CHAPTER-I

INTRODUCTION
1.1 CONTINUOUS EDUCATION FOR DEVELOPMENT

Human life, the best creation of God, has two aspects— the Biological and the Sociological. The biological aspect is maintained and transmitted by nutrition and reproduction and the sociological aspect is maintained and transmitted by education. Education is a necessity for human existence as also for the existence of the society (Das, 1992).

In the present era of information and technology, the development and advancement of any country depends upon the maximisation and utilisation of its human and material resources. Education is an investment in human resources through which a person becomes aware of his inherent qualities, on the basis of which he can develop his allround personality and such a person can help the nation in achieving allround development. Hence, education plays a key role in the development process of mankind and nations.

Aristotle was once asked a question, "How much better educated men were from those who were uneducated"? His response was "As much as the living are from the dead". Paulo Friere defined education as a weapon not a treatise, that liberates an individual from social, economic and mental bondages (Singh, 2001).

According to Thompson (1981), "Education facilitates flow of vital ideas and information to the masses by increasing their awareness of the situation in which they live, of the possibility that lies and the choice before them". As per Aurobindo (1972), "Education enables man to develop the capacity of observation and rightly knowing of the facts on which they have to form a judgement, trains them to think fruitfully and soundly and fits them to use their knowledge and thought effectively for their own and common good".
Education is not something which begins or ends in a classroom, it is a continuous process which is always in the making, it is co-terminus with life itself, is a life-long process. UNESCO, International Education Commission Reports, ‘Learning to Be (1972)’, and ‘Learning: The Treasure Within (1996)’ have explored the ways and means of making life-long education a possibility and a reality. Recurrent education has assumed importance in the present technological society where the skills become obsolete rapidly, as new techniques and innovations emerge affecting all aspects of lives of men and societies. Education enterprise will become efficient, just by undergoing radical changes affecting the essence of educational action as well as the time and place for education, in short by adopting the concept of life-long education. Tomorrow’s education must form a co-ordinated totality in which all sections of society are structurally integrated. It will be universalized and continual from the point of individual people, it will be total and creative and consequently individualised and self-directed. It will be the driving force in culture as well as in promoting professional activity (Reddy, 1999).

1.2 NEED OF ADULT EDUCATION

Education as an input to the development process is a very broad term which includes formal education, informal education, non-formal education, adult/continuing education, social education, life-long education and recurrent education. Education cannot be confined to schooling alone, it is a life-long learning experience through which people become active participants in development process of the nation. Adult and non-formal education are essential not only for eradication of illiteracy and universalisation of elementary
education but also for making life-long education a way of life and for bringing about the cultural revolution for a learning society.

India is a sovereign, secular, democratic, republic state and has the privilege of being the largest democracy in the world. According to UNESCO (1995), there were 884.7 million illiterate men and women in the 15+ age group in the world, out of these 290.70 million were in India. As per N.S.S.O. Report 1997, India has 268.42 million illiterates in the 7+ age group, which is a great blemish and deep slur on its image. Multifarious projects implemented by the government have not yet been successful in removing this stigma and we still have about 35 per cent of illiterate population in the 7+ age group, although we have made considerable progress towards universalisation of primary education and have achieved 65.38 per cent literacy as per the figures of Census, 2001.

The National Policy on Education Review Committee (1992) states that it would be plainly unjust if almost 250 million people in the 15+ age group are left to spend their entire productive life without literacy—a powerful tool for acquiring knowledge and enabling effective participation in the democratic process of India. Illiteracy is closely related to poverty and underdevelopment which blocks economic and social progress, affects economic productivity, population control, national integration and security, and improvement in health and sanitation. Illiterates are poor, hungry, sick and emaciated.

According to the ancient Indian tradition, out of the 64 different types of arts or skills with which man was expected to be conversant, the most significant were the literacy skills of reading, writing and calculating. Such was the high value attached to literacy as it was believed that without literacy, life had no meaning or purpose.
The most urgent and impelling need of our country today, is eradication of adult illiteracy and provision of continuing education facilities. With the colossal illiteracy of 35 per cent, it is really impossible to achieve anything remarkable by way of progress.

Education is a human right, hence it is the responsibility of all educated citizens to give this right to the illiterate masses. An adult is the chief unit of a society and the advancement of family, society and nation depends upon him. Educated adults will undoubtedly be in sympathy with the education of their children and the new developments in education as well.

If education of children is important for welfare of the state, education of adults is necessary for the very existence of Indian democracy.

1.3 CONCEPT OF ADULT EDUCATION

Adult education is not something which could be limited to space and time, conditioned by functionaries or agencies and understood as a mere literacy programme. It is a mass movement, a pilgrimage, that marches towards the realization of total development of the individuals and thus, builds up a new society. Limiting adult education in any manner reduces the originality of its nature and scope. Even if India becomes a literate nation tomorrow, the job of adult education would not be complete. The only difference would be that in a literate environment this job would become less difficult.

The idea of adult education has undergone a tremendous change. It does not mean just teaching the alphabets to a group of old cronies, nor does it mean teaching them to write their names. The Policy Statement on adult education issued by the Union Government
on the launch of National Adult Education Programme (NAEP, 1978) is based on the following assumptions:

- illiteracy is a serious impediment to an individual’s growth and to socio-economic progress of the country;
- education is not only associated with schooling but takes place in most work and life situations;
- learning, working and living are inseparable and each acquires a meaning only when correlated with others;
- the means by which people are involved in the process of development are at least as important as the ends; and
- the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

The International Directory of Adult Education (UNESCO, 1952) states, “adult education has been associated with the teaching of literacy and such remedial measures as night schools for schooling. The concept of adult education has been broadened considerably so as to cover the activity of a wide range of institutions or agencies and to include a content as wide as life itself.”

Adult education, according to Rabindra Nath Tagore (in Mohsini, 1998) is not confined to teaching of 3R’s but it covers all that goes to liberate and enlarge the minds of all the people and help them to become better men and women, conscious of their ancient heritage and worthy citizens of the modern world and takes care of economic, social and cultural needs of people.

Mahatma Gandhi (in Mohsini, 1993) was of the opinion that literacy is not the end of education, and not even the beginning. He considered it as one of the means by which people can be educated. According to him, literacy itself is no education.
The International Commission on Education (1972) opined that for a very large number of adults in the world, adult education is a substitute for the basic education they missed. For drop-outs, it is contemporary to elementary or professional education. It helps the new demands which environment makes on the adults. It offers further education to those who have received high level training and it is a means of individual development for everybody.

UNESCO (1987) defined adult education as an integral part of life-long education enabling all persons to learn at all stages of life. It is accepted that all persons whether or not they went to schools, still need new knowledge and new skills and the persons who did not go to school need the skills of literacy along with other skills, to function effectively in the modern world.

It can be concluded from the above definitions that the concept of adult education has changed with the passage of time depending upon the need of the people, society and nation. However, all are agree that adult education should be relevant and useful to fulfil the national objectives and help the adults to solve their personal, social, economic, political, and vocational problems of life. It should be distinguished from all other types of education, as it is more functional and more closely related to socio-economic, development than the education given in our schools and colleges. Adult education believes both in the equality of man and his capacity to learn. Adult education gives importance to inner satisfaction than outward show and promotes common-sense and wisdom. It plays most important role in shaping the destiny of a nation.
1.4 ADULT EDUCATION IN INDIA

The concept of adult education has undergone significant changes in India particularly after independence. It was the changing policies of Government of India that seems to have influenced the concept of adult education, which changed from basic literacy to social/civic literacy by the 1950’s and further to functional literacy by the 1960’s. With the introduction of NAEP in 1978, the focus of adult education shifted to conscientization and development. The launching of National Literacy Mission (NLM) in 1988, and the subsequent emergence of Total Literacy Campaigns (TLCs) in different parts of the country led to emergence of the concept of developmental literacy, which include the components of self-reliance in basic literacy, social awareness, acquisition of vocational skills and imbibing the values of national integration (Shah, 1993).

The concept of Basic Literacy evolved with the expansion of night schools. The official policy was to encourage them in the practical aspects and permit as much flexibility as possible in school hours. Although the concept of basic literacy remained unchanged all through the British period, a variety of attempts were made to educate illiterate adults by Indian intellectuals, nationalist leaders, social, religious and political organisations during nineteenth and early twentieth century.

The concept of Social/Civic Literacy gradually over a period of two decades (1948-67). The term Social Education was first introduced in 1948 and an attempt was made to spell out various components of Social Education Programme in the early stages (1948-49). It was only after the appointment of Mohan Sinha Mehta Committee in 1963 that the concept was spelled out in detail. It is an
irony that soon after this exercise, the programme of Social Education was discontinued.

The aim of Social Education was to enable the common man to live a richer life in all aspects—social, economic, civic, cultural and moral. For the first time, the social/civic aspect of adult education was emphasised by professional adult educators. The M.S. Mehta Committee (1961) observed that, social education should aim at improving the life of an individual by educating him in literacy skills and by creating in him an understanding and knowledge of the technological advances which science has made. Emphasizing the role of social education in the promotion of tolerance and international understanding, the Committee noted that literacy is an essential ingredient of social education and education in reading and writing should not, however, be treated as a thing apart.

The failure to achieve Universalization of Elementary Education by 1960, the successful emergence of Gram Shikshan Mohim, limitations of social education programme and the proclamation of Education Policy (1968) - all paved way for a change in the concept and policy of adult education by the mid 1960's.

The concept of Functional Literacy emerged during the 1960's. While the second World Conference on Adult Education, held in Canada in 1960, reaffirmed the importance of closely linking adult education to productive activity, work and development, the World Conference of Education Ministers on Eradication of Illiteracy held in Tehran in 1965, defined functional literacy with greater precision. The close link of literacy with social and economic progress was discussed in detail. The international thinking had an impact on Indian policy planners and Dr. V. K. R.V. Rao, an economist and a member of the
Planning Commission, ardently supported the idea of functional literacy, defined as, "literacy integrated with the occupation of the learner and directly related to development".

The idea of functional literacy was translated into action when the UNESCO designed the Experimental World Literacy Programme which provided an opportunity for India to develop Farmers' Training and Functional Literacy Project (FFLP). Commencing as a pilot project in 1968, the programme expanded during the next ten years. The pilot evaluation study conducted by the Directorate of Adult Education in 1970 revealed the utility of functional literacy programme in contributing to the growth of agricultural production. The phase of functional literacy also witnessed the establishment of National Board of Adult Education in 1969 and Directorate of Adult Education in 1971.

All the subsequent programmes and policies of adult education developed during various Five Year Plans like R.F.L.P. (1978), N.F.E. for 15-25 years of age (1975), N.A.E.P. (1978), N.P.E. (1986), N.L.M. (1988), T.L.C., have emphasised the provision of functional literacy to the illiterate adults in the 15-35 age group, which has been the focus of attention since NAEP because they are in the productive and reproductive period of life.

The goal of NLM is to attain full literacy i.e. a sustainable threshold of 75 per cent by the year 2005. The scope of the programme has now been enlarged to include people in the age group 9 to 14, in the areas not covered by the NFE programme, to ensure that the benefits of TLCs are made available to out-of-school children as well. Special care is being taken to bring disadvantaged groups like women, SCs, STs and BCs into the programme. The basic objective is
to create a generation which will ensure that their children are educated and to realize the dream of Education For All (www.education/adledu.com).

1.5 ADMINISTRATION OF ADULT EDUCATION

Of all the factors that contribute to the success of any programme including adult education, the most important and crucial one is the human inputs for the system. On the receiving side the illiterate learners represent the human inputs and on the planning, organising and delivery side, the human inputs are the administrators/managers, supervisors and above all the instructors in the adult education centres.

A sound administrative structure is the base to achieve the desired objectives of an organization (Mathur, 1976). Administrative structure is a pattern of relationship among various functionaries of an organization from the top to the bottom.

In order to manage various programme of adult education since independence, administrative structures have been established at all levels i.e. centre, state, district, block and village. The overall responsibility of planning, organization, implementation, evaluation of all these programmes has been of the Central Government, earlier of the Ministry of Education and now of the Ministry of Human Resource Development and National Literacy Mission Authority. Under this Ministry, there is a full-fledged department of adult education having its own administrative structure. Similar structures are set up at the state levels, district levels and local levels as well.

NAEP stressed that the administration of this programme has to be based on the principles of decentralisation and autonomy to the
field functionaries. Stress was laid on adequacy of structure and proper selection of personnel and their training. It was decided that persons belonging to scheduled castes, scheduled tribes and women were to be given priority in managing administrative positions.

One of the most important innovations introduced in NAEP was the Project approach—a more or less autonomous administrative unit responsible for implementation of a programme and each project had a project officer.

National Policy on Education (1986) suggested a mass campaign approach to adult education which was based on mass mobilisation and support of central, state and district administration, non-government and voluntary agencies, people from all sections of society and all walks of life, and an efficient management structure with an inbuilt monitoring system.

National Literacy Mission (1988) recommended that at the project level, projects are to be implemented by various agencies like State Governments, Voluntary Agencies, Panchayatiraj institutions, Nehru Yuvak Kendras etc. At this level, the project organizer would be a local worker acceptable to the community.

At the district level, the District Board of Education (DBE) was made responsible for the overall planning and administration of all the programmes of adult education. District Resource Unit (DRU) as a part of DIET is required to provide technical resource support to the DBE.

At the state level, a commission/authority headed by the Chief Minister was made responsible for the implementation of the programme. The State Resource Centres are to assist the state level Adult Education Commission/Authority. The SRCs were to be
strengthened by training of personnel, provision of adequate financial support and improved co-ordination with the state governments.

At the national level, there is a National Authority on Adult Education (NAAE) headed by the Minister of Human Resource Development, Political Leaders, Scientists, Educationists, Concerned Ministries/Departments, Director General. It has functional autonomy and full power to take all decisions. National Institute of Adult Education (NIAE) was set up by converting the existing Directorate of Adult Education, which is the apex body for providing technical resource support to the NAAE and to the state governments, NGO, and voluntary agencies.

Management of TLC

In the TLCs there is a system of Mission-Mode management. The main characteristics of mission management are that the goals are broken down into specific tasks, which are assigned to specific people, for implementation in a well-defined time period.

The overall responsibility of implementation of the literacy campaign rests with the Zilla Saksharta Samiti (ZSS) and there is adequate decentralisation. The block and the village are treated as effective levels of management. There are three main components of the management system of TLC:
- Participatory Committees
- Full-time Staff
- Official Machinery

The head of ZSS is the District Magistrate or an eminent educationist. The ZSS has a General Body and an Executive Committee. The General Body is presided by the Chairman of ZSS.
The general body approves the programme, the budget for literacy campaign, and also reviews its implementation.

The Executive Committee of ZSS is headed by the District Collector or the Chief Secretary of the Zilla Parishad. The Executive Committee consists of educationists, social and educational activists, persons drawn from voluntary agencies, teachers, students, women, youth and also identified district level officials.

At the block level, a co-ordinating team with membership on the pattern indicated for the Executive Committee, is also there. The most important function of block co-ordinating team is to establish linkages with voluntary agencies, activist groups, youth clubs, teacher's organisations and other people who contribute to the successful implementation of the campaign.

The formation and active involvement of Village Education Committee is also essential to the success of the programme. The Committee consists of village elders, women activists, and voluntary workers. The Village Education Committee has a crucial role in making primary education a success, and also helps in locating the adult education centres, identifying voluntary teachers, helpers, and in improving the physical facilities.

For timely feedback and proper information dissemination, full-time staff is necessary. These persons can be taken on deputation from government departments, educational institutions, semi-government and autonomous organizations. The full-time staff requirement is as follows:

- At the District Level : 5 to 6 persons for day-to-day office and organizational work;
- At the Block level: 1 to 2 persons depending upon the size of learner population;
- At the Sub-block level: One person for a learner population of 4000-5000.

The district level officers working with the collector help at all levels for providing infrastructural facilities.

The participatory committees, full-time staff and official machinery together provide support, facilitate flow of information and provide access to decision-makers.

1.6 ADULT EDUCATION ADMINISTRATORS

For the purpose of this research adult education administrators include programme managers at the district level i.e. District Magistrate/District Collector or any other person chosen as the head of the programme and the executive officers.

According to NAEP as also NLM, the administrators are to be the people having worthwhile goals, who have worked out for themselves effective ways of achieving these goals. The administrators could be selected from the people having experience in adult education, have worked in the earlier adult education programmes, worked in schools, having university degrees with experience of working with disadvantaged people, some people might have no university degrees but have rich experience of experimentation and innovation in adult education can also be appointed. However, importance has to be given to the people with substantial academic training and experience in adult education.

The administrators are required to attend a training programme meant for them. The training is participatory in nature wherein stress
is laid on the inculcation of abilities of creative thinking, resourcefulness, analytical and critical thinking. Field training and direct experience is given to these officials.

These officials work within the framework of prescribed policy, rules and work procedures. At every level, each functionary has his set of duties and responsibilities relating to planning, organising, administration, financing, implementation and monitoring of TLCs. They are required to guide and support supervisors, instructors and adult learning centres in the areas of education and training, management and public relations.

The specific functions of administrators at different levels include:
- to act as manager and co-ordinator i.e. plan, make budget, implement, monitor and evaluate the T.L.C. in the district;
- to know the area thoroughly and help in environment building;
- selection of instructors and appointment of supervisors/preraks;
- ensure provision of infrastructural facilities;
- appoint third and fourth class employees according to the prescribed rules;
- ensure the quality of literacy teaching and materials;
- develop a system for periodical evaluation of centres and to ensure that follow-up action is taken on the basis of feedback received from supervisors, instructors and community;
- make budget and release funds as per the rules and to ensure that expenditure is made as per the budget heads;
- planning and supporting continuing education activities;
- ensure preparation and submission of monthly, quarterly and yearly reports to the relevant authority; and
organise district level meetings of District Education Committee, adult education functionaries, all development officers, voluntary agencies under the chairmanship of the District Magistrate.

1.7 ADULT EDUCATION INSTRUCTORS

Instructor is the backbone of an adult education programme. He is the frontline worker, the actual doer in the programme. Instructor is virtually the manager of this programme, is the pivot around whom the whole programme revolves. He is the organiser of the centre, teacher of literacy, generator of awareness, helper in economic development, evaluator of the programme and disseminator of functional information.

The success of adult education programme depends on the performance, quality, excellence, potentiality and above all on the dedication of the instructors. There is a difference between the teachers of adults and teachers of children. Taking into consideration the age and mental maturity of the adult learners, an instructor cannot afford to behave like a teacher in the strict sense of the term. Hence, the adult teacher is called instructor, animator, leader, mentor and facilitator.

Qualities of Adult Education Teachers

The professional qualities of adult education teachers/instructors include genuine liking for teaching, commitment to social change, thorough knowledge of the subject matter and skill in individual and group instruction techniques.

As per Tokyo Conference, Final Report (Lowe, 1982), the qualities an adult educator should have are:
- a broad social experience and cultural background, social skills, familiarity with group work, dynamics of group interaction, and an understanding of social and political processes;
- an ability to analyse the particular social circumstances in which they were working in order to create the right learning environment;
- an ability to stimulate people to become aware of their potential for development and inspire them with confidence to undertake some form of study or to engage in purposeful group activities.

According to Jarvis (1988), an adult educator should be able to:
- communicate effectively with the learners;
- develop effective working relationship with learners;
- create a positive climate to encourage learners;
- possess positive attitude towards the learners;
- adjust his teaching according to the learners’ progress;
- adjust the adult education programme to the changing needs of the adults;
- pay individual attention to the learners and recognise their potentialities; and
- provide continuous feedback to the learners.

Singh (2001) observes that above everything, the instructor should have insight, sensitivity and understanding. The most important single characteristic of an adult educator is a real liking for adults. The liking must be genuine. Adults quickly detect the difference between a warm, friendly person and one who puts on a show of friendliness without real feeling that way. Appearance, dress, age, theoretical knowledge, experience all these are less important
than a genuine fondness for illiterate adults as they are, complete with their faults and annoying habits.

The teacher should have lot of patience, with a clear understanding that anything worth learning takes time to learn and time to teach. He should have faith in human potential, a belief in his possibility to create, to change things. He should be convinced that the fundamental effort in education is to make an individual independent.

The instructor, therefore, has to be motivated, having the necessary knowledge and skills to run an adult education centre and should be liked by the community in which he works. Hence, the instructor needs to be the right person for carrying out the programme and should be selected with greatest care.

**Role of Adult Education Instructors**

The main role of the instructors can be divided into three areas, namely,

(i) Initial preparation

(ii) Relating to the centre

(iii) Relating to administration

For initial preparation, the instructors are required to:

- act as organiser of the adult education centre;
- help in environment building;
- co-operate in survey of the area;
- know the Community, its resources and infrastructural facilities;
- undergo training organised by the concerned agency.

Relating to the literacy centre, the instructor is required to perform the following functions:
- to choose a place suitable for all himself and the learners;
- to convince and motivate the learners and overcome their initial resistance to come to the adult education centres;
- to enrol at least 10 learners in the class register stating their age, occupation and sex. Maintaining the attendance register of the learners;
- to help the learners in acquiring and applying the acquired literacy skills in daily life situations-writing letters, filling forms, signing, reading newspapers etc.;
- to decide the timings of the centre in consultation with the learners;
- to make the infrastructural arrangements for the centre i.e. lighting, seating, teaching/learning materials, making environment conducive to learning;
- to run the centre regularly for 6 days in a week, for 2 hours daily;
- to make the adult learners aware of important socio-cultural-economic-health related issues;
- to use or make if necessary the audio-visual aids to make the teaching/learning process interesting and easy to understand;
- to organize educational tours, group meetings, seminars, cultural programmes, tournaments, visits to vocational centres which would help him/her to win the confidence of the people and the community gets a momentum to move as self-motivated single force in the process of change initiated by the instructor;
- to evaluate the learners’ progress in literacy, functionality, awareness as per the norms, on a continuous basis and also at the end of the programme.
Relating to administration, the instructors are required to discharge the following roles:

- maintain the record of learners’ progress;
- take action for improving performance of the centre on the basis of feedback received from learners, community and supervisor;
- check that all the materials and equipments like books, charts, blackboard, maps, mats are procured and kept ready at the centre well in advance;
- maintain the necessary records of the centre for inspection of supervisors and other officials;
- co-operate in post-literacy and continuing education of the learners;
- to be present in the meetings summoned by the concerned organization, every month on a set date and share his experiences and difficulties faced during the month;
- to maintain good contacts with local leaders, officials, functionaries and public which proves very helpful in centre management;
- to present complete record of the progress of learners to the supervisors and other officials visiting the centre for evaluation.

**Selection and Recruitment**

The identification of instructors is the most crucial part of the programme as success of the actual teaching/learning process depends on them. Eagerness of a person to serve the community should be the primary consideration.

The recruitment and selection criterion for instructors has been changing with different Adult Education Programmes. Although the
basic requirements remained the same, some minor changes have been made in different programmes.

FFLP (1968) advocated that the instructors of adult education should be from the same area. They could be: teachers who were also farmers; educated farmers; teachers possessing agricultural competence; school teachers having agricultural background; and students of agricultural schools and other institutions.

NAEP (1978) and subsequent programmes including NLM (1988), suggested that the instructors should be from the same background to which majority of the learners belong and he/she should be a resident of that locality. They can be:

- school teachers particularly those who are genuinely concerned with the poor and illiterate;
- higher education students;
- educated unemployed and underemployed youth committed to social development;
- ex-servicemen, other retired persons and social workers;
- community health volunteer, secretary of local co-operative society, gram sevaks, gram sevikas, balsevikas, anganwari and balwari workers, milk collector, panchayat members, other dedicated individuals can be involved as part-time instructors.

NAEP aimed to help the poorer sections and hence it suggested that a harijan, tribal boy or girl, son or daughter of landless labourers, small farmer having some formal education could also be recruited as instructors. The NLM suggested that at least one-third of the instructors should be women.

Currently, under TLC, on the basis of survey, the instructors are selected from among the willing local people, students and
educated housewives. Female instructors are selected for female learners and male instructors are appointed for male learners.

The adult education instructors are voluntary workers and teach on part-time basis.

**Age and Educational Qualifications**

NAEP stated that the minimum age of an instructor should be 18 years but it could be relaxed in special cases and the minimum educational qualification was to be middle level. The qualification could be relaxed if in any area middle school passed person was not available or the person was having leadership qualities.

NLM also suggested that the educational qualification of volunteers should be upto class VIII as they will eventually have to teach upto class V level of learning.

There is no age bar for recruiting instructors currently because it depends upon the availability of volunteers.

**Salary and Additional Benefits**

The major concern in adult education programme is scarcity of full-time educators, mainly due to the fact that no salary is paid to them. Earlier the instructors were paid an honorarium of Rs. 30/- under FFLP, under NAFP it was Rs. 50/- in the beginning which was increased to Rs. 100/- later on. After NPE (1986) and subsequently with the coming of NLM (1988), the instructors have been made voluntary workers. They are now not paid any honorarium or any other benefits, facilities or incentives for teaching the adults.

In the UGC guidelines for MPFL, it was suggested that certificates of participation in adult education be issued to the student volunteers. Under MPFL and the subsequent University programmes,
graded certificates and badges are awarded to the student volunteers by the Head of the Institution. The grades are:

- ‘A’ for a student who makes 3 or more persons literate,
- ‘B’ for making 2 persons literate, and
- ‘C’ for making 1 person literate.

**Duration and Period of Teaching**

The duration and period of teaching has also been changing with different programmes. In the Gram Shikshan Mohim (1968), the duration of the programme was 4 months. The main intension was to carry on the campaign till all the illiterate persons in the age-group 14-50 years became literate. FFLP (1968) recommended 150-200 hours of teaching spread over 14-15 weeks. In the scheme of Non-Formal Education for 15-25 age-group (1975), the duration of the programme was 350 hours-2 hours per day for 5 days a week, spread over 8-9 months.

In the NAEP (1978), it was recommended that the adult education class should run for a period of 10 months i.e. 350 hours and it was to be held for 1½ hours every day. The Review Committee on NAEP (1980) suggested that basic literacy should be acquired in 200 hours and in order to avoid relapse into illiteracy, it suggested that literacy should be integrated with general education including functionality and awareness components.

The Improved Pace and Content Learning (IPCL) Mode (1986) decreased the duration of actual teaching to 200 hours spread over a period of 5 to 6 months, daily for 1 to 2 hours. NLM recommended 200 hours of teaching spread over a period of 8-12 months.

Hence, from Gram Shikshan Mohim to NLM, the learning period ranged from 150-350 hours, and the duration of the course varied
from 3-4 months to 8-12 months. At present under TLCs the NLM, and IPCL norms are being followed as per the situational requirement.

**Teacher Pupil Ratio**

In the beginning it was 1:30, which was reduced to 1:10 (NAEP) with possibility of local adjustment to 1:15 or 1:20 (NLM) if one volunteer for every ten learners cannot be made available.

### 1.8 ADULT EDUCATION SUPERVISORS/PRERAKS

The Supervisors/Prerak in adult education programme is a link between the administrative set-up of the project and the centres. His placement is in between the administrators and instructors. He helps the administrators in the selection and recruitment of instructors, locating rent free accommodation for centres, organising training programmes and providing technical guidance to instructors and making sure that classes are conducted regularly. He guides and helps the instructors in their work by pooling the local resources, helps in the day-to-day running of the centres and ultimately helps in the professional growth of instructors. According to NAEP guidelines, the task of supervisor concerns with making the instructors effective in the field. Now the supervisors have been made responsible for running continuing education centres as well.

**Qualities of Supervisors**

A supervisor/prerak should possess the following qualities in order to be effective:

- understanding of adult psychology and principles of adult learning;
- guiding skills and competency to motivate the learners and the community;
- planning skills and competency to schedule programmes of the adult/continuing education centres;
- organisational skills and competency to articulate;
- skills in teaching, group dynamics, management and communication;
- the quality to assess local needs and requirements, identify local resources and co-ordination of activities;
- skillful in monitoring and evaluation techniques; and
- good at report writing.

**Role of Supervisors**

The main task of a supervisor as per the guidelines of various adult education programmes is to make the instructors effective and try to run the programme in such a way that the purpose of the programme i.e. providing awareness, functionality and literacy to the illiterate adults is achieved. In specific, they have to perform the following functions:

- to use survey schedule and other tools for understanding the community and its needs;
- to find a suitable and rent free accommodation for the centre, and to involve interested and experienced persons in the programme implementation with the help of the Village Adult Education Committee;
- to identify and recruit instructors with the help of community;
- to help the instructors in conducting surveys to know about adult learners, their age, socio-economic background and also
help in enrolling the adult learners, mobilising local support and in securing appropriate learning materials;
- to help in organisation of training of instructors and to take an active part in it. They are required to contact the resource persons, voluntary organisations for conducting training programmes;
- to prepare work calendar for each adult education centre in consultation with the instructor;
- to supervise the day-to-day conduct of the centres i.e. teaching, diary of instructors, attendance register, stock register, ensure that the necessary materials, funds and services reach the centres in time;
- to make necessary information available to the instructors and learners about the existing income generating schemes and to motivate people to use Continuing Education Centres for more useful information;
- to conduct meetings with instructors at least once a month in order to get feedback, discuss difficulties and prepare plans of action;
- to ensure regular submission of monthly reports by the instructors to the supervisor who forwards the same to the higher authorities;
- to ensure supply of post-literacy material for the retention of acquired literacy skills and further development of skills;
- to help the project officer/administrator in bringing out a periodical bulletin for the neo-literates and ensuring its distribution in all the adult education centres; and
- to assess post-literacy activities at regular intervals.
Selection, Span of Control and Salary

NAEP suggested that the supervisors should be selected from the experienced and successful adult education instructors, extension workers, NYK and NSS volunteers, social workers and people having academic qualification in adult education. They should be from the same area in which the adult education centre is located and they were expected to be familiar with the local language.

The NLM also recommended that the supervisors are to be drawn from the local community. An outstanding and experienced adult education instructor should be given preference.

NAEP and NLM recommended that a supervisor should have completed high school but this could be relaxed in case of women and tribals. The minimum age requirement of a supervisor as per NAEP and NLM is 21 years.

In NAEP, the supervisors’ responsibility extended over 30 centres. Each centre admitted 30 illiterate adults. However, the area to be covered by the supervisor was reasonably small and manageable. Part-time supervisors from universities and colleges were expected to supervise 10 centres and in most voluntary agencies and NYK, a supervisor was responsible for about 20 centres.

NLM recommended the span of control of supervisor to be reduced from 30 centres to 8 centres, which is followed under TLCs.

1.9 TRAINING OF ADULT EDUCATION FUNCTIONARIES

Training of adult education functionaries is a necessary prerequisite for successful implementation of the programme. The instructors, supervisors and administrators at all levels must be helped through training programmes to perform their multifarious
duties with efficiency. Thompson (1981) said that the instructors are no longer merely the transmitters of centrally designed packages of knowledge or exponents of certain narrow skills, rather they are being called upon to act as animators, working with and not merely for the local community. Their sensitivity and responsiveness will be crucially important. Consequently, there is a need to transform the attitudes of field staff as much as the need to change those of target groups.

In the Handbook for Training of Adult Education Functionaries (1978), it was stressed that their training should be:

- participatory;
- provide an opportunity for mutual learning;
- should thrust on group discussion;
- learning should emerge out of experience;
- training situation should be close to the field realities;
- an experiment in community living.

The guidelines of NPE, NLM, TLC all stress that training of adult education functionaries should be participatory in which both the trainers and trainees should equally participate. It should be flexible, relevant, diversified and need-based. These training programmes should include psychological and sociological principles of adult learning, problems and issues of adult education, Indian heritage, Freedom movement, Indian Constitution, administrative system of India, scientific and technological literacy, planning and development activities, economic and social problems, problems of women minorities and under privileged sections of the society. These programmes should also include skills which would enable the functionaries to organise continuing education centres and sustain
learners' interest in continued learning through use of mass media and arrangements for development of vocational skills.

There is a three tier relay system of training of adult education functionaries, at present. The Directorate of Adult Education, New Delhi, which is the National Resource Centre, provides orientation to the District Adult Education Officers (DAEOs) and the staff of the State Resource Centres (SRCs). They in turn play the role of Master Trainers and train the trainers at the state level. The Master Trainers consist of Project Officers, Supervisors/Preraks and the Programme Officers from the Centres/Departments of Adult/Continuing Education and Extension of the Universities. These trainers train the instructors. Master trainers from schools are deputed by the DPI for the training of volunteers.

As per the NLM, volunteers are required to have training for a minimum of 9 days. Rather than one time activity, training is organised in repeat rounds of 4+2+2+1 days duration. The initial 4 days of training programme are of 5 ½ hours per day and concentrate on overall objectives of the TLC and on the transaction of Primer I. The second and third rounds are of 2 days each with 6 hours per day and include the start and the actual transaction of Primers II & III respectively. The final round is of one day with 6 hours, which emphasise final learner evaluation and organisation of post-literacy programmes. However, in practice these training programmes are usually of 1 to 2 days duration.

The responsibility for training lies with National Organisation of Nehru Yuvak Kendras and some leading organisations, research institutions and voluntary agencies.
NAEP and all the subsequent programmes have given emphasis to in-service training of adult education instructors. The training programme must be treated as an ongoing activity. The best training one gets is while performing one's job. The adult education functionaries must not depend upon the initial training totally, they should try to collect the required information from the supervisors, other educated people of the area, newspapers, radio, T.V., government offices, voluntary agencies etc. Monthly meetings are organised for mutual learning and sharing of experiences between instructors, supervisors and administrators.

1.10 JOB SATISFACTION

Job satisfaction is the combination of two words i.e. job and satisfaction. Webster (1976) states that satisfaction is an internal state of mind. It results from fulfilment of the needs of an organism which in turn brings happiness and pleasant feelings. According to Encyclopedia of psychology (1972), job is different from work. Job is a task, an occupational activity performed by an individual for a monetary reward.

Job satisfaction consists of liking for the work involved and acceptance of the pressures and aspirations connected with that work. It implies the identification of oneself with requirement of the work involved in the job. People involved in work which is not satisfying in itself normally look for satisfaction from other sources, external to it. Hence, job satisfaction can be defined as a mental quality and an attitude towards one's profession. It motivates a worker towards better performance and increased turnover and is important to productivity and employee morale. If a man is satisfied with his
work then not only he gets benefitted but his employers too get benefitted. So the importance of job satisfaction cannot be minimised as it is of great significance for the proper functioning of any organization.

Job satisfaction is a generalised attitude resulting from many specific attitudes i.e. specific job factors, individual characteristics and group relationships. In short, job satisfaction consists of the total body of feelings that an individual has about his job. This total body of feelings involves in weighing up the sum total of influences on the job.

Smith (1955) suggested that job satisfaction is the employees judgement of how well his job on the whole is satisfying his various needs.

According to Kuhlen (1963) job satisfaction varies with the degree to which a person’s needs are satisfied by the occupation.

Locke (1970), Kesselman (1974), Seybolt (1975), Wanous (1974) and Lavingia (1974) found that job satisfaction is positively and significantly related with job performance. It shows that in order to have better performance in a job by workers, they have to be satisfied in their occupation through need gratification.

Sinha (1974) concluded that on a long term basis degree of satisfaction is likely to affect productivity of people and more particularly their absenteeism, labour turnover and adjustment to work.

Longman’s Dictionary of Psychology and Psychiatry (1984) states that job satisfaction is the attitude of a worker towards his job, sometimes expressed as hedonic response of liking or disliking the work itself, the rewards (pay, promotion, recognition) or the context (working conditions, benefits).
From the above mentioned definitions it may be concluded that, job satisfaction is not a unitary thing but a composition of many factors like personal judgement of a worker and how he perceives his job. However, job satisfaction is not only important for its association with productivity, turnover, absenteeism but because of its relationship with mental health. Generally, it is agreed that poor job satisfaction is accompanied by poor mental health and may be manifested in a number of conditions like anxiety and headache to depression, loss of appetite to psychosomatic states.

Job satisfaction not only benefits the worker but his family, the management and the nation as a whole. The worker is benefitted in terms of liking for the job whereas the family is benefitted in terms of cordiality and peace, the management is benefitted in terms of industrial peace and the nation is benefitted in terms of increased productivity. Employee's job satisfaction is indicated by their attitude towards different aspects of work. A satisfied worker takes interest in his work, does it with sincerity, devotion, punctuality and co-operates with the management. On the other side, dissatisfied worker shirks his duties, complains, absents himself often, is non co-operative and indisciplined. When sufficient number of workers in a plant suffer from dissatisfaction, they resort to strike and other such things to express their anger and resentment. The management, in turn, declares lock-out. Production suffers and peace is disturbed.

**Theories of Job Satisfaction**

Variety of views regarding the nature of job satisfaction gave rise to different theories, which incline to make clear different aspects
of job satisfaction from different angles. Some of these theories are enlisted below:

**Need Hierarchy Theory:** This theory was propounded by Maslow (1954). According to him job satisfaction has been primarily based upon the gratification of needs. He was of the opinion that needs are organized in a series of levels called hierarchy of needs and presented the following i.e. hierarchy: psychological needs, safety needs, social needs, esteem needs, recognition and need for self-actualisation.

**Valence-Instrumentality - Expectancy Theory:** There are different names of this theory like “Expectancy Theory”, “Instrumentality Theory”, “Path-Goal Theory”. Vroom (1964) defines expectancy as an action outcome association. Job satisfaction is measured by the total amount of outcome valences available to an employee.

**Equity Theory by Adam (1964):** This theory concentrates on an understanding of the process by which behaviour is energized. The degree of equity is judged in terms of a ratio of an individual’s inputs (i.e. effort) to outcome (i.e. pay).

**Performance Theory by Donald (1970):** This theory states that performance is the result of satisfaction which means a person satisfied in his job will perform well.

**Need Gratification Theory by Wolf (1970):** An individual will be highly motivated towards his job if he finds an opportunity to gratify an active need through job related behaviour.

**Dual - Factor Theory by Harzberg:** According to Harzberg, job satisfaction is basically having the higher order needs satisfied. Since jobs are hard to get, not fulfilling these needs would not lead to job dissatisfaction but to job neutrality.
Maturity - Immaturity Theory by Argyris (1953): This theory assumes that most employees are expected to do as they are told and leave the thinking to the boss.

Factors of Job Satisfaction

Job satisfaction criteria consist of those factors “on the job” and “in the worker” which constitute the basis for judging an employee’s satisfaction in his job. There are some other factors which are controlled by the management. Job satisfaction may be derived from different factors differently depending on the degree to which the employee feels satisfied in respect to those factors. For example, a worker who is impelled by the need to exercise authority will look for an opportunity for fulfilment of this need more than anything else and will feel satisfied to the extent to which his job satisfies this particular need. On the other hand, for a worker who does not feel this need strongly, it would be an irrelevant factor and even a little opportunity of exercising authority offered by his job would cause him much satisfaction and even its absence will not cause any dissatisfaction in him. This shows that all the criteria that we develop to judge satisfaction of the employees in their jobs are not equally applicable to all the employees. They apply to the extent to which they are perceived as related to their basic needs. To some a given criterion applies most, to others only to some degree, and to still others not at all. Significant attempts have been made to identify the criteria in order to study job satisfaction of employees in various organizations. The following are some of the factors of job satisfaction identified by various psychologists:
Personal Factors: Age, sex, intelligence, interest, socio-economic status, education and personality.

Factors Inherent in Job or Professional Factors: Type of work, skill, pay and status, experience, qualification etc.

Factors Controlled by Employers: Security of job, opportunities of advancement, working conditions, supervision etc.

Siegel (1962) stated that job satisfaction is the satisfaction from the factors intrinsic and extrinsic to job. The factors intrinsic to job are pay, job security, participation and personal recognition, hours and working conditions and occupational status. Factors extrinsic to job are perception about supervision, sex, level of intelligence, job experience and personal adjustment.

Gellerman (1970) found mainly three categories from which job satisfaction can be derived:

- Off-the-job satisfaction from work such as income, security and status in the community;
- On the job satisfaction such as interest and opportunity for advancement within the organization;
- Highly personal satisfaction e.g. growth, achievement, power, job mastery.

Sometimes job satisfaction refers to an overall feeling of satisfaction or satisfaction with the situation as a whole and at other times, it refers to an individual’s feelings towards specific dimensions of the work environment such as pay, benefits, promotion opportunities, working conditions, supervision, organizational structure and it is the result of individual’s preception of what is expected and what is perceived from different facets of work situation.
Measuring Job Satisfaction

In order to raise the job satisfaction of workers, it is necessary that the jobs are thoroughly analysed and the factors that cause dissatisfaction are identified and isolated. For this reason some take the help of supervisors as they have close contacts with workers and can easily know about the employee’s attitudes. But some companies do not trust the supervisory reports and adopt some other measures like interview and questionnaire. Still another method of obtaining employee attitudes is attitude survey method, which is increasingly gaining popularity these days.

The purpose of all these methods is to assess attitudes of employees towards different factors of the job and, to know about the sources of satisfaction-dissatisfaction. The world of work is very complex and for this reason it is practically impossible to completely isolate the causes of employee dissatisfaction except by the use of statistical techniques.

However, it can be said that job satisfaction is a re-integration of the effect and attitude produced by an individual’s perception of the fulfilment of his needs in relation to his work and the situation surrounding it. As the needs of the individuals are constantly in a fluid state means needs of the individuals keep on changing from time to time, job satisfaction is not a permanent attitude nor is it merely momentary.

1.11 NEED OF THE STUDY

Job satisfaction is acquiring an increasingly important role in modern society, as man spends most of his time on job. A study of job satisfaction can classify and categorise the conditions and factors that
lead to job satisfaction or dissatisfaction. According to Dessler (1982), job satisfaction is needed because on the job satisfied employees usually have better attendance and turnover records, better performance than the less satisfied employees. Gilmer (1966) explained job satisfaction as the result of various attitudes a person holds towards his job, towards related factors and towards life.

Alfred (1967) stated that apart from economic rewards, a man gets social and psychological satisfaction out of his job. It helps him to understand, what he is and what he is doing with his life. His relationships with others in the work environment affect his performance.

Success of any educational programme, including adult education programme depends to a large extent on the efficiency, sincerity and hard work of its functionaries i.e. instructors, supervisors and administrators which is linked with their job satisfaction.

The instructor of adult education programme is a part-time voluntary worker and is paid no remuneration or any other incentive for his service. He is the pivot around whom the entire programme revolves. An instructor has to perform multifarious duties relating to planning, organisation, execution and actual running of the literacy centres. He is the literacy teacher. Thus instructor has the heaviest workload but lowest rank in the hierarchy. Under the circumstances only those instructors can work with enthusiasm who are committed to social upliftment, have real liking for the illiterate adults and their welfare, as overall congenial working conditions, salary, benefits and job security are lacking in this work.
The Education Commission (1964-66) stressed upon the creation of satisfactory conditions of work for teachers. The Commission opined that “of all the different factors which influence the quality of education and its contribution to national development, quality, competence and character of the teachers is undoubtedly significant”.

Job satisfaction, instills in the teacher a sense of satisfaction and fulfilment, giving him a feeling of confidence and competence which enables him to contribute to the effective implementation of educational strategies and improvement of educational outputs. The teachers’ job satisfaction is a necessary input for his own growth as well as for the growth of his students. Without job satisfaction his potentialities and talents would not be fully utilised.

It is not surprising to find in Seetharamu & Devi (1994) study that 89.92 per cent of the instructors were not satisfied with the remuneration received for the services rendered. Only 9.24 per cent instructors were satisfied with their jobs and 7.56 per cent of them were female teachers. 82.85 per cent of the instructors expected a good salary.

Reddy (1990) studied the socio-psychological factors relating to adult education instructor’s effectiveness and found that the women function more effectively than men; age did not come in their way; there was a direct correlation between achievement motivation and effectiveness; older instructors with positive attitude towards adult education were more effective.

The Supervisors/Preraks of adult education programme, too like instructors have to perform multifarious duties. They receive a fixed pay, are not entitled to any benefits like house rent, social
security, bonus, group insurance, medical reimbursement, or accident relief. No conveyance or conveyance allowance is provided to them to visit the centres under their charge and they are required to visit each centre twice a month but due to transport problem, visits are made only on paper and not in actuality. They get frustrated when there is lack of encouragement, and recognition of their work. If the supervisor gets satisfaction from his work i.e. workload, monetary benefits, relationship with superiors and subordinates, and other related aspects, then he can perform his duties in a better way and can be instrumental in successful implementation of the adult education programme.

The Administrators of this programme are government officials and Directors of NGO’s. In the course of their work they have to encounter many problems like inadequate finances and procedural delays in release of funds, frequent changes in the policies of government, non-cooperation from authorities, office staff, field functionaries and community, lack of motivation to learn in the illiterate adults, lack of infrastructural facilities and so on. They also complain about lack of autonomy over activities and decisions that directly concern the adult education programme.

The success of adult education programme depends to a large extent on the voluntary acceptance of their job by the functionaries and not upon compulsion or command. By identifying the factors related to job satisfaction or otherwise, the concerned authorities can modify the conditions considered unsatisfactory, which would help in making the adult education functionaries happy.

Most of the studies conducted in the field of adult education are evaluation studies. Very few researches have been done for analysing
the job satisfaction of Instructors, Supervisors and Administrators, who are the people responsible for implementing the programme. Their educational qualifications, sex, age, socio-economic background, personality, perception of the programme could be important determinants of their job satisfaction or dissatisfaction. In addition to all the structural variables, the actual functioning in the field such as the way the teacher interacts with the learners, understands and uses learning materials, exercises the learners in literacy and numeracy skills, monitors their progress, uses the local resources, interacts with the local community can play very significant role in successful implementation of the adult education programme.

In India, to the best of the researcher’s knowledge, very few studies relating to the job satisfaction of adult education personnel, particularly the administrators have been conducted. In order to raise their satisfaction, it is necessary that their jobs are thoroughly analysed and the factors that cause dissatisfaction are identified, isolated and controlled, hence, the present research work was undertaken.

1.12 STATEMENT OF THE PROBLEM

Job Satisfaction of Adult Education Functionaries in Relation to Demographic and Job Related Variables in Orissa

1.13 ADULT EDUCATION IN ORISSA

The literacy rate of India has increased to 65.38 per cent as per Census 2001 from 52.21 per cent in 1991. The male and female literacy rates are 75.85 per cent and 54.16 per cent respectively.

The performance of the state of Orissa, an educationally backward state, has so far been dismal with 49.09 per cent literacy
rate in 1991. However, according to Census 2001, it has risen to 63.61 per cent, which is still below the national average of 65.38 per cent. There are 30 districts in the state and variations within the districts are glaring with literacy rate as High as 80.19 per cent in Khordha district to as low as 31.26 per cent in Malkanagiri district. Male/female difference is also quite large i.e. 75.95 per cent in case of males and 50.97 per cent in females.

The state was extremely backward in the field of literacy till independence whatever progress has been made was after that. In 1949, a separate wing for adult education was created in the State Directorate of Education. The programme was extended to 13 districts by 1968 and in each district the organisers of the programme were required to make at least 1,000 adults literate.

The movement got momentum with the launching of NAEP in the country in the year 1978. In Orissa, NAEP aimed to eradicate illiteracy from amongst 5.5 million illiterate adults in the age group of 15-35, during the period 1978-79 to 1983-84. Quite a large number of voluntary agencies took part in the programme. In the year 1989-90, Mass Literacy Campaign was launched through which about 1.05 lakh adults were made literate by Central assistance and 77,281 thousands by State assistance.

At present, TLCs have been sanctioned to all the 30 districts in the state, PLP has been sanctioned to 14 districts and none of the districts has yet entered the CEP stage.

However, the progress of TLCs has not been very encouraging in large number of districts, so much so that 7 districts had not even started TLCs at the time of collection of data for this study.
Despite lukewarm acceptance of the adult literacy movement, there has been a persistent growth in the literacy rate as is clear from decadal growth rate which was about 6 per cent from 1951 to 1981, it rose to 15.5 per cent during 1981 to 1991 and 14.5 per cent during 1991 to 2001.

Total number of persons made literate from 1998 to March 2000 is 28.37 lakhs of which 3.43 lakhs were made literate by other schemes (excluding TLC) such as RFLP, SAEP, UGC, NYK, Voluntary Agency & others and 24.94 lakhs were made literate through TLCs.

The progress of TLCs in the district from where data for the present study was collected has been given in the following pages. The information received is not very comprehensive and complete, but this is the only information the researcher could get from the authorities concerned.

Table No.1.13.1 shows the data on which the TLC was started, target adult illiterates to be covered and effective enrolments.
**Total Literacy Campaign : Statistical Data**

**Table No.1.13.1**

<table>
<thead>
<tr>
<th>Districts</th>
<th>TLC Start Date</th>
<th>Target After Survey</th>
<th>Effective Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhadrak</td>
<td>1.6.2000</td>
<td>1,66,774</td>
<td>NR</td>
</tr>
<tr>
<td>Balasore</td>
<td>1.6.1996</td>
<td>2,51,437</td>
<td>2,43,390</td>
</tr>
<tr>
<td>Cuttack</td>
<td>6.5.1997</td>
<td>1,77,511</td>
<td>1,51,330</td>
</tr>
<tr>
<td>Puri</td>
<td>1.4.1998</td>
<td>1,11,989</td>
<td>1,08,602</td>
</tr>
<tr>
<td>Jharsuguda</td>
<td>18.9.1994</td>
<td>94,714</td>
<td>89,147</td>
</tr>
<tr>
<td>Angul</td>
<td>1.1.1994</td>
<td>1,94,132</td>
<td>1,91,641</td>
</tr>
<tr>
<td>Jajpur</td>
<td>12.11.1999</td>
<td>NR</td>
<td>NR</td>
</tr>
</tbody>
</table>

In the district of Bhadrak, TLC was sanctioned on 6.11.99 and was launched on 1.6.2000. A total of 1,66,774 lakhs learners were identified. As per the norms, to teach the learners, 18,345 voluntary instructors were required but 17,360 instructors were identified of whom 5,000 were males and 12,360 were females. The volunteers were mainly students, teachers, house-wives, social workers and retired people. They were given training and during the training, they were provided with Primer-I, chalk, duster, B.B. cloth, V.I. bag, attendance register, V.I. Manual, Primer-II, pad and dot pen.

To train these volunteer instructors, 720 MTs were identified, out of them 700 MTs participated during training. 34 Resource Persons were identified to train the MTs and all the MTs were trained.

The total number of full time functionaries required were 15, 12 were appointed, but 9 were actually working.
The Total Literacy Campaign (TLC) was launched in Cuttack district on 6.5.1997, preparations were made for the project since 1995 and the Zilla Saksharata Samiti was registered in 1995-96. A sum of Rs. 142 lakhs was the approved budget for the project out of which NLM share is Rs. 94.66 lakhs and State share is Rs. 47.34 lakhs.

A general body with the District Collector as Chairman and 52 members inclusive of 27 official and 25 non-official members was constituted. To look into day to day management of the project an executive committee was formed at the District level with the Collector as President & District Mass Education Officer as Secretary. The executive committee consists of 15 official and 10 non-official members. Seven sub committees were formed to discharge specific functions.

For supervision and monitoring work, Block level committees have been formed in each Block with members representing different sections. In most of Blocks, this committee has not worked properly due to lack of time on part of the administrative officers due to other engagements.

The teaching/learning phase commenced from 6.5.1997. The number of learners identified and enrolled were 1,77,511 lakhs and 1,51,330 lakhs respectively. The number left out was 26,181 (14.75%).

As against the actual enrolment, 15133 volunteers were to be appointed but 13793 were identified and appointed. All of them were given training. The voluntary teachers were selected from among students, NGOs, housewives and social workers.
The number of Master Trainers identified were 681 against the required number of 888. The number of Resource Persons identified was 44. The training to voluntary teachers was given in two phases, one for Primer-I and the other for Primer-II.

However, due to lack of supervision and co-ordination among district level, block level and village level functionaries, the progress of learners has been hampered.

The Total Literacy Campaign (TLC) was launched in Balasore district in 1995. However, preparations were made for the project since 1992, and the Vyasakabi Saksharata Samiti, Balasore was registered in 1993.

A General Body with District Collector as President and more than one hundred members including both official and non-official was constituted. To oversee the day to day management of the project, an Executive Committee was formed at the District level with the Collector and Project Director, District Rural Development Agency (DRDA) as the President and Vice-President respectively. Out of 12 Blocks of Balasore district 10 were covered under the project, and all the 4 urban areas were also covered.

The State Directorate of Adult/Mass Education and the State Resource Centre for Adult Education, Orissa, Bhubaneswar, co-ordinate and monitor the work at the apex level, and seven sub-committees were formed for discharging specific functions.

For supervision and monitoring work at the block and lower levels, committees were also formed with members representing different sections.

After survey 2,51,437 lakh adult learners were identified, out of whom 2,43,390 were enrolled. The teaching/learning phase
commenced in June, 1996, covering one block only, and two more blocks were added in July, 1996. The remaining seven blocks came under the project operation in August, 1996.

For teaching the enrolled adults 25, 100 thousand voluntary teachers were identified and trained. They were selected from among housewives, students, NGOs, social workers etc. However, actually 24,964 thousand VTs were engaged in teaching. For training the VTs 1,177 Master Trainers (MTs) were appointed and they were trained by 65 Resource Persons.

The Zilla Saksharata Samiti, Puri was registered in 29.6.93. The total amount released for literacy work was Rs. 82.51 lakhs, of which NLM share was Rs. 57.51 lakhs and the State share was Rs. 25.00 lakhs.

The total number of learners enrolled were 1.08 lakhs of which, 0.31 lakhs were males, 0.77 lakhs were females, 0.40 lakhs were SCs and 0.005 lakhs were STs.

The teaching/learning activities started on 1.4.1998.

Training was conducted for 11381 voluntary teachers and 438 Master Trainers were appointed to train the VTs. 34 Resource Persons trained the MTs.

The Total Literacy Campaign (TLC) was launched in Jharsuguda in 1994. The Zilla Saksharata Samiti (ZSS) was registered on 8th September, 1994 with District Collector as Chairman, Sub-Collector as Secretary and one Officer-Incharge.

Out of the identified 94,714 learners 89,714 were enrolled in the TLC. The teaching/learning started on 18.9.1994.

Total of 30 Project Co-ordinators including 7 District Co-ordinators and 23 Block/NAC and Municipality Co-ordinators were
appointed. Appointment of part-time functionaries were 60 and full-
time were 30, 60 sub-project/G.P. level Co-ordinators were appointed.

Training was conducted for 10,500 Voluntary Teachers, 550 Master Trainers, 90 Co-ordinators, 75 Key Resource Persons and 75 Resource Persons.

In Angul district, TLC was started in January, 1994 and it has already entered PLC phase. The target was to cover 1,94,132 adult learners and 1,91,641 learners were actually enrolled and made literate.

Jajpur is a newly formed district, earlier it was a part of Cuttack district. The TLC started here in November, 1999 and till the time of writing this report, no report had come from this district.

1.14 OBJECTIVES OF THE STUDY

The present study was conducted on basis of the following objectives:

1. To study the opinions of adult education Instructors in Orissa about their job.
2. To study the opinions of adult education Supervisors in Orissa about their job.
3. To study the opinions of adult education Administrators in Orissa about their job.
4. To find out the overall job satisfaction level of adult education Instructors/Supervisors/Administrators in the state of Orissa.
5. To identify the Intrinsic & Extrinsic factors of job satisfaction of adult education Instructors/Supervisors/Administrators in Orissa state.
6. To study the job satisfaction of adult education Instructors/Supervisors/Administrators in relation to age-variation.

7. To study the job satisfaction of adult education Instructors/Supervisors/Administrators in relation to sex-variation.

8. To identify the major areas of job dissatisfaction of adult education personnel in Orissa state.

9. To give suggestions for modification of the adult education programme in Orissa in order to increase job satisfaction of its personnel.

1.15 DELIMITATION OF THE STUDY

1. The present study was delimited to the analysis of job satisfaction of the adult education functionaries in 7 districts of Orissa state.

2. The sample was limited to 150 instructors, 26 supervisors and 16 administrators due to time constraint and long distances involved.

3. A limited number of selected variables relating to personal and professional characteristics of job satisfaction of adult education functionaries were taken.