CHAPTER VI

THE PRESENT STUDY - METHOD AND PROCEDURE

THE STUDY

The present study is "Adult Education in Punjab - A Study of the Commitment of the Universities".

SCOPE AND OBJECTIVES OF THE STUDY

The scope of the present study is very wide. It is designed basically to examine the current status of adult education in the state of Punjab with regard to necessary structures for organisation, administration, planning, implementation and co-ordination of the programme. It includes to examine the impact of the programme in the eradication of illiteracy and to promote qualitative changes in the living and working conditions of the beneficiaries.

The National Adult Education Programme was implemented by the state government through the adult education wing of the department of education, voluntary agencies and the universities of the state. The main approach to implement the programme was Rural Functional Literacy Project based on the premise of the projectisation of adult education programme. The approach was adopted by the state government and the voluntary agencies. The universities have a special role to play as National Adult Education Programme provided opportunities to the universities and colleges to participate
in this nation building activity through its institutional resources - knowledge, manpower and material. The present study attempts to find out how these resources have been utilised, what is the extent of commitment of the universities in the state towards the process of eradication of illiteracy and transforming the existing adult, continuing education programmes into a life-centred-life learning movement.

More specifically, the study aims to examine:

- The structures for organisation, administration, planning and implementation of the adult education projects in the state of Punjab. These structures will be examined at the state, project, village/area level.

- Identification, involvement and encouragement of the voluntary agencies to participate in the programmes of adult education.

- Mechanism to ensure people's participation in the programme.

- Procedures, strategies to improve ongoing programmes.

- Impact of the programme on the learners.

- The pursuance of the universities to the development of extension as one of the three objectives of university education besides teaching and research.

- The pursuance of the universities of some kind of package deal which besides eradicating illiteracy provides people with extension and continuing education work in the community.
- Institutionalisation of extension in the university system and to provide trained manpower.
- The role of the Resource Centres.

METHODOLOGY

The study aims to explore the performance of adult education programmes in the state of Punjab, the current status and future perspectives besides the commitment of the state universities to promote adult education to eradicate illiteracy, develop adult education into a coherent system of life long learning and institutionalise adult, continuing education and extension within the community and the university system.

Exploratory studies of such type are not available and the present study is a novel attempt and bases its methodology upon the research design applicable for such studies. The present study adopts principally the Exploratory Research Design. Such studies are aimed at gaining new insights into the phenomenon and are generally formulative in nature. The design of the study lays emphasis on the discovery of ideas, facts, that may help in the development of hypotheses at a later stage.

The study covers the projects in the state organised and implemented by the state projects, projects of the voluntary agencies and of the universities. The state government has 15 projects, the voluntary agencies have 3
projects and the Panjab University Chandigarh has one project. The other three universities do not have adult education projects but participate in the programme with the mass involvement of student volunteers. Thus the main areas for the study are:

The projects of the state, voluntary organisations and Panjab University Chandigarh besides the mass programmes of the three universities, i.e. the Punjabi University Patiala, Guru Nanak Dev University Amritsar and Panjab Agricultural University Ludhiana.

DATA

The study reviews the programme implemented during the past five years. But the intensive review is primarily based on the implementation of the adult education programme in the state during the year 1989-90 by the state government, voluntary agencies and the universities in the state.

For intensive study and to arrive at meaningful generalisations and conclusions the study delimits itself to adult education projects and functionaries working in 3 district projects and one university project in the state. Since the universities implement the programme through colleges, all the 14 colleges implementing the programme during the year 1989-90 were selected for purposes of data collection.
From 3 district projects and 14 college projects a purposive sample of 18 centres is selected so as to include centres for rural, urban areas and centres for men, women and mixed population.

The primary sources of data are the university department of Adult, Continuing Education and Extension and the Faculty, the principals of the colleges, teachers, programme officers, District Project Officers, supervisors, instructors, community leaders and learners connected with the adult education centres selected for the study.

The primary data is collected with the help of schedules using the techniques of questionnaire, checklists, interviews and observations. The data from the functionaries has been collected with regard to their role expectation and role performance and are given at the end of this section.

In addition to the primary source of data, various secondary sources are consulted. These include reports and other records pertaining to adult education/extension education activities of the universities, colleges, the state department of adult education, the developmental agencies and voluntary organisations.

TOOLS FOR STUDY

The study used various tools for purposes of data
collection from various sources. These are:

- Questionnaire for use with functionaries in the projects;
- Schedule of interview with community leaders;
- Interview with learners; and
- Evaluation tools for use with learners.
ROLE OF ADULT EDUCATION FUNCTIONARIES

(a) FIELD LEVEL FUNCTIONARIES

INSTRUCTORS

PRIMARY TASK

- Impart functional literacy to the adult learners in 15-35 age group at the centre for 1½ hours per day.
- Management of the adult education centre which includes upkeep of the physical environment, procurement and distribution of learning materials and learning aids, maintenance of records, etc.
- Evaluation of learning outcome - stagewise.
- Upward transmission of achievement report and follow up information.

AUXILIARY TASKS

- Identification and enrolment of learners.
- Environment building activities.
- Establishing inter-organisation linkages.
- Seeking mass participation.
- Dissemination of developmental informations including appropriate technology meant for improving the quality of life.
- Co-ordination of cultural activities including dissemination of success stories through traditional and modern media.

**PRERAKS**

**PRIMARY TASK**

- Supervision of 7-8 AECs for 3 days in a week.
- Organisation and Management of one Jan Shikshan Nilayam for 3 days in a week, devoting at least 3 hours a day.

**AUXILIARY TASKS**

- Helping the Instructor to organise adult education centres.
- Securing mass participation in environment building efforts.
- Establishing linkages between adult education programme and other developmental programmes.
- Sorting out problems of the management of the AEC.
- Field level monitoring of the pace and progress of the programme.
- Upward dissemination of achievement and constraints in programme implementation through regular reporting procedure.
- Miscellaneous activities conducive to the eradication of illiteracy in his/her area of work.

(b) **PROJECT LEVEL FUNCTIONARIES**

**ROLE OF PROJECT CO-ORDINATOR**

**FACILITATOR OF THE CENTRE**

- Planning, programming, budgeting, implementation and evaluation for the project area.
- Collecting and getting familiar with the collected information regarding the area and the development schemes.
- Mobilising local community support.
- Actively associating with various development agencies/programmes and providing leadership and guidance to Preraks for linkages between the people, AE functionaries and the development officials.
- Selection of Instructors as per established procedure and organising training and reorientation programme for them.
- Guiding Preraks and Instructors to develop work calendar for each adult education centre.

EVALUATOR

- Helping the Preraks to develop a suitable plan for evaluation of his cluster.
- Developing a system for periodical evaluation of centres in different clusters; and
- Ensuring follow-up action on the basis of and feed-back received from Preraks, instructors and the community.

LITERACY PROMOTER

- Ensuring the quality of literacy teaching.
- Collecting special teaching aids for helping the instructor to improve his/her teaching standard.
- Undertaking studies periodically on the effectiveness of literacy method, and materials and taking corrective action for improvement.

DISSEMINATOR OF FUNCTIONAL INFORMATION

- Familiarising himself/herself with the ongoing development schemes (e.g. Integrated Rural
Development Programme, Training of Rural Youth for Self-Employment, Rural Landless Employment Guarantee Programme, Development of Women and Children in Rural Areas, etc.

- Providing guidelines for making use of different schemes/programmes of different development departments.

MISCELLANEOUS ACTIVITIES OF THE PROJECT CO-ORDINATOR

- Helping the 'Freraks', Instructors and learners to see and relate the awareness themes in the national context.

- Ensuring supply of post-literacy materials for the retention of acquired literacy skills and further development of skills.

- Reflecting and assessing Post-literacy activities periodically.

- Bring out a periodical bulletin for the neo-literates and ensuring its distribution and use.

- Actively associating with the media people for production of educational and publicity materials and ensuring the utilisation of existing mass media and taking active measures to utilise the electronic devices for post-literacy activities and for the
production of software for use. Making available in advance radio, T.V. schedules to all the Adult Education Centres for selecting and listening/viewing.

- Procuring relevant materials from District Adult Education Officer, Other agencies and arranging distribution of these materials. Ensuring proper use and maintenance of the materials.

(c) DISTRICT LEVEL FUNCTIONARY

ROLE OF DAEOS

- Preparation of district plan.
- Constitution of District Task Force and ensuring that it functions effectively.
- Delineation areas of responsibility of the projects carved out from RFLP/SAPs and of other agencies, such as VAs, NYKS, MPFL, etc.
- Encouragement to VAs and to ensure that a relationship of partnership is established with them and to process their cases expeditiously.
- Facilitating establishment of DRU.
- Taking up responsibility for adequate training of Preraks and Instructors, this being the most important function of DAEO.
To estimate (in consultation with Project Co-ordinators) the requirement of teaching/learning materials and to take steps for its procurement well-in-advance of the commencement of the teaching/learning sessions.

- Provide guidance and leadership to Project Co-ordinators in holding monthly meetings, etc.

- Establish linkage with development agencies with a view to securing their inputs at the district level.

- Evaluation and MIS and not mere routine inspection.

- Other specific tasks as may be assigned by the State Government.