CHAPTER III

Problem and Purpose

1. Statement of the Problem
2. Scope of the Study
3. Objectives of the Study
4. Hypotheses of the study
5. Definitions of certain terms used
6. Need and Importance of the study
7. Limitations of the Study
3. Problem and Purpose

The present chapter deals with the statement of the problem, scope of the study, objectives and hypotheses of the study, definitions of certain terms used, need and space importance and limitations of the study.

3.1 Statement of the Problem

The topic of research entitled ‘A study of approaches adopted in Adult Education programmes implemented in Andhra Pradesh with particular reference to West Godavari district’.

3.2 Scope of the Study

The main intention of the study is to analyse the approaches that are followed in adult education programmes and to analyze the positive and negative aspects related to different strategies adopted in those programmes in the selected district of Andhra Pradesh, the study attempts to identify the type of relationship between different aspects (Administrative, Pedagogy, Motivational and Financial Aspects) of the selected programmes (NAEP, TLC, AMP and ASP) and the variables such as gender, age and experience.

3.3 Objectives of the Study

The main objective of the study is to understand the approaches that are followed in adult literacy programmes and analyze the relative merits and constraints of different approaches adopted in the selected programmes implemented in Andhra Pradesh with particular reference to West Godavari district, the study is designed with the following specific objectives:

- To identify the positive and negative aspects of NAEP, TLC, AMP, ASP as perceived by the respondents
- To analyse the response patterns of the sample on positive and negative aspects of NAEP, TLC, AMP, ASP based on personal variables
- To assess the relative merits (positive aspects) and constraints (negative aspects) of the approaches adopted in NAEP, TLC, AMP, ASP in terms of
administration, pedagogy, motivation and financial aspects of implemented in
the selected district.

- To draw the inferences relating to the best practices to be adopted for future
programmes on selected areas i.e., administration, pedagogy, motivation and
finances.

3.4 Hypotheses of the study

Based on the above objectives, the following hypotheses are formulated:

1. The sample do not differ significantly in their perception on administrative
aspects in NAEP in terms of personal variables (gender, age and experience).
2. The sample do not differ significantly in their perception on pedagogical
aspects in NAEP in terms of personal variables (gender, age and experience).
3. The sample do not differ significantly in their perception on motivational
aspects in NAEP in terms of personal variables (gender, age and experience).
4. The sample do not differ significantly in their perception on financial aspects
in NAEP in terms of personal variables (gender, age and experience).
5. The sample do not differ significantly in their perception on administrative
aspects in TLC in terms of personal variables (gender, age and experience).
6. The sample do not differ significantly in their perception on pedagogical
aspects in TLC in terms of personal variables (gender, age and experience).
7. The sample do not differ significantly in their perception on motivational
aspects in TLC in terms of personal variables (gender, age and experience).
8. The sample do not differ significantly in their perception on financial aspects
in TLC in terms of personal variables (gender, age and experience).
9. The sample do not differ significantly in their perception on administrative
aspects in AMP in terms of personal variables (gender, age and experience).
10. The sample do not differ significantly in their perception on pedagogical
aspects in AMP in terms of personal variables (gender, age and experience).
11. The sample do not differ significantly in their perception on motivational
aspects in AMP in terms of personal variables (gender, age and experience).
12. The sample do not differ significantly in their perception on financial aspects
in AMP in terms of personal variables (gender, age and experience).
13. The sample do not differ significantly in their perception on administrative aspects in ASP in terms of personal variables (gender, age and experience).

14. The sample do not differ significantly in their perception on pedagogical aspects in ASP in terms of personal variables (gender, age and experience).

15. The sample do not differ significantly in their perception on motivational aspects in ASP in terms of personal variables (gender, age and experience).

16. The sample do not differ significantly in their perception on financial aspects in ASP in terms of personal variables (gender, age and experience).

3.6 Definitions of certain terms used

3.6.1 Literacy

As per the Census of India (2011), the term of literacy has been defined as 'both an ability to read and write in any language. As per the National Literacy Mission, the term of literacy goes beyond census definition and focuses on functional literacy. It has defined literacy as "acquiring the skills of reading, writing and arithmetic and the ability to apply them to one’s day to day life (NLM, 1994)". Further, the National Literacy Mission prescribed the following levels in Three R’s to declare a person as functionally literate. In this study, the term ‘literacy’ is used to refer to functional literacy.

Reading

➢ Reading aloud with normal accent simple passages on a topic related to the interest of the learners at a speed of 30 words per minute.
➢ Reading silently small paragraphs in simple language at a speed of 35 words per minute.
➢ Reading with understanding road signs, posters, simple instructions and newspapers for neo-literate etc.
➢ Ability to follow simple written messages relating to one’s working and living environment.

Writing

➢ Copying with understanding at a speed of 7 words per minute.
➢ Taking dictation at a speed of 7 words per minute.
➢ Writing with proper spacing and alignment.
Writing independently short letters and applications and forms of day-to-day use to the learners.

**Numeracy**

- To read and write 1 – 1000.
- Doing simple calculations without fractions, involving addition, subtraction up to three digits and multiplication and division by a single digit number.
- Working knowledge of metric units of weights, measures, currency, distance and units of time.
- Broad idea of proportions and interest (without involving fractions and their use in working and living conditions)

### 3.6.2 Adult Education

Educational activities offered through formal, non-formal or informal frameworks, targeted at adults aimed at advancing or substituting for initial education. Adult education provides adult instruction in vocational, technical, and adult continuing education. Adult students include those who want to update job skills, learn a new trade, or need to master the basics such as reading, writing, and numericals. In Indian context, the term ‘adult education’ is mostly used to refer to adult literacy programmes.

### 3.6.3 Continuing Education

Continuing Education is a general term referring to a wide range of educational activities designed to meet the basic learning needs of adults. It is an essential extension of literacy and primary education to promote human resource development. In the present study ‘Continuing Education’ refers to the courses offered under continuing education programme designed by the National Literacy Mission and implemented by several types of programmes such as post-literacy, equivalency programmes, income generating programmes and quality of life improvement programmes.

### 3.6.4 Non-literate

The words ‘Non-literate person’ and ‘illiterate person’ are used interchangeably to refer to one who cannot read and write with understanding a simple statement related to her/his everyday life even if he/she may have been to school.
3.6.5 Post-literacy

The term ‘Post-literacy’ is used to refer to the phase in literacy continuum in which literacy activities taken up immediately after completion of basic literacy programme either at individual level or at government level. In this phase, learners of basic literacy will move from guided learning to self-directed learning. Programmes are designed to maintain and enhance basic reading, writing and numeracy skills. They are usually of short duration and organised to develop specific skills for specific purposes.

3.6.6 Neo-literate

A person who has acquired the minimum level of literacy is called as ‘neo-literate’. The term often refers to those who have recently completed a literacy course and have demonstrated the ability to continue to learn on their own, using skills and knowledge they have obtained, without direct guidance of instructor.

3.6.7 Administration

Administrative aspects cover the structure created for implementation of the programme, mechanism adopted for monitoring and evaluation, the personnel involved, their roles and responsibilities etc., relating to the adult education programmes.

3.6.8 Pedagogy

Pedagogy is the study of the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also referred to as the correct use of instructive strategies. This is a critical component of any literacy programme. It includes all teaching-learning methods and material used in the programmes. Process and duration of Training of volunteers are part of pedagogical strategy and are included in the study.

3.6.9 Motivation and mobilisation

Motivation of learners and mobilisation of community are key elements in any literacy programme. These terms are used to refer to the activities conducted to motivate the learners and mobilise civil society towards adult literacy programmes. Various strategies are adopted in adult literacy programmes to achieve the goal. They
include publicity campaign through mass media, kalajathas (cultural programmes) at village level, rallies, direct interaction with learners, etc.

3.6.10 Finance

The resources and funds provided for implementation of the programme include funds allotted for teaching, learning material, training of volunteers, amount allocated for motivation and mobilization, incentives given to the volunteers and other resources provided for the programme.

3.7 Need and Importance of the study

The study is expected to throw light on different approaches and strategies in terms of various aspects viz., Administrative, Pedagogy, Motivation and Finance adopted in implementing the adult education programmes. The study would help in identifying the deficiencies as well as strengths of different literacy programmes with particular focus on the aspects such as administrative structure, pedagogy, motivation and mobilisation strategy and financial matters so as to suggest measures to the policy makers and programme administrators. Further, the study would help in pinpointing the success or failure of the programmes concerned. The study would also bring out the strengths of different aspects which yielded better results and success of the programmes, thereby achieving success in the on-going and proposed programmes of literacy. Thus, the present study would help the planners and administrators in formulation and designing of adult education programmes as well as in selection of suitable approach(s) in implementation of the proposed programmes successfully.

3.8 Limitations of the Study

Every social science researches subjected to certain limitations. This study is not an exception. The limitations of the study are, generalization and longitudinal effects. The generalization of the research findings are limited because they are generated in a study confined to specific geographical area having certain level of socio economic development. The second is the longitudinal effect. The study has compared four programmes conducted in different periods of time in a span of 30 years by taking four aspects in all the programmes. So naturally there is a temporal variation. Though the national/state level programmes are taken for analysis, the researcher is confined to study the selected programmes in one district in the state.
Thus, the results are not generalised and may be applicable to the districts which are having similar socio-economic environment. Further, the study has limitations such as differential sample from one programme to the other, use of open ended questionnaire and a set of statistical techniques such as percentages, chi square and P values.

The method of investigation including the tools and techniques used, locale of the study, type of aspects covered, collection of the data and analysis of data are presented in Chapter -IV.