

**ADULT EDUCATION
RESEARCH
IN INDIA**

A STUDY

**Salamatullah
Satya Deo Bareth**

INDIAN ADULT EDUCATION ASSOCIATION

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PREFACE

It is the report of a study of research in adult education. This is the first attempt to review all the known researches completed so far in the field of adult education in India. It concerns both the researches for which research degrees have been awarded by Indian Universities, and those that have been completed by other institutions and organisations or agencies.

As perusal of this study would show, the state of research in adult education in India is rather weak. And it is not surprising either. For, research in a subject or discipline gains momentum only when it is so well established in the field of academic studies that varied problems connected with its theory or practice begin to attract attention for serious study without which neither the frontiers of knowledge concerning subject can extend nor will its functional value, if any, increase. We know that in India even the subject of 'education' of which adult education is only a specialised branch, was for long a distant star in the galaxy of academic disciplines. 'Education' had been considered as synonymous with practice of teaching which required mastery of a few tricks of the trade, and therefore, not a subject fit for any intellectual study or research. Adult education has fared even worse in this respect.

Adult education came only recently on the Indian scene and that, too, with very restricted meanings and scope, that is, teaching illiterate adults the skills of reading and writing. But even this limited objective could not be achieved with any reasonable degree of success mostly for lack of motivation on the part of learners, unsuitable methods and faulty organisation or administration.

It is only in a few Indian Universities and institutes that adult education has been taken up as a subject of higher studies in the post-independence period. Adult education programmes have also been launched on a wider scale, and certain problems that confront in implementing the programmes have been identified. Some of these problems have received the attention of research workers, and their researches are available either in the form of theses/dissertations for which universities have awarded degrees or in the form of project reports which have been published.

There is a need to evaluate these research studies in order to provide guidance and ready reference for those who would like to conduct research in adult education. The present study in an endeavour to fulfil this need to some extent. This study may also indicate the areas of adult education in which research is needed on a priority basis in order to provide right direction to the planners and administrators in formulating policies and programmes for adult education in India.

I am personally beholden to all the friends and fellow professionals who spared the time to abstract and review the studies on my request. This work could never have seen the light of the day without their timely help and cooperation.

Last but not least, a word of appreciation is due to Mr. S.D. Bareth, the research associate for the project, who assiduously and sincerely assisted me in seeing the project through. I am particularly thankful for his contribution of the first two chapters to the Report.

My thanks are also due to Mr. J.L. Sachdeva who helped in bringing out the report in the printed form.

NEW DELHI
December 13, 1984

SALAMATULLAH
Project Director

CHAPTER I

INTRODUCTION

Need for the Study

Adult education is now assuming the status of a social science discipline in India and growing as a distinctive field of study and research. The concept and programmes of adult education have developed a great deal since India achieved independence in 1947. The need for adult education is being increasingly recognised, particularly in the area of development. As such, research in adult education has a significant role to perform in the over-all development of the country. Since the process of adult education is closely linked with the human resources in variegated forms, the scope of adult education research needs to be broadened by drawing upon the relevant knowledge from the other social sciences, e.g. sociology, economics, education, etc.

As the programme of adult education in India is now being pursued, more or less, all over the country, and a large number of adult education institutions of different levels have come into being, the scope of research in adult education has also become wider. Important developments in the field are the establishment of departments of adult and continuing education in the Universities and creation of Resource Centres for adult education in most of the States. Moreover, the adult education programme has been linked up with the overall process of development. This has further enlarged the scope of adult education research.

It was with this background that the Indian Adult Education Association, a pioneering institution in the field of adult education in India deemed it necessary to undertake a study of research carried out in the country in the field of adult education.

The present study was preceded by a National Seminar on Research in Adult Education organised by Indian Adult Education Association and held at Hyderabad during February 28-March 3, 1982.

Objectives of the Study

The main aim of the study was to critically review the research studies with a view to providing academic support to the movement of adult education in the country, and ready reference material to research workers in the field. The specific objectives of the study are listed below :

- (a) Identify and collect information on studies and researches on adult education conducted by individual researchers/universities and other institutions/organisations;
- (b) Prepare an inventory of research studies and to classify and categorise them under different areas/aspects/subjects of adult education;
- (c) Get the abstracts of the selected research studies prepared;
- (d) Critically review the research studies in terms of directions which they can give to policies and programmes of adult education;
- (e) Identify the gaps and limitations in research on adult education from the point of view of content, coverage and methodology;
- (f) Identify and suggest priority areas/aspects/topics/subjects of adult education which need to be researched;
- (g) Suggest directions that future research activities may take in the field of adult education and to evolve a broader national research strategy in adult education with long-term and short-term perspectives;
- (h) Provide policy guidelines for programme formulation, implementation and evaluation in adult education and :
- (i) Provide a sound research base for prospective adult education functionaries;

Scope and Limitations of the Study

Adult education, for the purpose of the present study, has been considered in its broader perspective and is not confined to literacy education alone. All the organised educational efforts outside the formal system aiming at improving the quality of life of the people have been included in adult education. A fairly detailed account of the changing concepts of adult education in the historical perspective has been given in the next chapter.

Research implies the use of scientific, standardised procedures in the search of knowledge. Keeping this in view, we have considered the following material as research in adult education for the present study :

- (a) Doctoral theses concerning adult education for which the Ph.D. degree has been awarded by an Indian University (Appendix-I)
- (b) Reports of research projects, including evaluation, appraisal reports of specific programmes of adult education in India, conducted by individuals and/or institutions in India (Appendix-II)
- (c) Master's level dissertations concerning adult education for which the M.Phil./M.A./M.Sc./M.Ed. degree has been awarded by an Indian University (on a selective basis).

Research conducted on adult education in India by foreign universities and institutions/organisations does not come within the purview of our study. Nor have the narratives of experiments in adult education been considered research for our purpose. We have limited our study to only full-length complete researches. The research articles published in journals or otherwise have not come within the purview of this report. With regards to Master's level dissertations, too, a selective approach has been adopted, because research at this level is mainly aimed at providing training in elementary methods of research to postgraduate students and does not generally satisfy the criteria of research. Therefore, the final analysis concerns only the first two categories i.e. (a) and (b).

Subject to the limitations pointed out above, all the 'Research studies' conducted so far (till September 1984) have been considered in the present study excepting a few which could not be made available to us for various reasons.

One of the major limitations of the present study has been that the review and overview of researches presented in this report is based on the abstracts and reviews provided by a number of reviewers of individual studies spread all over the country. This procedure had to be adopted in response to the exigencies of the situation, as indicated later. This fact might have caused disparity in the standard of reviews done by different reviewers inspite of the guidelines provided by us for the purpose.

The Procedure followed

For locating research studies about 700 institutions/organisations were identified and approached mainly through correspondence to furnish information regarding research on adult education completed under their auspices (Appendix-III). These included :

- (a) Indian Universities, Post-Graduate Departments/Colleges of Adult/Continuing Education, Home Science, Social Work, Education, Psychology, Economics, Sociology, Anthropology and Agricultural Extension.
- (b) Voluntary agencies working in the field of adult education (National and State-level and some others) :
- (c) Recognised Social Science Research Institutions/Organizations in the country :
- (d) State/Regional Resource Centres for adult education in the country : and
- (e) Leadership concerned with adult education movement in the country.

Besides, certain well-known published bibliographies and reference materials were consulted to identify the titles of studies on adult education (Appendix-IV). Some of the con-

cerned organizations and institutions located in Delhi and outside were also visited personally for this purpose.

Bibliographical cards were prepared initially for over 400 titles on the basis of all these sources. An examination of the research titles collected through various sources as referred to above revealed that the term research in adult education has been used rather loosely to designate even such works which could neither be called research nor did these concern adult education. Such titles were, therefore, eliminated from the list of research studies. After screening the titles only 50 Doctoral theses and 85 other research studies conducted by institutions and individuals were found to be suitable for our purpose. So far as the Master's degree level dissertations are concerned, only 51 titles appeared to have some relevance to our studies.

The titles of research studies on adult education having been identified, the first step we should have taken was to collect all these studies so that their abstracts and reviews could be prepared. This was a stupendous task, and well beyond the realm of possibility to execute, because of the constraints of time and resources available. Under the circumstances, we had to seek help and cooperation of quite a few knowledgeable fellow-professionals at those very places where these researches were available in the libraries of the institutions concerned. A list of these persons is given (Appendix V).

In order to achieve a modicum of uniformity in the abstracts and reviews to be prepared by different experts, we supplied them the following materials :

1. Documentation proforma for identification of research studies in adult education (Appendix VI).
2. List indicating the areas/aspects of adult education under which studies may be classified, (Appendix VII).
3. Suggestive guidelines for preparing abstracts and critical reviews of studies (Appendix VIII).

Although abstracts and reviews of all the identified studies could not be prepared for different reasons, we were able to procure a large proportion of them. Finally the number of

studies which have been used for analysis in the present study were as follows :

Doctoral thesis :	46
Research project reports :	71
M.Phil/Master's level Dissertations :	51
	<hr/>
Total	168
	<hr/>

For the purpose of classification of the research studies, we identified initially 22 areas/aspects of adult education. But the picture that emerged did not seem to be much meaningful for analysis of the studies and subsequently for an over-all review of research in adult education. This led us to finally classify the studies into the following four broad categories :

- (a) Studies concerning the learner.
- (b) Studies relating to administration and organization of adult education :
- (c) Studies on evaluation of adult education programme : and
- (d) Miscellaneous studies.

The report of the project 'Study of Research in Adult Education' discusses in the next chapter, various concepts of adult education in order to provide a background for understanding why the research studies abstracted and reviewed in Chapter III have been selected for the purpose of our study.

Chapter III presents a review of each study under the area concerned. The doctoral theses and research project reports have been treated separately under each area.

The Master's level dissertations are, however, discussed under a separate head. The purpose of discussing an individual research study by its title is to give some idea of the objectives of the study, methodology and tool and techniques used in the study, its main findings, and, above all, its quality as a piece of research. It may, however, be noted that the intention of this exercise is not to proclaim a positive or negative verdict on a particular study, but to use the reviews of individual

researches for giving an over-view of the state of research in adult education. This, we have done in the next chapter, i.e. chapter IV which is followed by a perspective for future research in adult education in Chapter V. The last chapter gives a summary of the main findings and recommendations of the present study.

It is hoped that the study would prove useful for academics, administrators, planners and activists in the field of adult education.

CHAPTER II

CONCEPTS OF ADULT EDUCATION

The present study deals with research in adult education in India. The objectives of the study have been specified in the preceding chapter. The study covers all the researches carried out in adult education upto now.

The concept and scope of adult education have been changing with the change in political and socio-economic situation in the country. This chapter attempts to provide an account of the concept of adult education as it has changed from time to time.

The efforts made during the colonial rule in the name of adult education were confined to certain pockets of the country and broadly linked with the freedom movement. The early efforts took the form of night schools and jail schools with accent on adult literacy. Under the leadership of Mahatma Gandhi the freedom struggle took the shape of a mass movement. Literacy work was taken-up as a part of the constructive programme launched by Gandhiji. The aim of the literacy classes and night schools in urban and rural areas was that the common man must acquire literacy skills so that he may take part in the process of self-government. National schools and colleges established in the wake of the freedom movement as well as a few provincial governments undertook the work of adult literacy. Adult education programmes were also started by the princely states of Mysore and Baroda. The outstanding features of the Mysore programme were regular literacy classes on a massive scale, establishment of a public library system and dissemination of scientific knowledge among the neo-literates by publication of a magazine, *Vigyan*. Similarly, the adult education programme of the Baroda state emphasised setting up of libraries and reading rooms and encouraging people to take advantage of them.

The popular ministries established in the provinces under the Government of India Act, 1935 expanded the literacy work on a large scale. Adult Education was considered as a definite responsibility of the Government. The establishment of mass literacy committees in Bihar from the State level down to the village was a significant development. The efforts made in other provinces like Punjab, Bombay and a princely state like Mysore were also remarkable. However, the provision of a systematic post-literacy programme was almost absent and this had harmful implications for the mass literacy movement which received a great set-back only within two years, when in 1939 the popular ministries resigned. The Adult Education Committee appointed by the Central Advisory Board of Education in 1938 emphasised the training of literacy teachers, and also dealt with other aspects like motivation of adults, use of audio-visual media, programmes for the retention of literacy and continuing education. The efforts made by various institutions and individuals during that period were also important in a way that they gave a fillip to the movement of adult education before independence and helped to shape it.

The post-mass literacy movement period (1939-48) witnessed a number of significant experiments in adult education conducted by various organisations, such as, Idara-e-Talim-O-Taraqi, Delhi, Bengal Social Service League, Calcutta, Bombay Literacy Committee and Mysore City Literacy Council, etc. These experiments brought home the fact that the scope of adult education centres should not merely be confined to literacy education. These centres should also be able to cater to the broader educational needs of the literates, neo-literates and illiterate adults of the community. General education for creation of political awareness and civic consciousness was considered as an important activity of the adult education centres. The inadequacy of motivation for literacy among the adults was realised by the adult educators. This background led to diversification of the activities and programmes of adult education in the experiments referred to above.

Voluntary efforts in adult education were taking shape in the pre-independence period. The establishment of Indian Adult Education Association in 1939 as an apex body of voluntary

organizations was a significant event in the growth and development of adult education movement in the country.

In short, the concept of adult education, to start with, was synonymous with training in literacy skills in its early phase. The concept was later expanded to include diversified activities to create socio-political awareness as demonstrated by various experiments. However, it remained limited in its sweep and treatment.

The development of adult education as a movement, and discipline is a post-independence phenomenon. Although the roots of its comprehensive concept could be traced in the pre-independence period, it took a definite shape through various programmes and activities only after independence when the socio-economic development through planned efforts became the order of the day. Adult education has not only been recognised gradually as an important educational input in the overall process of national development but its concept has also been broadened from teaching of 3 R's to non-formal life-long education.

Now we shall describe the post-independence efforts made in the field of adult education to see the development of its various concepts.

India's independence in 1947 came with multifarious challenges for nation building. The wave of public enthusiasm which swept the country on achievement of freedom from the foreign yoke needed to be harnessed for socio-economic development and building of a self-reliant and prosperous nation. It was in this context that the concept of 'Social education' was put into operation along with the Community Development programme which emphasised people's participation and involvement in the integrated process of development. Social education emerged as an important component of the Community Development Programme. With the initiation of land reforms in the country agricultural extension services were also linked with literacy training of farmers. One of the prominent features of social education was the organization of adult education programmes on a massive scale for the 'education of a complete man'. Defining social education, the then Education Minister Maulana Abul Kalam Azad said :

"We may say that Social education has three aspects, namely, (a) the induction of literacy among grown-up illiterates (b) the production of an educated mind in the masses in the absence of literacy education and (c) the inclusion of a lively sense of rights and duties of citizenship, both as individuals and as members of a mighty nation. We may say that social education is synonymous with adult education, but lays more emphasis upon the two latter aspects of education."

Community education, in general, was at the centre of the social education concept. In the First Five Year Plan social education was defined as "a comprehensive programme of community uplift through community action". The concept of social education when operationalised at a massive scale did not pay adequate attention to literacy education and retention of literacy. For, it was assumed that universal literacy would be achieved in due course of time with the expansion of school system in the country to provide free and compulsory education to all children upto the age of fourteen years under the constitutional directive.

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 programme went into the background.

The *Gram Shikshan Mohim* (Rural Education Campaign) of Maharashtra was another important landmark in the adult education movement in free India. 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 threefold : (a) eradication 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, literacy attained during this short span was of a very low

level; and in the absence of a regular follow-up programme, the neo-literates soon relapsed into illiteracy.

The idea of pilot projects 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 again in the absence of suitable follow-up programmes.

Eradication of illiteracy remained central to all adult education programmes. Yet, the approach was not target-oriented. The universalization of elementary education could not be achieved in the stipulated time of 10 years as specified in the constitutional directive. This aggravated the problem of adult illiteracy—a problem which tended to force the adult education programmes concentrate, more or less, on literacy training, and not to allow attempting implementation of any broader concept of adult education. Thus, all along all programmes in the field have virtually been the programmes directed to the eradication of adult illiteracy.

Target-oriented approach to adult literacy was recommended for the first time and by the Education Commission (1964-66). It formed the basis for National Adult Education Programme (NAEP) which was later renamed Adult Education Programme (AEP).

Farmers' Training and Functional Literacy Programme (FLIT) (1967-68) was an inter-ministerial project of the Government of India started in the wake of green revolution. This characterised what is known as a selective approach to adult education. Under this scheme, a comprehensive programme of development was to be launched in certain selected areas, and later to be expanded to include some other areas, and so on. In this programme functional literacy was the responsibility of the Ministry of Education, while Ministry of Agriculture was responsible for the farmers' training, and the media support through radio farm-broadcast was the responsibility of the Ministry of Information and Broadcasting. This was the first programme of media support activity which aimed at functional

upgradation of farmers' knowledge in regard to agricultural practices in selected areas. The media support activities programme through community television was experimented later in 1975-76 through the Satellite Instructional Television Experiment (SITE). The programme has been recently enlarged through the Indian National Satellite (INSAT) System.

The non-formal education programme for 15-25 age group was launched in 1975-76 to provide meaningful education to the youth particularly, those belonging to the weaker sections of society. Non-formal education programmes for urban workers and the non-formal continuing education programme managed by universities are also essentially adult education programmes. All these programmes are conducted outside the school system, although in a systematic way so as to help the target group achieve the educational objectives appropriate for the group.

The urban adult education project was also based on the selective approach. In 1957 the Ministry of Labour started one such programme for industrial workers under the Central Board of Workers' Education. Leadership training courses for trade union leaders were organised to make them aware of the workers' role in socio-economic development of the country. The Workers' Social Education Institute' was an experimental project of the Ministry of Education started at the end of the First Five Year Plan which included organization of various programmes for workers. Polyvalent Adult Education (*Shramik Vidyapith*) was another programme of urban adult education launched by the Ministry of Education in 1967 with the assistance of UNESCO for a particular group of industrial workers.

An integrated approach to the development of child has been recognised by the Government as an important in-put in the development programmes. The Integrated Child Development Services (ICDS) programme has three components of the package, education, health and nutrition. This experimental programme was launched on a pilot basis during the 5th Five Year Plan. The basic idea behind the ICDS programme has been that the literacy and education among rural women was of a low level. Therefore, the objective was to develop an integrated programme through non-formal

education of rural sector. The programme was intended to have impact on the areas like decreasing infant mortality and an improvement in the physical health and nutritional status of young children and pregnant mothers.

The non-formal education programme was built around the national aspect of child health and nutrition having literacy as one of the important components.

Population explosion has been a matter of great concern for developmental planners and educators in the country. Efforts have been made to check the population growth with a view to make it possible for the larger masses to enjoy the fruits of development in a meaningful way. An All India Family Planning Association was initiated after independence which has vigorously implemented its programme after 1961 census. The early approach to family planning was clinical which was later turned into information, education and communication-oriented. The first Conference on population education was held at New Delhi in 1971 and since then continued efforts are being made in this direction by government and voluntary sector. The population education programme took a concrete shape when the National Adult Education Programme was launched in 1978. Since then efforts are being made to integrate the different concepts of population education at different levels in order to provide relevant messages on issues related to population to the adult illiterates in the most appropriate and fruitful manner for implementation in their life styles.

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 frame-work of NAEP comprises three components : (a) literacy and numeracy of a sufficient level 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, and (c) awareness seeking to arouse a sense of social obligation and consciousness about the manner in which the poor are deprived of the benefits

accruing from the various laws, policies and facilities meant to protect and promote their interests. The assumption is that these components of NAEP would be realised through a basic programme of ten months' duration to be followed by suitable post-literacy and follow-up programmes. The linkages with other developmental programmes with NAEP are also envisaged. The target group consisted of illiterates, in the 15-35 age-group numbering about 100 million illiterates estimated in 1976, and these were to be covered by 1984. A massive administrative and managerial system was also evolved with financial support.

Keeping in view the importance of post-literacy and follow-up programmes, the Ministry of Education, on the advice of National Board of Adult Education, appointed the J. P. Naik Committee in 1979 which recommended certain operational models for the organization of post-literacy and follow-up programmes.

An important development was the setting up of the Kothari Review Committee on NAEP within a year of its commencement to review the working of the NAEP in all its aspects and recommend necessary modifications that would improve its implementation. The Review Committee made certain observations on the three components of NAEP, which are as follows :

While it is possible to acquire basic literacy in about 200 hours, relapse into illiteracy in such cases is large. The level of literacy has to be sufficiently high if it is to contribute to the life and work of the learners and if the risk of relapse into illiteracy is to be reduced. Literacy should be integrated with general education which should include knowledge of the basic principles of the constitution, promotion of national integration and a deepening of the cultural background. The participants should be encouraged to learn about health and family planning, the importance of conservation of environment, the relevance of science and scientific temper for shaping the future, and practising yogic exercises for physical and mental health...The aim of functionality is improvement of vocational skills for more productive use of

time. For a dry land agriculturist, for instance, it implies an understanding of means for better care of his land, dexterity in modern dry farming and information about the institutions which can provide inputs for improved agriculture. Functionality should also include acquisition of skills to supplement one's income through village industries and activities such as poultry farming and dairying...Awareness...is not easy to define. But it is a significant element of the programme, and what can actually be realised will depend much on the perception, competency and commitment of instructors and supervisors. An important aspect of awareness is that the poor should become conscious that, to a great extent, they can shape their own future through interlinking of learning, reflection and concrete action. It should also mean an understanding of laws and government policies affecting them, and a realization that unless organised action is taken they may continue to be deprived of the benefits implied in these laws and policies. Many examples could be cited : Scheduled castes being excluded from using the village well, share-croppers denied entry in revenue records, small farmers excluded from the benefits of the small Farmers' Development Agency Scheme, agricultural labourers deprived of the prescribed minimum wages. The learning programme should emphasise that success in such matters is much more likely if pursued in an organised and cooperative manner.

The recommended Adult Education Programme (AEP) of the Review Committee extends to three years' duration having three stages of one year each.

Stage I : Programme of about 300-350 hours spread over a year. It should include basic literacy, general education with emphasis on health and family planning, functional programmes relating to the learners' vocations and some familiarity with laws and policies affecting them.

Stage II : A programme of about 150 hours spread over a year. It would be the stage of reinforcement of literacy skills and its use in daily life, as well as

wider education including appreciation of science in relation to one's environment, elements of geography and history emphasising India's great and composite culture. This stage should contribute to improvement of vocational skills and initiate learning about supplemental employment (i.e. village industries, dairying, poultry, piggery). The participants should be encouraged to form discussion groups and to organise action for development.

Stage III : A programme of approximately 100 hours spread over a year. The aim at this stage would be achievement of a reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope and value of science. This stage should also strengthen the ability to discuss important problems facing the individual, family and community and take organised action for their betterment.

The Government of India broadly has accepted the recommendations of NAEP Review Committee. Adult Education has been included in the Minimum Needs Programme in the Sixth Five Year Plan and also in the 20-point Economic Programme of the Government.

A critique of the changing concepts of adult education reveals that although literacy is basic to the concept embodying reading, writing and numeracy of a level of learner's becoming self-reliant and self-learning, the other aspects need to be emphasised in a comprehensive way. The broader concept of adult education considers learning as a life-long and continuous process aiming at improving the quality of life in a substantive way. With the advent of media network in the country, particularly with the availability of INSAT and spread of television network in the country, the concept of adult education has opened new vistas far beyond literacy education. However, with only 36.74% literate population in 1981 and with ever increasing number of illiterate adults, it

is imperative to stress achieving cent percent literacy through universalization of elementary education and adult education.

The nomenclature of adult education in India thus included social education, continuing education, non-formal education, workers' education, functional literacy etc. Nevertheless, all non-formal educational efforts organised outside the formal system and aiming at improving the quality of life of adults in general have been the focus of adult education in India.

CHAPTER—III

REVIEW OF RESEARCH STUDIES IN ADULT EDUCATION

We have earlier stated that our aim is to evaluate and critically review all the available research studies completed so far on adult education in India with a view to find out (a) What guidance, if any, they provide for planning of policies and programmes for the advancement of adult education in the country, (b) Which areas of practical importance have received inadequate or no attention, and in the light of (a) and (b) to suggest (c) What directions the future research activities should take in the field of adult education in India.

With this end, in view, we tried to utilize all possible sources of information as already indicated and collected abstracts and reviews of the research studies pertaining to adult education. These are specified below :

<i>Level/Kind</i>	<i>No.</i>
Doctoral thesis	46
Research project report	71
M.Phil/M.A./M.Sc./M.Ed. dissertation	51
	<hr/>
Total :	168
	<hr/>

Classification of Research

The question of classification of research in adult education is closely bound up with the concept of adult education—its scope and ramifications. The wider the concept, the more facets it has, and the greater number of areas it covers. The concept of adult education has broadened a great deal since it was recognized as an important field of activity in India. To start with, adult education meant merely literacy. But now it is con-

sidered to be synonymous with life-long education, and continuing non-formal education. Thus, any non-formal education programme adopted by adults voluntarily as a part-time effort to improve themselves would come within the purview of adult education for purposes of the present study. Keeping this broad concept in view, we identified 22 areas and/or aspects of adult education for classifying research on the subject.

A glance over the area-wise list of studies has revealed that the number of researches in certain areas is quite substantial, while in some it is rather meagre, and there are a few areas which have not attracted the attention of research workers at all. It is obvious that all the areas are not of equal importance. Some denote only a difference in emphasis of a certain aspect of adult education, such as, non-formal continuing education and social education : some differentiate between the clientele or target group, such as, women's education and workers' education. In this situation, it is difficult to present a meaningful picture of the State of Research in adult education under so many heads. Therefore, we decided to classify all research on the subject into three broad areas. Studies concerning the learner form one area; those relating to administration and organisation of adult education constitute the second area; and the third area consists of the studies on evaluation of adult education programmes. There are a few studies which do not clearly belong to any of the above areas. These are discussed under a category named miscellaneous studies.

The first area of studies concerning the learner is obviously of the utmost importance. It is he who should be the centre of attention in all educational programmes. Therefore, researches on androgogy are crucial to the formulation and execution of any programme meant for education of adults. The programmes must conform to the psychology of adult learning, their motivations, needs and interests, which, in turn, are related to age, sex, caste, class, occupation, social and cultural milieu and conditions of living, in general. Thus, adult learning is governed by sociological factors as well. Studies of such factors assume the status of basic research. Curriculum and instructional material is another factor which intimately concerns the learner. Methods and techniques of teaching are

the means and devices which facilitate learning. So the studies relating to this aspect, too, fall in this area.

Studies concerning administration and organisation of adult education belong to the second broad area. Administrative bottlenecks and organisational hurdles may hold up the progress of even a well-planned programme. Studies in this area may throw light on how a plan, scheme or programme is formulated and/or executed, what kinds of difficulty are experienced in the process and how they are tackled, thus providing insights for better planning and execution of the programmes in the future. Studies on training of adult education functionaries also related to this area. For, these functionaries particularly instructors, held the key position in administering and organising the adult education programme. Researches on matters pertaining to their training are, therefore, essential for the effective implementation of the programme.

The third group of studies which can directly influence future strategies of adult education are concerned with the area of evaluation. It is very necessary to assess the effectiveness of the programmes in action in terms of the physical targets set, and to identify, the lacuna. What is more important is to have an accurate idea of the instructional outcome in relation to the development of abilities and competencies of men and women who have gone through the programme. Evaluation studies will, thus, provide feed-back necessary for improving the strategies and programmes of adult education.

Apparently, it seems to be a neat and meaningful classification which should help in placing a particular study in one of the three areas. However, in fact, quite a few studies are of such a nature that they cut across more than one area. In a case like this, it is justifiable to place the study in the area which it dominantly covers. But the real difficulty arises when a study does not logically belong to any of the above specified areas. The case in point, for example, is that of historical studies. Such studies have been treated separately under the title of 'Miscellaneous studies', as indicated earlier.

I. Studies Concerning Learner

Research carried on by an individual scholar in a University to earn a degree is handicapped by limitations of time,

energy and financial support. Under these constraints, it is quite understandable that the scope of research is rather narrow. The topic/subject of study selected, the sample drawn and the method and techniques employed, all are manageable. But, there is one advantage. The University has certain resources which are conducive to conducting basic research, that is, studies on the conceptual framework. It is expected to have the expertise and the proper environment where such studies can be undertaken. Moreover, the University is not overwhelmed by the day-to-day problems of practical importance faced by the practitioners in the field that call for immediate study and solution. It is, therefore, assumed that some basic research in the philosophy of adult education and the psychology and sociology of adult learning would be produced in Indian Universities.

Now let us take a look at the ground situation in this regard.

1. PSYCHOLOGY OF ADULT EDUCATION

(A) Doctoral Theses

There are 10 studies in this area for which the Ph.D. degrees have been awarded.

(1) One study entitled "certain factors related to the development of conceptual generalisations (concept learning) among adults" examines the relationship of some factors, viz., age, education level, general ability, and personality on the development of conceptual generalisations among adults. The independent variables are age, education, general ability and personality, while the dependent variable is performance in concept learning tasks. The study is in two parts. Part I, deals with the variables of age, education and general ability and for this 3 adult groups, viz., college-educated, school-educated and uneducated are taken to see whether there is any difference in concept learning found among the three groups. For Part II which concerns personality factors, all the subjects sampled are only college-educated adults. The main findings of the study are that the three education groups differed significantly in all

the measures of concept learning. The older group (45-50 yrs.) and the younger group (20-25 yrs.) do not differ significantly, when general ability is controlled, in easier (familiar) tasks of learning. But there is a significant difference in harder (comparatively unfamiliar) tasks. So far as the variable of general ability is concerned, it affects concept learning of all kinds. Personality factors are found to have no relationship with concept learning generally.

The study satisfies almost all the requisites of research. The roles of education and general ability in concept learning are underlined. The study is more of a broad-based investigation than an indepth study.

(2) There is hardly any good standardized intelligence test developed in India for use with adults. Such tests are considered essential basic tools for research purposes. An attempt in this direction has been made to construct a test for measuring general ability of children and adults in Bengali. The test is entitled as "Evaluation of General ability of 7 to 16½ and adult age groups". Samples are drawn out from all parts of West Bengal both at the try-out and standardization stage. Rural and urban boys and girls are included in the sample.

The standard procedure followed in constructing an intelligence group test and establishing age-norms and grade-norms is adopted.

Five tests have been developed for the age range 7 to 16½ years and adults at ½ year age-interval. The tests are useable in the case of children from 7 to 16½ years of age and also for literate adults. So far as the illiterate adults are concerned, these are of no use. Another shortcoming concerns age-norms. The age-norms are, in this case, established on the basis of the date of birth as entered in the school register which can hardly be relied upon in the situation obtaining in India.

(3) There is a multi-faceted study seeking to find out if achievement motivation and intelligence have anything to do with literacy attainment, and if there is a difference in literacy achievement, achievement motivation and intelligence of women

learners belonging to (a) urban and rural location, (b) backward and scheduled caste, (c) 15-24 and 25-35 age groups, (d) literate and illiterate families and (e) nuclear and joint families. The study concerns the weaker section of population, specifically scheduled caste and backward caste women. The method is descriptive (survey), the techniques used are statistical and the tools employed are projective (T.A.T.), performance tests, language test and interview schedule. The study finds significant differences in literacy attainments between those who have high and low achievement motivation, between high and low intelligence groups, and between backward and scheduled castes. Significant differences are also found between literate and illiterate families in literacy attainment, achievement motivation and in mean intelligence scores. Moreover, significant difference is observed between rural and urban learners in literacy attainment and achievement motivation. But there is no significant difference noted in achievement motivation between backward and scheduled castes, in all the three dimensions between 15-24 and 25-35 age groups; nor is any significant difference observed between nuclear and joint families in all the three dimensions.

(4) The study "factors affecting the retention of literacy among neoliterates" is designed primarily to find out the factors both inside the literacy class and outside in the environment that affect the retention of literacy among the newly literate adults. The survey method is employed and the technique of correlation is used to find out the relationship between retention of literacy and several factors that are supposed to affect literacy. A reading test and a questionnaire followed by an interview have been used to collect the relevant data. The result shows that about 30% of the neo-literates retain literacy and that there is a significant correlation between retention of literacy and the literacy class room factors (materials, motivation, duration, methods, and post-literacy facilities). But there is no relationship between retention and certain environmental factors—age, occupation and area of residence.

It is not clear from the report as to how the sample was drawn. The criterion for determining retention of literacy is

rather arbitrary. The variable 'literacy retention' has been treated as dichotomous rather than continuous—an assumption which can hardly be defended. As a whole, the study seems to be useful to planners and administrators of adult education.

(5) There is a study on "Educational needs, interests and aspirations in rural communities" of a district of Rajasthan. The main objective is to find out the educational needs, interests and aspirations of land holding adults both in developed and un-developed villages of the district as perceived by various categories of experts, extension education personnel, and adults of the villages. The method employed is survey and the tool used for data collection is a specially devised questionnaire which forms the basis of interview with the people concerned. The findings are : The literacy percentage in the developed (D) and un-developed (UD) villages is 52% and 31% respectively. Agricultural progressiveness like use of the high yielding variety of seeds is of a higher degree in (D) than (UD). The same picture is presented in relation to educational needs like health and hygiene information. Both types of villagers have 'poor' aspirations for accessibility to technological literature and for membership or office of a political party.

No information is provided regarding how the sampling was effected. In order to enable educational planners and administrators take policy decisions, the sample should have been stratified in terms of caste and economic status. Moreover, the study should have been extended to cover all sections of the rural population, and not restricted to the land holding class only.

(6) There is a study on "Motivation in adult learners participating in the functional literacy programme in Delhi". Besides assessing achievement motivation, attitude towards literacy, and level of aspiration, the study seeks to identify the socio-psychological characteristics of the participants, and to find out the impact of the programme in terms of gains in literacy skills, and what is more, social awareness relating to environment, civic life and health. The study concerns the women only. Certain standardised tests and some self-prepared tools have been used to collect the data. The data is analyzed by means of statistical techniques. The major findings of the study are : A significant relationship exists between the main occupation of the

family and the attitude of the learners towards literacy. They do not have level of aspiration involving risk. There is little evidence of social awareness to have been created as a result of the functional literacy programme. There is a significant relationship found between the gains in literacy skills and continuous participation in the programme.

The study is well planned. The tests selected and tools prepared are appropriate. The data are analyzed properly. On the whole, it is a good piece of research. The conclusions drawn and suggestions offered indicate directions for reorientation of the adult education programme.

(7) The study "effect of short duration agricultural training on farmers' learning" is intended to see the over-all impact of the training on the farmers' life, particularly, the gain in his functional knowledge and the change in his attitude. A specially designed interview schedule including a knowledge test and an attitude test has been used as the main tool for collection of the data. The method employed is quasi experimental. The findings of the study point out that the 5-day training course resulted in significant gains of knowledge in all the areas of farming included in the course, and in significant changes in attitudes towards high yielding variety of seeds, use of fertilizers and plant protection. There are no significant effects of age, caste, size of land holding, education, socio-economic status on gains in knowledge. The reasons for attending the course as given by the participants are to acquire knowledge and skill in farming, to become economically more viable, and to improve personal and social status. A majority of them is satisfied with the duration, adequacy and method of training, while some suggest the period to be extended to 7 days and the training to be organised during slack season. The participants also suggest a follow-up programme comprising visits by experts to their farms, supply of literature for their continuing education and organisation of refresher courses for their benefit. The main conclusion is that learning is a pre-requisite for the adoption of innovations, and that all farmers irrespective of their socio-economic status or education should be given opportunity for training.

The study is a fairly good piece of research, though the

tools are not constructed as methodically as they should have been. The study provides a good deal of direction for planners and administrators of adult education, and underscores the fact that functionality of the programme is an effective source of motivation for adult learning.

(8) Another study in this area is "sociopsychological study of planned parent-hood with reference to ideals, perceptions and attitude of male out-of-school youth in rural areas". Family planning one of the planks of national development in India has a socio-psychological basis, and is governed by the ideals, perceptions and attitudes of people. The study seeks to find out the inter-relationship between the planned parenthood ideals on the one hand, and (a) perceptions and (b) attitudes of youth on the other. For this purpose, descriptive (survey) method is employed and a representative sample of youth has been interviewed with the help of a self-constructed schedule. The main findings are that there is significant difference between all the variables, and that the population possesses well-defined perception and attitude towards planned parent-hood ideals conducive to effective implementation.

(9) The study entitled "The expectancies of urban women from continuing education" concerns urban women in one of the major modernised cities of India. It is designed to identify the expectations that urban women entertain from continuing education programme started recently in various places, so that in the light of the findings realistic need-based programmes may be launched. The method employed is normative survey. The main tool used is an information schedule coupled with interview. The main findings are : Discontinuance of studies is attributed, in general, to getting married and family responsibilities. A majority wishes to continue education, and the subjects preferred are related to family life. Most of women prefer formal education in formal institutions of learning, provided they are located within easy reach. About 50% women prefer co-educational institutions, although most of them say that teachers could be both men and women. Household responsibilities and bringing up of children are perceived as the main barriers to further education.

It is a systematic and objective study satisfying the requisites of research. Being concerned with a typical city, the study can, however, be treated as a case study; and as such its findings cannot be applied to urban India in general. But these can form a rational basis for formulating better programmes of continuing education for the women of that particular city or a similar one.

(10) The study on "Reading interests and abilities of adolescents and adults" is intended to give educators and administrators an insight into the reading interests and habits of readers to enable them to make well informed provision of reading literature. The normative survey method is used and the data are collected with the help of an interview schedule designed for the purpose. Some of the findings are that newspapers are the most popular reading material among the three types : books, magazines and newspapers. All age-groups give less time to magazines; and the amount of reading decreases as age increases. Readers below 40 like fiction and those above 40 have interest in serious literature, e.g. religion, philosophy, etc. Interest in professional literature is lacking in all age-groups. Sports and films are very popular themes upto the age of 40. Basic reading skills and abilities remain undeveloped throughout the high school stage.

The study is well-planned and useful for planning public libraries and reading rooms. But it is not specifically concerned with the reading interests of neo-literates.

(B) Research Projects

There are 9 research studies other than the Ph.D. studies in the area of Psychology Adult Education.

(1) The study "The retention of literacy" was designed to determine the extent to which men and women have retained literacy skills acquired at the primary school/literacy class and to examine the role of certain social, psychological and economic factors in literacy retention. The descriptive method is employed : and the data are collected through the Literacy Retention Test and interviews. The main findings are :— Ex-literacy class adults are more suscep-

tible to lapse into literacy than school leavers. Rural ex-literacy class adults show more lapses than do their urban counterparts. Rural school leavers retain literacy in the same proportion as the urban school leavers. The proportion of men relapsing into illiteracy is the same as that of women. A minimum of grade III literacy training or a minimum of 4 years of schooling is essential for retention of literacy skills. Rural schools impart more effective training resulting in higher literacy retention.

The study is systematically planned and scrupulously conducted.

(2) "Education and Rural development" is the title of a study which seeks to examine responsiveness of two rural communities to development programmes within framework of their educational background. For this purpose, two talukas have been selected—one having maximum and the other minimum educational facilities, though both of them are provided with maximum on-going development programmes. Responsiveness has been conceived of as a process comprising awareness, interest and involvement vis-a-vis the programmes in operation. The survey method is employed; and an interview schedule is used for data collection. The main findings are : Illiteracy does not appear to prevent people from participation in development programmes. The educated, in general, have a more favourable response to the programmes than the illiterates. There is no adequate response to infer that higher the level of education, higher is the response to development. However, responsiveness of the lower primary educated people is of a higher order than that of the illiterates, and is marginally better than that of the people having other levels of education. The performance of the taluka with minimum educational facilities is relatively better than the performance of the taluka with maximum educational facilities.

The conclusions of the study are somewhat contradictory. This is a reflection of the method employed and/or the analysis made of the data. Some of the sub-groups, on whose responses generalisations have been made are too small (as low as 2) to justify comparison statistically. Where percentages are

involved, the sample/sub-sample should be at least one hundred as a rule.

(3) "Literacy in two Indian villages" are two separate studies undertaken to find out what motivates adults to learn literacy skills, and how they use these skills. One of these villages is located at the outskirts of Lucknow City and the other in the interior where urban facilities are not easily available. Eight adults who have retained some degree of literacy in the former village, and similarly, six in the latter are made the subjects of in-depth study. The case study method is employed. The main findings are : A large majority of adults attending literacy classes in both the villages are in the age-group of 15-50 years. The adults selected for case study belong to middle caste-groups. They have been variously motivated to become literate, such as, to be able (a) to write their names, (b) to read sign boards or labels, (c) to recite religious books, or copy songs and sing them in singing parties, and (d) to secure benefits from literacy skills in their work. As to the use they have actually put their literacy skills to, it is related to their occupation or other interests. Agricultural labourers use the skills occasionally to put their signatures or write their names. Persons working outside the village as attendants, masons, carpenters, etc., use the skills in their daily work, reading newspapers, writing letters etc. Young people use the literacy skills for reciting songs or books.

These are 'type' studies rather than 'sample' studies. These could be useful for planning literacy programmes, if contextual information is also provided.

(4) The study "Adult literacy in an Indian village" seeks to identify socio-economic structure of the village and the differential set of motives of literates and illiterates of having literacy training. It is a case study in which five cases who have been earlier made functionally literate, 3 drop-outs, 3 illiterates who have not joined literacy class, and 2 self-learners are studied in the context of socio-economic structure of the village. The data have been collected through (a) informal interviews with knowledgeable persons of the village, (b) village data schedule, and (c) case studies. The findings are : literacy percentage among adults is 27.3%; but its

caste-wise distribution reveals significant variations in the literacy standards of the upper and lower castes. Their motivational complex is the resultant of six motives, viz., compensatory, economic, contributory to social status, religious, power seeking, and recreational. There is no significant difference in the motivational pattern of the functional literates, self-learners and drop-outs. Neo-literates utilize their reading skill mostly in reading newspapers, books and letters, writing skills in writing names and letters and numeracy skills in maintaining their accounts. Causes for dropping out do not suggest any common pattern : the most frequent reasons mentioned are related to their family responsibilities.

Out of 15 persons made functionally literate, only 5 such cases have been studied. All should have been taken for case study to give a better idea of the situation. However, such a study is essential for planning and successfully implementing adult education programmes.

(5) "Rural development and social change—An experiment in non-formal education" is the report of an experiment in training adult farmers with a view to promote growth of the whole man in his community. The experiment was conducted in Gujarat and continued for four years. The professors of a college were involved in giving intensive training to farmers through need-based courses for a period of 10 days working 8 hours a day. They decided to test the McClelland Theory of Achievement Motivation with farmers. It is a sort of action research. The participant trainees numbering 20 to 30 at a time are marginal farmers belonging to one caste or homogeneous castes. The findings are : The first tentative cost benefit analysis shows that the benefits resulting from this programme exceed the cost ratio of more than two to one. The biggest success recorded in absolute figures is in the case of rich farmers who have organised themselves in two very successful cooperatives. With poor farmers, too, success is achieved though not very encouraging in terms of absolute figures. The experiment with smaller-groups, as also with heterogeneous caste groups, is not encouraging.

The experiences of the educational effort undertaken to promote development of weaker sections in rural areas with com-

munity approach appear to be relevant to the situation obtaining in India at present.

(6) "Motivation of the Government field functionaries in NAEP" is the report of a study undertaken to understand some aspects of motivation among the field functionaries of NAEP in Bihar. The descriptive (survey) method is employed : and the data are collected through a mailed questionnaire to all the field functionaries except the instructors. The main findings are : The majority of supervisors join the programme, because they have been unemployed : only about one third of them state that they have joined because of their desire to serve the community. Project officers and District Adult Education Officers join these posts just to avail of an opportunity for promotion. Lack of proper training of functionaries is a major weakness of the programme. District Adult Education Officers complain about lack of autonomy and freedom of taking decisions; but a majority of male supervisors hold the opposite view. Supervisors and Project Officers feel quite satisfied with the co-operation of local people : the only interference from them is experienced in the matter of appointment of Instructors. The extent to which functionaries engage themselves in preparing innovative materials is encouraging : generally supervisors, especially male supervisors, produce more materials for use of adult education centres than higher functionaries. Supervisors express greater satisfaction with their present job than do the other functionaries.

(7) "Agricultural education needs of out-of-school rural youth engaged in farming". The purpose of the study is to identify the agricultural education needs of the out-of-school rural youth with a view to improving educational programme in the area concerned. This is a normative survey type of research. Two questionnaires are used for interviewing the youth. The main findings are : The youth engaged in agriculture are hard-working. They are progressive in so far as they have adopted new techniques and improved methods for increasing production. The progressive trend is found to increase with the rise in their educational level. Their educational needs are knowledge of (a) new inputs, (b) techniques of production and (c) economics of production.

In order of preference, topics listed under farm production are followed by those under 'farm management' and 'farm mechanics'. Under 'farm production' first choice is given to 'insect control'; under 'farm management' it is marketing; and under 'farm mechanics' maintenance of pump and engines is the most popular topic. Most of them attach much importance to self-education. Next in order come agricultural education through village level workers, then through agricultural programme of the block, and then through agricultural institutions. Instruction through agriculture teacher of primary/secondary school is given the least-importance. None of them attach slightest importance to youth clubs or young farmer's clubs.

The study is carefully designed, and the tools used for collection of the data are refined by pretesting. However, no attitude scale is prepared, though attitude is stated to be one aspect of investigation. The findings are useful to all concerned with the education of young farmers.

(8) "Survey of reading needs and interests of adult neo-literates in Mysore State" concerns ten districts of the former Mysore State prior to the reorganisation. The descriptive method is employed; and the data are collected through interview with the neo-literates. A questionnaire has been prepared for the purpose. The main findings are: Religious and folk literature have a high reading appeal. Next in appeal are the topics dealing with the occupations of the neo-literates. Age, sex and occupation of readers influence their reading needs and interests. In order to maintain and widen the reading interests of neo-literates, a sustained programme of publicity for developmental activities may be launched through the media of mass communication.

The survey has been conducted in a systematic manner. Its results are useful to those who are engaged in producing literature for neo-literates.

(9) "Reading interests and books read by rural readers: A survey report." The study is a status survey of the reading interests of rural readers in one block of Lucknow district. It is also meant incidentally to assess the impact of the Bell Bicycle Library (BBL) sponsored and run by the Literacy House,

in the area covered by the study. The descriptive method is employed; and the data are collected through face-to-face interviews based on a structured schedule. The main findings are : The number of male literates is higher than that of the females; and the same is true in the case of library membership. The largest membership of library belongs to the 15-35 age-group. The main aim of the BBL members for joining the library is recreation. The BBL is most popular among lower and lower middle class villagers. Among its members, the largest number has had education upto the high school standard. Religious books followed by technical and professional books, and books concerning house keeping form the order of preferential reading. Novels and stories having rural orientation are more popular. The demand for new books is steadily increasing.

2 SOCIOLOGY OF ADULT EDUCATION

(A) Doctoral Theses

There are 12 studies in this area, accrediting the researchers for doctoral degrees.

(1) One study is designed to investigate the impact of education in certain parts of Malabar (Kerala) on social attitudes of rural people ranging in their education level from the college to illiteracy. It is specifically aimed at finding out whether education changes the traditional outlook of villagers towards the modern outlook. Social attitudes pertaining to five major areas, viz. religion, marriage, family, women's social status and education are studied. Normative survey is the method used for investigation. The data are collected by a self-prepared tool called the Modernity Attitude Scale (MAS) and a Household Data Sheet. The main findings are : Attitude towards modernity varies with the level of education. College-educated and high school-educated people are ardent advocates of co-education, free interaction between sexes, women employment, nuclear family, and inter-caste and inter-religious marriages. No significant difference is, however, noticeable in the attitudes of the sub-groups based on each of the variables—family income, occupation, and religion, (Hindu, Muslim or Christian).

It is a piece of research which is systematically planned and carefully executed. But it has little implication for immediate action to be taken by planners and administrators of adult education.

(2) "Factors affecting persistency and drop-out of adult literacy classes" is a study concerning factors that affect the holding power of literacy centres. The descriptive (survey) method is employed. Three interview schedules are prepared—one for the persisters, another for the drop-outs, and the third for the instructors—for collection of the data, statistical techniques are used for analysis of the data. The main findings include : Persistency in the middle caste group is greater than in the lower and higher caste groups. Drop-out is greater in case of married adults than in that of unmarried ones. Self-motivation is found to be the most important factor in persistency. The reasons of drop-out are illness, physical exhaustion from the days' work, being too busy at the sowing, irrigation and harvesting time and literacy being perceived as of no use.

It is a fairly good piece of research. However, the study lacks in depth analysis. For instance, the factor of the quality of teaching so vital for the holding power of the class has not been studied. However, the findings have a bearing on the planning and administration of the future adult education programme.

(3) The study "The problems of social (adult) education in four districts of Bombay-Karnataka" is mainly focused on only one problem, that is, the problem of literacy. In order to probe into the problem, two experiments are conducted, one with illiterate farmers and the other with workers of a factory. The conclusions of the experiments are that to consolidate learning and to make it permanently useable it is essential to devote at least a period of 125 hours followed by self-education through a follow-up programme. Besides, 75 hours should be spent for social education to make the adult learners well-informed citizens. The findings are followed by certain suggestions. For example, mills and factories should permit their workers to attend literacy classes for one hour every day during working hours. Literature in simple language on topics of adult interest should be provided to the neo-literates

continuously. For this, it is necessary to conduct research in basic vocabulary of neo-literates. Instructors should be trained in the methodology of teaching adults.

(4) The study on impact of social education on the life and living of people in certain areas of U.P. is designed to find out whether social education has brought about any desirable change in the life of the people and improvement in their economic conditions. The method employed is descriptive, and the tool and technique used for collection of data are a self prepared questionnaire and interview of seven selected groups of people. Some of the important findings are : farmers are mostly using traditional methods of agriculture but for a few, who have adopted new methods specially in irrigated areas. Generally they have no knowledge of plant diseases and their control. Social education has greatly influenced life and living of the people.

The study hardly provides any clear-cut and convincing evidence on the main objective, that is, the impact of social education on life and living on the people. In fact, 'social education' is confused with 'community development programme'. Most of the suggestions are given on the basis of personal impression.

(5) "Identification of factors to be tackled in an effective programme of non-formal education and training of farmers" is a study aimed at identifying the factors that contribute to the use of better agricultural practices for socio-economic development. The method employed is quasi-experimental involving the use of statistical techniques. Two questionnaires are prepared for collecting the data—one to be administered to farmers and the other to the teaching staff of the farmers' training centres. The main findings are : A majority of farmers are educated upto the primary level. The factors that affected the non-formal education and training of farmers are (a) availing of agricultural loans, (b) use of fertilizers, high yielding variety of seeds, modern agricultural implements and pesticides, and (c) habit of reading. The experimental group of farmers is superior to the control group in all the above factors. As the level of education of farmers rises, the influence of superstitious beliefs and customs decreases.

(6) The main purpose of the study "Non-formal education and community development : A systems analysis" is to study different concepts of non-formal education and to arrive at an operational definition of non-formal education with particular reference to community development and to develop a model of non-formal education by applying the methodology of systems analysis to identify the problems of community development. The experimental method is employed. The tool for collecting data is an interview schedule and the technique used is participant observation. Some of the important findings are : A majority of officials and the villagers do not really understand the purpose of the non-formal education. The programmes are more academic and teacher-centred rather than specifically oriented to the community needs. There is a lack of adequately trained and experienced personnel engaged in the programme. The literature used in carrying out the programme is not quite suitable. In the light of the results of the study, it is suggested that an effective utilization of the potential of educational technology could, possibly, help in reaching a sizeable rural population which is both widely dispersed and isolated. The centres should be equipped with proper teaching materials and aids.

Systems analyses used to identify problems and develop a system model for planning non-formal education for community development suggests a useful line of action to the policy makers.

(7) There are three studies in the area of Workers' education. One entitled "Workers education in India" is general in character, the second deals with a particular aspect, namely, "Workers education and industrial productivity in India", and the third study is quite specific concerning the workers employed in the Government of India Press.

The first study was undertaken with a view to examining how far the workers education schemes (WES) started by the Central Board of Workers Education (CBWE) contribute to the educational proficiency of workers. The method employed is descriptive (survey). It is mainly a library study based on analysis of the reports of CBWE. Besides, a self-prepared questionnaire has been administered to a small number of

(only 56) worker teachers. Some of the main findings of the study are : The contents of the syllabus used are of a general nature and do not answer the needs of any specific group of workers. The audio-visual material available is too inadequate to sustain the interest of illiterate workers. There is too much domination of the Government over the programme with little scope for education officers to take initiative in meeting the situational needs. Womens' education does not receive sufficient attention. Most of the workers attend classes and believe that WES develops trade union consciousness and helps them appreciate labour-management problems better. The study deals primarily with the organisation and administration of WES rather than assessing the contribution of WES to the educational proficiency of workers which was the main objective of the study.

(8) The second study aims to examine the organisation and administration of WES with a view to finding out how far this education helps in creating a healthy climate in industrial concerns which leads to higher productivity. The industrial city of Kanpur is selected for the study. The method employed is descriptive (survey). The information regarding the worker attitude, industrial climate and productivity is collected by the help of interviews. Three questionnaires are specially prepared to collect information on attitudes—one to be administered to the workers and worker teachers, the second to the employers and the third to the trade unionists. The main findings include : 79% of workers and teachers have rural background and 60% of workers are illiterate. There is a high correlation between education and income both in the case of workers and worker teachers. Most of workers (72%) have favourable attitude towards WES, one half of these being literate and the other half illiterate. This shows, that education does not seem to influence workers' attitude towards WES. Workers are of the opinion that the scheme is not properly implemented, and improper selection of teachers, inadequate financial motivation and theory-oriented teaching contributed towards slow progress of the scheme. It is not possible to quantify the extent of productivity, because it is a complex concept. Therefore, it is difficult to ascertain the exact relationship between education

and productivity. It is, however, indicated that education plays a significant role in shaping attitude towards work, developing efficiency and inculcating urge to be more productive.

There is no tangible evidence to support the crucial finding about the relationship of WES to productivity. Some of the findings are, however, useful for planners and organisers of WES.

(9) The third study attempts to examine WES from the view-point of its role in creating trade union consciousness and fostering better industrial relations in Government of India Press. The descriptive method is employed. The Impact of WES on workers is assessed by the help of questionnaires and interview. Three questionnaires are prepared—one for trained workers, another for worker teachers and the third for management. The major findings are: WES is entirely a government concern. Trade unions, universities, social organisations or employers are not involved. It has succeeded in creating safety, productivity and duty consciousness, a sense of belonging and better industrial relations in trained workers. It motivates worker teachers to take keen interest in trade union activities and helps in eliminating outside interference. There is absence of incentives to worker teachers, and no sure employment for them, about one third being unemployed.

The utility of WES is reported to have been judged by eliciting opinion from the management. But in fact such assessments have been made only for worker teachers whose sample is very small (43). Therefore the inference about the impact of WES on workers in general could not be validated.

(10) "Study of educational need patterns of adults in the urban, rural and tribal communities of Rajasthan" seeks to find out the relationship between the educational need patterns of adults belonging to the three types of communities and their occupation, sex and age. The survey method is employed. The data are collected through a questionnaire and personal interviews. The major findings of the study are: One half of the urban community has stated that vocational training is very useful to them for their jobs. The main occupation of the rural community is agriculture; and most of them are illiterate. They too, have a favourable attitude towards vocational training. One fourth of them indicate that their village

has a provision of literacy classes which they may attend only at night. A majority of the tribal people are agriculturists, and deprived of the opportunity for education.

It is not clear how the samples have been drawn. The questions set for the study to answer have not been treated systematically.

(11) The major objectives of the study "facilities and constraints in providing non-formal education for Harijans" are to ascertain the extent of interest of Harijans in education, to find out the reasons for the high rate of illiteracy and drop-out among them, and to identify the constraints in obtaining literacy, education for drop-outs and continuing education. The method employed is survey together with the use of simple statistical techniques. The study covers a large sample of families (924) belonging to 8 scheduled castes of Kerala State. A number of tools, viz., questionnaire, SES scale, check list, and interest inventory are used for the collection of data. The heads of 50% of the families have also been interviewed. Some of the important findings are : Almost all (97%) heads of families motivate their children for education. The major hurdles in securing literacy are economic instability and non-availability of facilities for study after work. The important constraints in education of drop-outs are economic, the compulsion to go out for earning livelihood. The same obstacles stand in the way of obtaining continuing education and technical education.

The way the tools have been designed and used is open to question. It is not clear how illiterates and those who have not completed primary education could answer long check lists. The possibility of relevant type of non-formal education to suit the Harijans has not been touched at all. The emphasis, by implication, seems to be on formal education.

(12) The study of "extension education programmes for women with special reference to family life education" seeks to find out the extent to which family life education content of the programmes is in line with the stated objectives and to identify factors which influence participation of women in the activities conducted in the centres of extension education. The relevant centres located in Haryana and Union Territory of

Delhi are taken for the study. The method used is survey. The data have been collected through personal interview and observation on the basis of pre-tested schedules. Some of the important findings are : Implementation of the programmes is generally not in keeping with their objectives. A majority of centres have no adequate room space, and the buildings are weak. Fields level workers and their supervisors are unsatisfied with their service conditions. They have inadequate educational qualifications and training for the job. The action research conducted to improve the situation shows that feeder services are the answer to strengthening the infra-structure of the programmes and vitalizing the field centres.

The study is quite comprehensive and covers a large number of factors conducive to effective functioning of extension education programmes. The action research results suggest what could be done to improve the situation, thus providing a direction for the better planning of the extension education programme.

(B) Research Project

There is only one research non-Ph.D. study in the area of Sociology of Adult Education.

1. "In experience of rural intervention—A case study of CHDSC—Rural Community Development Programme." It is a case study of Rural Community Development Programme launched by the Centre for Human Development and Social Change (CHDSC), Madras, covering five villages. It is conducted as an action research designed to find out how the situation of the rural poor can be changed for the better by first making them aware of it and then improving their capabilities through political action. Some of the techniques used are individual/group discussion, street meeting, street theatre, drama, puppet show, music, movie and debate. The literates among the target group have been provided with appropriate materials on themes of social change. Local associations of people have been formed to ventilate their grievances and demands. The main conclusions are : A number of public services and amenities have been secured for the village by the

local youth association for self-development. People face new challenges and pressures from the local power structure, as the programme gains ground. Through various association of their own, people have realised their value in tackling the crucial issues. The efforts of the wage earners to increase their daily wage has succeeded. The youth organisations have begun to pressurize the local authorities concerned to implement the development programmes without causing hurdles. Literacy skills are not as important as finding solutions to the problems of the people. In the process they may desire to acquire literacy skills in order to become masters of their own destiny.

Strictly speaking, this is not a research study. Yet, it is a meaningful experiment in adult education to highlight the crucially important component of the NAEP, namely, awareness, which generally goes by default in the actual implementation of the programme. Evaluation of the project is based on the observations made by a team of experts. It is not clear whether any research tools like observations schedules have been used for collection of the data. The experiment does, however, provide important clues for all concerned with adult education programmes regarding the difficulties likely to be encountered in conscientizing people, and the strategies that could possibly overcome them.

3. CURRICULUM AND INSTRUCTIONAL MATERIAL

(A) Doctoral Theses

There are four studies concerning this aspect of adult education for which Ph.D. degrees have been awarded.

(1) The study "Non-formal education through the writings of Marathi saints" is an effort to find out how the writings of Marathi saints, particularly, those belonging to the mediaeval period could be useful in non-formal education. For this purpose an analytical study of the writings has been made. It is concluded that the compositions of Marathi saints are rich in content for non-formal education to strengthen cognitive and affective aspects of personality. On this basis, it has been suggested that non-formal programmes like the following may be organized; assemblies for listening to the verses, recitation and

group singing; dialogues and plays based on the texts; discussion clubs, study circles and discourses by knowledgeable people.

It is not clear whether a any tool for content analysis has been used and if so, what is its nature. Its findings may, however, be useful for planning adult education programmes.

(2) The study "An experimental non-formal nutrition education programme for rural women" aims (a) to develop a comprehensive nutrition education curriculum with content and messages to be delivered to the mothers along with the health and nutrition programmes of the maternity and child care services, and (b) to evaluate the overall effectiveness of the materials developed in terms of gain in knowledge and practice adoption. The experimental method is used in this study. Two experiments in non-formal nutrition education have been conducted—one at Mahabubnagar (A.P.) and the other at Coimbatore (T.N.) The major findings are : At Mahabubnagar, the gains in knowledge registered by the experimental group are significantly higher than those by the control group; and the gains are affected by (a) type of houses, (b) caste, (c) type of family and (d) size of the family. At Coimbatore, the per capita expenditure on food is higher for the experimental group than that of the control group by 2.8 per cent. The experimental group records significant gains in their awareness about the existing health and hygiene services available with the primary health centre. Food intakes and nutrients intakes are significantly higher for the experimental group with regard to their families, their breast-fed children and other children in the 2-5 age-group. The over-all gains in nutritional knowledge of the respondents are negatively correlated with their age and number of children; and positively correlated with per capita monthly expenditure, percentage of attendance in the non-formal education classes, and with the number of recipes recalled without any aid.

It is a neat research—methodical and systematic. It is also useful to adult education administrators and functionaries at various levels.

(3) "The problems of social education in India with special reference to Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, and Karnataka" is a study covering a large region

and too many objectives ranging from finding out the causes of wide-spread illiteracy in the country to widening the popular concept of social education so as to embrace the concept of life-long continuing education. The descriptive method is employed and the tools prepared for collecting data are (1) attitude scale for intelligentsia and (2) questionnaire for social education workers. Both the tools have been administered through correspondence. In addition to this, a group of social education officers were interviewed to get a clear picture of the difficulties faced by the social education workers in their day-to-day work. Some of the major findings are : Most of the intellectuals understand the new concept of social education, though teacher educators are generally ignorant of it. Social education workers prefer the aspects of citizenship, functional literacy and individual development. Non-formal education is not viewed very favourably by those categories of intellectuals which are well-established. While social education officers and primary teachers are greatly in favour of it. Social education officers have been trying to evolve new methods of adult learning. There is a lack of coordination among the agencies concerned with social education. Social education programmes do not cater to the needs of different age-groups. Production of right type of literature for the neo-literates has not received proper attention.

The study is conducted methodically. However, the responses received from Rajasthan, Madhya Pradesh and Karnataka are so meagre that no generalisations can be made on the basis of the data. Recommendations made on the basis of the study are however useful for future action.

(4) "Role of leisure and recreation in urban life : A sociological study" is an investigation carried out in the city of Lucknow. It is designed to identify the different types of leisure time activities of the adults, and to assess their desirability in terms of their effect on the welfare of society. The method employed is survey, and the main tool used for collecting the data is an interview schedule devised for the purpose. Some of the important findings are : There are several historical buildings and picnic spots, but they are not maintained properly

to be of attraction and use for education and recreation of the adults. The nature of leisure time activities and recreation have been changing with times. Now activities like kite flying, music and dance are not as popular as they used to be in the medieval times. Instead, the radio and television are the most important sources of recreation. However, most of the adult population takes interest in light music rather than other educational programmes presented by the radio and television. Movies are another popular source of recreation. Quite a few people take to smoking, drinking and gambling to spend their leisure time. Some are interested in reading and some in sports. But for these activities, no adequate facilities like lending libraries and sports clubs are available.

The study is well planned. It is useful also to the administrators and organisers of adult education programmes. However, there is a need for in-depth study of slum areas to show how illiterate and poor people spend their leisure time.

(B) Research Projects

There are 9 studies other than the Ph.D. studies in this area.

(1) "A comparative study of two adult literacy primers" is a report of the result of two experiments tried out with two literacy primers to evaluate their comparative merits in terms of the attainments of learners. One primer was based upon 'phonetic' principle and the other on 'syllabic' principle. A series of four graded tests have been used to measure the literacy attainment levels. The main finding is : There is no significant difference between the mean achievement of two groups.

It is not quite clear what controls have been used in the experiments, nor is it stated how the criterion-referenced tests have been constructed, and how far they are reliable and valid for the purpose. The recommendations for improvement of primers do not appear to evolve out of field experiences. Rather, they seem to be based on personal views of the investigator/author of the report.

(2) "An evaluation of reading materials for neoliterates and a study of their reading needs and interests" is the report of a

project undertaken with a view to improve the quality of reading material for neo-literates in the light of their expressed needs and interests. In fact, the study is an action research programme comprising three distinct parts—(1) evaluation of follow-up reading materials in Hindi in the four Hindi-speaking states and Delhi, (2) identification of reading needs and interests and (3) assessment of the techniques of production of reading materials. The descriptive survey method is employed. The data are collected through a 'test-passage', a 'content analysis sheet', in 'inventory of topics' and a 'questionnaire' mailed to all the agencies whose books are selected for evaluation. The main findings are : The physical aspects of the material are satisfactory, though the illustrations could be improved. The producers have to be more careful about accuracy of the material, and should keep the price of the book within the purchasing power of neoliterates. The majority of books are related to epics, biography, agriculture, social studies and literature. Very few deal with spare time occupation, science and technology and development themes. The vocabulary used is within the comprehension level of neo-literates. Books written in a dialogue style are most easy to understand. So far as the reading needs and interests of neo-literates are concerned, it is found that the first, second and third preferences are subjects of agriculture and religion and topics related to agriculture. Regarding production of the books, it is found that most of the agencies have special staff for the purpose. Few of the writers are, however, especially trained in the techniques of simple writing, or are aware of the needs and interests of neo-literates. The field testing has revealed that most of the books are too difficult for the average reader, and their prices are much higher than what neo-literates are willing to spend.

The study is well-planned and properly executed, though in certain respects it has departed from the rigour needed for research. The tools and techniques used are not standardized. Yet the study is useful to a host of authorities, agencies and individuals concerned with adult education programmes particularly, with literacy work. The conclusions drawn are warranted on the basis of the data collected. Quite a few useful suggestions are made for future action.

(3) "A survey of reading-material for neo-literates in India" is the report of a survey of literature published for neo-literates. The survey has been conducted on an all India level, dealing with (a) important agencies producing such materials, (b) procedure adopted by the agencies in doing the job, (c) nature of the materials produced and (d) difficulties faced in producing the materials. The census survey method is employed : and the data are collected through interview and discussion. Besides, an open-ended schedule about 'production' is used to record the result of discussion with the users and producers in each state. The main findings are : Very few people concerned with the job have got specialized training in the techniques of material production. Most of the members of advisory committees are educationally well-qualified, but have little experience in material production or in teaching literacy to adults. Private publishers have no clear idea of needs, interests and difficulties of neo-literates. Guide-lines provided to the authors are in some cases vague. Only a few agencies utilise services of technical experts for checking facts as given in the materials. The printed materials differ widely from the view-point of get-up, choice of topics, language used and treatment. The pre-testing of supplementary and follow-up books has been ignored altogether, though primers have been pre-tested to a certain extent. Whenever a literacy class is opened, a set of 15-40 follow-up books is placed under the charge of the instructor or the village level worker. But the majority of borrowers in villages are those who are already educated or the school going children. Few neo-literates borrow books, unless special efforts are made to induce them to do so.

The study covers the whole country, and for this a single investigator had to move from state to state : and what is more, the study had to be completed within a limited period of less than 5 months. Small wonder then, that the objectivity required in a scientific survey could not be ensured. Moreover, certain details given are based on the investigator's personal opinion rather than on duly authenticated facts. The study has, nevertheless, a functional value, as its findings can form a basis for improving the production of reading material for neo-literates.

(4) "Study of functional literacy programme of ICDS-

Myllen Block (Meghalaya)". The study is designed to provide a 'status report' of FLIT, guide-lines for its improvement and bench-mark data for future evaluation. The descriptive method is employed; and the data are collected through a structured interview and a literacy test. The main findings are : participants in the FLIT are fairly well-off. Among the illiterate group, 45% scored zero in reading ability; 62% could not write and 41% could not identify numerals. On the positive side, 16.5% of the illiterates could read correctly, 27% could write the names of common objects, and only 2% obtained maximum score in arithmetic. As regards the knowledge of various items of maternity care, percentages of participants range greatly, the lowest being of those who are aware of family planning. The level of information about child care, health and hygiene is found satisfactory. Most of them are aware of the greater need for extra food (meat, vegetables and milk) during lactation than pregnancy. Participants are engaged in various types of economic activity. The lack of suitable, easily accessible accommodation for literacy classes and inconvenient time of classes are the factors that affect attendance adversely. Meagre honorarium paid to ICDS staff and other financial constraints tell upon the quality of work of all functionaries from supervisors downwards. Primary Health Centre is not within reach of a majority of participants making it difficult for them to utilize the services of the health staff. Supervisors and other officers fail to deliver the goods to 60 centres allotted to them. There is little rapport established between them, on the one hand, and *Anganwadi* workers, village leaders and participants, on the other.

The study is properly designed. Due precautions have been taken to ensure the validity and reliability of the data collected. However, the study fails to indicate one important dimension—the length of time the various participants have attended the FLIT programme. Because of this lacuna, it is difficult to understand the glaring diversity found in literacy attainments of illiterate participants.

(5) "Study of the functional literacy programme of ICDS scheme—Kidderpore Block, Calcutta." This is another study in the series commissioned by the Government of India to

evaluate FLIT of the ICDS Scheme launched in different parts of the country. The objectives, method and techniques used for data collection are the same as in the other studies. The findings, too, are, more or less, similar, excepting in the area of economic improvement where 20% of participants have some training in sewing/knitting/handicrafts, but only 1.4% utilised it for additional income. One significant recommendation has been made that a method should be devised to introduce in-built evaluation net-work with constant feed-back mechanism for reviewing programme inputs.

It is a systematically prepared and presented report. The study may be categorized as a 'formative evaluation' study of FLIT because it evaluates different aspects of the programme, as it is being formed or developed, and is meant to correct and improve the programme during its implementation.

(6) "Study of the functional literacy programme of Integrated Child Development Services' (ICDS)" scheme, Manigachi (Bihar), Phase I. This is the report of the first phase of the study, and aims at providing (a) a status report of the functional literacy programme of ICDS in a block of Darbhanga district (Bihar), and (b) some guidelines for improvement of the programme. The descriptive (survey) method is employed, and the data have been collected through questionnaires. The major findings are: 40% of the participants are women from upper castes and only 8% from scheduled castes. Most of these are economically affluent. Attendance in FLIT classes is 64%; only about one third women are irregular because of work at home. Attainment of literacy and numeracy skills is poor; about three fourths are unable to identify alphabets, and 90% cannot identify any numerals. But more than one half wanted to learn reading and writing. Visuals are seldom available for use in FLIT classes. Facilities available in *Anganwadi* are deplorable. A majority of participants in FLIT classes do not perceive the main purpose of the programme correctly.

The study pays more attention to side issues than to the main issue of the functional literacy programme.

(7) "Study of FLIT programme of ICDS scheme, Manigachi (Bihar) Phase II". To assess the change or gain in knowledge after a period of one year, phase II of the study was planned.

During the course of the study the *Anganwadi* workers as well as the participant mothers talked frankly to the data gathering team. The impression of the team is that there is hardly any integration in activities nor is anyone aware of the need to teach functional literacy as an intergrated component of the ICDS scheme. The study aims at comparing the levels of information, literacy skills and attitudes and practices of participants of the phase-II study with the phase-I study. The data are collected through the same techniques and tools. The main findings are : The gains between the two phases are marginal. The outcome is not satisfactory at all. The study ends with a number of suggestions for improvement of the FLIT : (a) Timely material supply and disbursement of funds including salary of personnel in adequate quantity, (b) supervision and training of field functionaries (*Anganwadi* workers), (c) Furtherance of community involvement and (d) understanding FLIT as the most important component of the ICDS scheme, and (e) designing the programme according to the needs and cultural background of the participants.

It is not clear as to what extent the 'contents' of the two primers used for the FLIT programme are functional in nature.

(8) "Vocational training needs of rural women" is the report of a study designed to identify training needs of rural women in one district each of Bihar and Orissa, and to suggest the type of training courses considering the constraint on time available to them. The survey method is employed; and the data are collected through two separate interview schedules—one for the rural women and the other for officials, social workers and other knowledgeable persons of area. The main findings are: Women have sufficient leisure time which may be used profitably. Women are interested in learning crafts like sewing and knitting; and such other domestic skills which can enable them to augment their income. There is a clear need for appropriate training programmes for women on a fairly large scale. There is also a need to educate them for widening their outlook. It is suggested that an autonomous organisation be created at the district level to plan, initiate

and implement training programmes for rural woman. Trainers and instructors should be women drawn from local communities. The training centres may be established at the sub-division level, and should be mobile in nature so as to be accessible to women in rural areas. The courses should be of short duration.

This is a well conducted study. It is, however, not clear how the samples of both the villages and the women heads of households were drawn. The study should be useful in planning programmes for adult education.

(9) "Integration of population education in adult education: A status report." The study is a base line national survey conducted to find out the extent and form of integration of population education in the adult education programme at various levels. The 'postal survey' method is employed, and the data are collected through a questionnaire. The main findings are: Population education as a part of adult education programme has been seriously taken up after 1978. The programme is mostly concentrated at the basic literacy level. A well-defined approach towards the content areas to be included in the programme is lacking. Very meagre population education is covered in the material developed under the post-literacy and follow-up programme : and that, too, is beyond the comprehension level of the target audience. In the curriculum for training of field functionaries, there is negligible material on the subject; and that, too, is not integrated. No training package on population education has been developed so far. The audio-visual material prepared by universities on the subject is not suitable for adult education. Research and experimentation in population education have been insignificant.

Though the study is purported to be a survey at the national level, its coverage is rather inadequate. Out of 99 agencies identified as concerned with population education, only 58 responded : and on scrutiny, ultimately the responses of merely 34 agencies were found worth-while. Then, the 'postal method' itself is not very reliable. Nevertheless, the findings are of national importance and merit consideration for policy formulation on population education.

(4) METHODS AND TECHNIQUES OF TEACHING**(A) Doctoral Theses**

In this section there are 4 studies. One is directly concerned with methods of teaching literacy, another is on communication of ideas, particularly, through two of the mass-media, and the third is related to youth welfare programmes which may serve as a device of education.

(1) "A comparative study of the relative effectiveness of four methods of teaching literacy to adults" is intended to find out relative effectiveness of four methods of teaching reading and writing to adult illiterates. The methods are : (1) Alphabetic method in which only reading is taught for the first two months, and writing is introduced in the following two months ; (2) Alphabetic method in which reading and writing are taught simultaneously; (3) sentence method in which only reading is taught in the first two months, and then writing is started; (4) sentence method in which reading and writing are taught side by side. The experimental method of research is employed. The study has been conducted in two villages of Andhra Pradesh. Four adult-groups of 30 adults each are taken for the experiment, each group being taught by a separate method. Besides, one group of 20 children who have already completed class III has been selected as the control group for the purpose of comparing the performance in reading and writing of the four experimental groups with that of the control group. Three self-prepared tests (one each in reading, writing and arithmetic) are the tools used for collecting the data. The findings are : Alphabetic method is better than sentence method in teaching reading and writing. Alphabetic method No. 1 is better than Alphabetic method No. 2. There is no significant difference in performance of the four experimental groups in arithmetic. Adults acquire the same standard in functional literacy skills in 4 months as the children who have passed class III.

The study is silent about how the four experimental groups have been equated. The tools used are not standardized.

(2) The study entitled "The communication of ideas through adult education in India" examines the social implications of spreading mass literacy and education in India,

and to this end tries to discern the ideas communicated through the media, particularly the books and films prepared for the benefit of the neo-literates. The methods employed is descriptive (survey). The content of 174 books (Hindi), produced by Jamia Millia Islamia, Delhi till 1956 and 60 documentary films produced by the Films Division of Government of India have been analyzed. The major findings are : The books for neo-literates are sub-standard and lack integration and purpose. The content betrays a tendency towards mass conformity and it is not likely to inculcate values of critical thinking and scientific temper. The material is irrelevant to the needs and interests of the adults, and under-estimate abilities of the adult community. The content, however, condemns some of the existing social evils. There is often undue glorification of the government in the films. In general, the media of mass communication are found to contribute little towards the inculcation of new values.

There is absence of analysis of the responses of adult readers and mass audiences of films. The conclusions may, therefore, be treated as subjective surmises, though the analysis is systematic. The study provides valuable information to educationists and planners concerned with adult education and mass communication media.

(3) "Youth welfare programmes in India with special reference to Uttar Pradesh" is a study designed to find out inadequacies of the programmes with a view to suggesting ways and means to revitalize and coordinate the functioning of various welfare agencies in order to make them more educative. The survey method is followed; and the main tool for collecting the data is a questionnaire prepared by the investigator herself. Some of the important findings are : Only 32% of youth desire to take up community service. Arrangements for youth welfare activities like games, music, etc. are inadequate. Less than 30% of youth participate in co-curricular activities. About one half of the youth welfare agencies concentrate mainly on physical welfare of youth. All youth emphasise the need for vocational training programme.

The sampling is inadequate. The reliability of the responses is not ascertained. The main objective of the study is lost in

irrelevant issues like the phenomenon of unemployment among youth, and of drop-out of school students.

(4) The study "Social impact of the telecast programme 'Education for life' on rural adults in the district Chingelput (T.N.)" is designed to find out the relationship between the frequency of television viewing and the awareness, knowledge and adoption and use of facts in the programme with respect to agriculture and husbandry, health and nutrition and family welfare. The experimental method is employed. The main tool for collecting data is an interview schedule. The findings are : frequency of television viewing is related to sex, age, marital status, caste, level of education, occupation and income. It has a positive impact on the awareness, knowledge and adoption and use of the programme both on men and women respondents.

The study is methodical and systematic. Appropriate statistical techniques have been used to draw inferences scrupulously. Recommendations based on the study are practicable and worth implementing by the authorities concerned.

(B) Research Projects

There are 7 studies besides the Ph.D. studies in this area.

(1) "An investigation into the oral and written expression of a rural community" is a project to find out the difference in skill proficiency of semi-literates, neo-literates, literates and illiterates. The method employed seems to be somewhat like a case study. The data are collected through a series of tests. The findings are : The difference between semi-literates and neo-literates is quite marked in recognizing consonants. Neo-literates who learned reading by word method—a method generally adopted in adult education programmes recognise letters more quickly than semi-literates who are assumed to have learnt reading through alphabet method. While all neo-literates can write their names correctly, two semi-literates cannot do so. All the subjects can read words included in the word-test correctly. There is no difference between neo-literates and semi-literates in writing numbers. Semi-literate group is superior to neo literate group in reading.

The study is envisaged to compare literates, neo-literates, semi-literates and illiterates. But illiterates cannot be compared with others on the tests used in the study. Generalizations made hardly seem valid, because of the radiculously small-sized sample, being composed of 5 semi-literates and 5 neo literates.

(2) "An experiment in functional literacy teaching through Naya Savera method" as a study based on an experiment with 'the Naya Savera Teaching Technique' developed by the Literacy House, Lucknow. The object is to find out whether the period of literacy course could be reduced. For this purpose three groups of adult learners—one control group (consisting of 2 sub-groups and two experimental groups have been taken. One of the experimental groups' is given a 9-month literacy course and the other a 6-month course. The course-content remains the same in all cases. Each experimental group is again divided into two sub-groups. At the end of the experiment, one experimental sub-group each of the 9-month and 6-month courses is examined on the 'old' test and the other sub-group on the 'new' test. These tests are the main tools used for collection of data. The findings are : The difference between mean number of words copied by the 9-month course control group and the 9-month course experimental sub-groups is significant at .05 level, the control group's performance being better. The difference between mean number of words copied is significant at .01 level in the case of 6-month and 9-month control groups, as well as experimental groups, the 9-month groups doing better. The difference between mean number of words read per minute is significant at .05 level in the case of 9-month control group and experimental groups with control groups doing better in 'old' test and experimental group doing better in 'new' test. In the case of 6-month and 9-month groups this difference is found to be significant between control groups only with 9-month group doing better on the 'old' test. But this difference is not significant in the case of control groups on the 'new' tests, nor is it significant between 6-month and 9-month experimental groups on both the 'old' and the 'new' tests.

It is not quite clear how 'control' groups have been controlled and what are the criteria to determine experimental groups. Nor is it explained how the sampling was done. No attempt appears to have been made to ensure that the control groups and the two experimental groups are equivalent in terms of independent variables that determine literacy attainments. The attempt to make use of 'old' tests and attempt to develop 'new' tests appears to be inadequate.

(3) "post-literacy activities conceived in the perspective of life-long education in India" is a case study designed to acquire an improved understanding of the problems of post-literacy and follow-up programmes. The necessary information has been collected through questionnaire, personal contacts and available literature. Certain secondary sources have also been used. The main findings are : In earlier programmes of adult education, relapse into illiteracy was massive because of lack of any sustained effort at carrying out follow-up programmes. The overall picture of libraries is disappointing; there is lack of coordination among various agencies, and absence of a national policy of development of libraries. although urban educated masses are served fairly well by public libraries, the picture in the rural areas is quite different. In rural areas, the diffusion of printed materials is less than 10% of that in urban areas; 75% of Indian villages do not get a newspaper or a magazine. Although general literature for post-literacy is available to some extent, books relating to functional topics are very few. The incidence of relapse into illiteracy is highest among agriculturist, housewives and people with low level of living. Besides the cost, which is beyond their means, the urban bias of the printed material discourages them. The same urban bias is found in other mass media as well. There is absence of professional cadres of adult education who can look after post-literacy activities. There is a lack of co-ordination among the various government departments, e.g., Education, Health, Agriculture, etc. which should be interested in promoting adult education. The new concept of post-literacy activities is not well understood by the agencies.

It is not a research study in the usual sense of the term. The investigator has attempted to analyse the experiences

gained in the past and present in the area of post-literacy activities. The study is useful for adult education workers in formulating their programmes in the area.

(4) "Peoples' self-action for development" is the title of the report of a participatory action research project designed to bring about socio-economic development in a typical tribal village in Ranchi district (Bihar). The strategy is based on Freirian pedagogical techniques to help the peasants perceive, articulate and attempt to solve their problems through collective action. The findings and results of the project are : In the whole process of participatory action, the most critical phase is that of creating the organisation. Once the organisation builds up with sufficient group solidarity, economic activities follow. The project has created self-confidence among the participants and hope for their future. Fatalism has given way to optimism. The lesson learnt is that all collective efforts must be geared to benefit the group as a whole, and that no individual should be allowed to benefit himself at the expense of others. The neighbouring villages are trying to emulate.

The experiment is replicable in similar situation. But under a different socio-economic milieu, its replicability is rather questionable. More microlevel experiments of this type are needed before a general strategy can be evolved.

(5) "Satellite Instructional Television Experiment (SITE) social evaluation : Impact on adults, part I". The SITE project ran for one year (Aug. 1, 1975-July 31, 1976) covering more than two thousand villages in 20 districts of 6 States of India. The study is designed to give the policy maker, programme producer and social scientist insights into the conditions required for this mass medium to contribute its best to development in various aspects of national life. The experimental method is employed and the data have been collected through a pre-tested common schedule. The main findings are : More males than females have watched and discussed the T.V. programme frequently : but it has proved a source of general information much more to females than males. A substantial proportion of viewers of both sexes is from the low socio-economic category : higher socio-economic status is negatively related to TV viewing. TV attracts about 31% of first genera-

tion mass media participants, among whom there are more females than males. A larger proportion of adults are attracted in smaller villages than in larger ones. As to the impact of the programmes, more females than males gain in the knowledge of health and nutrition innovations, health having an edge over nutrition. Regarding adoption of health innovations, for both sexes the changes are positively associated with differential exposure to T. V. Illiterates have larger gains than literates. So far as family planning is concerned, the experimental group shows a higher desire for small family than control group. More females than males gain knowledge in family planning. But the desire for small family is shown more by literates than illiterates. In agricultural awareness, no appreciable gain is, however, observed, though positive gain is indicated in awareness of animal husbandry. There is gain in political information also. Gains in political socialization among illiterate males show that lack of formal education is not a hindrance to learning through T.V. In both attitudinal and behavioural information, there is an overall increase in modernity as a result of T.V. viewing. Educational and professional aspirations in respect of their sons have changed positively among females, in particular. T.V. viewing does not seem to effect knowledge of citizen's responsibility among males.

The study is well planned and scrupulously conducted. At some places, however, there are lapses. There is a lot to learn from the study about how to make T.V. programmes more effective for development.

(6) "SITE social evaluation : Results, experiences and implications" is the title of a book incorporating the findings of 5 studies conducted to find an answer to the question : How far has SITE achieved its social objectives ? The preceding study is included in these studies. The other studies are concerned with school children, teacher training and related themes. So far as the impact of SITE on adults is concerned, there is no significant addition made to the findings of the study already reviewed.

(7) "Adult education through radio" is the report of a research project based on surveys of two specific programmes of A.I.R. : (1) Radio Farm Forums, and (2) Broadcasts for

Industrial Workers. The surveys were conducted in 1955. The objectives of the study are to find out the facilities available for reception of programmes, listening of the programmes by audiences, and effectiveness of the broadcasts. The descriptive method is employed; and the data are collected through observation during surprise visits to the listening centres coupled with interviews. The main findings are : Number of listeners, on the average, ranges from 16 to 22 in villages, and there are no regular listeners. The lack of interest is attributed to fatigue as a result of the day's work, radio set installed at an unsuitable place, inconvenient time of broadcast, the language being too difficult to comprehend, and the programmes being dull and boring. Residents of 'radio villages' are better informed about international scene and more open to new ideas like family planning than those of 'non-radio villages'. The main objective of the programme is to motivate and guide the farmer to grow more food, but it is no longer received with enthusiasm. Broadcasts for industrial workers arouse a similar response from the listeners.

The scene summarised in the report represents the situation mentioned obtaining about thirty years ago. But some of the problems remain relevant even today.

(8) "Media and adult education—Indian experience". It is the report of a study conducted by the Indian Institute of Mass Communication and sponsored by UNESCO. It aims to examine the Indian experience over the years in using mass media, especially the radio and TV, for adult education primarily from the perspective of coordination between the media organisations on the one hand and governmental and non-governmental organisations engaged in task of adult education on the other. For this purpose certain projects have been selected as case studies. These are : two radio projects and six TV projects. Case studies are based mainly on reports, particularly evaluative reports, and field observation. The main findings are : Most of these programme first began as pilot projects and were later extended as regular programmes : Experimental or pilot media projects for adult education were invariably grand success. But, often the success of such regular programmes has not been that impressive. Systematic studies

over the years indicate that radio is effective to an extent in agricultural broadcasts. Radio in support of mother-child care programme is a systematic and organised communication support for the Integrated Child Development Service (ICDS). As a media pilot project the programme was fairly well-organised and its impact was also encouraging.

The study is not a research in the strict sense of the term, the author has described certain radio and television programmes systematically, and also analysed the impact of each one of the programmes on the masses. The inferences drawn are logical. The author's suggestion that the content of the regular media support for adult education programmes has to be area-specific, problem solving, need-based and be given in syllabus-oriented sequences may be helpful to planners of media support for adult education programmes.

II. STUDIES CONCERNING ADMINISTRATION AND ORGANISATION

In India the Government and voluntary agencies, both are contributing to the spread of adult education. Since independence of the country, the programmes of adult education have been expanding gradually. The period since 1978 has, however, witnessed a spurt in the field, when the Government of India Adult Education as a National Programme (NAEP) and launched it on a country-wide scale. Consequently, various problems related to planning, administration and organisation among many others have surfaced. These problems have to be studied closely, before they can be effectively tackled.

As it is, there is not much research in evidence in this important area at the academic level, may be, because of lack of resources—both human and material—available in educational institutions.

(A) Doctoral Theses

There are 4 studies in this area. One study is on planning of a state-wide adult education programme, the second about administration of adult education in another state, the third concerns training of adult education functionaries, and the

fourth study is an appraisal of the training programmes for social workers.

(1) "A proposal for the establishment of a state wide adult education programme for Tamil Nadu" is in essence a library study designed to analyze the problems confronting adult literacy in the state, to evaluate the Government plan for elimination of illiteracy and to propose a better plan as an alternative. The adult education material available has been surveyed historically to find out the weaknesses in the efforts made in the past to eradicate adult illiteracy in the State. In the light of the above analysis, certain suggestions are made to improve the situation. Some of the important ones are : for eradication of illiteracy, both primary education and adult education should be strengthened. Necessary steps should be taken to organise occupation-oriented courses, proper training of instructors, production of suitable literature for illiterates and neo-literates, and research in adult education.

No plan for the re-organisation of adult education has been proposed : instead, only a number of recommendations have been listed.

(2) The study "Adult education in Assam during post-independence period" seeks to identify the administrative bottle-necks and organisational difficulties faced in carrying out adult education programmes. The method employed is survey of the relevant literature. Apart from this source, the data have been collected through a self-prepared questionnaire administered to the adults in selected areas. Some of the major findings are : The provision made for adult education is inadequate for the rapidly growing population. There is an insufficient supply of audio-visual aids to be used in the programme : the few mobile vans equipped with such aids are not maintained properly, There is no coordination among the various concerned departments. The dual administration of adult education by the State Education Department, and Community Development Department creates hurdles in the smooth working of the programme. There is hardly any provision for functional literacy, nor is there any evidence of a follow-up programme. The problems of communication and

transport become so acute during the rainy season that the programmes come to a stand-still.

The study would be useful in planning and administration of adult education programmes.

(3) The study entitled "Preparation of Training programme for non-formal education workers in Kerala" is an attempt to systematically prepare a training programme based on experimental evidence of giving better result in terms of bringing about desirable attitudinal changes among the non-formal education workers and their consequential better performance. The experimental method is employed : and a number of self-prepared tools are used as means for carrying out the project. The impact of the new training programme has been assessed with the help of a personal data sheet, a rating scale, a self-evaluation schedule and an observation schedule. The end result as judged by experts is that in matters of planning, preparation and execution, the total programme has been a great success. The instructors trained through the new programme are found superior to the others by way of knowledge, ability and skills in relation to the roles they are expected to perform.

Though the study is seemingly elaborate : and a good deal of statistical sophistication is in evidence, the statistical methods have not been used carefully. Validity of the Interest Inventory and Attitude scale used in the study is established by a questionable method. Superiority of the instructors (trained through the new programme) found may be due to the trainees of the experimental group being a select group which is qualitatively better to startwith.

(4) The study "An appraisal of the training programme for social education workers in India" is designed to examine the content and objectives of various training programmes conducted for social education workers, and their impact on the trainees. The survey method is employed. The data have been collected through questionnaires, interviews, study of records and observation. The major findings are : The training imparted to the worker both at the district level and block-level is helping the trainees to do their job better. None of the direct beneficiaries of the programme has expressed dissatis-

faction over the training programme as is organised. There is a need for a clear understanding of the concept and programmes of social education. The proportionate time allotted to theoretical and practical work in the training is generally regarded to be satisfactory. There is, however, a strong feeling among the trainees that the practical aspect has been either neglected or not given due emphasis. The practical and field work programme in which better guidance is needed should be made available in different field situations. There should be proper liaison between the States and Union Territories on the one hand, and the training centres on the other. The State level Officers and ex-trainees, in particular, suggest that there should be greater emphasis in the syllabus on subjects, e.g. youth organisation, training of leadership, methods of working with people, etc. Follow-up of ex-trainees should be done through correspondence, organisation of refresher courses, and orientation seminars periodically.

The study is rich in suggestions for the guidance of planners and administrators of the programme.

(B) Research Projects

There are 4 studies other than the Ph.D. studies in area of Administration and Organisation.

(1) "Managing an adult education project." It is the fourth appraisal report of NAEP in Rajasthan. The main purpose is to review project level strategies and systems in NAEP. Two districts have been selected for the study : Ajmer and Dungarpur which are more-or-less educationally developed, but with differing environmental setting for NAEP. The descriptive method is employed; and data are collected through a variety of tools, techniques and sources, e.g., detailed schedules for various project personnel (who have given written reports on their programmes and problems), intensive interviews with instructors, supervisors and community members, observation visits to literacy centres, official documents, etc. The main findings are : Mainly the issues and problems arise because of the structure evolved at the centre. The choices and decisions cannot be made at the project level. Grass-roots planning has received little consideration in NAEP, that is the planning

based on the collective decision of project officers, supervisors, instructors and learners about the kind of activities they wish to undertake in their own centres and sectors, and the means by which they could carry out activities despite the resource constraints and organisational limitations. The instructor and the community are two key elements in the transformation process.

This is the first study (upto July 1983) that has investigated a very important managerial aspect at the project level and the local adult education centre level. The findings are relevant to the policy makers concerned.

(2) "Experimental adult schools" is the report of an experiment in establishing adult schools for illiterates to enable them to attain a level of education at par with grade IV in a relatively shorter period of two years. The experiment was sponsored by the Union Ministry of Education and directed by Jamia Millia Islamia, Delhi. It was carried out at four different places besides Delhi, viz., Bombay, Coimbatore, Lucknow and Mysore by certain cooperating agencies. The method employed is experimental-cum-descriptive. The data are collected through schedules and tests constructed for the purpose. The findings are : The highest average of daily attendance is 76% and the lowest, 63%. 77% of the adult students have passed the public examination at the end of Grade IV, indicating that illiterate adults can attain a level of education in two years which children normally take four years to attain. Adult learners make significant progress in skills of reading and writing from grade to grade. In each grade there is found to be a positive relationship between (a) reading and writing and (b) reading and arithmetic.

No attempt has been made to provide the rationale for pooling the data from all the centres. In view of the fact that different centres have used different media of instruction, have got different socio-cultural background, and different in-puts, it appears to be inappropriate to pool the data, especially for para metric tests. However, the study provides some useful insights into an alternative programme to planners and administrators of adult education.

(3) "People's participation in family planning : A study of mass vasectomy camp in Aurangabad District" is the report of a research project designed to examine the organisational structure of the mass vasectomy campaign and to determine how far people are involved in it, and to find out the methods and techniques used for motivating people for sterilisation during the campaign. The descriptive (survey) method is employed in carrying out the study. The data are collected mainly through interview : and for this, five different interview schedules have been prepared. The major findings are : The campaign approach to family planning has distinct advantages over other approaches. People's participation and involvement makes for the successful implementation of mass vasectomy campaign. Publicity through mass media of communication has greater significance and relevance in a mass campaign. Motivators play an important role in the success of mass vasectomy camps. The biggest lacuna in mass vasectomy camp is the lack of follow-up. Every acceptor should be hospitalised atleast for 2 days after the operation to provide him necessary medical help, if needed.

All necessary precautions have been taken to ensure the reliability and authenticity of the data collected. The conclusions drawn are warranted by the data. The findings are useful for planning and administering such programmes.

(4) "Adult Literacy teachers' training—An evaluation"

The study seeks to evaluate the programme evolved by the Literacy House, Lucknow to prepare instructors of FLIT to handle the 'Naya Savera Method'. The duration of the training programme was two weeks. The descriptive (survey) method is employed in the study; and the data are collected through a questionnaire. The analysis of the pre-training and post-training data reveals that the programme is helpful in equipping trainees with the knowledge and skills necessary for carrying out the job.

The 'Naya Savera Method' on which the training programme is based remains altogether un-explained in the report. Similarly the specific objectives of the study are not clearly stated, nor has the curriculum of the training course been

specified any where. Under the circumstances nothing can be said about the conclusions drawn.

III. STUDIES CONCERNING EVALUATION

Evaluation is an integral part of any action programme, the more-so, of a programme which is concerned with the welfare of a large number of people. Adult education being a mass programme needs to be evaluated continuously for ascertaining the degree of its success and also for identifying the lacuna in its execution so that necessary action may be taken to rectify them.

Evaluation of the National Adult Education Programme has received attention of the Government since its very inception. So the machinery set up for the execution of the NAEP is also charged with its evaluation from time to time. A number of studies concerning evaluation of the NAEP in different regions/states have been sponsored by the administration and carried out accordingly. Moreover, some individual scholars have got interested in the subject and earned the Ph.D. degree for their research. Such studies available to us are 8 in number. Four of them have an accent on the programme in action, while the other four are related mainly to the instructional outcome.

1. EVALUATION OF PROGRAMME IN ACTION

(A) Doctoral Theses

(1) "NAEP" in Vishakhapatnam District : A study of differential impact" is designed to study the ground situation of the NAEP in the district and to find out its differential impact with reference to variations in (a) implementing agencies, (b) background of learners and (c) socio-economic background and educational-professional experience of instructors. The method employed is descriptive (survey). The data have been collected through 4 different schedules prepared by the investigator himself. Besides, secondary data have been collected from official reports. Some of the important findings are : While 67% of the illiterates in the district are women,

only 25% of the total enrolment in the centres is that of women. Training of adult education functionaries is the most neglected area. Only 29% of the centres are located in proper rooms. Only 16% of the illiterates on rolls have attained proficiency in 3 R's. The functional knowledge of learners in regard to modern developments in agriculture, etc., is low, though learners are adequately informed of Banking functions and needs for saving. Their level of awareness is very high in social issues, moderately high in health and family planning and average in political issues. Male sex, younger age, joint family, unmarried status, higher income, occupational levels and regular attendance are positive factors behind the performance of learners in general. The performance is also largely dependent on the background of instructors and the nature of the agency as well. Voluntary organisation under study has achieved better results in educating adults followed by the university and Government.

The study provides ample insight and guidance to planners and administrators of adult education programmes.

(2) "Evaluation of the programme of adult education in operation under the pilot plan in Wardha District" is a study designed to assess the extent to which the programme has yielded positive results and to investigate critically the wastage in the field in order to plug it. The survey method is employed. Observation, interview, and specially devised tests are the techniques and tools used for collection of data. The main findings are : About 17% of men and women in the 15-20 age group involved in the programme are immature and unstable. 50% of men and 41% of women in the 21-31 age group are enthusiastic and ambitious. 31% of men and 45% of women in the age-group of 36 to 55 are found to be well balanced. Adult education has not brought about the expected changes; there is no improvement in the standard of living of the village people; their unfavourable attitude towards girls taking up jobs remains unchanged. However, 68% of men and 66% of women are conscious about cleanliness of their children; and local population has started understanding the scientific method of cultivation.

The study is useful to planners and administrators of adult education.

(3) "A critical study of the programmes of non-formal education in Baroda city and their impact on the community" aims at finding out the methods and media used in the programmes and whether the weaker sections of the people have benefited from them. The survey method is employed. Eight institutions have been selected for case study. The tools used for collecting the data comprise one check list for organisers and another for participants to determine their socio-economic status, and one pre-tested interview schedule to study the impact of NFE on participants. The findings include : Most of the programmes are cultural, social and religious. Less than 10% of the programmes are in the areas of literacy, personal and community health and nutrition. The programmes are organised in public places like community centres, club and trust buildings. Most of the programmes are run by regular and paid teachers assisted by volunteer experts. Very few group methods are in use. Most of the agencies are using only one medium of communication namely, books. The impact of the programmes on the participants in literacy and numeracy is rather low. In knowledge of nutrition it is average. In creative use of leisure, and activities connected with supplementary income, the impact is good.

"A study of adult education among tribals of Vishakhapatnam district (A.P.)" It is designed to assess the problems of adult education in the tribal area and the impact of NAEP in terms of the achievement of participants in 3 R's as well as the functionality of the programme. The descriptive (survey) method is employed. The data are collected through 4 self-prepared schedules, and individual and group interviews. The main findings are : 46% of participants have attended classes for 61% of the working days, and 16% have attended 41% to 60% of the days the centres have remained open. 73% have had no previous schooling; and the remaining have already studied from 1st to 6th standard. For 76% the main reason for attending classes regularly is heavy work, while in the case of 50% it is illness. 38% state that they have attained the standard of class III and 29% that of class I. 64% have a

preference for more agricultural knowledge and 53% want to learn more about health and hygiene. 82% state that there is lack of reading and writing materials in the centres. The tests reveal that a large majority has attained good competence in environmental knowledge, speaking, reading and copy-writing skills. About one half of them have developed good ability in dictation writing, self-expressional writing and about one fourth in arithmetic skills but none in functional arithmetic.

The study is mainly based on the responses of the participants whose veracity is uncertain.

(B) Research Projects

There are twelve evaluation studies in this Section of "Programmes in Action."

(1) "Gandhian approach to rural development" is an evaluative study. It seeks to find out the working and achievements of the Vedchhi Intensive Area Scheme (VIAS) in Gujarat State in the context of its stated objectives, namely, building of a non-exploitative, non-violent *sarvodaya samaj* on the Gandhian model. The survey method is employed, and the data are collected through a questionnaire, in-depth interviews, participant observation, *taluka panchayat* office records and records maintained by VIAS. The main findings are: Utilising local resources and securing participation of people in the development process, the VIAS has experimented with decentralization and planning from below, while making systematic use of the development framework devised by the Government. There is no uniform policy of recruitment, nor are there uniform service conditions, which creates dissatisfaction among rank and file workers. During the last three decades VIAS has carried out numerous programmes a few of which stabilised and taken institutional forms. Apart from formal education at different levels, the programmes include social education to develop 'social consciousness', and economic activities like agriculture and village industries. The literacy rate in the *taluk* has gone up from 30% in 1961 to 41% in 1981, which is still lower than the state average of 46%. All the VIAS economic programmes have not found acceptance except those which are directly linked with cash value. The economic condi-

tions of have-nots do not seem to have improved. The tribal leaders have started resenting domination of caste Hindus in economic and political affairs. The performance of VIAS is not poor as compared with that of the other voluntary agencies which are trying to carry out development programmes within the given framework. Yet, the VIAS has not been able to create, and at the moment it does not seem to be in the process of creating the *Sarvodaya Samaj* of Gandhi's concept.

It is not clear how the participant observation or the questionnaire has been used in the study. This is, however, an attempt at qualitative evaluation.

(2) The study "Polyvalent adult education centre, Bombay : Second evaluation study," is a survey of the programmes and activities of the *Shramik Vidyapith* undertaken with a view to assess the effectiveness of this experimental institution. The survey method is employed. The data have been collected through interviews with policy makers and a questionnaire mailed to employers. Besides, reports and record concerning the institution have been used as sources of information. The main findings are : Many of the courses run by the institution are of an exploratory nature and skill-oriented, and possibly can meet the requirements of both the employers and the workers. The 7-year record shows that many programmes tend to be ad-hoc without a clear enunciation of objectives.

The report is silent about how the survey has been actually conducted. There is no indication of the nature of tools, whether they have been pre-tested. The report, on the whole, has an impressionistic ring.

(3) "Literacy work among small farmers and tribals" is the report of an evaluative study of a five-year literacy project undertaken by Seva Mandir, Udaipur (Rajasthan) for the purpose of obtaining feed-back data on the effectiveness of the project. The survey method is employed. The data are collected through 3 schedules—one for learners, another for instructors and the third for supervisors. The main findings include : The majority of learners are in the age-group of 15-35. Caste-wise Dangi Community constituted the majority followed by scheduled castes and scheduled tribes. Learners belong to poor

social status, and are mostly engaged in agriculture. The average attendance in 60% of the literacy centres is 13 to 15 learners. The age of the instructor varies from 18 to 53 years, and their educational qualification from Grade VIII to Bachelor's degree. 70% of them are, however, educated upto grade X or below. Castewise 35% of the instructors are Brahmins and 25% scheduled castes/tribes : and they are also engaged in agriculture. Physical facilities available in the literacy centres are generally adequate. Only 10% of the instructors test literacy levels attained by adult learners.

The study is well-planned and rigorously executed. It is, however, not clear how the literacy level attained by learners is tested.

(4) "Reconstruction through education, action and leadership (REAL) project of World Vision of India. "The REAL project was carried out in a village in Salem district of Tamil Nadu. It aimed at developing the whole community in its totality by catering to individual, family and community needs through various efforts. The focus was on assisting the community leadership in the village to organise themselves to form their own welfare committees to implement development programmes through education, action and leadership strategies. This is the evaluation report of the project. The descriptive method employed : and the data have been collected through interview and participant observation. The main findings are : During the year 9 training camps in agriculture, family welfare, and animal husbandry have been organised in different villages, but the trainees could not always put into practice what they have learnt for want of financial assistance. The project personnel have not supervised the application part of the training. The project has succeeded in involving the community to make their contribution in terms of money and efforts. Community members have built schools, offices, wells and extended assistance to one another. Due attention has not been paid to literacy work.

A good deal of background information regarding the villages, including population, caste composition, occupation, educational level and income has been collected, but no attempt

is made to use this information for establishing the representativeness of the sample.

(5) "Social education in Delhi" is the report of an evaluative study conducted to assess the effect of different programmes carried out by the 3 social education agencies in Delhi. The method employed is descriptive: and the techniques/sources of collecting information are interviews with participants and non-participants: policy makers, administrators and field workers: and materials available from records and annual reports of the agencies. The main findings are: An average participant is a youngman or woman below the age of 35, belonging to lower middle class and with education not beyond the primary level. Such a person may be working as a peon, chowkidar, postman or clerk. He/she visits the centre more or less, regularly and participates mostly in literacy classes. The percentage of participation increases from the age-group of 12-14 to the age-group 15-24, then there is a decline. Most of the participants like to attend the centres and the programmes. Literacy is the most important activity of each centre as perceived by participants. Those who have attended literacy classes claim competence in reading and writing. Craft is popular among women. Sewing and cutting are regarded as the most useful. Lack of equipment is one of the causes for people leaving the centre. Recreational and cultural activities are fast becoming popular. There is dearth of play materials, magazines and newspapers in centres. They also lack physical comfort and sanitary arrangements. Many women are reluctant to come to the centre, because there is none else to look after their children at home. It is advisable to arrange a 'children's corner' at the centre for such children. Among the field workers there is general discontentment. Their work load is heavy. To expect one worker to organise a variety of programmes is unrealistic.

The design of the study is carefully prepared. Due precautions are taken to make the study as much objective as possible. A number of useful suggestions have been offered on the basis of the findings. These may be used by the authorities concerned in organising social education programmes more effectively.

(6) "An evaluative study of the NAEP in the Union Territory of Pondicherry." The study is conducted to assess the quality of adult education programme. The survey method is employed; and the data are collected through interview schedules and questionnaires. The main findings are : During 1979-80, the programme covered 99% of the target group of learners. Slates, pencils, note-books, etc. are supplied free of charge to learners. Lecture and discussion are the common methods used. In general, neither much attention is paid to functional upgradation nor to elevating the level of social awareness. According to administrators' opinion, centres' activities are not integrated with other developmental activities. Learners claim that they have learnt to read and write small passages, become more aware of account maintenance, joined co-operative societies, secured loans for agricultural development, etc. The common problems of centres are learners' disinterestedness, villagers' non-cooperation, non-receipt of grants in time, paucity of funds and low remuneration given to instructors. There seems to be a contradiction between the opinions of administrators and learners in regard to the functionality and awareness components of the NAEP.

(7) "Evaluation of family planning orientation training camps (O T C)" is the title of an evaluative study of the family planning O T C scheme to find out how far it has succeeded in developing 'centres of support' for the family welfare programme launched by the Government on a national basis, what difficulties are faced and how to overcome them. The study was carried out during 1979-80 in seven selected states by a group of six organisations located in different states. The descriptive method is employed; and the data have been collected mainly through personal interviews of (a) health and family welfare personnel, (b) participants of OTCs and (c) members of the community expected to be served by the participants. The findings are : The usefulness of the OTC scheme is realised by both the officials and the participants; but the implementation of the scheme is faced with several difficulties. There is need to improve the situation by organising only as many camps as can be managed properly, and by ensuring fuller support of the officials concerned and by

mobilising all resources for making the OTCs successful and for ensuring follow-up activities. Possibly the objectives of the OTCs are unrealistic and over-ambitious; and therefore need to be examined to make them attainable.

The survey is well-planned, and the proper sampling procedures have been observed.

(8) "Study of the functional literacy programme of 'Integrated Child Development Services' (ICDS) scheme, Kathura (Haryana), Phase I & II". The phase I relates to the period (May 1978-July 1978) and phase II to the period (September 1980-November 1980). The study was designed to evaluate the functional literacy (FLIT) component of the ICDS in the area, by assessing its impact on the participants during the interval between the two phases of the study. The descriptive (survey) method is employed; and the data are collected through a questionnaire followed by interview. The main findings are : In the first phase 59% of the participants are in the age-group of 15-35 years. Nearly 90% of the participants are illiterate. Attendance in the FLIT classes is about 50%. The Primer used is the same as used for class I of Primary Schools in Haryana. Very few visual aids are used in teaching. The typical *Anganwadi* worker is in the age-group of 20-24 who has studied upto class X. The information level of participants on items of general knowledge is pretty good. In phase II of the study, participants did better in the attainment of literacy skills. In the area of family planning more participants are aware of permanent methods of totally preventing child birth. The objective of promoting better awareness among women of modern methods of health and hygiene could not be adequately achieved. The material supplied to the FLIT centres is not only unsuitable to the adult women, but also insufficient.

(9) "Non-formal education for rural women" is the report of a project conducted to test the efficacy of the integrated programme for child development. It is an experimental action cum-research project. The experiment included; (i) a functional literacy class (ii) oral instruction-cum-demonstration education along with the basic 'package' called the mother child centre service consisting of medical advice, nutritional services, and a feeding programme, (iii) combination

of (i) and (ii) and (iv) control village, where only the normal community development and health programmes are operating to provide comparative data. The data are mainly collected through interviews. The findings are : The mother child centre service gives the best result in terms of gain in knowledge, creation of better attitude and adoption of more sensible practices. It has made modest but significant reduction in nutritional deficiency in both women and children.

The project is well-designed and carefully executed. The findings and recommendations offered would be helpful to the planners and workers of the integrated programme for child development.

(10) "Farmers' training and functional literacy : Technical reports of a pilot evaluation study of FLIT project in Lucknow District". The study is designed to provide feed-back for extending the programme, and to test methods for an expanded evaluation programme to analyse pedagogic and socio-economic impact. The experimental method is employed. The data have been collected through literacy attainment tests and an interview schedule. The main findings are : The FLIT programme is directed to the small, under-privileged farmers in the 15-45 age-group. The literacy effects are quite satisfactory—only 9% are unable to read; 80% can write at an average speed of 2.87 words per minute; 28% can fill in a farm plan very well unaided; 23% are unable to solve any arithmetical exercise, only 12% have solved all correctly. Increase in agricultural knowledge about wheat is significantly higher in experimental group than control group. The same is true in respect of awareness; interest, trial and adoption of HYV seeds, and other modern techniques and practices, as well as in the matter of attitude towards literacy, material comfort, contact with extension personnel, and use of radio.

(11) "Functional literacy for rural development : Field studies of three rural functional literacy projects" is the title of an evaluative study of 3 FLIT projects, one each in Bihar, Jammu & Kashmir and Andhra Pradesh. The descriptive (survey) method is employed, and the data are collected through (a) discussions in groups with the adult-education functionaries and learners concerned, (b) interviews with some

individual learners, instructors and supervisors, and (c) observation of activities during field visits. The main findings are: Reading materials are generally unsuitable, teaching aid are non-existent, and supplementary learning materials are scarce. The primary school teaching approach is prevalent, which is unsuitable for adults. Supervision and guidance are inadequate, particularly, in motivating all sections of the target population. Though literacy attainment of learners is satisfactory, and the rate of progress in this direction is faster, the level of their functional knowledge and social awareness is low.

The conclusions of the study are based on the impressions gained through discussion, interview and observation for which no structured or even semi-structured schedules seem to have been prepared. This may, however, serve the purpose of an exploratory study.

(12) "Adult education in rural development: A study of the process of implementation in a block". The study is conducted to find out the links between adult-education and other developmental programmes in one block of Pune district. The descriptive method is employed and the data are collected through interviews with learners, potential learners, drop-outs, community leaders and adult education functionaries. The main findings are: Officials of the Department of formal education betray their unconcern about adult education. The involvement of development agencies in the implementation of adult education programmes is negligible. Their functionaries are neither oriented about adult education programmes vis-a-vis development schemes, nor are the functionaries of adult education given any understanding of the development-schemes. The content and duration of instructors' training are inadequate. The learning and teaching materials are generally oriented to literacy and functionality components of the programme. There is not enough material available concerning awareness. Local community leaders' involvement is limited to provide accommodation for the centres and persuading potential learners to attend the centre. The leaders, learners, potential learners and drop-outs, all emphasise the need for programmes that may lend to economic gain. The physical appearance and

facilities of centres need attention. Mixing of the younger and older persons is considered undesirable.

The study is carried out systematically; and the findings are useful for planners and administrators of the programme.

2. EVALUATION OF INSTRUCTIONAL OUTCOMES

(A) Doctoral Theses

(1) The study "Impact of farmers functional literacy programme on the participants in Andhra Pradesh" aims at measuring the level of literacy, the gains in the knowledge of modern agriculture, and the changes in attitude of farmers achieved as a result of participation in the programme. The method employed is experimental. The tools of measurement used are self-prepared. The main findings include : There is significant improvement in the experimental group in achievement in the 3R's, while there is none in the control group. Children of class IV do better than the experimental group in reading and writing tests; there is, however, no significant difference in their achievement in arithmetic. In the knowledge of agriculture the experimental group is significantly better than the control group. The experimental group shows more favourable attitude both towards literacy and modern agriculture than the control group. Age is associated with attitudinal change, younger participants showing more change. Farm size is related with agricultural knowledge as well as with attitudinal change towards modern agriculture. SES is related with literacy as well as with agricultural knowledge.

The study satisfies the essentials of research.

(2) "A study of the academic performance of the farmers' functional literacy programme participants in relation to some socio-psychological factors". The aim of the study is to find relationship between the academic performance and some socio-psychological factors of learners. The survey method is employed; and 7 tools for measuring certain socio-psychological factors and 6 tools for academic performance have been constructed. Some of the major-findings are : Age, caste, per capita income, marital status, family type are not significantly related with academic performance. Newspaper reading, radio

listening, participation in formal and non-formal organisations, contact with agricultural extension agents are positively related with academic performance, while there is a negative correlation between academic performance and conservatism, fatalism and authoritarianism. Achievement motivation, aspiration level, and attitudes towards literacy and improved methods of agriculture are all positively related with academic performance.

(3) The study "Farmers awareness of agricultural extension programme" is designed to assess the impact of the programme on the farmers in terms of knowledge and practice of new methods of agriculture as well as attitudinal change towards new practices. The survey method is employed, and the only tool used for collecting data is an interview schedule prepared by the investigator himself. Some of the important findings are : Most of the farmers know about the uses of manure including chemical manure, but only 50% of them use chemical manure. All use compost manure. A majority does not use new implements like tractor. Only 20% know about pest control. 25% think that extensions programme would lessen influence of caste-system. 75% do not know that magazines and newspapers are available, and 92% are unaware of community listening radio-sets. Most of them use improved seeds; 50% are satisfied with credit facilities, and 70% say that the village level worker does not visit ordinary village folk, he meets mostly the chairman of the village Panchayat and other important villagers. Reasons for non-adoption of new methods given by 50% of farmers are lack of supply of inputs, of irrigation facilities and of technical guidance; small-size holdings and rough behaviour of extension workers.

The Interview schedule has not been pretested. However, it is a study useful for guidance of planners and administrators of adult education.

(4) The study "The impact of functional literacy in the rural areas of Haryana and the Union Territory of Delhi." aims at assessing the impact of functional literacy programme on farmers, knowledge about practices of cultivation of high-yielding varieties (HYV), their attitude towards HYV, their adoption behaviour and their attainments in 3R's. The

experimental method is employed, and 4 tests have been developed. The main findings are : The experimental group after having gone through the programme has fared much better in the knowledge test. Gain in knowledge is higher among men than women. The attitude of farmers of both sexes towards HYV has changed favourably in all age-groups except the 35 age-group of men only. The programme has made significant impact on adoption behaviour in the case of 15-35 age group. Younger farmers and women have achieved a higher standard in reading and writing skills than the older and male farmers.

The study is scientifically conducted. Moreover, it provides ample guidance for policy planners in the areas of linkage and co-ordination with farmers' training and farm broadcast.

(B) Research Projects

There are 4 studies in this section on "Evaluation of Instructional outcomes."

(1) "Evaluation study : (1975-76) Bikaner." The study is an attempt to evaluate the two projects launched by Bikaner Adult Education Association (1) Animal husbandry-based functional literacy project, and (2) Household industries training project. The descriptive (survey) method is employed; and the data are collected through questionnaires, interviews, observation and tests. The main findings in respect of the first project are : Out of 100 centres 82 centres have worked regularly for the whole session of 9 months. On the average each centre could enrol only 20 learners against the target of 30. The enrolment of the target could not be reached, because the project has started in the month of July; and July to November is the busiest season for farm work. Learners seem to be motivated, as shown by a drop-out of only 5.2%. Literacy attainment has little relationship with age of learners. Positive changes are observed in their manners, behaviour and personal hygiene. In the second project, it is found that 21.5% of the trained women have established their own workshops, and 9.1% are on the verge of doing so. 52% trainees come from lower middle and lower socio-economic classes; and out of these 31% belong to scheduled castes and backward classes. The

catchment area of trainees for woollen knitting is the widest, and attracts women from middle and upper middle classes. The next craft in popularity is tailoring; and the least popular is carpet yarn spinning. Communication and social behaviour of trainees has improved.

The report is silent about how the data have been analysed, and which statistical techniques have been used.

(2) "Bikaner Adult Education Association. Evaluation study : Adult literacy project." It is the report of an evaluation study conducted (a) to collect data about the progress made by adult education organised in the rural areas under the sponsorship of the Government of Rajasthan and World Literacy of Canada during 1969-72, and (b) to assess the learners' achievement in 3 R's. The descriptive method is employed; and the data are collected through survey schedules and tests. The main findings are : Regarding part (a) of the study, it is found that the project has been a dent in fulfilling a genuine need of the target population of illiterates. The Association is able to get necessary support from the Government. Vocational centres have increased the functional competence. Reading rooms are fairly well-utilized, Supervision is inadequate for providing guidance to literacy teachers. In respect of part (b) of the study the findings are : The performance of women is a little better than that of men. 65% to 80% of learners have acquired necessary skills of reading, writing and arithmetic. The largest number of learners are agriculturists, followed by industrial workers; and last comes the number of self-employed weavers. The reasons for the indifference of adults towards learning are that they doubt the utility of literacy, find the centres unattractive and teachers uninspiring. The main cause for drop-out is that the working hours of centres clashed with their job hours. Neo-literates utilised their literacy skills in writing letters, reading letters, newspapers and books, and in maintaining their family accounts, etc. Besides literacy programmes, other activities like festival celebrations and music concerts are organized.

(3) "Adult education programme of the Rural Unit for Health and Social Affairs (RUHSA)—Evaluation report." The programme is run in 26 adult education centres by the

Christian Medical College and Hospital, Vellore under RUHSA. The study is designed to assess the impact of the 10-month programme on learners in terms of the general objectives of the NAEP, viz. literacy, functionality and awareness. The data have been collected through interview schedules and literacy tests. The main findings are : Social activities and film shows are effective in attracting learners to the centres. At some places, the elite have developed fear that the poor and suppressed would be awakened through the adult education programme, and may even rise against them. As to the literacy component of the programme, it is found that only 66% of learners have been able to acquire literacy skills or to raise their literacy level. As regards functionality of the programme, about 63% of learners have raised the level of their occupational skills. The main causes of failure to achieve full success are irregular functioning of the centres, paucity of funds, lack of interest on the part of animators and want of amenities.

The study is comprehensive and carefully designed. The conclusions drawn are warranted by the data. The evaluation report will be helpful in planning and implementing adult education programmes.

(4) "Literacy House adult education project under NAEP-Evaluation report." This is an account of the literacy programme launched by the Literacy House, Lucknow under NAEP at the beginning of the national programme in Oct. 1978. Learners were evaluated in terms of literacy achievement at three stages ; (a) before the beginning of the programme, (b) after completing the primer, and (c) at the end of the programme. After they completed the primer, 1485 learners were evaluated, out of which 961 were categorized as literates, 508 as semi-literates and 16 illiterates. After the programme was over, only 60 learners could be approached for taking the literacy test. This was due to the closure of almost all the centres.

Three days' training appears too inadequate to equip the instructors to educate adults with no motivation. It is not clear whether the tests administered to assess literacy skills are valid and reliable.

STUDIES CONCERNING EVALUATION OF NAEP ON STATE LEVEL

From the very beginning of the National Adult Education Programme in October, 1978, it has been deemed essential to get feed-back periodically from the field as to how the programme was faring and what the handicaps were in implementing it so that necessary action might be taken in time to improve the situation. With this objective in view, quite a few states started getting their programmes evaluated from time to time by certain reputable institutions. Such studies are available in respect of Bihar, Gujarat, Maharashtra, Rajasthan and Tamil Nadu. These studies are 17 in all, and are reviewed statewise in the following pages :

1. Bihar

1-6. There are six studies in all. Four of these have been conducted by the A.N. Sinha Institute of Social Studies, Patna; and two, by the Xavier Institute of Social Services, Jamshedpur.

The A.N. Sinha Institute undertook the first study "Voluntary effort in adult education in Bihar." It is an appraisal of the work done by 22 voluntary agencies (V.As) in the first year (1978-79) of implementation of NAEP in Bihar. It was followed by a second appraisal "Adult education for development : A study of the NAEP in Bihar" in September 1980 which is based on the study of 35 VAs and 2 Government projects. Then there are two smaller studies—one concerning Guruva Block Rural functional literacy project and the other "Adult education and social awareness" comprising two case studies.

At the instance of the Education Commissionner, Bihar, The Xavier Institute undertook a study to evaluate the NAEP in 9 districts of Bihar, and completed the work by the end of September, 1981. The other study is "An appraisal report on the performance of adult education centres in Bero Block of Ranchi District" run by the Institute itself.

The six studies have many things in common with regard to methodology and findings. There are, however, certain

diversities reflecting differences in the contexts of the studies. All the same, they give a good idea of the strong and weak points of the NAEP in operation in Bihar, and provide guidelines for future action.

Excepting the two case studies on social awareness all other studies are based on survey of representative samples of respective populations; and a right procedure has been adopted for sampling in each case. Different questionnaires and interview schedules for different groups of respondents, observation visits and tests for learners have been used for collecting data.

Some of the important findings are :

Distribution of adult education centres is based on the principle of opening separate centres for scheduled castes, scheduled tribes and other backward classes. However, there are a large number of mixed centres for all castes.

- Physical facilities such as location, lighting, seating arrangements need to be improved.
- There is decline in initial enthusiasm of learners over the months.
- Among the drop-outs, there is a larger percentage of women, people belonging to scheduled castes and tribes and agricultural labourers. The drop-outs are either economically deprived people or are facing socio-psychological problems.
- Most of the learners have achieved proficiency in reading and writing upto sentences, and in numeracy they can add and subtract 2 digit figures. Their performance is better in reading than in the other two skills. In terms of functionality and awareness, their achievements are modest. They have, however, started moving towards self-reliance.
- Some of the important suggestions given by learners are that centres should be continued after 10 months, sewing machines and spinning wheels be provided and adequate learning materials and follow-up literature be supplied.
- Responses of learners show that most of them have

joined the programme primarily to obtain literacy skills for increasing their chances of raising their income: only a few say that they have joined to acquire functional skills; but many desire to learn about agriculture, poultry, sewing, nutrition and health.

- Voluntary agencies face all kinds of problems—operational, financial and administrative, lack of physical facilities at AEC's, poor performance by functionaries, delay in release of Government grants, non-cooperation of government officials at the district and block levels and unhelpful attitude of development agencies are some of the difficulties felt by VAs.
- Training programmes for the functionaries need to be more job-specific and field-oriented.
- Supervision is a weak element in the programme.
- *Chetna sanghas* (Awareness groups of learners) are conspicuous by their absence in most of AECs. But wherever these have been organized, they have helped in overcoming the sense of helplessness among the disadvantaged sections of society: and they have won their rights through collective action.
- In some AECs most of the learners at the time of their off-season migrate to other places in search of job.
- Women's participation in AECs is rather poor. Their centres are inadequate both quantitatively and qualitatively. There is need to make a better provision for training craft and proper follow-up and supervision.

The findings of these evaluative studies provide useful guidelines for action by all concerned.

2. GUJARAT

7-10. There are 4 evaluative studies available on appraisal of adult education programme in Gujarat. Three of these have been conducted by the Sardar Patel Institute of Economic and Social Research, Ahmedabad, and the fourth one by the Centre of Advanced Study in Education of the M.S University of Baroda. The first and the earliest study concerns all AEC

which started on or before April 15, 1978 and functioned for 4½ to 7 months, until the start of the study on August 31, 1978. The second covers those AECs started by VAs and *Sarvodaya Kendras* (SKs) between Feb. 1, and June 15, 1979. The third study differs both quantitatively and qualitatively from the previous two studies. It covers Rural Functional Literacy Programme (RFLP) in 12 out of 19 districts of the State, and apart from examining the various facets of the functioning of AECs, it also assesses the impact of the programme by contacting a sample of ex-learners, and collects information from potential, eligible learners to find out the phenomenon of non-participation. The fourth study deals with the evaluation of NAEP in the remaining seven districts of Gujarat, for which only an interim report is available.

The method, techniques and tools used in all these studies are similar to those employed in the evaluative studies of NAEP in Bihar and other states; and the conclusions are also more or less the same. The studies under review here will therefore, highlight only the note-worthy points or distinctive features.

The AECs organised for scheduled tribes in Gujarat get a pride of place numerically, being 48.5% of the total. Women, too, receive more attention, being 43% of all the learners in AECs and in certain districts they are 63%.

On the whole their achievement in terms of spread of literacy (3 R's) are rather modest. nay, marginal and more so, in terms of functionality and social awareness.

On the basis of the responses of instructors, it can be inferred that teaching/learning materials are usually received in time and in adequate quantity. But this statement of instructors is in contradiction to the finding of the study that the situation regarding supply of materials on time and in requisite quantity is highly unsatisfactory. Interpersonal relations among functionaries are good. There are not many problems regarding finances. With regard to selection of instructors, it is not so much their qualifications and experience, but recommendation of the local leaders that counts. A negligible percentage (18%) of instructors conduct any follow-up programme.

Acquiring literacy is the main expectation of learners from

AECs, showing that the perception of the beneficiary group about NAEP has not widened in spite of all the propaganda, because the programme in practice lays emphasis on literacy skills.

The selected villages of ten have a literacy level about the state average of 35%, while other villages with a very low literacy level have been left-out. Efforts have not been made to assess the local needs in terms of the illiterate population of villages.

Age group (15-35), as a criterion, does not seem to have been always adhered to. In certain places, an overwhelmingly large number of learners are above 35 years of age and a sizeable number of learners are below 15 years of age.

AECs for women run more regularly than those of men. The performance of women, too is found to be higher than that of men. Harijans and low caste learners and deprived lot fared better in literacy tests.

The overall assessment is that the running of AECs is in an sub-optimal state even after more than two years. It is unfortunate that virtually similar weaknesses as noted by two previous evaluations have been allowed to perpetuate.

As to the impact of the NAEP on ex-learners, no systematic evaluation seems to have been attempted in the study. The statements of ex-learners given in respect of their skills and abilities in literacy, functional knowledge and awareness cannot form a sound basis for conclusions. Similarly, contacting the potential eligible learners has also not produced any worthwhile result by way of identifying the reasons for their non-participation in the adult education programme.

3. MAHARASHTRA

11-12. There are only two survey reports about NAEP in Maharashtra. The data for the first study were collected in July and August, 1980, and for the second between August and October, 1981. The appraisal was conducted by the Tata Institute of Social Sciences, Bombay on a sample basis in both the cases; and AECs which had been in operation for a minimum period of 6 months constituted the universe.

The methodology, tools and techniques used in the studies are similar to those employed in the evaluative studies of NAEP in other states. A large number of findings, with little variation, remain the same; the distinctive ones are given below :

A majority of urban centres (55%) are organised exclusively for women as compared to only 18% of the rural centres. 29% of AECs have been closed down before completing the 10-month course; in urban areas, this percentage is as high as 47; and in the case of AECs organised by universities it is still higher (56%). Most of the urban centres (65%) and college/university centres (57%) organize programme for less than one hour daily. 6% of the centres do not have a black board; and primers are not available in 7% of the centres; only 47% of the centres have received primers on time. Instructors of 78% of the AEC's report that no functionary from the office of the BDO has spoken to the learners even once during the whole course.

46% of the instructors do not get their honorarium in time. Irregularity in payment is more in the case of State Government (50%) and VAs (42%) as compared to AECs organised by Universities (23%).

AECs in urban areas have a significantly lower drop-out rate than AECs in rural areas. Female AECs have the lowest drop-out rate (15.1%) and mixed AECs the highest (17.8%). There is no significant difference in the drop-out rate among the predominantly scheduled castes and scheduled tribes centres and other centres. AECs where more topics related to functionality and awareness have been taught have lower rates of drop-out.

On the whole, learners have performed well in reading and writing. But in arithmetic their performance is not so good. The level of functional knowledge is neither too high nor too low. Regarding social awareness, there is significant difference between the levels of learners and potential eligible learners.

In the second survey, it is found that except for literacy coverage of the course content relating to functionality and awareness in the AECs is uneven. As to the achievement in literacy, only 23% of learners have attained the class IV

standard. The performance of women and persons from lower castes is poorer than that of other groups.

Close observation of some successful AECs has shown that motivation and commitment of the instructor and involvement of the community and the local leadership in the programme have a positive impact on the performance of learners.

4. RAJASTHAN

13-16. There are 2 evaluation reports concerning NAEP on the state level, and 2 on the district level for the districts of Jaipur and Jhunjhunu. All the four studies have been conducted by the Indian Institute of Management, Ahmedabad. The first appraisal study relates to AECs organised by 7 VAs in different parts of Rajasthan. It was conducted in July-August, 1979. The second study concerns the remaining 50 VAs, and has been conducted in November-December, 1979. The third appraisal study has been taken up district-wise for AECs in operation during 1981-82. Two of such studies are available—one relating to Jaipur district and the other to Jhunjhunu district.

The methodology, tools and techniques used in the first two studies are almost the same as used in similar studies in the other states. The objectives and findings are also not much different. There are, however, a few departures which are noted below :

The results of an informal literacy test show that a very high percentage of learners (70-80 percent of the random sample) has become literate. The performance of men is somewhat better than that of women. Most of learners are from higher/dominant castes. The proportion of higher castes is more among women than men. Most of the drop-outs are from higher castes, women being proportionately more than men. Men drop out mainly for economic reasons, while women do so because of marriage and pressure of domestic work.

About 24% of instructors do not possess the minimum educational qualification of the VIII standard level.

The district-wise evaluation was initiated as the third appraisal of NAEP avowedly with a different orientation. It

was decided to study adult education in depth as a social process and determine the impact of the programme on the individual learners in terms of changes in their behaviour, attitude and awareness aspects. Women's group was the principle target under the study as they were not covered adequately in the two previous studies. Some of the important findings of the Jaipur study are given below :

52% of the learners interviewed are in the 16-25 age-group, and 12% in 10-15 age-group. The latter category comprises mostly girls. In most of the centres children out-number adults, and women above 20 years of age are rarely found. More than 60% of women learners belong to educated families with primary and secondary education. The major motivating factor to attend AECs, as stated by learners, is to become literate. None has mentioned functional upgradation or raising of awareness as the possible advantages.

At the end of the 10-month programme, achievements in literacy, on the whole, are rather low. A majority of learners can read and write only haltingly the alphabets; very few can fluently read and write sentences. Their performance in numeracy is superior to both reading and writing.

59% of learners state that they have acquired information about modern methods of agriculture from the AEC; 28% of them say that the information has no utility for them; 41% are of the opinion that there is nothing new in the information given at the AEC.

Learners were interviewed on specific items relating to functionality and awareness components of NAEP. It is found that there is a great disparity in the level of their knowledge on different items. On the whole the awareness level of women is very low.

88% of instructors are inclined to do work in AECs without any monthly allowance, while 8% are not willing to work without it.

Broadly speaking the programme has concentrated on literacy. Only in the case of women, inputs relating to services are available from cooperatives, VLWs, *Sarpanchas*, etc.

The findings of the Jhunjhunu study are in many respects

similar to those of the Jaipur study. A few distinctive ones are as follows :

'Good' to 'Very good' relations with supervisors are reported by instructors. Supervisors visit the centres twice a month. Assistance in teaching, encouragement to instructors and ensuring proper supplies of materials to AECs are mentioned as some of the typical benefits provided by supervisors in running the centres.

Among a good number of women learners, the prime motive in joining the programme lay in learning sewing, while for a majority of learners, it is pure literacy that inspires them to attend the centres.

5. TAMILNADU

17. There is only one appraisal study of NAEP in Tamil Nadu available to us; and that, too, is based on the first quick survey of the programme organised by 31 VAs during 1978-80. The study was conducted by the Madras Institute of Development Studies as a first step in the continuing efforts to ascertain the extent of achievement of the objectives set for the programme, its cost-effectiveness, its strengths and weaknesses as experienced in implementation, and possible future strategies for action and research.

The methodology, tools and techniques used in the study are not much different from those employed in similar studies in the other states. Most of the findings, too, are similar. Some of the distinctive ones are specified below.

Nearly 90% of the instructors want the honourarium to be increased to Rs. 100/- p.m. or more. About 40% of them frankly admit that they would leave the job even before the expiry of their term of 10 months in case they get a more paying job.

Drop-out rate is as high as 30% for centres which have completed the first 10-month course. A significant proportion of learners who have already completed or are about to complete the course do not want even to attempt the simple tests and confess not to have acquired enough skills to be tested on. Efforts towards implementing functionality and awareness

components of NAEP are negligible. It seems that instructors and supervisors are not equipped either by the training given to them or by personal attitude to do justice to these components of the programme.

The bureaucratic delays involved in approving the agencies for financial assistance and disbursing the funds seem to have dampened the enthusiasm of VAs and their personnel considerably.

The current level of resource allocation which in theory is Rs. 60/- per adult illiterate to be educated over a period of 10 months seems unrealistic. The effective cost per learner works out to be more than Rs. 400/- on the basis of the present average achievement rate of 4 learners per centre being adequately literate. This points out both to the unrealistic resources and perhaps the inappropriate strategies being followed.

There is a great need to explore a variety of methods to 'educate' adults using different approaches for different target groups. Financial resources ought to be stepped up significantly, not only for implementation of the programme but also for research and evaluation on a continuing basis, so that the most effective strategies may be developed. Only then the programme can become truly a mass movement.

IV MISCELLANEOUS STUDIES

(A) Doctoral Theses

There are 4 studies in this section.

(1) "Impact of religion on folk education in ancient India" (Bengali language) is primarily a historical study designed to identify the aims and characteristics of folk education in ancient India, and to find out how Hinduism, Buddhism and Jainism have influenced the formulation of these aims and characteristics. The historical method is followed using both primary and secondary sources. Primary sources are the sacred books of the above mentioned religions mostly in translation. Certain sanskrit plays and accounts of foreign travellers are used as secondary sources. The main findings are: There is little emphasis on literacy; the accent is on ethical aspects. The objectives of education are development of the individual as a

member of society, individual enlightenment, social awareness, fostering co-operation and meaningful participation in community living. The media of mass education are of various types—visual, e.g., sculpture, paintings in stupas, viharas, etc., rock and pillar edicts; audio, e.g., episodes, parables fables through talks; and audio-visual e.g., drama, picture demonstration accompanied by talks and lectures.

The historical method of research is used scientifically. The authenticity of the sources has been subjected both to external criticism and internal criticism.

(2) "A critical study of the development of adult education in the Panjab during the period 1947 to 1972." It is conducted to show how the programme has developed during a quarter of a century since independence in the State of Panjab, what have been the handicaps and how the programme can be improved. The historical and survey methods are combined in the study. The data are collected from relevant reports and records as well as through questionnaires and interviews prepared for the purpose. The main findings are that during the period not more than 1,50,000 adults have been made literate, and that too, mostly on paper. Instructors are too old and tired to do justice to the job. Moreover, they are untrained and uncommitted. Centres are not evenly spread; some areas have remained totally neglected. The administration is not sympathetic to the cause. The suggestions for improvement include: A separate directorate for adult education should be set up. Literature for neo-literates should be produced in sufficient quantity and of good quality. Mass-media need be exploited for the promotion of adult education; and Universities should also be involved in the programme.

The study is more or less, a summary of earlier reports.

(3) The study "Implications of the concept of life-long education for social education" has traced the meanings of adult education with its changing nomenclatures since 1937, and has tried to identify the causes of colossal illiteracy in India as perceived by neo-literates, social education workers and some eminent educators. The survey method is employed. The tool and techniques used for collecting data are questionnaire and observation, interview and discussion. Some of the

findings are : Main reasons for failure of social education programme are apathy of educated people, inter-group conflict, lack of trained and devoted workers, inadequate financial support, too-much of emphasis on literacy. To attain cent per cent literacy some of the important suggestions are enforcement of compulsory primary education, cooperation and involvement of all educated people, all departments of Government and all agencies of formal education. Use of co-operative methods in social education instead of teacher-dominated methods of teaching.

Neither the population has been defined nor has the sampling procedure been clarified. It is also not stated whether the schedules have been pre-tested.

(4) The study "A sociological analysis of social work in India with special reference to social work education" is designed mainly to evaluate adequacy of existing pattern of social work education. It is mostly a library study based on an analysis of documents pertaining to social work education in India. The data are supplemented by interviews and discussions with some prominent social work educators, Indian graduates of schools of social work in the U.S.A. and a few Indian officials. The main findings are : Schools of Social work in India have followed the American pattern of social work education, though it should be based on Indian cultural background which is dominated by caste system, joint family and rural economy. In India where the state is involved in major social welfare activities, emphasis on case-work with individuals or groups is out of place.

It is difficult to say which statement is based on personal observation, and which results from the analysis of other peoples opinions or documents. The study is concerned with an allied field rather than directly related to the field of Adult Education.

(B) RESEARCH PROJECTS

There are 7 studies in this section.

1. "History of adult education during British period". This is a pioneering attempt to discover, from the records of events

that took place during British rule in India, the efforts that have some relevance to the education of adult masses, and to place them together in the form of a history of adult education. The study seeks to place these efforts made by various agencies in different parts of the country in the socio-economic perspective. It is found that the growth of adult education was uneven, chequered with 'ups' and 'downs'—'some progress' was recorded during 1918-27; then came a 'decline' during 1927-36, followed by a spurt or 'progress' during 1937-42; then there was a 'decline again' during 1942-47. It was only in the period (1937-42) that the cause of adult education received official support when Congress Governments came to rule seven of the eleven provinces of British India. Bombay City, being the hub of industrial development came into prominence in the movement of adult education. Some of the problems, such as, small classes, evening instruction, etc. came on the scene. Preparation of literature for neo-literates received attention; and in this regard, contribution made by the Mysore State Adult Education Council was particularly significant.

The study is a reasonably comprehensive compilation of all the published data and materials available with the official sources. However, the socio-economic approach mentioned in the beginning and the later chapters outlining the actual movements and developments in adult education are not shown to be closely connected.

(2) "Adult and community education—An Indian experiment." It is a case study of a voluntary effort at evolving a programme of adult education in the context of the concrete situation obtaining in Delhi from the thirties to the sixties of the current century. Inspired by Gandhi's constructive programme, Jamia Millia Islamia, Delhi started in 1926, an experiment in community education which later developed into a comprehensive institution. It had two main objectives in view: (a) to prepare the curriculum and instructional material for adult education, and (b) to establish Associations for Community Education and Progress among local communities for carrying out programmes for adult education. The study has utilised both the primary and secondary sources for collection of data which have been analysed to draw conclusions. The

case study of the experiment leads to the following conclusions: The programme should be comprehensive enough to satisfy the crucial needs and varied interests of the adult community. Only the literacy training will not do. It should be organised on a continuous basis in the form of a community education centre or an adult school to provide facilities for life-long education. In running the programme, an effort should be made to enlist the co-operation of the community, and co-ordinate the work through a feeding centre.

It is a useful study, as it provides certain insights for making the adult education programme a success. However, it cannot be classed as a research study.

(3) The study "Rural primary education and adult literacy in Tamil Nadu" is based on documents seeking to find out the actual situation of the two elements included in the minimum needs programme of the Government. It is a sort of library research. Adult education has been studied in Tamil Nadu in comparison to its status in the country as a whole. The findings are : Tamil Nadu has a high percentage of illiteracy, about 61%. Female illiteracy is greater than male illiteracy. Female illiteracy is highest in the age-group of 5-14 years and male illiteracy in the age-group of 15-34 years. The proportion of literacy among scheduled castes and tribes is lower than that of the general population. On the basis of the status study, certain suggestions have been made for organising a literacy campaign. The linkage between primary education and adult-education has been made quite clear.

(4) "On getting people to participate" is a report of case studies of seven welfare agencies with a focus on how they involve people and enlist their cooperation in their programmes. The case study method is followed; and the data have been collected almost entirely through interviews mostly of people who are not closely concerned with the work of the agencies. The main findings are : Agencies that are set up in response to the felt needs of a community have a better chance of securing participation. Individual and personal contact with members of the community evokes better response than mere distribution of literature. Presence of such people from the community as have served it long and well helps to secure and sustain the

interest of the community. Mobilising community resources for meeting community needs helps it to be self-reliant. It is only democratic practices and wide decentralisation of power that are likely to result in closer association by every member concerned. Agencies that seek funds from diverse sources are likely to have greater influence on the mind of the people than those that draw their support from more limited or exclusive circles. Multiple-function agencies are likely to receive greater support and participation from the members of the community than single-function agencies. Complete self-sufficiency of an agency in financial matters may lead to its alienation from the community. Leadership at various levels must be trained and developed in order to secure continuous public support. Periodic evaluation of the policies, programmes and objectives of an agency is vital, if it is to keep itself worthy of continued public support. Beginning with those problems or programmes where successful results can be demonstrated in a short time would make far greater participation of the community in later work.

In a study like this, it would have been more useful to enquire into the psychological make up of some key persons in the programmes. For, it is not only the exactitude and practicability of the programme, but also the attitudes, values and other personality traits of the individuals-in-charge which operate upon the programme and take it to some definite direction.

(5) "Village meeting places—a pilot study". The main purpose of the study is to assess the success of the community centres set up in villages as a part of the Community Development Programme and to identify alternative structures of communication, if any, already existing in the village. The descriptive method is employed, and the data are collected through a comprehensive schedule. The main findings are : Not a single village among the 16 villages which were reported to have community centres has any such centre. In all but 3 of the 32 villages constituting the sample, there are one or more meeting places of various kinds, like *chaupal*, *Baithaks*, *Chowks*, etc. School buildings are also used for certain common purposes of the village community in 8 of the big and 4 of the medium

villages. Some of the activities promoted in the village meeting places are community radio listening, sports, folk music programmes, and reading. Women's activities' are virtually non-existent. Meetings of the elected *gram panchayat* are most often held in the Baithak of the *Sarpanch*, though there are *panchayat ghars* in some villages. As to the inter-group and relationships in villages, about 56% on the surface appear to be 'harmonious', 16% have factions within the dominant caste, and in 9% of villages there is tension between the dominant caste and Harijans. There is an indication to show that improved communications and economic exchanges between villages and towns are found to weaken cohesiveness of the village communities.

The study is carefully planned and scrupulously conducted. The conclusions drawn conform to and are warranted by the data presented. It is, not, however, clear as to whether the sample drawn from each stratum is proportionate to the size of the stratum in the total number of villages in the Block. Nor is it clear as to what procedure has been adopted for selecting villages from each of the three strata. The policy directive that can be drawn from the findings is clear that modernising agencies should use the existing communication structures in rural communities to carry their message to the people.

(6) "Village *Dai* : Her role in the health and well-being of mother and child" is the study of the traditional mid-wife practising in Indian villages. It is designed with the purpose of examining the attitudes and practices of *Dais* so that a suitable training programme may be developed to equip them better for the job. The survey method is employed; and the data are collected through questionnaires and personal interviews. The main findings are : All *Dais* are illiterate and 70% of them are widows. Socialization into the profession is not necessarily through family members, but is often found to be through the neighbour. *Dais* treat minor ailments and give massages. Delivery practices are found to be different from those in urban clinics. Mode of payment is decided by the ability of the family to pay in cash or kind. Younger *Dais* are more ready than the older ones.

The study is designed to assess or find out the role in the

health and well-being of mother and child, as stated in the title. But no attention seems to have been paid to this aspect. Nevertheless, the study is functionally significant.

(7) "The special nutritional programme in Delhi—A case study of benefit delivery and utilisation." The study is undertaken to identify the points of divergence between what has been envisaged in the special nutrition programme (SNP) and the actual conditions in the field. The case study approach is used; and the data have been collected through interviews with the parents of beneficiaries (infants in the age group of 0-6 years), community leaders of the distribution centres concerned, and direct observation at the centres at the time of distribution of food. The main findings are: All the 10 sampled centres are located within walking distance from the houses. But their surroundings are generally unhygienic. The localities selected for starting the centres are quite large and in each one of them the number of children eligible is many times more than can be served by a centre for 200. As a result, some families are totally deprived of SNP benefits. At most of the centres, organisers prove ineffective to deal with the day-to-day problems because of their young age, inexperience and relatively lower social standing. Only 38% of beneficiary children often go to the centres to collect the food. Food for a majority is collected by other members of the family or neighbours. About 80% of parents use the milk provided by the centre for preparing tea which is shared by all the family members. The food left after distribution is mostly utilized by organizers and helpers.

The study is conducted methodically. The sample is appropriate and drawn carefully. The findings can be of help in organising and expanding the SNP more effectively. But it has only remote relevance to adult education.

DISSERTATIONS FOR MASTER'S DEGREE

There are a few studies in the field of adult education submitted as dissertations to various universities in partial fulfilment of requirements for the degrees of M.Phil., M.Ed., M.Sc. (Home Science) and M.A. (Social Work). At the level of Master's degree, it is not expected of a candidate to produce a

piece of research in the strict sense of the term. What is required of him is to give an evidence of his familiarity with methodology of research, with tools and techniques used for collecting data and with simple procedures of analysing data. There is no wonder then, that most of the dissertations available to us have little to contribute to the understanding of the problems of adult education. Some of these, however, throw light on certain important aspects. Such studies would be reviewed severally while the others would receive an over-all treatment.

There are 17 M.Ed. and 32 M.Sc. (Home Science) dissertations, and one each has been submitted for M.A. (Social Work) and M.Phil (Education). Eleven of the M.Ed dissertations and the one M.A. (Social Work) dissertations are based on survey of local centres of adult education. These are, more or less, status studies detailing facts about the physical conditions and human resources of the centres. By and large, questionnaires and interviews have been used for collecting data, and analysis is generally done in terms of the percentage of responses. One study on worker's education in sugar factories of a district, another on history of adult education, two studies on education of special classes (inmates of the State Protective Home and the State After-Care Home), and one comparative study of High School Examination and Army special certificate examination—all these studies are methodologically weak and functionally of little value.

Out of the total (32) studies submitted for M.Sc. degree (Home Science), most of them (24) are the reports of local surveys conducted in various areas of Home Science, mostly connected with women's non-formal education. The remaining 8 studies have been conducted using the experimental method. The tools used in all these studies are generally questionnaires and interview schedules; and these are mostly not tested for their reliability and validity. Moreover, samples are neither systematically drawn, nor are they large enough to justify generalisations made on their basis. The area-wise break-up of these studies is : nutrition education 9; Non-formal education; 5 Communication media 4; Health and sanitation, and Mahila Mandal 3 each; Family Planning, House Keeping,

Educational Material 2 each; Gram Sevika, Leisure time Interests 1 each.

There are only five studies that merit review.

One of them—a M.Ed dissertation—is a study of attitude of adult *Khatik* women towards NAEP. For this purpose an attitude scale is developed and administered to a random sample of *Khatik* women, both literate and illiterate. The main findings are : Both literate and illiterate women show a favourable attitude towards NAEP. But there is a significant difference in degree of attitude between the two groups of women. A large proportion of women favour NAEP for the functionality component than for the literacy component of the programme.

Another M.Ed dissertation seeks to find out level of awareness of adult learners about certain social aspects of living. An interview schedule has been developed and a sample of adult learners interviewed. The main findings are : Many of them do not care for community health practices like disposal of dirt in the right place, nor do they observe rules of personal cleanliness like taking regular bath. Very few have equal respect for other religions. Most of the adults are superstitious and believe in dowry system.

Two M.Sc (Home Science) dissertations are concerned with development of educational materials for rural women—one on sex discrimination and the other on population education. In both the studies educational materials are developed in the form of a package consisting of (a) a script in the form of a story, (b) a set of flash cards, (c) evaluation tools (achievement test and opinionnaire), (d) an illustrative booklet for neo-literates, and (e) instructor's guide. The experimental method before and-after measurement type has been employed in both the studies. The main findings of the study on sex-discrimination are: Discrimination between boys and girls is minimum in emotional love and maximum in education and economic independence. Flash cards are effective in communicating the message. There is gain in knowledge and a positive shift in opinion after exposure to the material as measured by achievement test and opinionnaire. The illustrative booklet for neoliterates is effective in communicating the message. The findings of the study

on population education are similar. Some of the distinctive findings are : Women are ignorant about the social consequences of having large families and are unable to relate their personal problems to national resources. The belief that a family is incomplete without a son is difficult to change. The rationale for increasing the age of marriage for checking population growth is not well appreciated. There are two main shortcomings in both the studies. The sample of rural women (20) is too small to justify any general inference. Secondly, no statistical test of significance could be applied.

One M.Phil (Education) dissertation aims to identify behavioural changes in adults who underwent the 10 months' course. The survey method is employed, and the tools and techniques used for collecting data are the AECs records, tests and interview schedules. The main findings are: Learners are conscious of the comprehensive objectives of adult education programme, that is, they would acquire literacy skills, functional knowledge and social awareness. They perceive the AEC as a promoter of social status. Only a few of them have joined the centre voluntarily; most of them have been persuaded to do so by the instructor and village leaders. A majority of the learners have failed to acquire literacy skills, functional knowledge and social awareness. At the end of the course, learners have developed the behaviour of a good citizen.

CHAPTER IV

OVER-VIEW OF RESEARCH IN ADULT EDUCATION

In the preceding chapter, we have tried to present short summaries and reviews of all the research studies in adult education available to us. These studies mostly belonged to two categories, viz., 1) theses for which Ph.D. degrees have been awarded by Indian Universities and 2) research projects conducted by various organisations/institutions in India, including state-level evaluation studies of the National Adult Education Programme (NAEP) under operation on a large scale in India since 1978. Moreover, a few dissertations of the Master degree-level which were considered worthwhile have been reviewed.

Now we shall examine which particular sections of the population the different researches are related to, so that we may find out whether the sections that deserve most attention in adult education have received due importance. We have also to see which aspects/areas these researches cover and to what extent, so that the gaps and limitations could be identified. Besides, the adequacy of methodology employed in the researches is to be examined, so that suggestions for improvement in research may be offered.

Further, it would be worthwhile to find out if the researches give any directions in terms of policy and programme of adult education.

Sections of Population Covered

The studies that have been severally treated in the foregoing exercise, number 122. Out of these 5 are Master's degree dissertations. The remaining 117 are classified below giving

the number of studies concerning different sections of people :

Table—I

1. General	55
2. Rural	30
3. Rural poor	1
4. Land Holding farmers	7
5. Urban	9
6. Industrial working class	4
7. Scheduled caste	2
8. Scheduled tribe	5
9. Women	4

Total	117

Some of these studies are related to more than one section of people. That is why it is not possible to have an exclusive classification. For instance, the studies on industrial working class may be included in those on urban people or some of the studies classified under the 'rural' and 'urban' categories can as well be included in the 'women' category, and so on. Taking this fact into consideration, the number of studies under the following categories would change.

Table—II

Rural	31
Rural poor	2
Urban	13
Industrial working class	5
Women	14

Scheduled castes, scheduled tribes, rural poor, backward classes, urban slum dwellers and women constitute what is called the weaker sections of people in the present situation of

India. Illiteracy is rampant among them, and they suffer from all manner of economic and social handicaps. The problems of adult education concerning these sections are so complicated that they seem almost intractable. As such, their problems must be studied on a priority basis. But a glance over the tables given above shows that these sections have attracted insufficient attention of research workers. Adult education studies regarding general public are about one half of the total and another one quarter of studies concern rural people in general. The scheduled castes, scheduled tribes and the rural poor have received scanty treatment. The case of urban slum dwellers has totally gone by default, though these are the people who almost entirely account for illiteracy in urban population. Illiteracy and other social ills among women are more wide-spread than among men. Viewed in this perspective, the number of studies pertaining to women's education is woefully inadequate.

Areas/Subjects Covered

So far as the areas/subjects covered by the studies are concerned, they are set out in the Table given below :

Table—III

No. Areas/subjects	Number of Doctoral Thesis	Number of Individual Research Projects	Number of State Level Projects	Total
	(A)	(B)	(C)	(D)

I. Studies Concerning Learner

1. Psychology of
Adult Education 10 9
2. Sociology of
Adult Education 12 1

	(A)	(B)	(C)	(D)
3. Curriculum & Instructional Material	4	9		
4. Methods & Techniques of Teaching	4	30	8	27
57				
II. Studies Concerning Administration and Organisation	4		4	8
III. Studies Concerning Evaluation	8		16	41
1. Programmes in Action	4	12		17
2. Instructional Outcomes	4	4		
IV. Miscellaneous Studies	4		7	11
Total	46		54	17
Grand Total				117

The distribution of studies over different areas/subjects of adult education shows that the largest number of studies are related to the learner, as it ought to be. However, the aspects/topics of study in this area leave much to be desired. For instance, there are few studies that throw light on the basic question of how adults learn, i.e., psychology of adult learning. The same is true of the subject 'Curriculum and Instructional Material'. As to the subject of 'Methods and Techniques of Teaching', there are a few studies on mass media for distance learning. But there is no good study available on how to teach the 3 R's. What is most striking, the area of instructional material used for the functionality or awareness components of NAEP remains almost untouched, although implementation of

these aspects, particularly awareness, are supposed to be the acid-test of success of the whole programme. Evaluation studies seem to have attracted unduly greater attention both of individual researchers and institutions/organisations. The only research activity supported by the government is in this very area.

Among the studies on 'Psychology of Adult Education', there is one Adult Intelligence Group Test in Bengali language. In fact, this is a standardized test to measure general ability both of children (7 to 16½ years) and literate adults, and it provides age-norms at ½ year age-interval, as well as grade norms. It is a basic tool of research, but is of no use in the case of illiterate adults.

It is gratifying that there are a number of studies (8) on adult education in relation to development programmes being carried out in rural areas. 'Family planning' and 'population education' are the subjects of 4 researches. These studies are crucially important in the context of the present situation of India. There are 6 studies about the functional literacy programme (FLIT) for farmers. But these are confined to rich farmers only, that is, only those who are land holders marginal farmers, landless workers and share-croppers who constitute the majority of illiterate downtrodden rural population have been excluded altogether from the purview of research. The functional literacy of women under the integrated child development services (ICDS) scheme has received adequate attention of research workers, and so has the nutrition and health education. There are 6 studies related to the former and 4 to the latter. Proper training of adult education functionaries, particularly the instructor, is central to success of the programme. It should, therefore, be a priority subject of research. But it has not received the attention it deserves. There are only 3 studies, and those, too, on insignificant aspects of the problem. Similarly, the follow-up programme and literature for neo-literates, considered so essential not only for retention of literacy but for ever-all improvement have received only superficial treatment. There is one solitary study concerning follow-up programme, while there are 3 studies on the literature for neo-literates, all of these being restricted to the Hindi speaking region.

Research Methodology Used

Methods of research used in the studies are classified in the following Table :

Table—IV

<i>No.</i>	<i>Method</i>	<i>Number of Studies</i>
1.	Descriptive (survey)	79
2.	Experimental	15
3.	Case study	9
4.	Historical	3
5.	Any other	11
		Total 117

An overwhelmingly large number of studies (79) are based on sample surveys. Experimental studies, 15 in number, are concerned mostly with comparing two or more procedures or groups in order to find out which is better or superior in terms of a particular attribute. Case studies are meant for indepth study of a situation or group. Such studies are 9 in number. Historical method has been applied only in 3 studies which deal with the state of adult education in a period long gone-by or its development over a period of time in the recent past. In 11 studies different methods of research have been used, such as content analysis, action research, etc. Some of these cannot be strictly called research. For instance, an experiment in adult education which is a departure from the traditional pattern, and which promises to give better results has also been included in these research studies. Similarly, certain action research programmes have been treated as research studies for our purpose.

As it is expected, all the studies are not of equal good standard. In some of the studies, the sampling procedure adopted is either dubious or obviously incorrect; or the sample is too inadequate to justify generalisations based on insufficient data. There are certain studies in which sophisticated statistical

techniques have been used without ascertaining that the necessary conditions for their application were fulfilled. In some studies the tools used for data-collection have not been properly constructed, and/or they have not been tested for their validity and reliability, while in others the conclusions drawn are not warranted by the data collected. The proportion of studies with such and similar methodical weaknesses is significantly high (about 40%) among survey and experimental studies. A few cases indicated below should suffice to illustrate the point.

In the study on "Educational Needs, Interest and Aspirations in Rural Communities" no information was provided regarding how the sampling was affected. The stratification of sample was also not adequate. Similar was the case with a number of other studies including one on "Evaluation Study of the N.A.E.P. in the Union territory of Pondicherry." In the study on "Education and Development" the sample utilised for comparative study was too small—as low as 2—with the result that the generalisation made in the Study could not be justified.

In the Study on "Reading Interest and Books Read by Rural Readers—A Survey Report" the sampling procedure was not stated, and the interview schedule did not adequately meet the requirement of the study.

In the study on "Workers' Education and Industrial Productivity in India," the tools, (Questionnaires) used were not systematically prepared and no tangible evidence offered to support the crucial findings.

The Study on "The Functional Literacy Programme of Intergrated Child Development Service Scheme" in Manigohi (Bihar)" the methodology was weak, giving more attention to side issues rather than on main issues of functional literacy programme. In the Study on "The Communication of Ideas through Adult Education in India" there was absence of analysis of responses of adult readers and mass audience of films. The conclusion, though could be treated as subjective surmises though the analysis were systematic. In some other studies like "The Investigation into Oral and Written Expressions of a Rural Community" the design of the Study

was haphazard. The test used for the literates could not have been used for the illiterates.

In the Study on "A survey of Reading Materials for Neo-literates in India" certain details given in the findings were based on investigator personal opinion rather than on duly authenticated facts. Similar was the case with the study on "Sociological Analysis of Social Work in India with Special Reference to Social Work Education" a lot of personal opinion of the Researcher were projected. In the Study on "Impact of Social Education on the Life and Living of People in certain Areas of U.P." hardly any clear cut and convincing evidence were presented to conclude :—"Social Education has greatly influenced the life and living of the people." The conclusion seems to be based on personal impression of the Researcher and not on the data collected through a prepared Questionnaire and interviews of certain groups of people. Similarly, the conclusion drawn from the Study "Farmers' Training and Functional Literacy—Technical report of a Pilot Evaluation Study of FLIT Project in Lucknow District", that the literates possess more items of material comfort, "implying a casual relationship between FLIT and possession of material goods for comfortable living," is not warranted by the data. Moreover, the validity and reliability of the tools used for data collection have not been established. It makes all the conclusions based on such data, doubtful. Another example of faulty methodology is found in the Study conducted to assess the contribution that Workers' Education Scheme (WES) makes to educational proficiency of workers. The study, in fact, mostly deals with the organisation and administration of WES rather than assessing the contribution of W.E.S. to the educational proficiency of workers. The main objective of the study thus, was not achieved.

In the Study on "Evaluation of Instructional Outcome (Bikaner)" the impact on the overall community could not be investigated in an objective manner for want of necessary tools. Some of the other studies on "Evaluation of Adult Education programme" suffered from weakness in the planning of the projects as in the case of "Literacy House Adult Education Project under NAEP—Evaluation Report."

Directions for Formulation of Policy and Programmes of Adult Education

One of the main objectives of the present exercise is to examine what directions are given by the research studies in terms of policy and programmes of adult education. Looking the studies from this point of view, we find that out of the total of 117, there are 77 studies, i.e., about two thirds of the studies have either directly indicated or indirectly implied certain directions for formulation of policy and programmes of adult education.

Some of the studies which have important implications for planning and administration of adult education are referred to below :

The study "Effect of short duration agricultural training on farmers' learning" shows that functionality of the programme is an effective source of motivation for adult learning, and that learning is a pre-requisite for the adoption of innovations, e.g., high yielding variety of seeds, use of new fertilizers for farmers irrespective of their level of education. It means that farmers can be trained in better methods and techniques of farming even without insisting first of all to make them literate. This conclusion is supported by another study "Education and development" which demonstrates that illiteracy does not prevent people from participating in development programmes. In the area of agricultural development another study "Rural development and social change—An experiment in non-formal education" is significant. While dealing with the training of marginal farmers, it was found that the training is more effective in terms of cost-benefit if imparted in a group of 20 to 30 of farmers belonging to one caste or homogeneous castes. It implies that community approach to educational effort for development creates achievement motivation in learners and gives better results, vindicating the Mc Clelland Theory. In the related area of agricultural education, the study "Agricultural education needs of out-of-school youth engaged in farming" provides useful directions. Most of the youth under study attached much importance to self-education next in order of importance came agricultural education through the

village level workers; then through agricultural programme of the block, and then through agricultural institutions: instruction through agriculture teacher of primary/secondary school was given the least-importance; none of them attached the slightest importance to the youth club or the farmers' club.

In the area of literacy education, a few studies are worth mentioning from the view-point of useful directions. The study "Literacy in two Indian Villages" shows what motivates adults to learn literacy skills, and how they use these skills. For instance, to be able to write their names, to read sign-boards and labels, to recite religious books, to copy songs in order to sing them and to secure benefits from literacy skills in their occupation, etc., are some of the motivations for learning 3 R's. As to the use of these skills, it is mostly related to their occupation or other interests. This is a 'type' study rather than a 'sample' study. These findings are, however, corroborated by larger evaluation studies of NAEP conducted at the state-level in quite a few states. Connected with literacy education is the problem of retention of literacy. A huge wastage of effort, time and resources is involved in the too-frequent phenomena of drop-out and relapse into illiteracy. This must be avoided by plugging the loopholes in the programme that militate against retention of literacy from the very beginning. The study "factors affecting the retention of literacy" throws useful light on this subject. It reveals that there is a significant correlation between retention of literacy and the literacy class-room factors (materials, motivation, duration, methods and post-literacy facilities). Similarly, the causes of drop-out in another study "factors affecting persistency and drop-out of adult literacy classes" are found to be physical exhaustion from the day's work, lack of time to attend classes during the operations of sowing, irrigating and harvesting of the crops, and literacy being perceived as of no use by the learner. The finding obviously implies that the timings of literacy class need to be adjusted accordingly. One useful suggestion emerges out of the study "The problems of social (adult) education in four districts of Bombay-Karnataka" that mills and factories should permit their workers to attend literacy classes for one hour every day

during working hours. If this is to be implemented, the Government may need to get a law enacted to this effect.

In respect of planning non-formal education for community development, a useful line of action is indicated to the policy makers in the study "Non-formal education and community development : A systems analysis." It is suggested that systems analysis should be applied to identify problems and develop a system model for non-formal education.

Ideologically awareness is the most important component of NAEP. It is the linchpin in the process of social transformation. The case study-cum-action research "An experience of rural intervention : A case study of Rural Community Development Programme" launched by the Centre for Human Development and Social Change (CHDSC) gives a clear indication of how the situation of the rural poor can be changed for the better by first making them aware of it and then improving their capabilities through political action. A similar action research project based on Freirian pedagogical techniques "Peoples' self-action for development" gives a clue to how awareness can be developed in a tribal community in order to bring about socio-economic development. The accent is on collective action geared to benefit the group as a whole; and this can be made possible by helping the participants of the programme to build a strong organisation.

Some of the alternative approaches to development indicated in certain studies deserve attention of planners and administrators of adult education. The study "Gandhian approach to rural development" represents planning from the grass-roots. It is based on the principle of de-centralisation. Here the people actively participate in the development process; and full use is made of the local resources. Similarly the study "Reconstruction through education, action and leadership" offers an alternative to the programmes sponsored and conducted by outside agencies. The accent is on self-help and local initiative. What is needed is to stimulate the community leadership to organise themselves into their own welfare committees to implement development programmes through education, action and leadership strategies.

In making use of mass media communication, policy framers

must ponder over the main finding of the study "Media and adult education—Indian experience" conducted by the Indian Institute of Mass Communication and sponsored by Unesco. It shows that while the experimental or pilot media projects for adult education were invariably a grand success, they lost their appeal when turned into regular programme.

Two of the studies present alternative strategies for organisation of adult education programmes. These may be considered for adoption. The study "Experimental Schools" demonstrates that the schools were successful in so far as the attainment of literacy and numeracy skills are concerned. The case study "Adult and community education—An Indian experiment" exemplifies an effort in providing comprehensive education for adults. Here two ideas, in particular, merit consideration for adoption : 1) running an adult education centre with the co-operation of the community, the centre serves, and 2) co-ordinating the work of all the centres functioning in a locality through a feeding centre.

Besides the studies noted above, all the evaluation studies of NAEP, particularly, those carried out on state level provide adequate directions and ample guidance for re-orienting policy and programmes of adult education. Some of the important findings and suggestions relevant to policy makers, programme designers, administrators and implementing agencies are set out state-wise :

Bihar

- Physical facilities, e.g., location, lighting and seating arrangement of AECs need improvement.
- Among the drop-outs, there is a larger proportion of women, people belonging to scheduled castes and tribes and agricultural labourers.
- In terms of functionality and awareness, the achievements of learners are rather modest.
- Learners demand craft training along with literacy training. For this purpose, sewing machines and spinning wheels need to be supplied. Moreover, they demand learning materials and follow-up literature in adequate quantity and of proper quality.

- Voluntary agencies face all manner of problems—operational, financial and administrative.
- Training programmes of the functionaries ought to be more job-specific and field-oriented.
- *Chetna Sanghas* (Awareness groups of learners) are conspicuous by their absence in most of AECs.
- Women's participation in AECs is rather poor.
- There is need for provision of better facilities for craft training, proper follow-up and supervision.

Gujarat

- Women and people belonging to scheduled tribes, though provided proportionately with a larger number of AECs for their benefit, have got only marginal achievement to their credit in terms of literacy, and more so, in terms of functionality and awareness.
- A negligible percentage (18%) of instructors conduct any follow-up programme, whatsoever.
- The villages selected for introduction of the programme often have a literacy level above the state average, while those with a very low literacy level have been left out.

Maharashtra

- 46% of the instructors do not get their honorarium in time. Irregularity in payment is more serious in the case of state government (50%), and V.As. (42%) as compared to AECs organised by Universities (23%).
- After completing the course only 23% of learners have attained the class IV standard in literacy.
- The performance of women and people from lower castes is poorer than that of other groups.
- Motivation and commitment of the instructor and involvement of the community and the local leadership in the programme have a positive impact on the performance of learner.

Rajasthan

- Most of the learners were from higher/dominant castes. The proportion of higher castes was more among women than men.
- In most of the centres children out-numbered adults, and women above 20 are rarely found. More than 50% of women learners belonged to educated families with primary/secondary education.
- At the end of the 10-month programme, achievement in literacy was rather low.
- On the whole, the awareness level of women was found to be very low. By and large, the programme was concentrated on literacy.

Tamil Nadu

- Drop-out rate is as high as 30% for centres which have completed the first 10-month course.
- A significant proportion of learners who have already completed or are about to complete the course do not want even to attempt the simple tests and confess not to have acquired enough skills to be tested on.
- Efforts towards implementing functionality and awareness components of NAEP are negligible.
- The bureaucratic delays involved in approving the agencies for financial assistance and disbursing the funds seem to have dampened the enthusiasm of V.As and their personnel considerably.

CHAPTER V

TOWARDS THE FUTURE

After taking stock of the situation obtaining in the field of research in adult education, we have got the impression that all is not well with this particular segment of intellectual endeavour. The main shortcomings brought out are : that only a few pertinent areas have been adequately covered, and that too by specialists in other academic disciplines such as, education, sociology, economics, etc., rather than by the expertise concerned with adult education. The methodology applied in research in many cases, is far from the right one. This is not surprising either. For, the people actually involved in the adult education programme are, by and large, neither research-minded nor academically equipped for research. Then, the hard reality of inavailability of funds and other essential facilities stands in the way of good research. Whatever research has been produced in the area is largely in response to fleeting exigencies rather than real needs. That is why even the narrative accounts of specific projects have been considered as research, and there is a wide difference in the quality and quantity of research in the various divisions of the field.

Now let us consider what needs to be done in order that research may become an effective instrument of promoting the cause of adult education in India. This exercise will comprise : a) suggestions about priority areas/aspects/subjects for future research, b) directions that future research may take, and c) policy guide-lines for planning, implementation and evaluation of research.

The determination of priorities, directions and guidelines for policy planning of research will ultimately be governed by the concept and objectives of adult education. The national adult education programme (NAEP) having been accepted as

the model at present may serve as our frame of reference in this respect. The concept encompasses all educational activities—part time or leisure time activities in which adults engage themselves voluntarily. These activities are pursued by the individual to improve his life and living, to make himself literate if not already literate, to increase his competence in the occupation, to participate effectively in social and economic development programmes and to develop proper understanding of the democratic process by involving himself in civic and political activities. Besides, adult education has to play its role in social transformation by creating awareness among the adults about the nature of the existing society, about the ills it suffers from and about the possible remedies that could be attempted to cure them, as demonstrated by Paulo Freire in his experiment with adult illiterates to conscientize and mobilize them for social transformation in Brazil.

Priority Areas of Research

Awareness in the sense noted above is the most important aspect of NAEP. But it has received the least attention in the execution of the programme, as is evident from the review of research presented in the fore-going chapters. In fact, precious little has been done by way of making people aware of their problems, of their predicament and of the need for change. For various reasons, certain deliberate efforts made in this direction like initiating the *Chetna Sanghas* in Bihar, have proved to be infructuous. Under the circumstances, there is not much to be achieved by planning research on this subject. The first thing to be done in this regard is to launch experiments like the one conducted by the Centre for Human Development and Social Change, Madras or like the project "Peoples' self-action for development" carried out in a tribal village in Ranchi-district. Both of these have been already referred to in the preceding two Chapters. On the basis of experience gained in different social settings in various parts of the country suitable models may be evolved for replication. Even in this task, research may not only be useful but necessary.

The next priority area for research concerns education of the weaker sections of our people, e.g., the scheduled castes,

scheduled tribes, backward classes, landless labourers, slum dwellers, women etc. These are the people who need education most. In-depth-studies of the causes—psychological, sociological, cultural and economic—of their indifference to or non-participation in adult education programmes need to be conducted. The studies carried out so far in this area are just peripheral in nature. In order to evolve an effective strategy of adult education for these sections of population, research should identify the real problems.

Another priority area of research is adult psychology—motivation and learning—and its practical implications. What motivates adults to learn, how successful learning takes place, i.e. what methods and techniques are best suited to effect permanent learning, particularly, in 3 R's, what is the optimum time needed to achieve the objective, what kinds of post-literacy and follow-up programmes are required for retention and improvement of learning and so on. For all the above subjects, extensive as well as intensive status studies and case studies need to be undertaken in different parts of the country and for different socio-economic-cultural target groups. On the basis of the findings of these studies specific programmes for particular homogeneous groups may be evolved and tried out by way of action research. In this connection, one subject, namely, literature for adult learners demands special attention. Here literature includes primers used for teaching literacy to the illiterates as well as readers and other books produced for the neo-literates. Such literature brought out in all the languages of India must be scrutinized through research from the view-point of the objectives of adult education. This is strongly suggested, because very little systematic research has so far been done on the subject.

Adult education programmes, it is believed, can be much strengthened by co-ordinating them with the programmes of other development agencies. Community development, agricultural extension, integrated child development services, and radio and television programmes especially designed for farmer and women are examples of such programmes. These programmes cater, a good deal, to the functional knowledge about

varied aspects of life. Yet these are not fully utilised for the purpose. It may be of immense advantage to forge linkages of adult education programmes with these programmes. It is disturbing indeed that certain mass media programmes for adult education when started as pilot projects proved very effective, but when turned into regular programmes they lost their appeal, as found in a study referred to earlier. This is a fruitful area of research. Through properly designed studies the lacuna can be discovered, and improved action programmes formulated and put into practice.

In our special situation, another priority area for research should legitimately be family planning and population education. These programmes have been under implementation for quite a time, more or less, throughout the country. Yet the alarming phenomenon of population explosion continues unabated. In-depth studies directed to various socio-economic-cultural groups of the relevant age-range in different regions are urgently needed to discover the physical and mental blockings in the way of accepting the programme. On the basis of the findings, a more promising and realistic strategy may be worked out to achieve the objectives of the programme.

Directions for Future Research

The ideal thing should be to have an in-built arrangement of research with each programme of adult education. But in view of the scarcity of resources—both human and material—necessary for carrying on research activity, it would be beyond the realm of possibility for a considerable time to make the ideal arrangement. What seems feasible at present is to have a well-equipped research cell attached to each State Resource Centre (SRC) and a subsidiary unit located at each district headquarters. The latter may assist in collecting the information and data required for a particular research project designed by the research cell of the SRC. The personnel concerned with the work at the district level may be appropriately trained by the experts of the SRC research cell to carry out specific tasks e.g., administering tests, scales and questionnaires, using interview and observation schedules, establishing rapport with people for collecting data and the like.

The Directorate of Adult Education established by the Union Ministry of Education has an important role to play in organising and co-ordinating larger research projects of national importance. It is also suggested that an organisation like the Indian Adult Education Association may organise a research cell on a permanent basis to conduct, monitor, review and disseminate research.

Certain basic tools of research should be developed and standardized in different languages of the country for use with adults, such as, Adult Intelligence tests (which may also be non-verbal), Proficiency tests in reading, writing and arithmetic, attitude scales (preferably situational) to assess the quality of awareness, etc.

The accent in research should shift from the quantitative to qualitative aspects of life. The nature and goals of adult education demand more emphasis on improvement in quality of life. From this view-point indepth studies of typical cases may be more useful than sample surveys from which statistical inferences are drawn and considered applicable to the total population. Such studies have to be area-specific and directed to homogeneous groups in terms of culture, socio-economic status, class or caste.

Research should not be an occasional activity. New problems keep on surfacing both in the field and at the conceptual level. In order to tackle them properly, they have to be studied systematically. It is, therefore, necessary to organise research on a continuing basis.

Policy Guidelines for Research

Accepted as a minimum need programme at the national level, adult education has recently assumed paramount importance in India's development plans. It is hoped that more fruitful strategies would be developed for the promotion of adult education in the light of the experience gained in implementing the programmes, particularly the NAEP. Evaluation reports of the working and outcome of the programmes being carried out in a number of localities and states have been brought out by individual investigators and research teams respectively. The findings and suggestions given in the reports

indicate the need for continuous assessment of the programme and research into its problems. Looking at the nature and dimensions of the task, it is obvious that no ad-hoc arrangement would do. There must be a policy to support and guide research in adult education.

Guidelines are needed for all the stages of research-programme formulation, implementation and evaluation. It does not mean that there should be a central authority to control research in the country. Guidelines should be worked out collectively involving the representatives of all those organisations and groups which are concerned with adult education programmes. In this exercise the Directorate of Adult Education, the Indian Adult Education Association, SRCs, voluntary agencies, State and University Departments of Adult Education and/or Continuing Education, all may be involved. The guidelines need not be very rigid; these should rather be flexible enough to allow local and individual initiative and freedom in formulating and implementing research programmes as needed by a particular situation and available resources. Funds may, however, be provided for research to the organisations and agencies concerned as is done in the case of NAEP.

However, a few suggestive policy guidelines are set out below for consideration :

- First of all, research should be undertaken in the priority areas as determined jointly by the organisations and agencies of adult education. While determining priority areas of research, monitoring reports from the field as well as evaluation reports about the adult education programme in practice and other relevant research reports should be used judiciously.
- Besides, such other subjects/topics that are of immediate importance and of functional value in a given context may be considered for inclusion while formulating the research programme.
- It is of the utmost importance to ensure that the necessary infrastructure and resources are available for carrying the programme to completion.

- As to the implementation of the research programme, detailed designs of the proposed studies have to be prepared, and finalized through discussion among the members of the participating team and any other experts and knowledgeable persons available for the purpose.
- The progress of a study project should be reviewed and reported at meaningful stages, so the procedural difficulties, if any, may be tackled as they arise. Sometimes, the proposed procedure itself may require modification in the light of the experience gained during the process.
- The organisation/agency concerned should have the freedom to complete the research programme without outside interference; and it should be held responsible for the result.
- After a given research programme has been completed, there is need to evaluate it in terms of its quality as research and its utility as promoter of adult education. This work may be entrusted to an organisation like the Indian Adult Education Association; and it should be adequately equipped to discharge the function of reviewing research in adult education carried out throughout the country and disseminating it for the benefit of the field workers, policy planners, administrators and researchers of adult education.

CHAPTER VI

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Indian Adult Education Association undertook a pioneer study entitled "The Study of Research in Adult Education". The study sought to evaluate the research studies conducted so far by various Institutions/Organisations in all areas/aspects of adult education with a view to providing support to the movement of adult education in India.

Objectives of the Study

The specific objectives of the study were as follows :

- (a) to collect information on study and researches on adult education conducted by Universities and other Institutions/Organisations,
- (b) to prepare an inventory of research studies and to classify and categorise them in accordance with different areas/aspects/subjects of adult education,
- (c) to get the abstracts of the selected research studies prepared,
- (d) to evaluate research studies in terms of the direction which they can give to policies and programmes of adult education,
- (e) to identify the gaps and limitations in research on adult education from the point of view of content, coverage and methodology,
- (f) to identify and suggest priority areas/aspects/topics/subjects of adult education on which research is needed,

- (g) to suggest directions that future research activities may take in the field of adult education and to evolve a broader national research strategy in adult education with long term and short term perspectives,
- (h) to provide policy guidelines for programme formulation, implementation and evaluation in adult education,
- (i) to provide a sound research base for prospective adult education functionaries.

Now we shall present main findings of the study : A summary of the study.

Sections of Population Covered

Research concerning those sections of Indian people whose educational problems are most acute has received inadequate attention. Adult education studies regarding general public are about one half of the total studies numbering 117. Rural people in general account for one quarter of the studies. The scheduled castes and tribes, and the rural poor have received scanty treatment, only 8 studies being about them. The case of urban slum dwellers has gone totally by default. Studies on adults education specifically for women are very few in number (4).

Areas/Subjects Covered

Though the largest number of studies are related to the learner, there are few that throw light on the basic question of how adults learn, i. e. psychology of adult learning. The same is true of curriculum and instructional material. Though there are some studies on 'Methods and Techniques of Teaching', there is no good study available on how to teach the 3 R's. The area of instructional material used for functionality or awareness remains almost untouched, while evaluation studies have attracted unduly greater attention of researchers. There is only one verbal adult intelligence group test constructed in Bengali, with a limited usability, as it cannot be administered to illiterate adults.

There are quite a few studies on adult education in relation to development programmes like family planning and population education and FLIT for farmers, though these are mainly confined to rich farmers. The FLIT for women under the ICDS scheme has received adequate attention of research workers.

Training of adult education functionaries, follow-up programme and literature for neo-literates are the areas in which very little research has been conducted.

Research Methodology Used

Most of the studies are based on sample surveys. Experimental studies (15) are concerned mostly with comparing two or more procedures of learning or groups of learners. There are 9 case studies. Historical method has been applied in 3 studies. In 11 studies different methods of research like content analysis and action research have been used. Some of the studies can hardly be called research, being descriptions of certain experiments.

There are quite a few studies in which inappropriate methods or faulty techniques and procedures have been used. The sampling procedures and statistical techniques employed in certain cases are inadequate or unjustified. Similarly, the tools used for collecting data have not been tested for validity and reliability. About 40% of the studies reported suffer from such similar methodological weaknesses.

Directions for Formulation of Policy and Programmes

About two-thirds of the studies have either directly indicated or indirectly implied certain directions for formulation of policy and programmes of adult education.

A few of the important findings that have implications for policy planning and administration are specified below :

- Functionality of the programme is an effective source of motivation for adult learning. Farmers can be trained in better techniques of farming even without insisting first of all to make them literate.

- Farmers' training is more effective in terms of cost-benefit if imparted in a group of 20 to 30 of farmers belonging to one caste or homogeneous caste.
- Out-of-school youth engaged in agriculture attach much importance to self-education; next comes education through the VLW, then through agricultural programme of the block, and then through agricultural institution. Instruction through agriculture teacher of primary/secondary school is given the least importance. None attached the slightest importance to the youth club or the farmers' club.
- What motivates adults to learn literacy skills and how they use these skills : to write their names, to read sign boards and labels, to recite religious books, to copy songs to sing, and to secure benefits from literacy skills in their occupation.
- There is a significant correlation between retention of literacy and the literacy classroom factors (materials, motivation, duration, methods and post-literacy facilities).
- The causes for drop-out from the literacy class include exhaustion from the day's work, lack of time during the operations of sowing, irrigating and harvesting of the crops, and literacy being perceived as of no use by the learner.
- Mills and factories should permit their workers to attend literacy classes for one hour every day during working hours.
- Systems analysis should be applied to identify problems and develop a system model for non-formal education.
- The situation of the rural poor can be changed for the better by first making them aware of it, and then improving their capabilities through political action.
- An alternative approach to development is based on the principle of decentralization, people's active

participation in the developmet process and the fullest use of local resources.

- While the experimental or pilot mass media projects are a grand success in adult education, they lose their effectiveness when adopted as regular programmes.
- An alternative strategy for the organisation of adult education programmes may be the establishment of 'Adult Schools' for teaching literacy and numeracy skills.
- Another useful strategy for providing comprehensive adult education would be to enlist the cooperation of the community concerned in running the AEC, and to coordinate the work of all the centres functioning in a locality through a feeding centre.

The state-level evaluation studies of NAEP have offered a number of directions for policy planning and administration. The important ones are listed towards the end of Chapter IV. There is no need to recount them here.

Priority Areas of Research

Awareness being the most important component of NAEP, it should be the first proirity area of research, particularly, when very few studies have so far been conducted in this area. But meaningful research can be done only when the concept of awareness is first clarified in functional terms and put into operation.

The next priority area of research concerns education of the weaker sections of our people and people living in backward and undeveloped regions, such as, the north-east region of the country. In-depth studies of the causes of their indifference to or non-participation in adult education programmes need to be conducted.

Another priority area is adult psychology, motivation and learning, methods and techniques best suited to adult learning, follow-up programmes to make learning a continuous process.

Development programmes provide another useful area of research. Research may help in forging links of adult education programmes with development programmes.

In our peculiar situation, family planning and population education should also be considered a priority area of research.

Directions for Future Research

The ideal thing would be to have an in-built arrangement of research with each programme of adult education.

For the time being, a well-equipped research cell may be attached to each SRC, and a subsidiary unit may be located at each district head quarters.

The Directorate of Adult Education established by the Union Ministry of Education has an important role to play in organising and coordinating larger research projects of national importance.

The Indian Adult Education Association may organise a research cell on a permanent basis to conduct, monitor, review and disseminate research.

Certain basic tools of research should be developed and standardized in different languages of the country, such as Adult Intelligence tests—verbal and non-verbal—, Attitude scales, etc.

The accent in research should shift from the quantitative to the qualitative aspects of life. From this view-point in-depth studies of typical cases may be more useful than sample surveys from which statistical inferences are drawn.

Research should not be treated as an occasional activity, but organised on a continuing basis.

Policy Guidelines for Research

Guidelines are needed for all the stages of research—programme formulation, implementation and evaluation.

Guidelines should be worked out collectively involving the representatives of all those organisations and groups that are concerned with adult education programmes.

Guidelines need not be rigid; these should rather be flexible enough to allow local and individual initiative and freedom in formulating and implementing research programme as needed by a particular situation with available resources.

Funds for research may, however, be provided to the organisations and agencies concerned as is done in the case of NAEP.

A few suggestive policy guidelines are given below :

- First of all, research should be undertaken in the priority areas. While determining these areas, monitoring and evaluation reports from the field and other relevant research reports should be used judiciously.
- Topics of immediate importance and functional value may be taken into consideration.
- The necessary infra-structure and resources for research must be made available.
- Research designs for the proposed studies have to be discussed among the members of the participating team and other available experts.
- The progress of a research study should be reviewed at meaningful stages.
- After a research programme has been completed, it should be evaluated by a competent organisation like the Indian Adult Education Association.
- The research should be disseminated for the benefit of field workers, policy planners, administrators and researchers of adult education.

APPENDIX I

DOCTORAL THESES IN ADULT EDUCATION

*(Abstracts and Reviews of Studies marked * were not available)*

Agnihotri, S.

- 1974 Evaluation of the Programmes of Adult Education in Operation under the Pilot Plan in Wardha District, in Marathi.
Ph. D. Education, Nagpur University.

Ali, M.

- 1979 Role of Leisure and Recreation in Urban Life—a sociological study of 600 male adults residing in the city of Lucknow.
Ph. D. Sociology, Lucknow University.

Allah Mahar (Mahar, A.)

- 1978 A critical study of the Workers Education Scheme in India with special reference to their role in Govt. of India presses.
Ph.D. Commerce, Aligarh Muslim University.

Anantha, Sayunam R.

- 1982 Socio-psychological study of planned parenthood with reference to ideals, perceptions and attitudes of male out of school youth in rural areas of Chingleput Distt. in Tamil Nadu.
Ph.D. Adult Education, Madras, Deptt. of Adult and Continuing Education.

Ansari, N.A.

- 1970 An appraisal of the training programmes for Social Education Workers in India.
Ph.D. Education, University of Delhi.

Bhandari, J.S.

- 1970 Factors affecting persistency and dropout of adult literacy classes in Udaipur District.
Ph. D. Agriculture, Udaipur University.

Brahma Prakash

- 1978 The impact of functional literacy in the rural areas of Haryana and Union Territory of Delhi.
Ph. D. Education, Kurukshetra University.

Bhingarkar, D.B.

- 1980 Implications of the concept of life-long education for social education.
Ph.D. Education, University of Bombay.

Chaturvedi, S.C.

- 1969 Impact of Social Education on the life and living of the people in block areas (in the districts of Gorakhpur, Jhansi, Lucknow and Mathura).
Ph.D. Social Work, Lucknow University.

Chaube, M.

- 1963 Youth Welfare Programme in India with special reference to Uttar Pradesh.
Ph.D. Education, Lucknow University.

Chittemma, Maineni (Rao, Chittemma)

- 1978 Development and evaluation of nutrition material for non-formal education of rural women.
Ph.D. Home Science, Madras University.

Deshpande, B.S.

- 1975 Informal education through the saint-literature of the middle ages (in Marathi).
Ph.D. Education, Poona University.

Dixit, Asha

- 1975 A study of educational need patterns of adults in the urban, rural and tribal communities of Rajasthan.
Ph.D. Education, Rajasthan University.

Duari, P.

- 1976 Evaluation of general ability of 7 to 16½ and adult age groups.
Ph.D. Psychology, Calcutta University.

Gayatonde, N.V.

- 1977 The problems of social education in India with special reference to Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, Mysore (Karnataka).
Ph.D. Education, Poona University.

Intodia, Sunder Lal

- 1974 Educational needs, interests and aspirations of adults in rural communities of Udaipur District.
Ph.D. Agriculture, University of Udaipur, 247p.

Johnston, John Phillip

- 1971 A proposal for the establishment of a state-wise adult education programme for Madras (Tamil Nadu)
Ph.D. Education, Madras University.

Kakkar, N.K.

- 1967 Workers' education in India.
Ph.D. Education, Agra University.

Kapoor, M.

- 1981 A study of extension education programmes for women with special reference to family life education.
Ph.D. Social Work, Jamia Millia Islamia, New Delhi.

Karunakaran, K.

- 1981 Identification of factors to be tackled in an effective programme of non-formal education and training of farmers.
Ph.D. Education, Kerala University.

Khajapeer, M.

- 1978 A study of the academic performance of the farmers

functional literacy programme participants in relation to some socio-psychological factors.

Ph.D. Education, Sri Venkateswara University.

Khan, M.Z.

1958 The problems of social (adult) education in four districts of Bombay-Karnataka.

Ph.D. Education, Karnataka University.

Krishna Rao, R. (Rao, R.K.)

1981 A comparative study of the relative effectiveness of four methods of teaching literacy to adults.

Ph.D. Education, Osmania University.

*Kudesia, U.C.

1973 The role of social education in rural development of Madhya Pradesh.

Ph.D. Education, Saugar University.

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APPENDIX II

RESEARCH PROJECTS REPORTS

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APPENDIX III

Letter of the Project Director for identification of Research Studies.

INDIAN ADULT EDUCATION ASSOCIATION
17-B, INDRAPRASTHA ESTATE
NEW DELHI-110002

(Project on the Study of Research in Adult Education)

Ref. : IAEA/SRAE/1982-83/

Date :

Dr. Salamatullah

Project Director

Dear Sir/Madam,

The Indian Adult Education Association is a voluntary organisation on the national level dedicated to the promotion of adult/non-formal education in the country. It has been doing useful work including research in this area for well over four decades.

2. The Association has undertaken a pioneer study entitled "The Study of Research in Adult Education". The study would seek to evaluate the *research studies conducted so far* by various Institutions/Organisations in any area/aspect of Adult education with a view to providing support to the movement of adult education in India.

3. With the above end in view, we propose

- (a) to collect information on studies and researches on adult education conducted by Universities and other Institutions/Organisations,
- (b) to prepare the inventory of research studies and to classify and categorise them in accordance with different areas/aspects/subjects of adult education,
- (c) to get the abstracts of the selected research studies prepared,

- (d) to evaluate research studies in terms of the direction which they can give to policies and programmes of adult education,
- (e) to identify the gaps and limitations in research on adult education from the point of view of content, coverage and methodology,
- (f) to identify and suggest priority areas/aspects/topics/subjects of adult education which need to be researched,
- (g) to suggest directions that future research activities may take in the field of adult education and to evolve a broader national research strategy in adult education with long term and short term perspectives,
- (h) to provide policy guidelines for programme formulation, implementation and evaluation in adult education,
- (i) to provide a sound research base for prospective adult education functionaries.

4. For this purpose, we would study the following materials :

- (a) Theses and dissertations concerning adult education for which the degree of M.A./M.Ed./M.Phil/Ph.D. has been awarded.
- (b) Reports of research projects in the field of adult education conducted by individuals and/or institutions.
- (c) Evaluation/Appraisal/Monitoring reports of specific programmes of adult education.
- (d) Any other relevant document not included above.

5. We would solicit your help and cooperation in carrying out this project. You may kindly supply us at your earliest convenience information on the *research studies completed so far* under the auspices of your Institution/Organisation. A few copies of the proforma are enclosed herewith for this purpose.

6. It is requested that you may kindly circulate this letter to the concerned department (s) of your Institution/Organisation for necessary action.

Thanking you,

Yours faithfully,

(Salamatullah)

Encl : 1. *Areas of Adult Education*
2. *Documentation proforma*

APPENDIX IV

SECONDARY SOURCES USED FOR BIBLIOGRAPHICAL INDEXING

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Ph. D. of Indian Universities).
New Delhi, 1973 & other volumes continued.

APPENDIX V

PANEL OF REVIEWERS

1. Prof. S. B. Adaval,
3 Bank Road,
Allahabad-211002
2. Prof. Abu Baker,
Head, Deptt. of Teacher
Training & Non-formal
Education, Jamia Millia
Islamia,
New Delhi-110025
3. Prof. M.S. Bedi,
Director Research, Udai-
pur School of Social
Work, Rajasthan Vidya-
peeth, Pratap Nagar,
Udaipur-313001
4. Dr. (Miss) K. Bose,
Prof. & Head, Central Ins-
titute of Education, Uni-
versity of Delhi, Delhi-
110007
5. Dr. S.L. Chopra,
Dean, Faculty of Educa-
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Lucknow-226007
6. Dr. (Mrs) Pratibha Deo,
(Retd. Prof. & Head of
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Anudh, Pune-411007
7. Dr. R. C. Deva,
Reader in Education,
Aligarh Muslim Univer-
sity, Aligarh-202001
8. Dr. S. N. Dhondiyal,
Prof. of Education,
Vidya Bhawan Teachers'
College, Udaipur-313001
9. Prof. N. K. Dutt,
Central Institute of Edu-
cation, University of Delhi,
Delhi-110007
10. Dr. (Miss) Sunitee Dutt,
(Retd. Prof. of Edu-
cation, Delhi University),
BM-47 Poorvi Shalimar
Bagh,
Delhi-110033
11. Prof. S.B. Gogate,
Joint Director, Indian
Institute of Education,
128/2, Karve Road,
Kothrud,
Pune-411029
12. Dr. D. Joshi,
Reader, Deptt. of Teacher
Training & Non-formal
Education, Jamia Millia
Islamia,
New Delhi-110025

13. Mrs. Uma Joshi, Lecturer, Deptt. of Home Science & Extension Education, Faculty of Home Science, University of Baroda, Baroda-390002
14. Dr. (Miss) G. J. Kerawalla, Reader and Head, Deptt. of Education, University of Bombay, Vidyanagari, Santacruz (East), Bombay-400098
15. Prof. C. L. Kundu, Department of Education, Kurukshetra University, Kurukshetra-132119
16. Dr. N. V. Manuel, (Retd. Professor of Education, Kerala University), 17 Kalkshetra Road, Madras-600041
17. Prof. H. B. Majumdar, CB 71 Salt Lake City, Calcutta-700064
18. Prof. R. N. Mehrotra, Central Institute of Education, Delhi University, Delhi-110007
19. Dr. Mohd. Miyan, Reader, Department of Foundation of Education, Jamia Millia Islamia, New Delhi-110025
20. Miss Malini Patel, Lecturer, Department of Home Science Education, Faculty of Home Science, University of Baroda, Baroda-390002
21. Dr. (Ms) Kamala S. Pillai, Reader in Education, Department of Education, University of Calicut, Calicut-673635
22. Dr. (Miss) Bina Roy, Department of Education, Lady Irwin College, Sikandra Road, New Delhi-110001
23. Prof. P. K. Roy, (Retd. Head of Education, Delhi University), H/1456 Chittarnjan Park, New Delhi-110019
24. Dr. B. Sengupta, F-1138 Chittaranjan Park, New Delhi-110019
25. Dr. (Mrs) Mridula Seth, Lecturer, Lady Irwin College, Sikandara Road, New Delhi-110001
26. Dr. J. H. Shah, Reader and Head, University School of Psychology, Education & Philosophy, Gujarat University, Ahmedabad-380009
27. Prof. T. R. Sharma, Head, Department of Education, Punjabi University, Patiala-147002
28. Prof. S. Shukla, Dean, Faculty of Education, Jamia Millia Islamia, New Delhi-110025
29. Prof. (Mrs) Snehlata Shukla, Head, Department of

- Teacher Education, 31. Dr. Ummed Singh,
N. C. E. R. T., Sri Lecturer, Department of
Aurobindo Marg, Education, South Gujarat
New Delhi-110016 University,
Surat-395007
30. Mr. Nawal Singh,
Senior Research officer,
Indian Institute of Mass 32. Prof. E. G. Vedanayagam,
Communication, D-13 Head, Department of
South Extn. II, Education, University of
New Delhi-110049 Madras, Madras-600005

APPENDIX VI

DOCUMENTATION PROFORMA FOR
IDENTIFICATION OF RESEARCH STUDIES IN
ADULT EDUCATION

(Kindly use a separate sheet for each study)

1. Title of the Research Study with sub-titles, if any :

2. Language used in the Research Study : (Please tick)
() English
() Hindi
() Any other (Specify) _____
3. Author (s) : _____

- 3.1 Present postal address of the author :

4. Name and postal address of the Institution/Organisation under whose auspices the study was conducted :
- 4.1 Name and postal address of the Institution/Organisation for whom the study was conducted :

5. Financing agency, if any : _____

6. Area (s) of Adult Education mainly covered by the

study (kindly refer to the enclosed list for *Areas of Adult Education*) :

7. Nature of Research Study :
- () Thesis/Dissertation for the degree of M.A./M.Ed./M.Phil./Ph.D. (Specify) _____
- () Report of a Research Project
- () Evaluation/Appraisal/Monitoring report of a specific programme (Specify) _____
- () Any other category (Specify) _____
8. Research Methodology employed :
- () Experimental
- () Descriptive (Survey)
- () Historical
- () Case study
- () Any other (Specify) _____
9. (a) Form of Presentation/Publication :
- () Printed
- () Cyclostyled / Mimeographed
- () Typed
- (b) Pages _____
10. Year of completion/Award _____
11. Year of publication, if published _____
12. Price, if any : Rs. _____
13. In what way can the study be made available to us for use ?
- () Complimentary copy (Please send a copy)

- () On price
 - () On loan for a specified period
 - () Only for use in the library of the Institution/
Organisation concerned
14. Whom to write/contact for making the study available
for use (complete postal address)
-
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APPENDIX VII

AREAS OF ADULT EDUCATION

1. Curriculum and Methodology of Adult Education :
(a) Literacy (b) Functionality (c) Awareness
2. Post-literacy and follow-up programme
3. Continuing, Non-formal, Life-long Education and Correspondence Education
4. Workers' Education
5. Adult Education and Development
6. Voluntary organisations in Adult Education
7. Adult Education and Formal System of Education
8. Adult Education and Mass Media (Distance learning programme)
9. Libraries and Adult Education
10. NSS as a programme of Adult Education
11. Population Education for Adults
12. Social Education
13. Training of Adult Education Workers
14. Resource Development in Adult Education
15. Integrated child development programme/Functional Literacy for women
16. Evaluation of adult education
17. History of adult education
18. Administration of Adult Education
19. Adult Psychology, motivation, learning
20. Philosophy and sociology of adult education
21. Adult Education and Extension Programmes
22. Home Science in continuing education
23. Any other (Specify)

APPENDIX VIII

SUGGESTED GUIDELINES FOR PREPARATION OF ABSTRACT AND CRITICAL REVIEW OF A RESEARCH STUDY IN ADULT EDUCATION

1. The Abstract and the critical Review *may be done separately.*
2. The *length* of the abstract and the review will primarily depend on the study itself. Roughly the abstract may consist of 500 to 1000 words and the review about 500 words.
3. The abstract may preferably be under the *four heads* :
 - The Problem
 - Delimitation of the study
 - Methodology
 - Findings
4. The *Documentation proforma* (copy enclosed) may be filled in for each of the studies separately and be sent alongwith the abstract and the review.
5. For the purpose of *critical review* a copy of *suggested guidelines* is enclosed herewith. It may kindly be noted that these are only *suggestive* in character and you may feel free to review the work the way you like. What is important is that your comments should clearly indicate the worth of the research in question from the point of view of suitability of methodology, rationale for conclusions and their usefulness for practice and/or policy making. In this connection, the *objectives* of the project as outlined in para 3 of our circular letter (already sent) may be referred to.
6. *Three typed copies* of the abstract and the review may be supplied on *quarto size* paper.

Suggestive Guidelines for Critically Reviewing a Research in Adult Education

There are mainly three types of educational research, viz., experimental, descriptive, and historical research. Besides, case study may, however, be considered another type of research. The important points to be kept in view while critically reviewing a particular type of research are set out below :

Experimental Research

1. Clarity of objectives in identifiable terms
Definition of technical terms used, scope and limitation of the Study.
2. Significance : Functionality, usefulness in meeting a crucial problem or a felt need.
3. Sampling : Does the method used in drawing the sample ensure that it represents the population (universe) faithfully ?
4. Methodology : Suitability of experimental design.
5. Collection of data : Adequacy of tools (tests, scales, questionnaires etc. and techniques (observation, interview) : reliability and validity of tools, precautions taken in administering tools. Fulfilment of conditions necessary for observation and interview : mode of recording observations and interview.
6. Analysis of data : Suitability of statistical treatment : fulfilment of conditions for the use of a given test of significance. Correctness of interpretation of the inferences/conclusions.
7. Recommendations (if any) for future action : Are these justified on the basis of the study ?

Descriptive (Survey) Research

- 1, 2 and 3. The same as in the case of experimental research.
4. Methodology : How is survey conducted ?
5. Collection of data : Are the necessary precautions taken to ensure reliability of the data collected.

6. Analysis and conclusions : Are the data treated properly ?
Are the conclusions warranted ?
7. The same as in the case of experimental research.

Historical Research

1. 2 and 3. The same as in the case of experimental research.
4. Methodology : Collection of facts (information) through sources—primary and secondary. Authenticity of the sources—internal and external reliability.
5. Analysis and interpretation of data. Is it presented logically ? Are the conclusions reasoned out convincingly ?

Case Study

1. 2 and 3. The same as in the case of experimental research.
4. Methodology : Collection of data : How is reliability of the data ensured ?
5. Analysis and interpretation of data; Is systems analysis applied ?

APPENDIX IX

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APPENDIX X

REPORT OF THE REVIEW SEMINAR

A two-day Seminar on "Study of Research in Adult Education" (To Review the Draft Report) started at Vishwa Yuvak Kendra on February 9, 1985. It was attended by 25 persons including researchers, planners and adult educators from various parts of the country.

Dr. Salamatullah, the Project Director of the Study presenting the report said that the material included in the report covered many aspects of adult education. Anything which helps in improving the quality of life outside the formal education system has been taken as adult education for the purpose of this Study, he said.

Mentioning the limitation of the study, Dr. Salamatullah said that though efforts had been made to contact all centres of research in adult education but still some could not be covered because of financial constraints. He said that inclusion of a large number of studies in this report had been made possible because of the cooperation of reviewers from different parts of the country. Studies included in the report have also been taken from bibliographies and from institutions which have conducted the research studies.

He said that some studies were quite good, others were mere description of experiences. Among the University researches, he said, that Doctoral dissertations have been abstracted in the study. Abstracts of Master dissertations have not been done because these studies were in partial fulfilment of the requirement of Masters Degree. A small mention about these has been made at the end of chapter III.

He said that the report does not claim to include all research studies. A few of the studies could not be procured and hence were not included in it. He said that some abstracts of studies which were not according to the norms prescribed have also not been included.

Dr. Salamatullah said that the third chapter gives glimpses of researches and whatever opinions have been given at the end of abstract are the opinions of reviewers. They did not reflect either the opinion of the Project Director or of the Association. Describing the salient features, Dr. Salamatullah said that some research dissertations touch some concrete problems of adult education, like Policy, Methods, Curriculum and Administration. But most of the studies have been confined to literacy education. Many of the studies are in the form of surveys only. The two other components i.e. awareness and functionality have not been covered. He said that very few studies have been done on curriculum and on teaching/learning materials. In majority of the cases proper research methods and tools have not been used and in most of the studies methodology of research was rather poor.

Earlier, Shri J.C. Saxena, Hony. General Secretary of the Indian Adult Education Association in his welcome address said that this report will fulfil the long felt need of persons involved in adult education in this country. Dr. K.M. Bhatnagar, Director, IAEA introduced the programme of the Seminar.

Discussion which followed after the presentation of the study was very lively. Dr. N. P. Jain wanted to know whether Adult Education was a discipline. He said that the common methods of social sciences have been adopted in the studies and he did not find any fault in using them as adult education has not yet developed as a basic discipline.

Dr. C. L. Kundu said that adult education was a welfare activity and had not become a discipline so far. He said that adult education had been mostly based on field work and if the field studies had led to advancement of literacy, numeracy and some awareness and their inclusion was appropriate.

Dr. K.S. Pillai was of the view that the opinion of the reviewer about the quality of study at the end of each abstract should not have been included. Adult education, he said, is an emerging discipline and most of the studies have fulfilled the criterion laid down and the comments of reviewers on positive and negative aspects of the study should not be mentioned.

Prof. S. N. Dhondiyal also wanted that reviewer's opinion

on the quality of the research should not be given at the end of each abstract because there was danger that some of the reviewers may not be judicious.

Prof. J. C. Kavoori congratulated the IAEA for undertaking this research study and said that it was a landmark in the history of adult education. He said that adult education research is as good or bad as the adult education programme. It has not gained much intellectual respectability so far. He said that a mighty job has been taken without much resources and adequate manpower to carry out research.

Prof. K. D. Gangrade said that comments should be included after each abstract otherwise future studies will suffer from the deficiencies pointed out in the study.

Shri M. C. Nanavatty, Chairman, Research Advisory Committee of IAEA in his presidential remarks said that majority of the participants have favoured more factual information in the review rather than giving judgement on the quality of methods and tools used in the study. The opinion of reviewers could be subjective. It was finally decided that opinions from the abstracts should be removed and summary of deficiencies found should be included separately without naming the particular study.

In the afternoon session the recommendations of the study were presented by Shri S. D. Bareth who was connected with the study as a Research Associate.

It was pointed out that not much research has been conducted on weaker sections and more attention was needed on that aspect. Dr. Pillai said that some Master Degree dissertations have covered the weaker sections and a mention about it should be made in the study.

Prof. Kavoori said that the aim of the Seminar was to strengthen and sharpen the draft report and we should work in this direction only.

It was also pointed out that the word AEP should be used instead of NAEP as the word AEP is now being used in all Government publications instead of NAEP.

The last session of the day was devoted to identification of gaps and limitations of the study. Prof. K. D. Gangrade presided over the session.

Shri J. L. Sachdeva said that the chapter on Concepts of Adult Education gives only History of Adult Education in India and does not say anything on the Concept. He said that the chapter needs to be redrafted as the conceptual clarity in the beginning will help in better understanding of the researches included in the study. Many participants supported the suggestion. It was decided to modify the chapter as per the suggestion.

Some delegates pointed out that some studies which were sent have not been included. Prof. Gangrade said that all such studies would be included provided they are sent in within fifteen days to the office of the IAEA.

Shri S. P. Jain said that the period covered under the study should be mentioned. The names of the author, the year of study, the name of University and whether published or unpublished should also be given in the abstract itself rather than just giving the title of the study.

Dr. Kundu said that the division of studies divided into three areas were not according to international norms and that they should be divided into six areas as suggested by Unesco and other international organisations. The areas he said are :

1. Adult as a Learner
2. Institutional Activity
3. Contents of Adult Education
4. Technical aspects of Adult Education
5. Geographical Aspects of Adult Education
6. Adult Education as a Movement

Prof. Gangrade in his concluding remarks said that it would be difficult to change the areas in which research studies have been classified. But a note enlisting the international standard of classification could be included.

He further said that as far population wise coverage the age-group 15-35 should be specifically covered and studies on youth should also be undertaken. Regional variation in the research studies should also be identified, he added.

He said that the bibliography should be made as exhaustive as possible and those studies which have not been reviewed or abstracted should also find a place in the bibliography.

The proceeding on the second day started with a session on

Priority Areas of Research and Directions for Future Research. Prof. J. C. Kavoori presided over the session.

Introducing the subject, Prof. Kavoori said that the priority areas of research should be listed in such a manner that the outcome of research enhances the knowledge of the Adult Education problems and prospects. Adult Education, he said has not yet developed as a basic academic discipline and therefore it has to depend on methodology and tools of research used in social sciences. He said that our aim should be to strengthen the draft report, find out new thrusts and content in Adult Education programme and priority areas of research which have not been covered so far. He felt that research on motivation and reading material should get priority.

Prof. Kundu said that the quality of Adult Education programme depends upon the type of research studies conducted but the research work can get a boost only if it is preceded by teaching of Adult Education in the Universities. He said that Delhi University has started a Post M.A. Diploma in Adult and Continuing Education and it is likely that four or five more Universities will start it in the near future. He suggested that study on drop outs should be a priority area as there had been 60% drop outs in many Adult Education Centres. Prof. Kundu also suggested that priority should be assigned for construction of non-verbal IQ test and motivational test to ascertain intelligence potentiality among illiterates.

Prof. Dhondiyal suggested that research should be conducted on values and how to develop awareness and open-mindedness. He said that values differ according to age and requires research on teaching methodology and how adults acquire knowledge. Study on change of attitude was also considered an important area of research.

Dr. Salamatullah emphasised that there is an urgent need to undertake research on teaching/learning material suitable for Adult Education Centres. It was also suggested that researcher should prepare observation schedule for listing the strengths and weaknesses of the programme. This would help in generating proper climate for research.

Shri Nanavatty suggested that Indian Adult Education Association (IAEA) may demarcate the areas for research as aca-

demie and field based studies. The former may be undertaken by Universities and the latter by agencies like Indian Adult Education Association. He also suggested consideration for action research and participatory research in Adult Education. Shri Nanavatty was also of the view that the IAEA should organise Seminars to review research efforts in adult education on a regular basis.

Dr. Bhatnagar said that adult education is concerned also with new areas of awareness, such as, population education, health and nutrition, environmental education, legal literacy and science education. It will be necessary to conduct inter-disciplinary research to assess the potential of intelligence as well as motivational levels for general awareness, he added. He further said that there was also a need for anthropological research to find out more about cultural and social values of illiterate women. Field of Adult Education he said, can be enriched from the multi-disciplinary and inter-disciplinary research in social sciences and humanities.

Mr. Chopra said that research on creating better learning environment should also be conducted.

Concluding the discussion, Prof. Kavoori said that adult education should educate the adult on development. Research is needed to know the learner, learning processes and change processes. He said that a re-thinking is called for on IQ qualifications of illiterates. A policy research on adult education he futher said may give us directions for future. Prof. Kavoori was also of the view that a smaller version of the study will be more useful for wider dissemination as many people may not find time to read a complete report. He then raised some important questions about how to manage the coming crises of massive illiteracy in the country and how to make adult education movement a national challenge.

The session on Policy Research on Adult Education and Development was presided over by Dr. K. S. Pillai. The points raised by some participants to clarify whether Adult Education was a welfare programme or a development programme were discussed. On this issue majority of the participants have a mixed feeling and the consensus was that Adult Education programme is basically a developmental programme. Prof.

Gangrade said that welfare is a wider concept and is applied to people who are deprived of basic necessities of life and need to be supported by Government. He said what is needed is wisdom in the modern world where everyone is anxious to acquire knowledge while we are losing wisdom. Delivery of service to poor should have a one window model of delivery.

Dr. Pillai concluding the session said that there was a need for linking Adult Education with various development programmes. Appropriate policy research to develop future guidelines must be given priority.

The last session was devoted to the drafting of Seminar recommendations and was presided over by Dr. C. L. Kundu.

The Seminar noted that never before have we needed research in adult education as much as we need it now. We are on the threshold of exciting new developments in adult education in India under point No. 16 of the New 20 point programme. New Educational Institutions are coming into existence and adult education movement is gaining new momentum. Research has its own role to play in this development. It can provide the knowledge with which we can develop the kind of adult education which will meet the pressing demands of our time.

Furthermore, the quality and effectiveness of an adult education programme depends to a large extent on the research and investigations by which it is backed. Research can give us answers to many questions and problems faced by adult education functionaries. Adult Education as a discipline draws heavily on the social sciences and the humanities and the findings of research in adult education itself. The basis of this research is the scientific investigation of all aspects of adult education, the systematic collection of facts for the purpose of deriving sound generalization that can be applied to the solution of real problems.

There is paucity of research in adult education in India. The reasons for the present situation are not difficult to find. The pressure to expand adult education programmes without accompanying increase in staff, the small number of professionals employed full time in adult education, fragmentation of adult education activity, the profusion of agencies and the

diffusion of professional effort leave little time to engage in research and publication. Adult Education is a relatively new profession, day to day problems of organisation and administration gaining precedence. Lack of adequate funds to sufficient research has also been a contributing factor in the dearth of research studies.

Attitudes to adult education must change and change rapidly if adult education is to be in a position to meet the challenge of the future. The magnitude of the change will depend to a large extent upon the degree of involvement of Universities.

The Seminar made the following major recommendations :

1. The Directorate of Adult Education should organise and coordinate and promote larger research projects of national importance in collaboration with competent agencies.
2. There should be a well-equipped research cell attached to each SRC and a subsidiary unit located at each district Headquarters with a Research Assistant.
3. Indian Adult Education Association should have a research cell on a permanent basis to conduct, monitor, review and disseminate research. Closer coordination should be developed by IAEA to function as Clearing House on Research, Training, and Experimentation
4. Certain basic tools of research should be developed and standardized in different social, cultural settings and languages of the country for its localised use, such as Adult Intelligence tests, proficiency tests in reading, writing and arithmetic, attitudinal scales to assess level of awareness etc.
5. The accent in research should shift from the quantitative aspects to qualitative aspects of life. The nature and goals of adult education demand more emphasis on improvement in quality of life. Indepth case studies of successful programmes and its impact should be conducted in various parts of the country.
6. Investment in research on Adult Education should be enhanced manifold to provide adequate manpower support as well as institutional support. Universities

with Departments of Adult and Continuing Education should be strengthened to play an active role in research on a regular basis.

7. Studies on adult as a learner, his attitudes, characteristics, interests, motivation and abilities should be undertaken.
8. Researches on adult education movement should also be organised.
9. Some other potential areas of research are :
 - Value orientation
 - Methodology of Adult Education
 - Leadership, and
 - Manpower development

The Seminar recorded its appreciation for the valuable work in preparing the report on 'Adult Education Research in India' by Dr. Salamatullah as Project Director and Shri S. D. Bareth as Research Associate on behalf of Indian Adult Education Association and endorses the report. It also recommended its publication for wider circulation among University Grants Commission, Ministry of Education, Association of Indian Universities, Departments of Adult/Continuing Education of Universities, Directorate of Adult Education, State Resource Centres, institutional members of Indian Adult Education Association for consideration and adoption.