CHAPTER - I
INTRODUCTION

One of the strongest urges of human beings has been to live in peace and keep on making over all development to enrich their lives and maximise happiness. But when we look around, we find that they are faced with numerous problems all over the world. Socio-economic problems like illiteracy, poverty, diseases, squalor, unemployment and underemployment, dilution in values etc, try to arrest man's march to progress.

Man's faculty of rationality has always been his greatest asset in enabling him to overcome such odd situations and make his way to excellence. The development of science and technology in the service of humanity, speaks of man's intention to make the world a happier place to live in. Education has always been one of the powerful forces which brings desired changes and enables the individual to live with purpose in the community of today and tomorrow and achieve satisfaction in the process. Apart from other useful contributions to society, education helps in developing the man a strong will-power for grappling with social problems and finding their solutions. Education involves those activities which enhance the individual's ability to learn, relate, choose, create, communicate and respond to the challenges.
Illiteracy is a serious impedient to a nation's socio-economic progress and to the political stability of a country. From the point of view of either economic development, national integration, cultural advancement or preservation of democracy, education is essential. Education, in general is a means of primarily enlarging and enlightening the mind, to enable the individual to achieve a status so that he may become an effectively functioning individual for the maintenance of a modern social system. This new system is giving way to a highly industrialised urban complex, where specialization is increasingly affecting human life in every sphere.

Thus citizens in any civilised state are entitled to all opportunities of education of the type suited to their requirements, so long as they are capable of receiving it. Though free and compulsory primary education was the main objective of the government of independent India, over 50 per cent of our population is still illiterate. They include not only children also major percentage comprises of adults in the age group of 15-35, who play a very vital role in the country's economy.

Being illiterate, these adult workers are unable to play their role effectively. They follow old and traditional methods resulting in low productivity. Scientific and technological advancement has challenged the old and traditional methods in both fields i.e. agriculture
and industry. The new methods of work, high yielding varieties of seeds, various types of chemical fertilisers and new means of irrigation have overtaken the old one. But these are being used only by those who are enjoying good awareness, high level of functionality, numeracy and literacy. It is evident that illiterate adult workers fail to know about all the new ways and techniques of work. Adult education, of course, is not the panacea for all agricultural problems, but in order to increase production and meet the challenges of modern world, both in the short and long run, there is need for an educated population.

To give dynamism to the agrarian economy, rapid industrialisation is needed. Industrialisation will not only supplement agriculture but also help to meet the needs of fast changing Indian society. The existence of a substantial proportion of illiterate adults in a given country can be a bottleneck in its overall development. Moreover, the scarcity of resources makes it obligatory to realise that investing in human capital means not just waiting for the next generation to enter into working life but increasing the skill and knowledge of the adult population here and now.

Educated workers can make for increased production and prosperity of agriculture, industry and trade. Education alone can create the material basis for an improvement in the standard of living of the people. For
the training of mind and character, which will permit the people to make a creative use of their leisure, adult education is a must. Adult education is thus the foundation on which alone free Indian can build up a welfare state, which will recognise the claim of individual freedom, justice and social security. An uneducated democracy swayed by fanaticism and prejudice, and invitingly responsive to mechanisation of self seeking demagogues, can be a great menace to peace, security and happiness.

The magnitude of the problem coupled with the seriousness of the time constraints gives an unusually rare sense of urgency to the task. Illiteracy eradication is one of the greatest challenges of our time. In India, Gandhiji was one of the first to realise the urgency of awakening the consciousness of the ordinary citizen through education. Gandhiji has expressed his view that mass illiteracy is India’s sin and shame, the literacy campaign must not begin and end with mere knowledge of the alphabets. It must go hand in hand with the spread of useful knowledge. Literacy is not the end of education not seven the begining.... It is only a means whereby men and women can be educated.

The main objective of adult education is to make an effort in the direction of conscious movement which meets the challenges of this century. The urgency of the situation is not millions of lightly lettered men ready to
work in unison at endlessly repetitive jobs but men who can make critical judgement, who can weave their way through novel environments. The survival of the civilization depends upon more capable, more stable and happier adults.

Dr. V.K.R.V. Rao, in his book "Education and Human Resource Development" (1966) state that without adult education and adult literacy, it is not possible to have the range and speed of economic and social development which we require, nor is it possible to have that content or quality or tone in our economic and social development that makes it worthwhile in terms of values and welfare. A programme of adult education and adult literacy should, therefore, take a front place in any programme for economic and social development.

Therefore, the fundamental purpose of adult education is the eradication of adult illiteracy, equipping the adults to meet their responsibility as a worker, and a citizen in a self-governing social order. Democracy can hardly exist in a society where vast masses of people are ignorant and incapable or excercising their independent judgement. The eradication of ignorance, liquidation of illiteracy, continuous growth and development of every individual are thus significant and essential aspects of education for adults.
THE CONCEPT OF ADULT EDUCATION

In virtually every contemporary society, adult education has existed for a long time. It was recognized as a social service, a remedial arrangement dealing with the omissions of the formal education system. In the past, adult education was ascribed a restrictive meaning, a meaning that might well change with time. For example, at one time it was "Learning for Leisure" and at another 'Preparation for Work'. It was identified with literacy classes and most of the societies considered training in the rudiments of reading, writing and arithmetic as the sole objective of a literacy programme.

The UNESCO Directory of Adult Education (1951) changed this concept. It defined adult education as a force of study and other activities which are undertaken voluntarily by mature people (i.e. over the age of 18) without regard to their vocational value. It is 'out of school education' and has the task of satisfying the needs and aspiration of adults in all their diversity. It is not just a campaign but an attitude born of campaign.

Adult education refers to any activity or programme deliberately designed to satisfy any learning need or interest that may be experienced at any stage in his or her life by a person who is over the statutory school leaving stage and whose principle activity is no longer connected.
with education. It is a package of educational programme which aims at imparting information, knowledge and skills for improving life style and earning capacity. It aims at not only promoting literacy but also character building and helping an individual to lead a happy and prosperous life.

Hesiod more than 2500 year ago had anticipated the concept of learning, to be as 'that education helps man to learn what to be, what he is able to be. Literacy as Gandhiji also affirms is neither the beginning nor the end of an adult education programme. Adult education views education as a life long process, gives more stress on the learner's participation and needs. It recognises learning potential of the environment, stresses the process of learning and advocates positive discrimination in favour of unprivileged people. It is also called community education which takes place only with individual initiative and is basically for his or her improvement.

According to Verner (1964) education for an adult is not just a prolongation of, or substitute for, studies at school or university. It relates to the systematic development of his mind or of his manual and professional expertise which he choose to undergo when he has become fully responsible for his own behaviour and economic well-being. This has a marked bearing not only when he learns but also upon how he learns.
The UNESCO Manual for the Collection of Adult Education Statistics (1975) uses the term adult education synonymous with out of school education and defines it as education provided for the benefit, and adapted to the needs of persons not, in the regular school and university system and generally fifteen and older.

The Scottish Report on Adult Education (1975) is also of the view that adult education as a marginal enterprise serving the interests of a relatively small proportion of the population can no longer be justified.... We are learning the hard way that social emancipation without personal emancipation is of little value. In a world noisy with the organs of mass communication and riddled with propagands, modern man finds it hard to preserve his status as an individual. To help this status is the contemporary taks of adult education. The international commission on education (1976) gives the following definition of adult education.

For a very large number of adults in the world adult education today is a substitute for the basic education they missed. For many individuals who receive very incomplete education, it is complementary to elementary or professional education. Those whom it helps/respond to new demands which their environment makes on them, for them it is the prolongation of education. It offers further education to those who have received high-level training. And it is a means of individual development for everybody.
Coombs (1977) holds the view that adult education is an organised learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of adults. He defines the objectives of adult education as:

1. Development of positive attitude towards life and the world.
2. Achievement of functional literacy and numeracy.
3. Development of a scientific outlook and an elementary understanding of the process of nature.
4. Attainment of functional knowledge and skills for raising a family operating a household, earning and living and effectively participating in life.

The UNESCO General Conference on the Development of Adult Education, 1978 clarifies that the term adult education denotes the entire body of organised educational process, whatever its content, level and method, whether formal or otherwise, whether to prolong or replace schools, colleges and universities as well as apprenticeship centres, where persons, regarded as adults by society, develop their abilities, attitudes or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Adult education embraces all forms of educative experiences needed by men and women according to their varying interests and requirements, at their different
levels of comprehension and ability, and their changing roles and responsibilities throughout life. Adult education, however, must not be considered as an entity in itself. It is a sub-division and an integral part of a global scheme for life-long education and learning.

Therefore, the objectives of adult education, according to the above document, are as follows:

1. To promote awareness through pre-literacy education and acceptance of learning as a means to individual and national development.

2. To provide equal educational opportunities to all and through them more equitable distribution of gains and employment avenues.

3. To establish national infrastructure to provide for manpower requirements.

4. To make communities self reliant through improved management skills, involving them in planning, organisation and implementation of programmes.

5. To effect the transfer of appropriate technology to more areas on the basis of their needs.

6. To mobilise the existing and potential local resources in the community.

The value of adult education is not solely to be measured by direct increases in learning power or productive capacity, but by the quality of life it brings about in the individual and the community at large.
Therefore, the provision of a well endowed nationwide adult education service has become an essential policy requirements in all modern societies, for social, economic as well as cultural reasons. A dynamic adult education service is essential to enable societies as well as individuals to adapt to the rapid change in order that change may occur without disruptive conflicts and at a reasonable tempo. It is necessary for adults not merely to react to policies planned from above but to become, on their own initiative, participants in the evolutionary process. They can not be expected to perform a constructive role unless they have sufficient knowledge about the external forces affecting their own lives and the community at large.

In short, the task of adult education is not only to extend formal educational facilities and to maintain the competence of the labour force at the required level but to assist people to interpret what urbanisation, social mobility, and fluctuating employment demands. Inter generational conflicts and all the other effects of the unprecedentedly rapid change are for them in the context of their own communities. Adult education also ascertains what positive contribution they can directly make to general welfare and to the resolution of their own personal problems.
ADULT EDUCATION IN INDIA A BRIEF RESUME

The movement of adult education was started in India towards the beginning of the second decade of the twentieth century. Sir M. Visvasvaraya, the Dewan of Mysore state, in 1922 made an earnest effort for the education of adults by starting night classes and establishing mobile libraries. Inspired by Rabindranath Tagore, a Christian worker, H.R. Hamley, started a similar campaign in Bombay. Literacy campaigns were started in different other states also. By 1926-27 the movement reached its zenith particularly in Maharashtra and Punjab.

Economic depression, political disturbances and communal bitterness gave a severe jolt to adult education when in 1937 about 95 per cent of the adult schools were closed down. The movement for adult literacy got a fresh impetus by the visit of Dr. Frank Laubach, who gave a new slogan "Each one teach one". In 1938, under the chairmanship of the Hon'ble Dr. Syed Mahmud, Education Minister of Bihar, an Adult Education Committee was set up by the Central Advisory Board of Education to consider the problem of adult education on all India basis. The committee met in Simla in July 1939, and took up the task in right earnest. The second world war, the quit india movement and communal tension in the country again gave a setback to adult education during the period from 1942 to 1947.
Actually a century of British educational effort in India yielded meagre results not only in the field of adult education but also in general educational development and social transformation. The system of education was controlled by the British or the Indians having a western outlook. This educational system divided Indian into educated elites and common people. Adult education generally meant for common people did not get proper place on the priority list of development. However even when India gained full control of education after independence, it did not make any material differences to the basic approach to adult education and formal education. Until very recently we continued to equate education with the formal education system alone, and to ignore altogether incidental and informal education. Single-point entry, sequential annual promotion, full time attendance and exclusive instructions by full-time teachers continued.

A sub-committee was appointed to work out the recommendations of the Central Advisory Board on Education. At its 14th meeting broad principles and a five-point programme of the Committee (1948) were decided as follows:-

1. Literacy and follow-up.
2. Education for citizenship
3. Health and sanitation
4. Economic improvement
5. Healthy recreation and culture.
In his inaugural address at a UNESCO seminar in November, 1948, Maulana Abul Kalam Azad emphasised the need for a new orientation to social education and to treat adult education as education for the complete man. The term adult education was abandoned in favour of social education. A massive programme of social education was launched in the then State of Madhya Pradesh. The Government of Bombay established regional Committees for carrying out the programme of social education. The results of these pioneering social activities were so encouraging that when the First Plan was formulated and the new programme of community development was introduced, social education came to be regarded as a recognised method of community development.

The expression adult education in our country is of recent origin. Addressing the first national seminar organised by the Indian Adult Education Association on 24th December, 1950, D.P. Mishra, then State Minister of Education, said that it was beyond the capacity of any State Government to create a machinery adequate to deal with the many problems of social education. It would be impossible for social education to progress unless voluntary efforts are initiated in each locality in every part of the country. It is, therefore, my endeavour to present a brief spectrum of voluntary and state efforts toward adult education.
The Indian Adult Education Association recommended a regular syllabus, encouraging interested beneficiaries for further studies, strengthening the services of library on the basis of centres, and award of certificate to all those who had attained a particular standard. A few suggestions regarding Craft Training, equipment and supplies, recreational and cultural activities, surveys and visits were also made.

The first Five year plan initiated a comprehensive programme of community uplift through community action. The three consecutive reports of (1953, 1955 and 1959) the Ministry of Commerce envisaged people’s participation in all development programmes. The Union Ministry of Education provided supporting services to the programme of adult education by giving financial assistance to various schemes. One hundred sixteen model schools and 454 school-cum-community centres were established under one scheme. The other scheme related to the development of integrated library services and the improvement of rural library services. At the end of the First Plan, a scheme for the appointment of District social education officers to provide a link between the adult education organisations in the development blocks and the Department of Education of the State Governments and Union Territory Administrations, was also introduced.
In the Second Five Year Plan, the Union Ministry of Education established the National Fundamental Education Centre with assistance from UNESCO and the Technical Cooperation Mission of the U.S.A. The Union Ministry of Education also introduced an additional scheme of workers' social education. Workers' Social Education Institute was started at Indore. The establishment of the national book Trust and the Institute of Library Science in Delhi were also parts of scheme for the development of adult education.

Although there had been a rise in the percentage of literacy from 16.6 per cent 1951 to 24 in 1961, it became evident that the number of adult illiterates had increased due to the growth of population. This made it necessary to plan for a massive programme for the eradication of illiteracy. New schemes and projects were launched during the Third Five Year Plan. they included Janata Colleges, Community Centres, Farmers Clubs, Mahila Samities, etc. Maharashtra started the Gram Shikshan Mohim. Literary services were strengthened. State and district libraries were set up. Jaipur University started an Adult Education Department to provide facilities to adults for higher learning. The Indian Adult Education Association, New Delhi, conducted a number of seminars. The All-India Radio started broadcasting programmes for villagers from 30 stations. Such programmes provided an insight into the syllabus of adult learners and training of community
workers, supervisors and block-level administrators. Social education was considered a compulsory programme for the upliftment of community. Separate budgetary allocations were made for adult education in the subsequent Five Year Plans. Thus 3.48 per cent of the total educational budget in the First Five Year Plan, 1.4 per cent in the second, 3.31 per cent in the third, 3.33 per cent in the fourth, 1.4 per cent in the fifth and 4 per cent in the sixth plan were allocated for adult education.

In 1963, the standing committee of the Central Advisory Board observed that the adult education should consist of stimulating a spirit of self-improvement and cooperation. This comprehensive concept of adult education had been translated by the formation of following activities:

1. Imparting knowledge, teaching better skills and practices in agriculture, and health.
2. Co-operation of community organisations, youth clubs and community centres.
3. Recreative and cultural activities.
4. Activities for disadvantaged classes.

In some meaningful exercises, the adult education work was considered to be a fruitful mode of action, to make headway towards adult education. As such, social education, in the Community Development Programme (1952) which reflected the guidelines were basically the following:
1. Seeking people's participation
2. Preparing manuals of social education.
3. Organising syllabus committees.
4. Maximum coverage of the village community.

The adult education programme was also geared up with the launching of the **Intensive Agriculture District Development programme throughout the country in 1964-65**, The Indian Education Commission constituted in 1964 submitted its report to the Government of India in 1966. The commission felt concerned with the prevailing state of affairs in the field of adult education. They were alarmed over the continued rise in the number of illiterates in the country. They stressed the problem must be placed resolutely and realistically.

The Indian Education Commission also suggested a two fold strategy:-
1. The **Selective approach**.
2. The **mass approach**.

According to the Commission the selective approach was to be confined to groups which could be easily identified. In this approach the commission recommended that all employers in large farms, and commercial, industrial, contracting and other concerns should be made responsible for making their illiterate employees functionally literate within a period of three years of the employment.
Adult education was now included as a regular component of the educational system and development activities. On October 2, 1978, the National Adult Education Programme (N.A.E.P.) was launched. The target of this programme was to cover within 10 years the entire illiterate population in the 15-35 age group. The Central Government in 1978-83 Draft Plan earmarked Rs.2000 million for this programme. This was the 10 per cent of the total educational budget. The new Government at the Centre in 1980 fixed the target of 100 per cent coverage of the age group 15-35 years by 1990 and allocated Rs. 128 crore in the Sixth Plan and renamed the programme as the Adult Education Programme.

This programme has three integral components—literacy, functionality, and awareness. Literacy comprises reading, writing and numeracy. Functionality aims at bringing about improvement in the learner’s skills and capabilities in the discharge of his functions as a citizen. Awareness seeks to arouse a sense of social obligation and consciousness about the manner in which the poor are deprived of the benefits of laws, politics and facilities designed for them. The A.E.P. had also been included in the 20 point programme of the Prime Minister.

The New Educational Policy, Challenge of Education (1986), clearly affirms that "Education is for all". This
policy stressed that it would be necessary to provide equal opportunities to all equality not only in the matter of access but also conditions for success. On May 1986, a mass functional literacy programme (MFLP) was launched. The National Literacy Mission (N.L.M.), 1988, stressed the need to give top priority to the training of various adult education functionaries.

ADULT EDUCATION IN PUNJAB : A BRIEF HISTORY

Punjab, the land of five rivers, has enjoyed a unique position in the history of India. Placed on its western borders, Punjab has been the scene of great battles between its inhabitants and the hordes of tribes that descended on the fertile Indo-Gangetic plains from the north-west. Geographical conditions and the inter-mixture of races and cultures made the inhabitants of this territory, of five rivers, very sturdy, both physically and mentally.

Punjab has passed through many vicissitudes. Many kingdoms arose and vanished. From 1191 A.D. when Muslims established their stronghold in Punjab to 1947 when the British conquered the land and merged it with British territory was a period of turmoil. In 1947, when India won her Independence, out of 29 districts in the province only thirteen eastern districts became a part of the Indian Union. Inspite of the such a colossal tragedy, Punjabis rose like the legendary Sphinx.
The story of the development of adult education in Punjab up to 1947 is not much different from the rest of the country.

The beginning of adult education in Punjab was made by voluntary associations in the eighties of the nineteenth century. The promotion of literacy was one of the principle aims of the cooperative movement which came to Indian in 1910. Before 1922 the Y.M.C.A. organised evening classes at Lahore. In 1922, the term adult school replaced the term night school.

A successful beginning thus was made during the year 1922, when nearly 18000 adults were enrolled in 630 centres. The efforts were also made to start such centres in primary and vernacular middle schools. The table given below gives an idea about the number of centres and pupils:

**TABLE NO.1.1**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td>630</td>
<td>17,776</td>
</tr>
<tr>
<td>1923-24</td>
<td>1158</td>
<td>40,883</td>
</tr>
<tr>
<td>1924-25</td>
<td>2372</td>
<td>61,961</td>
</tr>
<tr>
<td>1926-27</td>
<td>3,784</td>
<td>98,414</td>
</tr>
</tbody>
</table>

It is clear from the table 1.1. that as the year advanced the number of centres and pupils went on increasing, and the increase was rapid.
Realising the need for the training of adult education workers, the Government of Punjab called upon Central Training College, Lahore, to train adult education workers. Rafiqi Zamindar" written by Sheikh Nur Illahi, was the only book used in adult schools.

In 1937 a new experiment was started at Christian School, Moga. Dr. Frank Laubach, a Christian missionary, gave the slogan "Each one Teach one" and "The Enlightened to Enlighten". It would be appropriate to set down Dr. Laubach's plan of attack in his own words "if each literate man and woman in India (8 per cent of population then) could teach just one adult illiterate a year, it would require theoretically five years to complete the task. In the first year 8 per cent. The second year 16 per cent, the third year 32 per cent, the fourth year 64 per cent and by the end of fifth year 128 per cent would be literate. Now 128% would make up for an increase of a population of 5% in five years and still give us a margin of 23 per cent who failed to pass the test.

Dr. Laubach toured the State and made Moga his headquarters and tried this method. He also concluded that a period of two months was enough to make an adult literate. But, however, the scheme could not yield encouraging results.

In 1944-45, the Government extended adult education programme for a further period of five years, and annually Rs. 4000 were to be spent it. Political conditions affected
the course of the movement. The number of adult education centres dwindled. In 1947, when independence came to India, the population of divided Punjab was 1.25 crore with 85 per cent illiterates. In the wake of partition of Punjab, came a host of problems which were frightfully difficult to solve. There were millions of refugees to be escorted and settled in East Punjab.

Problems in the field of education were equally stupendous. A university had to be set up. Schools and colleges had to migrate from West Punjab. Since resources were limited, adult education received a severe setback. Under the circumstances it could not be the chief concern of the state government. Adult education was pushed to the background and there were only 23 adult education centres - 20 for men and three for women. there were 454 males and 23 females on the rolls in these 23 centres.

At the national level in 1948, the Central Advisory Board of Education set up a committee under the chairmanship of Mr. Mohan Lal Saxena to frame a scheme for adult education in the country. The report of the committee initiated a change in the content and material of adult education. By 1949 educational institutions had been rehabilitated in Punjab. With encouragement from the centre, the state accelerated the work of adult education. A class-I officer was appointed to organise and supervise social education centres.
With effect from January, 1950, one hundred and thirty-four centres of adult education were started. The total number of adults who came to these centres were 11,109 (8815 men and 2294 women). By 1950-51, the administration helped the state to realise that the task of making everyone literate in Punjab was huge, and half-hearted attempts to achieve 100 per cent literacy would not do. The administration listed the problems being faced. Contacts were established with the various agencies involved in the adult education programme at the national and international levels. An international seminar on, "Rural Adult Education For Community Action" was held in 1949 at Mysore under the auspices of UNESCO. The Government of India was perhaps the first to organise a meeting of educationists from various Asian Countries.

Punjab was reorganised as a result of the recommendations of the States Reorganisation Commission in 1956. This changed the geographical shape of the state of Punjab. The erstwhile PEPSU (Patiala & East Punjab State Union) was merged in East Punjab to form a new Punjab. As a result of the merger, five more districts Kapurthala, Patiala, Bathinda, Sangruru and Mohindergarh were added to the existing thirteen districts of erstwhile East Punjab. The administrative divisions were Jalandhar, Ambala and Patiala.
This new Punjab was lucky to have a dynamic Chief Minister in S. Partap Singh Kairon who also held the portfolio of education. A farmer himself, he was keen to develop Punjab in all spheres. In 1964, he had a definite scheme to make every Punjabi literate. The appointment of an officer in charge of this scheme was also announced. But after Mr. Kairon disappeared from the political scene in the state, the idea remained on paper only.

ADMINISTRATION & ORGANISATION

The state of PEPSU has its own social education programme since 1951. On its merger with Punjab in 1956 (Nov), this was not disturbed. The result was that the social education scheme continued in two different areas of the state in the urban areas of Punjab and in the rural areas of the erstwhile PEPSU. At the headquarters one officer on special duty controlled the adult education work in 1956.

The period (1956-61) is also known for the growth and development of audio-visual education. The audio-visual apparatus has its own value for the purposes of social education, and untrained people could not handle it. An Audio-Visual library was set up at Chandigarh in 1958-59, and a training course in the use of audio-visual aids was organised for the benefit of teachers. The work done during this period shows greater attention towards adult education. The number of adult education centres rose from 23 to 1098.
and these were being managed by trained workers. It reveals that the Government and Society felt greatly concerned about adult education during this period in the state.

NEW DEVELOPMENTS

In 1961-62, the state's (Punjab) Department of Education chalked out a programme of adult literacy in a few selected villages of Ludhiana district. It was known as the Package Programme. Part-time teachers were appointed. During the period 1961-65 considerable efforts were made in the field of adult education in Punjab. Inspired by Gram Shiksha Mohim of the Maharashtra State, a few experiments were conducted in Punjab too. In 1964-65 the Intensive Agriculture District Development Programme was launched. Punjab Agriculture University, Ludhiana, was a great help in running this programme. Besides running short training courses for various functionaries, the Agriculture University also conducted a number of workshops and seminars on learning material for adult learners.

In November 1966, the state of Punjab was reorganised on the basis of language. Hindi-speaking areas formed Haryana and Punjabi-speaking area remained with Punjab. After reorganisation, Punjab had 11 districts, including the newly carved out district of Ropar. These districts were grouped into two administrative divisions of Jalandhar and Patiala. The administrative organisation of social education was not affected much.
In 1966, the Literacy Pilot Project Scheme was started in Gurdaspur district. In this scheme, one village was allotted to one female and one male teacher. These teachers not only carried out the literacy work but also made cultural activities an integral part of their programme. As many as 165 villages were covered under this scheme but enthusiasm soon waned. In 1968 the Department of Public Instructions considered it right to shift all urban social education centres to rural areas. In 1967-68 the Ministry of Education and the Ministry of Agriculture, Government of India, jointly sponsored a farmers training and functional literacy scheme. The purpose of the scheme was to help farmers to become effective in their work.

In Punjab, Ludhiana district, known for its highest agricultural yield, was chosen for the purpose. In 1970, the scheme was started in Amritsar and Sangrur districts also. By 1975-76 the programme had been extended to seven districts of Punjab. The personnel of Punjab Agriculture University with regular primary teachers were running the programme in their districts.

The Adult Education programme that was started in 1978 on a national scale was implemented with great enthusiasm in Punjab also. This programme has been continuing in the state and is being conducted through other official schemes such as the Rural Functional Literacy
Projects, State Adult Education Projects, Nehru Yuvak Kendras and Non-Formal Education Centres.

At present, the Rural Functional Literacy Programme is the main scheme being run in the state. This Central Government sponsored programme is being implemented with the help of the state government. The programme aims at educating the rural illiterate adults in the age group of 15-35. It has all the three components of the national adult education programme, viz. literacy, functionality and awareness. This programme is being implemented on the basis of the Project approach. The size of the project by and large is expected to run 100-300 adult education centres. Each project is manned by a Project Officer with the necessary supportive staff. The adult education centre at the field level is run by an instructor, and for every 30 centres, there is a supervisor to provide guidance in all matters necessary for the smooth functioning of the centres.

At the district level, the projects are coordinated by the District Adult Education Officer, who is responsible for the management co-ordination and monitoring of the progress of the projects within his/her jurisdiction.

According to the Table No. 1.2 (1991 Census Report) the district-wise literacy rate in the state was given in the following table in percentages:
TABLE NO. 1.2

<table>
<thead>
<tr>
<th>District</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ludhiana</td>
<td>52.74</td>
<td>56.69</td>
<td>46.14</td>
</tr>
<tr>
<td>Hoshiarpur</td>
<td>51.69</td>
<td>57.09</td>
<td>45.44</td>
</tr>
<tr>
<td>Jalandhar</td>
<td>49.55</td>
<td>57.98</td>
<td>51.53</td>
</tr>
<tr>
<td>Ropar</td>
<td>49.39</td>
<td>54.79</td>
<td>53.39</td>
</tr>
<tr>
<td>Kapurthala</td>
<td>47.15</td>
<td>44.97</td>
<td>38.98</td>
</tr>
<tr>
<td>Gurdaspur</td>
<td>46.06</td>
<td>49.57</td>
<td>42.25</td>
</tr>
<tr>
<td>Amritsar</td>
<td>41.66</td>
<td>46.54</td>
<td>36.13</td>
</tr>
<tr>
<td>Patiala</td>
<td>39.68</td>
<td>45.73</td>
<td>32.70</td>
</tr>
<tr>
<td>Faridkot</td>
<td>35.86</td>
<td>39.49</td>
<td>27.50</td>
</tr>
<tr>
<td>Ferozepur</td>
<td>35.54</td>
<td>39.50</td>
<td>26.74</td>
</tr>
<tr>
<td>Sangrur</td>
<td>32.27</td>
<td>35.14</td>
<td>25.47</td>
</tr>
<tr>
<td>Bathinda</td>
<td>29.70</td>
<td>35.38</td>
<td>24.28</td>
</tr>
</tbody>
</table>

According to an estimate, in Punjab, there will be 31 million illiterates of 15-35 years by the end of 1996. Government and voluntary agencies, and the universities in Punjab are all involved in the efforts to eradicate illiteracy. The task is stupendous and can be achieved only if the tremendous energy and enthusiasm of our people are imaginatively harnessed and coordinated, and purposefully directed.

SIGNIFICANCE OF THE STUDY

The programme of Adult Education was inaugurated in Punjab State on 2.10.78. But officially it was started in
1981-82. The main focus of the programme was on rural population with particular emphasis on women and persons belonging to the weaker sections of the society.

The Government of India bore cent percent expenditure of 12 Projects consisting of 3600 Adult Education Centres sanctioned under Rural Functional Literacy Programme. At the advent of 6th Five Year plan 3000 centres were functioning. This number increased to 3600 at end of 1986-87.

Adult education programme in the State had been carried on through Rural Functional Literacy Project and by State Adult Education Programme. In addition to this the universities, colleges, Nehru Yuvak Kendras and voluntary organisations were also rendering great help. The target during year 1987 was 1.58 while upto 1990-95 the target is 11.70 lakhs.

The facts and figures show that Adult Education Programme has been launched with fun and fare in Punjab It will be futile to think of liquidation of illiteracy involving a huge paraphernalia without making in depth the comprehensive and evaluate study of the programme.

A mass education programme cannot be effective in the absence of systematic monitoring and evaluation. Evaluation is a word commonly used to indicate assessment or appraisal of something. It is a tool for identifying the strengths and weaknesses of a particular project. According to Good
(1959) evaluation implies the process of ascertaining or judging the value of amount of something by careful appraisal of the process of determining the relative significance of the phenomenon of some sort in terms of some standards. In the words of Coolly (1970), evaluation is a process by which relevant data are collected and transferred into information for decision making. So Evaluation is essential for bringing out improvement in the quality and efficacy of any programme. It is only after assessing the extent to which the desired objectives have been realised and the difficulties in the way of their realisation, necessary modifications can be brought about in the content, method, media and material.

Comprehensive and evaluative studies till now have been mainly undertaken by the Government Department of Adult Education in many states including Punjab. Very few individual efforts have been made towards this direction. To the best of the knowledge of the researcher no such study has been carried out in Punjab during eighties.

STATEMENT

Keeping in view the complexity of the problem and also to the fact that no such study has been conducted in Punjab State, the present study has been entitled as "AN EVALUATIVE STUDY OF ADULT EDUCATION IN SOME SELECTED DISTRICTS OF PUNJAB."
OBJECTIVES

1. To study the progress of Adult Education in Panjab with special reference to selected districts.
3. To study effectiveness of teachers and adult educators.
4. To examine the actual functioning curricular changes and innovations.
5. To identify the areas of success and weakness of the programme.
6. To offer functional suggestions for the effective organisation of adult education programme in the selected districts.

TOOLS: Researcher has consulted documentation and used observation, interview, case study, questionnaire and opinionaire techniques for the collection of data.

METHODOLOGY:

This study is social survey of Adult Education Programmes in Punjab.

Various kind of agencies engaged in the task of adult education have been observed for knowing the general trend of their programmes. The curriculum adopted and material used has been assessed. Researcher has looked into the content units of learning used in adult education classes during the 10 months period. The attitudes and needs of
learners have been studied. For preparing institutional profiles various institutions engaged in this task have been assessed. In some cases the adult educators have been interviewed by the researcher. The researcher has collected the information from participants to high level functionaries with the help of questionnaire. Unstructured interviews with persons engaged in the implementation of Adult Education Programme have gone a long way for having an objective view of the programme in Punjab.

During the survey the researcher has tried to find out the possibilities of starting new centres in the slum areas of selected districts. Keeping in view the heterogeneity of population, researcher has studied the intricacies of problems and identify the remedies.

**HYPOTHESIS:**

As this study has been a survey study so no specific hypothesis was framed.

**Sample**

Researcher has randomly selected four districts from the State of Punjab. Researcher has also randomly selected 20 centres from each district. While studying awareness and response of learners, researcher has also seen to the enrolment of SC/ST learners, use of spoken language and continuity regarding duration fo the project.
STATISTICAL TECHNIQUES

Simple statistical technique has been used for the collection, compilation and analysis of data.

DELIMITATIONS

The study could be conducted in several states but it has been confined to Punjab State only. It could include all the districts but due to limitations of resources it has been delimited to only four districts i.e. Bathinda, Faridkot, Ferozepur and Sangrur.