Chapter - I

INTRODUCTION
1.1 ADULT EDUCATION: AN OVER VIEW

Right from the dawn of the history, man has perpetuated his knowledge through education. Education has grown with the progress of the society and from its inception, education has undertaken to impart training to the youth and inculcate in them a sense of citizenship and responsibility. At present various formal methods are used for this purpose, but in the ancient period all these methods of imparting training and inculcating a spirit of responsibility among the members of a class or tribe were purely informal in their nature.

In the broader sense, Adult Education includes the activity of the people learning together, the process by which individuals learn systematically from daily experiences and a popular movement that combines all these activities and processes, is known as Adult Education.
Education Movement. The movement is dedicated to the improvement of the adult learning process, the extension of opportunities for adults to learn and the development of ways to raise the general literacy and cultural level. The concept of this type of learning from the experience, is as old as the society, but the modes operandi has changed from time to time and from community to community to meet the local need of the groups. Moreover, community and religion have promoted the cause of humanity.

The origin of the Adult Education Movement can be traced to ancient times. The prophets of various religions and well known teachers of the ancient times, did their best to impart education not only to the children but to the adults as well. The adult education in a formal and organized pattern, is of the recent origin. Further, the movement has taken different forms in the different countries.

The Adult Education Movement in England has been characterized by a drive for further education of the working class, sponsored by the labour unions, voluntary associations, local education authorities and universities. Since 1944, English Adult Education Movement got a liberal support of the government from time to time.


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In the United States Adult Education has become a diversified movement carried on, by a wide variety of agencies for many different purposes. A process of adult education, perhaps one of the most important in the history of the United States, was going on during the colonial legislatures, and other governments. In Denmark, the movement has been largely institutionalized in the folk high schools. These schools called as "People's Colleges" were devised superficially to refashion the national culture by giving courses to young adults. In Sweden, it has been a working class movement, spearheaded by labour unions, cooperative associations, and social democratic party. To generalize about western Europe, the principal institutional forms of adult education include the folk high schools, the residential colleges, the tutorial class, and the study circles. Adult education has been given due importance in China and other countries.

In the communist countries, the government-sponsored movement largely involves political indoctrination. The governments of most developing nations of Asia, including India, sponsor adult education programmes to eradicate illiteracy and co-ordinate opportunities for broadening education. In most of the African coun-
tries identical approach is followed. In Argentina Guatemala and other Latin American countries the "Universidad Popular" i.e. popular university, is an adult education centre, not connected with the formal structure, that offers non credit educational opportunities in a variety of fields. The Mexican government has brought the museum to a high level of excellence as an educational institution. Unidades (Union or Associations) operated by the Institute of Social Security, offers adult education opportunities and other services for thousands of people in and around the large cities of the country. In Japan due emphasis is given to the life-long education and in the Arabian countries the adult education in various forms has emerged right from the advent of Islam.

Adult Education has its history of development in every developing and developed country. It is beyond the scope of this chapter to discuss all such movements in detail. However, in this Chapter an attempt has been made to present the Adult Education Movement in India, in its historical perspective with special reference to Jammu and Kashmir.

1.2 ADULT EDUCATION MOVEMENT IN INDIA

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The tradition of adult education in India is as old as the civilization itself. The social education which we call as adult education today was transmitted through the social and simple religious institutions. Sachdeva has rightly pointed out that India has a long tradition of adult education. The adults used to get education in the Ashrams and Madrassas for qualitative improvement of their life. The education was need based. The medium was very simple and local in its nature. The traditional values and knowledge were maintained and communicated through "Kathakars" "Ramlilas" "Kirtans" and the village markets. These institutions were not related to the economic strivings of the community and did not flourish under their patronage.

In the ancient Hindu period education was meant not only for the children but also for adults. Further, the knowledge and education was not only confined to the "Patshalas" but was also imparted in the villages for villagers.

Muslim rulers gave new dimension to the education and almost every ruler made some contributions to the cause of the education. They also devoted maximum


possible time for the expansion of education. The Khilji's who ruled India after Ghor period gave a new shape to the educational system. Their period was highly favourable to the cultivation of literary knowledge in India. It was in fact that during this period that seeds of scholarship were properly nurtured and high harvest reaped. Education including social education made remarkable advances during the reign of Tuglaq Kings. Feroz Shah Tuglaq himself being an eminent educationist organized the educational system on the regular basis. He also deputed teachers to various parts of the country for imparting instructions to the people at large irrespective of their age. Lodhi dynasty made improvements over the existing system of education. They valued the society of literary men and loved them. They considered promotion of education as their duty, Sultan Sikander Lodhi played a vital role in the expansion of education and it was for the first time that education was made compulsory for the military officers. It was also during the period of Sultan Sikander Lodhi that India became an important centre of civilization.

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8. Elliot and Dewson, "History of India as told by its Historians", Vol. II. P. 215.
10. Ibid.
Mughal Rulers also made vital and valuable contribution for the overall promotion and development of the existing pattern of education. It has been rightly pointed out that Mughals unfolded a new Chapter in the history of education. All the Mughal kings especially Zahiruddin Muhammad Baber, Nasir-ud-Din Mohd Himayun, Akbar Azam, Jahangir, Shah Jahan and others including Shah Alam showed keen interest in the promotion of education and every attempt was made to take education to the door steps and many reforms were introduced in the system of education. The ideals, objectives and curriculum of the existing pattern of education were changed and modified to enable the people to acquire knowledge and education in accordance to their respective aims and ambitions. The Muslim Rulers were influenced by the Islamic concepts of life, wherein Education has been given top most priority and much emphasis has been laid on learning. The "Madrasas" played very important role in this regard. Ziay-ud-Din has rightly pointed out that "Madrasas" were open to every interested person, with the result that learning was wide spread among all types of the people and groups. Secular subjects were taught in the Madrasas.

13. Ibid.
Jaffar has rightly pointed out that Islam has immeasurably contributed to the wisdom of the world and science of the humanity. The very first Surah, with which the holy Quran was revealed is associated with learning.

In the British period, the subject of the education was taken on different footing. The Britishers were fully conscious that literacy is essential for the development and smooth functioning of the British India. They appointed Committees and Commissions to look into the system of education and to recommend the measure for its improvement. With the emergence of a new pattern of education in the British period, adult education gained importance and slowly it was geared to economic activity and state policy. Further, press also played vital role in this respect, as one of the earliest informal agencies of the adult education was the print media. In the year 1780, several English newspapers came into existence in the presidency towns, mainly for the local British Community. The first

16. Supra note 14
Indian owned newspaper "The Bengal Gazette" was started by Ganga Dhar Bhattacharya in 1816. Some Bengali journals were published by the local Christian Missionaries, but the first Indian Newspaper was "Samuad Kaumudi" which was taken over by Raja Rama Mohan Roy in 1882, a year after its coming into existence. A number of papers and journals came up with the passage of time and all these paved way for the Indian education movement.

All efforts were made for the expansion of the adult literacy. In 1901 there were night schools imparting adult education in the provinces of Bombay, Madras and Bengal. The right to vote was granted to the Indians by the Govt of India Act 1919 which proved helpful in the promotion of the adult education. It was felt that Indians could not exercise properly their franchise due to lack of education. Consequently, night schools and night classes were organized in the provinces. Further, untiring efforts were made in the different provinces to make the adult literacy popular among the people. These efforts no doubt suffered a serious setback due to worldwide Economic Depression of 1927, but the fate of adult education, again took a turn for betterment in 1937 with the induction of Congress Ministers in the Govt. The Congress Ministers gave an important place to the adult education and in the year 1939 Adult Education Committee was appointed.
for the first time.\textsuperscript{18} The Indian Adult Education Association, New Delhi was also established in the year 1939 and since its inception, Association has concentrated itself on making the Adult Education Movement popular in the country through its various activities.\textsuperscript{19}

Adult Education has been given a place of priority in the Independent India. The first important, post-Independence development was the emergence of the concept of social education. The Central Advisory Board of Education in its meeting held in January, 1948 appointed a sub-committee under the Chairmanship of Shri Mohan Lal Saxena to report on adult education. The Committee in its report observed that although both literacy and general education form part of the adult education yet greater emphasis should be laid on general education to enable everyone to participate effectively in the social order. This concept of general education was further developed by Maulana Abul kalam Azad, the then Education Minister, who called it as Social Education.\textsuperscript{20} The concept of the adult education with its scope under the banner of "Social Education" (20)

\textsuperscript{18} Rai, B.C., History of Indian Education, Prakashan Kendra, Sita Pur Road, Lucknow, P. 329-30.

\textsuperscript{19} Dutta, S.C., Indian Adult Education Association - an overview, 33th All India Education Conference Souvenir, Trivandrum (Dec. 1985) I.

\textsuperscript{20} Ibid note 7.
was made wide and extensive. In order to develop the qualities of citizenship among the adult illiterates and to make them conscious of their rights and duties, the Education Minister of the Govt. of India presented a Twelve Point Scheme on May 31, 1948. The Scheme provided measures for the eradication of the illiteracy. The scheme was replaced by the Five Point Programme which provided:

1) Expansion of literacy;
2) Propagation of the knowledge relating to health and sanitation;
3) Financial upliftment of the adults;
4) Bringing consciousness among the people about their rights and duties;
5) Providing healthy entertainment in accordance with the emerging needs of the society.

The ideal goals basically meant for the educational and economic upliftment of the common men was enshrined in the preamble to the Constitution. The Nation, immediately after independence resolved to secure to all its citizens, Justice, Social, Economic and Political liberty of thought, expression, belief, faith and worship, equality of status, and opportunity and to promote among them all Fraternity, assuring the dignity of the individual and the unity and integrity

21. Supra note 18.
of the Nation. The Nation's founding fathers considered education as an essential means of achieving the national goals and hence directed that the state shall endeavour to provide within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children, until they complete the age of fourteen years. It is also provided that the state shall promote with special care the educational and economic interests of the weaker sections of the Schedule Castes and Schedule tribes, and shall protect them from social injustice and all forms of exploitation. Further, due importance was given to the social/adult education in every Five Year Plan and every Committee appointed for the improvement, of the Indian Educational System gave due recognition to the Social/adult education.

In the First Five Year Plan (1951-55) social education was defined as "a comprehensive programme of community upliftment through community action". The concept of social education when operationalised at a massive scale did not pay adequate attention to litera-


24. Ibid. See also Art 45 and 46 of the Indian Constitution.
cy, education and retention of literacy. For it was assumed that universal literacy would be achieved in due course of time with the expansion of social system the country to provide free and compulsory education to all children upto the age of fourteen years under the Constitutional mandate.

With the introduction of Panchayati Raj Institutions in the country, the emphasis was shifted to building of these institutions and secure people's participation and the social education went into the background. The rural Education Campaign (Gram Shiksha Mohim) of Maharashtra was another important landmark in the Adult Education Movement. In 1959 literacy was propagated as a mass movement in one of the districts of Maharashtra with a demonstrated political commitment.

The main objectives of the "Mohim" were:

a) Eradicating of illiteracy of the adults within the age group 14-50 through literacy classes;

b) Retaining literacy and enriching the knowledge of neo-literates through the circulating library; and

c) Bringing about all sided development of the village through education centres. This 4-month literacy programme operated only for a short duration of two years (1961-63), though it significantly increased the literacy percentage in Maharashtra, but in the absence of follow-up programme, the neo-literates soon relapsed into illiteracy.

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The idea of pilot project in the field of literacy was approved by the planning commission towards the end of the third five year plan. These projects were to be initiated by some of the State Governments, with a view to gain experience in implementing the projects, so that massive literacy campaigns could be taken up during the Fourth Five Year Plan. These projects, too, proved ineffective in the absence of suitable follow up programmes.

Eradicating of illiteracy remained central to all adult education programmes, but the approach was not target oriented. The universalisation of elementary education also could not be achieved within the specified time as envisaged in the Constitutional Directive. This along with population explosion resulted in the problem of adult illiteracy.

Target oriented approach to adult illiteracy was recommended for the first time by the Education Commission (1964-66) and formed the basis for NAEP.26 Farmer's Training and Functional Literacy Programme (FUT 1967-68) was an inter-ministerial project of the Government of India started in the wake of Green Revolution. In this programme functional literacy was the responsibility of the Ministry of Education, Ministry

26. Ibid.
of Agriculture, was responsible for the farmer's training and Media support through radio, farm-broadcast was the responsibility of Ministry of information and broadcasting. The first type media support programme was experimented later in 1975-76 through the Satellite Instructional Television Experiment (SITE). The programme was given wide publicity and scope through the Indian National Satellite (INSAT) system. Farmers Functional Literacy were extended to 100 districts and 100 N.Y.K's were set up to enable youth to participate in the programme of National Development.

It was in 1978 that the National Adult Education Programme (NAEP) was launched by the Ministry of Education on a Nation-wide scale in a systematic manner. The earlier experience in the field of adult education paved the way for this venture. The conceptual framework of NAEP indicates that it has three components:

a) Literacy and numeracy - to enable the learners to continue self-reliant learning;

b) Functionality aiming at improvement in the learners skills and capabilities in the discharge of his functions, as a wage earner, as a member of the family and as a citizen.

c) Awareness seeking to arouse a sense of social obligation and consciousness in a manner about which poor are deprived of the benefits.


28. Salamatullah and Bareth S.D., Supra note 22.
The UGC guidelines issued in the year 1982 highlighted the importance of adult education programme in the following words:

"It is imperative that the Universities and Colleges become sensitive to the Indian learning needs of the community and respond to the same through relevant learning programmes."

The UGC in order to review the role of colleges/Universities vis-a-vis adult education programmes, set-up a working group in Sept, 1982. The working group was followed by the Review Committee, which submitted its report in the year 1985. The Review Committee suggested the following measures:

1) To permeate extension as third dimension in all disciplines of study at all levels;

2) To develop adult/continuing education departments/centres as a separate interdisciplinary faculty of non-formal education;

3) To launch Mass Campaign by involving the entire students community with their teachers through special literacy camps of 15 days for creating an environmental support and awareness among the people. The programme was named as Mass Programme of Functional Literacy (MPFL).

It was also suggested that programmes of adult education like 'Literacy population education', Environment consciousness, legal literacy, Science for the people' should be launched at the university level by the department of adult/continuing education and
The Universities and other educational institutions have a vital role in this endeavour. Zakir Hussain has rightly pointed out that the new concern is towards those who have to work to earn their living and yet are anxious, to further their education.

The Government of India adopted various National Policies on Education. The National Policy on Education 1986 gave a significant place to the Adult Education. It provided for the organization of literacy campaign for liquidation of mass illiteracy. Special emphasis was also laid on the education of youth and farmers. Under the National Policy on Education 1979, main thrust was laid on the education of the common masses. The importance of the adult education has been rightly identified in the New National Policy on Education 1986 and it has been felt that the critical development issue at present is the continuous upgradation of skills so as to produce manpower resources of the kind and number required by the society. Since participation by beneficiaries in the developmental


30. Zakir Hussain Presidential address on the occasion of silver Jubilee Conference of IAEA, New Delhi, March 1, 1964. See also Bhatia, s.c. ' On the Eternity Vol II (1986) 8

Programmes is of the crucial importance. Systematic programmes of adult education linked with the national goals, such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norm, promotion of women's equality are being organized throughout the country. The National Policy on education 1986 envisages that adult education would be a means for reducing economic, social and general disparities. The Government under new education policy proposed to launch a "Technology Mission" for eradication of illiteracy. NPE envisages that eradication of illiteracy will be launched as a technical or societal mission. Such a approach presupposes that we have to promote a momentous scientific, technological and pedagogic change, which may besides augmenting the range of the communication system, make the process of acquiring literacy quicker and easier. In pursuance of the Mission, efforts have been made to:

1) To improve the physical environment, power supply and illumination of the adult education centres;

2) To facilitate and expedite preparation, printing, distribution of topical and relevant learning materials and learning aids on a decentralized basis;

3) To enrich the process of learning with audio-visual materials by enlarging the range of Tele-

vision and Radio broadcasts and also by developing cheaper and sturdier equipment;

iv) To reduce the timelag between pedagogic research and the assimilation of its results in the teaching learning processes, and

v) To create interactive environment between the electronic teaching devices and the learners.

The National Policy on education 1986 provided that teachers and students be involved on a large scale programme of action so that active cooperation of mass organization of students is sought for reducing economic, social and general disparities. The entire educational system is to commit itself to the cause of creation of environment for eradication of illiteracy. Under Mass Programme for Functional Literacy (MPFL), literacy work has been taken up by a large number of students as "Study Service" viz., specific projects taken up as a part of work experience and social national service which is now reflected in the students' final result sheets in most of the institutions. The Universities and Colleges are expected to give extension work and other Adult Education Programmes, the same importance as is given to the instruction. Extensive programmes includes mass education as well as systematic courses of continuing education for the work force and the professionals. Distance learning tech-

33. Supra note 31.

34. See DAE Literacy Mission Newsletter No. 5, Vol I (May 1987) 9.
Techniques are widely used for this purpose.

In May, 1986 MPFL was launched by involving 2 lakh National Service Scheme (NSS) and one lakh NSS students in the Universities and Colleges. In 1987 National Cadet Corps (NCC) was also involved, under a scheme "maximising involvement of students, teachers and institutions of higher education towards eradication of illiteracy under the umbrella of "MPFL". All the Universities and Colleges have been requested by the commission to involve non-NSS students in the programme up to one tenth of the students involved. During 1988-89, 3.5 lakh students under NSS, 11.5 lakh other students and 0.75 lakh NCC Cadets were involved.

During 1986-87 only 2.3 lakh students (NSS 1.63 lakh + Non-NSS 0.50 lakh) were involved under MPFL and during 1987-88, the involvement was of the order of 1.36 lakh student volunteers (NSS 0.83 lakh + Non-NSS 0.33 lakh + NCC 0.20 lakh). In this venture, there are 136 Universities, in addition to 19 institutions deemed to be the Universities. Number of colleges is 8.040 with the enrollment 37 lakh students. The Departments/Centres of Adult Continuing and Extension are functioning in 105 universities and 2,136 colleges.

35. See DAE Literacy Mission Newsletter Vol I, August, 1988 New Delhi (26)
The programme as implemented as National campaign, in which all sections of society like teachers, students, housewives, ex-servicemen, educational institutions, voluntary organisations, employers in public and private sectors, cooperative societies, financial institutions and every one else was fully involved in the programme for the eradication of illiteracy. Individual and institutional incentives were introduced to attract the students as well as the institutions to join the movement on voluntary basis. It was also decided that detailed action plans both at micro and macro level be formulated involving components like environment building, survey selection of the area of operation and identification of master trainees and volunteers, production of teaching-learning material, supply of literacy kits, media coverage and support arrangements for post-literacy and continuing education and evaluation of learning outcome and monitoring.

The programme no doubt was run with the active cooperation of the people, but to ensure that the neo-literate coming out of both the centre based and volunteer based programmes do not relapse into illiteracy. The Central Government launched National Literacy

36. Ibid.
Mission in 1988. The NLM aims at providing functional literacy to 80 million adult illiterates by 1995. This objective implies that the persons made literate would achieve self-reliance in literacy and numeracy, become aware of the causes of their deprivation to achieve self-reliance in literacy and numeracy, become aware of the causes of their deprivation to participate effectively in the development process, acquire skills to improve their economic status and general well being and imbibe values of national integration, conservation of environment, women's equality, observance of small family norms etc. The three important implications of NLM are existence of unmistakable political will, commitment application of tested and proven scientific and technological research for the benefit of the deprived sections of society and involvement of all sections of society, such as political parties, employers, trade unions, voluntary agencies, youth teachers, students, house wives, ex-service men, prison management staff, cooperatives and banks and other financing institutions. At the same time NLM is a Social Mission, National Mission and a technology Mission. The important strategies to achieve the objective of NLM include increasing motivation secure people's participation, increasing involvement of voluntary organizations.

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agencies, improving the ongoing programmes, launching mass movement of literacy involving educational institutions, teachers, students youth, ex-service men, employers, trade unions, co-operatives, institutionalizing continuing education through establishment of Jana Shikshan Nilayam's (JSN's) ensuring availability of standard teaching/learning materials technology demonstration of development, transfer and application of techno-pedagogic inputs and an effective management information system.

Important achievements in the field of adult education, after launching of NLM in 1988, include building up of an environment conducive to literacy, encouraging response from multifarious agencies for participation in the programmes, improvement in training programmes, standardization of a number of teaching/learning materials, a move towards computerized management information system and providing a few pedagogic inputs in selected technology demonstration districts. The thrust under the programme has shifted from mere enrollment to attainment norms, preventing and minimizing the incidence of drop-out as also relapse into illiteracy by providing a linkage between basic literacy, post literacy and continuing educa-
The number of voluntary agencies participating in the programme has increased to about 750. The mass campaign aiming at complete eradication of illiteracy in selected districts/blocks have met with considerable success. Over 30000 JSN's have been sanctioned to cover adult education centres run under the agencies of RFLP, SAEP, voluntary agencies, NYK's and University Departments of Adult and Continuing Education. The Kottayam city and Ernaikulam district in the state of Kerala have already achieved total literacy, under area-based approach scheme. This area adoption approach for achieving total literacy of the area was later carried in other districts of the remaining states, such as Goa, Bihar, Rajasthan, Karnataka, Uttar Pradesh, Maharashtra etc. The area adoption approach declaring the district/block/Taluka etc. literate was named as TLC (Total Literacy Campaign).

1.3 The Present Study: "Need and Importance

The existing nomenclature of Adult Education in India took its shape on the 2nd October, 1978 and came known as National Adult Education Programme. Jammu and Kashmir State also started this nation wide programme on the same day when the first Adult Education class was conducted at Sher-Pathri, Ganderbal by, the then

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Chief Minister of Jammu and Kashmir, with the aim of making 1.3 million adults literate in the age group of 15-35 up to the end of the sixth, 5-year Plan. In fact, since then a substantial number of adults has been made literate and as per the latest figures available 17 projects were functioning in the state by the end of 1988 with an enrollment of 85,000 taking part in the programme.

The state government is the main implementing agency of the programme of the state though some voluntary organizations like Shramik Vidya Peeth, Nehru Yuvak Kendra's and some trusts are also functioning in the Jammu division of the state. In Kashmir division the University of Kashmir, is the only non-governmental organization, which is running adult education centres under area based approach scheme (RFLP) and under the auspices of the centre for adult and continuing Education and extension. Another organization functioning in the University of Kashmir is the state Resources Centre, which provides resources inputs in terms of Teaching Learning materials for learners, training of functionaries, studies surveys, running of AE centres, and above all monitoring and evaluating the adult education programme in operation.

37. Literacy Statistics at a Glance: DAE M.O.E. and S.W., Govt. of India, New Delhi (1977)
Regular monitoring and evaluation is the most crucial part of adult education programme. Monitoring refers to assess the outcome of the programme in terms of both the content and quality as well as the pace of implementation and total progress made. It implies collection and compilation of periodic information, about various activities constituting the programme. Evaluation refers to both evaluation of learning outcome, process as well as impact of evaluation, it means assessment of teaching in concrete measures are undertaken from time to time for improvement in the quality of implementation.

The evaluative studies conducted by various organizations in Jammu and Kashmir state from time to time are as under:


An review of these studies reveal that the pro-
gramme mainly rotates round literacy neglecting the
other two components of the (NAEP) programme, i.e.
Awareness and Functionality. There is a lack of clarity
among the gross root level functionaries regarding the
meaning, the content and the method of teaching adults.
It has been also expressed by the field functionaries
that there is much of overlapping in areas of awareness
and functionality. The objectives of developing social
awareness leading to functional improvement among the
learners seems to be quite difficult in the absence of
complete and clear guidelines to be provided by the
organizer with reference to socio-cultural and politi-
cal milieu of the state. There is again a common feel-
ing among masses that the programme does not run
smoothly and, therefore, is not able to achieve the
formulated objectives. This is substantially the Review
Committee's Observations. Some other researches con-
ducted from time to time support these findings. Sala-
matullah while reviewing some of the research studies
on adult education reported that "Adult Education has
been narrowly conceived as teaching illiterate adults
to read and write". He further reported that "Even this
limited objective has not been achieved with a reason-
able degree of success".

40. Salamatullah and Baretn B.D. Suora note.
A gigantic task of achieving 100 percent literacy by the turn of this century (Education for All by 2000) calls for immediate attention and constant efforts to be taken for strengthening the programme. As such some new operational strategies like the "Mass Movement for Functional Literacy" National Literacy Mission, "Jana Shikshan Nilyam" has been undertaken by the Govt of India as well as by the state government. But the query still remains unclarified as to whether adult education has contributed to the increase in literacy percentage as also to the people of the state. The future projections framed by policy planners from time to time show that the targets fixed from time to time are not being achieved fully, the implementing agencies feel helpless for want of adequate resources and provisions to be provided to the field functionaries. The common masses feel impassionate by the strategies and plans of the government. The project authorities feel handicapped in motivating the adult learners, engaging capable instructors, providing adequate training facilities, supplying need-based instructional material, managing and equipping adult education centre effectively, providing necessary facilities for effective supervision to the supervisors. Leaving the supervision of AEC unchecked, the neo-literates relapse into illiteracy and as a result no corrective measures are drawn. Besides the linkage with the developmental departments
formulating need based curricular and co-curricular programme ensure effective coordination with developmental departments. These objectives need to be looked objectively with a view of suggesting measures for further improvement. Therefore, present study proposes to make an indepth study into such and other interrelated questions. The investigator shall attempt to find effective ways and methods of evaluating the adult education programmes being run in the valley. It is against this background that the present investigator chose to undertake the study entitled, "An Objective Based Evaluation of Adult Education Programme in Kashmir Valley".

1.4 Statement of the problem

The problem that was selected for the present investigation reads as under:

"An Objective Based Evaluation of Adult Education Programme in Kashmir Valley"

1.5 Objectives of the Study

In order to carry out the evaluative study meaningfully, the following objectives were formulated:-

1. To construct and standardise Literacy Achievement Test for Adult beneficiaries.

2. To develop an Interview Schedule for the assessment of level of awareness of adult education beneficiaries.
3. To develop an Interview Schedule for the assessment of the level of functionality of the adult education beneficiaries.

4. To compare male and female adult education beneficiaries on Literacy Component of Adult Education Programme.

5. To compare male and female adult education beneficiaries on Awareness component of Adult Education Programme.

6. To compare male and female adult education beneficiaries on functionality component of Adult Education programme.

7. To undertake district-wise comparison of Adult Education beneficiaries on the literacy component.

8. To undertake district-wise comparison of adult education beneficiaries on the awareness component.

9. To undertake district-wise comparison of adult education beneficiaries on the functionality component.

1.6 DEFINITION OF TERMS AND VARIABLES

Keeping in view the objectives formulated for the present investigation, the investigator deemed it proper to explain the terms and variables from operational view point in the following manner:-

1) Objective Based Evaluation

It shall mean an evaluation of the essential components of adult education programme viz., literacy, awareness and functionality with reference to the objectives laid down by the policy documents. Different educationists, policy planners have given different definitions and descriptions. The explanation of evaluation has undergone a continual revision from time to
time in view of the tremendous influence of new ideas from numerous researchers and project planners, involved in the field. However, educationists agree that evaluation of Adult Education Programme means, to make an assessment of the programme by identifying its strengths and weaknesses. It also involves an assessment of the difficulties encountered by the workers in implementing the programme and to help the organizers of the programme in taking short term and long term decision about the betterment of the programme.

For the present study the objective based evaluation means—to determine the extent to which the learners exhibits their achievement when called upon to do so. Therefore, evaluation is to determine, as accurately as possible, the progress that learners are making in achieving the objectives of adult education programme within the prescribed time period. Thus objective-based evaluation for the purpose of the present study means as assessment of the achievement made by the learners with respect to the objectives formulated for the present study.

Adult Education

Adult Education is a package of educational programmes for adults, outside the formal system aiming at providing more information and better knowledge and skills for improving their life styles and also their
earning capacities.

The Encyclopedia of Britannica\textsuperscript{41} (Vol I) – Signifies adult education or any form of learning undertaken by or provided for mature man and women. The three broad objectives of adult education are:

a) Giving rise to much adult education throughout the world is that man and women should be helped to acquire the knowledge they missed in youth i.e., to make men and women literate.

b) Adult education should be the means by which the conditions of man and his society are directly improved. The quality of community or a nation rests fundamentally on the knowledge, ability and moral character of its citizens.

c) A third broad objective is that adult education should be a means of advancing the self interest of those who provide it. It should be multipurpose and continuous process;

\textit{In Encyclopedia of Americana}\textsuperscript{42} Adult Education means all experience that help mature men and women, to acquire new knowledge, understandings of skills, attitudes, interest or values. In the broadest sense, the adult education includes the activity of people, learning together, the process by which individuals learn systematically from daily experiences, and a popular movement that combines all these activities and processes. The movement is dedicated to the improvement of adult learning process, the extension of opportunities

\textsuperscript{41} Encyclopedia of Britannica, Vol.I, 110, Britannica, Inc.

\textsuperscript{42} Encyclopedia of Americana, Supra note2.
for adult to learn and the development of ways to raise
the general cultural level.

Berner (1962)⁴³, viewed "Adult Education as the
action of an external educational agent in purposefully
ordering behavior into planned systematic experiences
that can result in learning for those for whom such
activity is supplemental to their primary role in
society and which involves some continuity in an ex­
change relationship between the agent and the learner
so that the educational process is under constant
supervision and direction".

This adult education programme in the nation was
renamed as "National Literacy Mission" in 1988. The
objective of Mission is to impart functional literacy
to 80 million people by 1995 in 2 phases.

For the present study adult education means the
adult instructional programme being run by the State
Government under National Literacy Mission. For this
purpose, the Government has set up adult education
centres throughout the state.

The adult education programme consists of three
components namely literacy, awareness and functionali­
ity. For the purpose of the present study, these compon-

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ents were defined as under:—

**Literacy**

Comprising three components. The sub-components were further elaborated as under:—

**Reading**: Whether the adult learner is able to read alphabets, two and three lettered combinations from the given primer and is in a position to read his name and address.

**Writing**: Whether the adult learner is in a position to write alphabets two to three lettered combination from the given primer. Whether he is in a position to write his name and address.

**Numeracy**: Whether the adult learner is able to read and write counting from 1-100 and is able to do small sums of addition, subtraction and fraction.

**Awareness**

Whether the adult learner has any information about child care, preventive, curative measures of health and hygiene, balanced diet, advantages of small family norm, about his rights and duties.

**Functionality**

Whether the adult learner is in a position to read, road signs, bus numbers, bus routes and posters regarding developmental programmes. Whether the adult
learner is in a position to engage himself in a meaningful way utilizing the job avenues in the vicinity, applying basic principles of health and hygiene in his family life.

Kashmir Valley

The experts in the field of Adult Education have continuously emphasized the need for undertaking formative research in the field. But, very little has been done in this direction. Although some research studies have been conducted at the individual institutional levels, yet most of them have relied heavily on the formal information received in the coordinating officers in terms of the reports submitted by the functionaries. There are very rare instances, where on-the-spot observation and recording has taken place. It is against this background that investigator was motivated to undertake an impact study covering adult learners of the Kashmir, spread over remotest and farthest areas of the Valley of Kashmir.

The population and number of adult education centres functioning in each district as per the estimates of 1991 is as under:-

Introduction 35
Kashmir Valley as a geographical entity is composed of six districts, 25 tehsils and administrative blocks. Out of the six districts, one district i.e. Kupwara is the borderer district and District Baramulla is a semi-borderer district.

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