals. It humanises the biological ‘organism’ a mass of flesh at the time of birth, into a ‘person’ a ‘self’, having a sense of identity, capable of disciplining and ordering behaviour, and endowed with ideals, aspirations and values. It regulates behaviour. Socialisation of organism creates the self, the person. If it is left to grow for itself, the organism, will have no identity of his own for a family, a kinship, caste group, nationality etc. Socialisation assists in fulfillment of potentialities for personal growth and development.
b) From the point of view of society: Socialisation is the way of transmitting the culture of a group to an individual and fitting him into an organised way of life. Socialisation is another equivalent phase for transmission of culture to the younger generations, that is, familiarizing them with the social process, customs, traditions, symbols, taboos, language etc. Again, the quality of such society as well as its norms form the standards of public life. Hence, socialisation is a process which is of value both to the individual and the group which socialises him.

**Methods of Socialisation**

The process of socialisation takes place in two ways: (a) deliberate and (b) unconscious. In deliberate socialisation, techniques of praise and reproof, reward and punishment, approval and disapproval, commendation and condemnation, etc., are used. Emphasis on cleanliness, handwriting, feeding habits are all examples of deliberate socialisation. Identification with great people, film actors, school teachers, political leaders, influential relations, imitation of mannerisms, etc., are illustration of unconscious socialisation.

**Values of Socialisation**

There are several values of socialisation for an individual. They are as follows:

- Socialisation inculcates basic disciplines ranging from toilet habits to the methods of science. Indisciplined behaviour is a result of the impulses of the child being allowed free expression. But socialisation disciplines impulsive behaviour through social approval and disapproval. The 'do's and dont's of life are learnt through socialisation.
Socialisation instills aspirations especially on the part of the younger generations by providing illustrations of great lives, great behaviour forms, great thoughts and ideas. Sometimes, success stories of persons in the kinship group who have achieved success in life in trying circumstances also inspire the children.

It is through socialisation that the individual becomes aware of the roles he has to play in society and also learns them. Thus, he learns to play social roles in society. How to be a leader, a follower, a pupil, a teacher etc., are illustrations of such role-playing. Such socialisation also specifies the virtues, feelings, attitudes and personality traits proper to the roles. Students should be alert, eager, industrious, etc., teachers should be patient, sympathetic, humble, sacrificing etc., soldiers have to be obedient, army officers should be aloof, doctors should be kind, officers should be duty-minded, etc., are illustrations of specifications of such rules. It is common that during the ages of four to eight many children engage in role-play when they ‘play school’, ‘home’, ‘hospital’ games. Schools also organise mock parliaments to familiarize students with parliamentary procedure and roles.

Socialisation creates a self-image. The concept of ‘I’ is developed through socialisation. The child comes to learn his unique qualities, potentialities and individualities in comparison with those of others.

Socialisation develops a ‘we-feeling’ a sense of belongingness to a group. It is through socialisation that an individual identifies himself with the achievement of a group.
2. EDUCATION AND SOCIAL CHANGE

A change in the life-style of a group, a community or a society over a period of time is called social change. This is a simple and highly generalized definition of social change. It includes a wide variety of change displayed by a large majority of a community of cutting across different cross-sections of society. It may range from a change in (fashions) dress habits, food habits, marriage rituals, customs, traditions, folkways, mores, taboos, savings, behaviours, production techniques etc., a change in attitudes, beliefs and values. It is a change in the culture of a group taken as a totality; the change may be in one or more of the cultural traits or in all of them.

Types of Social Change

a) Civilisational change which refers to changes in food habits, dress habits, production techniques, production and storage of information, communication and transport mechanisms etc., which are brought about by inventions in science and applications in technology.

b) Cultural change which refers to changes in knowledge, religion, rituals and beliefs, art forms such as painting, architecture, music, dance and drama, literature etc.

c) Social change which refers only to social relationships such as exchanges of cordiality, parent-child and teacher-child relations, political behaviour, social interactions and social life, forms of co-operation and competition, employee-employer relations, leader-follower behaviours, organisation of group life, establishment-clientele (authority) relationships, people's
participation in group processes etc. In actual life situations it happens that changes in one area of life indicates and triggers off changes in other areas. Social change forms a complex network of changes in many areas of life.

A great debate is taking place between economists and sociologists whether social change brings about economic change or economic change brings about social change. Those who agree that economic change brings about social change are of the view that once there is a rise in the income level of person then his life style also changes. Consequently there will be a change in attitudes, values, behaviours (savings behaviour for eg.), etc. This may be the assumption behind employment-generation programmes, encouragement to rural industries, handicrafts, home industries, departmental programmes of agriculture, animal husbandry, irrigation etc. On the other hand, those who believe that social change leads to economic change argue that a change in the social life of the people in terms of their attitudes towards family planning, education of children, life-long learning, savings and investment, risk-taking, work, values, religion and rituals, marriages etc., will lead to economic change and development.

Stratification in Indian Society

Indian society is stratified right from the times of the Aryans. It is most commonly believed that Aryans came to India from Central Asia in search of food and fodder. Their levels of development were more advanced than the natives. They drove natives from the Indo-Gangetic plains towards the Southern
regions. The Aryan society consisted of four stratas. At the first and highest level was the priestly class who engaged themselves in reciting Upanishads (their philosophical literature) performed the rituals prayers. They were called the Brahmins. Next in hierarchy were the Kshatriyas who are engaged in a ruling. The third level of society comprised the traditional group known as Vaishyas. They engaged themselves business management of agriculture, transport and marketing of goods. The fourth group in the hierarchy were the Sudras. They were the service groups and comprised agricultural labourers, household servants, herdsmen and slaves. The type of stratification is known as the caste system. These hierarchies were originally constituted, perhaps on the basis of the type of occupation by the undertaken people. The caste-system became very rigid over a period of time and has remained to be so. Over the years, another group of people, mostly natives, who came into functional contact with the Aryan groups were used by the Aryans but kept outside the caste-system. They were prohibited from physical or social contact with the caste Hindus. They were mostly barbers, basket-weavers, night-soil carriers, butchers, sweepers and paper workers. They became the untouchables. They were prohibited from physical, emotional contact with Sanskrit root ‘Para’ and Hindi word ‘Paraya’ (which meant the others, the opposite of ‘Apna’ Gandhiji called them the ‘Harijans’. They are entitled to certain special privileges in modern Indian society (after independence) according to certain schedules in the Constitution. They are socially and emotionally disabled. They are referred as scheduled castes.
Today, there are innumerable castes and sub-castes in India. There are over hundred sub-castes among Brahmans themselves. The anti-caste movements in certain period of Indian history such as the Veerasaiva movement led by Basaveswara in Karnataka led to the formation of another caste group known as Lingayats. There are many sub-groups among Lingayats also. The sub-caste groups are well established in terms of the Maths (religious organisations). They have the resources at their command and the following among the people. The Muslims who came to India at a later period began to practice certain type of caste-system. They have stratified themselves as Cayeds, Saits, Pathans and Moplases. There are status-differences among these Muslim groups. It will be very difficult to create a more harmonious society by bringing down the number of sub-castes. Casteless society will only be a dream and an utopia. The best one can and should do is to play down caste consciousness among people in favour of a democratic society where all are treated equal. ‘Caste’ should be a personal affair. It should not interfere with interpersonal relations and interaction in social, economic, political and cultural life of the society.

The peculiarity of stratification in Indian society is that it is not just hierarchically arranged in terms of caste. There is also stratification in the basis of ‘class’ or economic position. It is possible that people belonging to higher class enjoy a better economic standard of life. It has been recognized by many socialists such as the late Ram Manohar Lohia and Mandelbaum that hierarchy in Indian society is created by a caste-class combination. It is neither caste alone nor class alone that stratifies the Indian people.
The caste-system unlike the class system is a closed system. The basis of hierarchy in caste system is ‘birth’ or the family into which one is born. Nobody can change it, it is rigid, not flexible. On the other hand class-system. A person who is born in poor family, a lower strata of society can become rich through hard work, entrepreneurship, intelligence or otherwise and claim membership among the higher strata.

3. **SOCIAL MOBILITY**

It is a phenomenon wherein individuals or groups of individuals move from one social position to another. Movement may be upwards or downwards in hierarchy or the social ladder. It is upward when a person moves from a lower socio-economic level to a higher socio-economic level. It is downward when the movement is in the opposite direction. This movement is known as horizontal mobility. To illustrate, for a clerk to become manager, officer, supervisor, etc., may be taken as vertical mobility, for a clerk a change in job as a typist is horizontal mobility. The social position of a person on the social ladder carries with it certain roles and responsibilities, duties and obligations, privileges and rights; status, prestige, power (or lack of power) etc. Movement from one social position to another position is accompanied by changes in all these status correlates. The other way round is also true.
Factors of Mobility

There are many ways in which social mobility takes place. The wealth possessed by man, education level and changes in position influence changes in status. Even now in rural areas, the land owned by a person is a determinant of his status. Over a few generations, if a person's family or a group of people lose their hold on land they in turn lose their status. In urban areas the income earned by a person is a determinant of his status. Doctors, engineers, IAS officers, industrial magnets etc., have a higher status by virtue of their wealth. Teachers who are poorly paid are down in the ladder. The wealth owned by a person in terms of transport and communication facilities, houses, house sites and gold etc., are also the determinants of status. As such economic status or position is a factor of social status. This may not be true at times. For good or bad it is observed that an industrial worker (an operator), a motor mechanic, a flourishing local barber, a railway foreman have a lower status than a college lecturer or high school teacher even though the latter get lower income.

Another determinant of status, is marriage. Because of beauty, charm grace or character or similar reasons one can get an alliance with a person of a higher status and thus improve his or her status. This type of mobility is largely observed among women. As such it is observed that education, employment, marriage, income, wealth, etc., are all factors of mobility.
Education, Equality of Opportunities, Social Mobility and Social Stratification

When a society is stratified into several strata these sections which are in the lowest position of the hierarchy will be in a disadvantageous position with respect to access to opportunities, facilities and privileges. If there is no assistance to them, they continue to be in that position. They lend themselves to exploitation by people of higher levels of society. In such a stratified society the few elites enjoy life at the expense of the vast majority. This will lead to social tensions, conflicts, disharmony and ultimately to disintegration of society. As such it is essential to assist the disadvantaged people from lower strata of society to move up the social ladder. In other words, it is essential to equalize the fruits of development in a society by providing special opportunities, facilities and privileges for lower strata and thus help them in an upward social mobility. Thus, a society narrows down the distance among different social strata to reduce social tensions and bring about greater harmony and integration among the people. Education is one of the powerful means to equalize opportunities, help social mobility and herald planned social change.

Justification for equalisation of opportunities

Democracy believes that the earth and its resources belong to the people and not to any individual or a group of individuals. Therefore, all individuals should share an equal quantum of essential human heritage. All men are created equal and therefore, all are equal before law and are entitled to the same treatment. Equal opportunity includes social, economical and political aspects.
Education and its Importance

Education is a boon for the half clad, ill-fed and starving population suffering from poverty, disease and ignorance. The quality of the citizens depend upon the quality of their education. Democratic institutions cannot be built, nurtured and sustained with a large number of illiterate population. In a democratic society education allows the individual to view the things in a broader perspective, to identify the causes for deprivation, to find out several solutions and to select an appropriate solution to solve the problem. Education is a means for accelerating the pace and magnitude of economic development. It unlocks the doors to modernization. It is an investment and the value of its benefits to society cannot be assessed easily. It helps the nation to control rapid population growth, to increase the agricultural and industrial production, to reduce infant mortality rate, to achieve national integration and to provide a wide range of opportunities and for improving the quality of life of the people. Education is an indispensable aspect of the strategy of human resource development and of the goal of creation of a learned society. Many of the third countries and the developing countries are now recognizing that socio-economic planning alone is not enough and that the human resource development is a key enabling factor in development which plays a key role in the 21st century. Illiteracy is one of the formidable tasks facing the world. Nearly one third of the world population are illiterate and nearly seventy percent of the world's illiterates are in Asia and 100 million school age children of the world have no
place to learn. Today, India is confronted with a massive number of 450 million illiterates in all age groups. Of this, about 110 million are in the age group of 15-35.

**Literacy Rate in India from 1901-2001 (Percentage)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>5.35</td>
<td>9.83</td>
<td>0.60</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1911</td>
<td>5.92</td>
<td>10.56</td>
<td>1.05</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1921</td>
<td>7.16</td>
<td>12.21</td>
<td>1.18</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1931</td>
<td>9.50</td>
<td>15.59</td>
<td>2.93</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1941</td>
<td>16.10</td>
<td>24.90</td>
<td>7.30</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1951</td>
<td>16.67</td>
<td>24.95</td>
<td>7.93</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1961</td>
<td>24.02</td>
<td>34.44</td>
<td>12.95</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1971</td>
<td>29.45</td>
<td>39.45</td>
<td>18.69</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1981</td>
<td>36.23</td>
<td>46.89</td>
<td>24.52</td>
<td>(5 years &amp; above)</td>
</tr>
<tr>
<td>1991</td>
<td>52.11</td>
<td>63.86</td>
<td>39.42</td>
<td>(7 years &amp; above)</td>
</tr>
<tr>
<td>2001</td>
<td>65.38</td>
<td>75.85</td>
<td>54.16</td>
<td>(7 years &amp; above)</td>
</tr>
</tbody>
</table>

A glance at the table reveals that the growth of literacy rate has been slow upto 1951 and it has been rising at a faster level later on. Due to effective implementation of several literacy drives after independence by considering the strengths and weaknesses of the programmes and by introducing better strategies the results are satisfying. However, there is a lot to be done in this direction. The literacy rate by as per 2001 census is 65.38 per cent. The growth of literacy
among men is better in relation to that of women. Due to lack of adequate educational facilities, poverty and cultural constraints the literacy rate among women is low.

4. **ADULT EDUCATION PROGRAMMES AFTER INDEPENDENCE**

**Social Education Programme**

In India, the government has given special attention to adult education after independence. Several programmes were formulated to combat illiteracy. Social Education Programme was taken up during 1949-50. The objectives of the programme are as follows:

a. To instill a consciousness of the rights and duties of citizenship and foster a spirit of service to the community.

b. To develop love for democracy and impart an understanding of the way in which democracy functions.

c. To disseminate knowledge of the outstanding problems and difficulties facing the country and the world today.

d. To develop a love for the pride in our cultural heritage through the knowledge of our history, geography and culture.

e. To teach the simple ways of personal and community health and develop habits of hygiene and cleanliness.

f. To foster the growth of the co-operative spirit as a way of life.

g. To provide training in crafts both as a hobby and as a means to economic betterment.
h. To provide cultural and recreational facilities by way of folk dances, drama, music, poetry, recitation and other ways of spontaneous self-expression.

i. To provide various activities as well as through reading and discussion groups an understanding of the basic moral values.

j. To give a reasonable mastery over the tools of learning, reading, writing, simple arithmetic and to create an interest in knowledge.

k. To provide facilities for continuation of education through libraries, discussion groups, clubs and institutions.

The Content

The content of social education is 5-fold.

1. Health and Hygiene
2. Family and Community Living
3. Vocations
4. Literacy and Cultural Activities
5. Recreational Activities

The Five-fold field is amplified as follows:

1. Health and Hygiene: Nutritious food and drinking water, care of body and its parts, clothing, personal cleanliness and sanitation importance of sun, air and water, common diseases and their treatment.

2. Family and Community Living: Relationship of individual members in family, care and welfare of children, management of the home, home economics, family in the social context, marriage etc.
3. **Vocations**: (i) Agriculture: Soil, seeds, sowing and planting, rotation of crops, seasons-manures-protection of crops, co-operatives; (ii) Cottage industries-Spinning and weaving, knitting, net making, basket making, carpentry, leather work, cane work, soap making, fruit preservation, principles of co-operation, credit and banking, buying and selling-farm products etc.


5. **Recreational Activities**: Indoor and outdoor games, sports, folk dances, community singing, plays, film shows, etc.

**Farmers Functional Literacy Programme**

Farmers Functional Literacy Programme (FFLP) was taken up during 1966-67 with the objective of extending education and training facilities to farmers with a view to raise the agricultural production. It was felt that farmers training would become meaningful, if it is treated as an essential input of programmes along with knowledge of fertilizers, pesticides and irrigation and high yielding varieties of seeds, multiple cropping, intensive cash crops and intensive cattle development programmes. In order to make FFLP effective, the following strategy was formulated.
1. Farmers education and training programmes should be co-ordinated so as to achieve quick production. All government and non-government agencies should organise their programmes according to production requirements and cropping.

2. The education and training should result in the acquisition of skills for the adoption of new practices and use of inputs. At some point, there should be connection between the supply of inputs and the imparting of training. Demonstration in the use of these skills should be an essential element of training.

3. There should be two-way communication between the participating farmers and experts. This means that farmers should be able to address their enquiries to experts of a level higher than the average level extension worker and get replies in writing. The radio programmes should be drawn according to the progress of the crop season and the education and training should be provided at the demonstration camps. Every aspect of the extension and education programmes should revolve around the agricultural production programmes.

National Adult Education Programme

National Adult Education Programme (NAEP) was inaugurated on 2nd October, 1978 with literacy as an indispensable component, for approximately 100 million illiterates with a view of providing them skills for self-directed learning leading to self-reliance. Preparatory action aimed at the following areas:

1. Creation of an environment favourable to the launching of NAEP.

2. Preparation of case studies of some significant past experience, particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.
3. Detailed planning of the various segments of the programme by appointment of expert groups, this would include preparation of detailed plans for each state and union territory.

4. Establishment of necessary structures for administration and co-ordination and necessary modification of procedure and patterns.

5. Identification of various agencies, official and non-official, to be involved in the programme and taking necessary measures to facilitate the needed level of their involvement like Government Agencies, Universities, State Resource Centres, Voluntary Organizations etc.

6. Development of capability in all states for preparation of diversified and need based teaching / learning materials for the programme.

7. Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.

8. Creation of a satisfactory system of evaluation and monitoring, post-literacy as well as the required applied research base.

**Adult Education through Universities and Colleges**

Adult education and extension through universities and colleges was taken up under Point No. 16 of the New 20 Point Programme in 1982-83. The major aspects are the following:

1. Teaching, research and extension are the three basic objectives of university education and they should be pursued with equal importance. Extension activity is an important dimension of higher education.
2. A comprehensive programme be created in the university system whereby all activities like adult literacy, NSS, NCC, Continuing and Extension Programmes etc., are organized under one umbrella.

3. Institutions of higher education must participate in programmes of adult literacy not only for their contribution to the educational and other developmental needs of the underprivileged sections of the society, but also to assimilate a greater part of such insights into the processes of their curriculum planning and youth development.

4. Point No. 16 of the New 20 Point Programme also relates to the spread of universal elementary education. The students could motivate children who are not going to schools. The university/college students from the NSS or otherwise could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organize remedial coaching classes for the needy and academically under privileged children of the society. This could be another dimension to the participation of students in the implementation of Point No. 16 of the New 20 Point Programme of the Government of India.

**Mass Programme for Functional Literacy**

Mass programme for Functional Literacy started in 1986 aimed at involving high school and college students in imparting literacy to their relatives, parents and people who remained illiterate in their nearby areas during summer vacation. Mass Programme for Functional Literacy was started with the objective
of making literacy as a people's mission, harnessing all agencies for the mission and posing mass literacy programme as a challenge for the youth. Achievement of these objectives involved:

1. Stressing functional literacy in National Service Scheme (NSS);
2. Increasing coverage of student volunteers;
3. Emphasising study and service viz., specific project taken up by the students as part of work experience for social / national service which should be reflected in their final result; and

5. CONTINUING EDUCATION PROGRAMME IN CHITTOOR DISTRICT

Chittoor District in Andhra Pradesh is one of the successful districts which has implemented the total literacy campaign during 1990-91 and out of 6.60 lakhs of illiterates as many as 3.69 lakhs were made literate. In order to retain, strengthen and further the basic literacy skills acquired by the neo-literates, the district administration has started post-literacy centres known as Jana Chaitanya Kendras (JCKs). As many as 10,000 JCKs were started and post-literacy books were provided to the centres. The JCKs were managed by the monitors who happened to be successful volunteers. With a view to cover the dropouts of total literacy campaign and the newly attained age group members (who have crossed 15 years and remained illiterate) the Zilla Saksharatha Samithi has implemented mopping up operation programmes i.e., literacy in
hundred day programme from 1996 onwards. In the place of JCKs, continuing education centres were started during 1997-98 and preraks were appointed to carry out the activities of continuing education centres. As many as 1143 continuing education centres started functioning and the preraks were trained by the district administration with regard to their roles and functions which include organisation of post-literacy programmes, equivalency programmes, income generating programmes, quality of life improvement programmes, and other functions of continuing education centre. Different committees were constituted to support the Zilla Saksharatha Samithi at the district level.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Committees</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Administration Committee</td>
<td>Planning, organisation, implementation, direction, evaluation etc.</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Committee</td>
<td>Teaching/learning materials, volunteer guides, post-literacy and continuing education reading material, training material, preparation and distribution of materials, organisation of training programmes etc.</td>
</tr>
<tr>
<td>3.</td>
<td>Environment Building Committee</td>
<td>To create a favourable environment by organising kalajathas, processions, pada yatras, wall writing, posters, meetings etc.</td>
</tr>
<tr>
<td>4.</td>
<td>Finance Committee</td>
<td>Proper utilisation of funds allotted, planning and direction, audit, maintenance of related records and registers.</td>
</tr>
<tr>
<td>5.</td>
<td>Planning and Evaluation Committee</td>
<td>Preparation of model forms required for planning, printing and distribution, obtaining the completed forms from lower levels, compilation and forwarding them to state level agencies.</td>
</tr>
</tbody>
</table>
At the mandal level, Mandal Saksharatha Samithi implements the continuing education programme with the support of Mandal Literacy Organiser, Mandal Development Officer, Mandal Revenue Officer, Officers of the other development departments, peoples representatives, youth associations, mahila mandals, political parties etc. At mandal level, the activities of opinion building, creation of educational atmosphere, training, co-ordination, establishment of centres, material procurement and distribution, evaluation, submission of reports are carried out by the Mandal Literacy Organiser with the assistance of Mandal Resource Persons.

At the nodal level, continuing education centre nodal prerak is the key person. He/she is responsible for the functioning of 8 continuing education centres around the nodal continuing education centre. The individual discharges this responsibility with the assistance of the preraks and as per the instructions of Mandal Literacy Organiser. The duties and responsibilities of a nodal prerak include the activities of survey, identifying the beneficiaries, securing accommodation for the centres, establishment of centres, procurement and distribution of materials, attending mandal level meetings, arranging monthly meetings of preraks, collection of reports, providing programme information to higher level officials and ensuring the services of preraks to the beneficiaries.
At the village level it is organised by the prerak. The Village Education Committee has to be formed with the joint efforts of the prerak, nodal prerak, Mandal Literacy Organiser. The prerak implements the continuing education programme at village level by conducting surveys, identifying beneficiaries, providing services to beneficiaries depending upon their needs with coordination of other departments. Apart from village education committee, the sub-committees of pre-primary education, primary education, non-formal education help the prerak in discharging the functions. The members of the committees are drawn from the village members. There are 250 neo-literates, 125 school dropouts and 125 others in each centre. For organising the continuing education centres, Central and State Governments release grants for first five years. After five years, the centres have to be managed by the village community. The success of continuing education centres depends upon the personal involvement and commitment of the preraks and the community support at the local level.
FLOW-CHART

Continuing Education Organisation - District to Village Level

Dist. Level

Zilla Saksharsetha Samiti

Programme Implementation Committee (EC)

Admin. Committee

Academic Committee

Cultural Committee

Publicity Committee

Finance Committee

Planning & Evaluation Committee

Mandal Level

Mandal Saksharsetha Samiti

Mandal Literacy Organiser

Mandal Resource Persons

2 or 3 Asst. Co-ordinators

Nodal / Village Level

Nodal/Village Education Committee

Pre-primary Education

Primary Education

Non-formal Education

Adult Education

Beneficiaries

(Cont. Education / Life-long Education)
6. **EVALUATION**

As human beings we are continuous evaluators. We evaluate our friends, actions, books and activities of others as well. As teachers we evaluate whether the students have followed our lesson or not and we evaluate whether the facilities provided by the administration are suitable to us or not. We evaluate commodities and environments and the programmes implemented by the government for the well being of the poor and downtrodden sections. In fact, evaluation is a process of judging the merit or worth of something. Of late, evaluation has emerged as an area of specialization at the educational side in terms of qualifying tests, teaching-learning process, administration, etc. Evaluation can be utilised in terms of non-formal sector in terms of refining the policies, methodologies and techniques. Thus, evaluation enters all aspects of human endeavour.

**Functions of Evaluation**

Functions of evaluation go beyond its typically stated objectives. Its functions relate to informational, professional, organisational, political, socio-psychological and historical aspects.

1. The informational functions are related to providing feedback and creating useful information to improve on-going programmes.

2. The professional functions of evaluation are concerned with increasing the understanding about the means and ends of a programme, demonstrating the effectiveness or failure of plans and programmes and suggesting
corrective measures. It is important to note that evaluation is conducted not merely to find faults with a programme but also its strengths and good aspects.

3. From the organisational point of view, evaluation helps the organisations to set the system according to the goals and purposes, reduce bureaucratic delays and inconveniences.

4. The political functions of evaluation include setting the agenda and generating debate on important issues. It promotes accountability. It can promote the interests of the beneficiaries and to raise their voice in the programme.

5. The socio-psychological functions of evaluation are concerned with giving the beneficiaries a feeling of security by reducing complex social problems to a choice between relatively simple alternatives.

6. From the historical point of view evaluation helps to record and to document actions, events and results.

Scope of Evaluation

Evaluation is a dynamic activity and its method and materials need to be planned keeping in view the objectives of the performance. Evaluation can be wider and comprehensive and such an evaluation cannot only throw light on the ideologies, policies, methods and procedures of implementing the adult education project. Being a process, evaluation can be applied to any activity, programme, product or person that is to be described and judged. In the context of adult education programme, which includes literacy, post-literacy and
continuing education, evaluation aims to identify the strengths, weaknesses, opportunities, threats etc., with a view to improve the performance of the programme. Evaluation is regarded as a more comprehensive, dynamic and development oriented term and is considered as a process of checking and improving the programme at all levels / stages in its totality. It takes into consideration the whole range of activities right from pre-planning, planning, implementation stages to the final impact i.e., the performance of learners and the benefits provides to the society from various dimensions. Evaluation in adult education is thus purposive and objective based. Evaluation in the context of adult education is not as easy as evaluating an ornament or assessing the answer scripts of an entrance test or public examination by setting amidst four walls. It is practically a hidden field oriented experiment involving various people or agencies and all those associated with the programme (volunteers, learners, mandal literacy organisers, administration, management, various committees, etc.). In some districts, the programme would have been highly successful and in some districts it would have been moderately successful or a failure. Under such circumstances evaluation brings out the edge over and tries to suggest the strategies to be adopted by other districts. Evaluation of the activities of State Resource Centres, post-literacy and continuing education centres, materials, training, community support, etc., would help not only to take stock of the situation but also to seek guidance and support to improve these activities.
Formative and Summative Evaluation

The concepts of formative evaluation and summative evaluation, introduced by Michael review, have come to be two of the most commonly used concepts in the discussion of evaluation. Both these concepts are simple to understand. Formative evaluation is the evaluation of a programme in the very process of its formation. The emphasis is on process. The information generated can be used in the improvement of the programme aspects during its implementation. Summative evaluation is to sum things up. It comes at the end of the literacy programme.

Based on the periodicity of the programme the formative and summative evaluations can be taken up. Often, evaluation is considered to be the last activity of any programme. In fact, there is a growing realisation that it should be in-built into the programme so as to effect corrections then and there itself.

Evaluation can be held after the completion of the programme or activity. It is called as summative evaluation. Evaluation can be also had during the operation of the programme and it is called as formative evaluation. Formative evaluation has several advantages over summative evaluation. Since the summative evaluation is held after the termination of the programme, the maladies or deficiencies are left un-remedied. It amounts to postmortem where death has already occurred. If the diagnosis of the situation was attempted earlier
the death could have been stopped and the ailment would have been checked. The results of summative evaluation are helpful only for the next future programme but never for the present one since it is already over.

(a) Models of Evaluation

A model is the essence of learning and thinking of a specialist the essence of which is spread among the professionals and practitioners. There are different evaluation models, because different specialists have undergone somewhat different experiences in learning and doing evaluation and have need different values and world views in reflecting on their experiences. Evaluation models are different also because they have emerged within different programme settings like formal and non-formal education and the nature of the countries like industrialized countries, developing countries etc. Some evaluation models emphasise upon the evaluation of clients and the evaluation, whereas the others expect to accommodate both the anticipated and unanticipated consequences of the programme.

(b) CIPP Model

The Context, Inputs, Process, Product (CIPP) model is associated with Daniel L. Staffle beam who has used this model in various evaluation studies. According to this model, the role purpose of evaluation is to produce information
useful for decision-makers. The four parameters of the system (context, inputs, process and product) provide information about four aspects.

1. **Context Evaluation**: To provide information on the setting, to be able to make planning decisions;

2. **Input Evaluation**: To make programming decisions such as alternative project designs and decisions related to personnel;

3. **Process Evaluation**: To make decisions related to methodologies and implementation; and

4. **Product Evaluation**: To evaluate impacts and to make recycling decisions.

The CIPP model when first proposed combined systems vocabulary with formal research, with its stress on the classification of evaluation decision needs, structured observation and achievement testing. The model adapted the criteria of internal and external validity, reliability, objectivity, relevance, importance, scope, credibility, timeliness, pervasiveness and efficiency of the evaluation information produced. The CIPP model is quite applicable to evaluate the literacy and development initiatives. We find context (socio-economic context), inputs (training, materials, staff, finance, etc.), process (teaching-learning process, programme implementation) and output (learners achievement, socio-economic development, etc.) in adult education.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Literacy System</th>
<th>Community / Performance System</th>
<th>Social System</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Learners (male / female)</td>
<td>Inputs from functional literacy system</td>
<td>Inputs from the community system</td>
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<td></td>
<td>Facilitators (teachers, supervisors)</td>
<td>Post-literacy and continuing education facilities</td>
<td>Ideology, political will, political support</td>
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<td></td>
<td>Methods and materials</td>
<td>Extension services</td>
<td>Policy initiatives</td>
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<td></td>
<td>Technological inputs</td>
<td>Vocational training</td>
<td>Media, technology / infrastructure</td>
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<td></td>
<td>Local infrastructures</td>
<td>Packages of credit and information</td>
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<td></td>
<td>Educational (formal, informal)</td>
<td>Educational extension</td>
<td>Modernization</td>
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<td>Extension</td>
<td>Management training</td>
<td>Demoralization</td>
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<td>Awareness building</td>
<td>Organisation</td>
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<td>Mobilisation</td>
<td>Institutional building</td>
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<td>Co-ordination</td>
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<td>Management</td>
<td>Staff training</td>
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<td>Group climate</td>
<td>Community policies</td>
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<td>Social organisation</td>
<td>Social organisation</td>
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<td></td>
<td>Peer groups</td>
<td>Educational / cultural infrastructures</td>
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<td>Community politics</td>
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<td>Community learning environment</td>
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<td></td>
<td>Social and economic contexts</td>
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<td>S. No.</td>
<td>Literacy System</td>
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<tr>
<td></td>
<td>Functionally literate individuals</td>
<td>Literates as users of literacy</td>
<td>Modern society</td>
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<tr>
<td></td>
<td>Politically aware individuals</td>
<td>Making more effective transactions with all aspects of environment</td>
<td>Democratic society</td>
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<td></td>
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<td>(economic, social, political and physical)</td>
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<td>Tested materials and methods</td>
<td>Improved infrastructures</td>
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<td>Experimental facilities</td>
<td>Concern for national values</td>
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<td>Better learning environment</td>
<td>Concern for national values</td>
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**Advocacy Model of Evaluation**

The advocacy model of evaluation is also known as judicial evaluation mode. This model uses quasi-judicial procedures while conducting evaluation. Typically, two groups of people both for and against a programme are allowed to advocate this opposite positions before an educational jury in terms of issues generated and selected for a trial. Evidentiary rules and procedures are established and cross examination is permitted. It is an educational trial by jury.

Proponents of the model cite several advantages of the mode. It enables evaluation to develop and use exploit procedures for generating and assessing alternative programme strategies, provide a record of decision making for later accountability; accommodates not just data but also perceptions, opinions, biases
and speculations; and can involve a variety of stakeholders in the trial. On the other hand, there are those who have found serious faults with the model. The model unnaturally dichotomises positions as ‘for’ and ‘against’ a programme. In real life, of course, there are not two but many sides of the same issue. The model changes evaluation into a competitive event. Since groups are assigned the task, there is often a mismatch of ‘lawyers’ and a lack of conviction in defending positions. Judges and those who sit on the jury vary in their abilities. In view of the many negative effects of the model and the huge expense in mounting a trial, the ‘court case’ format has been changed into what are called ‘clarification hearings’. Juries have been eliminated, though some sort of a panel may still be used. Expert witnesses may be called for positions. There may be some cross examination. The issues are thus clarified, but decisions about preferences and modernizations are left to the listeners.

**Participatory Evaluation Model**

The name of the Paulo Freire, the Brazilian educator and the author of ‘Pedagogy of the Oppressed’ is often associated with participatory evaluation and research. A considerable amount of work has been done in this area during the last ten years by evaluators spread all over the world. Participatory evaluation is not a scientific endeavour of the professionals, but an in-depth, existential reviews of an experience done by all concerned together in collaboration. The learner becomes an evaluator and the evaluator becomes a learner. Evaluation
goals, ends, standards and tools are decided upon participatively. Each one contributes personal data and collects the data that has to be obtained. Paulo Freire presents the following steps of a participative methodology.

1. The evaluation team should acquaint itself with all previous evaluations – no matter what methods were used in those evaluations.

2. The team should delimit the area of action geographically – even though, culturally speaking there are no frontiers.

3. The team should identify official and popular institutions / leaders / people and discuss with them about evaluation.

4. The team should discuss about the community arrangement for evaluation.

5. The support of the sociologists, psychologists, educators and linguists should be sought for seeking necessary clarifications. The concrete realities of the field should be considered.

6. The evaluation team should divide themselves into sub-teams, should meet in the general situations and make their presentations. There should be collective discussion about each group report.

7. The evaluation team should make a critical study of the people's discourse. The study should be inter-disciplinary. The various levels at which people perceive reality must be determined and implications should be worked out. These implications must be studied in the presence of the people, not by social scientists on their own.

8. The evaluation team together with the people should draft a proposal for subsequent action. The programme itself should not be worked out for the people but with the people.
It is evident from the above description that participant evaluation provides the people with further opportunities to raise their consciousness and consolidated their sense of power and worthiness. Participatory evaluation is more suitable for adult education. Programmes designed at the national level are implemented at the grassroot level and without the realities of the grassroot level position the programme will be formulated. The needs and priorities of the people may differ. There may be areas where there is acute shortage of drinking water and the area may be full of drought for years together. There may be areas where all other facilities are available except the people are illiterate. A critical study of the field study becomes more vital in case of participatory evaluation in literacy programmes. The programmes would not have been totally implemented in some cases but there may be some work done by other organisations apart from government. These are all areas of decision making and participatory method will yield good results. The involvement of the beneficiaries, community members, trainers, district administration, voluntary agencies, etc., in the process of evaluation make the process of evaluation a team work and it will be more objective based, realistic and precise.

7. **STATEMENT OF THE PROBLEM**

The present investigation is entitled "Continuing Education Programme — An Evaluative Study".

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8. **NEED FOR THE STUDY**

Recognising the need for the education of the masses in the country, the government has introduced a good number of adult education programmes like Social Education Programme (1949), Farmers Functional Literacy Programme (1966-67), Non-Formal Education for Women (1975), National Adult Education Programme (1978), Point No. 16 of the New 20 Point Programme (1982), Mass Programme for Functional Literacy (1986), National Literacy Mission (1988). The objectives of these programmes basically are: (1) to extend educational opportunities to illiterates in terms of reading, writing and numeracy, (2) to create awareness among the beneficiaries of the programmes about social concerns, social problems, development initiatives and about various facilities and opportunities available to the masses, (3) to provide scope for the neo-literates to strengthen and further the basic literacy skills acquired by them through the post-literacy and continuing education centres and (4) to pave way for enhancing the quality of life of the beneficiaries of the continuing education centres in social, economic and cultural aspects through different types of programmes. The co-operation of government and non-government organisations, community members including the beneficiaries, educated members, social workers, philanthropists will be solicited in this endeavour.

The objectives of adult and continuing education programmes are quite laudable but in a country like India, the land of contrasts, the objectives are not similar and uniform. Kerala has achieved the highest literacy rate whereas many
states are lagging behind and the literacy rates range from 43.75 per cent (Bihar) to 90.92 per cent (Kerala). Working with people itself is a process of social engineering and it all depends upon the abilities of the functionaries in visualizing the contexts and in realizing the objectives through effectively deploying the material, physical and human resources. The programmes of continuing education need to be implemented effectively and efficiently and research support has a major role in suggesting workable strategies through analysing the field situations and grossroot level or ground level realities. The scope of the studies of evaluation is not limited to the number of persons made literate and its role is vital in suggesting changes in ideologies, methods, designs, policies, procedures etc. With a view to improve the programmes, evaluation should take into consideration the whole gamut of activities right from pre-planning, planning, implementation to final impact and the benefits accrued from various dimensions. Evaluation should thus be purposive and objective. With this backdrop, it can be stated that the purposes of evaluating the continuing education programmes should reflect on the merits and demerits of the programme, the problems faced by the functionaries and beneficiaries, the status of the physical arrangements and other inputs, the motivational levels, the quality of the post-literacy and continuing education materials, the efficiency of the preraks, the viability of the administration, the utilisation of finances etc. To be brief, evaluation can concentrate up the socio-economic context, the inputs, process and products.
The present investigation aims at assessing the socio-economic status of the beneficiaries of the continuing education programmes, the opinions of the neo-literates (who happen to be the major beneficiaries of continuing education) with respect to the various facilities like physical facilities, material facilities and different services available in the centres, the problems faced by the neo-literates in attending the centres, different factors influencing the motivation of the neo-literates, the level of satisfaction the performance of neo-literates in reading, writing and numeracy, the benefits derived through literacy, the activities carried out by the preraks. Thus, the main concentration of the study are neo-literates who happen to be the direct beneficiaries of the continuing education programme and the information generated would be primary in nature. The study provides the feedback information which could be utilised by the district administration and National Literacy Mission to design effective strategies in effective implementation of the continuing education programme.

9. **OBJECTIVES OF THE STUDY**

Evaluation of a programme requires a critical framework, methodology and the objectives of evaluation should be clear before the investigator takes up the field work. The evaluation of programme should consider different dimensions and focus upon related aspects. However, keeping in view the resource constraints the investigator has made an attempt at the micro level to study certain aspects of the programme. The following objectives were formulated for the purpose of the study.
Objectives

1. To study the socio-economic status of the neo-literates;

2. To assess the performance of neo-literates in literacy skills,

3. To evaluate the physical facilities, materials and activities of the centres.

4. To find out the motivational factors for participation and reasons for non-participation of learners.

5. To study the impact of the literacy campaigns as perceived by the neo-literates.

10. HYPOTHESES

Keeping in view the objectives of the study, the following hypotheses were formulated.

1. Variations exist in the socio-economic status of the sample.

2. Neo-literates differ with respect to their performance in literacy skills.

3. Variations exist with respect to the availability of physical facilities in the continuing education centres as perceived by the sample.

4. Variations exist in the perceptions of the sample with respect to content areas of the materials, illustrations and get-up and practice in daily life.

5. There exist variations in the activities of continuing education centres as perceived by the sample.

6. Variations exist in the motivational factors as perceived by the sample.

7. Learners differ with respect to reasons for non-participation in the centres.

8. Learners vary with respect to the perceptions relating to the impact of literacy campaign.

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11. METHODOLOGY

a. Sample

Recognising the role of evaluation in implementing the continuing education programme, the investigator (who happens to be a middle level functionary in the programme) decided the universe of the sample to be confined to Chittoor District and adopted 'Simple Random Sampling Technique' (survey design) for the investigation.

Chittoor District consists of 66 mandals. At the first stage out of 66 mandals, 6 mandals were randomly selected namely, Renigunta, Ramachandrapuram, Nagari, Srikalahasthi, Sodam and Punganur. Each mandal consists of around 30-40 continuing education centres organised by the preraks. At the second stage, a sample of 6 centres were randomly selected. Neo-literates, semi-literates and others who wish to continue their education will be attending the continuing education centres and the major emphasis is on neo-literates where emphasis is laid on strengthening and continuing the basic literacy skills. For the purpose of the study, the neo-literates were required. The investigator by contacting the preraks procured the list of regular neo-literates to the centres and from each centre a sample of 10 neo-literates with due representation to men and women were selected through simple random sampling. Thus, the sample of the study were selected consisting of 360 neo-literates (6 mandals x 6 centres x 10 neo-literates = 360 members) (vide map of the area).
The investigator collected the data through official sources from Zilla Saksharatha Samithi which happens to be the implementing agency of the programme. Details relating to the location of centres, lists of participants, materials supplied to the centres, modalities of implementing the programme were collected by contacting the officials concerned.

b. Tools Developed

Any evaluative study should be taken up with care and caution and the data generated should be objective and basically be participative in nature. Keeping in view the objectives, the investigator in the first instance visited the centres to develop tools and interacted with the preraks, neo-literates and community. The investigator referred to the previous literature about the ways in which the tools can be developed, consulted field level experts and academicians and sought their opinions about the tools before going for pilot study and final study. Pilot study was conducted on a sample of 100 neo-literates and based on the experiences gained the ambiguous, repetitive and irrelevant items were deleted from the schedule. The tools developed for the study are as follows:

1. Tool to evaluate the literacy skills.
2. Questionnaire to evaluate the physical facilities, materials and activities of the centre.
3. Tool to evaluate the activities of the preraks.
4. Tool to assess the motivational factors.
5. Tool to identify the reasons for non-participation of learners.
6. Tool to know the benefits derived through literacy.
c. Collection and Analysis of Data

Data collection has an important role to play in any field investigation. Majority of the people attending the continuing education centres are from rural areas and the investigator selected such a period where the farming community will be somewhat free from agricultural activities. The field work was undertaken during January-March, 2004 for 90 days. The investigator identified the sample of learners with the help of preraks and local community leaders. Necessary rapport was established with the sample and the data was collected as per the time availability of the sample especially during evening or night times. The data collected was tabulated and percentages were used for better presentation.

12. PROBLEMS FACED BY THE INVESTIGATOR

In the context of present study concerned with evaluation of continuing education programme in Chittoor District, the problems faced by the investigator are as follows.

1. Difficulty in collecting information from officials due to their busy schedules.

2. Difficulty in contacting the neo-literates due to seasonal works and absence in the villages which made the investigator to visit them for two or three times.

3. Difficulty in reaching the remote areas.
MAP 1: ANDHRA PRADESH IN INDIA
MAP 3: SELECTED MANDALS OF THE STUDY IN CHITTOOR DISTRICT

KARNATAKA

TAMILNADU

ANANTHAPUR DISTRICT

NELLORE DISTRICT

Srikalahasti

Sodum

R.C. Puram

Punganur

Nagari

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13. LIMITATIONS OF THE STUDY

The following are the limitations of the study.

1. The study is exploratory in nature.

2. The sophisticated tools of analysis are purposively avoided to go in for simple presentation and to represent the grassroot level realities.

3. The study does not cover continuing education centres located in urban areas since majority of the centres are located in rural areas.

4. The study is limited to the perception of neo-literates on different aspects of the programme. It does not cover the functionaries like preraks, volunteers, mandal literacy organisers, and excess like supervision, management, etc.

14. DEFINITION OF CERTAIN TERMS USED

Prerak: A motivator and an organiser of the activities of continuing education centre.

Monitor: A person who has organised post-literacy centre after literacy campaign.

Nodal Prerak: A person who is in-charge of 8-10 continuing education centres. Apart from organising his/her own continuing education centre, the nodal prerak assists and supervises the activities of the other continuing education centres.
Volunteer: A person who teaches literacy skills to illiterate adults under total literacy campaign / mopping up operation phase launched under National Literacy Mission.

Corpus Fund: It is the fund collected for the organisation of the activities of continuing education centre after the cessation of assistance from the government after five years. The fund has to be collected from the beneficiaries, philanthropists and others. A sum of Rs. 10,000/- is expected to be collected from the public and a matching grant of Rs. 10,000/- will be deposited by the government and the interest has to be used after five years for meeting the honorarium of the prerak, library books, newspapers and for the organisation of simple and short duration programmes by the continuing education centre.

Membership Fee: A sum of one rupee has to be contributed by every beneficiary of continuing education centre per month. It can also be paid at Rs.6/- for six months at a time or Rs. 10/- per annum at a time. By paying a nominal membership like this, the beneficiaries will have a right to question the prerak for facilities. About 500 beneficiaries of continuing education centre, if they pay membership, thus becomes a huge amount and this will also add to the corpus fund. Corpus fund and membership fee are specific to Andhra Pradesh and this has not been outlined in the policy statement of National Literacy Mission on continuing education.
**Functional Literacy**: As specified in the National Literacy Mission document (1988) by Government of India, functional literacy implies achieving self-reliance in literacy and numeracy by the learners, becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development, acquiring skills to improve the economic status and general well being, imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm etc.

**Equivalency Programmes**: These are one type of continuing education programmes which provide an opportunity to adults and out-of-school children who have acquired basic literacy skills or who have completed primary education and who are willing to continue their education beyond elementary literacy for acquisition of competencies equivalent to primary or secondary levels of formal education. Equivalency programmes are, therefore, designed as alternative education programmes equivalent to existing formal, general or vocational education.

**Income Generating Programmes**: Income generating programmes are those vocational and technical education programmes which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities. There can be a variety of income generating programmes delivered in a wide variety of contexts taking into account, the local needs and interests of learners.
Quality of Life Improvement Programmes: These are especially significant type of educational programmes designed to enhance the well being of citizens. These aim to equip learners and community with knowledge, skills, attitudes and values to enable them to improve quality of life as individuals and members of the community.

Individual Interest Promotion Programmes: These continuing education programmes aim to provide opportunity to individuals to participate and learn about their social, cultural, spiritual, health, physical and artistic interests. The focus of individual interest promotion programmes is on personal development by providing opportunities for promotion of specialized individual interests which may lead to improvement in the quality of human resource of the society.

15. BODY OF THE THESIS

The thesis is divided into five chapters.

The first chapter deals with Introduction which includes a background of the continuing education programme, need for the study and research methodology.

The second chapter is devoted to Review of Related Literature.

The third and fourth chapters are devoted to Results and Discussion. The fifth chapter presents the summary and conclusions and suggests some remedial measures for further research and implications of the study.