CHAPTER-2

2.1 RESEARCH METHODOLOGY

Considering the purpose of the study, the method adopted was comparative interpretative analysis involving the following three phases:

**Phase A** Description of adult education in the selected countries by using historical construction and criticism.

**Phase B** Critical analysis of the following related indicators of the adult education system in each country.

- Adult Education Concept, Purpose and Policy
- Definition of Adult Literacy
- Social Mobilisation
- Language of Literacy
- Pedagogy
- Adult Education Programmes with focus on literacy among women and rural urban variations.
- Role of Primary Education in Adult Literacy
- Achievements in literacy

**Phase C** Comparative analyses of the indicators described earlier were carried out in order to identify associations between them.

Countries selected, in political terms, India is a parliamentary democracy with a federal model of governments. Indonesia became Sovereign in 1949, Thailand followed the Monarchy and China is a one party political system. It is strategy of human resources development which is incremental and accommodative, attempting to expand, extend and democratize education.

In this comparative study of adult education in India, Indonesia, Thailand and China there are many points of commonality, the main one being that all of
them are Asian countries, steeped in an ancient past dating back to many centuries. Of the four countries under study, three have, at some point or the other, been colonised by European countries, such as the Netherlands in Indonesia and the British in India. Various European powers fished in the troubled waters of late 19th century and early 20th century strife—torn China. The only country which had a uninterrupted history of self-rule is Thailand. All the four countries under study have their own problems relating to over-population, natural calamities, land erosion, natural calamities, diseases and ethnic strife.

Despite all these adverse factors, there has been a determined effort by both the governments and the people to improve the life expectancy, life-style and life-skills of the populace. Overcoming all manner of odds in terms of the numerous dialects and ethnic groups in these countries, the literacy figures as of July 2006 speak for themselves, with the literacy levels in China being 90 per cent, in Thailand 92.6 per cent, in Indonesia 87.9 per cent and in India 64 per cent. Yet, out of all these countries, it must be noted that India alone has had an uninterrupted parliamentary democracy which has been functioning since 1947. The comparative description of each of the countries under study is detailed in the following chapters.

Politically China is a Unitary and socialist state of dictatorship of the proletariat based on Marxism, Leninism and Maoism. All the four countries Thailand became independent in late 1940’s.

These countries present different stage of socio-economic development. All the four countries selected for comparison had a very low literacy rate in the 1950’s varying from 10 to 20 percent (India 17%, Indonesia, 10%, China 20%) except Thailand which had literacy rate of 57%.

An examination of Chinese and India adult education systems offers an opportunity to compare the world’s two most populous countries which share almost insurmountable problems overcoming the legacies of foreign domination, semi-feudalism, and educational underdevelopment but which differ in their
strategies of economic and educational development. They faced educational problems of massive illiteracy at the time of liberation in 1949, due to an underdeveloped system of basic education. These disadvantages were basically due to the enormous size of the populations of these countries.

While both countries have ancient civilizations, in tackling these problems, China and India offer dramatic contrasts in their approaches to modernization.

Since Independence India has continued with the democratic model of having greater role in capital formation and investment.

Since liberisation, China’s approach to capital accumulation and distribution is best characterized as “command economics” in which resources, both material and human, are largely allocated by non-market mechanism.

As far as similarities in the socio-cultural background of the four countries, is concerned they have a similar status of women, a prevailing joint family system, religious institutions and multi-linguistic societies in which agriculture is the major occupation. Most of the population of these countries is rural.

2.2 SOURCES OF DATA

The following sources were referred to for collection of relevant evidence:

- Primary material available in the English language collected from different documentation services and official reports of the countries selected for the purpose.

- Secondary material in the English language i.e. case studies done by different authors.

- Country studies on Adult Education of the Asia and Pacific region conducted by UNESCO Regional Office for education in Asia and Pacific Bangkok 1984 and later.
- World Bank reports on Social Indicators of Development.
- Reports of the respective Adult Education Ministries of the countries selected for the purpose.
- Various education studies on Adult Education conducted by different agencies.
- Periodical literature on comparative adult education and various monographs on adult education and comparative adult education.
- Reports of the various National and International adult education associations.
- Development plans (five years plan) and the government documents of the countries selected for the study.
- Intellectual exchanges with a number of experts by the researcher through visits to Thailand, China and Indonesia and different regions of India and by interaction with researchers at various conferences.
- Online search on various Internet Websites, E-mail exchange of views and sharing of experiences.