CHAPTER - 3
REVIEW OF LITERATURE

3.1. Promotion of Research in Adult Education in India

Research in the field of Adult Education was conducted for the first time in India in 1945 by Gadgil. He worked on the "Problem of Lapse into Illiteracy". Gadgil proved that there was a positive relationship between the sharp fall in the lapse into illiteracy and the progressive increase of the standard in which the student learns in the school.¹

After the launching of National Adult Education Programme (NAEP) in 1978, there has been a significant expansion of research both in terms of the number of institutions involved and the aspects studied. The NLM suggested that evaluation and impact studies should be undertaken through social science institutes, universities and voluntary organizations. The role of universities in research was highlighted by the UGC Review Committee (1987). Since 1988, the Government of India has been following the policy of encouraging voluntary agencies to undertake experimentation, innovation and action research in the field of Adult Education. The policy support to Adult Education research spelt out during 1980s, did pave the way for the acceleration of the pace of research during 1990s.

The scope of Adult Education research was expanded in 1991, when the NLM identified about 22 autonomous research institutions in the country for undertaking evaluation studies on the implementation of Adult Education programmes and literacy campaigns and also set up National Institute of Adult Education (NIAE) for providing academic and technical resource support to literacy programme and undertaking high quality research.


¹ D.R. Gadgil, Report of investigation in the problem of lapse into illiteracy in the Satara district.
A number of NGOs specially, Indian Adult Education Association (IAEA), Literacy House, Council for Social Development have been very active in Adult Education research. Although there is no central organization for co-ordination of Adult Education researches conducted by the different organizations in India, the DAE, University Grants Commission (UGC) and Indian Council for Social Science Research serve as the three apex bodies for identifying the priority areas of research and funding the projects. While the DAE has been playing a limited role, a number of agencies, viz. Planning Commission, Department of Social Welfare and Women, National Council of Educational Research and Training, and an array of international organizations, viz. UNESCO, UNDP, ILO and Commonwealth bodies have also been providing funds for Adult Education research in India.  

Role of Governmental and Non-Governmental Organizations:

The DAE initiated a research scheme in 1981 with the aim of encouraging and disseminating useful and high quality research mainly through individuals and institutions. During 1980s as many as 33 research studies were commissioned by the DAE. There is a total neglect of research covering foundational areas, viz., history, economics and philosophy of Adult Education and policy studies. With the exception of two studies - "Adult Education for Women: Developing a research base through eight case studies of successful Adult Education efforts made by governmental and non-governmental institutions" (viz., Action for Welfare in Rural Environment, Andhra Pradesh, Young Women's Christian Association, Madras, Janashikshana Prachar Kendra, West Bengal, Chattisgarh Miners Sharmik Sangh, Madhya Pradesh, Sarvageen

Gram Vikas Mandal, Gujarat, Deshauli Gram Swaraj Sangh, Department of Adult Education, Delhi Administration and Department of Adult Continuing Education, Rajasthan University) and "Adult Education for Women through Self-learning - An Experiment in Action Research", there were no gender related studies.

Since 1978, there has been a slow but steady increase in the number of NGOs involved in the implementation of Adult Education programmes. As most of them receive funds from the Government of India, the scope of their activities remain limited. While the majority of NGOs are involved in the development, Bengal Social Service League, Centre for Human Development and Social Change and those receiving funds from overseas agencies such as, Action Aid, Oxfam, World Literacy of Canada have been involved in research activities to a limited extent. During 1980s, Indian Adult Education Association carried out two studies on "Reading interest of neo-literate" and "Relationship between the period of learning and levels of literacy attainment" and also brought out a detailed review of researches undertaken in India during 1950-80. The six studies carried out by Literacy House also fall in the broad area of literacy, post-literacy and motivation of learners. The Council for Social Development also undertook a series of three studies on functional literacy programme of ICDS in Haryana, West Bengal and Meghalaya.

The role of NGOs in Adult Education research in India has been extremely limited, it may be partly due to their special commitment to development work and partly because of their lack of research, training orientation and funding support.

\[3\] Ibid., pp.10-11.
Role of University Sector:

After the launching of NAEP, there was a positive shift in UGC policy towards Adult Education. Apart from recognizing extension as the third dimension of university education, the UGC provided hundred per cent funding support to universities for taking up Adult Education programme. The bulk of grant was meant for field programme. If, on the one hand, this led to the expansion of university Adult Education in India enabling as many as 103 universities set up Adult Education Departments by 1997, on the other hand, it gave a limited boost to Adult Education research in Indian universities. While most of the University Departments of Adult Education were pre-occupied with a variety of field programmes, a few universities took up research studies in the broad areas of curriculum, programme implementation and evaluation and produced doctorates. Compared to the 34 doctoral dissertations on Adult Education produced during 1960-79, their number increased to 114 during 1980-1998. Besides some of the University Departments of Adult Education, Social Work and Education were also associated with the evaluation studies sponsored by the NLM.

While fifty per cent of doctoral dissertations were on the different aspects of NAEP and TLCs in the states of Andhra Pradesh, Tamilnadu, Kerala, Gujarat, Goa and Rajasthan, nearly thirty per cent were on the personality traits and motivation of learners and their participation and achievement. The remaining twenty per cent of studies were on tribals, women, monitoring and comparative Adult Education.¹

¹Ibid., pp.11-12.
Role of State Resource Centre:

Today there are 27 SRCs in India which are actively involved in providing academic and technical resource support to Adult Education programme mainly through preparation of teaching-learning materials, imparting training, undertaking population education activities and conducting evaluation and research studies. According to a survey it was observed that twelve SRCs of Andhra Pradesh, Bihar, Delhi, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan and Uttar Pradesh have produced 191 studies during the last two decades (1978-98). These studies covered several topics, viz., population education, impact of TLCs, training, materials, needs and interest of neo-literates, role of media, motivation, Jana Shikshan Nilayams etc. Since the majority of studies were initiated either due to a felt need or as action research projects, their findings were of immense practical value to SRCs. The main thrust of researches conducted by SRCs has been on field based issues. More than 60% of studies have been printed by SRCs and distributed among research organisations and universities.

3.2. Studies related to NAEP, SAEP, RFLP, CBAEP (20 point programme) and ABAEP:

A unique feature of the National Adult Education Programme has been the involvement of eminent research organizations in the country in undertaking periodic appraisal and evaluation studies of the on-going programme in different States. While these studies have helped to enhance the credibility of the programme in many ways, they have also provided an opportunity to the social science research community to develop better sensitivity and understanding of the programme that is designed to bring about social change.

5Ibid., p.12.
For those associated with the policy, planning and management of the Adult Education programme, these studies have provided the first authentic data base for assessing the strengths and weaknesses of the conceptual, operational and technical aspects of the programme.

Six appraisal studies have been undertaken in five States of the country. They are, 6

1. Rajasthan (1) - Indian Institute of Management, Ahmedabad.

2. Rajasthan (2) - Indian Institute of Management, Ahmedabad.


5. Tamilnadu - Madras Institute of Development Studies, Madras.

6. Maharashtra - Tata Institute of Social Science Research, Bombay

These studies have the following important features and these need to be taken into consideration.

1. Except for the study by the Tata Institute of Social Sciences, Bombay, all the other five studies deal with programmes that were run by the voluntary agencies. The study undertaken by the Tata Institute of Social Sciences, Bombay has evaluated the efforts of the voluntary agencies, government and university programmes.

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2. The main objective of the studies was to make a quick appraisal of the programmes in terms of assessing the strengths and weaknesses of programme operation and of ascertaining the impact of the programme on the learners.

Findings (Regarding Learners)

1. Except in Tamilnadu, a larger number of male centres were in operation than female centres. The figures are particularly alarming for the State of Bihar.

2. A comparison of the SC/ST participation in the programme with the total population of SC/ST in the respective States showed that their participation figures were quite encouraging.

3. The average enrollment per centre varied from 21 in Tamilnadu to 32.4 in Gujarat.

4. The average daily attendance in Adult Education centres varied from 17.8 in Tamilnadu to 25.3 in Gujarat. From the mean value, we may infer that on an average, about 20 persons attended an Adult Education centre daily.

5. Drop-outs varied from about 2% in Gujarat to 30% in Tamilnadu and on an average, about 18% of the learners dropped out before completing the programme.

6. An appraisal of the centres in Tamilnadu showed an average achievement rate of only 4 learners per centre becoming adequately literate.

Findings (Regarding Instructors)

1. It is assumed that if more number of instructors are appointed from amongst SC/ST they would encourage greater participation of the underprivileged groups.

7 Ibid., Part-II, July, 1981, pp.33-34.
2. Except for Tamilnadu, more male than female instructors were running the programme.

3. There was a good deal of variability in the period for which the training programmes for instructors were organised. Even though majority got trained, there was still a substantial proportion of instructors who had received 'no training' by the time the studies were undertaken.

4. With regard to teaching/learning materials, the studies indicated that dissatisfaction was expressed by the various functionaries about delay and inadequacy of teaching/learning materials.

5. Some attempts have been made to include the components of awareness and functionality. Lack of cooperation from development agencies was the main reason for the programme remaining a literacy effort.

6. Due to lack of community participation, the instructors had agree to holding the Adult Education centre in his/her own home.

Bastia (1982) studied the National Adult Education programmes in the tribal regions of Orissa. The sample comprised the tribals from twenty one villages from three different gram nchayats of Mayurbhanj district. The method adopted for sample selection was stratified random sample. The stratification was done ordering to regional divisions based on geographical situations of four sub-divisions of the districts. The four sub-divisions were regrouped into three natural divisions.
The objectives of the study were to identify problems and needs of the tribals pertaining to social, economic, political and cultural spheres of their life, to study the process and content of NAEP in tribal regions with respect to its objectives; it was also to study the perceptions of tribals of NAEP in relation to their problems and needs; lastly the study evaluated the impact of NAEP on tribal learners.

The findings revealed that majority of the tribals (81.08 %) belonged to Scheduled Tribes. They did not know about scientific methods of cultivation. The infrastructural facilities in the villages were poor. Their per capita income was Rs.750/-. The literacy percentage was extremely low. They had poor knowledge of health and sanitary conditions, local political organizations, weights and measures as well as market prices. They were guided by superstitions. They were addicted to drinking.

The tribals needed training in literacy and numeracy, social and political awareness, and functional skills to save themselves from exploitation.

The organizational functioning of Adult Education centres revealed that the Instructors were appointed by District Education Officers. Most of them were from tribal communities. However, they were poorly qualified. Out of forty centres, a majority were located in the residences of the villagers or of the instructors; very few were located in school buildings. Most of them, therefore, were lacking in proper physical facilities. Poor economic conditions of learners and household and family problems were stated to be the major reasons by the majority of learners for dropping out.

Singh (1982) conducted a critical study of Adult Education Programme in U.P. The study employed descriptive method of research. All agencies, which organized NAEP in Varanasi Division of U.P. State, were included as sample. The four agencies that undertook Adult Education programmes were State/District Adult Education Departments, universities, voluntary agencies and Nehru Yuvak Kendra.

Three hundred centres in each district were opened by Adult Education Department. The voluntary agencies were running 100 centres in Mirzapur district. University of Gorakhpur was running through its affiliated colleges, 70 centres in Varanasi Divisions. Nehru Yuvak Kendra opened 50 centres in Mirzapur district.

It was decided to study 10 per cent of the centres where the number of centres were 100 or exceeding 100, but in agencies having less than 100 centres approximately 20 per cent of their centres were studied.

This investigation at studying administrative set-up with respect to staff pattern, the facilities, efficiency, attitude and capability of the functionaries, provision for research, evaluation and monitoring activities and finally studying the training programmes of Adult Education functionaries on various aspects. Actual use of educational materials and their suitability in terms of physical get-up, coverage of contents and selection of words, methods employed in preparation of these materials such as ways of selecting words, contents, illustrations and components were also attended to. The study further aimed at studying different aspects of NAEP at different centres in terms of realization of aims and objectives, physical facilities, profile of recipients and their ways of communication and co-operation and co-ordination with various developmental departments.
This investigation also aimed at studying different aspects of Adult Education Programme related to the needs of learners their timings participation, preference for the medium of instruction and frequency of contact with functionaries. It also included learners participation in different activities and their interest to increase vocational efficiency after Adult Education programme is over.

The findings of this study revealed that the NAEP has failed to provide knowledge and skills in almost all dimensions studied. The results of NAEP were far from satisfactory. It was found that the need-based programme in the policy statement did not reflect the economic and individual development. Most of the important areas of Adult Education were neglected by almost all the agencies except a few who left very little impact upon learners. The illiterate learners usually became tired after whole day work. They had little time to attend the programme. No continuous and sustained efforts were made to make them aware of different programmes. Non-availability of posters, charts, wallpapers and absence of personal contact by functionaries were observed.

The study on women literacy by Gulab Pandya identified the strengths and weaknesses of the Rural Functional Literacy Project with reference to women learners. The main weaknesses of this programme were that undue emphasis was laid on literacy and the functionality aspect did not receive attention. Only 50 per cent of the neo-literates could complete the evaluation criteria; voluntary teachers were not provided training in vocational aspects; social and family factors were responsible for low attendance and there were no incentives to join literacy programme. The strengths identified were: the women realized importance of literacy, neo-literate women paid

\[1\text{Ibid., pp. 19-20.}\]
better attention to cleanliness and they started writing letters-maintain household accounts and did better upkeep of their children. The study indicated that the neo-literates women performed their family responsibilities in a better way and took interest in social activities.\textsuperscript{10}

Siddiqui (1989) studied impact of Rural Functional Literacy Programme on rural women of Jorhat District of Assam. The population of the study comprised of the rural women of Assam who attended the classes of Rural Functional Literacy Programme. The sample of the study consisted of total 500 rural women who had attended the classes of Rural Functional Literacy Programme during the year 1986-87 in three blocks of Jorhat district of Assam. There were 154 total Adult Education centres (AEC) for women where the classes of Rural Functional Literacy Programme were conducted under these three blocks, 50 per cent Adult Education centres were taken for the study from each community development blocks and equal number of women were randomly selected from each centre. All sampled women were selected from those who attended at least 65 per cent of the total classes of Rural Functional Literacy Programme. The objectives of the study was to find out level of impact of Rural Functional Literacy Programme, (RFLP) 1986-87 on rural women of Jorhat district of Assam in the following aspects: (a) level of literacy achievement, (b) level of awareness (c) level of functionality (d) development of opinion of the respondents regarding usefulness of Rural Functional Literacy Programme, and (e) development of opinion of the respondents regarding women’s development through education.

Prem Chand, "Role of Indian Adult Education Association in Promoting Research in Adult Education", in Review of Researches in Indian Adult Education, Indian Adult Education Association, New Delhi, 1999, p.81.
Major findings in terms of variable-wise distribution of the respondents indicated that more than half of the respondents belonged to the young age group. The remaining 44.20 per cent respondents were from the older age group. Half of the respondents considered their teachers to be effective and the other half considered them to be non-effective. Little more than half of the respondents considered their class room facilities to be adequate and rest 45.80 per cent considered their class-room facilities to be inadequate. It was found that overall impact of the Rural Literacy Programme on literacy achievement was poor. Regarding awareness the impact as found to be medium for all the three sub-aspects namely, Agriculture and veterinary, family planning, health and hygiene and general knowledge. Little more than half of the respondents developed favourable opinion regarding usefulness of Rural Functional Literacy Programme. It was found that among the 10 personal factors-caste / sect and the type of work-were associated with many aspects / sub-aspects of Rural Functional Literacy Programme. The respondents belonging to SC / ST indicated higher level of impact regarding numeracy, agriculture and veterinary, economics and opinion regarding usefulness of Rural Functional Literacy Programme. The Hindu and Christian respondents achieved higher level information regarding agriculture and veterinary. The Muslim and Christian learners developed more favourable opinion regarding usefulness of Rural Functional Literacy Programme than the other religious groups. The women having a few children in the family achieved higher benefit than the other groups.\textsuperscript{11}

Leela Visania and Thomas Mathew in an evaluation report of AE Programmes in Gujarat concluded that there was (i) the problem of lack of community support to carry out the activities; (ii) irregularity of the learners in attending the classes; and (iii) the learner felt that the learning should be made enjoyable through activities such as excursions, film shows, music etc. Panda investigated into the characteristics of adult illiterates and their perception of the learning environment. The study reported the following features; illiterates generally came from families which were poor, larger in size and agricultural. The learners emphasised the need for favourable learning climate, affectionate teachers, relevant curriculum etc. Shah in the study of AEP in Gujarat found that (i) supply of learning materials was insufficient and not provided in time; (ii) there was no suitable training for their instructors.  

J.3 Studies Related To MPFL;

Venkatakrishnan studied the problems faced by the volunteers of MPFL organised by the Colleges affiliated to the Madurai Kamaraj University at Madurai City in 1987. The main Endings were (i) difficulty in identification of the learners and (ii) the regularity of the learners. In 1986-87 MPFL was studied in Colleges and Higher Secondary Schools in the State of Tamilnadu by the Training Orientation and Research Centre (TORC) and Madras School of Social Work, Madras. From the reports, the major inclusions were (i) MPFL should be a part of regular NSS and the Dtion of joining MPFL should be solely left to the discretion of the lunteers. It made compulsory the quality of the work meted out i the volunteers should be questioned as it may not be of good

standard; (ii) incentives for volunteers and learners may be offered to ensure the success of the programme; (iii) NSS Volunteers found it difficult to identify the learners and faced problems with regard to inconvenience of teaching hours; (iv) nearly 50% of programme officers were satisfied with the performance of volunteers as well as with the level of the learning of the learners under MPFL.  

Similarly, in the year 1987-88, a study of MPFL was undertaken by the State Resource Centre, Mysore. The main conclusions and suggestions were (i) creating an ideal atmosphere for the participation of the students was essential; (ii) the effectiveness of the programme depended on effective training (iii) the NSS Officers at the college level should be made full time and permanent; (iv) concessions/facilities should be given to the student volunteers; (v) effective monitoring and evaluation was a must and (vi) need based professionally illustrated and colourful books and teaching material was a must.  

Nibedita Mohanty (1988) found that (i) Adult Education centres give more emphasis on literacy than functionality and awareness; (ii) the performance of the learners in reading was better than the writing performance and (iii) the performance of the men learners were better than women.  

The State Resource Centre, Indore, (1988) conducted an impact study of MPFL in Madhya Pradesh. The important findings were (i) large number of volunteers did not carry out the work and the programme officers also did not contact them; (ii) the role and

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13 Ibid., p.43.  
14 Ibid., pp.43-44.  
15 Ibid., p.44.
functions of the DAEO in monitoring and evaluation was not effective; (iii) the training of the volunteers was insufficient; (iv) the certificates and badges should have been distributed in time and (v) there was no community participation in MPFL and the motivation of the learners was not effective.\textsuperscript{16}

Anupama and Siva Laxmi (1988) in the study of "Each one Teach one" found problems regarding motivation of the learners, irregularity of the learners, transportation and parents not willing to allow their children to teach, course duration being too long, lack of co-operation of the learners, etc.

Lakshmidhar Misra (1989) reviewed the progress of implementation of the National Literacy Mission in Tamilnadu. With regard to the Mass Programme of Functional Literacy, he reported that (i) despite sincere efforts at the level of the state government, the response of the vice-chancellors and the programme co-ordinators to the initiative taken by the Education Secretary and the Director, Adult Education is not encouraging; (ii) although as many as 11,81,602 literacy kits have been produced and supplied to the volunteers during 1986-87, 1987-88 and 1988-89, there is no feedback available as to how the literacy kits have been utilised and what is the overall impact of the programme and (iii) there is not an indication if detailed action plans for the involvement of Ex-servicemen, Prison Management and staff, primary school teachers, housewives, mahila mandals, banks, co-operatives and institutions like Rotary Club, Lions Club etc. have been drawn up and if so when and how they will be operationalised.\textsuperscript{17}

\textsuperscript{16}ibid, p.44.
\textsuperscript{17}Ibid, p.45.
3.4. Studies Related to TLC:

Xavier Sebastian undertook "A Study of the Extent of Correlation of Attitude and Achievement of Neo-literates In Cent Per cent Literacy Campaign in Kottayam Town" with the following objectives:

1. To find out whether there is a significant correlation between attitude and literacy level (achievement), and
2. To find out the extent of relationship between attitude and achievement of the neo-literates.

The Main Findings:

(i) There is a positive correlation between attitude and achievement of literacy level and it is found to be 0.6782. The correlation of the universe is also calculated and it is found to be in between 0.6418 and 0.7146.

(ii) The extent of relationship between attitude and achievement of neo-literates can be found out by the equation \( Y = 0.3434X = 26.7727 \) (where \( y \) stands for achievement score and \( x \) stands for attitude score). From the regression graphs, it can be easily seen that higher the attitude of the learners, the higher will be their achievement.

(iii) The percentage of high achievers of literacy is 18 while that of the average achievers and low achievers is 67 and 15 respectively.

(iv) The respondents were economically poor and 80% of them belonged to backward classes; 69% of the respondents had an annual income of below Rs.4800/-only; and the other respondents came under the category of annual income of below Rs.7200/-. This showed that there was a significant correlation between poverty and illiteracy.
The overall impact of the literacy campaign was satisfactory. It helped the respondents to shed their inferiority complex and encouraged them to involve and participate in developmental programmes. It also created social awareness among the neo-literatees. This campaign suggested that if much more attention is given, the existing adult literacy programme can control mass illiteracy to a great extent.\footnote{Xavier Sebastian, "A study of the Extent of Correlation of Attitude and Achievement of Neo-literates in Cent Per cent Literacy Campaign in Kottayam Town", \textit{Indian Journal of Adult Education}, Vol.52, No:1&2, January-March & April-June, 1991, pp.94-97.}

The experience in TLC in the Pasumpon Muthuramalingam, Pudukottai, Kamarajar, Tirunelveli Kattabomman and Kanyakumari districts as well as in the Centre-based programme in Chengai M.G.R. district and the Mass Literacy Campaign adopted by Annamalai University were evaluated by Madras Institute of Development Studies in accordance with the wishes of the Ministry of Human Resource Development, Government of India. The evaluation had the following objectives.

i. The appropriateness of the districts chosen for TLC.
ii. The involvement of different agencies so as to ensure
iii. The co-ordination of literacy with development.
iv. Standards of learning achieved.
v. Steps for ensuring retention of literacy.
vi. Cost effectiveness of the programme.

The findings are:

Literacy position in the concerned districts:

Chengai M.G.R district had 69.9% male literacy in 1981 and 78% in 1991. Literacy rates of females were 40.7% and 55.7% respectively. The index of equality between males and females has moved from 74.2% to 83.1%.
In Pudukottai district, male literacy has risen from 64% to 72.82% and female literacy from 28.3% to 44.2%. The index of equality has moved from 61.3% to 75.7%.

In Pasumpon Muthuramalingam district in 1991, male literacy was 78.4% and female literacy was 50.2%. Index of equality in 1991 was 78.4%. In Kamarajar district in 1991 male illiteracy was 76.9% and female literacy was 50.1%. Equality index in 1991 was 79.8%.

In Tirunelveli Kattabomman district male literacy has increased from 50.4% to 77.7% and female literacy from 47.8% to 54.6%. The index of equality has risen from 78.6% to 82.8%.

In Kanyakumari district, the male literacy rose from 79.3% to 88.1% and female literacy from 68.2% to 80.3%. The gender equality rose from 92.4% to 95.4%.

In Chengai M.G.R. district, the literacy rate of all persons increased from 56.1% to 67.1% between 1981 and 1991. Population has grown at 27.8% and literacy rate at 57.5%. Literacy now has increased by 10.8%.

In Pudukottai district, literacy has increased from 46% to 58.5%. Population has grown at 14.93% and literacy rate at 49.5%. Increase in literacy has been 12.4%.

In Pasumpon Muthuramalingam district in 1991, literacy was 64.1%.

In Kamarajar district literacy in 1991 was 64%. In Tirunelveli Kattabomman district, literacy has grown from 61% to 65%.
The evaluation of the TLC with regard to learning, achievement and standards of learning and achievement shows that the learners of all categories—women, men, SC, BC are taking full advantage of the opportunities for learning the 3 R's.

The tests administered to the sample learners show that a large percentage of the sample learners has acquired a high level of proficiency in reading, writing and to a lesser extent of numeracy.

It may be noticed that in Kanyakumari, Kamarajar and Tirunelveli districts 91.6%, 88.1% and 87.2% respectively were the levels of literacy reached.

Annamalai University has been able to achieve much by using the services of the students during vacation. In a period of 3 months more than 90% literacy has been achieved in four blocks in South Arcot district.\textsuperscript{19}

IAEA has also conducted External Evaluation of Total Literacy Campaigns of Sonepat and Mohindergarh districts of Haryana and Etawah district of Uttar Pradesh. Findings of the evaluation studies of Sonepat and Mohindergarh districts have been brought out in the following Evaluation Reports:


External Evaluation Studies of the Total Literacy Campaigns of Sonepat and Mohindergarh districts of Haryana have revealed the following:

i The literacy campaigns in Haryana have not acquired the status of people's movement. Community participation was lacking.

ii The campaign could not create a very conductive environment for literacy. Demand for literacy among the non-literates was not high.

iii Achievement levels of the learners were found to be low.

iv Literacy programme was not followed by post-literacy/continuing education. The problem of neo-literates relapsing into illiteracy existed.

v Inputs in terms of training of functionaries, distribution of timely and adequate material, motivation of learners and volunteers were not adequately attended to.

vi The projects have dragged on for much longer period than envisaged without achieving the objectives in full.

An important policy implication of these findings is to examine why the Total Literacy Campaign approach which succeeded to a large extent in states/districts with high literacy did not reach that level in states with low literacy, particularly in the Hindi belt. The achievement in terms of the target set for Total Literacy Campaign is limited to less, that one-fourth of the target group becoming literate during the campaign period.

One of the suggestions emerging from the Sonepat evaluation study is that false assurances to the learners and Volunteer Teachers should not be given, otherwise it would be difficult to work in the area after the first phase. The evaluation team had to face the situation where the learners were demanding sewing machines
or some other house-hold equipment which were promised to be given to them after the test. We need to think of the whole question of providing incentives to learners and functionaries at different levels of their achievement.

Sonepat study has raised another important question relating to the approach technique of environment building during mopping up. It has suggested that in mopping up operation, it would be better if person to person technique or small group technique is used as compared to the nukkad* natak technique used during Total Literacy Campaign.20

3.5 Studies related to Mass Media and Adult Education:

"Adult Education through radio" is the report of a research project based on surveys of two specific programmes of A.I.R. : 1). Radio Farm Forums, and 2). Broadcasts for industrial Workers. The surveys were conducted in 1955. The objectives of the study are to find out the facilities available for reception of programmes, listening of the programmes by audiences, and effectiveness of the broadcasts. The descriptive method is employed; and the data are collected through observation during surprise visits to the listening centres coupled with interviews.

The main findings are: Number of listeners, on the average, ranges from 16 to 22 in villages, and there are no regular listeners. The lack of interest is attributed to fatigue as a result of the day's work, radio set installed at an 'unsuitable place, inconvenient time of broadcast, the language being too difficult to comprehend, and the programmes being dull and boring. Residents of 'Radio Villages'

* A kind of folk drama.
are better informed about international scene and more open to new ideas like family planning than those of 'non-radio villages'. The main objective of the programme is to motivate and guide the farmer to grow more food, but it is no longer received with enthusiasm. Broadcasts for industrial workers arouse a similar response from the listeners.

The scene summarised in the report represents the situation mentioned obtaining about thirty years ago. But some of the problems remain relevant even today.21

"Satellite Instructional Television Experiment (SITE) social evaluation : Impact on adults, part I" : The SITE project ran for one year (Aug. 1, 1975 - July 31,1976) covering more than two thousand villages in 20 districts of 6 States of India. The study is designed to give the policy maker, programme producer and social scientist insights into the conditions required for this mass medium to contribute its best to development in various aspects of national life. The experimental method is employed and the data have been collected through a pre-tested common schedule. The main findings are: More males than females have watched and discussed the T.V. programme frequently; but it has proved a source of general information much more to females than males.

A substantial proportion of viewers of both sexes is from the low socio-economic category : higher socio-economic status is negatively related to TV viewing. TV attracts about 31% of first generation mass media participants, among whom there are more females than males. A larger proportion of adults are attracted in

Saiamathullah, Satya Deo Bareth, Adult Education Research in India : A Study - Indian Adult Education Association, New Delhi, 1984, pp. 58 to 59.
smaller villages than in larger ones. As to the impact of the programmes, more females than males gain in the knowledge of health and nutrition innovations, health having an edge over nutrition. Regarding adoption of health innovations, for both sexes the changes are positively associated with differential exposure to T.V. Illiterates have larger gains than literates. So far as family planning is concerned, the experimental group shows a higher desire for small family than control group. More females than males gain knowledge in family planning. But the desire for small family is shown more by literates than illiterates. In agricultural awareness, no appreciable gain is, however, observed, though positive gain is indicated in awareness of animal husbandry. There is gain in political information also, Gains in political socialization among illiterate males show that lack of formal education is not a hindrance to learning through T.V. In both attitudinal and behavioural information, there is an overall increase in modernity as a result of T.V. viewing. Educational and professional aspirations in respect of their sons have changed positively among females, in particular. T.V. viewing does not seem to effect knowledge of citizen's responsibility among males.

The study is well-planned and scrupulously conducted. At some places, however, there are lapses. There is a lot to learn from the study about how to make T.V. programmes more effective for development.22

A study on the effectiveness of Audio forum on certain Population Education messages in terms of perception and attitude at selected villages in Tamilnadu was conducted in 1989 by the Department of Adult and Continuing Education, University of

Ibid., pp.57-58.
Madras (Jayagopal and others). The result was that the Audio forums have been effective with regard to the delivery of Population Education messages such as women’s development, health, dowry, environment, social development etc. It is also observed that the novelty aspects of the audio forum account for learning by the participants, which has resulted in some changes in the attitude and perceptual dimensions.23

Media resources today are expanding to facilitate communication with and among people. The power that is in built in the media system to bring about attitudinal and behavioural changes is well recognised. Mass media can help and motivate the adult learners. Mind boggling developments in communication technologies open enormous possibilities of tackling the old age problems of illiteracy, poverty and social awareness.24

"Media and Adult Education - Indian experience" : It is the report of a study conducted by the Indian Institute of Mass Communication and sponsored by UNESCO. It aims to examine the Indian experience over the years in using mass media, especially the radio and TV, for Adult Education primarily from the perspective of coordination between the media organisations on the one hand and governmental and non-governmental organisations engaged in task of Adult Education on the other. For this purpose certain projects have been selected as case studies. These are : two radio projects and six TV projects. Case studies are based mainly on reports, particularly evaluative reports, and field observation. The main findings are:

24 Rita Chopra, Impact of Televisions on social awareness of Adults, Kuruchetra University, Kuruchetra, 1989.
Most of these programmes first began as pilot projects and were later extended as regular programmes: Experiment or pilot media projects for Adult Education were invariably grand success. But, often the success of such regular programmes has not been that impressive. Systematic studies over the years indicate that radio is effective to an extent in agricultural broadcasts. Radio in support of mother-child care programme is a systematic and organised communication support for the Integrated Child Development Service (ICDS). As a media pilot project the programme was fairly well-organised and its impact was also encouraging.

The study is not a research in the strict sense of the term, the author has described certain radio and television programmes systematically, and also analysed the impact of each one of the programmes on the masses. The inferences drawn are logical. The author’s suggestion that the content of the regular media support for Adult Education programmes has to be area-specific, problem solving, need-based and be given in syllabus-oriented sequences may be helpful to planners of media support for Adult Education programmes.25

3.6. Studies related to infrastructure facilities of Adult Education centers;

The Bengal Social Service League (BSSL) currently was running 100 Adult Education centres under the National Adult Education Programme, of these 73 centres are for male, learners who assemble at night.

A study was conducted to find out the intensity of the light available from a hurricane lantern and to assess whether the illumination was sufficient to read and write in the given conditions of an Adult Education centre. Many of the Adult Education centres are conducted at night. They operate under insufficiently illuminated conditions. The BSSL hypothesised that illumination from four hurricane lanterns provided at these centres was adequate.

An experiment was conducted at the laboratory of the Department of Applied Physics of Calcutta University, where the intensity of illumination from a hurricane lantern was measured with a luxmeter in the simulated conditions of an Adult Education centre housed in a mud-wall structure. This research found out that the intensity of illumination was found to be inadequate. The BSSL recommended that only such lighting equipment should be provided which could emit brighter light. The research study further recommended establishing a correlation between lighting conditions and the drop-out rate of an Adult Education centre.26

"Role of Traditional Aids in NAEP" was studied by Suman Bhatnagar27. The objective of the study was to observe the comparative effectiveness of selected audio-visual aids in communicating educational message to the adult women of Udaipur in Rajasthan.

The findings of the study revealed that traditional aids like puppetry and kavad* are more effective than the modern aids like radio and flip books. Suman Bhatnagar recommended a wider use of traditional media in the NAEP to make it more successful.

3.7. Studies regarding field functionaries:

A study was undertaken by Kunda Supekar, Archana Bajpayee and Ritu Sharma on "Training Needs of the Instructors" in the State of Madhya Pradesh. The main objective of the study was to assess the training needs of the instructors. The sample had 100 Instructors and 30 Supervisers as respondents. The findings are as follows.

i. Regarding training, 25 per cent of the respondents were of the opinion that some alteration should be made in the time schedule of the training programme.

ii. Most of them felt that training should be given in three phases, each phase lasting 7 days.

iii. 20 per cent of the respondents stated that the training programme should be intensive and not superficial.

iv. Audio-visual aids should be used in training, thus making it more effective and purposeful.

v. The place where training is organised should be spacious and comfortable.

* A kind of Communication aid.
vi The officers felt that the selection of the instructors should be made after thorough scrutiny, so as to set better and efficient field workers.

vii The officers suggested that experts from other departments should be invited as resource persons.28

The study undertaken by Suriyamani and Reddy, "Attitudes and Job Satisfaction of Organisers Working under Adult Education Programme", was conducted in Ranga Reddy District of Andhra Pradesh.

The findings of the study revealed that

1. Respondents have shown a highly favourable attitude towards Adult Education Programmes.
2. The Respondents' attitude was found to be significantly associated with mass media exposure at 0.05 level and
3. The association of attitude with age, urban exposure, size of family, type of family and income was not significant.29

Ologe (1986) remarked that a vital factor in the successful implementation of adult literacy programmes is the rush type of personnel who would make appropriate use of the materials and equipment provided for the programme.

The literacy teacher must play a crucial role in the execution of any adult literacy programme. They are the persons who are in close touch with the beneficiaries of the programme.

Ologe reported that the following major factors motivated instructors to take up the job in Nigeria's mass literacy programme.

- A desire to become involved in the eradication of illiteracy from the society.
- A desire to make good use of their leisure time.
- A desire to improve their earning.
- A desire to assist in preparing adults for gainful employment.
- A desire to gain experience in the teaching of adults.
- A desire to help illiterate adults to become more useful and enlightened citizens of their country.
- A desire to help adults adjust properly and without difficulty to the changing society.
- Interest and curiosity to interact with learners and study their behaviour.
- The attitude that it is pleasant to teach adults because they are less troublesome and more responsible than children.

- A personal interest in helping adults to know how to read and write so that they are able to communicate effectively with others in writing.
- Interest in helping illiterate adults to know their rights.

The study showed that many of the instructors were not motivated solely by monetary rewards.

3.8. Studies regarding motivation of learners

The study "Motivation of Rural Female Adults to Participate in the Adult Education Programme - Personal, Economic, Social, Political and Educational Factors" was designed by Pushpinder  

\(^{30}\) bid.

81
Kaur and Amrit Kaur to explore the personal, economic, social, political and educational factors of motivation in relation to age. Keeping in view the low rate of literacy among female adults, especially rural ones, the study was restricted to rural female adults.

According to this study, the factors of motivation are as follows:

(a) Personal factors of motivation

On an average, each adult indicated about six personal factors of motivation. Among the ten personal factors of motivation, the most common factor which motivated rural female adults to participate in the Adult Education programme was to know the importance of giving education to children (92%). The other factors are presented in the descending order:

i. To learn embroidering and sewing (74%);

ii. To acquire knowledge about taking care of the health of family 72%;

iii. To obtain knowledge about keeping the house clean (66%);

iv. To get information about good health (65%);

v. To learn to prepare balanced diet (63%);

vi. To gain knowledge about interior decoration (55%);

vii. To learn to discharge family responsibilities (51%)

viii. To obtain knowledge about animal husbandry (31%);

and

ix. To gain knowledge about domestic matters (25%)

(b) Economic factors of motivation

The most commonly mentioned economic factor of motivation was to acquire knowledge about household accounts (86%), which was followed by

(i) To learn to shop in an appropriate way (84%);
(ii) To learn ways and means of enhancing income (75%);
(iii) To learn about money saving devices (72%);
(iv) To learn to use leisure time for economic profits (72%)
(v) To learn to make proper use of money (65%);
(vi) To enhance efficiency in the job (60%);
(vii) To facilitate participation in joint development Activities (53%);
(viii) To gain knowledge about agricultural development (50%);
and
(ix) To gain knowledge about schemes of self-employment (40%);

(c) Social factors of motivation

On an average, each adult mentioned six social factors of motivation, of which the most frequently mentioned social factor was to learn to communicate with people without hesitation (86%). The other factors are presented in the descending order:

(i) To learn to live in harmony with family members (79%);
(ii) To increase social consciousness (75%);
(iii) To be able to solve village problems jointly (70%);
(iv) To become able to solve domestic problems (65%);
(v) To acquire information about social institutions (59%);
(vi) To live in harmony with members of the community (55%);
(vii) To develop good habits (50%);
(viii) To avoid social evils (45%); and
(ix) To know more about civilization (43%)

(d) Political factors of motivation

On an average, each rural female adult indicated about five political factors of motivation, of which the two most frequently mentioned factors were,

(i) To have exact information about the Panchayat elections (60%) and
(ii) To acquire knowledge about the functions of Panchayats (60%).

These were followed by

(iii) To be able to elect good political leaders (55%);
(iv) To learn about one's rights and duties (50%);
(v) To learn about the development of the village (50%);
(vi) To escape from exploitation by political leaders (47%);
(vii) To learn to make proper use of the right to vote (45%);
(viii) To know about the political conditions prevailing in the Country (35%);
(ix) To know about the political conditions prevailing in the States (39%) and
(x) To become a good citizen (30%).
3.9 Studies related to the needs of the learners?

"A Study of Educational Need Patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan" (Rajasthan University) was conducted by Dixit with the following objectives.32

I. To find out educational needs patterns of the adults in the urban, rural and tribal communities in Rajasthan.

II. To study the factors limiting their participation in the educational activities.

III. To study the attitudes of adults towards their need for continuing education and the relation between different age groups.

The major findings of the study were as follows:-

I. Urban Population

The majority of women respondents were those who had high school and intermediate education. The largest percentage of the respondents came under the income range of Rs.500/- to 1000 per month. More than half of the respondents stated that vocational training was very much helpful to them for getting jobs.

II. Rural Population

The majority of the adults happened to be in the age group of twenty-five to thirty-five years and were married and illiterate. Agriculture was the main occupation and the income range was Rs.201 to Rs.300 per month. The majority of them had a favorable attitude towards vocational training. One fourth of the respondents indicated that they had literacy classes in the village, which they could attend only at night.

III. Tribal Population

The majorities of the adults were in the age group of twenty years to thirty-five years and were married. The respondents earned of Rs.100 per month and had been deprived of the opportunity for education.

3.10. Studies regarding drop-outs:

"Socio-Economic Status of Volunteer Instructors and Drop-out Learners of Total Literacy Campaign" was conducted by Soundarapandian to analyse the socio-economic characteristics of the drop-out learners and volunteers of the TLC in Kamarajar district, Tamilnadu.

The study focuses on the socio-economic profile of the drop-out learners and volunteers involved in the Kamarajar district TLC. Based on these findings, it may be suggested that for the successful implementation of the campaign the income status of the drop-out learners and the educational standard and training of the volunteers must be developed in order to reduce the number of drop-outs in the campaign. The learners who had attended schools upto 3 years during childhood days may be excluded from the campaign, and literacy may be imparted to them in other centres. A very high level of motivation must be provided to the female volunteers in the Union areas and backward, forward caste volunteers in the Municipality areas for their active participation in the campaign.

3.11. Adult Education and Gandhian thought:

The study "Gandhian approach to rural development" represents planning from the grass-roots. It is based on the principle of de-centralisation. Here the people actively participate in the development process; and full use is made of the local resources. Similarly the study "Reconstruction through education, action and leadership" offers an alternative to the programmes sponsored and conducted by outside agencies. The accent is an self-help and local initiative. What is needed is to stimulate the community leadership to organise themselves into their own welfare committees to implement development programmes through education, action and leadership strategies.

3.12. Studies undertaken in foreign, countries

Apte (1950) studied Adult Education in India with special reference to the province of Bombay. It was a documentary analysis tracing the history of Adult Literacy campaign in the city of Bombay. It compared the Bombay experiences with those in Bihar and Central Provinces as well as with those in Turkey, Philippines, China, England, Denmark, U.S.A. and U.S.S.R. The investigator made recommendations with a view liquidating illiteracy in India within a short period and proposed a comprehensive movement of Adult Education appropriate to the Indian condition. The movement was to be effected through -(a) University Extension Movement (b) Urban Areas (c) Rural Areas (d) Workers Education Movement (e) People's colleges (f) Evening- Night schools (g) Adult Education for Agriculturists (h) Public Lectures (i) Adult Education among Women for Development and (j) Correspondence courses.

As methods for imparting Adult Education, the investigator discussed utilization of mass media like radio, gramophone and film. He emphasized importance of libraries and press for upliftment of adults.35

The Literacy Crusade (1980) which Nicaragua carried out was well known throughout the world. Adult Education has become a tool for the political education of the people. The primordial aim is to achieve a more active and effective participation on the part of every one in the revolutionary process. In Adult Education classes, people read about and discuss the country's problems, their past history of exploitation, the revolution and its work projects. Another factor for the success of the campaign is the teachers. Nicaragua's education system has broken the idea that a teacher is only someone who has graduated from the normal school or who has undergone specific training as an educator. For the teacher social consciousness, class identification and the willingness to work are more important than the educational level attained. Moreover personal motives were also gradually supplemented by a collective desire to understand one's education as, an instrument for changing one's environment.36

In Burma (1981) the evaluation of the literacy campaign was made by the Sub-Committee appointed by the Burma Literacy Central Committee. The main objectives were (i) to identify the factors that facilitate the organisational structure and implementation of the programmes in achieving the fullest mass participation (ii) to provide necessary data for revising the ongoing programme. The significance of the ideological and political commitment of the ruling elite comes through this case study. It

also points out that mass literacy campaigns have to be mass movements, they can not be conceptualised as programmes to be designed and implemented by administrators. Literacy campaigns need committed cadres of workers, not cautious career-oriented wage earners. The important findings of the Study were (i) methodology used for Burmese language speaking population was not suitable to the non-Burmese speaking group, (ii) these indigenous groups were able to read and write and they were weak in comprehension, (iii) relapse into illiteracy was due to lack of supplementary reading materials.

In the same year, the Government of Bangladesh also evaluated the literacy programme. They found that female neo-literate were doing better than men-folk in learning skills - reading, writing and numeracy. The evaluation also showed that the performance of urban neo-literate was better than that of rural ones.\(^{37}\)

Bhola (1981) summarised the lessons of the countries like Cuba, China, Tanzania, Brazil, Vietnam and Russia as follows:\(^{38}\)

In Cuba, the study revealed that successful campaigns result from hard work, technique and organisation. These do not come together without political will of the leadership in power. The closing of schools and sending of the children to teach adult learners on farms and in the mountains was an excellent action which not only supplied the man power needed, but also resulted in a campaign for the teachers - they experienced the rural culture, they learned socialism and they became the backbone of the socialist revolution.

\(^{37}\) Ibid., pp.32-33
\(^{38}\) Ibid., pp.33-35
The lessons from the Chinese literacy campaign are inspirational. The need for ideological commitment matched by political will of the power elite is again brought out by this study. Literacy is assured of success when conducted in a larger context of Adult Education, political socialisation, abolition of class structure and economic development.

Tanzania's mass campaign points to the important role of the great leader in such a large scale transformational action. While the Government had established an extensive structure for Adult Education it still made use of party cadres' literacy committees and volunteers to make the campaign a people's campaign.

In Brazil, literacy campaign conceptualised in the context of an overall life long programme; however the core objective of teaching, reading and writing should not be diluted or dissipated. As adults become literate, they should have opportunities for the horizontal and vertical integrations within the educational, economic, social and political systems. It is not necessary for a literacy campaign organisation to do everything on its own and under its own roof, collaborations can be built with academic and public organisations and institutions, yet keeping direction and control of overall purposes and objectives.

The power of commitment bora of an ideology is quite obvious in the success of Vietnam literacy campaign. Also the campaign got its legitimization and support from the highest levels of power. The use of mass line in a mass literacy campaign is not merely a matter of mobilizing people's resources. In fact, bureaucrats cannot conduct mass campaigns. What is needed are well trained, well disciplined cadres full of commitment and ready for sacrifices. Literacy can be a mass movement basically on the mobilisation of teachers and learners by managing incentives suitably both to promote and sustain the initiative. At the post-literacy stages, the
programme needed for the development of curricular context, methodology to be put to use, and instructional materials and class levels have to be carefully differentiated.

In Russia, the political will of the power elite actualised by the instructional power of the State worked wonders - resocialize each and every member of the society, transform the fabric of a society and invent a new future. Then there are no substitutes for the future processes of organisation and mobilisation. On the one hand the Government must undertake both the administrative and technical organisation of its decision making and the implementation system. On the other hand people must be mobilized, the learners must be motivated to learn; who can teach and contribute in other ways must be enabled to do so. Lastly, the campaign must be linked with the larger educational, economical, political, developmental and internal policies.

Saengsai (1988) peeped into the vocational aspirations of students of Adult Education schools in Bangkok, Thailand, in relation to their age, sex, socio-economic status and motivation. A normative survey research design was applied on a sample of 100 students (50 men and 50 women) of these Adult Education schools. A questionnaire was prepared by the research seeking information concerning the personal background and socio-economic status of the students, their vocational interests, and motivation. Responses were judged on a three-point rating scale (like very much, fairly like, and dislike). The weighted scores were then put in rank order.

These scores revealed that vocational aspirations differ in relation to their varying age and sex, and socio-economic status. Motivating factors in selecting different vocations were found different in case of boys and girls with different occupational background of mothers. Boys preferred vocations of military career
and being semi-government official, and girls preferred being musician-singer and military career. For boys and girls, the main motivating factors for selecting a particular vocation were personal idea, successful person's examples, occupations in the past and present and physical suitability.

Boys coming from broken and unbroken homes preferred being a merchant and policeman. Girls from broken and unbroken homes preferred being airhostesses, musician-singer and military career. The motivating factors for boys and girls from broken and unbroken homes for a particular vocation were intellectual suitability, personal aptitude and personal ideal.\textsuperscript{39}

Othieno (1990) studied the development of Adult Education in Kenya since its independence. Historical research method was used. Data was collected from the annual reports, journals, periodicals etc.

Findings revealed that education is not a new concept in Kenya. Education was mainly non-formal. It was conducted through rites, ceremonies, fetes, dances, folk tales, fanning etc. Adult Education programmes provide basic education, remedial education for school drop-outs, preserving culture, community development, acting as a bridge for the old and new generation, and helping women coping with their new changing roles. They encourage community participation in promoting national development.\textsuperscript{40}

Ninlamot (1996) studied the 'Factors Influencing the Participation of Muslims in the Functional literacy Programme of Thailand. A sample of 689 Thai Muslims was taken. This included

Ibid., pp.30-31.
Ibid., p.32.
participants and non-participants of the functional literacy programme and drop-outs of the earlier programme. A descriptive survey method of research was used.

The researcher prepared different types of tools. A demographic factors questionnaire, motivational factor scale for participation, person factors scales for non-participation, and personal factors scale for dropping out were used. The results were analyzed by computing the frequencies, percentages, means, standard deviation, skewness and kurtosis. A non-parametric, i.e. Kolmogorov-Smirnov One Sample test was used for analyzing relationship between motivational factors and participation of Muslims in functional literacy programme of Thailand. It was found that the most important motivational factor which induced some Muslim adults to participate in the functional literacy programme and to continue in it was 'cognitive interest', the next factors were community service, personal satisfaction/happiness, social stimulation/social advancement, and job satisfaction/professional advancement respectively. The most important personal factor, which kept some Muslim adults away from participating in functional literacy programme, was the 'timing factor'. The personal factor which impelled the Muslim Adult who joined literacy classes to drop out of the course was lack of time because of job obligations. The demographic variables that can be used as the best predictors of motivational factors which may induce the Muslims to participate in the programme were 'age' and 'number of hours spent on listening to the radio programme and viewing television of the Thai government each day'. 'Age' was negatively related to motivational factors. Number of hours spent on listening to radio programme and television viewing government programme each day were positively associated with them.41

41 ibid., pp.37-38.