Chapter I

THEORETICAL AND METHODOLOGICAL FRAMEWORK
Eventhough education has been recognized as prerequisite for economic progress and social wellbeing, majority of the developing countries including India, are yet to bring their population under the fold of education (Roy, 1967:1). Attempts are being made in these countries to provide the requisite educational facilities for the younger generation, while efforts are made simultaneously to educate the illiterate adult population (Govindappa,1986:2).

Illiteracy and poverty are the twin problems in most of the developing countries. Development cannot be achieved by extending mere subsidies, aid or charity. Development inputs would pay the expected results only when the people have a minimum level of education which enables them to understand their existing status, opportunities for growth, resources and rate of utilising these resources in a way suitable to their physical, social and economic development. As revealed by Damodar (1984:28), the mechanism of development depends largely upon the education level of people. Economic modernisation through education of the under-developed masses has to be conceived as a development strategy (Richard,1965). Tailor et al (1969) profounded that education creates awareness, leads to attitudinal change, enables occupational advancement and paves the way for social change and development.
In view of the importance of education and the need for developing the countries, the policy of adult education has been integrated with the total development strategy of India (Nanjundappa, 1986: 60). Since independence, many adult education efforts have been introduced in India. These programmes to educate the adult population in India have been given different names such as Night School Programmes, Social Education Programme, Farmers' Functional Literacy Programmes, National Adult Education Programme and National Literacy Mission. However, the objectives of these programmes are concerned with adult education in general and promotion of literacy, awareness, and functionality, in particular among adult population. The conceptual, historical, theoretical and methodological perspectives of Adult Education are discussed in this introductory chapter.

CONCEPT OF ADULT EDUCATION

The concept of Adult Education embraces different dimensions and, as such, it is very difficult to arrive at an all-inclusive definition. Further, the two components of the concept of Adult Education, viz., 'Adult' and 'Education', have been used in different situations to convey different meanings. Hence, it is appropriate to have a comprehensive discussion about the concept of Adult Education, by arriving at the meaning of each component individually.
In understanding the concept of Adult Education, it is relevant to consider the meaning of 'Adult'. The growth and development of an individual takes place in different stages viz., infancy, babyhood, childhood, adolescence, adulthood and senescence. Thus, adulthood can be considered primarily as one of the stages in the process of human development (Boring et al., 1956). There is no common agreement over the beginning and ending of adulthood in the span of human life.

The commencement of adulthood, as per the chronological age of the individuals, is perceived differently by various earlier studies. Reviewing the situation of educational development in India, the Sargent Committee (1944) considered age group of 10 to 35 years as the period of adulthood. Based on the Saxena Report (1948), the Central Advisory Board of Education in India recommended that the persons in the age group of 12 to 45 years can be considered as adults. At a subsequent stage, the provincial education officers reduced the upper age limit for adults to 40 years. On the other hand, the Education Commission (1964-66) considered people in the age group of 15 to 45 years as adults for the purpose of Adult education.
For the purpose of Adult Education, the adulthood thus commenced from 10, 12 or 15 years of age. Since most of the third world countries are unable, for variety of reasons, to provide formal schooling opportunities for a significant proportion of their young people, it is essential to provide them opportunities for education outside the school system. Despite their young age, they are forced to work in order to supplement the income of the family. Thus, they begin to experience the pressures of adult life. They should be given every encouragement to start or continue their learning. Hence, as argued by Coles (1977: 6), a provision has to be made to accommodate such youth in Adult Education Programmes.

The recent Adult Education Programmes in India considered people in the age group of 15 - 35 years as its clientele. The importance of this age group is well recognised in Indian educational planning. It arises from the fact that the decline in fertility rate and the socio-economic changes depend on the literacy rate of people in this age group, (Govt. of India, 1990: 59). The National Adult Education Programme (NAEP) launched in 1978 included under its clientele men and women in the age group of 15 - 35 years desirous of seeking education for the following reasons:

- to enable them to be aware of the causes of their deprivation and move towards amelioration of their
- acquire skills to improve the economic status and general well-being; and to
- imbibe the values of National integration, conservation of the environment, women's equality, observance of small family norm etc.

Rajakumari Chandrasekhar (1982 : 7) justifies this policy of treating persons in the age group of 15 to 35 as adults for the purpose of Adult Education on the following grounds:

1. This is the most productive age group.
2. About 50 per cent of the illiterate population are in this age group.

The policy of considering people in the age group of 15 to 35 years as the clientele for adult education is also continued in the latest adult education programme, i.e. National Literacy Mission.

MEANING OF EDUCATION

There is a misconception that education is equivalent to literacy. At best literacy can be conceived only as one of the areas of education and as a tool to promote education. Therefore, education implies something more than literacy. The following are the tenets for education as listed by the UNESCO.
1. Education enables the mankind to live fuller, meaningful and happier lives;

2. Education aims at promoting social and economic wellbeing of people;

3. Education develops the best elements in human culture; and

4. The ultimate objective of education is to enable mankind to lead a peaceful life (Gray, 1956 : 16).

Education, according to Homer Kempfer (1955 : 17), is essentially a process involving the acquisition of new facts and new attitudes and methods, and permitting a new and more confident approach to the problems of daily life. Education has been described as the process of developing the faculty of reasoning among the human beings, in order to make them discriminate between the right and the wrong (Madan, 1975).

Education has also been considered as a continuous process by which people's abilities and talents are developed. In a broad sense, everything that is learnt and acquired in a life time including habits, knowledge, skills, interests, attitudes and personality can be brought under the fold of education. From this stand point, people become educated not merely by attending schools and colleges but by the total experiences of life.
Every group, no matter how primitive, makes efforts to train its children and youth imparting suitable education so as to ensure a fuller life to them. While imparting education, over the years, the informal system of education evolved itself into formal institution. Formal education is the systematic, organised process of teaching and learning that centres largely in some form of Schools, Colleges and Universities. The school system is usually divided into various stages or levels like elementary, middle and secondary education. The Colleges and Universities have become centres of higher education.

Education has acquired great importance in all societies, as it helps to prepare the men and women who direct and carry out the varied activities required in a modern society. Thus education is a process by which the abilities and talents of people are developed so as to enable them to lead a peaceful, meaningful and happier life. In view of the importance of education, society evolved various methods of educating its people through parents, friends, Churches, Clubs, motion pictures, Radios, Televisions and through Schools, Colleges and Institutions of higher learning. With the advent of formal education, those who were kept out of the educational process for various reasons came to be regarded as illiterates and efforts were made from time to time to make them literates through adult education.
MEANING OF ADULT EDUCATION

In its broadest sense, Adult Education signifies any form of learning, undertaken by or provided to mature men and women. The term Adult Education has had many interpretations on account of variations in objectives and methods of application, some of which are presented hereunder.

The concept of Adult Education is generally applied to all those programmes which aim at educating the adult illiterates. Emphasizing this, Nikil Rajan Roy described adult education as:

"By implication Adult Education means imparting education to those who at their educable age would not or did not go in for formal schooling." (1967: 19).

A wider meaning for Adult Education was given by Liveright and Maygood:

"A process whereby persons who no longer or did not attend school on a regular and full time basis undertake sequential and organized activities with a conscious intention and attitudes or for the purpose of identifying and solving personal and community problems." (Liveright and Maygood, 1968: 9)

From the above definitions Adult Education can be perceived as:

1. A programme of education meant for those who failed to make use of the regular education services;
personal and physical dimensions with practical values." (Rajamal P. Devadas, 1978: 3).

The definitions considered so far enable us to understand the nature of Adult Education to some extent. Only literacy aspect of Adult Education was taken into account by Nikil Rajan Roy. Literacy and awareness have been stressed as important areas of Adult Education by Liveright and Maygood and Mohshini. Rajammal Devadas added a third dimension, in functionality, to Adult Education by emphasizing on practical applications.

The span of Adult Education has been extended to entire human life by Bentenson (1975). Adult Education has been considered as a means of enabling the human beings to adjust themselves to the changing rules. According to him:

"Adult Education embraces all forms of education experience needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability and their changing roles and responsibilities through out life, irrespective of content, level and methods used." (Bentenson, 1975:4).

UNESCO, which initiated and organised world wide effort to promote Adult Education, adopted the following definition for Adult Education:

"The term Adult Education denotes the entire body of organised educational process, whatever the context, level and method, whether formal or otherwise, whether
they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult, by the society to which they belong, develop their abilities, enrich their knowledge, improve technical or professional qualifications and bring about changes in their attitude and behavior in the two-fold perspective of full personal development and participation to balanced and independent social, economic and cultural development. (UNESCO, 1976:2).

The elaborate and informative definition adopted by UNESCO thus, indicates the broad and multi-dimensional nature of Adult Education. Adult Education offers continuity in the educational growth of the learner. It covers the entire life span. It has no rigid curriculum or graded system of teaching within the four walls of the classroom. The learning experience and activities are arranged on the basis of need, convenience and resources. Adult Education covers all activities that are carried on by people in their daily life. The potential clientele of Adult Education is the entire adult population. Thus while attempting to satisfy the aspirations and needs of the adults and the agencies of the economic, social and cultural development of the community, Adult Education has to perform a creative function, contributing to the aesthetic, moral, social and civic life of the masses. It must develop taste, judgment and critical thinking. It must encourage positive attitudes by counteracting the negativism which causes violence, casteism or domination.
ADULT EDUCATION IN INDIA

India has recognized the need for Adult Education and made efforts for promoting Adult Education. The history of Adult Education in India takes back to many centuries. The sages and saints imparted education to the public most informally in the traditional period. Adult Education giving prominence to literacy was started during the British period in 1870's. In the pre-independent India, social actionists like Tagore and Gandhi promoted the Adult Education through voluntary efforts. The provincial Governments of 1932 took up the cause of Adult Education.

The trend for adult education activities in Independent India was set by the Fifth National Conference of Indian Adult Education Association held in December, 1947, Rewa. The conference resolved the following:

"Adult Education is larger than literacy and literacy should not be regarded as the best or the inevitable starting point of Adult Education in the prevailing circumstances of the country. Adult Education must aim at enabling the common man to live a richer life in all its aspects - social, economic, cultural and moral. For this purpose, Adult Education must definitely envisage all adult centres, as social centres, interested primarily in providing social, recreational and cultural facilities for the people and must endeavor to develop their powers of initiative, judgment and integrity as citizens".
The Resolution further said:

"While a great deal of emphasis will naturally be placed on the education of the illiterate, Adult Education should not confine its attention to this class but should extend it to cover various forms of further or continuation education in particular through lectures, seminars, discussion groups, art, craft and music clubs. People's colleges and other agencies need to be developed in India in the light of her special need .... In order to expedite the process of Adult Education and reinforce the appeal of the printed and spoken work, it is essential to make the fullest use as far as it is practicable of the modern media of mass communication like the radio, cinema, press, theater, folk lore arts etc.".

In tune with the above resolution many programmes related to adult education were launched in Free India.

Social Education, Non-Formal Education and Farmers Functional Literacy were the major programmes in this direction. In 1978 with the launching of National Adult Education Programme, Adult Education attained prominence as a massive programme. The National Literacy Mission introduced in 1988 adopted different methods to bring the adult illiterates under the fold of education in an unprecedented scale and dimension.

In view of the need for Adult Education and on account of it's implementation nation wide in India, Adult Education became a specialised area of research and many studies and evaluations have been conducted from time to time in the several areas of Adult
Education. In order to throw light on the present state of research in Adult Education and to identify the objectives of the study, a brief review of literature on Adult Education is given in the succeeding part of this chapter.

STUDIES ON ADULT EDUCATION

The early studies on adult education in India were confined mostly to areas such as identification of illiterate sections of the population, adult education needs and requirements and perceptions towards adult education.

In a study on illiteracy conducted in pre-independence years, Gadgil (1945) observed that the extent of illiteracy could be measured. He also pointed out that illiteracy was high among the middle and backward classes, agricultural labour, agriculturists and the poor people.

Discussing the effectiveness of Social Education Programme, Khan (1958) observed that at least 125 hours of instructions followed by self education through a library was needed for the success of social education. It was also suggested by him that efforts must be made to supply literature in simple language on topics of adult interest in order to ensure that the interest of neo-literates towards social education is maintained.
A survey on literacy in villages of Varanasi District, by Prasad (1967), has emphasised on differential literacy rate between males and females. The women were found to be mostly illiterates. The survey also identified great enthusiasm for adult literacy among the illiterate adults.

The impact of Adult Education on the literacy levels was measured in the study conducted by Gandhian Institute of Studies (1969) on 'Voluntary action for adult literacy'. The study identified that the literacy increased from 7 per cent to 19 per cent among adults in the villages with adult literacy programme.

The early research in the areas of Adult Education is found to be grossly inadequate. In this regard Peers (1966 : 204) observed that "Much more needs to be known about Adult Education learning". Similarly Rogers found that "Research on learning is still pitifully thin in quantity and quality." (Rogers : 1971). However the seventies witnessed a positive change and the studies on adult education increased in quantum and coverage.

R. Shankar (1972) had undertaken a study, "An Experiment in Functional Literacy Teaching through Naya Savera Method", with the objective of finding out literacy attainments. The findings of the above study revealed the following:
1. Over eighty-one per cent adult learners were young adults.

2. About seventy-three participants belonged to Scheduled Castes and over twenty-six per cent belonged Backward Classes.

3. Over ninety-six per cent were engaged in farming and labour.

4. More than seventy per cent of the learners attended classes for less than 120 days and

5. The average writing speed of the learners after nine months of participation increased by 1 to 4 words than the average writing speed after six months.

Mall (1974) studied the factors affecting retention of literacy among the adult neo-literates. His study focussed on two types of factors namely, class room factors and environmental factors. It had been revealed that among class room factors the reading materials used was a significant factor affecting retention of literacy, whereas the environmental factors showed no relationship with retention of literacy.

The impact of Adult Education Programme on the standard of living in Wardha District was studied by Agnihotri (1974). Eventhough there was no improvement in the standard of living of
the people as a result of Adult Education Programme, the rural people had gained better awareness. The awareness of the adult participants improved significantly in matters related to modern farming methods, cleanliness etc. The major findings of the study were:

1. About seventeen per cent of men and women in the age-group of fifteen to twenty were found to be immature and unstable.

2. Fifty per cent of men and forty-one per cent of women were found to be young, enthusiastic and ambitious in the age-group of twenty-one to thirty-one.

3. Thirty-one percent of men and forty-five per cent of women were found to be matured and balanced in the age-group of thirty-five to fifty-five years.

4. Life conditions arrested the efforts of the villagers for their own betterment and they mostly resigned to their fate.

5. Average number of members in a family was six.

6. Adult Education had not brought about the changes which were expected inspite of efforts of the Government. There was no improvement in the standard of living of the villagers. Their work efficiency had not increased.
7. Soap was rarely used by the rural people in personal hygiene.

8. Sixty-eight per cent of men and seventy-six per cent of women were conscious about the need for cleanliness.

9. The village people did not like the girls taking up a job. They thought it was below the dignity of the family. They held that the girls should marry and maintain the house.

10. Most of the rural people did not want politics in Gram Panchayat.

11. Rural people had started understanding the scientific method of cultivation.

A Literacy Survey of the class IV Employees of the University of Mysore was conducted by G.S. Rao (1974). The objective of the survey was to measure the number of literates and illiterates on the campus among the groups surveyed; to study the level of literacy in terms of reading comprehension and arithmetics; and the aptitude for literacy skills in terms of age, sex and occupation. The survey revealed that:

1. Most of the older people (above forty years) tended to be illiterate than the younger ones.

2. All the people working in the University Canteen were literates, though not necessarily in the local languages.
3. People either over-estimated or under-estimated their literacy skills.

4. Those who helped their children at home in reading and writing had fared better in reading and comprehension tests.

5. Those who could tell the day and date from a calendar and the time of the day from a watch had shown higher skills in reading and comprehension.

6. Most of the subjects had some formal education through the Primary school.

7. The respondents below forty years had shown interest in literacy and in improving their skills; and

8. About thirty percent of the class IV employees were regarded as adequately literate.

N. Venkatalah (1977) studied the impact of the Farmers' Functional Literacy Programme on the participants in Andhra Pradesh. The assessment of impact was made in terms of the attainment of literacy skills; agricultural knowledge; attitudinal changes towards improvement of agricultural practices; and adult literacy. The following were some of the major findings of the study.
1. There was significant difference in the achievement of literacy skills between experimental group and control group.

2. The experimental group had significantly higher knowledge in modern agricultural practices and adult literacy.

3. Age and literacy skills were significantly related to each other.

4. There was positive association between the caste of the participants and their literacy skills.

5. The mean literacy achievement scores increased significantly with the increase in the size of land-holding of the participants.

6. There was a significant increase in the literacy achievement and acquisition of modern agricultural knowledge with the increase in the socio-economic status of the participants; and

7. A significant impact of the programme in respect of attitudes towards modern agricultural practices among the participants.

In a different study on Farmer's Functional Literacy Programme, Khajapeer (1978) observed that knowledge about improved methods of cultivation was positively and significantly
related to the participant's performance in literacy. It was also concluded by Khajapeer that Age, sex, caste, primary education etc., were not significantly related to their performance, and conservatism, fatalism and authoritarianism were negatively and significantly associated with the literacy skills of the participants.

The studies reviewed so far indicated that the adult illiterates in India were generally in favour of gaining literacy skills given an opportunity. The Adult Education Programmes as well as functional literacy activities had a mixed effect on the learners. It was identified by many studies that proper reading materials were not available to sustain the interest of neo-literates. The National Adult Education Programme (NAEP), launched in 1978, gave a new organisational dimension to the adult education activity in India. The studies in the field of adult education after the launching of NAEP showed an increase not only in terms of quantity but also in diversity.

Thiwari (1978 : 15-18) was among the first to study NAEP and to voice apprehensions on its implementation. Reduction in financial allocation to NAEP from Rs. 685 crores to Rs. 200 crores is found to be a negative factor by Tiwari. His observations on National Adult Education Programme threw some light on the barriers for its success. In this regard, he states:
"The existing adult education programme is too ambitious in targets, conservative and unplanned in approach, optimistic in achievements, unrealistic in implementation and utopian in nature." (Tiwari (1978 : 16)

Sivadasan Pillai 1979, argued that delinking adult education programmes with development programmes was not conducive for the adult education movement. The interest of the poor and the illiterate masses, according to him, was concentrated on 'vocational improvement' and 'financial security' rather than gaining 'literacy'. Hence, he has suggested the establishment of coordination committees at the State, District, Block and Panchayat levels to implement the rural development programmes and adult education programmes jointly. Further he observed;

"Programmes should be chalked out in such a way that they culminate the literacy and not initiated with the literacy component." (Sivadasan Pillai, 1979 : 3)

Thus, Sivadasan Pillai emphasised that the programme should have literacy as an implicit programme in order to enlist mass participation.

J.P. Naik (1979), appraising NAEP in Gujarat had come to the following conclusions on its implementation of NAEP:
1. The records maintained by the voluntary organisations on NAEP were neither up-to-date nor comprehensive.

2. The average enrolment of learners in the adult education centres was 32.4 per cent.

3. The number of days on which the classes were held in a month showed great variation.

4. The average attendance found on the day of actual visit was less than what was shown in the attendance register.

5. The level of drop outs showed a substantial variation between the centres.

6. About 6.2 per cent of the centres were not functioning at the time of field visits.

7. There did not appear to be any systematic arrangements for repeating courses for those who joined the adult education centres late, and yet several adult education centres admitted fresh students at later dates.

8. About 30 per cent of the centres enrolled females, 40 per cent were meant for males only and the remaining 30 per cent were organised for both the sexes.

9. As per records 84 per cent of the learners were occupied in agriculture.

10. There seems to be a wide range of difference in performance among the learners.
11. It was observed that only 16.04 per cent of the learners achieved the expected social awareness and functionality.

12. More than half (55.37%) of the instructors were having education below S.S.C..

13. Most of the instructors were not satisfied with the remuneration paid to them.

14. It was observed that there was much to be desired in matters of organisational and environmental inputs of the adult education centres such as, place, lighting, etc..

On the whole, the programme in Gujarat was generally found to be addressed to the target group. However, its achievement in terms of spread of literacy is rather modest, more so, in terms of social awareness and functionality.

The evaluation reports on the functioning of NAEP in the States of Rajasthan and Maharastra give us an in-depth position of NAEP in practice. Appraising the NAEP in Rajasthan in 1979, the Public Systems Group found most of the learners coming from the forward castes, farming professions and predominantly illiterate, i.e., without any previous educational background. The learners were informed and motivated mostly by the instructors followed by
neighbours, friends, and family members. The learners had the objectives of enabling themselves to read and write, at the time of joining the adult education centres. Information on Agriculture, Animal Husbandry, Health and Hygiene, Banking and Panchayats found to be the desired areas of learning among the learners in general while women learners expressed more desire in the areas of sewing, knitting, child care and home management.

T.V. Rao, Anil Bhatt and T.P. Ramu Rao (1980) had undertaken "An appraisal of Adult Education Programme in Rajasthan". The appraisal limited itself to the work of seven voluntary agencies in Rajasthan which functioned during 1978-79. The study indicated that the Adult Education Centres (AECs) had concentrated on teaching literacy. The need to learn reading and writing had motivated a large percentage of learners to join the adult education centres. An informal literacy test conducted by the investigators showed that a very high percentage had become literate.

The distance of the centres from the houses, pre-occupation with work during day time, inadequate facilities at the centre and non-suitability of class timings were some of the major problems faced by the learners in coming to the centres.
The instructor was found to be the most critical element of the programme. In terms of their selection, a substantially high percentage was contacted by the agencies and selected by the village elite. Involvement of the villagers in the selection of the instructors appeared to be uniformly low in all the agencies. Very few instructors mentioned the use of adult education centres in relation to functional knowledge and social awareness. This indicated that they either had not been able to see the relevance or had not acquired the competence to deal with these two components of the programme. A large percentage of the learners dropped out by the end of the second month. The main reasons for discontinuance were migration, occupational pressures and illness.

More glaring facts about National Adult Education Programme during its one year implementation were brought to light by the Review Committee on National Adult Education Programme (1980) appointed by the Government of India under the Chairmanship of Dr. D.S. Kothari. Some of the findings of the review committee are listed below.

1. National Adult Education Programme confined largely to literacy component and even literacy programme has not been as it should be;
2. The development organisation and the functional component of National Adult Education Programme remained peripheral;

3. The concept of awareness remained aloof to most of the functionaries at grass-root level;

4. The programme failed to take science to the door steps of the learners;

5. A considerable number of States remained unaffected by National Adult Education Programmes; and

6. The duration of the educational programme fixed for the 10 months is found to be insufficient to realise the set objectives.

In order to set forth the NEAP on sound lines, the Review Committee recommended for development of immediate political will, careful planning, decentralisation of the programme, periodical reviews and evaluation and shaping the programme as a mass movement. In addition, it suggested that the duration of individual education be raised to three years (from 10 months period) giving equal emphasis on literacy, functionality and awareness. To involve the community in the programme, it proposed to set up Advisory Committee at the project level and to form District Adult Education Committees at District level.
The studies mentioned so far are concerned with the larger aspects of NEAP with generic findings. Some of the field studies at gross-root level and at the regional level give an insight into the specific aspects of NEAP.

Gomathimani (1980 : 11) conducted a sample study of the attitude of learners in NEAP and came out with interesting findings. To him, most of the learners (41%) felt that education enhances knowledge while only a few expressed that it is a means to securing employment (22.7%) or to face the problematic situations (20.5%). Among the learners, the study found, nearly half of them found to be dropping out of NEAP centres, nearly half of the drop outs failed to develop interest in the programme while 28 per cent of the learners dropped out because of unsuitable timings. The other reasons for dropping out being the failure on the part of the programme to help economic development, irrelevant content and the distance of the centre from their dwelling places.

In another study, Harigopal and Ravinder (1980 : 3-6) explored the perception of the key functionaries about NEAP drawn from such categories like officials from the Government, academicians and workers from voluntary organisations. The response indicated that people drafted to implement NEAP did not possess suitable bent of mind, motivation and commitment. It was mentioned that some key
positions in NAEP were cornered by persons with influence. While in some cases, persons unwanted in Government were pushed to main NEAP activities.

Unsuitable timings, location of the centre at a faraway place from learners' residence and lack of sufficient facilities at the centre were found to be the main reasons behind the drop-outs. Similar observations were made with reference to drop-outs by Heber (1981) in Maharashtra.

After two years implementation of National Adult Education Programme, Sharma (1981) made a review of the programme and expressed that initial trust being replaced by lack of enthusiasm on the part of the people as well as mass media. To raise the level of public participation, he suggested:

"National Adult Education Programme should be intimately and inextricably linked with the various ongoing developmental programmes aimed at improving the economic life or the professional skills of the poorer and deprived sections of the society." (Sharma, 1981:2)

In addition to the failure on the part of the programme to raise public interest, Sharma listed the following as the other areas of failure:

a) Lack of awareness with regard to the utility and need of National Adult Education Programme among the Government functionaries;
b) Lack of enough literature on functionality and social awareness;

c) Delay on the part of State Government in processing the applications submitted by implementing agencies, leading to a setback to the programme;

d) Delay in releasing the funds to implementing agencies;

e) Less participation in NAEP by students and teachers; and

f) Failure to use smaller voluntary agencies in implementing NAEP.

In a study of National Adult Education Programme in six villages of Bhar Block, Pune District, Maharashtra, Muthayya and Hemalatha (1981) examined the interrelationship between programmes of adult education and rural development motivation. Some of their findings in brief were:

a) The adult education functionaries were not exposed to developmental activities;

b) The training provided to adult education functionaries was found to be inadequate to meet the field challenges;

c) Involvement of the development functionaries and agency adult education activities was negligible;
d) The duration of training for adult education functionaries was insufficient;

e) Failure on the part of State Resource Centres to evolve a suitable learning materials to the needs of the local people;

f) Over emphasis on literacy component leading to withdrawal of the learners; and

g) Failure on the part of the programme to involve village Panchayat and other local organisations.

R. Natarajan (1982) had undertaken a study of "Evaluation of National Adult Education Programme in Bihar". The objective of the study was to evaluate the performance of the adult education programme in Bihar and make recommendations for the greater effectiveness. The evaluation was primarily based on the three essential components of the programme namely literacy, functionality and awareness. The evaluation was done in both quantitative and qualitative manner. The other major findings of Natarajan's study were as listed below:

- Nearly 85 per cent of the learners were found to earn their livelihood from agriculture.
- Seventy-five per cent of the male and 23 per cent of the female learners were in the age group of 15-35 years.
- The percentages of the learners belonging to Harijan, Adivasi and other communities were 26, 21 and 53 respectively.
- The learners were quite satisfied with the physical facilities available at the centre. Seating and lighting arrangements were the two items, they felt, needed improvement.
- The awareness level of the learners with respect to local resources was found to be inadequate. Awareness level with regard to social problems and political issues was not found to be satisfactory.
- On the whole 87 per cent of the learners stated that they are satisfied with programme.
- Most of those who dropped out from the programme were those who expressed their inability to attend classes regularly.
- The instructors, on the whole, were quite satisfied with the programme.
- The instructors felt that the training which was provided to them was quite inadequate in its duration and content.

In addition to the above findings, the study revealed that the shorter duration of the programme; inadequate stress laid on the
development of the functional skills, and inadequate seating and lighting arrangements at the centre as the major weaknesses of the programme.

In an empirical study of adult education programme in Chandigarh, I.P. Sharma and S.K. Patel (1986: 24-28) analysed the attitudes of learners towards adult education programme. It was observed that the learners irrespective of sex had a favourable attitude towards literacy, functionality and awareness components of the adult education programme. However, it was found that the female were inclined in favour of literacy, while male reacted more favourably towards functionality.

Discussing adult education, Hooja, G.B.K. (1987: 5-14), Hooja opined that adult education was a means not only to improve the life of the people but also to reduce 'Social, economic and sex disparities'. He also expressed that adult education promoted national integration and that the voluntary organisations had a significant role to play in projecting of adult education.

B.S. Vasudeva Rao's study (1988) on National Adult Education Programme in Visakhapatnam District touched upon various aspects of adult education, such as impact of the programme on literacy, awareness and functionality. The variations in the impact were
based upon sex, age, family background, caste, occupation and income of the learners; and the extent of the success of the programme by different implementing agencies viz, the government, university and voluntary agencies. Some of the major conclusions of the study are as indicated below:

- Majority of the instructors of NEAP are found to be male, their age ranged from 15-45 years and mostly unemployed youth took up the job of instructors. Nearly 50 per cent of them had only secondary education.

- The supervisors of NAEP are mostly between 25 to 35 years of age, and most of them are graduates. The supervisors from the University are not only highly qualified but also better trained in adult education.

- Sixty one per cent of the learners were males. The age of the learners ranged from 15 to 55 years. About 59 per cent of the learners were from joint families. Backward castes formed the major section of the learners. Majority of the learners were poor and were drawn from agricultural labourers.

- About 90 per cent of the learners achieved the ability to read and write simple words. Only 20 per cent were able to read news papers.
In improving functional skills NAEP was only partially successful.

The impact of NEAP on awareness of the learners varied to an achievement of 86 per cent of awareness on social problems, 57 per cent on secularism, 53 per cent on political issues and only 28 per cent on political parties.

The factors of differential impact of adult education on the learners were studied by Govindappa, Murali Dharudu and Narayana (1990: 14 to 21). It was observed by them that

"... the performance of learners was relatively better in literacy, the learners in Anantapur District were also able to improve their functional and social awareness to a significant level".

It was further noted by them that the performance of learners depended on various socio-economic factors. Women, Scs, Sts and the poor failed to reach minimum standards in all the three areas of adult education. The younger learners fared well in literacy while the older learners did well in improving their functionality. The study concluded that the performance of National Adult Education Programme could be improved by extending the duration of the learning process from nine months to one year.

With the introduction of National Literacy Mission, adult education programme was given a boost. To suit the revised
requirements of adult education, the programme was reviewed in 1989 by the National Literacy Mission Authority. The review reports covered 12 States in India including Andhra Pradesh. Studies on National Literacy Mission and on its implementation are very few as the programme is under implementation only for the last five years. The prominent among the studies is evaluation of NLM in Jaipur District by Mahesh Daga, Rakesh Sharma and Sharada Jain (1989). The study concluded that NLM was not able to achieve the expected goals in Jaipur District. It observed that the defect lies in the implementation structure of the Mission at the local level, lack of proper procedure for selection of instructors and preraks, lack of institutional net work in giving orientation to the instructors and preraks, and also lack of enthusiasm among learners.

Adult education programmes in Kerala were evaluated in two different studies by Molly Mathew (1990) and Sivadasan Pillai (1990). The study of Molly Mathew covered seven Northern Districts of Kerala (Trichur, Palghat, Kozhikode, Malappuram, Cannanore, Wynad and Kasaragod). The study observed that the illiterates were drop-outs from schools and were from economically weaker sections. The study concluded that

"The learners could achieve very low proficiency in reading and writing. When one fourth of the learners were able to write their names and addresses, only 14 per cent could read and write as literates." (Molly Mathew, 1990: 128)
It was also concluded that the poor performance of the learners was not due to inefficiency of the instructors but due to poverty and heavy work load resulting in chronic absence of the learners at the centres. It was suggested that the better lighting, physical facilities, teaching aids, etc., could make the learners more responsible to the educational process.

Sivadasan Pillai’s study on National Literacy Mission in Seven Southern Districts of Kerala noted the following in respect of impact of the programme on learners.

"Most of the learners have opined that they have gained a lot in attending the classes. 98.2 per cent of the respondents have claimed that they learnt reading and writing besides expanding the horizons of their knowledge making it up-to-date. Attitudinal and behavioural changes have also been reported by almost all the participants concerned with cleanliness, improvement in livelihood and family atmosphere." (1990 :202).

The Study also concluded that 95.92 per cent of the Jana Sikshana Nilayams did not have their own buildings and that they were used by 100 to 1500 people per month and were serving the neo-literates as well as the population of entire locality.

In order to attain total literacy, according to Zeenat S. Shafi (1992 : 24), the students need to be encouraged to participate in literacy programmes along with voluntary organisations. It is also
argued by her that total literacy can only be achieved when girls 
and women are associated with adult education on a massive scale.

In a recent study on adult education, Govindappa and Murali 
Dharudu (1993) emphasised on the need for concentrated efforts on 
social awareness component in the adult education programmes. 
According to them,

"Social awareness aims at enlightening the individual by 
enabling him to understand the reality, to over come 
dogmas and prejudice and to think rationally.” 
(Govindappa and Murali Dharudu, 1993)

Their study in Anantapur District of Andhra Pradesh has 
observed that the content of adult education is not aimed at 
promoting social awareness. The performance of the learners is poor 
on health awareness, less than average on social problems, and very 
poor on political awareness. Caste, age and economic status are 
found to be positively correlated with the level of awareness and 
hence the study of Govindappa and Murali Dharudu stressed on 
increasing the efforts for the benefit of the low castes, younger 
population and poorer sections.

THE PROBLEM

The review of studies on adult education so far indicates that 
the various adult education programmes especially National Adult
Education Programme and National Literacy Mission have succeeded in enrolling a large number of people for adult education. The studies also pointed out a few deficiencies on the part of the programme with reference to the policy, the high targets set fourth, content of the programme organisational drawbacks, lack of training facilities and trained personnel, non-availability of learning and teaching material, vagueness of functionality and awareness, lack of mass enthusiasm and participation and others.

Most of the studies have come to the conclusion that the programme was partially successful in promoting literacy among adult learners and lagged behind in spreading social awareness and functionality. The studies by and large, did not identity the factors that are responsible for the success or failure of adult education. Hence, as argued by Asha Deekshit (1982 : 3) there is still indifference towards research in adult education, especially on matters related positive and prohibitive factors of adult education. This gap can be overcome to some extent by inter disciplinary research, as stressed by Subba Rao and Vasudeva Rao (1984 :75).

Majority of studies did not study the impact of the programme on improvements in literacy, awareness and functionality of the learners. Hence, the present study proposes to filling this gap. The main theme of this study is concerned with the varied degrees of
Impact of adult education programmes on the abilities of the learners on literacy, awareness and functionality. The impact of the programme needs to be analysed with specific reference to demographic social and economic background of the learners to enable the identification of positive and negative factors influencing adult education.

OBJECTIVES OF THE STUDY

As indicated in the statement of the problem, the overall objective of the study is to measure the impact of adult education on the literacy, awareness and functionality levels of the learners with specific reference to their demographic, social and economic background as well as with reference to the organisational variations. In realising this major tasks the present study applied itself to the following specific objectives:

1. To trace the trend of the adult education programme in Anantapur District with specific reference to the enrolment of the learners.

2. To analyse the organisational aspects of the programme and the variations in organisation among different agencies involved in adult education programme.
3. To study the socio-economic, educational and professional background of the personnel of adult education.

4. To measure the socio-economic status of the learners and their aspirations in seeking adult education.

5. To measure the impact of the programme in promoting literacy among the learners.

6. To study the impact of the programme on the levels of social awareness among the learners.

7. To analyse the impact of adult education on the extent of functionality among the learners.

8. To analyse the differential impact of adult education with reference to demographic, social, and economic factors.

9. To find out the differential impact of adult education on the learners with reference to the variations among the implementing agencies, viz., Government, University and Voluntary Organisations.

AREA OF STUDY

The study covers adult education programme, especially the National Literacy Mission, in Anantapur District. Adult education was introduced in a massive scale in the year 1980 in Anantapur District.
in the form of National Adult Education Programme. In 1988, in tune with the changes at national level, NAEP was replaced by NLM in this District also. At the time of this study, NLM was being implemented in the District by different projects belonging to the State Government, University and Voluntary Organisations. The Government was handling three adult education projects with headquarters at Tadipatri, Kadiri and Kanekal. The university was running a single project. Two voluntary organisations namely, Sevamandir and Veera Brahmam Education Society were implementing one project each in the District.

THE UNIVERSE AND THE SAMPLE

The present study was initiated in September 1991. Hence, the adult education centres that were about to conclude their activities by December, 1992 and the learners on rolls at the time of the study formed the universe of the study.

The Kanekal project under the Government, the university project and the project implemented by sevamandir were functioning at that time and each covered 300, 45 and 300 centres respectively.

The stratified sampling method was followed in the selection of sample. Stratification was carried out on the basis of implementing
agency. 15 centres in all representing 5 each from the Government, university and voluntary organisation have been selected. In selecting the centres from each project priority was given to representation to the centres on the basis of spacial distribution within the project area accordingly, adult education centres Benekal, Sridhargatta, B.N. Halli, Veparalla and M. Hanumapuram under Government project, Navodaya Colony, Indira Nagar, Mangalawada colony, Netaji Colony and Ambedkar Nagar from university project and Kanchi Samudram, Sirivaram, Cholasamudram, Bullasamudram and Kallumarrri from sevamandir project have been selected for the study.

In order to measure the impact of the programme, it was felt essential to select only such learners who have successfully completed their turn, ignoring the dropouts. To maintain uniformity 20 learners have been picked up from each centre on the basis of their attendance. Thus a total sample of 300 learners representing 15 adult education centres drawn from the projects implemented by the Government, university and voluntary agency is considered for this study.

TOOLS OF DATA

Data are collected at different levels using various tools. In collecting primary data, personnel of adult education projects and
instructors from adult education centres are considered as respondents. Structured interviews for the measure through which information is gathered from the adult education functionaries. Information from the learners has been obtained by administering a schedule. The schedule contained questions relating to personal, social and economic background of the learners, and their involvement in adult education, their aims, opinions and achievements in adult education and test questions to measure the level of the learners in literacy, awareness and functionality.

Secondary data relating to adult education were obtained by consulting the records and annual reports available with different project officers. Data related to centres started, enrollment, and related aspects annually from various projects in the District have been obtained giving emphasis on economic variations of the learners. Organisational structure, administrative pattern and budget details were also collected through the secondary sources.

MODE OF ANALYSIS

The analysis was carried out manually. The progress of adult education in terms of the centres started and learners enrolled has been analysed for the entire district from 1980 to 1992. The organisational patterns and budgetary variations have been studied
with reference to the year 1991-92. Statistical analysis, using percentages, weighted averages, chisquares and correlation was carried out in determining the impact of the programme on literacy, awareness and functionality levels of the learners. Scores were allotted to the learners as per their performance in the areas of literacy, social awareness and functionality. The differential impact of the programme was studied with reference to learner variables such as sex, age, marital status, family type, nativity, caste, occupation, landed property and income.

SCHEME OF PRESENTATION

The contents of the study are presented in nine chapters. Theoretical and methodological frame work of the study is presented in first chapter. Details on the efforts for promoting adult education in India including the various aspects of National Literacy Mission are discussed in the second chapter.

The third chapter deals with Anantapur district in general and adult education activities in the district in particular. Organisational aspects of adult education, especially with reference to the Government, University and Voluntary sector adult education projects is dealt within the fourth chapter. Profile of the communities in which the adult education centres are located and the
profiles of adult education centres and instructors are discussed in the fifth chapter.

Impact of the adult education programme on the learners with reference to literacy, social awareness and functionality are analysed in sixth, seventh and eighth chapters respectively. The last chapter contains summary of the study, conclusions on the impact of adult education and suggestions for the effective implementation of adult education programmes.

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