PART I

CHAPTER I

INTRODUCTION
Education has always been important but never more so in man's history than today. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. In the rapidly changing world of today, one thing is certain, yesterday's educational system will not meet today's need, less so the needs of tomorrow. If education is to play a vital role in promoting national progress, creating a sense of common citizenship and strengthen national integration, the first and foremost step that needs to be taken in this direction is to bring within the educational ambit the whole of the population of a state. In other words, this implies the liquidation of illiteracy, lock, stock and barrel. The total liquidation of illiteracy is necessary not only for promoting active public participation in the working of democratic institutions but also for quickening the tempo of national

socio-economic development in general. In our national perception education is essential for all and sundry. This is fundamental to all-round national development both material and moral. Education refines sensibility and perceptions that contribute to national cohesion, scientific temper, and independence of mind and spirit. In sum, education is a unique investment both in the present and the future. This cardinal principle is the key to the National Policy on Education. In order to achieve the objectives of universalisation of elementary education and eradication of illiteracy the implementation process requires special measures. These measures must ensure that the groups that are left out of the ambit of formal education, namely, adult illiterates in the age group of


15 - 35 from all sections of society including women, the scheduled castes and other weaker groups, are enabled to participate effectively in the educational programme.\(^5\)

Since the participation by beneficiaries in the development programme is of crucial importance, systematic Programme of Adult Education linked with the national goals such as alleviation of poverty, national integration, environmental conservation, energisation of cultural creativity of the people, observance of small family norms and promotion of women's equality etc., need to be organised, reviewed and strengthened.\(^6\)

The essential business of education, therefore, is to make the children and adolescents vitally aware of, and responsive to, the world.

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in which they are living today and the world in which they will have to live tomorrow. Whether the objective of education is to adjust the child to his environment which is rather a static view of the process, or to develop his individuality which may interact fruitfully and dynamically with that environment, a clear understanding of and responsiveness to the contemporary milieu is necessary. Again, this individuality does not grow in vacuum. It draws its strength and sustenance from its interaction with the forces operating in the world around.\textsuperscript{7} A dynamic approach to education is, therefore, called for, not only in the interest of better schooling, but because without it there can be no success in other spheres of national reconstruction.\textsuperscript{8}

It is for this reason that education has always been accorded an honoured place in

\begin{enumerate}
\end{enumerate}
the Indian society. Its reconstruction is being tried out in various ways since Independence. Inspite of our four decades of developmental thrust this crucial area of concern has continued to suffer for a variety of reasons. When we talk of education we also talk of people's values, preferences, priorities, needs and their aspirations. Realising the importance of education in the development process, India has been expanding its frontiers to make education accessible to a large section of our society, mainly through formal education.

This system can be characterised as:

(a) an activity to be pursued when a person is young;

(b) to be pursued on fulltime basis;

(c) takes place in class room and only in day time; and

The votaries of the formal system of education are of the view that there can be no education if all these conditions or any of these are not fulfilled. This is perhaps the reason why this system has been described as too rigid, hence inadequate to meet the growing needs of the nation. Take, for instance, the case of those millions of young men and women who are engaged in agriculture and farming. Having been too much oppressed with work and also possessing meagre resources, cannot hope to benefit from this system. Obviously such a system would not be able to meet the demands of a changing society like ours. The formal system of education is very expensive and also creates a dichotomy between work and education so one must do either one or the other but not both simultaneously.12

11. G. Ram Reddy, Reading in Distance Education, A collection of papers, New Delhi, Indira Gandhi National Open University, 1987, pp. 18-19.

This traditional system of education was evolved at a time when education was confined to small numbers and other techniques of teaching were not available. Now the time has come to look at the entire system critically. Unless non-formal or adult education system is strengthened and developed as an alternative, our educational aims would become unachieveable.\(^\text{13}\)

In recent times the formal system of education has been under tremendous pressure and has led it to assume new responsibilities. It is clear that the Government of India cannot afford to be indifferent to the educational needs of different sections of society. The various research studies have shown that the government has not been able to harness the resources required to fulfil these needs. India, under the formal system of education has a huge complex of educational institutions (700,00) comprising 184 Universities, 35 Boards of Secondary Education around 6,650 affiliated colleges, 76,122 High/Higher Secondary Schools, 1,43,747 Middle Schools, more

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than half a million (5.5) Primary Schools\textsuperscript{14} and over 3.5 million teachers with government expenditure of more than 7,500 crores per annum.\textsuperscript{15} Despite such a stupendous structure of formal education, the system has not shown worthwhile evidence of its capabilities to meet the new challenges. As against hundreds of millions of students enrolled, there is an equal number of non-students in the age-group of 15-35. This evidence shows that the formal system has exacerbated the problem of illiteracy in our country since independence.\textsuperscript{16}

Though the formal system of education has expanded enormously, it is the upper and the middle classes which are the principal benefici-

\begin{itemize}
\item\textsuperscript{14} Government of Haryana, Statistical Abstract, Economic and Statistical Organisation Haryana, Chandigarh (1990-91), 1992; p. 142.
\item\textsuperscript{15} University Grants Commission, Report of The Working Group on Point No. 16 of the New 20 point Programme of the Government of India, New Delhi, 1983, p. 6
\item\textsuperscript{16} Prem Chand, Magnitude of Illiteracy in India, Indian Journal of Adult Education, Volume 43, No. 2, 1982.
\end{itemize}
aries of the system. Sixty per cent of the population (of 10 years of age and above) is still illiterate and does not receive its benefits. Of every 100 children of 6 years age, 20 never go to schools, 55 per cent drop out and only 25 reach class VIII. Of all the seats in secondary schools and the seats in higher education 80 percent are taken up by students from the higher income groups. The bulk of the population that lives below poverty line is practically outside the school system. On this count UNESCO points out that the concept of education limited to time (to school age) and confined to space (school building), must be superseded. A proportion of educational activity should be deinstitutionalised and replaced by flexible, diversified models. It is being felt that a stage has come when most of the affluent countries are convinced that they will not be able to provide adequate education to people unless they aban-


don their exclusive dependence on formal education. 19

According to the World Bank estimates, India would be the largest concentration of illiterate population in the world by 2000 A.D. The country will have 54.8 per cent of the world's illiterate population in the age-group of 15-19 years. 20 UNESCO has identified 9 countries in the world which have illiterates over one crore and India heads this inventory with 26.4 crore of illiterates followed by China (22 crore). 21 Even in the organised sector 60 per cent of the total workforce (294 million) is illiterate. Inspite of this hard reality, the employers have not accepted the responsibility for providing functional literacy to this section.


Table No. 1.1

PROGRESS OF LITERACY DURING 1901 TO 1991
TOTAL POPULATION IN INDIA

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy rate (per cent)</th>
<th>Males</th>
<th>Females</th>
<th>Number of literates</th>
<th>Number of illiterates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>5.35</td>
<td>9.83</td>
<td>0.60</td>
<td>12.68</td>
<td>225.72</td>
</tr>
<tr>
<td>1911</td>
<td>5.92</td>
<td>10.56</td>
<td>1.05</td>
<td>14.85</td>
<td>237.24</td>
</tr>
<tr>
<td>1921</td>
<td>7.16</td>
<td>12.21</td>
<td>1.81</td>
<td>17.91</td>
<td>233.41</td>
</tr>
<tr>
<td>1931</td>
<td>9.50</td>
<td>15.59</td>
<td>2.93</td>
<td>26.25</td>
<td>252.73</td>
</tr>
<tr>
<td>1941</td>
<td>16.10</td>
<td>24.90</td>
<td>7.30</td>
<td>31.31</td>
<td>267.36</td>
</tr>
<tr>
<td>1951</td>
<td>16.27</td>
<td>24.95</td>
<td>7.93</td>
<td>60.19</td>
<td>300.90</td>
</tr>
<tr>
<td>1961</td>
<td>24.02</td>
<td>34.44</td>
<td>12.95</td>
<td>105.19</td>
<td>334.76</td>
</tr>
<tr>
<td>1971</td>
<td>29.45</td>
<td>39.45</td>
<td>18.69</td>
<td>161.54</td>
<td>386.72</td>
</tr>
<tr>
<td>1981</td>
<td>36.23</td>
<td>46.89</td>
<td>24.82</td>
<td>247.82</td>
<td>424.20</td>
</tr>
<tr>
<td>1991*</td>
<td>43.3</td>
<td>52.68</td>
<td>32.52</td>
<td>310.54</td>
<td>491.80</td>
</tr>
</tbody>
</table>

** (52.11) (63.86) (39.42) (362.17) (324.03)**

Source:
** Figure in Parentheses are according 1991 census computed for aged 7 years and above
of the people and enhance their value as effective agents in increasing productivity.\textsuperscript{22}

The progress of literacy during the last 9 decades indicates (Table No. 1.1 and 1.2) that there has been considerable rise in literacy rate both among males and females. However, there has been a continuous increase in the absolute number of illiterates in the country in each of the censuses. The number of illiterates increased from 424 million in 1981 to 492 million in 1991 (324 million for 7 years old and above). Even in the age group 7 plus, for whom literacy rates have been computed in 1991 Census, the number of illiterate has risen by 22 million over the last one decade (1981 - 91).\textsuperscript{23}

\begin{flushright}
\textsuperscript{23} Mahendiran, K. Premi, \textit{India's Population Heading Towards A Billion}, \textit{op. cit.}, p. 67.
\end{flushright}
Table No. 1.2

NUMBER OF LITERATES AND ILLITERATES AMONG POPULATION AGED SEVEN YEARS AND ABOVE 1981-91.
(Figure in Million)

<table>
<thead>
<tr>
<th>Literates/ Illiterates</th>
<th>Persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>233.94</td>
<td>156.95</td>
<td>76.99</td>
</tr>
<tr>
<td>1991</td>
<td>352.08</td>
<td>224.28</td>
<td>127.79</td>
</tr>
<tr>
<td>Increase in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991 over 1981</td>
<td>118.13</td>
<td>67.33</td>
<td>50.80</td>
</tr>
<tr>
<td>Illiterates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>301.99</td>
<td>120.90</td>
<td>181.03</td>
</tr>
<tr>
<td>1991</td>
<td>324.03</td>
<td>126.69</td>
<td>197.33</td>
</tr>
<tr>
<td>Increase in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991 over 1981</td>
<td>22.09</td>
<td>5.79</td>
<td>16.30</td>
</tr>
</tbody>
</table>

Table No. 1.3

LITERACY BY SEX, URBAN, RURAL CLASSIFICATION
(POPULATION AGED 7 YEARS AND ABOVE)
INDIA - 1991

(Figure in Million)

<table>
<thead>
<tr>
<th></th>
<th>Persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Areas</td>
<td>362.17</td>
<td>230.40</td>
<td>131.77</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>228.01</td>
<td>151.59</td>
<td>76.42</td>
</tr>
<tr>
<td>Urban Areas</td>
<td>134.16</td>
<td>78.81</td>
<td>55.35</td>
</tr>
<tr>
<td><strong>Literacy Rates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Areas</td>
<td>52.11</td>
<td>63.86</td>
<td>39.42</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>44.18</td>
<td>57.86</td>
<td>30.58</td>
</tr>
<tr>
<td>Urban Areas</td>
<td>74.99</td>
<td>83.31</td>
<td>65.66</td>
</tr>
<tr>
<td><strong>Illiteracy Rates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Areas</td>
<td>47.89</td>
<td>36.14</td>
<td>60.58</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>55.82</td>
<td>42.14</td>
<td>69.42</td>
</tr>
<tr>
<td>Urban Areas</td>
<td>25.01</td>
<td>16.69</td>
<td>34.34</td>
</tr>
</tbody>
</table>

According to 1991 census the national average for literacy in India was 52.11 per cent (63.86 for males and 39.42 per cent for females). The gap in the literacy rate between rural and urban areas is wider. It is 44.18 per cent in rural (56.86 for males and 30.58 per cent for females) and 74.99 per cent in urban areas (83.31 per cent for males and 65.66 per cent for females). When we look at the female literacy figures we find that 60.58 per cent (69.42 for rural and 34.34 for urban population) are illiterate. Similarly, in the schools there is a wide gulf between the enrolment of boys and girls. Among the girls 55 per cent at the primary level, more than 75 per cent at the middle level and more than 85 per cent at the secondary level are out of school. The corresponding figures for male students are 20 per cent at the primary level, 57 per cent at the middle 

level and 71 per cent at the secondary level.\textsuperscript{25}

One fifth of the total districts in the country (452) still continue to have a literacy rate of less than 30 per cent. There are 115 districts with a literacy rate of less than 20 per cent of which 99 are in states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.\textsuperscript{26}

Such a trend can be attributed to high rate of population growth, inadequate coverage of elementary and adult education and high drop-out rate at the elementary level. However, state-wise examination of the magnitude of illiteracy reveals different trends (indicated in Appendix 5). A State like Kerala where the literacy rate is 91 per cent (1991 census) ranks first in the country in both male and female literacy. Among bigger states, Tamil Nadu comes next with

\begin{itemize}
\item[26.] Mahendra K. Premi, \textit{op. cit.}, pp. 66-67.
\end{itemize}

* For details see Appendix 10.
a literacy rate of 63.72 per cent. The State of Haryana stands 21st among States and Union Territories. The State of Bihar has the lowest literacy rate of 38.54 per cent followed by Rajasthan with 38.81 per cent (55.07 for males and 20.84 for females).27

The issue that has to be resolved is whether we have to wait for universal literacy to come through formal schools or tackle this problem of mass illiteracy simultaneously with other age-groups also, so that these adult illiterate citizens, even while working in the farms or factories, may contribute to the socio-economic development of the country.28

To get rid of this menace of illiteracy, one of the most challenging tasks undertaken in the field is the attempt to cover the entire


28. Moonis Raza, V.P. Aggarwal, Inequalities in the Level of Literacy in India. New Delhi, National Institute of Educational Planning and Administration, 1983, pp. 27-29.
illiterate adult population in the age of 15–35 under the Adult Education Programme. The Government has launched mass campaign to eradicate illiteracy and made policy statement in this regard with priority to women and other weaker sections of the society.

To give effect to the policy decision at the national level, the National Literacy Mission Authority has been created at the apex. It implements the Programme of Adult Education through State Governments, University Grants Commission, Shramic Vidya Peeths (Labour Schools) Nehru Yuva Kendras (Youth Centres), National Service Scheme and Voluntary Agencies.

Our present study pertains to the State of Haryana. The researcher intends to understand, why Haryana, which is one of the richest and

most progressive state of the country ranks\* one amongst those states which have a very poor literacy rate. It is also amazing to point out that literacy tides coming from the west (Punjab and Himachal Pradesh) have skipped over this State.

This paradoxical situation prompted the researcher to focus his attention on this State. We shall deal with the problem of illiteracy in this State with special emphasis on the sampled districts.

\* 21st position (16th for males and 23rd for females).
STATE OF HARYANA

Profile:

The State of Haryana came into being as a separate political entity on 1st November 1966, as a result of bifurcation of the bilingual State of Punjab. Situated in the Northern Region of India, it occupies an area of 44,212 square kilometers. Its population is 1.64 crore (1991 census), 75 per cent of which is rural based with the sex ratio of 865 females per thousand males and density 372 persons. Territorially it is divided into four divisions, 16 districts, 39 sub-divisions, 55 tehsils and 108 administrative blocks. There are 81 towns and 6,759 inhabited villages. 30

Within a short span of 26 years, Haryana has earned the distinction of being one of the fastest growing states on many fronts of developmental activities, including agriculture, industries, roads, educational institu-

tions and so on. Starting as a "barren wilderness", Haryana now not only provides large surplus of foodgrains to the central pool, but also exports rice, and other agricultural commodities. From the "backward area" as it was labelled earlier, the state today has net domestic product of Rupees 10,809.97 crore (1989-90 quick estimates). Its per capita income among various states is the fourth highest* (Rupees 6026 in 1989-90 Provisional estimate) in the country. Allround progress achieved by Haryana is due to various factors, but education has proved itself to be one of the most powerful instruments of social and economic change. Though economically it occupies the fourth position in the country, it stands 8th among fourteen major states in literacy rate.** According to

*  First Highest in the Country is State of Punjab Rupees 7081 in 1989-90 (Quick Estimates).


** Haryana State Stands 16th in male literacy rate and 23rd in female literacy rate (1991 census)
For details see Appendix 6.
1981 census its literacy rate stood at 36.14 per cent (marginally below national level). However, the same increased to 55.58 per cent in 1991 (69.10 for males and 40.47 for females) against the corresponding increase at the National Literacy Rate of 52.11 per cent (63.86 for males and 39.42 for females).*

Its literacy rate is low for rural population (40.24 per cent) as compared to 61.61 per cent for urban. It is still lower for rural females (27.09 per cent as compared to males 51.77 per cent). However, in urban areas the rate is 68.65 per cent for males and 53.51 per cent for females. 32

* This major variation over 1981 census can be attributed to the changed criteria in calculating literacy rate in 1991 census. Previously children below five year of age were treated as illiterates, since ability to read and write with understanding is not ordinarily achieved until one had some schooling or had at least some time to develop these skills. However, for 1991 census, it was decided by the Ministry of Human Resource Development and the Planning Commission that the population below seven years should now be classified as illiterate. In view of this in the 1991 census, the question on literacy was canvassed only for population aged seven years and above.

The State has 24.64 lakhs of Scheduled Caste population (19.75 per cent of the total population) of which 13.22 lakhs are males and 11.41 lakhs are females. The literacy rate is still lower for these communities, (31.45) that is 20.15 per cent for males and 7.06 per cent for females.  

The State has around 20 lakh of illiterate population in the age group of 15-35 years alone spread in 16 districts. Within the state itself 12 districts are backward from the point of view of literacy, having literacy rate below national level (District-wise literacy is given in Appendix I). Thus, the State of Haryana is passing through a critical phase in the field of education, despite the fact that it has a network of 3 Universities, 169 Degree Colleges, 2,356 High/Higher Secondary Schools, 1,399 Middle 

and 5,136 Primary Schools under the formal system of education. Almost every village has a primary or middle school within the radius of 1.5 kilometers and high school within 2.5 kilometer.\(^3\text{35}\)

To tackle the problem of mass illiteracy the State has launched an Adult Education Programme and opened 6,100 Adult Education Centres (3,600 under Central Sector and 2,500 under State Sector). In addition there are 2,400 Centres of Non-Formal Education for the children who could not join the formal schools or dropped out from it for one reason or another. Apart from the Government run Programmes, the Universities, the Colleges, the Nehru Yuva Kendras (Youth Centres), Shramik Vidya Peeths (labour Schools) and Voluntary Agencies too are involved in imparting Adult Education in various parts of the State.\(^3\text{36}\)

Keeping in mind, this very magnitude of

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prevailing illiteracy in the State, the present researcher has selected it for studying the Administration of Adult Education Programme in the State. Although the Programme is spread over all the sixteen districts in the State, covering 61 administrative blocks out of 108, the present researcher has selected only two districts.

Since it is not possible to have an in-depth study of such a large State as Haryana, it was thought proper to draw a smaller sample and focus the attention on it. For this purpose two districts namely Ambala and Jind were selected. They were selected for the reason that Ambala has the highest literacy rate (44.62) while Jind has the lowest (26.18)* according to 1981 Census. The district of Ambala has an area of 2,385 square kilometers and a population of 1,116,878 (692,538 males and 5,24,340 females) with the density of 464 persons per square kilometer. The rural population forms a major chunk of the district having percentage of 64.14. Similarly, the district of Jind has an area of 2,736 square kilometers and population of 9,63,104 (5,24,014 males and

* According to 1991 Census the literacy rate of Ambala district is 55.55 per cent and that of Jind 37.84 (aged 7 years and above).
4,39,090 females) with a density of 350 persons per kilometer, and having a rural population of 82.73 per cent. 37

The district of Ambala has 491 Primary, 100 Middle Schools, 170 High/Higher Secondary schools and 14 Colleges of General Education under the formal system of education. For the removal of illiteracy it has 300 Adult Education Centres since 1979 for 15-35 age group and 300 Non-formal Education Centres for the children who drop-out from the formal system and are below the age-group of 14 years. Most of these centres (90 per cent) are located in rural areas or in such urban areas where the largest illiterate population live. 38

The district of Jind has 242 Primary Schools, 87 Middle Schools, 154 High/Higher Secondary Schools and 6 Colleges of general education under the formal system and 300 Adult Education Centres as well as another 300 Non-

The literacy percentage among males and females varies considerably in the two districts. It was 62.77 per cent for males and 47.63 per cent for females in Ambala while in the Jind district it was 49.18 per cent for males and 24.92 per cent for females.* The percentage of literacy rate for the rural population in Ambala was 47.67 (56.44 males and 37.74 females) and for urban population it was 69.64 (73.99 males and 64.91 females). In Jind the literacy rate for rural population was 33.69 per cent (45.72 males and 19.62 per cent females) and urban population it was 57.26 per cent (65.88 males and 47.22 females).**

* According to 1981 Census Literacy rate was 53.03 per cent for males and 34.97 per cent for females in Ambala while in the Jind district it was 38.08 per cent for males and 12.24 per cent for females.


** The percentage is computed for aged 7 years and above in 1991 census.
The percentage of school going children in different age-groups (1989-90) in Ambala was 77.62 per cent (82.21 males and 61.00 females) for 6-11 years, 72.12 per cent (82.12 males and 61.20 females) for 11-14 years and 26.02 (31.3 males and 20.71 females) for 14-17 years. This percentage in Jind for corresponding age-groups was 86.0 (101.15 males and 70.3 females), 59.9 (77.8 males and 39.80 females) and 19.20 (27.60 males and 9.60 females).

The distance travelled for attending primary, middle and high schools in Ambala was 1.06, 1.89 and 2.37 kilometers respectively whereas it was 1.45, 2.22 and 2.81 kilometers for the corresponding school groups in Jind.

The percentage of scheduled caste population was 22.78 per cent* in Ambala as compared

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* District of Ambala had 3.31 lakhs scheduled Caste population of which 1.78 lakhs were males and 1.52 lakhs were females.
to 18.93 per cent** in Jind. The literacy rate for these communities in the rural area of Ambala district was 23.05 per cent (35.67 for males and 10.34 for females), whereas for urban areas it was 35.23 per cent (46.66 for males and 25.2 for females). On the other hand in the district of Jind *** it was 22.61 per cent (20.40 males and 2.21 females) for rural areas and 39.29 per cent (30.44 males and 8.85 females) in the urban areas. 41*

** District of Jind had 1.80 lakhs scheduled caste population of which 97 thousands were males and 82 thousands were females.

*** Some of the figures according to 1991 census are given in Appendix 4.


* Figures according to 1991 census were not available.
OBJECTIVES

The objectives of the study are, as follow:

1. To study the development of Adult Education in India,
2. To study the policy of National Adult Education Programme,
3. To examine the administrative, organisational and implementing procedures, and
4. To identify problem areas and explore the possibilities of improving it.

HYPOTHESES:

1. The policy of Adult Education is made in isolation, without taking into consideration the socio-economic problems of the learners.
2. The administrative machinery is heavy at the top and weak at the bottom resulting in a big gap between expectations and reality.
3. There is a lack of interest and attitude of non-involvement on the part of officials, political leaders and other influential persons in the Programme. Hence poor motivation of the learners for participation.

4. The instructors are extremely low paid, hence their motivation is very low.

5. The officials and functionaries responsible for implementation show fictitious figures of successful learners.

SCOPE OF THE STUDY:

The study is designed to identify problems relating to policy formulation and implementation of Adult Education Programme after analysing the facts, taking into account the views of the various officials, functionaries, learners, potential learners and other persons engaged in the management and implementation of the National Adult Education Programme.

Since the study seeks to investigate
the issues relating to policy, administration and performance of the National Adult Education Programme in the State of Haryana, the aspects included in the study cover: policy perspective, administrative machinery at National, State and Project levels, procedures and perceptions of the functionaries/learners and people.

The Adult Education Programmes run by voluntary agencies, universities, colleges and other educational institutions have been excluded from the scope of the present study.

The period of study is from 1980 to 1988 and is confined to National Adult Education Programme in two districts. The concentration of the Programme is on highly illiterate pockets of the two sampled districts one with the highest literacy rate and the other with the lowest literacy rate in the State. The present study is spread out into 9 Chapters. The present part of our discussion is aimed at offering a framework of the study.
SAMPLE:

In order to make study intensive and pinpointed, the researcher drew an area sample of Projects and Adult Education Centres in each of the two districts, where mass illiteracy prevailed and the Programme of Adult Education was launched. There was one Project of Adult Education, consisting of 300 centers namely the Project of Ambala in the district of Ambala and the Project of Narwana in the district of Jind. From each Project, then, 10 Adult Education Centres* were selected on simple random basis from the list of centres operating in different clusters. Out of the villages allotted to each centre 10 enrolled and 10 non-enrolled learners were chosen from each centre on simple random basis as per the sex-wise distribution of the centres.

* Detailed list of selected centres is given in Appendix 2 and 3.
(i) There were 20 males and 80 females learner from the Project of Ambala (district Ambala) and 60 males and 40 females from the Project of Narwana (district Jind). Thus, this gave a sample of 200 adults in each Project in each district amounting to 400 in all. It was expected that the enrolled and non-enrolled learners would be distributed in the sample almost in the same proportion as the population. It was intended that the comparison would indicate some of the factors leading to the level of literacy and success or failure of the Programme.

(ii) Another sample of 10 Adult Education Instructors incharge of each selected centre from each Project (totalling 20 from the two Projects), was also taken.

(iii) Seven supervisors incharge of the selected centres from each Project (totalling 14) were also interviewed.

Apart from these, the Project Officers,
Assistant Project Officers, District Adult Education Officers, Village Heads and other influential persons of the centres concerned were also interviewed.

**METHODOLOGY:**

For the present study the data was collected through following methods:

The study is based on survey method. This researcher before conducting the survey, contacted the Project Officers of both the districts to familiarise himself with all the aspects of Adult Education Programmes. The data was collected from office records, records maintained by the Project Officers, supervisors instructors, published and unpublished office records, observations, census data, state statistical abstracts financial allocations, rules and regulations framed by the state government. Related booklets and pamphlets issued by the state and the central governments were also consulted.
Similarly, literature in the form of reports submitted by various committees, like, Report of Motivation Committee, Report of the Committee on Adult Education, Evaluation Studies of Adult Education in various states, Review Reports and Annual Reports of the Ministry of Human Resource Development etc., were also used for completing this study. Informal discussions with a large number of officials/functionaries/local leaders and learners in addition to the sample population were held to facilitate identification of critical and relevant issues and problems.

The present study was completed by paying regular visits to headquarters offices, field offices, and Adult Education Centres in the State of Haryana. Such an exercise helped the researcher in identifying several problem areas. The following set of questionnaire/interview schedules were prepared and administered carefully through personal interview with respondents.

- Enrolled Learners,
- Non-Enrolled Learners, and
- Instructors and Supervisors.

A separate questionnaire was prepared
for the Project Officers. The interest was focussed on the perception of Adult Education Programme, its overall performance and satisfaction of the learners towards procedures being followed.

On the basis of the results obtained through interview and other methods the data was analysed and examined manually. The simple tool of statistical analysis was used for drawing inferences.

CHAPTER SCHEME: (Part 1)

1. Introduction
2. Review of Literature
3. Policy Perspective
4. Administrative framework

(Part II)

5. Programme at work in Haryana
6. Learners
7. Project Personnel
8. The People and the Programme
9. Concluding Observations