CHAPTER - III

METHOD AND PROCEDURE
DESIGN OF THE STUDY :

In order to study the effect of goal orientation, persistence and learning styles on learning outcome of the adult learners, exploratory survey method was employed in the present investigation. A survey is a method of collecting and analysing data, obtained from a large number of respondents representing a specific population, collected through highly structured and detailed questionnaires or interviews (Sukhia, Mehrotra and Mehrotra 1989). Exploratory survey research collects three types of information i.e. what exists, what we want and how to reach there. Thus it is highly purposive.

In the present investigation 200 adult learners were selected from the Union Territory of Chandigarh. The choice of the sample was based on purposive and incidental method of sampling. According to Garrett (1981) incidental or accidental sampling is a term which is applied when such groups are used as sample as are easily available such as school children. Whereas purposive sampling is a device which selects a particular group or category from the population to constitute the sample because this category is considered to mirror the whole with reference to the characteristic in question. The choice of sample was purposive because the literacy centres were selected from rural and urban areas and labour colonies. At the same
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time it was incidental, as incidental technique was used for selecting the centres within the labour colonies, urban and rural areas. Besides only those centres had to be taken/selected which were functioning and those learners who were available in the centre at the time of collection of data.

In this research the problem was tackled by conducting a sample survey of the adult learners. Their performance was tested through a self constructed questionnaire, a written test, personal interviews and observation of records. Every effort was made to find out their goals for joining the adult education classes, their regularity at the centre, their learning styles and the effect of three independent variables on their learning outcome.

SAMPLE:

This study included hundred male and hundred female adult learners studying in various adult education centres in the city of Chandigarh. The city of Chandigarh came into existence as a consequence of the partition of the country in 1947. The Capital of Punjab, "Lahore" fell to the share of Pakistan and the State of Punjab was left without a capital. The city was, therefore, conceived to provide for an alternative capital.

Till its construction, the Government offices were scattered
over the State at places where accommodation was available. The initial population of Chandigarh, therefore, comprised of Government employees who were no doubt well educated as also their family members. The literacy rate was, therefore, very high in the initial stages. But as the town grew, the complexion of its population changed. The construction activity of a new town attracted a lot of labour and such activity being continuous over a number of years, resulted in more or less permanent settlement of such migrants. The white colour town population needed service in the form of domestic help, washermen, rickshaw wallas, barbers, malis etc. and people were willing to pay and hire such help. There was, therefore, an influx of such people who were looking for green pastures. Mostly such people moved in large numbers without their families. There was, therefore, marked increase in the adult population. The city facilities whether recreational, educational or medical encouraged such people to make Chandigarh as their second home. But majority of these adult settlers were not educated nor they had time to spare for education.

Similarly city needed commercial activity in the form of markets for provision of food, grains, vegetables, cloth and other articles of daily use. There was, therefore, a population increase of another type, comprising partly of educated and partly of uneducated persons. In course of time the industrial sector of the city also came into being, attracting a lot of industrial labour, resulting in
industrial labour colonies near and around the industrial area. These new entrants were also by and large uneducated adults but they had some time to spare after their working shifts.

In 1966 Chandigarh became a Union Territory and the peripheral villages formed its part. The Union Territory administration, therefore, took up the modernization of these villages in the form of providing facilities there. Water supply, schools, health centres, markets, roads etc. were provided which resulted in the migration of population from surrounding villages. Again this comprised mostly of uneducated persons.

In short the town's literacy rate slowly came down, particularly in the case of adults. Today it is 82.67 percent as per census figure of 1991, although compared to the National figures, it is still high. Keeping the migration trends in view the problem is likely to grow in future, therefore, it is high time that adult education in the city is given some consideration.

Recently the Union Territory administration had taken up the matter seriously. It had constituted the Chandigarh literacy council in the month of January, 1992 which resolved to launch the Total Literacy Campaign for U.T.Chandigarh with a view to achieve the ambitious target of 100 percent literacy in a span of one year.
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(excluding the post literacy period). This council planned to work in two phases. The first between April and October, 1992 wherein the actual teaching, learning takes place in July and the evaluation of the programme is done in October. The second phase extends between October 10th-11th, 1992 and March, 1993. Here the teaching learning begins in November '92 and the evaluation is done in March '93. The approximate cost of the whole project was estimated to be Rs.57,13,120. Modalities of the programme had been worked out through the council's various committees. Learners and volunteers were identified and a joint effort was envisaged between the official resources and the voluntary workers. Volunteers were given the necessary training. The exercise of environmental building and mass mobilisation which will continue throughout the programme was given special attention. This campaign was formally launched on May 1st 1992.

Chandigarh unlike any other city of the country grew up virtually from the scratch. Its area is 114 sq.kms. out of which only 36 sq.kms. is rural and the remaining 78 sq.kms. is entirely urban. It consists of 47 city sectors, 1 notified area committee called Manimajra, 35 labour colonies and 22 villages. Some of the villages have merged with the city sectors and the rest are situated at the periphery.

A sizeable population lives in the labour colonies which are
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situated in various parts of U.T.Chandigarh having a total population of 1,26,734. These colonies are of two types i.e. rehabilitated labour colonies and the colonies which are yet to be rehabilitated by Chandigarh Administration. Rehabilitated colonies are those which have all the civic amenities like water, roads, schools, dispensaries, sewerage etc. e.g. the colonies of Maloya and Dadu Majra. The colonies which have yet to be rehabilitated i.e which have yet to be provided with all the basic necessities are like labour colony No.4. The total illiterate population of U.T.Chandigarh as per census of 1992 is 37,834 out of which 27,250 is found in the labour colonies, 5895 in the city sectors and the rest 4689 adult illiterates are found in the twenty two villages of Union Territory of Chandigarh.

In short it can be said that Union Territory, Chandigarh is predominantly an urban set up. In the urban areas the concentration of people needing to be educated is mostly in the labour colonies and colonies of industrial labour around industrial areas. Whereas such people are scattered all over the twenty two villages of Union Territory, Chandigarh.

In the present study in order to survey the goal orientation, persistence and learning styles of the adult learners, the data was collected from the labour colonies, city sectors and the villages of Union Territory of Chandigarh. Thus the data was fairly representative. This study included the adult literacy centres which
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were being run by voluntary organizations like the Shramik Vidyapeeth and the Centre for Adult and Continuing Education (CACE), Panjab University, Chandigarh. The Shramik Vidyapeeth was looking after the spread of literacy in colony No.4 of industrial area, whereas CACE were responsible for making the illiterates literate in the villages of Dadu Majra, Maloya, Dhanas, Sarangpur, Kudha Ali Sher, Kudha Lahora, PGI and Sector 14 from the city of Chandigarh. Both these organisations were running male and female classes. The female classes in colony No.4 were held during morning and afternoon while the male classes were held in late evenings. In Maloya, the female classes were held during the afternoon whereas the male classes were held both in the afternoon and late evenings or night. The female and male classes in Dadu Majra were in the afternoon only. In sector 14 the female classes were held during afternoon whereas the male classes were held during the morning time. The Shramik Vidyapeeth started imparting education from 15th August '92 to the male and female adult learners. But in sector 14, Maloya and Dadu Majra, classes started functioning both for females and males on 1st October '92. The data from the centres running in the villages and the city of Chandigarh were collected approximately after three and a half months of their commencement, while in the colony the data was gathered after five months of starting the classes.

The characteristics of the learners as indicated by their
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Location of residence; sex; age; caste; marital status; employed or unemployed status; monthly income; description of family members' educational qualifications and their employed/unemployed status, along with the reasons for personal discontinuation of studies have been given in Table 3.1 to 3.10:

Table No. 3.1
Distribution of sample by area:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colony</td>
<td>92</td>
<td>46</td>
</tr>
<tr>
<td>Village</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>City Sectors</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table No. 3.2
Distribution of sample by sex:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>
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Table No.3.3

Distribution of sample by age:

\[ N = 200 \]

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 24</td>
<td>112</td>
<td>56</td>
</tr>
<tr>
<td>25 - 34</td>
<td>61</td>
<td>30.5</td>
</tr>
<tr>
<td>35 +</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table No.3.4

Distribution of sample by caste:

\[ N = 200 \]

<table>
<thead>
<tr>
<th>Caste</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC / BC</td>
<td>175</td>
<td>87.5</td>
</tr>
<tr>
<td>Non-SC / BC</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

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**Table No.3.5**

Distribution of sample by marital status:

N = 200

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>145</td>
<td>72.5</td>
</tr>
<tr>
<td>Unmarried</td>
<td>55</td>
<td>27.5</td>
</tr>
</tbody>
</table>

Total: 200 100

**Table No.3.6**

Distribution of sample by employed/unemployed status:

N = 200

<table>
<thead>
<tr>
<th>Employed/Unemployed</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>109</td>
<td>54.5</td>
</tr>
<tr>
<td>Unemployed</td>
<td>91</td>
<td>45.5</td>
</tr>
</tbody>
</table>

Total: 200 100
Table No. 3.7

Distribution of sample by monthly income:

\( N = 200 \)

<table>
<thead>
<tr>
<th>Income in Rs.</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Rs. 499</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Between Rs. 500 and Rs. 999</td>
<td>69</td>
<td>34.5</td>
</tr>
<tr>
<td>Between Rs. 1000 and Rs. 1499</td>
<td>17</td>
<td>8.5</td>
</tr>
<tr>
<td>Between Rs. 1500 and Rs. 1999</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Above Rs. 2000/-</td>
<td>15</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Total: 109 54.5
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Table No.3.8
Distribution of sample by the description of family members education:

N = 200

<table>
<thead>
<tr>
<th>Educated relations</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only husband</td>
<td>13</td>
<td>6.5</td>
</tr>
<tr>
<td>Only father</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Husband and children</td>
<td>24</td>
<td>12.0</td>
</tr>
<tr>
<td>Husband and others</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Only children</td>
<td>47</td>
<td>23.5</td>
</tr>
<tr>
<td>Only others</td>
<td>32</td>
<td>16.0</td>
</tr>
<tr>
<td>Children and others</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>Husband, children and others</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Father and others</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Uneducated</td>
<td>65</td>
<td>32.5</td>
</tr>
</tbody>
</table>

Total: 200 100
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**Table No. 3.9**

Distribution of sample by employed/unemployed status of family members:

N = 200

<table>
<thead>
<tr>
<th>Employed/Unemployed</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>Unemployed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Total: 200 100

**Table No. 3.10**

Distribution of sample by the reasons for personal discontinuation of studies:

N = 200

<table>
<thead>
<tr>
<th>Reasons for discontinuation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Situational</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Institutional</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Environmental</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Personal</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Total: 6 3
Chandigarh Literacy Council is trying its bests to make the total literacy campaign a success and in the present study all efforts have been made to find out the goal orientation, persistence and learning styles of those adult learners whom the Chandigarh Literacy Council is trying to educate.

**TOTAL LITERACY CAMPAIGN - ITS MAIN OBJECTIVES:**

Initially when the National literacy programme was started its objective was to impart functional literacy to the adults in 15-35 age groups. But mere adult literacy was not total literacy. Besides in every campaign in any part of the country a demand arose to educate the children of all illiterate persons in 6+ age group. Therefore, in the total literacy campaign of the Union Territory of Chandigarh endeavour is being made to educate the 6-14 years age group also.

A two pronged approach is being adopted for covering this age group. The children who are between 6-9 years are motivated to join regular school and those children who are in the age group of 10-14 and who cannot attend regular school either due to economic reasons or family compulsion are provided non-formal education. In 15-35 age group the objective is to impart functional literacy to the adult learners i.e.:

- they are helped to achieve self reliance in literacy and numeracy.
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- becoming aware of the cause of their deprivation and encouraging them to take part in process of development.
- acquire skills to improve their economic status and well being.
- understand the value of national integration, conservation of environment, women's equality, observance of small family norms etc.

The duration of this programme is 200 hours spread over 5 to 6 months.

Adult in 15-35 age group are the most important target group of the campaign, but efforts are also made to encourage the spread of literacy in 35+ age group as well. Special attention is paid to educate women and weaker sections of the society.

ENVIRONMENT BUILDING AND MOBILISATION OF LEARNERS AND VOLUNTEERS:

One can only study in a congenial environment. An adult even more than the child needs an environment where there is an urge to learn, to respond to a social need and to feel that his work is a social duty. Therefore, this aspect is given special attention in the total literacy campaign. Besides environment creation is also important for:

- creating awareness amongst all sections of the society to
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- to facilitate formation of people's committees at various levels.
- to facilitate enrolment of master-trainers.
- to motivate and enrol volunteer instructors.
- to attract and enrol illiterates.
- to sustain the interest of the learners and prevent the dropouts.
- to involve various social, political and cultural movements in literacy work.

In the total literacy campaign of Union Territory of Chandigarh, the environment building exercise was started in early 1992. Meetings were held with the learners, potential volunteers and opinion leaders. The learners and volunteers in the labour colonies were highly motivated as the majority of the illiterates are concentrated there. Posters, stickers, slogans, newspapers, handbills, banners, badges etc. were used for spreading the message of literacy. This work was conducted under the supervision of the Environment Building Committee. In the rural areas village panchayats were given this responsibility. The sector committees looked after the city while the regional/cultural organisation provided support in the colonies.
TOTAL LITERACY SURVEY (IDENTIFICATION OF LEARNERS):

Total literacy survey helps in target setting, enlisting the enrolment and in extracting maximum support from all sections of the society before actually embarking upon the campaign. Accordingly this survey in Union Territory of Chandigarh was conducted on 5th April, 1992. Prior to the actual survey, efforts were made to mobilise the people specially from the labour colonies and villages. Discussions were held with the officials of Census Department, Regional Resource Centre, Panjab University, Chandigarh, Shramik Vidyapeeth, Education Department, Union Territory Chandigarh and several other individuals who had been associated with adult literacy in one form or the other.

On the basis of this survey the total number of illiterates in the labour colonies, villages and city sectors were found out. As given in table No.3.11, the adult illiterates (15-35 age group) in the labour colonies were 27,250, in the city sectors they were 5895 and in the villages they were found to be 4689 in number. Therefore, the total number of adult illiterates in the Union Territory of Chandigarh turned out to be 37,834.

<table>
<thead>
<tr>
<th>AREA</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Colonies</td>
<td>27,250</td>
</tr>
<tr>
<td>City Sectors</td>
<td>5,895</td>
</tr>
<tr>
<td>Villages</td>
<td>4,689</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37,834</td>
</tr>
</tbody>
</table>

TABLE NO.3.11
Illiterate population of U.T. Chandigarh (15-35 years)
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TRAINING:

The success of an adult literacy programme depends entirely upon the teacher who is teaching the adults. Therefore, in the total literacy campaign of Union Territory Chandigarh, the training of the volunteers/master trainers was given maximum importance. The overall responsibility of training was given to the Regional Resource Centre, Panjab University, Chandigarh. The actual training of the volunteers/master trainers was done under the supervision of the Training Committees and the training lasted for seven days each. Certain voluntary organisations such as the Shramik Vidyapeeth willingly accepted the training responsibility.

LEARNING / TEACHING MATERIAL:

The Regional Resource Centre of Panjab University Chandigarh prepared the learning material based on a new pedagogy - Improved Pace and Content Learning (IPCL). Under the IPCL a 3-graded primer was introduced. Each primer confirmed to a level of literacy. In addition to the 3-graded primers, the learners were provided with slates, note books and lead pencils. The IPCL primer was prepared in Hindi, Punjabi, Urdu, Tamil and many other languages. But most of the learners opted for Hindi medium.

MANAGEMENT OF THE PROJECT:

The overall responsibility of launching and implementing the
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total literacy campaign was that of the Literacy Council comprising of various sub-committees as given below :-

- The Survey Committee
- Environment building and mobilisation committee
- Training committee
- Material committee
- Monitoring and evaluation committee
- Budget, finance and accounts committee

The project area was divided into three broad categories namely, the city sectors, the villages and the labour colonies. In order to facilitate co-ordination amongst these sub-area, twelve sub-area teams were constituted. Therefore, there was one sub-area team for the city sectors headed by the District Education Officer, one for the 22 villages headed by the Block Development and Panchayat Officer and 10 officers or eminent educationists. At the local level (of the sectors/villages/colonies) there was the local campaign committees responsible for carrying out the campaign. The local committees had the local people as their members such as the master trainers, social activists, teachers, retired teachers etc. The co-ordination of all the local teams was done with the help of the sub area teams.

A control room in the Government Girls Senior Secondary School, Sector 8, Chandigarh was also set up for the smooth functioning of the whole programme.
MONITORING:

Once the programme has been implemented it is very important to monitor it at all stages. Monitoring gives direction to the work. Without it there are chances of going hay-wire. Therefore, in the total literacy campaign of Union Territory Chandigarh, the monitoring and supervision of the programme is done at every step.

The total literacy campaign in Union Territory Chandigarh is managed at three levels viz.:

- The apex level i.e. Chandigarh Literacy Council operating through its functional sub-committees.
- The sub area level i.e. through 12 sub-area teams.
- The actual ground level campaign committees i.e. in the city sectors, the villages and the labour colonies.

Monitoring of the programme is done keeping in mind this three tier administrative structure. However, the monitoring is done by the local level campaign committees as they are responsible for the proper functioning of the project in their respective localities. The local committees report to the sub-area teams through various reports on periodical basis. The sub-area teams also report the progress to the Literacy Council. The control room in sector 8 is manned by the officials from the Adult Education Department of Union Territory Chandigarh, and a team of dedicated volunteers.
This study was conducted with the help of one questionnaire for assessing the goal orientation, persistence and learning styles of the adult learners and one written test for measuring their literacy ability along with personal interviews and observation of records. The questionnaire was developed locally and the test used was developed by the Regional Resource Centre, Panjab University, Chandigarh. A brief description of the tests used has been given below:

Self constructed questionnaire for the measure of goal orientation, persistence and the learning styles of the adult learners:

This questionnaire was constructed by the researcher herself. Its purpose was to find out the goal orientation, persistence and learning styles of the adult learners. Questionnaire as defined by Sukhia, Mehrotra and Mehrotra (1989) is a list of open-end or closed questions, devised and submitted to a sampling of population from whom some particular information is desired. It is one of the most flexible of all tools and helps to acquire both qualitative and quantitative information. Its construction needs a great deal of planning, skill, hard-work and time. All efforts have to be made to check that it does not suffer from any errors.

The researcher prepared the questionnaire meant for measuring the goal orientation, persistence and learning styles of the adult learners.
learners by consulting Psychological Abstracts, Encyclopaedia of Educational Research, The Review of Educational Research, International Dissertation Abstracts, The Journal of Educational Research, the Doctor's and Master's thesis in Education. The questionnaire thus prepared was sent to twenty five experts in the area of adult education for their valuable suggestions/improvements. The changes suggested were incorporated accordingly.

This self constructed questionnaire consisted of forty two questions. The researcher read out the questions to the learners and noted down their answers herself. The questionnaire was prepared both in English and Hindi. It was prepared in Hindi in order to make the adult learners understand.

The questionnaire first of all gathered information about the centre i.e. name and address of the agency conducting adult education, the name of the volunteer, date of starting the adult education programme, location of the centre, timings of teaching and whether the centre was only for males or only for females or for both the sexes. After gathering this information, the questionnaire went on to find the goal orientation, persistence and learning styles of the adult learners. The questionnaire sought information broadly under four headings - (A) Demographic information of the sampled adult learners (B) Their goal orientation (C) Persistence (D) Learning styles. Question No.1 to 11 sought demographic information of the learners.
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i.e. name, age, sex, caste, marital status, place of residence, occupation, monthly income, details of family members, have they ever had school education and why did they leave education.

Question numbers 13, 22, 23 and 24 contained questions concerned with the goal orientation of the learners. In preparing these questions, all those items were included which can be presumed to affect the motivation of the adults such as why did they join the adult education classes? What benefits are they going to get from it etc.? It also contained various goal areas (Q.No.23) relating to four main goals viz. (1) General awareness which included receiving social and cultural information, understanding about voting rights and rights of landownership, knowing that smoking and drinking is dangerous for health, understanding that untouchability and dowry systems are a curse on humanity and issues like the minimum age of marriage for boys and girls. (2) Child care and home management which included looking after children, family and help in other activities at home. (3) Economic goals which included issues like right use of money, understanding how to get loans from cooperative societies and banks, knowing about farming and minimum wage rate. (4) Issues like reading religious books and newspapers, receiving health information were grouped under personal goals.

Question Nos.12, 14 to 21 and 25 to 28 were given with the view
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to find out as to how much the adult learner was persisting in his
education at the centre. For example, when did they join the adult
education class; have they been attending the classes regularly; do they
find any difficulties in participating in the programme or will they
courage their other family members and friends to avail similar
training etc.

An effort was made to find out if different learning styles resulted in differential learning outcomes through question Nos.29 to 42. The learning styles included were; self study; studying in a
group; formal, informal or non-formal method; oral and written
method; learning by doing; passive or self directed learning; use
of past experience; part and whole method of learning and problem-solving method.

A test for evaluating the learning outcomes of the adult learners:

This test has been constructed by the Regional Resource Centre,
Panjab University, Chandigarh in keeping with the guidelines set by
the I.P.C.L. Its purpose is to discover the learning outcomes of the
adult learners in reading, writing and arithmetic abilities.

Each adult learner was told that there were six questions in the
test paper written in Hindi language and their answers had to be
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written down in the test paper itself. For question No.1, they had just to read and not to write anything. For question No.2, there were four pictures, the names of which had to be written down in the space provided. In the 3rd question, they had to match the words in column one with the similar words in column two. For the fourth question, they were given three alphabets with which they had to make one word each. Question Nos. 5 and 6 tested their knowledge of arithmetic. In Question No.5, they had to count the figures given and write their numbers. While in the sixth question, they had to write down the missing numbers and complete the number chain.

The learners were told that they had to complete the test in half an hour. They were also told they would be awarded marks out of a total of fifty. Question Nos. 1, 4, 5 and 6 were awarded ten scores each. While question Nos. 2 and 3 were of 5 scores each. Persons getting marks below 17 out of 50 were considered as below average. Respondents with scores between 18 and 25 were considered as average, those adult learners who got scores between 26 - 35 were considered as good, 34-40 as very good and adults who got 41 and above were considered as excellent. The introduction of time limit for the completion of the test and gradation based on marks obtained was introduced for convenience and evaluation of learning outcomes as the Regional Resource Centre, Panjab University, Chandigarh, had not given any gradation criterion for the test. While conducting the test full care was taken that nobody copies from each other.
DATA COLLECTION:

As the adult learners needed to be personally explained the intent and purpose of the tools and of each question, hence the method of personal contact was used for collecting the data. The personal contact method provided the researcher an opportunity to have correct answers by explaining various questions in detail wherever the respondent was unable to understand the question. This method no doubt was more time consuming and inconvenient but all the same very rewarding. Since the learners were mostly self employed, therefore, they had no fixed hours of study. Repeated visits had, therefore, to be made to establish contact with them. Leaving the questionnaire with their family so that he can fill the same at his convenience, was not adopted in view of the fact that the respondents were illiterate and, therefore, they could not read the questions themselves. Besides there was always the danger that the respondents may fill in the questionnaire hurriedly and without understanding and attaching much importance to it, resulting in distorted, inadequate and unreliable data. In addition to above, the part of the data collection where a written test was to be imparted had to be done in front of the researcher herself.

Before conducting the written test and asking the pre-designed questions from the adult learners to create a rapport, the investigator talked on some general topics such as asking their name,
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interests, the importance of education today and so on. While conducting the interview, the adults were contacted one at a time and it was ensured that those adult learners who had been interviewed did not influence the opinion of other adults. The respondents were first taken into confidence and the purpose of the study was explained to them. The learners were given sufficient time for answering the questions.

The whole process of data collection lasted almost six months, but the method gave the researcher an opportunity to have the real inside view of the respondents desires, goals, aspirations, problems, achievements and their learning styles.

DATA PROCESSING:

For the analysis of the data (200 adult learners) collected through the administration of the self constructed questionnaire and written test two types of analysis were used (1) Frequencies (2) Percentages. The results were given in a tabular form. All the three aspects of the study viz. goal orientation, persistence and learning styles were treated both individually and also in relation to the learning outcomes of the adult learners.