CHAPTER II

METHODOLOGY AND PROCEDURE OF STUDY

In the execution of the present study both historical and descriptive methods were applied in order to study, describe and interpret both the past as well as the present phenomena of adult education in India and Zambia. Consideration was also made of a significant point raised by Buch (1983), that a major weakness in India is over dependence on the use of questionnaires and test strategies following the typical Anglo-American traditions.¹ The lack of utilisation or adoption of other strategies such as observations, case studies, content analysis etc. is abhorred. Buch’s concern about research strategies in India is also true of the research phenomenon in Zambia. Keeping in view Buch’s observation, strategies applied in this investigation included: Survey, case-studies, observations, programme analyses and personal contacts with both the learners and staff.

Essentiality also arose in up-holding impartiality an aspect which was taken care of by the involvement of administrative and organisational institutions and agencies

at the apex level, middle level and grassroots level.
For the purpose of correlation of the present study to
the real phenomena relating to adult education in India
and Zambia, the investigator used discrepancy strategy
(Bhola, 1979) in which applicable practices and actual
achievements made were compared to original aims and
objectives set down for the programmes.

It was also kept in view that research accounts
ordinarily call for straightforward exposition and an
illumination of facts. In this spirit efforts were made
to avoid impassioned argumentation and didactic entries in
the present study.

2-1 DATA COLLECTION

Historical Perspective: Data for historical
perspective for both India and Zambia were collected from
related literature including books, official reports,
reports on conferences seminars, workshops etc., journals,
newspapers, magazines and other relevant sources.

Descriptive Perspective: Data for the descriptive
part of the present study regarding the on-going or
present programme practices were collected from selected

2H.S.Bhola, Evaluating Functional Literacy
(Tehran: International Institute of Adult Literacy
Methods, 1979).
strategic institutions and agencies including apex administrative bodies, providers of continuing education such as universities and colleges, continuing education schools or centres, evening or night schools and adult literacy centres.

Data gathering was executed as follows:

2-1.1 India

Data in respect of India were collected through survey and case studies as under:

2-1.1 (i) Collection of Data Pertaining to Administrative and Organizational Bodies at the Apex Level

The under listed institutions were covered by the Survey:

- Ministry of Human Resource Development Department of Education;
- National Board of Adult Education;
- Directorate of Adult Education (National);
- Indian Adult Education Association;
- University Grants Commission;
- National Council of Educational Research and Training.

2-1.1 (ii) Collection of Data Pertaining to Major Agencies at Continuing Education Level

The underlisted major providers of adult, continuing education and extension services were also covered in the survey undertaking:
— Jawaharlal Nehru University.
— Delhi University.
— Jamia Millia Islamic Muslim University,
— Panjab University—Chandigarh
— Himachal Pradesh University.

The first four universities are in the Union territories whilst the last one is in a state.

2.1.1 (iii) Collection of Data Pertaining to Grass roots Level Institutions

The under listed institutions at the grass roots level were covered in the case studies undertaking:

— Saharan Adult Education Centre, Rampur,
  Shimla, Himachal Pradesh.

— Kinno Adult Education Centre, Rampur,
  Shimla, Himachal Pradesh;
  Both the two centres are under Shimla District
  Education administration.

— Bangla Colony Centre, Tutu, Himachal Pradesh.

— Jutogh Contonement Centre (Barracks) Shimla, Himachal
  Pradesh, Both the two centres are under the direct
  administration of the Centre for Adult Continuing
  Education and Extension of Himachal Pradesh University.
  Centres Nos. 1, 4, 6 and 8 under the Karsan Colony
  (Goswami Ganesh Dutta Sanatan Dharma College)
under Panjab University Centre for Adult, Continuing Education and Extension, Chandigarh.

Eight centres in all were covered of which two fall under direct State administration, four under direct University administration and two under University/College administration.

2-1.2 Zambia

Whilst India was obviously at a unique advantage being a research venue, Zambia's strength lay in the investigator's long insight experiences of adult education programmes in the country. Experience is seen to lead to discovery of truths and findings that make scientific discoveries. It also serves to add to the knowledge and solve problems.³ Research relies on past experiences.

The investigator being a Zambian and having served for more than 24 years in adult education at various levels, has valuable experience of the many problems relating to various adult education programmes in Zambia. The posts he has held include: teaching, Adult education Organizer, Adult Education Officer, Secretary of the Zambia Board of Adult Education and Secretary of the Bursaries Committee 'Zambia's University Grants Commission'.

Valuable experience relating to the problems of adult literacy programmes has been gained especially during the investigators tenure of the honorary post of Secretary of the Zambia International Literacy Day Celebrations.

The above stated investigator's engagement in adult education facilitated the availability and use of valuable data. Pre-collected data pertaining to the apex administrative bodies and agencies, middle level agencies and grassroot institutions/centres were used for both the historical and descriptive phenomena.

Pertinent data were collected through survey, case-studies, observations and other administrative undertakings such as inspection of institutions, compilation of national annual reports, gathering of national data for publications, et al.

Political institutions, Governmental Ministries, departments and institutions, the University of Zambia, non-governmental agencies including voluntary and private or commercial bodies featured in the collection of data as categorised under:

1. Collection of Data Pertaining to the Administration and Organization of Adult Education

Data relating to the administration and organisation of adult education at the apex level were collected from institutions and agencies listed under:
— Ministry of General Education and Culture
— Ministry of Higher Education Science and Technology
— Ministry of Labour and Social Services—
  (Department of Social Development)
— Zambia Adult Education Advisory Board
— Adult Education Association of Zambia

(ii) Collection of Data Pertaining to the Continuing Education Institutions

Through Survey strategy data for continuing education institutions emerged from:

— University of Zambia;
— Presidents Citizenship College;
— Department of Continuing Education;
— Mindolo Ecumenical Foundation;
— Zambia Consolidated Copper Mines;
— Major Voluntary Agencies;
— Private or Commercial Agencies.

(iii) Collection of Data Pertaining to the Grassroots Institutions

At the grassroots level, data were collected through the case study strategy involving observations. The investigator has also made inspections of some of the institutions in all the nine provinces of Zambia. The institutions covered include:

— Adult Literacy Centres;
-- Schools for Continuing Education;
-- Primary or Secondary School based Evening class;
-- Rural Reconstruction Centres.

2-2 TOOLS

Keeping in view the significance of the use of effective tools in data collection, a questionnaire and interview schedule were utilized for the survey and case studies. The questionnaire and survey schedule were developed as noted under:

2-2.1 India

(i) Development of the Questionnaire

Six different questionnaires were developed one each for the under-stated institutions and agencies:

-- Ministry of Human Resource Development;
-- National Board of Adult Education;
-- Directorate of Adult Education;
-- Indian Adult Education Association;
-- Universities;
-- Adult Education Centres.

(ii) Development of Interview Schedule

One interview schedule was developed for the collection of data from adult learners at some of the
adult education centres.

(iii) **Significant Aspects in the Construction of the Questionnaires and the Interview Schedule**

In the construction of both the questionnaires and interview schedule careful attention was paid to the contents, language and structure. Measures were made to achieve the objectives by way of specific questions from which the necessary data for each of the objectives would emerge. The contents were developed also in such a manner as to motivate the respondents to provide the needed information. An appropriate both courteously and carefully constructed covering letter accompanied the Questionnaires.

Efforts were also made to construct items of the questionnaires as short as possible but comprehensive enough. Each item was written in an unambiguous manner so as to deal with a single idea. Questions were presented in such an order that information from general to specific nature was sought. Measures were also taken to facilitate the emergence of logically connected ideas flowing from answer to answer. Specimens of the Questionnaires, Interview Schedule and covering letter are at Appendix C.

2-2.1(a) **Structure of the Questionnaire for the Administrative and Organizational Institutions at the Apex Level**

Questionnaires for the apex overall administrative bodies sought information relating mainly to the under-stipulated aspects:
(i) National policies, objectives and goals regarding adult education;

(ii) Curriculum, teaching and learning methods and research;

(iii) Evaluation monitoring and co-ordination;

(iv) Finance and training of adult education functionaries;

(v) Functions of the institutions and their relationship with other institutions in adult education; and

(vi) Salient constraints and suggestions-cum-contributions directed at the appraisal of adult education in the country.

2-2.1(b) Structure of the Questionnaire for the Major Agencies at the Continuing Education Level i.e., Universities

Questionnaire for the universities sought information relating to the aspects stipulated under:

(i) Period of establishment of the University, form or nature of the first adult education activity and period of its introduction;

(ii) On going activities in the context of adult education;

(iii) The role of the university in the eradication of illiteracy and promotion of functionality;
(iv) Research work in adult education covering the rating of its quantity and quality as well as the university's role in its development;

(v) The contributions of the university to the development of adult education teaching materials, teaching methods, evaluation methods and training of personnel.

2-2.1(c) Structure of Questionnaire for the Programme Implementing Grassroot Level Institutions i.e. Adult Education Centres.

Questionnaire for the adult education centres sought information relating to the aspects itemized under:

(i) Major occupations of the surrounding community; and the kind of actual educational needs of the people-cum-nature of programmes being organized;

(ii) Most popular programmes for each sex;

(iii) Qualifications needed for the functionaries and those of the existing staff;

(iv) Methods of assessing/evaluating individual learner's performance and programme performance;

(v) Follow-up activities available for neo-literates;

(vi) Major constraints regarding finance, technical manpower teaching and learning material as well as suggestions of ways and means of generally improving the administration of the Centres.
(vi) Rating of co-operation received from the State Department of Adult Education.

2-2.1(d) **Administration of the Questionnaires**

The questionnaires were administered personally to facilitate quick and complete returns and to re-echo orally the significance of the questionnaires in relation to the present study.

2-2.1(e) **Tabulation and Interpretation of Data Collected by Questionnaires**

Data gathered through the survey strategy were analysed and highlighted as in Chapter V, 5-1.

2-2.1(f) **Structure of the Interview Schedule for the Adult Learner**

The Interview Schedule called for information from the adult learner regarding; the learner's reasons for joining the centre, kind of things he/she regards to be useful among what is taught, kind of things regarded not to be useful; suggestions for the improvement of the Centre and programme and any other comment related to the Centre and programme.

2-2.1(g) **Tabulation and Interpretation of Data Collected Through the Interview Schedule**

The data emerging from adult learners through the interview technique were analysed and interpreted as noted in chapter V, 5-2.
2-2.2 Zambia

As stated at 2-2.1, the survey and case studies for Zambia, were based on pre-collected data and investigator's insight experience during the 24 years of service in adult education in Zambia. This practice augurs well with the sponsors practice of non-provision of travelling expenses for the administration of the questionnaires and interview schedules in the research scholar's own country. Postal service strategy could not be used keeping in view its intractable constraints.

2-2.2(a) Administration of Data for the Administrative and Organisational Bodies at the Apex Level

Data from national administrative bodies were collected from the institutions discussed at 2-1.2(i).

2-2.2(b) Administration of Data for the Agencies of Continuing Education

Data from institutions of continuing education were collected in person from the institutions discussed at 2-1.2(ii).

2-2.2(c) Administration of Data for the Grassroots Level Institutions

Data pertaining to the grass roots level institutions were administered through case studies and observations covering adult literacy centres, schools for continuing education, Primary or Secondary School based evening classes
and prison classes and rural reconstruction centres.

2-2.2(d) Analysis and Interpretation of Overall Data

The overall data pertaining to the survey and case-studies were analysed and interpreted as in Chapter V. 5-2.1 and 5-4 respectively.