CHAPTER II

STUDY DESIGN AND METHODOLOGY
STATEMENT OF THE PROBLEM:

Development of any country in any sphere is an integrated whole that stands for economic efficiency, social equality and moral decency. The mechanism of development, however, largely depends upon the educational level of the people. In the words of Mead, the socio-economic development hinges upon education, more so in a developing country. For developing the underdeveloped societies, Richard suggested economic modernisation through education of the backward classes. Taylor and his associates recognised and envisaged that education creates awareness, leads to attitudinal change, enables occupational advancement and, thus, paves the way for social change as a whole. In this perspective, education is viewed as a total means for overall development. With this view, education has been recognised as pre-requisite for economic progress and social well-being.

Attempts are being made to provide the requisite educational facilities for youth and adults from time to time. Adult Education is one of the programmes which aims at achieving this end. The success of any programme mostly depends upon the effective and efficient management of its resources. In this context, the present study aims at probing into the management of the Adult Education Programme in Anantapur District.
REVIEW OF LITERATURE - PAST AND PRESENT:

Research is a continuous process. It is generally based on the previous studies. The work of the predecessors forms the foundation for the researchers who follow and review the previous results, channelises and motivates the efforts of the researcher in a desirable direction.

Research in the area of Adult Education is found to be grossly inadequate. In this connection Rogers (1971)\(^1\) observes that 'Research on Adult Education is pitifully thin in quantity and quality'. Similarly, Peers (1966)\(^2\) viewed that 'much more need to be known about learning'. Referring to the need for research in Adult Education, it is relevant to note that there are wide spread differences in research studies in this area.\(^3\)

R.S. Thiwari (1978)\(^4\) was the first among those who voiced his apprehensions regarding Adult Education

---

Programme. In this connection he states that 'the exist­
ing Adult Education is too ambiguous in targets, conserva­
tive and unplanned in approach, optimistic in achievements, unrealisic in implementation and utopian in nature'.

J.D. Sharma (1981) made a review of the programme and expressed his view that 'all is not well with the programme'. He further viewed that initial thrust was being replaced by the lack of enthusiasm on the part of the people as well as mass media.

In a paper submitted by Sivadasan Pillai (1979) to the 32nd Annual Conference of the Indian Adult Education Association, he emphasised that delinking Adult Education Programme from development programmes is not conducive to the Adult Education movement. Therefore, he suggests the establishment of co-ordination committees at the State, District, Block and Panchayat levels so as to implement the rural development programmes and Adult Education Programmes jointly.

A study, undertaken by Muthayya and Hemalatha (1981)\textsuperscript{7}, examined the inter-relationship between programmes of Adult Education and Rural Development, motivation failures behind learners and functionaries.

Gomathimani (1980)\textsuperscript{8} conducted a sample study on the attitude of learners on Adult Education Programme and brought out interesting findings. According to him, majority of the learners (41\%) expressed their attitude that education enhances knowledge, whereas only a few expressed that it is a means to secure employment (22.7\%) or to face the problematic situations (20.5\%).

In another study, Haragopal and Ravinder (1980)\textsuperscript{9} investigated the perception of the key functionaries about Adult Education Programme drawn from such categories as officials from the government, academicians and workers from various voluntary organisations. The responses indicated that people drafted to implement Adult Education did not possess suitable bent of mind, motivation and commitment.

\textsuperscript{7} Muthayya, B.C., and Hemalatha Prasad., "Adult Education in Rural Development - A Study of the process of Implementation of NAEP, NIRD, Hyderabad, 1981.


Alan Rogers (1989)\textsuperscript{10} wrote a book entitled "Teaching Adults". He exhaustively discussed the basic concepts of Adult Education. Further, he emphasised that learning to be effective, the student must be fully involved in the learning process.

One of the books of Mohanthy (1988)\textsuperscript{11}, "Life-long and Adult Education", pioneered the concept of life-long education. He stressed the concept of life-long education because of its relevance to the present set-up of society. He categorically stated that the term, education, should be more functional, relevant and recurrent. He opined that education bridges the past with the present and the future makes an individual learn continuously.

Rajakumari Chandra Sekhar (1982)\textsuperscript{12} made an effort and wrote a book entitled "Aspects of Adult Education". She laid stress on the need for Adult Education for national development. Again, she elaborately discussed the role of government, various voluntary organisations and educational institutions in catering to the adult illiterates. According

\begin{itemize}
\item \textsuperscript{10} Roger Alan, "Teaching Adults", Sterling Publishers Private Ltd., New Delhi, 1989.
\item \textsuperscript{11} Mohanthy, S.B., "Life-long and Adult Education", Ashish Publishing House, New Delhi, 1988.
\end{itemize}
to her, "every educated person and every educational agency has a sacred duty for the society and that is to spread education among the under-privileged".

Kundu (1986)\textsuperscript{13} wrote a book entitled "Adult Education - Principles, Practice and Prospects". He discussed the Adult Education Programmes in India and abroad. The theme and content of Adult Education, learning process and teaching procedures, training and research at the national and international scenario figured in this book.

Dutta (1986)\textsuperscript{14} made a humble attempt and wrote a book - "History of Adult Education in India". This book mainly dealt with Adult Education programme from pre-British period to the end of Fifth Five Year Plan. He gave an objective analysis of the continuous growth of Adult Education from ancient days.

Town Send Coles (1977)\textsuperscript{15} in his book, "Adult Education in Developing Countries", recommended that educational strategies in the coming decade should have

\textsuperscript{14} Dutta, S.C., Op.cit.,
rapid development of Adult Education in school and out of school, as one of their priority objectives.

Sodhi and Multani brought out a book "Comparative Studies in Adult Education", wherein it is found that the importance of comparative studies in Adult Education. They argued that these studies help individuals to obtain a heightened and deepened understanding of one's self and one's own culture.

There are, in this direction, many studies -
"Adult Education in India - A Book of Reading" by Kidd and Drapper (1973)\textsuperscript{17}, "Adult Education in India" by N.A. Ansari (1984)\textsuperscript{18}, "Understanding and Facilitating Adult Learning" by Brook Field (1986)\textsuperscript{19}, "Adult Education in Third World" by S.C. Bhatia (1987)\textsuperscript{20}, "Role of Adult Education and Mass Media for Civic Education", edited by Saxena and Sachdeva (1986)\textsuperscript{21}, "Training of Adult Education"


\section*{Need for the Study}

It is evident from these studies that research in Adult Education has been basically evaluation and appraisal of Adult Education. In most cases they rather tended to concentrate on the quantitative characters of the learners and instructors without bringing them to the levels of performance. The success of any programme depends mainly upon the effective and efficient management of its resources. It is a glaring fact from the above studies that no study was made in this direction. The present study is a humble attempt to probing into 'Management of Adult Education Programmes'.


OBJECTIVES OF THE STUDY:

1. To trace the growth and development of Adult Education Programme in Anantapur District;
2. To analyse the organisational structures of different agencies involved in Adult Education Programme in the district;
3. To analyse the socio-economic, educational and professional background of the personnel involved in the Adult Education Programme in the District;
4. To study the socio-economic conditions of learners enrolled in Adult Education centres;
5. To identify the factors that help to motivate the learners and other functionaries;
6. To study the impact of Adult Education on selected learners, and
7. To suggest measures for improving the effective functioning of Adult Education Programme.

SCOPE OF THE STUDY:

The present study has been confined to 'Management of Adult Education Programmes in Anantapur District' covering a period of five years from 1986-87 to 1990-91.
SAMPLING DESIGN:

The Adult Education Programme in Anantapur District has been implemented by three agencies - the Government, the University and the Voluntary Organisations. The total enrolment of learners by all the three agencies during the year 1990-'91 was 39,313. The S.K. University situated in the District enrolled 1,413 learners. These learners are enrolled in 45 centres. 204 learners are selected for detailed analysis at the rate of 6 learners each in 34 centres (75 per cent of the total centres).

There are 45 instructors at the University level. For the present study 75 per cent of them i.e., 34 are selected.

In all these agencies there are 62 Supervisors in the district. For the analysis of the study 47 Supervisors representing 75 per cent are selected and accordingly responses are analysed.

For the purpose of this study, all the Project Officers who are involved in the Adult Education Programme have been selected for the study.

Thus, the total number of respondents selected for the present study are as follows:
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learners</td>
<td>204</td>
</tr>
<tr>
<td>2.</td>
<td>Instructors</td>
<td>34</td>
</tr>
<tr>
<td>3.</td>
<td>Supervisors</td>
<td>47</td>
</tr>
<tr>
<td>4.</td>
<td>Project Officers</td>
<td>6</td>
</tr>
</tbody>
</table>

**METHOD OF DATA COLLECTION:**

The data for the present study form into two sources - primary and secondary. The primary data have been collected by administering different schedules among adult learners, instructors, supervisors and Project Officers eliciting their opinions and attitude towards Adult Education. The secondary data, however, have been gathered from books, periodicals, publications of human resources development records of Adult Education Department at the University level, records of Voluntary Organisations which are involved in Adult Education programme and records of Adult Education project offices at Tadipatri, Kadiri, and Kanekal and records of District Adult Education Department at Anantapur.
STATISTICAL TOOLS ADOPTED:

The analysis and results of the study are mostly interpreted with the help of simple averages.

LIMITATIONS:

The results of the study have the following limitations:

1. Owing to time and financial constraints the study has been confined to 'Management of Adult Education Programmes in Anantapur District' from 1986-87 to 1990-91.

2. Enrolment of Adult learners in the district i.e., by all the three agencies as on 1990-91 are 39,313. So, it is felt very difficult to select the learners and study the impact of Adult Education in all three agencies. Hence, the impact has been studied among the learners from the University agency only.