CHAPTER I

INTRODUCTION

1.1 Importance of Education

Education in a democracy aims to contribute to the continuous growth and development of every individual - the fulfilment of his maximum potentiality in directions considered desirable by society. In view of its importance, India rightly decided to universalize the elementary education and made it compulsory for all the age groups up to 14 years and accordingly the provision was made in the constitution. Though much effort was put in to realize this national objective, the achievements fell short of the expectations as even now only 75 percent of children of school-going age were enrolled in rural areas. Side by side, the drop-out rate and stagnation have shown an increase, more so, among girls and children of scheduled tribes. The prevailing illiteracy rate and the reductions achieved during the last four and half decades after independence seems to be discouraging.

There is, thus, an imperative need to explore the methods of improving literacy rate through systems other than formal. This has given rise to the non-formal system of education including Adult Education with the sole aim of reaching those who were not accessible to the formal system for one reason or the other as certain amount of literacy
was found to be a requirement in influencing the development process either economic, social or political. Some studies revealed that transferring technology, making people aware of the new opportunities, informing them about procedural aspects of credit facilities and new innovations made in agriculture and allied spheres of activities, has become increasingly difficult because of their illiteracy.

In some societies, the economic function of education is regarded as minor though in reality it cultivates the powers of contemplation and reasoning and hence, it has more than economic purposes and justifications. Education is perceived to have a role in overcoming poverty, increasing incomes, improving health and nutrition and reducing family size.

For employees in modern enterprises, education also promotes disciplined work habits and responsiveness to further training besides offering the advantages of literacy and numeracy. Educating girls may be one of the best investments a country can make in future economic growth and welfare, even if girls never enter the labour force. Most girls become mothers, and their influence, much more than the father's on their children is crucial. It has favourable effects on the next generation's health, fertility and education.

Apart from developing basic skills and abilities, education fosters a value system that is conducive to and
supportive of national developmental goals. Trained and educated, a large population will itself become an asset in accelerating economic growth and social change in desired directions.

According to the World Bank estimates, India would have 54.8 per cent of the world's illiterates in the age group of 15 - 19. This indicates roughly the magnitude of illiteracy in the country and the urgency and importance to be attached to the removal of illiteracy in the context of taking the country to the threshold of the 21st century. UNESCO studies have conclusively shown that an adult literacy level of 70 percent is the critical threshold for universalization of primary education.

1.1.1 Education and Human Resource

Education has been regarded as a very powerful agent for increasing the potential of human resources. If this processing is effective, the nation's productivity and self-reliance increases. Therefore to raise the productivity of a nation, education of the citizens is essential. Hence the concern for education of every single individual on the globe is indispensable. On the other hand, looking from the individual's point of view, universalization of minimum essential education is necessary.

Education is treated as the most influential factor in the process of human resource development and it in turn
acts as an instrument of social change. Awareness for eradication of illiteracy has been created world-wide by celebrating the year 1990 as 'International Literacy Year.' The problem of illiteracy is more severe in developing countries like India. Indian society is stratified and hierarchical. Caste system is deep-rooted, age-old and extremely powerful and it influences almost all the activities in the society.

1.1.2 Gandhiji and Education

Gandhiji regarded education as the spearhead of a silent social revolution fraught with the most far-reaching consequences. For Gandhiji, adult education is much more than a mere knowledge of reading and writing. "Though mass illiteracy is India's sin and shame, the literacy campaign must not begin and end with mere knowledge of the alphabet. It must go hand in hand with the spread of useful knowledge." Again he says, "Literacy is not the end of education, not even the beginning - it is only with this means men and women can be educated." His primary concern was with the individual who should be provided with an environment most conducive to his healthy growth. A rightly trained individual, "sacrifices himself for the family, the latter for the village, the village for the district, the district for the province, the province for the nation, the nation for all." The education system should aim at developing, 'an all-round vigorous personality, physically
and mentally alert, keenly aware of his environment and fired with the desire to improve it and endowed with the scientific spirit, power of decision, strong will and the power to take the initiative.'

1.1.3 Democracy and Education

The prime consideration of democracy is the good of the citizen's individuality, and education exists for the good of that individuality. It exists in order to make the citizen a better member of society. It strengthens the citizen's sense of responsibility to the community, and the lack of which is bound to be disastrous to any democracy.

As Allen (1965) puts it, "democracy must have common sense from common man; and common sense may be found in the man who cannot read and write. But this does not mean that he is likely to be wise because he cannot read and write. The probability is that he will be all the wiser if he has the opportunity of enlarging his knowledge. All democratic systems, therefore lay emphasis on education."

There is no gainsaying the fact that the spread of knowledge and the discipline of the intelligence will improve the capacity of an average citizen "for his share in self government." It is this awareness that has prompted the Indian Education Commission (64-66) to rightly say, "the destiny of India is now being shaped in her class room." It is education that determines a country's level of
prosperity, welfare and security of her people. Realizing this fact, during the several plan periods, the Government of India has been spending large sums of money on education. No investment is likely to yield greater returns than investment on human resources of which the most important component is education.

1.2 Adult Education in India

The need for universal literacy was stressed by our national leaders as an integral part of the economic, social and cultural advancement of the country. Consequently, when the congress governments first came to power in 1937, they attempted to expand primary education and to spread literacy among adults. The campaign could not be sustained as these governments resigned in 1939-40. However, the significance of the programmes was again stressed by post-war plan of educational development, prepared by the Central Advisory Board for Education in 1944, which proposed that, by 1984, the country should provide universal education for children and liquidate adult illiteracy.

The constitution adopted in 1950 emphasized the central importance of education in national development and included a directive principle to provide by 1960, free and compulsory education for all children upto the age of 14 years. As regards adult education, there was an attempt to move away from mere literacy, and to link it with
development. This was to be carried out through social education, a part of the community development programme. Adult education, however, received low priority and was pursued on a modest scale.

A reference deserves to be made of the Gram Shikshan Mohim in Maharashtra which provides important lessons for organization of mass programmes of adult education. The mohim was intended to be a mass campaign for adult literacy by making entire village literate, mostly through the honorary services of primary school teachers and initiatives taken by the local community. In several areas of the state, it achieved remarkable results, specially where dedicated leadership was available. But it could neither be sustained over time nor be spread to all parts of the state. Basically this failure could be attributed to (1) the limitation of the programme to mere literacy and that too of a very inadequate level, (2) failure to create the infrastructure needed for post-literacy and follow-up work; and (3) poor financial support.

The need to give high priority to universal primary education and liquidation of illiteracy was stressed by the Education Commission (1964-66). Subsequently, in its perspective plan of educational development (1966-86), the commission provided both for the universal education of children and for liquidation of adult illiteracy. It also
emphasized that as a base for the country's development the percentage of literacy should be increased from about 30 percent in 1966 to 60 percent by 1971, 80 percent by 1976 and that illiteracy in the country should be liquified by 1986. It recommended that adult education should be promoted both through a selective and a mass approach. The report also recommended that mass media should be used as a powerful educational aid to create a proper climate, and for motivation; that an adequate follow-up programme should be developed. The Commission gave considerable importance to the setting up of a National Board of Adult Education with appropriate organizations at the State and District levels.

The recommendations of the Education Commission were considered by the Government of India and the resolution on National Policy of Education was issued in 1968. The National Policy of Education emphasized the significance of Universal literacy, for accelerating programmes of production, especially in agriculture and also recommended that the employees in large commercial, industrial and students should be actively involved as a part of social and national service programme and that special emphasis should be laid on the education of young practicing farmers and to the training of youth for self employment.
1.2.1 Launching of New Programmes

a. Farmers' Functional Literacy Programme

A significant innovation in the programme was the launching of the Farmer's Functional Literacy Programme in 1967-68. This was an inter-ministerial programme in which the Ministry of Education was made responsible for functional literacy, the Ministry of Agriculture for Farmer's Training and the All India Radio for farm broadcasting. The efforts of the three-pronged programme were to be integrated with a view to educating and informing illiterate farmers about high yielding varieties of seeds and a package of improved agriculture practices.

Another programme was started with the establishment of a polyvalent Adult Education Centre at Bombay in 1967. It aimed to provide skills and information to workers relevant to their work and for the welfare of their families.

Apart from the programmes directly implemented by the government, the Ministry of Education had also promoted adult education through voluntary agencies since 1953-54.

b. National Adult Education Programme

The NAEP is, in a sense, a continuation of the earlier efforts. NAEP was launched in 1978 by the Ministry of Education on a nationwide scale in a systematic manner. The earlier experience in the field of adult education paved the way for this venture.
The NAEP differs from previous adult education programmes by including apart from literacy, other components namely functional development and social awareness. Therefore, the educational process should be comprehensive enough "to entail production of people having the attributes of functional and social reliability and above all, the confidence and the capacity to communicate effectively and exercise initiative, innovative and experiment with new situations." However, in spite of concerted efforts, the impact of adult education programme in India did not meet with the expected results as only 23 million adult illiterates, out of the 110 million in the productive age group of 15 to 35 years could be made literate.

The National Adult Education Programme aimed at the extension of educational facilities to the entire population of a hundred million illiterates with special attention to the 15-35 age-group through a phased programme of 6 years from 1978. The programme content of NAEP centered round three aspects.

I. Literacy and Numeracy: Till the learners attain the capability to learn self-reliantly.

II. Awareness: Awareness of the impediments to development, of laws and government policies, the need for the down-trodden and illiterate to
organize themselves in pursuance of their rights and for group action.

III. Functional Development: Role of an individual as producer and worker, member of the family and as a responsible citizen.

A Review Committee headed by Dr. D. S. Kothari was appointed in 1979 to assess the NAEP. The Committee reported that "adequate attention has not been given to the capability of an area to develop the programme, the availability of persons who could function as instructors, arrangements for training them, availability of funds and so on." The Committee blamed the development orientation of the programme to be superficial. It was also pointed out that a lack of clarity persisted among the functionaries regarding the content and meaning of social awareness and that the programme was not enough flexible, diversified and decentralized. The committee recommended to continue the programme with radical modifications and strengthening.

In pursuance of the Report the following measures were taken during 1980-85 to modify the programme:

1) to cover districts with literacy rate below national level; priority was to be accorded to women, scheduled castes, scheduled tribes, migrant labourers and other weaker sections of the society,
2) to ensure larger participation of students in Adult Education Programmes,

3) to enlist the support of Voluntary Agencies by providing grant-in-aid,

4) to strength post-literacy programme and

5) to use both modern and traditional media for motivational purposes.

A dynamic programme of adult education was launched in 1982 as part of the 20 point Economic Policy of the Government of India. Point No. 16 of this policy envisaged a dual approach to illiteracy 1. ensuring Universal Elementary Education and 2. prevention of dropping out and simultaneous attainment of cent percent adult literacy for the age-group 15-35 by 1990.

Unlike the previous programmes, a clear sharing of responsibilities between the state government, universities and colleges was assigned in this programme. Though priority groups were fixed as women, scheduled castes/tribes, migrant labourers, people from rural and backward areas, other weaker sections of the society and physically handicapped, emphasis was placed on the need for identifying the target groups through surveys.
c. The National Literacy Mission

The National policy of Education 1986 proclaimed thus; "the whole nation must pledge itself to the task of eradication of illiteracy, particularly in the 15-35 age group." A comprehensive programme of action named National Literacy Mission has been launched in May 1988 to wage a war against mass illiteracy. National Literacy Mission is "a Societal Mission which implies that there is a political will at all levels for the achievement of the Mission goals, that a national consensus can be created for mobilization of social forces, and that mechanisms can be created for active participation of the people through energisation of their latent potential for substantial improvement in their working and living conditions." This programme is aimed at imparting functional literacy to 80 million illiterates of the age group 15-35, 30 million by 1990 and an additional 50 million by 1995. The objectives of the National Literacy Mission are:

1. to achieve self-reliance in literacy and numeracy,

2. to become aware of the causes of deprivation and to try improve their conditions through organization and participation in the process of development,

3. to acquire skills to improve the economic status and general well-being,
4. to imbibe values of national integration, conservation of environment, women's equality, observance of small family norms etc.

The National Literacy Mission has some remarkable characteristics: 1) designing of functional literacy programmes to increase motivation, 2) securing people's participation, 3) ensuring the improvement of voluntary agencies, 4) improvement of ongoing programmes, especially by the application of scientific and technological inputs, better supervision, suitable training, pedagogical innovations etc., 5) launching of mass movement of functional literacy, 6) establishment of Jana Shikshana Nilayams and better use of existing institutional facilities for providing post literacy and continuing education facilities, 7) ensuring availability of standard learning material and 8) Universalization of outreach.

National Literacy Mission paid little attention in categorizing the role of Universities and colleges. Greater importance was given to mass media, techno-pedagogic inputs, training etc.

Apart from the programmes under the direct implementation of the Government, special emphasis has been given to promote the activities of voluntary agencies also since 1953-54. Proper assistance has been given to
activities like literacy, production of neo-literate books, organization of library services, research etc.

1.3 Adult Education Movement in Karnataka

With reference to the progress of adult education movement in the state of Karnataka, efforts in various directions were made as early as 1912, when Sir M. Vishveshwaraiiah was the Dewan of Mysore to take education to the masses. The most important of them were night schools in villages where there were primary schools for the benefit of illiterate adults. A network of circulating libraries was organised to help the villagers who had once gone to school, to maintain their literacy and at the same time prevent those who attended the night schools, from lapsing into illiteracy.

A scheme for popularizing scientific knowledge was also undertaken and a magazine called 'Vignana' (Science) was started with this purpose.

But after M. Vishveshwaraiiah left the state, the schemes were gradually given up one after the other as they were impracticable. Most of the night schools were closed and of the six of seven thousand classes which had once been started, seventy five which were still working, were handed over to the Adult Education Council by the Education Department in the year 1948. This was a great experiment made in Mysore.
In the year 1940 the Mysore University had started a University Settlement in Bangalore to give training to the students of the University in social service. Those who joined the settlement included in their programme the organization of night classes for Harijans and labourers in their localities. At Mysore, the University union had set up a number of committees to be in-charge of different activities of the union and the social service camps in the nearby villages. In July 1940, the committee drafted the programme of a literacy campaign to be conducted by the students in the city of Mysore. The students who joined the campaign were given training in adult psychology, organization of classes and teaching of the alphabet to adults.

At the beginning of the year 1941, a committee called 'the Mysore Literacy Council' was set up in the place of the Union sub-committee to allow scope for a wider field of activity in the coming year, presided over by the Vice-Chancellor of the university, greatly encouraged by the results, the committee framed a plan for a state wide literacy campaign and submitted to the then Minister of Education. He convened a meeting of those who had been engaged in some sort of adult education work in the state and discussed the plan for a mass literacy drive in the state.
As a result of these deliberations, a non-official committee called 'the Mysore State Literacy Council' consisting of actual workers and a few members of the legislature was set up and the late Professor B. M. Srikantaiah was elected as the president of the council. Though it was a small body, its work attracted the attention of the government which invited the members of the literacy council for a meeting to plan the work for the whole state with the full support of the government.

The Mysore State Council converted itself in 1945 into an organization known as "Mysore State Adult Education Council." This council is a non-official organization and has the support of both non-official and official personnel who take up this work in a spirit of service. It elects an executive committee consisting of the President, Vice-President, the General Secretary, the Treasurer, the Chief Executive Officer and other elected members and representatives of the departments of education and rural development. The council appoints the trained workers to be in-charge of the organization and supervision of adult education work in each of the districts under the general direction of the chief executive officer.

The council has made much effort in the simplification of the Kannada alphabet so that the strain of learning on the adult is lessened. The council has specialised in the
publications of small interesting book-lets for neo-literates on varied topics such as agriculture, popular science, civics, collection of folk songs, stories from epics etc. In addition to these, the council is circulating a newspaper for adults called "Belaku", freely.

1.3.1 Programmes in 1990s

a. Rural Functional Literacy Project (RFLP)

This is the major centrally sponsored scheme under which funds are provided on cent percent basis in accordance with the approved financial pattern to all the State Governments and Union Territories. The scheme aims at setting-up adult education projects consisting of 300 adult education centres covering one or two continuous development blocks in case of states, and upto 100 centres in case of some union Territories, as well as hilly and difficult terrains in some states. One RFLP was sanctioned for one district initially in order to cover all the districts in the country. Each centre is required to enroll 30 illiterate adults.

b. State Adult Education Programme (SAEP)

An important development in the implementation of the programme is greater involvement of the State Governments than before. Efforts are continuously being made to step-up the coverage of adult illiterates through schemes funded by the State Governments. Not only are the on-going projects being strengthened but new projects are added to ensure that
the programme reaches the educationally backward regions and secure the participation of women, scheduled caste and scheduled tribe communities whose literacy is much lower than the average literacy rate.

1.3.2 History, Geography and Adult Literacy of Mysore District

Mysore has earned its place in the history of the nation by its contribution to its literature, music and art. "Mysore" is Karnataka for most Indians and justifiably so. Even when the seat of administration of the state is in Bangalore, the heart of every Kannadiga is tied to Mysore. The Kannada language forms the major language spoken by 85 percent of the population in this district. The remaining people have Tamil, Telugu and Urdu as their mother-tongues but have blended with the cultural ethos of Mysore with centuries of harmonious living.

The district is surrounded by Tamil Nadu on its south-east and south, on its south west by Kerala, on its west by Kodagu and on its north Hassan, Mandya and Bangalore districts. The total geographical area of the district is about 12.15 lakh hectares of which about 5.3 lakh acres is used for agriculture and 3.4 lakh hectares is forest. The district has immense natural beauty. Heavily forested hill-ranges harbour what is probably the nation's most diverse flora and fauna. The district is the home of more than
60,000 tribals. Here Betta Kurubas, Soligas and Jenukurubas live in isolated pockets many of which are not easily accessible.

The average literacy percentage of Karnataka state in 1991 is 50.6. Of the 20 districts, Bangalore district possesses the highest literacy percentage (78.5) and Raichur district has the lowest literacy percentage (34.3). The literacy percentage in 1991 for Mysore district is 47.7 which is less than the average literacy percentage of the state (vide Table 1 and Figure 1).

Mysore district literacy percentage (47.7) is lower than the state average literacy percentage (50.6). It may be noted that in the district of Mysore, Mysore Taluk (65.7) and Mysore Rural Taluk (40.5) occupy the first and second places in having the high literacy percentages of the Taluks (vide Table 2 and Figure 2).
<table>
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<th>DISTRICT</th>
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<th>FEMALE</th>
<th>TOTAL</th>
</tr>
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<td>86.0</td>
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<tr>
<td>Dakshina Kannada</td>
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<tr>
<td>Dharwad</td>
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<td>Uttara Kannada</td>
<td>76.8</td>
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</tr>
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</table>

Fig. 1 District Wise Literacy Rates of Karnataka State - 1991
1.3.3 The Present Administrative and Educational Infrastructure

There are 11 taluks in the district which form three revenue subdivisions for administrative convenience. There are 1641 inhabited villages in the district and there are 49 revenue hoblies. The introduction of the Zilla Parishad and Mandal Panchayat system has further sub-divided the district into 165 Mandal Panchayats. Mysore city with a population of 6.5 lakhs is one of the biggest cities of the state. The district has 2120 Anganwadies, 362 Pre-Primary Schools, 1691 Lower Primary Schools, 935 Higher Primary Schools, 311 High Schools, 45 Junior Colleges, 22 First Grade Colleges, 4 Engineering Colleges and 3 Medical Colleges.

Mysore has also the benefit of various apex-level institutions like the Regional College of Education, the Central Institute of Indian Languages and the State Adult Education Council. It will be of interest to know that the Adult Education has a long history dating back to more than 50 Years.

1.3.4 The Voluntary Agencies and their work

The district is unique in as much that numerous voluntary agencies work for the development of tribals and the other rural poor. They form a curious mix of religious, social and professional bodies working in different pockets of this district. Organizations like the MYRADA, Vivekananda
Girijana Kalyana Kendra and FEDINA VIKASA have made a name for themselves.

1.3.5 Number of Illiterates in Mysore District

The total population of the district as per census figures of 1991 is 31.56 lakhs. Out of this population, 40% are below 35 years which works out to 12.62 lakhs. In Mysore district literates constitute 39.86% of the total population. The number of illiterates is 7.57 lakhs. After subtracting 16% for the age group of 0-9, the number of illiterates in the age group of 9 to 35 works out to be 6.36 lakhs which would be the target population for the literacy programme. Subject to confirmation by the actual survey, the total illiterate population of the district with the age group of 9 to 35 is projected to be 6.5 lakhs.

1.3.6 Ongoing Adult Education Programmes

In Mysore District, the Adult Education Programme was commenced by the Government from 1978 onwards. Subsequently, the Rural Functional Literacy Programme and the Adult Education Council Programme were started.
<table>
<thead>
<tr>
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<th>FEMALE</th>
<th>TOTAL</th>
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<td>Yelandur</td>
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<tr>
<td>Mysore (city)</td>
<td>69.9</td>
<td>61.2</td>
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</tbody>
</table>

Source: Project Report, Campaign for Total Literacy in Mysore District, Karnataka State, 1992.
Fig. 2 Taluka wise Literacy rates
of Mysore District - 1991

Male
Female
Total
1.3.7 Concluding Remarks

A brief analysis of the literacy scene in the country, in the state and in the district show that the percentage of literacy has increased over the years with all efforts made for universalizing elementary education upto the age of 14 years and also educating the adults.

The adult education seeks not merely to impart literacy in the conventional sense, but also to provide learners with skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment. Thus literacy, awareness and functionality have been conceived as the three mutually reinforcing components of the programme.

Traditionally, literacy means the acquisition of the three R's namely reading, writing and arithmetic. Understandably, the contents of social awareness and functionality have not been definitely and categorically conceptualized and defined. There is however, a large degree of consensus regarding the meaning of these two terms. Social awareness refers to the knowledge and understanding of the broad issues of social justice. It particularly involves the understanding of the major social, political and economic legislations. Functionality should involve the acquisition of knowledge, understanding, skills and application of production-related activities and those other
aspects which improve personal efficiency and competence.

We cannot hope to motivate the adult learners to acquiring literacy except by relating the latter to their day-to-day concerns and challenges of environment. Hence literacy, functionality and social awareness constitute an integrated whole.

1.4 Present Study

The study sought to find out the learning outcome of the learners of the Adult Education Centres. The learning outcome consists of literacy, functionality and awareness of the participants of Adult Education Centres. Therefore, this evaluation study was undertaken with the general objective of ascertaining the performance of the learners in Adult Education Centres. It attempted to assess the impact of Adult Education on the participants in Mysore District. The assessment was made in terms of the attainment of literacy skills, awareness, functionality and attitude towards adult education of the learners in adult education centres.

1.5 Resume of the succeeding Chapters

This thesis is divided into seven chapters. The second chapter deals with the review of related research. The third chapter consists of statement of the problem and hypotheses of the study. The fourth chapter deals with the development of the tools of research. Chapter five is devoted to the methodology of investigation. Analysis of data and
interpretation of results are given in the sixth chapter. The last chapter gives summary and conclusions of the study, recommendations and suggestions for further research.