CHAPTER - I

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Today education has acquired great importance both for development of the individual and advancement of society. It is through education that the attitudes, habits and mental outlook take a definite shape. "Education" in the words of Swami Vivekananda is "man-making". Education is the manifestation of divinity already existing in man. It is enlivening the soul and externalising the light within. Ancient Indian scriptures say that one must arise, awake and realise one's best. It is now being universally recognised that the solution to many problems facing contemporary society is to be found in educating the masses. History tells us that in most, if not all, societies of the past, formal education was a preserve of the elite. In the Indian context for instance, it was the Brahmins and Kshatryas, who were entitled to formal education. Even the most deserving among the lower castes were denied any access to formal knowledge.

Despite this restriction on formal education we find that education has always been a part of the masses. They received knowledge in an informal manner. Even in the primitive societies where there were no schools, life in the family or clan, work or play, rites and ceremonies, all helped to educate an individual. Besides the changing of seasons or observation of birds or listening to the tales told by the elders also had an educative effect on the individual. With the progress of man, he felt the need of written
words and schools came into being. With the coming of schools, came books which in turn replaced the oral, direct and personal method of teaching. With the advent of modern times, the hand written books gave place to printing press which in turn made books, the containers of knowledge, available to the masses and hence education began to spread and be popularized and also started taking many new forms. One of the most importance impact of education was on the growth of industrialisation and other scientific technological transformations which triggered an expansion in education leading to the concept of universal and compulsory school attendance linked historically to the idea of universal suffrage. Hence man's total life has undergone a complete change. Civilization has undergone greater change in the last hundred years than in all the previous centuries put together. Science has influenced to a greater or lesser degree every aspect of our lives. In order to keep pace with the times and have a meaningful existence it is imperative for the individual to be knowledgeable.

Many of the traditional skills and occupations which had been passed down from generation to generation have suddenly become irrelevant and obsolete, having been pushed out by modern technology. These include many of the handicrafts such as spinning, weaving by hand, pottery etc. Other ways of livelihood such as agriculture, blacksmith, carpentry, masonry have become greatly mechanized thus requiring substantial technical know-how. It is estimated that human knowledge is doubling every five years. This poses problems of
comprehension and utility and it requires continuous adaptation to new methods of work and even to new vocations. This goal can be achieved through education. Education means educating not only the children but also the adults. If there has to be true democracy and true progress then our immediate target should be of cent per cent literacy. Thus it is of utmost importance that alongwith youth education, adult education should be imparted.

CONCEPT OF ADULT EDUCATION:

Illiteracy is a curse on humanity and it is seriously engulfing the countries of the third world. The rapidity and vastness of scientific and technological changes have brought about a transformation in our life pattern and weakened all traditional modes and values. Adjustment to these changes is a condition precedent to survival. Resentment and bewilderment are but natural when people have to face up changes which they do not clearly understand. Therefore, today adult education is an indispensable necessity. Man must learn or perish (Toynbee, 1947) Man must be materially, morally, socially and politically competent to take interest in the affairs of the world. Thus Heley (1967) rightly points out that "Adult Education is a permanent national necessity, an inseparable aspect of citizenship and, therefore, should be both universal and life long."

Adult Education is any education which adults voluntarily undertake for their own development as individuals and as member of
the society. It is much older than its name. The ancient practices of imparting knowledge through village theatres, fairs, ballad singers, daily reading of religious books, go to reveal the existence of adult education even in ancient times. The term adult education is the most common and universally used form of expression. By implication it means imparting education to those who at their educable age could not or did not go in for formal schooling. It carries a sense of compensation for the denial of opportunity in childhood. Originally its scope did not stretch further than learning the three R's, that is acquiring the ability of reading, numeracy and writing, equivalent to what is usually known as census literacy. In India census literacy was formally equated with the ability to read and write a simple post-card letter.

With the progress of scientific and technological knowledge, establishment of representative forms of government, rapid improvement in modes and means of communication and other social changes, the meaning of adult education has widened immensely and now embraces almost every thing that stands for education. It is not merely belated education for the illiterate adults. In a wider import it is a life long process of learning by every individual and its content, therefore, is as wide and varied as human knowledge. The aim of adult education is to broaden the mental horizon of the people and afford opportunities for further cultivation.
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The concept of adult education has undergone a series of metamorphosis during last decades. There has been a lot of controversies in defining the concept of adult education. Shah (1981) remarked: "Adult education is difficult to describe and almost impossible to define because it is found in so many different forms under sponsorship of a wide variety of institutions and agencies."

Bryson (1936) stated, "Adult education is all activities with an educational purpose carried on by people in the ordinary business of life who use only a part of their time and energy to acquire intellectual equipment towards solving short-term and long-term problems."

Encyclopaedia America (Vol. 1) suggests that any kind of education, formal or informal, which develops the knowledge, skill, attitude, ability etc. of the adult and helps them to solve his problems, is just termed as adult education.

Hutchinson (1963) said that, "Adult Education is ..... all responsibly organised opportunities ..... to enable men and women to enlarge and interpret their own living experiences." Houle (1972) considers adult education "as the process by which men and women (alone, in groups or in institutional settings) seek to improve themselves or their society by increasing their skill, knowledge or sensitiveness; or it is any process by which individuals, groups or
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institutions try to help men and women improve in their ways." According to the UNESCO (1976) : "the term adult education denotes the entire body of organised educational processes, whatever content, level and method ; whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspective of full personal development and participation in balanced and independent, social, economic and cultural development. Adult education impresses all forms of educative experiences needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability and in their changing roles and responsibilities throughout life.

Therefore, the scope of adult education is very wide. It is a life long process of every normal human being. Adult education does not mean only literacy. It also means to make people aware of their surroundings, problems, rights and duties. Rather it is any planned series of incidents, having a humanistic basis, directed towards the participants learning and understanding and hence it may occur at any stage in the life span. Lowy (1955) remarked that the concept of adult education is based on the concept of education as a continuous life long process, a process which is not necessarily confined to the
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younger years of man's life or to any specific institution especially
designed for learning. Learning begins as soon as the infant becomes
aware of his environment and reacts towards it; it does not end until
man loses consciousness forever. The Education Commission (1964-66)
made the concept of adult education broader when it stated, "the scope
of adult education is as wide as life itself. Education does not end
with schooling, but it is a life long process." According to Coombs
(1973), "Adult education should include the acquisition of positive
attitudes, sufficient functional literacy and numeracy to read with
comprehension a national newspaper or a magazine, to write a legible
letter ....... and to handle important common computations ....... a
scientific outlook and an elementary understanding of the processes of
nature, functional knowledge and skills for earning a living
functional knowledge and skills for civic participation."

The main purpose of adult education is to make an effort in the
direction of a conscious movement towards making the adults more
capable, more stable and happier.

Maske (1949) described the purpose of adult education as
educating adults for world citizenship, social and technological
changes, creative diversion, family living and providing better
education for special groups such as illiterates and handicapped.

A critical study of the above statements and remarks lead to
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the conclusion that adult education does not simply mean education which is given to the adults. Rather it is a process by which men and women try to understand themselves, to understand their shortcomings and to seek their future goals in order to become more economically and socially sound citizens of their country. Thus, adult education is as important as childhood education. But it is pathetic that inspite of its importance, not much attention is being paid in this direction. Perhaps it is because majority of the people do not understand its worth or perhaps there are no proper adult educators for it.

An adult educator was once asked to comment upon the difference between adult education which the country had in the previous decades and the present adult education programmes. He replied that "earlier less people were educated in more time; now more people are educated in less time. Excluding this there is not much difference between the two." This seems to be the tragedy of adult education programmes. Though these programmes have changed technically, they are yet to undergo a change functionally. The experts who plan and implement adult education for illiterates, look at their problem from their point of view and not form illiterate's point of view and also they lay undue stress on the study of text books. Realities of the situation in which adult education takes place are ignored. This seems to be the impediment in the success of adult education programmes. Thus, it becomes clear that adult education is still a
fledgling and needs much more attention. One of the significant
element in adult education is to know the adult learner.

ADULT LEARNER AND ADULT LEARNING:

Adulthood is one phase in the human life cycle but it is a
phase that covers a very lengthy section of the life span. It is a
phase that sees the individual pass through many stages in biological,
psychological and environmental terms. Adulthood is a part of a
continuing process. What we were in the past largely determines what
we are now and this in turn will determine what we will become.

According to the Dictionary of Education (3rd edition) an
"adult" is a person who has come into the stage of life in which he has assumed responsibility for himself and usually for others and who has concomitantly accepted a functionally productive role in his community. While "adulthood" is a period in human development between adolescence and old age; extended roughly between 21 to about 65 years age, the latter figure being extremely variable, depending upon factors of physical and mental health, nature of occupation and social status, the period of adulthood is the longest of the various groupings; associated with adulthood are maturity, independence, occupational attainment, marriage and so on; but only a portion of individuals in this age group attains all the developmental tasks associated with being an adult.
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Education can prove to be an important tool in helping the adults in attaining the above developmental tasks. Until fairly recently it was thought when a human being attained biological maturity he reached a plateau and after a few years deterioration sets in. Thondike (1928) for instance, concluded that the ability to learn "rises until about 20 and then perhaps after a stationary period of some years, slowly declines." Lowy (1955), Kidd (1973) and the Education Commission (1964-66) also supported this view. Labourie (1978) concluded that "much of what we now know about educability of adults is in need of revision" as a result of recent research on the topic. Therefore, the old adage that "you cannot teach an old dog new tricks" is not only misleading but it is also inappropriate since older people can and do learn new things. Contradicting this, Allman (1982) concluded that since adulthood is not the end product of childhood and adolescence, life long education becomes a means of facilitating future adult development.

"What is the use of learning new things when a person is old?"- is a question frequently posed. Dewey (1916) says that since "life means growth, a living creature lives as truly as positively at one stage as another, and with the same intrinsic fullness and with the same absolute claims. Hence education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age."

Adults cannot only learn throughout life but with some
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continuous facilities for learning they can also maintain their intellectual libido throughout life. In sum, education can no longer be regarded as an activity bound by periodicity. Grounds now exist for the counter argument that a society which neglects education of its adult members is neglecting an important human resource.

The above discussion leads to the conclusion that in framing any programme of education for adults, the need, motivation, goal orientation, learning factors helping in persistence and the learning styles of the adults have to be kept in mind because the adults have established their identity and know the direction which they wish to go to. Besides they have a foundation of experience and are always ready to learn, for they wish to change and improve their life styles.

GOAL ORIENTATION:

When a child is admitted to a school his main idea is to gain knowledge. But when an adult gets enrolled, he already has the fruit of knowledge and experience with him. Then why does he wish to pursue further studies. What is his goal orientation? Motivation or goal orientation has been defined by Houle (1972) as an indication or underlying cause which helps to determine an individual's choice of an objective and their behaviour in seeking it. The Dictionary of Education (3rd edition) considers goal as substance, object or situation capable of satisfying a need and towards which motivated
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behaviour is directed. Achievement of the goal (sometimes called a reward or incentive) completes the motivated act.

According to the Survey of Provision (1970), adults who go in for further education may do so because "they may want to make up for limited schooling, to pass examinations, to learn basic skills of trade and profession or to master new working processes. They may turn to it because they want to understand themselves and their world better and to act in the light of their understanding, or they may go to the classes for the pleasure they can get from developing talents and skills - intellectual, aesthetic, physical or practical. They may not even go to "classes" ; they may find what they want from books or broadcasts or take guidance by post from a tutor they may never meet. They may find education without a label by sharing in common pursuits with the like minded people.

Morstain and Smart (1974) highlighted six cluster of reasons : social relationship, external expectations, social welfare, professional advancement, escape/stimulation and cognitive interest.

The above studies point out to the fact that every adult starts re-education with a fixed goal in his mind, but still only a few persist, why ?

PERSISTENCE :

Individuals differ in their motivation to learn and this has a
very potent influence upon adult learning and their persistence in the educational activity. There are certain factors which influence the individual's willingness to undertake new learning. **Motivation:**

Motivation as per Bernard (1987) is the process which leads the individual to attempt to satisfy some need. Maslow (1943) has advanced a theory of human motivation based on hierarchy of needs, which is helpful in understanding complexity of motives. According to him, there are five basic needs and these are physiological satisfaction, safety, love, esteem and self actualisation. The lower level needs must be met before the individual moves towards the attainment of higher level needs.

Self-actualisation which is the highest order need, implies fulfilling one's potentialities to its maximum. According to Maslow, "what a man can be, he must be."

It can be concluded that higher order needs are closely related to the individual's self concept and education helps the man in developing his potentialities to the maximum.

**Stimulation:**

The human brain is built to be active. It seems to require stimulation from the environment to maintain its optimum level of functioning. According to an experiment conducted by Bexton, Heron
and Scott (1954) when a man is deprived of his stimulation from the environment, he becomes unhappy and he tries to produce his own sensory stimulation in order to compensate for its loss.

Thus man who is an active, experience seeking animal, is unlikely to be deflected from learning simply because it involves hard work. Married women who wish to improve themselves or raise their family standards are often seen to combine their married life with job, even if it is very tiring and time consuming. Kapur (1980) found that thirty five to sixty five percent of women, in their studies, preferred to combine marriage and job.

Ageing and Learning :

As we grow old our muscular strength, speed, stamina and coordination all suffer from the effects of the ageing process. Yet research evidence proves that the power to learn does not decline significantly. Lorge (1955) concluded that there is a general slowing of reaction time with age ..... more marked for some than for others. Although the amount of time required for learning increases with age, the power to learn does not decline significantly. However, Bell (1975) observed that older person often perceive a loss of confidence in his or her ability to take tests and to learn new things. These fears may block the learning process and effective adaptation to change. At the same time, Reimal (1977) concluded that women of the
The physical and psychological climate in an adult education
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class also affects an adult's participation in the literacy programme. The learning climate should be such where adults feel accepted, respected and supported, rather than having the traditional school atmosphere of formality, semi anonymity and status differentiation between teacher and student.

Sometimes the shortcomings in the adult education programme itself discourages an adult learner from participation. The programme should be comprehensive, providing literacy, functionality and social awareness to the learners, along with having perfect administration (Bhandari - 1974 and Sivarajan - 1983).

The above discussion point out to the significance that efforts should be made to analyse the life-world of learners in order to understand their motivations, problems and their approach to learning. Adult learning simply "is an episode in which a motivated individual attempts to adapt his behaviour so as to succeed in a situation where he perceives as requiring action to attain a goal." (Pressay, Robinson and Horrocks - 1967). While constructing any theory of learning both the learner and the socio cultural milieu have to be taken into consideration.

LEARNING STYLES:

Adults who are under great deal of stress, or are over stimulated or anxious, do not learn as well as those who are
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stimulated to respond to their learning situation in a normal manner (Brundage and Mackerarcher, 1980). They learn efficiently when they are in a location where they feel free to express themselves without any inhibition. It is for these reasons that adults, returning to study, need to be treated with the greatest consideration and also why the first class of every adult session requires careful organization by the tutor. Belbin and Belbin (1972) records instances of individuals undergoing inservice training who are so anxious about passing the examination at the end of their course, that they resign from their jobs rather than to risk failure.

Teachers and learners should also recognise that one of the features of adulthood is the uniqueness of each person. A mature learner differs significantly from a child or adolescent learner. Not only does he learn differently, his needs and interests are considerably different. Besides as a result of all their previous experiences and varied interests, adults develop their own different styles of learning. On the basis of research findings different learning styles have been identified by different adult educators some of which are :-

1. ACTIVE VERSUS PASSIVE:

It will be seen from the learning cycle that some learners may actively seek out information and these are self-directed learners, while others may be more passive in the receipt of information provided for them (as per Jarvis - 1988).
2. CONCRETE VERSUS ABSTRACT:

Some learners like to start with the concrete situation, such as the experience, while others prefer to start from the abstract, theoretical idea (as per Jarvis - 1988).

3. HOLISTIC VERSUS SERIALISTIC:

As per Jarvis (1988) the approach reflects Gestalt psychology: some learners see phenomena as a whole while others string together the parts.

4. RIGIDITY VERSUS FLEXIBILITY:

As per Jarvis (1988) some students are rigid in their approach to learning since once they have discovered a successful method they always seek to apply it. This creates its own difficulties, since problems emerge that cannot be solved by the normal approach.

5. ORAL VERSUS WRITTEN:

In oral learning the learner memorizes his lesson/task by repeating it several times verbally. While in written learning the learner learns by writing out the lesson/task taught repeatedly.

6. SUBJECT VERSUS PROBLEM OR ACTIVITY CENTRED:

In subject centred the content of the lesson is predetermined
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e.g. a piece of prose, poetry, an episode or a problem. The learner
is expected to absorb the content as it is. It might involve
memorizing the entire piece under study. On the other hand problem or
activity centred learning involves performing a particular task like
working in the laboratory or cooking, sewing, typing etc.

INDEPENDENT STUDY - A TYPE OF LEARNING STYLE:

Independent study means individual tutorial or study free of
restrictions of class teaching i.e. the study which is planned by the
individual himself. He reads assigned materials, reports to a tutor,
who responds to his submissions, gives guidance and monitors progress,
without actually meeting each other.

The method of independent study is considered superior to class
teaching because of the opportunities it provides to the students for
developing special interests (Wedemeyer - 1982).

Previously, the only mode of communication between the teacher
and the learner was by correspondence where in instructions and
written responses were sent by post. But in recent years new methods
have been developed like programmed packages of many kind, self
directed reading guides, teaching by audio and video tapes, by
telephones, computers, radio and television. Thus now there is not
only a geographical but also educational and psychological distance
between the learner and the tutor or that there is a "transactional distance" between the two (Boyd, Apps et. al., 1980).

GROUP STUDY:

Generally speaking a group is more than a collection of individuals. It is an entity, something whole in its self. Groups are made up of individuals who may be willing for a time to submerge their own preferences in order to achieve the task but who remain individuals and relate to each other independently of the task.

There are certain distinct advantages to teaching adults in groups:

- They provide a supportive environment for learning.
- They provide a constant challenge to the learner.
- They provide resources to build richer and more complex structures for learning.
- They have a life of their own, which can assist the learning.

HISTORICAL BACKGROUND OF ADULT EDUCATION PROGRAMME IN INDIA:

Adult education during the pre-independence era:

The adult education movement in India began as a result of the great impetus it received after the first world war in 1914 and from
the constitutional changes which followed in its wake. The Indians suddenly started understanding their ignorance, poverty and backwardness. They were infused with great enthusiasm to alter the whole set up that was governing them. Initially adult education in India started as a part of missionary activities and social reforms on a voluntary basis.

The credit for the formal type of adult education goes mainly to Shri M. Visvasvaraya, a former Dewan of Mysore and to Shri Rabinder Nath Tagore. The literacy percentage in India in 1911 was just 5.92. In 1912, Shri M. Visvasvaraya started night schools and circulating libraries. By 1917 mass literacy was imparted mainly through police education schools, night schools and jail schools. In 1921 adult literacy improved to 7.16 percent and then increased to 9.50 percent in 1931. By 1937 the Indian Government accepted adult education as a definite responsibility and as a result several programmes were started for the eradication of illiteracy. Many important organisations such as the Indian Adult Education Association (IAEA) (1939) were established. The period between 1927 and 1942 witnessed a steep rise in the adult education programmes and adult literacy rose to 16.10 percent in 1941. But the period following it i.e. from 1942 to 1947 there was a set back in all the branches of adult education. The number of scholars and schools started dwindling. Inspite of the best efforts of the Government to rejuvenate the movement it could only produce a dull and insipid effect. Thus the movement started
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loosening its grip and this continued till the formation of the National Government at the centre and the advent of Independence.

ADULT EDUCATION IN THE POST INDEPENDENCE PERIOD:

After Independence, in 1947, the Indian Government realised that in order to have social and economic development, social security and overall development in all fields it was vital to educate the citizens to take part in the developmental programmes willingly, intelligently and efficiently. The Indian Government also realised that if immediate steps were not taken then the situation would soon become alarming and disastrous because not only a large population was outside schools but also the high percentage of drop outs were making the situation worse. To overcome this problem adult education started being considered as more than adult literacy. Greater stress was laid on general education of the adults. Soon the concept of general education was further developed by Maulana Abul Kalam Azad as "social education." This social education found a place in the various five year plans as well.

ADULT EDUCATION IN THE FIVE YEAR PLANS:

Adult education got its meaning, priorities and planning in terms of five year plans which are commonly described as "years of exploration." As per Pati (1989) the table 1.1 given below gives a
picture of the financial allocation to adult education in the different five year plans:

Table No.1.1
FINANCIAL ALLOCATION TO ADULT EDUCATION IN DIFFERENT FIVE YEAR PLANS :

<table>
<thead>
<tr>
<th>Five year plans</th>
<th>Total allocation to education Rs. in crores</th>
<th>Allocation to Adult/social education Rs. in crores</th>
<th>Percentage of allocation to adult/social education</th>
</tr>
</thead>
<tbody>
<tr>
<td>First(1951-56)</td>
<td>153.0</td>
<td>5.0</td>
<td>3.27</td>
</tr>
<tr>
<td>Second(1956-61)</td>
<td>273.0</td>
<td>4.0</td>
<td>1.46</td>
</tr>
<tr>
<td>Third(1961-66)</td>
<td>589.0</td>
<td>2.0</td>
<td>0.34</td>
</tr>
<tr>
<td>Annual plans (1966-67)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1967-68), (1968-69)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth(1969-74)</td>
<td>786.0</td>
<td>4.5</td>
<td>0.57</td>
</tr>
<tr>
<td>Fifth (1974-78)</td>
<td>1285.0</td>
<td>18.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Annual Plans (1978-79)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1979-80)</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Sixth(1980-85)</td>
<td>2524.0</td>
<td>128.0</td>
<td>5.07</td>
</tr>
<tr>
<td>Seventh(1985-90)</td>
<td>4775.3</td>
<td>360.0</td>
<td>7.53</td>
</tr>
<tr>
<td>Eighth(1990-94)</td>
<td>16813.3</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

* Included in the fifth plan.

N.A. - Not Applicable
The first five year plan (1951-56) gave special importance to adult education. It pointed out that primary education is incomplete without a corresponding programme of adult education. Some of the important developments of this programme were the launching of the Community Development Programme in 1952, use of mass media, organisation of farm forum listening groups, selection and training of social education workers, creation of community centres, Janta colleges and setting up full fledged departments of adult education. With these efforts, as per the report of the committee on Plan Projects (1963) 35 lacs adults attained literacy during this period.

The second five year plan (1956-61) shifted the emphasis from community development to industrial development. This resulted in a number of important programmes such as the setting up of the National Fundamental Education Centre (1956), the Central Board of Workers Education (1957), Workers' Social Education Institute (1960) and Coal Mines Welfare Organisation (1960) etc. Besides these one of the most significant development in this plan was the launching of the Gram Shikshaw Mohim in the Satara District of Maharashtra by the Maharashtra Government in 1959. This was the first post - independence mass literacy movement which aimed at total eradication of illiteracy in the 14-50 age group. Yet inspite of launching all these programmes the desired results could not be achieved due to insufficiency of post - literacy material which resulted in a massive relapse into illiteracy and, therefore, only 40 lacs adults could be
made literate during this plan (Bordia - 1973).

The third five year plan (1961-66) while giving importance to social education considered literacy as its most important component. Some of the major developments of this period were the establishment of correspondence courses by the Delhi University in 1962, the inception of the National Demonstration Programme for Agriculture (1965), the scheme for Farmers' Training and Education (1966), and the University Adult Education Association (1966). But the most noteworthy achievement of this period was the appointment of the Education Commission in 1964 under the Chairmanship of Dr. D.S. Kothari, which planned to raise the literacy percentage to 60 percent by 1971, 80 percent by 1976 and 100 percent in 1986 (Education and National Development, Report of the Education Commission 1964-66). The guidelines of this commission were considered by the Government of India and Resolution on National Policy on Education was issued in 1968. But on the whole the literacy efforts of this period show that although the literacy percentage rose from 24 percent in 1961 to 28.5 percent in 1966 yet not much progress could be made during this plan, because of the Chinese aggression on India.

Three annual plan periods (1966-67, 1967-68 and 1968-69). Due to the Chinese aggression during the 3rd plan period, the sketch for the fourth five year plan could not be made. As a result three annual plans for three subsequent years were made. The main feature of this
period was the setting up of the Farmers Functional Literacy Project in 1968 which was a joint effort of the Ministries of Agriculture, Education and Broadcasting, for training the farmers, imparting literacy and for farm broadcasting.

The fourth five year plan (1969-74) suggested that adult education programmes should be functional, need based and life oriented so that they serve as a tool for rural development. This programme was able to educate 30 lacs farmers (Bordia - 1973). Some of the important features of this period were the establishment of the Shramik Vidyapeeths in 1967, the setting up of the National Board of Adult Education (NBAE) in 1970, production of literature for Neo-literates, assistance to voluntary organisations and the setting up of the Workers Social Education Institutes.

The fifth five year plan (1974-79) ended one year earlier i.e. in 1978 due to the coming of the new Government at the Central level. During this plan period, the most outstanding contribution was the setting up of the Non-Formal Education Programme in 1975 to look after the education of the educationally deprived children and adults, the introduction of the Functional Literacy for Adult women (1975) and the Rural Functional Literacy Programme (RFLP) (1978).

Two annual plan periods (1978-79 and 1979-80). The new Government i.e. the Janta Ministry saw that inspite of serious efforts
made so far to improve adult literacy percentage, the adult literacy had not been raised to the level of satisfaction. Therefore, improved and fresh efforts were made and the National Adult Education Programme (NAEP) was launched on October 2, 1978. This programme aimed at extending education to nearly 100 million unlettered in the 15-35 age group beginning from 1978-79. (National Adult Education Programme, an outline 1979). The key element of this programme was to open adult education centres run by an honorarium paid animator. Provisions were also made for training the animator and for administrating the programme. But the results were discouraging and the programme came to a halt in 1980. This programme was re-started as Adult Education Programme (AEP) in 1982 with almost the same goals and with the aim to cover 110 million illiterates by 1990. NAEP feel short of its target of the 11 crore adult illiterates for only 23 million were enrolled in the sixth plan (India 1986). Yet this programme has been considered as a milestone in the development of adult education because on the whole it was a well planned, time bound literacy programme for such a large segment of the un-educated population.

The sixth five year plan (1980-85). Adult education received the highest priority during this plan. The sixth plan wished to achieve the target of 100 percent literacy of the 15-35 age group by 1990, through the literacy drives which would be characterised by flexibility, inter-sectoral co-operation and inter-agency co-ordination (Pati - 1989). Technocracy was used as a major instrument for spreading literacy, numeracy and practical schemes. Work based
programmes were also given priority. Special importance was given to the designing of educational programmes for the weaker sections like women, scheduled castes, scheduled tribes and agricultural labourers including the slum dwellers. Yet the mid-term appraisal of the sixth plan showed that it would be unable to reach the target of 100 percent literacy by 1990. So to step up the programme the National Board of Adult Education in 1983 asked the community to participate on a mass scale and thus help to achieve the goal of covering cent per cent illiterates by 1990.

The seventh five year plan (1985-90) suggested that efforts should be made to educate about 90 million illiterates in 15-35 age group by 1990 through the "each one, teach one" and "mass" approaches involving the students, teachers, voluntary organisations, employers, the Nehru Yuvak Kendras and the community. Efforts should also be made to link adult education with other developmental departments – especially the Integrated Rural Development Programme (IRDP). The National Policy on Education (NPE 1986) stated that "the whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and State Governments, Political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature." These efforts would help to reduce economic, social and gender disparities. The Programme of Action of National Policy on Education (1986) stated that the National Programme of Adult Education
Introduction

(NPAE) would be a phased, time bound programme covering approximately 40 million by 1990 and another 60 million by 1995 (Programme of Action, National Policy on Education, 1986). Another important feature of the seventh plan was the mass programme for functional literacy, a summer vacation programme launched on May 1, 1986. Under this programme, students from colleges and universities helped to educate at least one person each. Thus it was an "Each one, teach one" approach to education.

Another significant development under this plan was the launching of the National Literacy Mission (NLM) or the Technology Mission for Eradication of Illiteracy (TMEI) on 5th May, 1988. Its aim is to educate 30 million illiterates by 1990 and other 50 million by 1995 (National Literacy Mission 1988) in the age group of 15-35, where special attention is being given to the rural areas specially the women and those belonging to the scheduled castes and scheduled tribes. The chief aim of this mission is to expand, improve and strengthen the on-going programmes, train the personnel, accelerate people's participation, ensure the availability of standard learning material and looking after the lighting and other facilities at the adult education centres. This mission is basically a two-pronged movement with Adult Education Centres being run by trained volunteers on the one hand and a national "each one, teach one" programme on the other. Thus, like NAEP, it too stresses the importance of participation of people but unlike NAEP, it gives special priority to
mass media, post literacy and continuing education.

Some other important features of this period were the launching of the "Mahila Samakhya" (1988) for looking after the education of women and the establishment of International Task Force on Literacy (ITFL) to eradicate hundred percent illiteracy by the year 2000. The financial allocation in the seventh plan for adult education was Rs.360.00 crores.

Thus the history of adult education during the various five year plans shows that several literacy drives have been organised at the Centre, State or lower levels to combat mass illiteracy and for accelerating national development but they have been unable to raise the percentage of adult literacy to the level of satisfaction, because most of these drives faded in apathy and anemic efforts. Although the overall literacy percentage as given in the table 1.2 below has improved from 5.92 percent in 1911 to 36.23 percent in 1981 and 43.2 percent in 1991 but the growth of population has increased the number of illiterates.

Table No.1.2
Literacy Percentage in India (1911-1981):

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage (Men and Women)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>5.92</td>
</tr>
<tr>
<td>1921</td>
<td>7.16</td>
</tr>
<tr>
<td>1931</td>
<td>9.50</td>
</tr>
<tr>
<td>1941</td>
<td>16.10</td>
</tr>
<tr>
<td>1951</td>
<td>16.67</td>
</tr>
</tbody>
</table>
Even today India is not a fully "literate country." At present to combat this problem of illiteracy a new programme known as the Total Literacy Campaign (TLC) has been started.

TOTAL LITERACY CAMPAIGN - ITS MEANING AND MAIN FEATURES:

The idea of Total Literacy Campaign (TLC) is not a new one. A similar programme had begun in the Ernakulam District of Kerala, in January, 1989 where a few officials, some philanthropic persons and institutions were trying to educate the people. Soon their efforts proved a model for mass campaign by the District Administration, volunteer groups and the social activists and by 5th January, 1990, Ernakulam became the first District in India to become fully literate. Following the success of the Ernakulam Project, the rest of Kerala, Pondicherry, Dakshin Kannada and Bijapur in Karnataka, Burdwan and Midnapore in West Bengal and Chittoor and Nellore in Andhra Pradesh also achieved the target of total literacy. Today, the total literacy campaigns are going on in more than 70 Districts in India.

The important features of the mass campaign approach for
total literacy are:-

- Massive environment building publicity campaign with the use of cultural forms, especially Kala Jatha.

- Creation of broad based participatory committees at all levels to ensure community participation and leadership.

- Massive mobilisation of volunteers with no payment of honorarium whatsoever.

- A massive training programme for volunteers.

- Network of all governmental and non-governmental forces under a single programme and command structure.

- District is of optimum size.

- "Each one, teach one approach."

- Locale specific, five month long, life oriented, exciting syllabus.

- Efficient management and information structure (MIS) for continuous monitoring and evaluation.
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- Time bound programme.

SIGNIFICANCE OF THE STUDY:

Realising the importance of education for the development of an individual and his personality vis-a-vis his responsibilities as a citizen and towards society, most of the national policies have a common aim and goal for achieving high level of literacy in the country.

Moreover, a society constituting of educated individuals is conducive for raising the bottom line of social equality which performs a catalytic role for achieving the basic ideals of democracy. In India, there is a large number of people who are responsible for contributing a lot towards the development of the country but were deprived of opportunities for acquiring minimum education.

As a rapidly developing society we need literate manpower which will generate new ideas and new methods in respect of achieving our development projects.

Being largely responsible for nurturing the development of future social thought, adults form a very important social segment of our society, therefore, most of the programmes at the government level are oriented towards their education. With the increased social
awareness at all levels, resulted due to the establishment of a democratic set up in the country and due to the rapid technological and industrial advancement, the role of a modern day adult in the developmental processes of our country has gone through total transformation. Accordingly the requirements in the direction of adult education have also become immensely varied and widened and is supposed to cover almost all facets of education, primarily with a view to broaden the mental horizon of an individual and also provide opportunities for further cultivation in this direction. In general sense it now aims towards the development of an entirely different personality, one which is by and large comparatively more sensitive, creative, capable, stable and happier and, therefore, more productive.

India has a long history of adult education. In ancient times, various non-formal practices were prevalent to impart education to the adults in the form of village theatres, ballad singers, reading of religious books, religious discourses and festivals. After partition, when India became Independent, literacy rate was as low as 14.7 percent. The Government, therefore, realised deficiency in this regard and accepted its definite responsibility for improvement in this direction. Besides the Governmental intention, programmes and efforts, certain voluntary organisations like the Adult Education Society were formed. The post - independence era in adult education is characterised by a gradual emergence of the concept of social education.
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Adult education found an important place in all the five year plans. The National Adult Education Programme in 1978 brought in a new era for adult education. More funds were allotted and various programmes were started. The eradication of illiteracy of 15-35 years age group was included in the 20 Point Programme and the Minimum Needs Programme also. The National Policy on Education (1986) also gave great importance to the adult literacy programme. The Programme of Action, the sequel of National Policy on Education (NPE) gave definite strategies for the implementation of the policies defined in NPE. In the year 1988 removal of illiteracy in this said age group was declared a National Mission viz. National Literacy Mission. At present the Total Literacy Campaign (TLC) is running since 1989 where efforts are on to educate all the illiterates in the 15-35 years age group. This is a well conceived, well planned and time bound programme. At present a total of 140 total literacy projects are running in 182 districts, teaching 55 million learners. There are over five million volunteer instructors who are trying to educate the adult illiterate learners. Through this campaign Kerala has already become the first totally literate State in India. Tamil Nadu is trying to become second and by the end of 8th five year plan, Maharashtra too would become totally literate. The previous programmes have not been very successful due to various reasons. Therefore, all efforts are being made to check that the TLC does not meet the same fate. The TLC ensures that the needs, goals, factors of persistence and learning styles of the adult learners are taken care
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Immediately after partition since the State of Punjab was left without any Capital, the new Capital in the form of Chandigarh city was conceived. In the initial years of its inception, Chandigarh did not have the basic manpower for its construction. Therefore, it attracted a lot of population from the neighbouring rural areas to work as construction labour. Besides the elite population of the city attracted lot of people from other States for providing them basic services viz. malis, dhobies, rickshaw-pullers, domestic help, hawkers etc.. These immigrants were largely those people who did not find enough opportunities for gainful employment in their State. They were by and large people with practically no or very low literacy level. In the course of time, therefore, there is a sizeable number of un-educated adults.

Considering the importance of their education for the development of the country and keeping in view their aspirations for acquiring some education, a study has been chosen with a view to establish their requirements, limitations and possibilities in achieving this goal. The thesis was, therefore, selected with a view to study the aspiration and outcomes of this important segment of our
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population. The intention is to know as to how far the city has succeeded in elevating the educational standards of this strata of society and also to know the methodology being adopted viz. their learning styles, persistence and goal orientation in this regard.

Persistence forms a very important part of this study as despite good motivation there may be a large number of drop-outs in course of time. Purpose and expectation of an adult learner also need to be identified so that the orientation of their goal may form basis for designing the most suitable technique / methodology for imparting education. It is also imperative to study the prevalent techniques and styles being already adopted by various adults to achieve this goal so that the most effective ones are isolated for future use.

TITLE OF THE STUDY :

A Study Of Learning Outcomes Among Adult Learners In The Union Territory Of Chandigarh As Related To Goal Orientation, Persistence And Learning Styles.

HYPOTHESIS :

1. Focussed goal orientation will lead to improvement in learning.
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2. Greater the persistence, greater will be the learning.

3. Different learning styles will result in differential learning outcomes.

DELIMITATION OF THE STUDY:

1. The study will be limited to the city of Chandigarh, labour colonies and the twenty two villages under the Union Territory of Chandigarh.

2. It will be confined to the study of three variables viz. goal orientation, persistence and learning styles of the adult learners.