Chapter – 2

REVIEW OF RELATED LITERATURE
(1) Studies on Sociological Aspects

(2) Studies on Adult and Continuing Education
Research is a systematic and creative activity to discover new facts and to obtain a more adequate solution to the problems. It helps to promote the theoretical and practical aspects of knowledge of any academic discipline. It is a powerful tool to check the efficiency of the existing ideologies, programmes, procedures, methodologies and techniques. It is highly essential to suggest new approaches, flexible methods and effective ways of deploying resources. It is necessary to establish empirical relationships. Its role is vital in generating workable solutions to the field problems through objective methods. Research is a continuous process and without adequate research any field of activity cannot flourish and social sciences with field oriented programmes are no more an exception to this.
PART-A : STUDIES ON SOCIOLOGICAL ASPECTS

The studies reviewed under the unit indicate that the investigations of Shills (1968), Seshachar (1972), Jairath (1984) and Krishnan and Viswanathan (1987) have devoted attention on sociology of science. The observations of Pandey (1998) and Jena (1998) have concentrated on social and occupational mobility. Investigations of Chatterjee (1988), Bindu Nair (1997) have dealt with the access of women to health care services. The efforts made by Mistry (1988), Jena (1990), Bhola (1999) have elaborated about the role of education in community development. The study undertaken by Lalrinkimi (1989) has elaborated on the factors influencing modernisation like media exposure, urban contact, cultural factors etc. Madan Singh (1999) and Prahlada (2003) have emphasised on the significance of value education and different aspects to be dealt with. The opinions expressed by Tharien (2002) have touched upon the impact of globalisation on developing countries.

Indian culture has been incompatible with values of modern science (Parthasarathi, 1969a, 1969b; Rahman, 1970). It has been argued that one of the reasons for the crisis in Indian science is its linkages with international (Western) science and that for the Indian scientific community the western metropolis is still the centre (Viswanathan, 1985).

The observation made by Aurora and Kumar (1985) denotes that sociologists have so far paid scant attention to the sociology of science that holds true to a large extent even today. There are very few systematic studies on
science and fewer still on the evaluation system. Bhabha (1966) and Shills (1968) examined the implications of the decline of support for academic and basic research and hence for the constitution and growth of research groups in the universities. It is also argued that science in India is largely administered by the government and an independent scientific community is unable to develop under the auspices of the Government (Seshachar, 1972). Jairath (1984) raises a fundamental question as to whether we have a scientific community in the sociological sense of the term.

Very few researchers have focused their attention on the system of evaluation in Indian science. Krishnan and Visvanathan (1987) analysed the impact of Indian science and technology journals and found that over 50 per cent of Indian scientific output is published abroad. Indian journals, according to them, do not serve as an effective medium of communication among Indian researchers in science and technology.

Pandey (1998) conducted a study on 'Social mobility among the women in the transitional city of Raipur in Madhya Pradesh'. Major findings of the study include: (1) The present changes in our society have proved the social position of women and that their rights have grown. (2) Women of the upper class, the upper middle class, and the intermediate castes, Brahmin, Kashmiri, Sikh and Jain women play a more important role than others in deciding matters regarding education of children and their careers. In taking debts, women still have the right in most of the cases. (3) Education is an important factor for social mobility.
among women. (4) Majority of the respondents were of the opinion that some effective efforts should be made for the reform of the caste system, or it should be abolished. The respondents of different castes still keep intact the endogamous character of caste. (5) The respondents from all castes, communities and classes reported that they take into account the economic status of person while paying respect to him. (6) The respondents are of the view that class is better than caste for a good urban life. (7) Majority of the respondents belonging to the upper class, middle class, and the lower class still think that the decision on marriage should be taken by the parents. (8) The processes of urbanisation and modernisation are considered as responsible for bringing many changes in the day-to-day life of urban women.

Chatterjee (1988) in his book ‘Access to Health’ pointed out five barriers that stand between women’s access to health care services. They are (1) The Need - the existence of a health problem or need for a service; (2) Perception of need - whether the need is recognised by the person experiencing it; (3) Permission - the social factors which determine whether women can seek care beyond what is available at home); (4) Ability - the economic factors which determine the opportunity cost of health care outside the home; and (5) Availability -of the service sought, including distance, timings, staffing, etc.

Jena (1998) studied social and occupational mobility among the artisan castes in Orissa. The major findings of the study were : (1) The incidence of migration was comparatively higher among the labour artisan castes. (2)
Urbanisation and mass media were positively associated with mobility. (3) Education was positively correlated with mobility. (4) There was a positive correlation among caste position, political support, financial assistance and mobility. (5) Occupational mobility among the artisans had taken place on a limited scale. (6) Most of the artisans were not in favour of inter-caste marriages and divorce was yet to get approval of the society. (7) Artisans were in favour of giving employment to women. So a marked degree of change was perceptible in the status, the caste system and the general attitude towards life among the artisans.

Mistry (1988) surveyed the contributions of the Parsi community to education and allied fields. The major findings of the study revealed that through education, the Parsi community improved its social and economic standards. During the colonial rule, many Parsis migrated to the cities, especially to Bombay city, and society at large was benefitted by the benevolence of Parsis. Many schools, hospitals and technical institutes developed because of the philanthropic nature of Parsis. Education enabled the Parsis to unite and revive the spirit of oneness and to seek out new areas for settlement in order to improve the lot of the community.

The study undertaken by Lalrinkimi (1989) examined the socio-cultural correlates of modernity in Mizoram. It was found that the personal factors i.e., socio-economic status, occupation, family income, facilities available revealed a
considerable influence on individual's modernity. Mizo women appeared more modern as compared to their male counterparts. Media exposure, urban orientation and contact with other cultures appeared to be significant factor leading to the attitude towards modernity. Rural and urban subjects showed a significant difference in views regarding mate relations with rural subjects favouring arranged marriages.

Jena (1990) attempted to study the village characteristics focusing on educational facilities in some typical villages of Balasore district of Orissa. The investigator suggested that the coverage of villages by schooling should be done in a phased manner through annual plans and planners. Planners should be conscious about the subordination of the educational structure to the social structure.

Aikara (1990) conducted a study on 'Research in Sociology and Education during 1979-88'. It was observed that emphasis has been on the scheduled castes and the scheduled tribes. With regard to research on alternatives in education or non-formal education, the focus has been on the evaluation of the strengths and weaknesses of the adult education programmes. There has been hardly any work on the impact of the adult education programme on society. It was noted that there has been inadequate research in the area of sociology of education, on the one hand, an in the areas of economy, polity, religion, and family on the other.
Biswa Ranjan Purkait (1991) in his essay on 'Science and Technical Education' observes that there is rapid growth in the volume of knowledge of science and technology. Science represents a cumulative and co-operative activity of mankind and its rate of growth is extremely rapid. We must cope with this ever increasing growth of science and technological knowledge. He further observes that no economic plan, however good in objective, can properly be implemented unless people's participation is kept at optimum level. Education in science and technology is essential to supply more skilled and semi-skilled manpower who would surely help to increase national productivity.

Bindu Nair (1997) in her investigation entitled 'Women's Health in a Traditional Sector: A Study of Coir Yarn Spinning Industry in Kerala' came out with the following observations. Women in the coir industry faced numerous problems and they have no protection from labour laws. Malpractices like employment on temporary basis without proper entries in the registers were observed. The working conditions were pathetic and workers were forced to work for long hours without any extra pay. Workers suffered from poverty, malnutrition, poor working conditions leading to illness and infections.

Hari Mohan Mathur (1997) in his article on 'Participating Development: some areas of current concern' dealt with the obstacles for participation and the role of various social factors like nature of communities, local problems, the need for better coordination between government and non-government institutions and the concern of international development institutions.
Madan Singh (1999) referring to the importance of national values in his book entitled ‘Companion to Adult Educators’ states that national values form an integral element of adult education. Its objective is to impart complete knowledge of national values to the learners so that they become alert and conduct themselves accordingly to ensure their contribution to the national progress and upliftment. The themes like national integration, national welfare, patriotism, selflessness and benevolence deserve attention.

Chetna (2000) in the article relating to ‘Recognising Gender Imbalance in Society and Working for it’ observed that

1. The process of empowerment and gender equality is slow. Patriarchal roots are extremely deep rooted in our society, including systems and institutions.

2. Gender relations cannot be seen in isolation but in integration. Gender differences vary according to class, caste, age of women, marital status, position of women in the family, religion, geographical region, generations, etc. Therefore, centralized strategies may prove effective. Specific strategies for specific conditions / situations will have to be developed and implemented.

3. Gender inequalities regarding a girl-child start even before birth and continue throughout the life cycle. Therefore, it is necessary to address the health concerns of women using a life cycle approach.
4. Programmes and policies should not focus only on women, but on the relationship between women and men, powerful women and suppressed women, because understanding this structure and dynamics is crucial for progress. These relations may be different according to region, caste, class, age and marital status.

5. Gender applies to both women and men. At present, men have decision making power and this has direct implication on women’s health, for example, decisions about whom to approach during illness and how many children to be born. Therefore, in the initial stage it is wise to involve men and other decision-makers in the family and community.

**Gender Sensitisation of all Stakeholders of Health Programmes**

**Programme level**: Policy makers, programme planners, managers, middle level workers and grassroots level are necessary.

**Institutional level**: Doctors, religious leaders, advocates, media people, politicians, bureaucrats, business men and women, the corporate sector, pharmacists, all the functionaries of government departments, e.g. health, women, environment, education, social development, etc.

**Community level**: Teachers, sarpanchs (village leaders) and Panchayat members (local self-government), community leaders, influential members of the community, Anganwadi workers (child care workers), health workers.

**Family level**: Men (husbands, fathers, brothers, brothers-in-law), women (wives, mothers-in-law, daughters-in-law, sisters-in-law, sisters), children (daughters, sons).
Active partnership of GOs, NGOs, corporate sector, the women's health movement, researchers and academicians is much desired. Since all of these have the same vision and mission of a happy and healthy community, it is necessary to come together to speed up the process of empowerment, so that women can have control on their own, their families' and communities' health. Active partnership from planning to implementation, process monitoring and evaluation is needed.

Tharion (2002) expressing his views on globalisation in India observes that globalisation attempts to integrate the world into one capitalist political free market ideology. It is a shift from world economy based on national market economies to a global market economy. Globalisation has negative impact on the developing countries. It resulted in collapse of food security, displacement of farmers from their land and workers from job, profit motivated global corporations feast on national resources and national wealth.

Bhola (2003) in his article on 'Adult and Life Long Education for Sustainable Development in India: Greater Achievements, Greater Expectations', says that adult education has been part of the development discourse from its very inception. Comprehensive systems of education were established to meet all the manpower needs of societies in transition, though hardly ever with much success. More recently, 'basic education' for children, youth and adults has come to be central to the efforts dedicated to sustainable development. It has come to be well understood that 'Education for All' is a necessary concomitant of
participative democratic policies for participation in the economy, for adoption and use of technology in the processes of modernisation and for renewing and enjoying cultures. In India, the scheduled castes, scheduled tribes, other backward classes and specially girls and women require special attention.

Prahllada (2000) in his article on contemporary significance of value education emphasised that value education should prepare individuals for participation in social life and acceptance of social rules. Indian culture is deeply rooted in spiritual values but extends beyond it so far as it covers the way the individual deals with his own powers and potentialities and how he behaves and maintains cordial relationships with other people and community at large. Value education should help:

- to develop a sense of unity and equality through co-operation, solidarity, cutting across religious, caste and cultural barriers;
- to inculcate basic virtues like sincerity, simplicity, gentleness, modesty, compassion, humility, courtesy, co-operation, fair-play, self-reliance, self-control and truthfulness;
- to inculcate the real meaning of non-violence and patriotism;
- to make individuals responsible for keeping constant vigil to know what is happening in and around the country;
- to develop the habit of personal cleanliness and cleanliness of the surroundings; and
- to develop proper respect for public and private property.
PART-B : STUDIES ON ADULT AND CONTINUING EDUCATION

The studies dealt under Part-li reveal that some efforts were made to examine the socio-economic status of functionaries like volunteers, instructors, preraks and their desirable characteristics (Mourad, 1971; Cass, 1971; Tripathi, 1977; Madras Institute of Development Studies, 1983). The effective functioning of adult and continuing education centres depends upon the various facilities and the studies conducted by Ahmad (1957) and Chickermane (1962), Indira (1993) have touched upon the nature of reading materials and the problems of rural libraries. Several studies have elaborately dealt about the training needs of functionaries and the critical issues to be tackled like training materials for functional literacy workers (State Resource Centre, Hyderabad, 1998; Shankar, 1983; Reghu, 1983; Kusum Vir, 2000). The studies conducted by Adilakshmi (1993), Manjunath (2001), Nair Omanna and Rahim (1992) have referred to the problems faced by women learners in attending the centres. The studies of Saldana (1992) and Indra Deva and Rajasekhar (1993) have dealt with performance of learners. The success of continuing education centres depends upon the effective performance of preraks and the studies of Reddeppa (2001), Krishna Murthy (2003), throw on light towards the issue. Motivation of learners deserves adequate attention in the overall performance of the programme and investigation like Seth (1982), Stanley Jayakumar et al. (1990) have dealt with the matter.

In course of the nation-wide debate on New Education Policy (1986), it became clear that the past efforts to institutionalize post-literacy and continuing education were inadequate and there was an urgent need to create permanent structures and facilities for this purpose. National Literacy Mission (1988) stressed the importance of post-literacy and continuing education for the neo-literate so that they are prevented from relapsing into illiteracy. The scheme of post-literacy and continuing education, launched in 1988 envisaged the Jana Sikshana Nilayam to be the source of implementation of post-literacy and continuing education programmes. Jana Sikshana Nilayams were named as continuing education centres since 1996 with a view to institutionalize and provide them financial support, increase the purview of its activities, appoint preraks with honorarium, provide neo-literate literature, organise a variety of
programmes based on the needs and interests of the beneficiaries and involve the panchayats and local community for their effective functioning. All these indicate that continuing education programme for neo-literates has attained a perpetual position and existence in the recent past in India.

Research devoted purely on continuing education activities for neo-literates is limited in nature. Similarly, researches on performance of preraks organising continuing education activities under National Literacy Mission are also very few, since it is a recently initiated programme but based on past experiences.

**Socio-Economic Status**

Mourad (1971) experimenting with various types of literacy instructors in order to draw a literacy profile of instructors representing agricultural milieu observed that the literacy instructor should have completed twenty years of age and should belong to the same milieu as learners. Cass (1971) found that a successful teacher of adults, establishes personal relationship with each individual, builds his/her instruction around the needs and goals of the individuals, selects methods, techniques and the skills that the learners need during their daily activities and provide them with suitable learning experiences.

Characteristics of successful instructors in non-formal education programme as given by Tripathi (1977) were: ability to establish rapport with learners, respect for adult learners, ability to draw a curriculum to meet the
environmental needs of the learners, flexibility in approach, ability to motivate learners and to identify the leadership qualities. Pestonjee, Laharia and Dixit (1979) reported that most of the instructors in adult education centres were young (age group 20 to 30), majority of them were educated either upto VII or X class only. About 75 per cent instructors were matriculate or below. About 20 per cent were either graduates or post-graduates. The main occupation of the instructors was farming. Some of them were also teachers. Madras Institute of Development Studies (1983) reported that the animators responsible for the regular conduct of centres were largely young men and women in their twenties at the most. Majority of them were educated upto the secondary school leaving stage.

Studies related to facilities of the centres

Ahmad (1957) conducted a study on reading materials for neo-literates in India. The survey has been conducted on All India level dealing with (a) important agencies producing such materials; (b) procedure adopted by the agencies in doing the job; (c) nature of the materials produced and (d) difficulties faced in producing the materials. The census survey method was employed and the data were collected through interview and discussion. The main findings were: very few people concerned with the job have got specialized training in techniques of material production. Most of the members of advisory committees were educationally well qualified but had little experience in material production. Private publishers had no clear idea of needs, interests and difficulties of neo-
Guidelines provided to the authors were in some cases vague. Only a few agencies utilized the services of experts for checking facts given in the materials. The printed materials differed widely in get-up, choice of topics, language used and treatment. The pre-testing of supplementary books was ignored altogether, though primers were pre-tested to a certain extent. Whenever the post-literacy centre was opened, a set of 15-40 follow up books were placed under the in-charge of the instructor or the village level worker. But majority of the borrowers in villages were those who were already educated or the school children who use them. Few neo-literates borrowed the books, unless special efforts were made to induce them to do so.

Chickermanc (1962) conducted a study on the role of village libraries in post-literacy. The results of the study revealed that there was no relationship between the literacy class and the village library. The responses of the neo-literates towards the libraries were not satisfactory. No efforts were made to organize readers clubs. The village libraries were dominated by a few educated people in the village and were hardly used by the semi-literates in the village for the development of their literacy skills. The reasons for this indifference were financial and educational status. Neo-literates coming out of the literacy classes lacked initiative and enthusiasm to read and develop their literacy clubs. The standard of literacy attained by them was low and did not help them to pursue their studies independently. Further, majority of the adults were fully engaged in daily work and had no spare time.
State Resource Centre for Adult Education, Hyderabad (1998) developed a module on training needs and training designs of field functionaries in continuing education based on field experience. The training needs of prerak/nodal prerak include the following: (a) organisation of evening classes; (b) methods of organising library; (c) practical experiences on sports and games (Volleyball, Tennis, Badminton, Football and Kabbadi); (d) organising charcha mandal; (e) practical demonstration on cultural programmes (folk arts, music, kolatam, chekka bhajana, developmental songs and bhajans); (f) maintenance of records and registers; (g) practical experiences in writing of reports; (h) conducting Vaaram Vaaram Vignanam programme (weekly programme); (i) collection of corpus fund and membership fee; (j) target specific functional programmes like first aid, how to protect environment, pollution and preventive methods, child labour, legal awareness on child marriage, community and personal hygiene, nutritious food, environmental sanitation, village improvement, construction of roads, how to get protected water etc., (k) Individual interest promotion programmes (music, dance, folk songs, yoga, public speaking, skill upgradation in tailoring, stitching, embroidery, knitting, cutting and designing, carpentry, improving designs in handlooms, polishing and making household goods from leather and other raw materials like bamboo, wood, repair of electrical and mechanical goods (television, radio, motor winding, sprayer repair, motor repair, auto repair, sewing machine repair, cycle repair), gold smith work, book binding, flower making, pot making designs); (l)
Income generating activities: Maintenance of dairy, vegetable cultivation, agarbatti making, fishery, preparation of food items like pickles, papad, powders, sweets, biscuits, bakery maintenance, preparation of detergent powder, cleaning powder, candle preparation, vaseline making, phenyle making, photo lamination, liquid blue preparation, slate, chalk piece making, soap and soap box making, paper covers preparation, preparation of coffee powder, making ropes, bamboo baskets, preparation of match boxes, preparation of idols with mud, functional knowledge relating to poultry, sericulture, new methods of cultivation in agriculture, protection of livestock, soil testing, formation of self-help groups and co-ordination with other developmental departments. It was suggested that, a wide variety of training methods like lecture, discussion, demonstration, role play, exercises, simulation, brain storming, buzz sessions, field trips etc., have to be used depending upon the topic and all efforts should be made to make the training programmes participatory and objective. Teaching aids like charts, folders, slides, OHP transparencies, video modules etc., have to be utilized to make the training programme more inspiring and attractive.

Manjunath (2001) made an enquiry into the problems faced by women learners in attending the adult education centres. With regard to materials it was found that the centres were lacking teaching materials like books, charts and material related to development programmes and the materials were not supplied to the centres in time which in turn influenced the performance of preraks.
Reghu (1983) conducted a study on instructional strategies and techniques in functional literacy programmes. The findings of the study indicated the need for a special training programme on instructional strategies and techniques for organizers/instructors of functional literacy programmes.

Reddy (1985) conducted a study on reading preferences and study habits of the neo-literates. It was found that the selected sample were utilizing the literacy skills acquired during their ten months literacy course in different spheres of life, they usually read during evening and night times and they also spent more than one hour per sitting for reading almost every day. The source of reading material were provided by the administration, personal purchase and friends. The reading preferences of the neo-literates pertained to entertainment and functionality dimensions were found to be popular. Neo-literates were satisfied with the availability of materials and they were reading books for entertainment, to know more about their work and to know about new places and people.

Kusum Vir (2000) identified the skills and competitions required for preraks of continuing education centres for inclusion in training programmes to enhance the competencies of preraks. As outlined, the skills and competencies required for preraks were as follows:
i) **Understanding of adult psychology and principles of adult learning**

The most important skill required for a prerak is to understand adult psychology and principles of adult learning. Teaching an adult is entirely different from teaching a child, because adult is an experienced person who has already gone through wide experiences of life. Therefore, the psychology and method of teaching an adult differ from teaching a child. The prerak has to apply altogether a different approach in teaching the adult learner.

ii) **Guiding skills and competency to motivate neo-literates/community**

Prerak must possess the skills and competency to motivate and guide the neo-literates/community members about the importance and utility of continuing education in their lives. He/she should be able to make them aware of the programmes of continuing education centre, as well as, benefits of learning new things and acquiring new information at continuing education centres. He/she should be able to encourage them to continue their learning.

iii) **Planning skills and competency to schedule programmes of Continuing Education Centre**

Prerak should be able to plan continuing education programmes well in advance and prepare a week/month-wise schedule of activities and display them at the centre. For this, following points may be taken care of:

(a) Prerak should plan the programmes / activities of continuing education centre in consonance with the beneficiaries/local community.
(b) Continuing education centre activities should be planned in the light of the objectives of continuing education scheme.

(c) While planning the programmes, the convenience of the beneficiaries should be taken into consideration with regard to the timings and venue of the programme.

iv) Organisational Skills

Organisational skills would include the following:

a) Organising books, broadsheets, newspaper and other supplementary material at continuing education centre and display these materials for the benefit of beneficiaries.

b) Organising library/reading room and making proper sitting arrangement, light arrangement etc.

c) Organising groups for conducting various continuing education activities.

d) Competency to organise equivalency programmes, income generation programmes, quality of life improvement programmes etc., as per the requirements of neo-literates and local needs.

v) Discussion and competency to articulate

Prerak should be able to organise Charcha Mandal / discussions at continuing education centre. For this, following competencies are required in prerak.

a) Selecting the topics for discussion.

b) Making everyone participate in the discussion.
c) Giving proper direction to the discussion duly considering their background and level of learning.

d) Utilising local festivals and occasions for the discussion.

e) Taking care of time and controlling friction or bustle during the discussion.

f) Recording the new information obtained during the discussion.

vi) Teaching Skills

Prerak should be well acquainted with the adult teaching technique of Improved Pace and Content of Learning (IPCL) and should have good understanding of the method of teaching primers. He/she should also be competent in utilising audio-visual aids for the purpose.

vii) Group-dynamics Skills

Prerak should have adequate skills, so as to form separate groups of people for different continuing education programmes, like – Equivalency Programme, Quality of Life Improvement Programmes, Income generation Programmes, etc.

viii) Managerial Skills

Managerial skills for preraks would include the following:

a) Maintenance of all continuing education centre material, such as – furniture, equipments, books, broadsheets, newspapers and other material relating to continuing education activities.

b) Proper display of newspapers, broadsheets, magazines etc., at the continuing education centre.
c) Managerial skills to organise variety of continuing education programmes.

d) Skill of involving the community in the activities.

ix) Communication Skills

Communication skills for preraks would include the following:

a) Prerak should be able to communicate the objectives and significance of continuing education to the neo-literates and local community members.

b) Understanding the psychology of other people and to give a patient hearing to their views and opinions.

c) Logical and impressive way of presenting the thoughts and opinion, so that, other people could easily understand and adopt the same.

d) Competency to convince people to continue their learning in a right manner through variety of continuing education programmes.

x) Skills to assess local needs and requirements

These skills would include the following:

a) Assessment of the educational needs of the local people and other grass root requirements

b) Assessment of local situation and local requirements through discussions with people about their problems and requirements.

c) Survey skills to know different aspects relating to continuing education.
xi) **Skills for identification of local resources**

These skills would include the following:

a) Preparing a list of local agencies/bodies and persons who could provide technical support and expertise to continuing education programmes / activities at the centre.

b) Competency to orient the resource persons about the objectives and activities.

c) Competency to utilise the services and expertise of local people / agencies in organization of programmes.

xii) **Co-ordination skills for Convergence of Activities**

These skills would include the following:

a) To link the activities of continuing education centre with development programmes to improve the quality of life of the people.

b) To approach and contact the other agencies for obtaining information on developmental schemes and other programmes for the beneficiaries of continuing education centre.

c) To establish a network between continuing education centre and other local bodies, like – Mahila Mandal, Youth Club, Primary Health Centre, Agriculture Extension Centre, Village Education Committee, Panchayat, Local Industrial Training Institute, Anganwadi and Rural Primary / Secondary Schools etc.

d) To co-ordinate the activities of continuing education centre with the programmes of other agencies and to promote the quality of continuing education programmes.
xiii) Evaluation Skills

These skills would include the following:

a) Appraising the benefits of continuing education programmes and activities through observing its effect on beneficiaries.

b) Assessing the improvement in the quality of life of the people by having a dialogue and discussion with the beneficiaries.

c) Collecting various types of information by using Interview Schedule.

d) Conducting different types of tests to know how far acquisition of knowledge on different programmes of importance has taken place among the beneficiaries.

c) Observing the reaction and change in behaviour of those beneficiaries who have participated in the activities of continuing education centre.

xiv) Record Keeping Skills

These skills would include the following:

a) Maintenance of continuing education centre material, such as - furniture, equipment, books, broadsheets, newspapers and all other material relating to continuing education centre.

b) Maintenance of registers i.e., attendance register, stock register, issue register for books, acquaintance register etc.

c) Recording the proceedings of the programmes conducted at continuing education centre.

d) Recording the effect of continuing education centre activities / programmes on beneficiaries.
e) Recording the reaction/change in behaviour or improvement in the quality of life of the people.

f) Recording the difficulties faced in conducting continuing education centre.

g) Recording of success stories, if any occurred through continuing education activities / programmes.

h) Recording the quality and type of co-operation received from other sources / agencies in conducting continuing education centres activities.

xv) Report Writing Skills

These skills would include the following:

a) Writing a report of the programme / activities conducted at continuing education centre. The report should be to the point and brief.

b) Writing an objective report.

c) Writing the brief proceedings of each and every programme and activity conducted during the month:

d) While writing the report, objectives of the programme and it's impact on the beneficiaries should be reported.

e) The difficulties, as well as, specific co-operation received from other agencies in conducting continuing education programmes / activities must be reported.

f) Submission of report on scheduled date and time.
Reddeppa (2001) conducted a study on Jana Chaitanya Kendras (JCKs) in Chittoor District with special reference to monitor effectiveness. The results of the study revealed that monitors belonging to men, forward caste, social workers possessing better education, income and experience performed better in organizing the post-literacy and continuing education activities. The mean performance scores of the sample revealed that monitors representing the married group had obtained better performance scores and the performance of monitors was positively associated with the availability and utility of physical facilities in the centres.

Krishna Murthy (2003) conducted a study on the performance of preraks in Anantapur District with the objective of identifying the roles performed by the prerak and the level of performance as perceived by preraks.

1. **Roles performed by Preraks under the Category ‘Very Good’**

   (1) Creation of awareness among the beneficiaries about national concerns.

   (2) Motivating the dropout learners to attend the centres.

   (3) Securing the help of mandal literacy organiser and adult education observers.

   (4) Keeping the books, magazines, newspapers etc., for use by the beneficiaries.

   (5) Procuring leaflets, books, magazines from development departments.

   (6) Participating in prerak’s training programme and review meetings.
(7) Maintaining cordial relations with the neo-literates and members of the village.

(8) Participating in development programmes like Janmabhumi, Clean and Green etc., along with the beneficiaries of continuing education centres.

(9) Securing the co-operation of Gram Panchayat, learners association, youth clubs, Mahila Mandalas, self-help groups, voluntary organisations etc., in organising the activities of the centre.

(10) Maintaining the equipment of the centre (almirah, book racks, petromox light, table, charts, chairs, roller board, games materials, cycle, etc.).

(11) Submitting monthly / quarterly / half-yearly and annual reports to Mandal and District officials.

(12) Identifying dedicated and committed volunteers for mopping up operation programme.

(13) Entering the financial aspects and checking the accounts.

2. Roles performed by the preraks under the category 'Good'

(1) Publicising the importance of continuing education programme.

(2) Recording the activities organised at the centre.

(3) Creating favourable environment to achieve the objective of educational for all.

(4) Celebrating important days (World Literacy Day, Independence Day, Gandhi Jayanthi, etc.) at the centre.

(5) Providing books, magazines, neo-literate literature etc., to read at home during their leisure time.

(6) Helping the neo-literates to understand and read several reading materials easily.
3. Roles performed by the preraks under the category 'Average'

(1) Organisation of evening classes for learners (neo-literates, semi-literates, illiterates etc.).

(2) Organisation of cultural activities at continuing education centre.

(3) Displaying the basic data of the village (population, education, health, development programmes etc.) at the continuing education centre.

(4) Organisation of recreational activities, sports and games at continuing education centre.

(5) Securing the help of village education committee in organising the activities.

(6) Devoting time for self-development to organise the activities of the continuing education centre in the best possible manner.

4. Roles performed by the preraks under the category 'Poor'

(1) Conducting the activities of Charcha Mandal.

(2) Organisation of lectures and demonstration programmes with the help of resource persons at continuing education centres.

(3) Organisation of income generating programmes for the benefit of the beneficiaries.

(4) Procuring / purchasing charts, pictures etc., for the use at the centre.

(5) Enabling the neo-literates to get benefitted from development programmes.

(6) Securing the physical, financial and human resources support (resource persons) for organising different awareness programmes.
(7) Maintaining managership and accountability for the activities of the centre.

(8) Undertaking innovative programmes and identifying innovative methods of teaching literacy skills.

5. Roles performed by the preraks under the category ‘Not at all Performing’

(1) Taking steps to help the neo-literates to appear for 5th class / 7th class examinations.

(2) Organising programmes to promote mental peace, happiness, values, sincerity, patience, etc., among the beneficiaries.

6. It was found that gender, age and education influenced the performance of preraks.

Motivational Aspects

Seth (1982) studied on “Motivation in Adult Learners Participating in Functional Literacy Programme in Delhi”. Besides assessing achievement motivation, attitude towards literacy and level of aspiration, the study seeks to identify the socio-psychological characteristics of the women participants only and to find out the impact of the programme in terms of gains in literacy skills, social awareness relating to environment, civic life and health. The major findings of the study are as follows. A significant relationship exists between main occupation of the family and the attitude of the learners towards literacy. There is little evidence of social awareness which has been created as a result of
the functional literacy programme. There is a significant relationship found between the gains in literacy skills and continuous participation in the programme.

Stanley Jayakumar et al. (1990) in their ICSSR research report on motivational and de-motivational factors of adult enrolment and sustaining interest among adult learners in the National Adult Education Programme of socially, culturally and economically deprived group in North Arcot Ambedkar District suggested that (1) job oriented vocational training should be imparted in adult education programme, (2) stipends should be given to the meritorious adult learners for active participation, (3) funds should be allocated to distribute monetary incentives for successful candidates, (4) opportunities should be provided to start some self-employment after successful completion of the programme, (5) sufficient propaganda to be encouraged by using all the potential of mass media to create an awareness of long term benefits and information regarding adult education programme, (6) recreational facilities and sports facilities should be provided to learners, folk entertainment or indigenous culture should be extended in expansion or adult education programmes, (7) involvement of community and especially village elders should be encouraged, (8) animators who have completed one year of teaching experience in adult education programme should be given preference in teacher training programmes like secondary grade teachers training, B.Ed., etc.
Indira (1993) identified the reading interests and study habits of the neo-literates. They were able to identify 76 items as more popular reading interests, 40 popular reading interests and 31 less popular reading interests. The identified more popular reading interests of the neo-literates are national flag and song, high yielding groundnut cultivation, life stories of freedom fighters, health, air, clean surroundings, clean water, developed variety of fruit cultivation, education facilities for children, village cleanliness and health, high yielding vegetable cultivation, hygienic housing, flower cultivation on family income and savings, first aid, family health, Ramayan, country’s independence, use of electricity, we and our environment, use of social forestry, moral stories, religious places of the country, care of body, control of mosquito and housefly, small family and economic development, rights and duties of citizen, family planning, children’s health and vaccination, Mahabharatam, common diseases and their prevention, eradication of dowry system, primary health centre, eradication of dowry system, ornaments and other materials in gold and silver, care of pregnant women, legal protection for labour, eradication of untouchability, vaccination, UNO and world peace, diseases of crops and their control high yielding paddy cultivation, television programmes human diseases and necessary treatment, balanced diet, women’s rights, kindness towards living creatures, food preservation methods, latest agricultural instruments, yoga and exercises, preservation of crops and seed, merits of life insurance, tailoring, different kinds of manure and its
application, responsibilities of duties of public health workers, non-formal education, Hinduism, preparation of land for different types of cultivation, Krishnavatharam, Srimad Bhagvadgeetha, Radio programmes, modern irrigation methods, patriotic leaders, different facilities for family welfare, suitable occupations for women, small savings scheme, women welfare programmes, voluntary organization and functions, stories, cottage industries, toys and other wood materials.

Problems of the Centres

Nair Omana and Rahim (1992) found that the Jana Sikshana Nilayams (JSNs) organized by Nehru Yuvak Kendras had own buildings but suffered from inadequate funds for expansion of libraries. Adilakshmi (1993) studied the working conditions of JSNs. It was found that the JSNs were confined to post-literacy activities and neo-literates have not properly utilised the books and other materials.

The Directorate of Adult Education (1994) conducted evaluation with regard to Jana Sikshana Nilayams in India. The results were as follows:

1. Overall Impact

The Continuing Education Programme on the whole, had a positive impact on the rural population, the provision of JSN facilities has succeeded in enhancing the demand for education, particularly continuing education which is apparent from participation levels.
2. Organisation of JSN Activities

a. Library

The library was found to be most popular activity of the Jana Sikshana Nilayam and was used by people representing all age groups. There was a strong demand for more versatile library facilities and for adoption of decentralized process of selection of reading materials. There were more books available to cater to the formally educated than to the neo-literates.

b. Sports, Recreational and Cultural activities

Sports was observed to be the second more popular activity of JSN. Availability of sports kit and musical instruments had served the purpose of making the JSN more attractive to the rural people. However, in most JSNs, condition of sports kit was found to be bad.

c. Literacy Classes

Holding of evening classes was perceived to be an important function of the preraks by the community and majority of the preraks organised such classes. Large share of those attending evening classes were semi-literates from adult education programmes.

d. Discussion Groups

The general level of awareness among the learner groups regarding charcha mandals organised through JSN was observed to be very low. Charcha mandals catered mostly to exclusive male groups and the discussions were limited to few aspects. The level of participation of the groups was also low.
e. Training Programmes

Organising training programmes has been found to be a most neglected activity of the JSNs. Less than twenty per cent of the preraks reported that they have not organised any such activities. Also, JSNs were hardly used by other Government Departments to impart training to improve knowledge regarding various schemes and development issues.

3. Catering Capacity of JSNs

The norm of having the JSN per 5,000 population was found to be too optimistic. In practice, each JSN catered to less than 250 people. For hilly states like Mizoram, the concept of having one JSN to cover 4-5 villages became redundant because of difficult terrain conditions and inaccessibility which clearly indicated that separate set of norms had to be evolved for allocating JSNs in different regions.

4. Infrastructural / Resource Support

(a) No budget has been provided for training of preraks and in most of the states, the preraks were deployed to run the JSNs. Selection of the preraks in many of the states have been made in accordance with the prescribed criteria. In places where Village Education Committees were associated in the selection process, the preraks chosen were found to be more acceptable to the community.
(b) Shortage of manpower and lack of infrastructure facilities to District Adult Education Officers (DAEOs) adversely affected the supervision and monitoring of the programme. No specific budgetary provisions were made in the programme to cover expenses on supervision and monitoring. After the withdrawal of RFLP (Rural Functional Literacy Programme), no formal post of Project Officers or Assistant Project Officer existed to provide an organisational structure for the management of the JSNs. Thus, lack of manpower and absence of adequate interaction between the DAEOs (District Adult Education Officers) and the preraks adversely affected the performance of the programme.

(c) Delays in payment of honorarium to preraks have effectively reduced the commitment level leading even to closure of JSNs. Insufficient amount of honorarium was also perceived to be one of the major reasons for non-performance of preraks. The advances made by preraks like organising training programmes, travelling and postage costs were not reimbursed through the programmes which have hampered the performance of Jana Sikshan Nilayams.

Syam and Bhaskaracharyulu (1999) in their evaluation study, identified the problems faced by preraks organising continuing education centres. The problems were lack of teaching materials, lack of co-operation from the community and village officials, lack of accommodation, lack of grants and lack of supply of newspapers and journals which in turn influenced the performance of preraks.
Performance of adult learners

Saldana (1992) evaluated the literacy campaign in Wardha District. It was observed that women learners performed better than men learners and performance was low with respect to schedule castes and scheduled tribes. Indra Deva and Rajasekhar (1993) observed that the performance of learners was good in reading and numeracy skills and poor in case of writing skills.

Benefits derived through Literacy

Rao et. al. (1958) assessed the interests of the adults who attended the adult education centres. It was found that 69 per cent were interested in literacy and they wanted to become literate. Their interest in literacy was due to the following reasons: (1) To read sign boards; (2) To read newspapers; (3) To gain more knowledge and (4) To escape the stigma of affixing the thumb impression on documents.

Pillai (1972) found that as a result of participation in the adult education programme adults had started saving something from their earnings. Reddy (1973) found that literate farmers were much aware of modern agricultural practices than illiterate farmers. Nanda and Beri (1972) undertook an investigation on the perception of the advantages of the literacy programme by the adults attending the adult education centres in Patiala circle. The study revealed that the biggest advantage of literacy as perceived by adults was
acquisition of reading skills. It has also helped in keeping accounts, writing letters, in management of domestic affairs, in agricultural production as well as in health and hygiene.

Venkataiah (1977) showed that participation in adult education programme changed the attitude of the participants towards modern agricultural practices. Prakash (1978) found that functional literacy component of Farmers Functional Literacy Programme brought about a positive and significant overall change in the knowledge status, attitudinal level and adoption behaviour with respect to high yielding varieties.

A large number of studies relating to the factors which motivate adults to participate in the adult education programme revealed that attainment of knowledge and awareness about economic factors is one of the main sources of motivation for the adults. Chakal and Kaur (1991) found that knowledge about agriculture was an important source of motivation for participating in the adult education programme.

The External Evaluation of Literacy Campaign, Panipat, Haryana was conducted by Centre for Media Studies, Delhi in March, 1994. With regard to the usefulness of literacy campaign, it was found that literacy campaign has added to the self-esteem of the participants and inculcated a sense of pride in them. The learners narrated their experiences relating to the newly acquired skills. They were able to understand road signs, posters and handle simple financial
transactions. Literacy campaign has to its credit a remarkable achievement in promoting favourable attitudes among the learners. The learners readily stated that education is necessary for their children, for boys as well as for girls. They have nourished a positive attitude towards the development programmes, small family norm, mother and child care and immunization. They have developed greater interest in school education. Further, literacy campaigns injected confidence in the learners, created interest in education and developmental issues, promoted a sense of responsibility and a positive outlook for future. The campaign was also effective in sensitising different sections of the society about education and developmental issues, and for promotion of meaningful dialogue.

Council for Social Development, Hyderabad (1993) evaluated the literacy campaign of Karim Nagar District. It was found that people's participation seems to be an inevitable key factor for the success of total literacy campaign. One of the most tangible and practical benefits which these learners seem to have derived from being literate is the fact that they can read the destination boards on the RTC busses now and thereby avoid confusion in getting into wrong bus. Now they are also able to calculate the fare correctly.

The External Evaluation of Literacy Campaign in Latur (Maharashtra) was conducted by Tata Institute of Social Sciences (TISS), Bombay (1993) with a sample of 720 Gram Panchayats in rural areas in 5 talukas of the district. The villages were randomly selected and one municipal council was included to
represent the urban areas of the district. A sample of 7,401 learners (34% males and 66% females) were drawn on random basis. This sample formed 4.4% of the total enrolled learners. The sample represented 48% of the agricultural labourers, 25.5% of the housewives, 6% of the industrial workers and the rest were from other sections of the society.

Some highlights of the social impact of literacy campaign as stated by the agency were as follows:

1. There was a high degree of personal involvement from all sections of the society that led to the success of the campaign.

2. The literacy campaign may be seen as a landmark in the social advancement of the women in the district, widening their space for social relations and enlarging their sphere of communication.

3. The campaign received substantial support from the elected representatives of the people at various levels, the members of the voluntary organisations and teacher's association. All these sections of the society were successfully coordinated by the campaign leaders.

4. The campaign generated a congenial climate for educational and economic development of the district.

5. The organisational structure was found to be sound and a variety of environment building activities contributing towards creating an environment conductive to motivation and learning were organised successfully.
The external evaluation of Srikakulam District literacy campaign was conducted by Gopala Krishna Reddy (1994). With respect to the benefits derived through the campaign, greater awareness was found among the learners on the benefits of education for their children. Consequently, there was an increase in the enrolment of school going children from 72% in 1992-93 to 79.76% in 1993-94. The environment concept of growing trees and not cutting them also reached to the general public and they had the knowledge that more trees bring good rains and good agricultural productions. The learners now know better than what they knew previously about the health, hygiene and sanitation. A clear awareness was found among Scheduled Castes and Scheduled Tribes regarding development programmes being organised by rural development agencies. However, the most significant aim of the literacy campaign was to sensitize socio-cultural and political aspects. For instance, the women associations participated in anti-alcoholic movement to prohibit liquor by Government of Andhra Pradesh.

Centre for Adult Continuing Education and Extension Programme, Vikram University (1994), Ujjain in its evaluation of literacy campaign, Raipur, observed the following:

1. With regard to ability of neo-literates assessed through oral questions, it was noticed that it was up to the mark on national integration, Panchayat Raj, alternative energy sources, social welfare schemes and cultural heritage but was not up to the mark on issues like vaccination, health, hygiene and sanitation.
2. Hence, literacy campaign significantly helped in promoting awareness on health and hygiene and also in promoting favourable attitudes towards family planning. Efforts in this direction were made through coordination with various health programmes like eradication of Malaria, tuberculosis, vaccination programmes.

3. The enrollment of students in primary schools showed a significant increase since the time when literacy campaign was initiated.

4. A commendable aspect of the literacy programme in Raipur has been the endeavour of relating it to various income generating schemes. One good example of this is the encouragement given to mushroom cultivation programme. More than one thousand neo-literate women were involved in this programme which promoted a rise in their family income.

An overview of the studies covered under Part-B have dealt with socio-economic aspects of functionaries, activities of preraks, problems of learners, impact of literacy campaigns, training of functionaries, shortages in facilities of the centres and reading interests of neo-literate to certain extent. The studies on neo-literate perceptions about the reading materials, activities carried out at continuing education centres, problems of neo-literate, impact of the literacy campaigns from neo-literate perspective, performance of neo-literacy skills are few if any. Keeping these aspects in view, the present study has been formulated.