CHAPTER IV
ADULT EDUCATION - ITS BENEFICIARIES

Many literacy campaigns have failed in the past because they could not appreciate the functional aspect of literacy. Literacy in essence performs the function of transforming, constructing and restructuring experiences. A number of studies have concluded that the lack of motivation on the part of learners was mainly responsible for the failure of many literacy campaigns. No wonder, for in the absence of functionality how could motivation be there? As Pt. Jawaharlal Nehru remarked at the Avadi Session of the Indian National Congress, 1955, "After all, you want to educate a person for something, what is it"?

This chapter deals with the analysis of the Adult Education Programme as seen and interpreted by learners. The learners were asked to analyse the various aspects of the programme. The investigator had done her best to project the impartial impact of the programme on learners. While analysing the responses of learners, the investigator could not do so with regard to the males and females separately as the number of male learners was very small as compared to the females.

Of the total 80 centres selected for the sample, only 255 learners could be contacted and interviewed. There were 34 male and 221 female learners. Though the enrolment of learners varied from 15 to 30 per cent, it was found that much of the enrolment was fictitious. The instructors had
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<td>SARWAR</td>
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<td>SANGRUR</td>
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</tr>
<tr>
<td>LESS THAN 15</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>(4.71%)</td>
</tr>
<tr>
<td>15-35 YRS</td>
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<td>19</td>
<td>25</td>
<td>47</td>
<td>36</td>
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<td>45</td>
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<td>SANGRUR</td>
<td></td>
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</tr>
<tr>
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<td>13</td>
<td>13</td>
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<td>-</td>
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<td>1</td>
<td>34</td>
<td>(13.33%)</td>
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<tr>
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<td>43</td>
<td>33</td>
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<td>12</td>
<td>8</td>
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<td>7</td>
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<td>5</td>
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<td>2</td>
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<td>9</td>
<td>28</td>
<td>22</td>
<td>8</td>
<td>16</td>
<td>12</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>SANGRUR</td>
<td></td>
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<td>16</td>
<td>20</td>
<td>19</td>
<td>13</td>
<td>20</td>
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<td>6</td>
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<td>34</td>
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<td>6</td>
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<td>11</td>
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<td>12</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>51</td>
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TABLE 4.1
LEARNERS-AGE, SEX, CASTE AND OCCUPATION

91
manipulated the numbers in their registers. However, the investigator had selected at least two learners from each centre who had attended 50% of the classes. During her visit to the centres a number of them were found to be closed. Hence the investigator had to go to learners' residences. It was only in Moga block that the instructors at four centres brought the learners there.

THE DATA COLLECTED FROM THE LEARNERS WAS ANALYSED AS FOLLOWS

AGE AND SEX OF THE LEARNERS

The target of the N.A.E.P. is to eradicate illiteracy prevalent in the age group of 15-35 years. That is why the maximum number of the selected sample covered this age group. Though the learners below and above the prescribed age group were also attending classes, the majority of the instructors had not enrolled them in the registers. When the investigator visited these centres, there were learners in the centres who were below 15 years and above 35 years. Table No.4.1 described that the majority of the learners, i.e. 225 (88.24%), belonged to the age group 15-35. The number of learners below 15 years was only 12 (4.71%), and above 35 years 18 (7.05%). Table number 4.1 described that 221 (86.67%) were females, while the number of males attending the AECs was 34 (13.33%). The large number of AECs were found to be the female adult education centres as shown in the sample. So, in spite of her best efforts, the investigator could not contact more than 34 male learners.
However, the maximum number of male learners were found in the centres of Moga block. A number of male learners were brought to the investigator by the instructors after knowing the purpose of her visit. But as their name had been enrolled in the registers, the investigator had to include them in the sample.

CASTE AND RELIGION OF LEARNERS

Table No. 4.1 describes that 102 (40.00%) learners belonged to scheduled castes, 52 (20.40%) belonged to they backward classes and 101 (39.60%) belonged to other castes. The majority of the male learners failed to answer the question related to the caste. However, after repeated provocation for the instructors, they told that they were neither from a scheduled caste not a backward class. So their names were included in the other category. The other category had Pandits, Khatris, Aroras, Rajputs, Banias, Gargs, Mittals, Singlas, etc. In view of the prevailing circumstances in the state, all the learners were reluctant to tell their religion. However, from the information the instructors collected through and community members the investigator came to the conclusion that the majority of the learners belonged to the Sikh Community; only 23 learners confessed their religion as Hinduism. There were 6 Muslim learners and that too in Malerkotla block of Sangrur district.
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<th>BATHINDA</th>
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<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>FEROZEPUR</th>
<th>KHUAN S</th>
<th>SANGUR</th>
<th>SINGUR</th>
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<td></td>
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</tr>
<tr>
<td>ATENDED PRIMARY SCHOOL</td>
<td>YES</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>20</td>
<td>9</td>
<td>5</td>
<td>11</td>
<td>9</td>
<td>74 (29.01%)</td>
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<td>12</td>
<td>18</td>
<td>19</td>
<td>36</td>
<td>30</td>
<td>16</td>
<td>36</td>
<td>14</td>
<td>181 (70.99%)</td>
<td></td>
</tr>
<tr>
<td>CLASS PASSED</td>
<td>1 - 2</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>58 (22.75%)</td>
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<td>3 - 4</td>
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<td>2</td>
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<td>4</td>
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<td>16 (6.26%)</td>
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</tr>
<tr>
<td></td>
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<td>30</td>
<td>16</td>
<td>36</td>
<td>14</td>
<td>181 (70.99%)</td>
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<td>19</td>
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<td>30</td>
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<td>36</td>
<td>14</td>
<td>181 (70.99%)</td>
<td></td>
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<td>POVERTY</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>27 (10.59%)</td>
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<td>-</td>
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<td>3</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>8 (3.14%)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1 (0.38%)</td>
<td></td>
</tr>
<tr>
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<td>MIGRATION</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>7 (2.74%)</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>11 (4.31%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NEED AT HOME FARM</td>
<td>-</td>
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<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>12 (4.71%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOT INTERESTED</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>8 (3.14%)</td>
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OCCUPATION AND ECONOMIC STATUS OF LEARNERS

Table No. 4.1 described that 124 (48.64%) learners were doing domestic work, 34 (13.33%) were working as daily wage labourers either on farms or on the roads. Fortysix per cent learners were working as sweepers on a full or part-time basis. While 51 (20.00%) learners were not having one type of work, they worked in the houses as well as did some other type of work. A number of female learners were working in the spinning mill at Bhatinda on a piece rate basis. In Malerkotla block, a number of female learners were doing the tailoring job. A few of the female learners were found to be working with their husbands in the fields. But the majority of the learners were doing domestic work. The majority of the males were labourers. As the majority of small learners were domestic workers, they had no independent income. A very few learners had their income above Rs. 500 per month. So, the learners generally belonged to the lower economic class.

EDUCATIONAL BACKGROUND OF THE LEARNERS

Table number 4.2 described in detail the educational background of learners. Out of the 255 learners selected for the sample, only 74 (29.01%) had attended primary school. Learners numbering 181 (70.99%) were totally illiterate at the time of enrolment. Only 16 (6.26%) had passed either the 3rd or 4th standard. Fifty eight (22.75%) learners left their primary school after one or two years. None of the
learners had studied beyond the 4th class. So, at the time of enrolment at AECs a few learners were literate. While finding the factors responsible for the termination of formal education 27(10.59%), learners held poverty responsible for it. While replying to Q.No. 9 (See Annexure) in the questionnaire, the learners asked the investigator whether it was possible to study when there were no means even to make both ends meet. As the majority of the learners suffered from the after-effects of partition, their parents could not continue their education in school. Eight (3.14%) learners said their weak physical structure or prolonged illness in the beginning of their school years resulted in educational backwardness. They were termed as dull students. Frustrated by the behaviour of teachers and fellow students, they became uninterested in school. Only 1(0.38%) learner replied that due to the problems associated with the job of her father, she had to stay with her maternal grand-parents in the interior of Himachal; so she could not study. Seven (2.74%) learners left school because of the death of their father; here again poverty was mainly responsible for leaving school. Eleven (4.31%) learners left school because they had either to work at home or at farm. It was very surprising that only 8(3.14%) learners replied that they were not interested in education at that time. It showed that they were interested in getting education now. In their heart of hearts they always knew that education and
## Learner's Motivation, Completion, and Activities in AECS

### Table 4.3: Learner's Motivation, Completion, and Activities in AECS

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<th>FEROZEPUR</th>
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<tr>
<td></td>
<td>BTI RAMPURA PHUL</td>
<td>FARIDKOT</td>
<td>MOGA</td>
<td>FEROZEPUR</td>
<td>KHUIAN SARWAR</td>
</tr>
<tr>
<td></td>
<td>MOTIVATED TO JOIN AECS BY</td>
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</tr>
<tr>
<td></td>
<td>By Instructors</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>28</td>
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<tr>
<td></td>
<td>- Supervisors</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Project Officers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
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<td>Sarpanchs</td>
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<td>-</td>
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</tr>
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<td></td>
<td>Neighbours</td>
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</tr>
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<td>Friends</td>
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<tr>
<td></td>
<td>Themselves</td>
<td>3</td>
<td>8</td>
<td>17</td>
<td>8</td>
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<td>WOULD YOU COMPLETE THE COURSE</td>
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<td>Yes</td>
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<td>40</td>
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<tr>
<td></td>
<td>Needle, Sewing</td>
<td>5</td>
<td>16</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Knitting Jam making and preservation</td>
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<td></td>
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<td>Co-curricular</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skit Song/Play</td>
<td></td>
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</table>
development are closely related to each other. Twelve (4.71%) of the learners could not give specific answers. However, whatever they said indicated that their school was very far off, teachers were not good. Hence it was difficult to study. They reached their school late due to domestic work and hence always punished, etc.

The educational status of learners was a clear indication of the fact that all of them wanted to study. They all had the urge to study. The adult education programme had to cater to this urge.

**MOTIVATION AND COMPLETION OF THE COURSE**

Table No. 4.3 described that 133 (52.16%) of the learners were motivated by instructors to join AECs, 17 (6.73%) were inspired by supervisors and only 2 (0.82%) by project officers. Eleven learners were motivated by sarpanches and 22 (8.63%) were motivated by their immediate neighbours who were also attending the classes. This answer was generally given by young girls. Sixteen (6.27%) were motivated by their friends and relatives, including husbands; 54 (21.08%) learners joined AECs on their own. A majority of the learners who joined AECs on their own, found it a good place to spend their spare time.

As far as completion of the course was concerned, 180 (70.59%) learners replied in the affirmative. Nineteen (7.45%) learners replied that they would not be able to complete as they had one or the other problem. Fifty six
(21.96%) learners gave no response of offer as they were doubtful regarding the functioning of the centres. However, those who replied in the affirmative also had some doubts. If the centre continued, they would complete the course provided there was all well in the family.

**TYPES OF ACTIVITIES:**

The learners, when they joined AECs, were motivated by reading and writing their names. Hence 187 (73.33%) they referred to 3R’s (Reading, Writing and Arithmetic) as the main activity. Only 65 (25.50%) referred to the craft work as the main activity of the centres. Three learners from Sangrur district referred to co-curricular activities. These learners not only studied but presented skits and songs at various functions organised by the Adult Education Department.

**REGULARITY OF AECs:**

Regarding the regularity of AECs 185 (72.55%) learners replied in the affirmative (Table No.4.4). Seventy (27.45%) replied in the negative. Those who replied in the negative, the majority of the learners were from Ferozepur district. Out of 34 learners of this district, 26 replied that their centres were not working regularly; if at all these were working, the time was only 1 or 2 days in a week. When the investigator analysed the answer, it was found that unstable conditions prevailing in the district were mainly responsible for the non-functioning of the centres. Ninety
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<th>FARIDKOT</th>
<th>FEROZEPUR</th>
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<tr>
<td>IS AEC RUNNING REGULARLY</td>
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<td>9</td>
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<td>185</td>
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<td>10</td>
<td></td>
<td></td>
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<td>70</td>
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<td>4</td>
<td></td>
<td></td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>IS THE PLACE SUITABLE FOR AECS</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>YES</td>
<td>16</td>
<td></td>
<td></td>
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<td>226</td>
</tr>
<tr>
<td>NO</td>
<td>3</td>
<td></td>
<td></td>
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<td>29</td>
</tr>
<tr>
<td>IS LEARNING MATERIAL RELEVANT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>186</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>69</td>
</tr>
</tbody>
</table>
six (37.55%) learners replied that the centres were working for 5 or 6 days in a week. Ninety three (36.47%) learners found the centres working for 3 or 4 days and 66 (25.98%) said the centres were working for 1 day or 2 (Table 4.4).

It was very surprising that during her visit to some centres working for 5-6 days even in the absence of instructors the researcher found that learners were doing their normal work. The investigator was all praise to the learners attending the centres in Malerkotla block of Sangrur district.

**SUITABILITY OF AECS:**

Suitability of AECS was studied from 3 angles i.e. place, time and material. As many as 204 (80%) learners found the time suitable. The centres were generally functioning in the afternoon and female workers were free to attend to centres. Fifty one (20%) learners found the time unsuitable. This answer was given by male learners and a few female learners who were doing work on a regular basis.

A large number of centres were functioning in the instructors' houses. Two hundred twenty six (88.63%) learners found the place suitable while 29 (11.37%) did not consider it so for the centre. This response was given by the learners whose centres were functioning at public place. Generally, these places had to be a vocated at short notice. So, they found them not suitable for learning.
## Table No. 4.5
LEARNER'S DIFFICULTIES AND PROBLEMS IN AECS

<table>
<thead>
<tr>
<th>Districts</th>
<th>Bathinda</th>
<th>Faridkot</th>
<th>Ferozepur</th>
<th>Sangrur</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blocks</td>
<td>BTI</td>
<td>Rampura</td>
<td>PHUL</td>
<td>Faridkot</td>
<td>MOGA</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>---------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Dosti</td>
<td>YES</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>10</td>
<td>18</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>NO RESP</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Problems</td>
<td>NO PROBLEM</td>
<td>10</td>
<td>18</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>LACK OF MOTIVATION</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>DOMESTIC</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>INSTRUCTOR</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>LEARNING MATERIAL</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>OPPOSITION</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>ANY OTHER</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Can these problems be solved?</td>
<td>YES</td>
<td>16</td>
<td>20</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CAN NOT SAY</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Do you want centres to continue?</td>
<td>YES</td>
<td>17</td>
<td>20</td>
<td>52</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
Learners were given a primer and a book for simple mathematics, 186 (72.94%) of them found the learning material relevant. Sixty nine (27.06%) learners found the learning material irrelevant. However, about 50% of the learners confused it with the availability of material. When, the question was made clear to them, those replying in the negative said the learning material was uninteresting and unattractive.

DIFFICULTIES AND PROBLEMS IN AECs:

Table No. 4.5 described the difficulties faced by learners. One hundred eighty five (72.54%) learners said they did not face any difficulty in attending AECs. Forty nine (19.22%) learners had some difficulty in attending AECs, but 21 (8.24%) did not give any response. When the learners were asked to explain the nature of difficulties 27 (10.59%) replied that they had to attend to domestic work. They could not afford to leave their house for one hour or two. Five (1.96%) learners were not interested in learning and 5 (1.96%) complained of rude and partial behaviour of instructors. Eleven (4.31%) learners replied that their problem was learning material which was beyond their comprehension and 11 (4.31%) had to face the opposition of their family members. This answer was given by female learners and their main opponent was their mother-in-law or some elderly male in the family. The learners responding to this aspect of the question told the investigator that they
were discouraged by their in-laws or family members because, according to these persons, centres were wasting their time. "What would be the use of this learning?" was the common counter question asked by family members. Eleven (4.31%) learners said they faced problems because of lack of time to practice learning at home, irregularity of the classes at their centre and hence a higher rate of forgetting harsh attitude of instructors, the negative attitude of their family's old male members.

When, asked about the solution of these difficulties 220 (86.27%) learners responded that by making little adjustments these problems could be solved. Twenty three (9.02%) replied that they could not change the attitude of their elders. (See Table No. 4.5). A few of the learners of this category replied that as they could not get any help for domestic work, it was very difficult for them to attend AECs regularly. Twelve (4.71%) learners said that they did not know whether their problems could be solved.

With all the difficulties and problems, when asked whether they wanted their area's centre to continue, 231 (90.58%) learners replied in the affirmative. Twenty four learners were against the continuation of their centre (See Table No. 4.5). However, they failed to turn up with any concrete point in support of their negative response.
<table>
<thead>
<tr>
<th>DISTRICTS</th>
<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>FEROZEPUR KHIUAN</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOCKS</td>
<td>BTI RAMPURA</td>
<td>PHUL</td>
<td>Moga</td>
<td>KOTLA</td>
<td>MALER SANGRUR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAS THE INSTRUCTOR IMPARTED UNDERSTANDING OF GENERAL KNOWLEDGE?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>14</td>
<td>20</td>
<td>17</td>
<td>50</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>GENERAL AWARENESS EXAMINED?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. WHAT CAN YOU DO IN A POST OFFICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Posting</td>
<td>17</td>
<td>24</td>
<td>19</td>
<td>42</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Depositing Money</td>
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<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Sending M.O.</td>
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<td>1</td>
<td>6</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>WHERE CAN YOU DEPOSIT MONEY?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank</td>
<td>17</td>
<td>19</td>
<td>23</td>
<td>45</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Post Office</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>8</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>WHAT IS THE LEGAL AGE OF MARRIAGE FOR BOYS GIRLS?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right Response</td>
<td>7</td>
<td>19</td>
<td>15</td>
<td>42</td>
<td>25</td>
<td>3</td>
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<tr>
<td>Wrong Response</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>
LEARNERS AND GENERAL AWARENESS

The learners attending AECs got only the knowledge of 3 R's but were also benefited by general awareness. Knowledge was imparted to them to the happenings around them. Two hundred (78.43%) learners replied in the affirmative in response to whether they were getting information on general matters. According to table No. 4.6, 28 (10.98%) learners replied that they were not getting any general knowledge and 27 (10.59%) could not give any response.

For examining their general awareness the investigator had included those questions in the questionnaire which touched all aspects of their life. Question No. 20 (See Annexure) of the questionnaire included questions ranging from benefits of pure drinking water to dowry system. Generally learners replied that they knew about most of these questions from their family members or from mass media like radio and TV. A few of the learners told the investigator that this knowledge was imparted to them by instructors when the investigator asked them to write or answer the questions, even instructors were not aware about most of the general knowledge questions. The response to some of the questions was given in Table 4.6-A. In response to the question what they could do in the post-office, 207 (81.18%) replied the post-office is used for posting letters. The investigator asked them what else could
### TABLE NO. 4.6B
**LEARNERS' GENERAL AWARENESS**

<table>
<thead>
<tr>
<th>DISTRICTS</th>
<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOCKS</td>
<td>BTI RAMPURA</td>
<td>FARIDKOT</td>
<td>FEROZEPUR</td>
<td>KHUDIAN SANGRUR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHUL</td>
<td>MOGA</td>
<td>KHUIAN</td>
<td>MALER SANGRUR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SANGRUR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### IV. AFTER HOW MANY YEARS GENERAL ELECTIONS ARE HELD?

<table>
<thead>
<tr>
<th></th>
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<th>FEROZEPUR</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Response</td>
<td>18</td>
<td>41</td>
<td>2</td>
<td>17</td>
<td>161</td>
</tr>
<tr>
<td>Wrong Response</td>
<td>12</td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>48</td>
</tr>
</tbody>
</table>

#### V. WHAT IS THE MINIMUM AGE OF VOTING?

<table>
<thead>
<tr>
<th></th>
<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Response</td>
<td>16</td>
<td>40</td>
<td>2</td>
<td>19</td>
<td>166</td>
</tr>
<tr>
<td>Wrong Response</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>42</td>
</tr>
</tbody>
</table>

#### VI. DO YOU KNOW ABOUT COMPULSORY PRIMARY EDUCATION?

<table>
<thead>
<tr>
<th></th>
<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Is The Use Of Co-operatives?</td>
<td>10</td>
<td>48</td>
<td>29</td>
<td>17</td>
<td>188</td>
</tr>
<tr>
<td>Ration</td>
<td>20</td>
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<td>2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>-</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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be done there? Only 11 (4.31%) learners answered that money could also be deposited. None of the learners could tell the procedure of depositing money. Twenty six (10.20%) learners referred to sending of money order while 11 (4.31%) could not give any response. The investigator concluded that the majority of the learners were not aware of the working of the post-offices.

The investigator then related the question to depositing of money. The 209 (81.96%) learners replied that money could be deposited in banks. Eighteen (7.06%) learners said that post-offices could also be used for depositing money. Twenty eight (10.98%) could not give any response. A majority of the learners from this category said that they did not have money to deposit it anywhere. So they did not try to find where they could do so. None of the learners named money-lenders or others as an institution for depositing money.

About the legal age of marriage of boys and girls 170 (66.67%) learners gave the correct reply. Forty six (18.04%) learners gave an incorrect reply either about the age of the boy or the girl. Thirty nine (15.29%) learners failed to give the correct response for both categories. All the learners told that they knew this answer as they had heard it on T.V. a number of times.

In order to test their political awareness, learners were asked two questions. One, after how many years a
general election was held. The second question was regarding the minimum age of voting. Table No. 4.6B described the answers given by the learners. One hundred sixty one (63.14%) learners gave a correct answer. Forty six (18.04%) learners could not answer the question correctly while 48 (19.82%) did not even try to answer. The correct answer to the second question was given by 166 (65.09%) learners. See Table No. 4.6B. Forty seven (18.44%) learners could not give a correct answer and 42 (16.47%) did not reply to the query because they were ignorant.

When asked about the compulsory primary education, 167 (65.50%) replied in the affirmative. Forty three (16.86%) gave a negative response and 45 (17.64%) failed to respond. However, none of the learners could explain the meaning of primary education. What they replied was they sent their children to school. All the SC learners were aware of the facilities provided to their children and they wanted to make use of these.

LEARNERS AND 3 R's

The majority of the learners joined AECs for reading and writing. Table No. 4.7A describes the educational achievements of learners. When asked whether instructors had taught them 3 R’s, i.e. reading, writing and simple arithmatic 232 (90.98%) learners replied in the affirmative. Only four (1.57%) learners gave a negative answer and 19 (7.45%) could not respond at all. When the investigator asked
<table>
<thead>
<tr>
<th>DISTRICTS</th>
<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPU</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOCKS</td>
<td>BTI RAMPURA PHUL</td>
<td>FARIDKOT</td>
<td>MOGA</td>
<td>FEROZEPU KHUIAN SARWAR</td>
<td>MALER SANGRUR KOTLA</td>
</tr>
<tr>
<td>INSTRUCTOR TAUGHT 3 R'S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Yes       | 18       | 23       | 22       | 53      | 47    | 23    | 232 (90.98%)
| No        | 1        | 0        | 1        | 1       | -     | -     | 4 (1.57%)
| No Response | 0  | 2        | 2        | 2       | -     | -     | 19 (7.45%)

3 R'S
I. READING ALPHABETS

<table>
<thead>
<tr>
<th>Perfectly known</th>
<th>Does it slowly</th>
<th>Do not know</th>
<th>Total</th>
</tr>
</thead>
</table>
| Bathinda        | 6             | 14          | 11    | 34    | 20    | 2     | 32    | 18    | 137 (53.73%)
| Maler Sangrur Kotla | 9 | 10         | 12     | 19    | 18    | 9     | 15    | 5     | 97 (38.04%)
| Faridkot        | 4             | 1           | 2      | 3     | 1     | 10    | -     | -     | 21 (8.23%)

II. WRITING ALPHABETS

<table>
<thead>
<tr>
<th>Perfectly known</th>
<th>Does it slowly</th>
<th>Do not know</th>
<th>Total</th>
</tr>
</thead>
</table>
| Bathinda        | 5             | 12          | 9     | 32    | 16    | 1     | 28    | 16    | 119 (46.66%)
| Maler Sangrur Kotla | 10 | 12        | 13     | 21    | 20    | 8     | 19    | 7     | 110 (43.14%)
| Faridkot        | 4             | 1           | 3      | 3     | 3     | 12    | -     | -     | 26 (10.20%)

III. FEW WORDS READING

<table>
<thead>
<tr>
<th>Perfectly known</th>
<th>Does it slowly</th>
<th>Do not know</th>
<th>Total</th>
</tr>
</thead>
</table>
| Bathinda        | 5             | 10          | 9     | 32    | 15    | 1     | 28    | 16    | 116 (45.49%)
| Maler Sangrur Kotla | 10 | 14        | 13     | 21    | 21    | 7     | 19    | 7     | 112 (43.92%)
| Faridkot        | 4             | 1           | 3      | 3     | 3     | 13    | -     | -     | 27 (10.59%)

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the learners of this category what they were doing in AECs, they replied that they were studying. So the investigator found that they were just enrolled but not attending the class regularly, though the attendance register showed them to be present for more than 50% of the working days.

Evaluation of educational performance started with the reading of alphabets. One hundred thirty seven (53.73%) learners could read all the alphabets of Punjabi or Hindi language perfectly. While 97 (38.04%) learners could do so slowly and 21 (8.23%) did not read more than 6-7 letters of the alphabets, 119 (46.66%) could write the alphabets perfectly and 110 (43.14%) could do so slowly. Twenty six (10.20%) learners could not write a single letter of the alphabets.

When learners were asked to read a few words from their books as well as from the charts, 116 (45.49%) could read a few words 2-3-4 words, 112 (43.92%) could read but with a little difficulty, while 27 (10.59%) could not read and 114 (44.71%) could write words with ease. One hundred thirteen (44.31%) learners could write but with a slow speed, and 28 (10.98%) failed to write. One hundred six (41.57%) learners could read as well as write little sentences. and 121 (47.45%) could do so slowly while 28 (10.98%) learners could not give any response.

The investigator, after evaluating the knowledge of language tested the mathematical knowledge of the learners.
### TABLE 4.7B

**LEARNERS' - LEARNING 3 R'S**

<table>
<thead>
<tr>
<th>DISTRICTS</th>
<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>SANGRUR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOCKS</td>
<td>STI RAMPURA PHUL</td>
<td>FARIDKOT MOGA</td>
<td>FEROZEPUR KHUAN SARWAR</td>
<td>MALER SANGRUR KOTLA</td>
<td>%</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>IV. FEW WORDS WRITING</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Perfectly known</td>
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<tr>
<td>VII. COUNT TILL 100 WRITING</td>
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<td>3</td>
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</table>

112
One hundred thirty five (52.94%) learners knew counting up to 110 and 97 (38.04%) forgot twice or thrice but they also knew, while 23 (9.02%) learners could not count more than 20. Regarding writing up to 100, only 121 (47.45%) learners could do so in a perfect manner. but 103 (40.39%) learners had little difficulty in doing so and 31 (12.16%) could not write more than 20. Only 77 (30.20%) learners could do addition and subtraction of single and double digits. One hundred forty four (56.47%) learners committd 2-3 errors and 34 (13.33%) did not try to do. Seventy seven learners who could add and subtract could successfully do the multiplication while 146 (57.25%) learners had little difficulty; 32 (12.55%) could do nothing.

Table No. 4.7 (A, B and C) showed that the academic performance of learners was not very satisfactory. A few of the learners were attending classes for 6-7 months and yet they could not write little sentences with perfection. The investigator found that besides the irregularity of attendance and running of AEC’s, it was the incompetence of instructors that was mainly responsible for such a low achievement. It was found that the centres in Malerkotla and Sangrur blocks had the maximum percentage of learners who could read and write. This was made possible by the real spirit and hard work of the instructors.

However, many learners were unwilling to study. As they had joined AECs just for passing time, they were more
<table>
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<tr>
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<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>FEROZEPUR</th>
<th>KHUAN</th>
<th>SARWAR</th>
<th>SANGRUR</th>
<th>SANGRUR</th>
<th>MALER</th>
<th>SANGRUR</th>
<th>KOTLA</th>
<th>Total</th>
<th>%</th>
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<tr>
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<td>PHUL</td>
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</tr>
<tr>
<td>VIII. SINGLE AND DOUBLE DIGIT ADDITION AND SUBTRACTION</td>
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<td></td>
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<tr>
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<td>5</td>
<td>6</td>
<td>20</td>
<td>12</td>
<td>-</td>
<td>20</td>
<td>9</td>
<td>77 (30.20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it slowly</td>
<td>8</td>
<td>18</td>
<td>16</td>
<td>32</td>
<td>23</td>
<td>9</td>
<td>26</td>
<td>12</td>
<td>144 (56.47)</td>
<td></td>
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<td>3</td>
<td>4</td>
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<td>1</td>
<td>2</td>
<td>34 (13.33)</td>
<td></td>
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<tr>
<td>XI. MULTIPLY SINGLE/DIGITAL NUMBERS</td>
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<tr>
<td>Perfectly known</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>12</td>
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<td>77 (30.20)</td>
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<tr>
<td>Does it slowly</td>
<td>10</td>
<td>18</td>
<td>16</td>
<td>32</td>
<td>23</td>
<td>9</td>
<td>26</td>
<td>12</td>
<td>146 (57.25)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do not know</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>32 (12.55)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

WHAT SPECIFIC SUBJECT WOULD YOU LIKE TO STUDY?

1. LANGUAGES
   - ENGLISH | 3 | 2 | 2 | 6 | 3 | - | 2 | 20 (7.84%)
   - HINDI | 2 | 2 | - | 6 | 4 | - | 2 | 16 (6.27%)
   - PUNJABI | 5 | 8 | 8 | 25 | 12 | 7 | 18 | 89 (34.90)
   - URDU | - | - | - | - | - | - | 9 | 2 | 11 (4.31%)
2. MATHEMATICS
   - 3 | 8 | 5 | 9 | 8 | 4 | 6 | 7 | 50 (19.62)
3. LETTER WRITING
   - 3 | 2 | 4 | 5 | 3 | 3 | 4 | 4 | 28 (10.98)
4. BOOKS OF RELIGION
   - 2 | - | 3 | 2 | 2 | 1 | 5 | - | 15 (5.88%)
5. Craft work
   - 2 | 3 | 2 | 4 | 2 | 1 | 2 | 16 (6.28%)
6. No Response
   - 1 | 1 | - | 1 | 3 | 4 | - | - | 10 (3.92%)

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interested in craft and other activities. Here the instructors had to play a very crucial role for diverting the learners to 3 R’s majority of the instructors failed to do so.

LEARNERS' CHOICE OF SUBJECTS

After finding the performance of learners below average in the given curriculum, the investigator asked them what they wanted to study. Eighty nine (34.90%) learners wanted to study Punjabi, only 16 (6.27%) wanted to study Hindi while 20 (7.84%) wanted to study English. Eleven (4.31%) learners wanted to study Urdu. These learners belonged to Sangrur district. Fifty (19.62%) learners wanted to study mathematics while 28 (10.98%) wanted to know how to write letters. Only 15 (5.88%) learners wanted to study religious and story books 16 (6.28%) wanted to learn crafts like tailoring, pickle making, durries making and preserving food. Ten (3.92%) learners did not give any specific response.

LEARNERS' EVALUATION OF AECS

In order to have learner’s views on the adult education programme, the investigator asked them whether they had been benefitted from AECS. Eighty six (33.72%) learners replied in the affirmative and 101 (39.61%) replied in the negative and 68 (26.67%) learners did not give any response. Table No. 4.8 A says 169 (66.28%) learners wanted to study the 3 R’s while 25 (9.80%) wanted
<table>
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<th>BATHINDA</th>
<th>FARIDKOT</th>
<th>FEROZEPUR</th>
<th>SANGRUR</th>
<th>Total</th>
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<td>FEROZEPUR KHUITAN SARWAR</td>
<td>MALER SANGRUR</td>
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<td>PHUL</td>
<td></td>
<td></td>
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<tr>
<td>HAVE YOU BENEFITED FROM AECS?</td>
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<td></td>
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</tr>
<tr>
<td>Yes</td>
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<td>12</td>
<td>19</td>
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<td>WHAT SKILLS YOU HAVE LEARNT?</td>
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<tr>
<td>J R’S</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>38</td>
<td>26</td>
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<tr>
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<td>9</td>
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<tr>
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<tr>
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<td>3</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>6</td>
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<tr>
<td>WHAT DO YOU FOUND USEFUL IN AECS?</td>
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<tr>
<td>J R’S</td>
<td>14</td>
<td>16</td>
<td>12</td>
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<td>23</td>
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<tr>
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<td>2</td>
<td>5</td>
<td>10</td>
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</table>
to learn some craft. Sixty one (23.92%) learners did not respond to this question at all.

Table No. 4.8A described the satisfaction of learners with the teaching methodology. As many as 182 (71.37%) learners were satisfied while 33 (12.94%) were not satisfied with the teaching methodology and 40 (15.69%) learners failed to give any response. When the investigator asked them what they found useful to AECs, 155 (60.78%) learners described the 3 R’s as the most useful thing. They replied that they could read and write the names of their husbands, houses and ration cards. They could also do simple calculations. This knowledge had proved very useful to them,. Forty seven (18.44%) learners described craft work as the most useful thing. Only 16 (6.29%) learners talked of general knowledge while 24 (14.51%) could not described any useful thing in AECs.

In order to know the practical use of AECs the investigator asked them whether they had done anything for the development of AECs. Only 51 (20.00%) learners replied in the affirmative and 167 (65.49%) replied in the negative. Thirty nine (15.30%) learners had contributed to the development of their village and street while 46 (18.04%) could not respond to this question. When asked whether they would encourage others to join AECs, the majority of the learners replied in the affirmative. Only 20 (7.84%) learners replied in the negative. As many as 227 (89.02%)
### TABLE NO. 4.8B
LEARNERS - EVALUATING PROGRAMME

<table>
<thead>
<tr>
<th>DISTRICTS</th>
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<th>FEROZEPUR</th>
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<td>PHUL</td>
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<tr>
<td></td>
<td></td>
<td>FARIDKOT</td>
<td>MOGA</td>
<td>KHUIAN</td>
<td></td>
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<td></td>
<td>FEROZEPUR</td>
<td>SARWAR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MALER</td>
<td>SANGUR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>KOTLA</td>
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<tr>
<td></td>
<td></td>
<td></td>
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#### WOULD YOU ENCOURAGE OTHERS TO JOIN ACES?

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<th>Bathinda</th>
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<th>Sangur</th>
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<tbody>
<tr>
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<td>15</td>
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<td>47</td>
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<td>1</td>
<td>-</td>
<td>20 (7.84%)</td>
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<tr>
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<td>2</td>
<td>2</td>
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<td>8 (3.14%)</td>
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#### HAVE YOU DONE ANYTHING FOR THE DEVELOPMENT OF ACES?

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<td>10</td>
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<td>26</td>
<td>28</td>
<td>51 (20.00%)</td>
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<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>37 (14.51%)</td>
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#### HAVE YOU DONE ANYTHING FOR VILLAGE/STREET?

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<th>Sangur</th>
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<td>2</td>
<td>4</td>
<td>-</td>
<td>11</td>
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<td>12</td>
<td>16</td>
<td>27</td>
<td>31</td>
<td>46 (18.04%)</td>
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<td>4</td>
<td>8</td>
<td>9</td>
<td>39 (15.30%)</td>
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#### HAVE YOU GIVEN ANY SUGGESTION FOR IMPROVEMENT OF PROGRAMME?

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<th>Sangur</th>
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<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>20</td>
<td>38</td>
<td>39</td>
<td>163 (63.92%)</td>
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<tr>
<td>No</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>12</td>
<td>36 (25.98%)</td>
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<tr>
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<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>26 (10.20%)</td>
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</table>
learners said that they would try their best to bring their neighbours and friends to AECs.

The survey of learners revealed many new factors. Learners had become aware of their social and political conditions. They now wanted to do something to improve their economic condition. They were not ready to sit idle. A majority of the female learners wanted to supplement their family income. They wanted to gain knowledge for housekeeping and better living. During one of her visits to a centre in Moga block the investigator found that they were enquiring from the instructor regarding a loan for starting some petty scheme.

**SUGGESTIONS GIVEN BY LEARNERS**

The investigator asked the learners to suggest some measures to make the programme more effective. Though the question was included in the questionnaire No. 1 the investigator put it personally before the learners. At a majority of the centres it lead to a very hot discussion while at other learners suggested very useful measures.

Almost all the learners were of the opinion that in the absence of functionality, there could be no motivation. The learners found that the curriculum was irrelevant, teaching was unsatisfactory and facilities were inadequate. The investigator had pooled together the views, and suggestions given by the learners.
The learners were more interested in practical work than the theoretical knowledge given in AECs. As many as 225 learners, both males and females including suggested that vocational courses should be an essential part of this literacy programme. In order to maintain the regular attendance of learners, occupational training should be provided free of cost. While the male learners suggested pig farming, dairy farming, bee-keeping poultry farming and carpentry, the female learners suggested cooking, preservation of vegetables, pickles, rope weaving, paper-bag making sewing, embroidery work and durry weaving. They also suggested that the raw material for these purposes should be provided by the government as they would not be able to afford it.

The male learners suggested that some incentive in the form of money or a regular job should be given to the learners attending and completing the course of AECs.

While the female learners suggested that after the necessary occupational training some work should be provided to them. This could be done with the help of the Red Cross Society women welfare organisations and other voluntary associations working for the welfare of women.

Some female learners were of the opinion that some eatables should be given in the AECs. It would not only attract more learners but also maintain their regularity. Specially the learners bringing their children along
complained of an unsuitable learning environment in the AECs because of locational problems.

They all said that there was need for finding a suitable place. Panchayats could be very helpful in this direction. Durries for sitting furniture and the drinking water facilities should also be provided. Learning materials like books, notebooks and pencils should be supplied in bulk. The centres should also have sewing, knitting and other machines to start vocational courses.

As the majority of the learners belonged to the economically weaker sections, financial help should be provided to them. The learners suggested that it could be either in the form of scholarships or payment for craft work done at the centre. The learners who cleared the AECs course should be encouraged for further studies.

The AECs should have small libraries so that learners could read other books also.

Learning should be more practical and related to day-to-day activities. Recreational programmes should also be organised. The timings of AECs should be adjusted according to the needs of the learners.