

*ADULT EDUCATION PROGRAMME : APPRAISAL STUDIES IN
Bihar, Gujarat, Maharashtra, Rajasthan and
Tamil Nadu*

Summaries compiled by

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Ministry of Education & Culture
Government of India
New Delhi*

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BIHAR

VOLUNTARY EFFORT IN ADULT EDUCATION IN BIHAR by
Sachchidananda, KK Verma, Manohar Lal and Rajeshwar
Mishra, AN Sinha Institute of Social Studies, Patna*
Publisher: Naya Prakash, Calcutta. 1981

Background

This is an appraisal of the work done by the voluntary agencies in the first year (1978-79) of implementation of NAEP in Bihar. During that period, the voluntary effort in NAEP was concentrated in 14 out of 31 districts in the State, evenly distributed from the point of view of human ecology. By February 1979, in these 14 districts, 22 voluntary agencies were sanctioned adult education projects. The AN Sinha Institute of Social Studies, Patna, undertook the first appraisal of these voluntary agencies with a view to highlighting the strong and weak elements in the functioning of the programme and overall effect in bringing about change in the society.

1. Objectives

The specific objectives of the appraisal study were:

- to examine the working of the AECs, vis-a-vis the objectives of NAEP;
- to identify the beneficiaries of AECs;
- to identify the strengths and weaknesses of AECs and their determinants; and
- to explore the trends of social change triggered off by the NAEP.

2. Methodology

The sample was selected in two stages. In the first stage the Adult Education Centres and, in the second stage, the learners were selected.

*Summary by RS Mathur, Deputy Director, Directorate of Adult Education, New Delhi.

(i) Selection of Adult Education Centres (AECs)

For the selection of AECs, a random sample survey of AECs stratified in terms of the voluntary agencies running them was conducted. This kind of stratified sampling was conducted in order to make possible an analysis of the organisational effect on the functioning of the AECs. Moreover, this method of sampling was expected to take care of the regional socio-cultural variations because of the scattered location of the voluntary agencies over 14 districts of the State. The 22 VAs were sanctioned 1140 AECs in these districts. 27% were exclusively for weaker sections including women, SC and ST groups. Considering the feasibility factors, it was decided to draw 10% sample from the total number of AECs; thus, making a total of 113 AECs that were selected. The sample was drawn from amongst such AECs as were running for at least six months.

(ii) Selection of Learners

In the second stage of sampling, three current learners per AEC were selected, thus, making a total of 339 learners. All the 113 instructors working in the selected AECs were interviewed. Further, it was decided to interview at least one drop-out per centre. However, only 67 drop-outs were interviewed since (a) there were no drop-outs at some of the AECs and (b) the drop-outs could not be contacted in certain cases.

(iii) Instruments of Data Collection

Four separate schedules were designed for each of the sample units - voluntary agency, current learner, drop-out and instructor. In addition, provision was made to record investigator's observations on the working of AECs.

(iv) Investigating Team and Period

Field survey was conducted with the help of seven investigators recruited and suitably trained for the purpose. Most of the data was collected during the months of September-October 1979.

Major Findings

(a) Voluntary Agencies

- About two thirds of the voluntary agencies had long experience in rural development and social welfare work. The remainder, though started in 70s were nurtured in the Sarvodaya tradition. Most of them had wide ranging interests in social and economic development. Majority of the Voluntary Agencies were running 30 AECs; some of the voluntary agencies were having 50-60 AECs and only 3 voluntary agencies were running 100 AECs.
- While all the instructors were regularly getting their honorarium of Rs50/-, there was wide variation in the amount paid to the supervisors and organisers. The emoluments of the supervisors ranged between Rs100/- and Rs.560/-, and of the Organisers between Rs.120 and Rs.900/-. Majority of the instructors and supervisors were trained at the head-quarters of the voluntary agencies for a period of 21 days or so.
- Most of the voluntary agencies reported considerable gap between the date of sanction of the scheme and release of funds. The gap ranged from one month to ten months. They also complained of the non-cooperation and apathy of the government functionaries outside the adult education programme. As a result of this, it was felt that the functionality aspect of the programme suffered a great deal. Some of the instructors and supervisors also reported that they were harassed by the rural elite as they were appalled at the possibility of the rural poor getting conscious of their rights and asking for a better lot.
- Lack of locally available employment, it was observed, sometimes led to mass exodus of learners. Another difficulty was the lack of availability of kerosene oil. Creation of opportunities for employment of the adults where the centres are organised and better honorarium to the instructors were desired by the voluntary agencies.

- Improvement of promotional and publicity aspects of the programme, so as to involve more and more people in it was expected to help in better conduct of the programme.

(b) AECs at Work

- Majority of the AECs were located either in the houses of villagers or instructors and used lanterns for lighting purposes and chatai (mat) for sitting purposes. At most of the AECs the space for accommodating about 30 persons was found to be adequate. The environment around the centres was generally clean and peaceful.
- More than 50% of the AECs had . on an average, 20-24 number of classes per month, another one-fourth had 25-30 classes per month. The mean size of an AEC worked out at 31.1 learners on the basis of the AECs visited. However, the proportion of learners present on the day of the visit was found to be 74% of this number.

(c) Learners and Drop-outs

- There were 339 sample learners belonging to 113 sample AECs; of these 237 were women. Most of the learners were within the age range of 15-35 years; they belonged to the scheduled caste and other backward classes. The occupation of two-thirds of the learners was agriculture. Most of the learners were first-time learners.
- The main reason for the learners to join the AECs was their desire to be able to read and write. Various other reasons given by the learners included their interest in acquiring social awareness and functional skills, knowledge for development, helping children in education. These reasons may only be reflecting the responses to the external stimuli rather than their internal motivation. The main source of motivation of the learners for joining AEC is the AEC personnel. The

regularity of attendance of most of the AECs was reported to be as high as above 90% of the enrolment.

- Of the sixtyseven drop-outs interviewed, 22.4% were women. An inverse relationship was seen with their age. Most of them belonged either to scheduled caste or other backward classes. The drop-outs were from the agricultural labour class or labour on daily wages. Major reasons for dropping out were: migration due to job, marriage, family problems, etc. Since most of the drop-outs were labourers, a large number of them expressed their desire to rejoin the AECs if satisfactory arrangements were made for their employment on adequate wages in or around their villages.

(d) Learner's Performance and Reception of AECs

- As many as six out of ten learners had achieved the writing skill and another 2 out of 10 could write their names. In comparison to their male counterparts, women fared a little better. Similarly, 7 out of 10 learners could do simple addition, subtraction, counting upto 100 etc. Of these 7 out of 10 were rated as very good. With regard to social awareness and functionality, it was found that most of the learners learnt about the latest agricultural techniques, maternal and child care measures, personal hygiene and environmental sanitation, prevention of common diseases, illegality of dowry, minimum marriage age, etc. Moreover, a number of them had gained confidence to register their protest against any injustice done to them.
- Most of the learners expressed their satisfaction with organisational matters like regularity in running the classes, availability of learning materials like books, notebooks, pencils, etc. appropriate scheduling of classes, supervisor's interest etc. They also affirmed that most of them

did not experience any discouragement from others for participation in the AEC activities. Moreover, almost all the learners had encouraged their friends and relatives to join the programme.

- Some of the important suggestions given by the learners relate to continuation of the AECs after 10 months, improvement in the physical facilities in the AEC, arrangement for cultural activities, providing sewing machine and charkha, provision of jobs to the learners, adequate supply of learning materials, incentives to learners, follow-up and provision of newspaper, and radio at the AEC.

e) Instructors and their opinion about the programme

- Of the 113 instructors (89 men and 24 women) majority were in the age group of 20-29 years. A little less than half of them were below matriculation level while just 3% were graduates and above; the rest were matriculates. The centres exclusively for a particular community had the instructors of the same community. Almost all of them were trained for the programme. Three-fourth of the instructors had cultivation as their primary occupation. Majority of the learners were also from the same group. Most of the instructors belonged to the same village where they worked and were actively involved in the development of the area besides being members of the organisations like the cooperative, gram sabha, etc. Most of the instructors expressed full satisfaction with the work and were keen to continue as instructors the next year. Almost all of them received the honorarium regularly, but most of them felt that the amount paid was inadequate. Most of them reported that they joined the programme for the development of the area. Door-to-door campaigning was largely the method used by them for attracting and enrolling the learners. Almost all the instructors enjoyed the confidence and cooperation of their supervisors which was available in the form of procurement/supply of teaching/learning

materials. Only three out of ten had received some assistance and cooperative from the person looking after NAEP in the agency. Two out of 10 had received assistance from their local leaders. Most of the instructors, however, could not specify the kind of assistance received.

- To make the learners regular in attendance and for motivating them, 90% of the instructors resorted to canvassing and personal contacts with the absentees.
- Some of the important suggestions given by the instructors for improvement are: work should be provided at the centres; arrangement of loan for the cattle, supply of sewing machines at AEC; food for work programme etc. should be linked with adult education programme.

(c) Overall Assessment

The overall benefits of NAEP have been described as under:

- Majority of the learners had been able to write their names and addresses and some of them, applications and letters also. About 60% of them were rated good with the knowledge of simple arithmetic operations.
- Most of the learners became aware of the facilities available from the primary health centre, agriculture and veterinary centre. They could also acquire information relating to improved seeds, fertilizers and scientific agricultural techniques, which concerned their functions.
- The learners had started moving towards self-reliance. There was a distinct improvement

in the attitude of upper caste people towards low caste learners. Inhibitions, especially among the women folk were giving way. People started raising their voices against injustice and exploitation. The traditional concept of womanhood was getting eroded; the upper caste women learners who until now were treated as show pieces in their fourwalls, now considered themselves as contributors in the economic process.

ADULT EDUCATION FOR DEVELOPMENT: A STUDY OF THE
NATIONAL ADULT EDUCATION PROGRAMME IN BIHAR by
KK Verma, Rajeshwar Mishra and Manohar Lal, AN
Sinha Institute of Social Studies, Patna. 1981*

1. Introduction

As part of its responsibility of evaluating the adult education programme in Bihar, the AN Sinha Institute of Social Studies, Patna, conducted an appraisal of 22 voluntary agencies in 1979-80. At that time 72 voluntary agencies were in the field. In 1980-81, 44 projects were taken up for a second round of appraisal. This is the report of this second appraisal done by September 1980 and is based on the study of 35 VAs. In addition, 2 government projects were also studied during September and November 1980, respectively. Basically, there is no significant difference in approach in this appraisal from the first appraisal. The findings are described under these two headings -

- (a) Voluntary Agencies; and
- (b) Government Projects.

2. Objectives

The objectives of the study were

- to acquaint with the functioning of the VAs involved in NAEP with reference to staffing pattern, recruitment and training of Instructors and Supervisors, supply of teaching materials, problem encountered in running AECs and suggestion to improve the programme.
- to analyse the working of AECs - location, facilities, functioning of AECs.
- to determine the socio-demographic background of the participants and non-participants, reason for joining AECs and discontinuing visits to AECs.
- to assess the achievement in terms of literacy and numeracy skills, level of social awareness and improvement of functional skill of the participants.

*Summary by RS Mathur, Deputy Director and GL Jambhulkar, Senior Technical Assistant, Directorate of Adult Education, New Delhi.

- to analyse the profile of the Instructors, their orientation, their view about the effectiveness of AECs and suggestions to improve the functioning.
- to examine the profile of the Supervisors, their operational strategies, their perception of the functioning of AECs and suggestions to enhance their effectiveness.
- to explore the trend of social change induced by NAEF effort in the State.

3. Methodology

Sample survey organised in two stages formed the basic method of appraisal. In the first stage, AECs were selected and in the second stage, the learners of those AECs which had completed at least six months, 10% were selected randomly from amongst the VAs project and two government projects (one RFLP and one SAEP). Five current learners per selected centre gave the sample of learners. In all, 121 AECs were selected from 35 VAs, giving 581 learners, 54 drop-outs, 121 instructors, 37 supervisors. In addition, 100 learners, 7 drop-outs, 20 instructors and 4 supervisors were contacted in the two government run projects.

For data collection purposes, five separate schedules were designed for each of the sampled units, i.e. voluntary agencies, current learners, drop-outs, supervisors and instructors. The schedules used in this study were the elaborated version of schedules used in the first appraisal study. The whole process of data collection took seven months (March to September 1980) which was possible with the help of 11 investigators specially appointed and trained for this work.

4. Main Findings

(a) Voluntary Agencies

- i) 33 of the 35 voluntary agencies were functioning as registered bodies for the last several years, ranging from 5 to 20 years. As many as 30 voluntary agencies were engaged in programmes of social welfare and development in rural and tribal areas. Most of the agencies (24) were

engaged in the task of socio-economic upliftment of the poor long before taking AE work.

- ii) The headquarters of the voluntary agencies were located in 18 districts in the north and south Bihar plains and Chota Nagpur plateau. 15 voluntary agencies concentrated only in 3 districts of Monghyr, Ranchi and Patna. Most of the agencies (29) ran 30 AECs each; 5 VAs operated 60 centres each and only one VA had the sanction of 100 centres.
- iii) Of the 1270 adult education centres operated by 35 voluntary agencies, 70% were exclusively for men, 16% for women and 14% mixed where both men and women assembled.
- iv) Distribution of centres exclusively for scheduled castes, scheduled tribes and other backward classes was 19.8, 13.4 and 21.1 per cent respectively; remaining 45.7% were mixed for all the castes.
- v) Physical facilities such as location, lighting, seating arrangements suggest possibilities of better provisions. About 57% of the centres were situated either in villager's own house (31%) or in the instructor's house (26%). Less than 12% were housed in community buildings such as temples, mosques, dharamshalas, panchayat bhawan, etc. Eleven per cent AECs were running in open space. Majority of the AECs (83%) were having lanterns for lighting. Electric light was available to 7% of the AECs. While 5% of the AECs used petrol, the rest 5% did not require lighting arrangement as these were run during the day time. It was reported by the organisers, supervisors, instructors and learners that lighting arrangements suffered a lot due to shortage of kerosene oil/inadequate supply of lanterns, poor maintenance etc. They felt that raising the amount for kerosene oil to Rs.50/- per centre or supply of fixed quota from Civil Supplies Department may improve the situation. In large number of AECs, the

learners sat on floor (43%), 38% sat on mats, 15% on durry and only 4% sat on benches. Majority of the AECs had run upto full term of 10 months. Average duration of functioning of AECs was 9 months and the minimum was 6 months. On an average, the AECs functioned for 24 days in a month, minimum number being 15 days and the maximum full month. About one-third of AECs were held for 20-24 days per month, half of them for 25-30 days a month.

- vi) The initial enrolment of learners at the 121 AECs was 3,565. The mean size worked out as 29.6. While 46.3% of the AECs had an overall average attendance in the category of 75-100 per cent, the corresponding figures on the day of visit to the AECs was only 23%. It suggests the decline in initial enthusiasm of learners over the month. Seasonal fluctuations in average attendance were also noticed. In June and July when the agricultural operations start and need more people for work, the average attendance was comparatively lower. As per records on an average 72% learners enrolled attended the AECs during all the months.
- vii) As per records, 18% were women learners. However, women respondents constituted 28% of the sample. Majority of the learners were from the target group of 15-35 years of age. More underaged learners were among the women (12.2%) than among men (6.7%). This may be because of non-availability of educational facilities for the girls in the area. The representation of scheduled castes and scheduled tribes learners appeared satisfactory and encouraging; backward castes forming 52% and forward caste people being 48%. Most of the learners were engaged in agricultural sector of which cultivators were more than 50%, 4.8% were artisans and 11.5% were self-employed. Among the women learners, 21% were artisans, 15% non-workers and 10% housewives. Majority of the learners (87% men and 88% women) joined the centres for acquiring the skills of literacy and numeracy. Instructor was the chief source for motivating them to join the AEC.

- viii) Among the 54 drop-outs interviewed, 78% were men and 22% women. Scheduled tribes women formed a large percentage among women drop-outs. Most of the drop-outs left the centres just after the first month. Some of them left the centres in the 6th or 7th month. Majority of the drop-outs were between 20-29 years of age and scheduled caste (women) formed a large percentage, as also the agricultural labourers. 79% men and 50% women drop-outs mentioned poverty as the major reason for leaving the centres. Other reasons included inadequacy of teaching/learning materials, unsuitability of the place etc. 25% of the women drop-outs left the AEC on account of marriage. The drop-outs were either economically deprived people or were facing socio-psychological problems.
- ix) While studying the achievement level of the learners, it was observed that majority of learners (49.0% men and 44.5% women) filled up the required information i.e. name, address, sex, caste, religion etc. by themselves. Learners were also tested on their ability to read and write the alphabets, words and sentences. Most of the learners achieved proficiency in reading and writing upto sentences. Some 20-30 learners demonstrated their ability to write letters and applications. In numeracy, most of the learners showed mastery over sums and subtraction upto two digits. Women performed better than men in easy items but in difficult items such as division and subtraction, the men were on the higher side. On the whole, performance in literacy and numeracy was judged satisfactory. In terms of functionality and awareness, learner's achievements were modest. They were made aware of public institutions, development works and facilities available, but their knowledge in most cases, remained vague. The learners

possessed knowledge about the facilities available from Cooperative Societies, Panchayat Sewak and VLW. About the facilities available from the Primary Health Centre, women learners were ahead of their men counterparts. On other items men were generally more aware than the women learners.

- x) The problems faced by VAs were classified under 3 broad categories in order of their significance viz. operational (51%), financial (33%) and administrative (16%). Operational difficulties were in relation to lack of physical facilities at AECs, poor performance by functionaries, instructional materials, motivation, communication gaps etc. The financial problems largely were with respect to delay in release of grants initially as well as at the time of subsequent instalments. The administrative problems were, mainly because of non-cooperation of government personnel at the district and block levels. Development agencies were not helpful and their support was negligible. The VAs felt concerned about the administrative and financial bottlenecks in this regard. Most of the VAs reported a time lag of 2 to 12 months for getting their projects sanctioned from the Government of India. In most cases, funds did not follow the sanction immediately and the time lag ranged from 1 to 12 months. Even release of subsequent instalments was very delayed for most agencies, which caused great hardships.

Information about Instructors and Supervisors is summarised below:

- i) Of the 1270 instructors, 957 (84.0%) were men and 184 women. The data for 129 instructors was not available. 42.3% instructors were below matriculation, 44.7% matriculates, 8.7% under-graduates and 4.3% were graduates. About 70 per cent of the instructors were from SC (12%), ST (22%) and other backward classes (34%).
- ii) Of the 121 instructors (91 men and 30 women) most of the male were above 25 years, but most of the female instructors were below 25 years.

Two-thirds of the instructors belonged to SC, ST and OBC, while 54.3% of the AECs were organised for these sections of society. In areas where weaker sections of the society dominated, instructors were also chosen from the same group. 69% of the sample instructors were below matriculation and 24% were matriculates. Out of 121 instructors, 116 were trained in running the AECs.

- iii) In the selection of instructors, Gram Sabha's recommendation (34.3%), qualification (26%), interest in social service (17%), residence in the same village (9%) and opinion of local government officer counted.
- iv) Of the total supervisory strength available with the VAs more than half (58%) were from other than the SC, ST or other backward classes. 24% were from other backward castes, 13% from scheduled tribes and only 5% from scheduled castes. The supervisors were highly qualified. 51.5% were graduate and above, 28% below graduation level, 14.0% were matriculates and only 6.3% were below matriculation. Women formed a negligible proportion of supervisors.
- v) Out of 37 (35 M + 2 W) supervisors interviewed, scheduled caste and scheduled tribes formed 10% and 14.0% respectively. Most of them were freshers. Only 11 of them (29.7%) had some association with the organisations, which ranged from 3 to 8 years with one having the longest period of 17 years of association with the organisation. Bulk of the supervisors joined the programme with the spirit of social service.
- vi) Most of the instructors and supervisors were trained. The duration of training varied for instructors, the range was between 35-180 hours and for the supervisors between 35 and 240 hours. Half of the VAs conducted the training for the instructors for the stipulated period of 126 hours distributed over 21 days and organised the training themselves. Supervisors training was organised by 12 different agencies.

ii) Majority of the agencies (60%) considered their overall achievements to be 'good', one-third felt that these were 'average'. However, most was admitted that in matters of physical facilities and provision of functional skills, their contribution was average.

(b) Government Projects

i) The study also covers an appraisal of two projects run under the auspices of the Government of Bihar Rural Functional Literacy Project (RFLP) in Harsidhi Block and a project in Ekma Block run by the State Government. At the time of the study, 291 centres in Harsidhi Block and 288 in Ekma Block were in operation, however, data for 173 centres only was available for Ekma Block. The distribution of adult education centres exclusively meant for SCs and Other Backward Classes (OBC) appeared reasonably high (67% for SC and OBC in Harsidhi Block and 53% in Ekma). However, centres for women were not many, their percentage being 15.5 and 33 in the two blocks respectively.

ii) In Harsidhi Block 8,730 learners were reportedly enrolled at the 291 centres. The scheduled castes formed 22% and women constituted 16% of the total enrolled. There were 1547 (18%) drop-outs, besides new additions numbering 115 (4.5%). In Ekma Block there were 5,012 learners enrolled at 173 centres of which 20% were SCs but the women percentage was double (33%) of Harsidhi. The drop-outs have numbered 34, besides 21 new additions.

iii) 10 centres from each of the two projects were selected and from each centre 5 learners were chosen for collecting relevant data through the interviews.

iv) In the selected centres, on an average, 26.2 sessions were organised per month with 87.3% average attendance in Harsidhi Block as per records. The average attendance on the day of field visit was 76.5%. Similarly, the percentage of average attendance of the centres as per records was 78 whereas on the day of the visit it was 67 in Ekma Block. The average number of days on which the centres functioned in this Block came to 24. The percentage of drop-outs was very low (0.7%). The centres were mostly located in villagers'/instructors' houses (all the 10 in Harsidhi and 9 out of 10 in Ekma).

Problems in lighting, sitting arrangements, supply of some materials such as attendance registers etc. were mentioned in both the Blocks.

v) 50 learners from each of the selected 20 centres; in the two Block were interviewed. While age distribution of the learners is not stated in the report for Harsidhi Block, the distribution in Ekma shows that 2 learners in the sample were of 15 years of age, 7 were between 16 and 18 years of age; there were few who were even in the age range of 10 to 14 years. Apart from the stated age, the investigator's observations were contrary and it is stated that they appeared to be lower in age than what they reported. Scheduled castes accounted for 19% and women were 42% of the learners interviewed in the Ekma Block.

vi) The sample learners were rated for their achievements in literacy skills, numeracy, social awareness, functionality. Figures against these three dimensions are given below:

	<u>Literacy</u>	<u>Numeracy</u>	<u>Social awareness and functionality</u>
Harsidhi	70%	55-69%	54% and below
Ekma	85%	80%	67%

vii) Against the summative index of weighted scores of eight scale items (rating of learners, instructors, facilities at the centres, average attendance, rate of drop-outs, regularity of AECs, proportion of SC, ST and women learners), the performance of the two blocks was rated as satisfactory. The index for Harsidhi being 29.5 and for Ekma 29.2.

viii) Of the total (291) instructors in Harsidhi Block, 248 were men and 43 women, 193 belonged to OBC, 55 to SC and 43 to other castes. The number of instructors from different communities corresponded with the number of centres exclusively organised for these communities. 60% of them were below matriculation and the rest were matriculates and above. All were trained for adult education work and had agriculture as their main occupation. Out of the ten interviewed,

2 were women. In Ekma Block all the instructors interviewed were between 16 to 40 years of age (age distribution of instructors in Harsidhi Block not mentioned). 54% were below matriculation, 25% matriculates, 16% under-graduates and 5% graduated and above. 22% of the instructors belonged to SC community which is also the percentage of centres for this group. All the instructors were trained.

ix) 3 men and 2 women supervisors worked for Harsidhi project and 9 supervisors (sex distribution not given) worked for Ekma project. In Harsidhi project, 2 supervisors belonged to OBC and one to SC. This distribution is not indicated for Ekma project. All the supervisors in Harsidhi project were graduates whereas 5 out of 9 supervisors in Ekma were graduates; others were post-graduates. All the supervisors in the 2 Blocks were trained for adult education work. The training was organised at Literacy House, Lucknow, and also at Rajendra Agricultural University, Muzaffarpur. Among the important functions that the supervisors were found performing are mentioned organisation and conduct of surveys to identify needs and problems of individual, household, communities and block levels and for developing the programme, for designing the curriculum and materials, selection of villages, selection of places for AEC, recruitment and training of instructors, monitoring and evaluation, ensuring supply of teaching and learning materials etc. During the visits to the centres, the supervisors helped the instructors in teaching-learning work. Cooperation of village leaders like Mukhia, Sarpanch etc. and of Government Development Functionaries was obtained through the supervisors especially in the training programmes but their visits could not be stimulated by them.

x) To study the process of programme management and execution, aspects such as supply of materials, inter/intra-departmental coordination, monitoring and evaluation were examined. It was found that supply of certain materials remained erratic. In Harsidhi project for xample, supply of attendance registers from the Directorate of Adult Education was not made to 39 centres even until their closure and to 31 continuing centres.

iii) In regard to intra-departmental coordination, the Project Officers opinion was that communication and coordination with the Directorate of Adult Education was getting static and instead of finding solutions to the problems, confusion was created. The suggestion was that the practice of holding joint meetings of Project Officers should be revived. Inter-departmental cooperation at the block level existed, especially in organising training programmes, arranging kerosene supply, organising dramatic and film shows, but this could be further developed.

xii) Monitoring arrangements included surprise visits by Project Officer to the AECs to keep the Supervisors and instructors on guard against any slackness in performance. In one instance, it resulted in the involvement of village leaders. Monthly meetings of Adult Education Committee at Panchayat level helped in reviewing the progress and take corrective action. It also helped in ensuring effecting supervision and cross verification of facts. Feedback action on Instructor's Monthly Report needed to be strengthened because problems such as shortage of kerosene, note books, sitting, materials persisted and were ignored.

xiii) It has been observed in the report that the logistic components of the programme were not very different in Government run projects. At no point of time, 300 centres were functioning in these two projects. The time gaps between the first and last sets of AECs started were one and one half years, respectively for the two blocks.

A few comparisons between VAs and Government Projects

i) Contrary to VAs, the supervisors were recruited through open advertisements. The profile of instructors in government projects was similar to what it was in VAs. Government projects were in a better position as compared to VAs in securing the cooperation of other development departments in certain aspects. However, the experience of the VAs and government projects was alike when their cooperation was examined at AEC level it remained unsatisfactory. Same instructional and costing educational materials were used by the VAs and the government projects. Problem of motivation of learners was experienced in both types of projects. The Supervisor's contribution in raising the awareness

level remained very poor. The overall performance of both was rated satisfactory. The scores for VAs ranged between 22 and 31 and for government projects 29.

ii) Projects' Organisers, Supervisors, Instructors as well as learners urged improvement in terms of inputs - location of AECs, proper lighting and sitting arrangement, teaching-learning materials both for imparting literacy skills as well as equipment for vocation such as sewing machine, charkha, etc. NAEP functionaries, in general, pointed out that it was hard to motivate 'rural poor' to join AECs and to retain them in AECs over the entire period of 10 months. It was suggested to link NAEP with job opportunity. Most of the Supervisors and Instructors held that the level of assistance received from local level of developmental function was poor. It weakened the functionality component of the programme. NAEP functionaries felt the absence of wide publicity of the programme. Sometime rural rich tried to dissuade learners from joining AECs. However, Instructors and learners in most cases continued to attend AECs. The presence of children at AECs and parents' insistence to enroll them at AECs seemed to be a good omen towards realisation of universal education. In other words, NAEP was creating a demand for nonformal education for those children who could not pursue education at the village school.

iii) The report makes a mention of some qualitative changes brought about by the programme in the learners and observes that "NAEP as a change agent had percolated in the development process. The literacy component of the programme attracted learners most. Majority of them had acquired the skill of reading, writing and simple arithmetic. Some of them developed the skill of writing letters and applications and could read supplementary materials. Cases revealed that these achievements created in them a sense of pride and self-confidence. A new sense of dignity had dawned upon them. It helped remove their age old inhibitions. Learners now realised better the value of education not only for themselves but also for their children. The programme had created a demand for nonformal education for those children who could not go to the school.

Some Recommendations

- i) Most of the centres are located in private houses. Efforts to locate them at public places may prove better. The centres should be within the easy reach of the target group. Regular supply of kerosene oil should be made. Some sitting arrangement needs to be made to provide durry or mat for learners at AECs. Each centre should have facilities to enhance the functional skills of the learners. The centres for women should have women instructors. The instructor should be drawn from the same locality as well as from the same socio-cultural background. Orientation should be essential for starting the work.
- ii) Preference should be given to the qualified and experienced persons in appointing the supervisors who should not function as inspectors but should act as friend, philosopher and guide to the instructors.
- iii) Selection of villages should be made only after making the formative surveys in the region. Curriculums should be prepared on the basis of the needs of the people.
- iv) Quarterly meetings of the instructors along with supervisors and project organisers should be organised to discuss the problems and provide necessary guidance.
- v) There should be consultative committee at centre level as well as project level to help run the programme effectively.
- vi) The supply of teaching/learning materials and related input should be properly maintained. A manual explaining various aspects of the programme be prepared for the instructors and supervisors.
- vii) Each Project should establish close contact with the SRC.

- viii) There has been considerable delay in the sanction of the project to voluntary agencies and also in the release of subsequent instalments of budget allocation. A review of the system should be made. The decision-making process needs to be streamlined in the interest of the success of the programme implemented through VAs.
- ix) Heterogeneity in the culture of the State demands more flexibility in contents of the programme. More primers should be developed to incorporate the variations. There should be more supplementary reading materials for raising awareness based on local needs and opportunities.
- x) The demands for nonformal education system has been there at places where centres at work. The programme for nonformal education for children should be launched along with the existing adult education programme.
- xi) To maintain the interest of learners beyond the period of 10 months, effective post-10 month and 10 month should be made available at places where the centres have been in operation.
- xii) Cases of successful and weak instructors should be prepared and be used for imparting training to instructors as well as supervisors. This would be particularly effective if same would be discussed during 'in-service' training programme.
- xiii) It is reported that the functionaries of other government departments and agencies engaged in rural reconstruction are generally not available for delivering specialised lectures at centres. They should meet and address learners, from time to time, and make them aware of schemes meant for rural reconstruction. Some system should be evolved to get them involved in the NAEP actively.

EVALUATION OF THE ADULT EDUCATION PROGRAMME IN NINE DISTRICTS OF BIHAR by BR Dey and R Natrajan, (Xavier Institute, Jamshedpur, 1981*)

1. Background

At the instance of the Education Commissioner, Bihar, the Xavier Institute, Jamshedpur, undertook the work of evaluating the adult education programme in Bihar. By the end of September 1981, the Institute had completed nine studies and brought out Reports based on evaluation of Adult Education Projects in nine Blocks of nine districts (Aurangabad, Bhagalpur, Monghyr, Nalanda, Navadha, Palamau, Santhal Pargana, Singhbhum and Ranchi). Since the methodology followed for these studies and the procedures adopted for analysis are identical and the reports are also presented largely in the same style and language, a combined summary for all the studies is presented here.

2. Objectives

The main objective of these studies was to evaluate the performance of the programme in the nine Blocks in nine districts and make recommendations for greater effectiveness of the programme.

3. Methodology

1. These evaluation studies are primarily based on investigations carried out in the selected centres. The selection of the centres was made out of those in operation at the time of the study (the newly opened centres were generally excluded) and in all cases, proportionate sample was drawn out of the recently closed centres also. The centres were so chosen as to give adequate representation to the sex and the

*Summary of nine studies prepared by RS Mathur, Deputy Director, Prem Chand, Assistant Director, and RB Gupta Senior Statistical Assistant, Directorate of Adult Education, New Delhi. (See reference at page No. for titles of studies).

communities served. The details of AECs in operation and sample are given later.

ii. At each of the selected centres, five learners, one drop-out and the instructor in-charge of the centre were selected for the survey. The tools of data collection included questionnaires for (i) learners (ii) drop-outs (iii) instructors, and (iv) rating scales for the evaluation of learner's literacy level. However, in the case of Tamar block, Ranchi, all the learners present at the centre on the day of visit were covered by the investigation. The instructors and drop-outs were not interviewed. Supervisors and project officer were interviewed in this block.

iii. Two to three local investigators were especially selected and trained for data collection work. The conclusions and recommendations are based on quantitative analysis of data of the responses obtained through the administration of questionnaires, as well as the qualitative analysis of descriptive responses of the interviewees.

4. Findings

i) The finds are described in Section IV of the Reports where the analysis is done in three sub-sections (except in Tamar block where analysis is done in two sub-sections on the basis of response of learners and supervisor/project officer)

- IV.1 Analysis of Responses of Learners
- IV.2 Analysis of Responses of Drop-outs
- IV.3 Analysis of Responses of Instructors

ii. Section V presents the conclusions and recommendations. The same order is followed here. However, an idea of distribution of AECs is also given below before going to the beneficiaries and the instructors.

(a) Adult Education Centres (AECs)

- i) At the time of the study some of the centres had completed the programme of

~~10 months duration; others were still functioning.~~ All those centres which had completed the programme at the time of the study and those which were functioning formed the universe of these studies. Some of the centres were exclusively meant for scheduled castes (Harijans) and some others were meant exclusively for scheduled tribes (Adivasi). Project-wise distribution of these centres for men, women and combined for both (men and women); community-wise is given in the table below:

Table 1 Distribution of Adult Education Centres

S. No.	Name of Study	Adult Education Centres for									Total	
		Men			Women			Mixed Gr.			T	SC
		SC	ST	T	SC	ST	T	SC	ST			
1.	Madanpur (Aurangabad)	117	72	-	22	7	-	11	9	-	150	88
2.	Amarpur (Bhagalpur)	147	18	1	44	3	-	-	-	-	191	21
3.	Laxmipur (Monghyr)	168	44	9	59	11	2	21	8	1	248	63
4.	Giriyak (Malanda)	100	34	-	49	7	-	-	-	-	149	41
5.	Sirdala (Navadha)	90	42	-	34	10	-	4	-	-	128	52
6.	Balumath (Palamau)	154	17	46	11	2	3	-	-	-	165	19
7.	Shikaripada (Santhal Pargana)	193	3	134	105	-	79	2	-	2	300	3
8.	Patanda (Singhbhum)	141	6	45	101	6	25	58	2	28	300	14
9.	Tamar (Ranchi)	99	17	47	25	4	12	123	10	70	247	31

- ii) From the table on pre-page it is observed that the number of closed and functioning centres varied from 128 in Sirdala (Navadha) to 300 in Shikaripada (Santhal Pargana) and Patamda (Singbhum). The number of adult education centres for SC was lowest (3 out of 300) in Shikaripada (Santhal Pargana). Being a tribal area, the number of AECs for scheduled tribes in this Block was the highest (215 out of 300). There was no AEC exclusively meant for scheduled tribes in Giriyak (Malanda), Sirdala (Navadha) and Madanpur (Surangabad). The number of centres for scheduled castes in these Blocks was 41, 52 and 88, respectively.
- iii) The coverage of women varied in different Blocks. Their number being 49 out of 149 in Giriyak, 44 out of 191 in Amarpur, 105 out of 300 in Shikaripada, 34 out of 128 in Sirdala, 59 out of 248 in Laxmipur, 22 out of 150 in Madanpur, 25 out of 247 in Tamar, 101 out of 300 in Patamda, and 11 out of 165 in Balumath. It will be seen from this account that women got the priority in Shikaripada as the percentage was highest (35%) here. The coverage of women was lowest (7%) in Balumath Block.

(b) Functioning Adult Education Centres

- i) Table 2 indicates the number of adult education centres which were functioning at the time of field visits. However, in case of Balumath (Palamau), 71 AECs, which had started functioning only recently were not covered by the study.

(c) Adult Education Centres Studies (Sample)

The sample drawn represents those centres which had recently been closed and those which were operating at the time of study. The other factor kept in view for drawing the sample was that it represented proportionately the centres for men, women and mixed category. It was also seen that those centres which were continuing only for a short period were not included in the sample. Table 3 indicates the total number of centres forming the universe and the size of the sample drawn from each of the projects.

Table 2 Distribution of Operating AECs

S. No.	Name of Study	Adult Education Centres for									Total		
		Men			Women			Mixed Gr.			T	SC	S
		T	SC	S	T	SC	S	T	SC	S			
1.	Wadapur (Purangabad)	28	17	-	8	1	-	2	2	-	38	20	-
2.	Amarpur (Bhagalpur)	44	5	1	21	3	-	-	-	-	65	9	
3.	Laxmipur (Monghyr)	68	-	19	20	-	4	4	1	1	92	1	2
4.	Giriyak (Malanda)	37	22	-	12	5	-	-	-	-	49	27	
5.	Sirdala (Navadha)	19	18	-	16	8	-	-	-	-	35	26	
6.	Balumath* (Palamau)	74	8	23	7	2	2	-	-	-	81	10	25
7.	Malkaripada (Santhal Pargana)	24	-	24	18	-	18	1	-	1	43	-	4
8.	Pavamla (Singhbhum)	39	1	12	10	1	5	6	-	4	55	2	21
9.	Tumar (Panchi)	99	17	47	25	4	12	123	10	70	247	31	129

*71 AECs which had functioned only for a short period were not included)

Table 3 Sample of AECs Studied

S.No.	Name of Study	Total No. of AECs	No. of AECs selected	Percentage to total
1.	Madanpur (Aurangabad)	150	38	25.3
2.	Amarpur (Bhagalpur)	191	32	16.7
3.	Laxmipur (Monghyr)	248	30	12.1
4.	Giriyak (Malanda)	149	34	22.8
5.	Sirdala (Navadha)	128	28	21.9
6.	Balumath* (Palamau)	165*	24	14.6
7.	Shikaripada (Santhal Pargana)	300	30	10.0
8.	Patamda (Singhbhum)	300	30	10.0
9.	Tamar (Ranchi)	247	24	9.7

*71 centres out of 236 which had functioned only for a short period were not included in the study

It can be observed from the above table that the size of the sample varied from 9.7 per cent in Tama Ranchi, to 25.3 in Madanpur (Aurangabad).

(d) Average Attendance at the AECs

The average attendance of the learners at the AECs has been ascertained in these studies through an analysis of the responses given by the learners to the question "How many learners usually attend your

centre daily?" or actual number of learners present on the day of visit. Based on the responses received from the respondents or the actual number present on the day of visit, the information for different projects with respect to average attendance of learners at the AECs is summarised in Table 4:

Table 4 Average Attendance at the Selected AECs

S.No.	Name of Study	Average attendance (as reported by learners)
1.	Madanpur (Aurangabad)	24
2.	Amarpur (Bhagalpur)	22
3.	Laxmipur (Monghyr)	20
4.	Giriyak (Nalanda)	24
5.	Sirdala (Navadha)	24
6.	Balumath (Palamau)	23
7.	Shikaripada (Santhal Pargana)	23
8.	Patamda (Singhbhum)	24
9.	Tamar (Ranchi)	16

It will be seen from the above table that in four projects the average attendance reported by the learners was 24, in two projects it was 23 and in another 2 projects it was 20 and 22. The average attendance in all the projects varied between 16 and 24.

(e) The Respondents' Sample

Based on the methodology described above, the sample of learners, drop-outs, and instructors which was selected for the studies is shown in the following table:

Table 5 Size of Sample of the Respondents

S.No.	Name of Study	Sample Size		
		Learners	Drop-outs	Instructors
1.	Madanpur (Aurangabad)	190	38	38
2.	Amarpur (Bhagalpur)	160	32	32
3.	Laxmipur (Monghyr)	150	30	30
4.	Giriyak (Nalanda)	170	34	34
5.	Sirdala (Navadha)	140	28	28
6.	Balumath (Palamau)	120	24	24
7.	Shikaripada (Santhal Pargana)	150	30	30
8.	Patamda (Singhbhum)	150	30	30
9.	Tamar (Ranchi)	476	-	-

(f) Learners and their families

The characteristics of the learners were studied with respect to their occupation, age, sex,

community, marital status, monthly family income, family size, participation of children in schools, incidence of illiteracy among adult members of the family etc. These are summarised below:

1) Occupation of the Learners

Information relating to the occupation of learners is summarised in Table 6.

Table 6 Occupation of Learners

Sl. No.	Name of Study	LEARNERS OCCUPATION							
		Agriculture		Household		Business		Others	
		No.	%	No.	%	No.	%	No.	%
1.	Madanpur (Aurangabad)	143	(81.7)	22	(12.6)	2	(1.1)	8	(4.6)
2.	Amarpur (Bhagalpur)	103	(66.5)	48	(31.0)	-		4	(3)
3.	Laxmipur (Konghyr)	122	(84.1)	19	(13.1)	1	(0.7)	3	(2.1)
4.	Giriyak (Nalanda)	137	(81)	16	(9.4)	10	(6)	7	(4.1)
5.	Sirdala (Navalho)	118	(84.9)	18	(12.9)	-		3	(2.2)
6.	Balumath (Palamau)		(79.2)		(15.0)	-			(5.8)
7.	Shikaripada (Santhal Pargana)	146	(97)	-		4	(3)	-	
8.	Patanda (Singbhum)		(92)	-					Remaining 8% were potters, businessmen, etc.
9.	Hamar (Ranchi)		(83.2)	-					Remaining 16.8% were fishermen, barbers, carpenters, masons, etc.

It will be seen from the above table that in all studies with the exception of the study in Amarpur Block (Bhagalpur), the majority of the learners comprised of agriculturists. Only in Amarpur Block, the agriculturists were two-thirds of the total learners the remaining one-third engaged in household work. In Shikaripada, Patamda and Tamar Blocks, on the other hand, there were not a single learner representing the household category.

It is obvious from the above table that the AECs catered to the needs of persons engaged in agriculture. The next dominant group which took advantage of the programme was that of housewives, learners in business and other categories constituted a very low proportion.

ii) Age of the Learners

Most of the learners belong to the age-group of 15-35. The median age of male learners ranged from 19.7 in Laxmipur (Monghyr) to 24.1 in Tamar (Ranchi). The median age of female learners was still lower; it ranged from 18.00 in alumath (Palamau) to 20.1 in Madanpur (Aurangabad). Table 7 indicates project-wise median age of the learners by sex.

Table 7 Age of the Learners by Sex

S. No.	Name of Study	Median age of learners		
		Men	Women	Combined
1.	Madanpur (Aurangabad)	23.9	20.1	23.3.
2.	Amarpur (Bhagalpur)	22.9	19.1	21.8
3.	Laxmipur (Monghyr)	19.7	19.1	19.5
4.	Giriyak (Malanda)	22.6	18.6	20.8
5.	Sirdala (Navadha)	20.0	18.1	19.4

S. No.	Name of Study	Median age of learners		
		Men	Women	Combined
5.	Aslumeth (Palamau)	21.6	18.0	20.6
7.	Chikaripada (Santhal Pargana)	23.6	18.1	21.7
8.	Patanda (Singhbhum)	24.0	18.8	22.4
11.	Tamar (Ranchi)	24.1	19.2	22.5

It is evident from the above table that, by and large, younger age-group showed greater interest in the programme.

iii) Learners Community and Sex

The distribution of respondents' (learners) by sex and community in different projects covered in the studies shown in Table 8.

Table 8 Distribution of respondents (sample)
by Sex and Community

S. No.	Name of Study	Respondents' Sex & Community				
		Total	Men	Women	SC	ST
1.	Madanpur (Aurangabad)	173	145	28	87+	-
2.	Amarpur (Bhagalpur)	155	104	51	35*	-
3.	Laxmipur (Monghyr)	150	119	31	42	5
4.	Giriyak (Balanda)	167	116	51	57	-

+out of 165 respondents

*out of 156 respondents

Sl. No.	Name of Study	Respondents		Sex and Community		
		Total	Men	Women	SC	ST
5.	Siddala (Navadha)	159	107	32	44	2
6.	Balamath (Palamau)	120	100	20	30	42@
7.	Shikaripada (Santhal Pargana)	150	101	49	1**	138**
8.	Batanda (Singhbhum)	150	112	38	3***	62***
9.	Tamar (Kanchi)	476	352	124	70	236

@ out of 115 respondents
 ** out of 147 respondents
 *** out of 138 respondents

It will be seen from the above table that the coverage of women was low in all the projects, it was lowest in Madanpur (Aurangabad). The Scheduled Castes (Korijans) were also in small proportion.

v) Monthly Family Income

The data on monthly family income of the learners is presented in the table below.

Table 9 Monthly Family Income of Learners

Sl. No.	Name of Study	Monthly Family Income of Learners	
		Median (in Rs.)	% age of families in income of below Rs.150
1.	Nadanpur (Aurangabad)	105.75	90.5
2.	Amarpur (Bhagalpur)	82.40	96.0
3.	Laxmipur (Monghyr)	123.0	65.0
4.	Giriyak (Nalanda)	137.10	63.5
5.	Sirdala (Navadha)	142.90	54.5
6.	Balumath (Palamau)	88.60	79.1
7.	Shikaripada (Santhal Pargana)	88.90	95.3
8.	Patamda (Singbhum)	95.60	82.4
9.	Tamar (Ranchi)	95.29	75.0

It may be seen from the above table that the family income of the learners was quite low. Median of the family income ranged from 82 in Amarpur (Bhagalpur) to 143 in Sirdala (Navadha). Percentage of families

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having income below Rs.150 was as high as 96 in Amarapur (Bhagalpur) and it was above Rs.90 in Madanpur (Aurangabad) and Shikaripada (Santhal Pargana).

v) Family Size of Learners

The learners were asked to indicate their family size. Responses are presented in the table below, project-wise.

Table 10 Family Size of Learners

S. No.	Name of Study	Median	Percentage of families with 4 or less members
1.	Madanpur (Aurangabad)	4	54.3
2.	Amarpur (Bhagalpur)	6	19.4
3.	Laxmipur (Monghyr)	3	61.0
4.	Giriyak (Nalanda)	4	65.9
5.	Sirdala (Navadha)	9	10.0
6.	Balunath (Palamau)	5	42.0
7.	Shikaripada (Santhal Pargana)	5	44.7
8.	Patamda (Singhohum)	6	31.0
9.	Tamar (Ranchi)	5	50.0

The above table reveals that the median of the family size was highest (9) in Sirdala (Navadha) and

it was lowest (3) in Laxmipur (Monghyr). In three projects, the median family size was 5, in other two, it was 4 and in another two it was 6. The percentage of family with 4 or less members was highest (66%) in Giriyaik (Nalanda) and lowest (10.0%) in Sirdala (Navadha).

vi) School-going children in the families of the learners

After ascertaining the family composition of the learners, it was investigated as to what percentage of school going age (6-14) children actually went to schools and how many still did not attend the schools. The table below summarises the information this regard.

Table 11. Percentage of school going children (6-14) attending schools

S. No.	Name of Study	%age of children going to school	%age of children not going to school
1.	Madanpur (Aurangabad)	65.1	34.9
2.	Amarpur (Bhagalpur)	33.8	66.2
3.	Laxmipur (Monghyr)	39.5	60.5
4.	Giriyaik (Nalanda)	54.5	45.5
5.	Sirdala (Navadha)	41.5	58.5
6.	Balumath (Palamau)	35.8	64.2
7.	Shikaripada (Santhal Pargana)	22.2	77.8

S. No.	Name of Study	%age of children going to school	%age of children not going to school
8.	Patamda (Singhbhum)	42.0	58.0
9.	Tamar (Ranchi)	49.1	50.9

It will be seen from the above table that in Shiparipada (Santhal Pargana) the percentage of children in the age group 6-14, not attending schools was highest (78%). In Madanpur (Aurangabad), the percentage of such children was lowest (35%). This points to the need for considering special efforts to be taken to universalise education in this age group, especially where the incidence is high.

vii) Literacy Status of family members (15-35 years of the learners)

In response to the question "Number of illiterate family members in the age group 15-35 years, male---- female----", the sampled learners furnished the required information which is summarised in the following table.

Table 12 Literacy status of family members (15-35 years) of the learners

S. No.	Name of Study	Illiteracy in age group 15-35					
		Men		Women		Total	
		No.	%	No.	%	No.	%
1.	Madanpur (Aurangabad)	187	88.2	168	89.8	355	89.0
2.	Amarpur (Bhagalpur)	194	93.3	144	95.4	338	94.2
3.	Laxmipur (Monghyr)	194	97.0	157	96.9	351	97.0

Sl. No.	Name of Study	Males		Women		Total	
		No.	%	No.	%	No.	%
4.	Giriyak (Balanda)	271	100.0	217	100.0	488	100.0
5.	Sirdala (Navadha)	424	100.0	354	100.0	778	100.0
6.	Balumath (Palamau)	171	100.0	165	100.0	336	100.0
7.	Shikaripada (Santhal Pargana)	152	68.8	135	73.8	287	71.0
8.	Patanda (Singhbhum)	267	100.0	224	100.0	491	100.0
9.	Bumar (Banchi)	457	67.90	454	87.98	911	76.62

The above table shows that the percentage of illiteracy in the adult members of learners' families was 100 in case of four Blocks, namely, Giriyak (Balanda), Sirdala (Navadha), Patanda (Singhbhum), and Balumath (Palamau). In other projects, it ranged from 71 in Shikaripada (Santhal Pargana) to 97 in Baxmipur (Monghyr). The obvious inference is that almost all other adult family members of the learners were also generally illiterate and that the programme was organised at places where its need was most.

(iii) School experience of learners

The sampled learners were asked if they ever attended schools before joining the programme and, if they did, for that duration or upto which class.

Table 13 summarizes the data in this regard.

Table 13 School experience of learners

No. of Study Centres	Name of Study Centres	Learners with previous schooling		Range of period (yrs)
		No.	%	
1.	Kidampur (Surenabad) 174	15	7.5	1-3 (upto class III)
2.	Anarapur (Bhagalpur) 156	21	13.5	1-6 (upto class V)
3.	Laxmipur (Monphey) 147	10	6.8	1-7 (upto class VI)
4.	Giriyak (Bulanda) 170	28	16.5	1-5 (upto class IV)
5.	Sirdola (Bavadha) 139	10	7.2	3-10 (upto class VII)
6.	Balamath (Palaman) 120	13	10.8	6 months to 7 years (upto class VII)
7.	Shikaripada (Santbal Pargana) 152	40	26.7	1-8(upto class VII)
8.	Patamto (Sikarbaum) 146	11	7.4	6 months to 7 years (upto class VI)
9.	Tamar (Ranchi)	Information was not collected		

The analysis reveals that the percentage of these learners who attended the schools previously was

quite low - it varied from 6.8 (lowest) in Laxmipur (Monghyr) to 16.5 (highest) in Giriyak (Nalanda). The duration for which these learners were in schools also varied from 1 to 3 years in Madanpur (Aurangabad) to between 3 and 10 years in Sirdala (Navadha).

ix) Learners attitude towards AEP

Analysis of the responses of the learners to the question - "Why have you joined this programme?" revealed that most of them joined the programme primarily to obtain literacy skills, and only few appeared to have joined it for acquiring functional skills. Only in Sirdala (Navadha), the percentage of learners who said that they joined the programme to acquire functional skills was high (59%). Similarly, in all the projects studied, majority of the learners were advised to join the programme by the adult education functionaries; they did not face any major difficulties with the instructors, they spent time at home preparing for the "classes". In all the reports, large section of learners stated that they would encourage their friends and relatives to join the programme and that too for becoming literate, thereby increasing chances of raising their income. It was rare to come across situations like in Sirdala (Navadha), where acquisition of functional skills was stated as one of the major factors for encouraging them to join AECs. Majority of the learners favoured the idea of continuing their learning if such opportunities were provided to them.

x) Physical facilities

Learners' satisfaction with regard to the situation obtaining in the AECs about availability of books, note books, pencils, lighting and seating arrangements, blackboard, teaching chart, regularity and timing of centres' working was studied.

It has been mentioned in all the reports that the learners were, by and large, quite satisfied with such facilities. Learners in Giriyak (Nalanda), Madanpur (Aurangabad) and Tamar Ranchi felt that arrangements for seating and lighting needed more attention. In Amarpur (Bhagalpur), the view was that sitting arrangements could be improved.

11) Learners Achievements

The selected learners in the sampled centres were given tests to determine their ability to read, write and do simple calculations. Levels of achievement of the learners under the ability to read (I. few words, II. full sentences, III. full paragraph), ability to write (I. own name, II. names of others, III. full sentence) and ability to do simple calculations (I. involving single digits, II. involving double digits) were identified by the investigators and the learners performance was classified as poor, satisfactory or good depending on whether he was at level I, II or III in cases of reading and writing. In case of ability to calculate performance was rated as poor if one had not reached even level I, satisfactory if the learner was at level I and good if he/she was at level II. Table 14 indicates the result of this classification.

From the Table 14, it is observed that the performance of learners was better in reading as compared to their performance in the other two abilities. Percentage of those whose performance was considered as good in reading was highest except in Patanda (Singhbhum) block. Performance in doing simple calculations was comparatively poor and needed improvement.

Quantitative measurement of achievement in the field of functionality was found difficult. Effort was made to elicit the views of the learners with regard to gains acquired by them through the adult education programme. To the first question "Do you think the adult education programme has benefited you in your every day life", the responses indicated that a large number of the learners felt that they were benefited from the programme. Table 15 indicates project-wise summary of the responses.

Responses to another question "Has the programme prepared you better for your present occupation, was not very positive. A small number of the learners felt that they were prepared 'better'. But many of them felt that they were 'somewhat better'. Project-wise summary of the responses is given in Table 15.

Table 14 Literacy Achievements of Learners

S.No.	Name of Study and Total number of respondents	Ability to Read			Ability to Write			Ability to do simple calcula tion		
		Good	Satisfactory	Poor	Good	Satisfactory	Poor	Good	Satisfactory	Poor
1.	Hedanpur (175) (Aurangabad)	84 (48.0)	66 (37.7)	25 (14.3)	74 (42.3)	77 (44.0)	24 (13.7)	52 (29.7)	58 (33.1)	55 (31.4)
2.	Amarpur (142) (Bhagalpur)	82 (57.7)	34 (23.9)	26 (18.3)	43 (30.5)	69 (48.6)	30 (21.1)	20 (14.1)	42 (29.6)	80 (56.3)
3.	Laxmipur (147) (Monghyr)	28 (19.0)	40 (27.2)	79 (53.7)	15 (10.2)	40 (27.2)	92 (62.6)	24 (16.3)	27 (18.4)	96 (65.3)
4.	Giriyat (167) (Nalanda)	100 (59.9)	40 (24.0)	27 (16.2)	38 (22.8)	87 (58.1)	42 (25.1)	25 (15.0)	65 (38.9)	77 (45.5)
5.	Sirdala (140) (Navadha)	120 (85.7)	20 (14.3)	-	114 (81.4)	25 (17.9)	1 (0.7)	89 (63.6)	50 (35.7)	1 (0.7)
6.	Balumath (120) (Palanau)	29 (24.2)	72 (60.0)	19 (15.8)	24 (20.0)	71 (59.2)	25 (20.8)	23 (19.2)	54 (45.0)	43 (35.8)
7.	Shikaripada (150) (Santhal Pargana)	111 (74.0)	22 (14.7)	17 (11.3)	64 (42.7)	58 (38.7)	28 (18.6)	64 (42.7)	31 (20.7)	55 (36.7)
8.	Patamda (147) (Singhbhum)	53 (36.1)	56 (38.1)	38 (25.9)	57 (38.8)	45 (30.6)	45 (30.6)	36 (24.5)	47 (32.0)	54 (36.7)
9.	Tamar (Ranchi)	114 (23.95)	184 (38.66)	178 (37.39)	82 (17.26)	158 (33.26)	235 (49.47)	85 (17.93)	118 (31.22)	241 (50.0)

Table 15 (a) Learners' responses on extent of benefit
 (b) How well it prepared them for present occupation

S.No.	Name of Study	Extent to which benefited				Extent to which prepared for occupation					
		Greatly	Somewhat	Not at all		Better prepared	Somewhat better	Not prepared			
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Nadanpur (Surpogabad)	706	60.5	69	39.4	67	38.3	103	58.9	5	
2.	Amarpur (Bhagalpur)	72	49.0	75	51.0	76	52.1	53	36.3	17	
3.	Luxmipur (Monghyr)	10	6.7	100	66.7	2	1.3	45	30.0	103	
4.	Gariyak (Malsaha)	38	22.8	85	50.9	44	26.3	11	6.6	81	48.5
5.	Sardala (Avadha)	73	52.1	63	45.0	4	2.9	65	45.4	70	50.0
6.	Balamath (Palamau)	17	14.2	101	84.2	2	1.7	6	5.0	140	91.7
7.	Jhikaripada (Sonthal Paraganas)	18	12.0	128	85.3	4	2.7	14	9.3	113	75.3
8.	Patamda (Singhbhum)	29	19.6	115	77.7	4	2.7	18	12.43	115	79.3
9.	Tanar (Ranchi)	118	24.84	254	53.47	103	21.68	102	21.47	225	47.37

Only a small proportion of the learners felt that the adult education programme helped them in increasing their earnings. Mainly the increase was indirectly contributed by their being able to read, write and calculate wages, expenses etc.

In response to the question on their intention to move to a city/town for more earnings after the completion of the programme, a large proportion of the learners expressed their desire to move. Some of them were not quite sure and a small proportion of the learners wanted to stay in their homes.

The learners were asked whether besides literacy skills they would like to learn about agriculture, poultry, weaving, carpentry, mother and child care, sewing, nutrition and health etc. and if the programme has enabled them to acquire any knowledge/skills in these areas. Many of the learners desired to learn about agriculture, poultry, sewing, nutrition and health. Some of them also wanted to learn about weaving, carpentry and mother and child care. Most of the learners indicated that they had acquired knowledge regarding agriculture and poultry through the adult education programme.

Several questions relating to social, economic, political, cultural and environmental awareness were included in the questionnaire for learners. The responses of the learners indicate that most of them were aware of availability of facilities like seeds, fertilisers, primary health centre, veterinary centre, family welfare centre, rural bank, B.D.O., Post Office etc. Adult education centre was one of the important sources of information relating to rural bank, family welfare centre, primary health centre, veterinary centre and cooperative society. Utilisation/awareness ratio was very high in case of facilities like seeds, fertilizers, post office, BDO. It was quite good in respect of facilities like rural bank, family welfare centre, primary health centre and cooperative society.

Question relating to caste discrimination, dowry, minimum legal age of marriage, average number of children in a family should have, and place where their savings should be kept were also asked to get an idea of learners' awareness. The responses of the learners revealed that most of them would not mind if their instructor belonged to other caste/community. They knew that dowry was illegal in India. About the minimum legal age of marriage, exact information was not known to most of them. Regarding average number of children a family should have, their opinion was to have 3 or more children, which was higher than the recommended size of a family. A large section of the learners felt that the savings should be kept in a bank. For the source of this information, the respondents indicated that the adult education functionaries were the main source.

Under the economic awareness, questions relating to daily wages of agricultural labourers and whether women should be paid equal wages for equal work were asked. Their opinion regarding average daily wages for a higher wage than that fixed by the government. Most of them felt that women should be paid the same wages as men, for the same work. Under the political awareness, questions relating to casting of votes, minimum age for voting were asked. The responses revealed that majority of them participated in the elections and that some of them participated in the elections and that some of them had cast their votes even before the attainment of the minimum legal age. Only about 1/4th of them knew the correct minimum age for voting in assembly and parliamentary elections. The studies have pointed out that even for the wrong information given by the learners, source of information was quoted to be adult education functionaries. Responses from the learners who indicated that the AECs involved in cultural activities, like, song, dance, drama, etc. The learners indicated that the most important problems in the village related to lack of medical facilities, shortage of electricity and irrigation facilities. The respondents also indicated that the problems of the village were discussed in the AECs. Most of them were, however, ignorant of the

strengths of the programme. Similarly, they did not indicate the weaknesses of the programme. The study indicated that although the respondents were socially, economically and politically aware, there was a good scope for further improvement.

(e) Drop-outs

Inter-alia particulars of drop-outs relating to their occupation, age, sex, community, marital status, family income and the period of their stay at the adult education centre were collected through the questionnaire for drop-outs. Project-wise summary of these particulars is given in Table 16 (page 48).

It is observed from Table 16 that as in case of learners, majority of the drop-outs were also from the agricultural occupation. Most of the drop-outs also belonged to the age group of 15-35. Their median age ranged from 20.5 in Madanpur (Aurangabad) to 27.5 in Laxmipur (Monghyr) project. Number of male drop-outs selected for the study was higher in each project as compared to female drop-outs. This was in keeping with the proportion of male and female centres selected for the study. Representation of scheduled castes among the selected drop-out was almost in the proportion of the number of learners of this community. Scheduled tribe drop-outs were selected only in two projects, namely, Balumath (Palamau) and Shikaripada (Santhal Pargana). A large proportion of the drop-outs were married. Median family income varied from Rs.81.20 in Amirpur (Bhagalpur) to Rs.134.40 in Giriyak (Nalanda). Period of attendance of the drop-outs at the adult education centres was mostly more than 4 weeks. Average period of their attendance in Madanpur (Aurangabad), Amirpur (Bhagalpur), Giriyak (Nalanda) and Balumath (Palamau) was more than 12 weeks.

In response to the question relating to objective of joining the programme and usefulness of the programme, most of the drop-outs indicated that they had joined the programme with the desire to learn reading, writing and simple arithmetic. Most of the drop-outs also indicated that they found the adult education programme useful.

Table 16 Characteristics of Drop-outs and period of their participation

Name of Study (Drop-outs)	N	Occupation				Information not av- ailable	Age Median (Yrs)	Below 15	15-35	Sex		Community			Marital Status	
		Agri- cult- ure	House- hold work	Busi- ness	Others					Male	Fem- ale	SC	ST	Others	Marri- ed	un- mar- ried
Hedappur (18) (Aurangabad)	13	3	2	-	-	20.5	-	18	8	10	6	-	12	13	5	8
Amarpur (32) (Bhogalpur)	16	6	-	1	9	22.4	-	32	14	9	6	-	17	18	5	8
Laxmipur (10) (Manghyr)	9	-	-	-	1	27.5	-	10	9	1	3	-	7	9	1	12
Giriyak (34) (Raonada)	26	2	3	3	-	22.4	-	33	23	10	13	-	19	30	3	1
Siroda (28) (Navadha)	23	3	1	1	-	22.7	-	28	22	6	9	-	19	27	1	8
Balumath (23) (Palamau)	17	3	-	3	-	21.3	-	22	20	3	7	10	6	16	7	8
Shikaripada (30)	27	-	1	2	-	23.8	-	30	22	8	1	29	-	18	12	8
Patanda (20) (Singhbhum)	18	-	-	2	-	28.0	-	18	17	3	1	9	8	15	5	9
Tamar (Ranchi)																

Information was not collected regarding dropouts.

In response to the question "Why did you leave the programme", the main reason given by the drop-outs related to their family problem. Other reasons included lack of desire, instructors failure to make the programme interesting, inconvenient location of the centres and unsuitable timings of classes. Some of the drop-outs indicated more than one reason for their dropping out from the centres.

(h) The Instructors

Through the Questionnaire for Instructors, particulars of instructors of selected centres and information about their training, field work and attitude towards the programme were collected. Table 17 (page 50) gives a project-wise summary of the particulars relating to their occupation, age, sex, community, place of stay and period of training.

Table 17 shows that the occupation of most of the instructors was agriculture. Another significant occupation to which the instructors belonged was household. Most of the instructors were of young age. Median age of the instructors varied from 23.4 in Shikaripada to 26.1 in Laxmipur. Proportion of female instructors was quite low particularly in Talasa and Navadha districts.

Scheduled caste community was represented in each of the projects among the instructors selected for the study. Representation of tribal community was 97 per cent in Shikaripada, 25 per cent in Balumath and 3 per cent in Laxmipur. Majority of the instructors belonged to the villages where the adult education centres were located. All the instructors of the sampled centres except 3 in Amarpur project were trained for adult education programme. Their period of training was less than two weeks in 4 projects, namely, Amarpur, Laxmipur, Gijiyak and Sirdala. In other projects, it varied from two to three weeks.

Table 17 Characteristics of Instructors

Study and contacted	Occupation				Age Median (Yrs.)	Sex Male %	Community			Place of stay			Training Duration less than 2 weeks		
	agri- cult- ure	Busin- ness	House hold work	Others			Inf. not avai- lable	SC	ST	Others	Some vill- age	Ant- vill- age		no. train- ees	
Bar (57) (Bard)	30	-	4	3	-	24.0	28	9	9	-	28	28	9	57	-
Bar (34) (Bard)	7	-	7	17	1	25.3	21	10	7	-	24	29	4	29	29
Bar (31) (Bard)	24	-	5	4	-	26.1	16	4	1	1	28	29	7	30	50
Bar (31) (Bard)	3	3	3	2	3	24.4	25	9	3	-	25	29	3	31	12
Bar (28) (Bard)	17	-	3	8	-	24.5	22	6	5	-	23	28	-	28	21
Bar (21) (Bard)	18	1	4	-	1	24.6	20	7	4	6	14	22	2	24	-
Bar (30) (Bard)	28	-	-	2	-	23.4	20	10	1	27	2	30	-	30	-
Bar (30) (Bard)	29	-	-	1	-	24.2	24	6	2	11	17	29	1	30	12

Information was not collected regarding instructors.

5. Conclusions and Recommendations

As mentioned in the report, the recommendations are based on quantitative and qualitative evaluation of the programme. The authors of the reports feel that the recommendations have wider scope in the sense that these may be applicable to other projects also where the programmes are in progress. The main recommendations are as follows.

- i) More centres should be opened to give better representation to women.
- ii) Looking to the high incidence of children of school going age (6-14 years), not attending schools, it is necessary to encourage them to join local schools so that adult education centres cater to higher age group only.
- iii) Functionality aspect deserved greater attention to be given by the organisers of the programme. Gap was noticed between the number of learners desirous of learning crafts and trades, such as, weaving, carpentry, sewing and the learners who had actually acquired such skills.
- iv) Schemes such as TRYDEM and other rural development projects should be given wide publicity at the AECs. The learners should be encouraged to avail of these facilities and improve their prospects of better means of livelihood.
- v) Certain areas were identified in different projects where the level of awareness of learners was not very satisfactory. Such areas invariably related to social and economic issues, such as, minimum legal age for marriage, minimum daily wages, minimum age to vote in elections, facilities from local institutions like co-operatives.

vive societies, family welfare centres, Block Development Office, rural banks etc.

- vi) The training programme is improved to the functionaries needed to be more job specific and field oriented. Stress needs to be placed on giving them opportunities to plan for activities related to functionality and awareness aspects of the programme. In some projects, the need for increasing the duration of the training programme for instructors was mentioned. Solutions to more practical problems faced by them in their field work should be discussed elaborately in the training programmes.
- vii) The instructors should be trained in poultry, carpentry, weaving, sewing etc. so that they can, to the extent possible, help in organisation of such activities effectively. Obviously, the involvement of other departments in this kind of training will be necessary.
- viii) Provision of post-literacy and follow-up materials has been considered an important need so that this promotes further learning.
- ix) Improvement in the physical facilities at the adult education centres, specially the arrangements for seating and lighting, have been invariably mentioned by the learners and the instructors. This is expected to contribute to better learning.
- x) Organisation of group and cultural activities at the centres may be helpful in bringing the learners from all communities together so that feelings of untouchability, prejudices and other inhibitions are removed.

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ADULT EDUCATION IN GUJARAT: An appraisal by
 Atul Sarma, Vimal Shah, Bhanumati K. Parikh,
 Ahmedabad, Gujarat Institute of Economic & Social Research. 1979 *

Introduction

The study was undertaken by the G. S. Patel Institute of Economic & Social Research, Ahmedabad, at the request of the Ministry of Education and Social Welfare, Govt. of India, and with the concurrence of the Govt. of Gujarat (Education Department) and the State Resource Centre for Adult Education. The study was initiated in the third week of August, 1978, field work lasted about a month (end of September to third week of October) and the report was ready by middle of January, 1979.

Objectives

The main objectives of the appraisal study were:

- to addit the data on the adult education centres;
- to examine the working of the AECs in relation to the objectives of NAEP;
- to identify the strengths and weaknesses of the AECs and factors responsible for these; and
- to indicate areas for action.

* Summary by R.S. Mathur, Deputy Director, Directorate of Adult Education, Govt. of India, New Delhi.

Sociology

(a) Sampling Design

A sample survey was designed. The universe for the sample consisted of all adult education centres which started on or before April 15, 1978 and functioned for 4½ to 7 months, until the start of the study (August 31, 1978). Thus, 1753 AECs formed the universe. A ten percent sample of these centres was chosen randomly, agency-wise. The sources of data collection included:

- the voluntary agencies (10 per cent adult education centres)
- Instructors of sample adult education centres.
- Learners (3 per centre randomly)
- Drop-outs (1 per centre randomly)

(b) Instruments for data collection

The following instruments were designed and used:

- Questionnaire for the voluntary agencies: Information about the organization and administrative set-up of the agency, previous background in organising educational and welfare programme, past experience in conducting adult education work, procedures used in selection of areas and functionaries, preparation and supply of materials to the centres, problems faced etc. was to be obtained through this questionnaire.
Method: Mailed questionnaire.
- Questionnaire for the instructors: Information about instructors' socio-economic and demographic background, educational level, motivation, cooperation from other development functionaries, difficulties encountered etc. was elicited through this instrument.
Method: personal interviews.

- Questionnaire for the Learners: Information on learners' activities, literacy, social awareness and functionality, availability of materials for learning etc. got covered under this questionnaire.
Method: personal interviews.
- questionnaire for drop-outs: It was used to ascertain the magnitude of drop-out and identify the characteristics of the drop-outs.
Method: personal interviews.
- Schedule for Adult Education Centres (AECs): The records available at the AECs were to be consulted for purposes of collecting details of the learners enrolled, their date of joining the centre, attendance, etc.
Method: verification by the investigators.
- Investigators' Diary: This was used for noting the observations regarding physical facilities and environment at the AECs at the time of visit. Difficulties faced by learners and instructors in conducting the programmes were to be noted.
Method: unstructured observation.

(c) The Survey

The field teams were organised in a unique manner. 95 persons (64 college teachers and 31 government officials) made up the survey team. About 30 teams consisting of one college teacher and one government officer, and 34 individual teams comprising of college teachers were formed. Each team covered from one to three adult education centres. The teams were briefed in a two-day orientation programme organised. In all 119 instructors, 530 learners and 45 drop-outs were contacted for purposes of investigation.

Major findings:Data Audit (functioning of the AECs)

The appraisal revealed that almost all the voluntary agencies, except three, had been engaged in activities related to programmes of social reconstruction and welfare for a considerable period of time and 94 percent of the AECs started functioning within a short period of five months' time. Of the total sample, 11 AECs had already closed and half of these centres belonged to two voluntary agencies. Only 6.2 percent of the centres were not found functioning at the time of visit by the investigators. The reasons for such a situation were not studied. Further, it was noted that one third of the centres functioned for five months or less, which showed that the information with the State Resource Centre about the period of operation was not correct.

Location

It was found that 37 percent of the AECs were organised at the residence of the instructors, 28 percent in public buildings and another 28 percent in open places. It can be inferred that it facilitates the centre to be located at the instructor's house and it is found convenient by the learners also. However, the acceptance of an instructor by the learner and his other characteristics would be the important determinants in such an effort. Organizational and environmental inputs such as lighting and sitting arrangements at these places left much to be desired. These are bound to have implications for motivation of the learners to take advantage of the programme.

Distribution and Performance:

About 30 percent of AECs were for women, about 40 percent for men and the remaining 30 percent were for both the sexes. About 70 percent of the centres were organised for weaker sections & 48.5 percent for Scheduled Tribes and 8.9 percent for Scheduled Castes and 10.1 percent for other Backward Classes. The

The proportion of centres was very high (89 percent) in the sample areas. The performance of the AECs could be judged on the basis of the number of sessions conducted. On an average 25-30 sessions per month, half of them were 20-25 sessions and the remaining showed a satisfactory level of performance.

Enrolment of Learners, Attendance, Dropouts

On an average of 32.4 learners were enrolled at the sample AEC. However, the proportion of learners present on the date of the visit was found to be 67.6 percent of the total shown in the attendance register and the mean size of an AEC worked out at 22.7. According to the records, about 67 percent of the centres showed an average attendance in the percentage group of 75-100. But the attendance on the day of the visit expressed in terms of percentage to the total enrolment, exclusive of drop-outs, shows that nearly 43 percent of the centres fell in the percentage group of 75-100. The obvious inference is that the data recorded in the attendance register has to be taken with a grain of salt. About 74 percent of the sample AECs had upto 10 percent of the total enrolment as drop-outs. The average drop-out level was estimated at 1.94 percent of the total enrolment. The problem of drop-out was also found to be connected with that of substitute enrolment. This indicates the need for formulation of a policy towards drop-outs and substitutes.

Learners' Characteristics

The description of learners by age, sex and occupation indicated that, by and large, the target age group got the benefits from the programme and only a negligible percentage of learners was below 15 years. About 43 percent of the learners were women, 78 percent learners interviewed belonged to Scheduled Castes, Scheduled Tribes and other Backward Classes categories and 64 percent of them had agriculture as their main occupation. It was further noted that 15 percent of the learners had some background of schooling earlier to their enrolment in the AEC.

Two-fifths of male and female learners had achieved this, of which 13 percent of the present users had acquired the ability to write their names. The arithmetic ability of the learners was considered 'good' by the teachers. Against the background of prior education of about 16 percent of the learners and the fact that one-third of the centres had functioned for some time or more, such a level of achievement may be considered as very modest.

Achievements of the learners in social awareness and functionality were found to be on the lower side. Favourable responses to the questions on these two aspects varied from 44 to 68 percent. Ill equipped AECs was the main reason attributed to such a situation which was caused by non-availability of suitable teaching materials with the instructors. This needs greater attention than given at present by VAs and the SRC.

Instructors' background

A study of the distribution of the Instructors revealed that 34 percent of them were women. About 64 percent of the Instructors belonged to the age group of 20-30. More than one half of the Instructors were below SSC level and one fifth had passed the SSC examination. It is obvious that the educational background of the Instructors influences the instructional process, but this can be compensated to some extent by locating such Instructors with motivation and other personal traits which can be developed through a process of training. It is because of their inadequate education, perhaps, that the instructors "did not seem to have made much effort to make the classes more profitable to the adult learners by preparing charts and other teaching aids". Nearly 80 per cent of the instructors had undergone some training before taking up the work of AECs. Nearly 19 per cent of the instructors had problems regarding delayed payment of remuneration and 71 per cent of

SSC - means Senior School Certificate and can be equated with High School/Matriculation level.

the instructors felt that it was very inadequate. This appears very reasonable, particularly when it comes from those who joined the AECs for skinning-out their livelihood. While the percentage of such people does not seem to be very large (14 per cent or less), the question deserves some consideration of the policy makers.

Performance of Voluntary Agencies

The appraisal also helped in knowing the performance of the voluntary agencies against the selected criteria. This information was to be used in taking rational decisions about the capability or otherwise, of the agency in organizing the work. Decisions on whether to continue, expand or discontinue the work of any voluntary agency could thus be taken on the basis of evidence.

The voluntary agencies were ranked in terms of important characteristics under three types.

In the first type of ranking, the performance of the learners in terms of the three R's taken into consideration. The measures of the three R's performance were: (1) the percentage of the learners who could, on their own, fill up the required portion of the learners' questionnaire and (2) the percentage of learners (to the total interval and under the VA) who were judged 'good' and 'fair' by the investigators after giving small tests in elementary operations of arithmetic.

In the second type, the performance in terms of the three R's, social awareness and functionality was considered. It included seven additional characteristics such as information relating to Primary Health Centres, agriculture and veterinary centres, cooperative societies, family planning, dowry system, minimum age for marriage and occupational information.

In the third type, 25 important characteristics, including those in the second type, were included. Thus, additional 16 characteristics were: information

about availability of learning materials to learners, regularity of classes, spread of spread effect, target group bias i.e. the proportion of the AECs run for SC, ST, and OBC, instructors' educational level (SSC and SSC+), instructors' training, instructors' opinion on the availability of teaching materials or else, inadequate quantity, pertaining to occupation, pertaining to rights and duties, pertaining to common diseases, instructor's initiative, his satisfaction with work, regularity in receipt of remuneration, his satisfaction with the amount of remuneration and his willingness to continue in subsequent years.

The broad methodology followed in working out the rank was as follows:

- the percentage of favourable responses to the total number of responses for each of the VAs was worked out;
- scores were given to each of the characteristics for each VA in a descending order corresponding to the percentages;
- the scores were averaged out across the characteristics;
- the VAs were ranked in a descending order on the basis of the average score;
- all the characteristics that figures in computing the ranks were treated equally.

The agencies were ranked on the basis of the above methodology in seven class-intervals. The inference drawn was that the organisation did not appear to be neutral in the performance of AECs.

On the whole, while the NABP in Gujarat was generally found to be addressed to the target groups kept in view under the NABP and it was found to have some other commendable aspects, all things considered, its achievement in terms of spread of literacy (3 R's) were rather modest and more so, in terms of social awareness and functionality.

ADULT EDUCATION FOR SOCIAL CHANGE BY T.V. RAO,
ZAIL KHATTI, T.P. RAMA RAO, Manohar Publications, 1980.

In the preface to the first appraisal study of Rajasthan conducted by the Indian Institute of Management, Ahmadabad, the authors of the study, T.V. Rao, Zail Khatti and T.P. Rama Rao state that when they first undertook the study, they submitted the advice of a number of friends from their own and other academic institutions. The general tone of the advice was negative. There seemed to be a firmly entrenched belief among the intellectuals and academicians that the Adult Education Programme was captured by some political parties and that money had been given to them to run the programme. The experience of conducting the first appraisal study of seven voluntary agencies in the State of Rajasthan in July-August 1979 showed that this negative image of N/AEP was unjustified and that the programme had made a good beginning in Rajasthan:

The appraisal study limits itself to seven agencies. These include:

1. Seva Mandir, Udaipur
2. Rajasthan Adakjati Sevak Sangh, Jaipur
3. Rajasthan Vidyapeeth, Udaipur
4. Ajmer Adult Education Association, Ajmer
5. Social Work Research Centre, Tilonia
6. Lok Sikshan Samsthan, Jaipur
7. Bikaner Adult Education Association, Bikaner

These agencies had been given grants to start AECs during the year 1977-78 and 1978-79. In the case of fifty eight other agencies, grants were released only during early 1979. The study has attempted to review the work of the agencies that had been in operation during the year 1978-79 or those that had started subsequently but had at least 4-5 months of actual field experience. Of the 3010 centres sanctioned for the year 1978-79, 1,180 centres were sanctioned to

* Summary by Anita Dighe, Formerly Consultant, Directorate of Adult Education, New Delhi.

these seven agencies and as such, the coverage of these agencies was extensive. This rather wide coverage on the part of a limited number of agencies can be appreciated when due consideration is given to their vast experience in rural development and adult education activities.

Methodology:

The main assumption behind the study is that there is no one ideal methodology that can be uniformly used in appraising the Adult Education Programmes. Since there are no models to emulate the methodology would have to evolve on the basis of experiences of several institutions involved in appraisal studies. The appraisal techniques are flexible enough to really appraise the 'process' aspects of the programme. The emphasis is on finding out different ways in which the programme could be improved at the AEC, village, block agency and state levels.

The researchers began their work by having informal but indepth discussions with personnel involved in managing NREP of various organisation levels. They talked to concerned government officers at the state level and also organisers of agencies like SRC. Before developing a detailed design for the large study, they carried out studies in nine AECs. They soon realized that for village and AEC level data, they needed to employ not only systematic interviews but also observations and informal conversations. Special efforts were made to hire suitable research investigators and to train them.

Sampling and data collection

Initially, it was decided to study a 20 per cent sample of the centres, 10 per cent randomly selected, 5 per cent centres considered the best and 5 per cent considered poorest. However, this had to be reduced to 10 per cent random sample due to the large number of centres being run and the time required at each centre. For each agency, one centre named as the best by the agency and one poor centre were studied.

In selecting the sample, the investigators along with the faculty visited the agency headquarters on an unscheduled day. The list of the centres run by the agency were numbered serially and slips of paper were prepared with one number on each. The investigators picked up from the slips the number of centres they were expected to visit. While the supervisors or the project officer helped the investigator in reaching the centres, the instructors were contacted for locating the centre and helping in identifying the people to be interviewed.

In all, 125 centres were visited, and 119 instructors, 458 learners, 139 drop outs, 348 village elite and 223 potential learners were interviewed. The following questionnaires and interview schedules were used in the study:

1. Agency level questionnaire
2. Supervisory level interview schedule
3. AEC (Adult Education Centre) level schedule
4. Village level general observation schedule
5. Interview schedule for ex-learners (those who had already completed 10 months of training in the centre)
6. Instructor schedule
7. Schedule for current learners
8. Interview schedule for potential learners
9. Schedule for dropouts
10. Schedule for village elite.

The schedules were simple and the investigators filled the schedules after spending some time in the village. Informal discussions were used rather than formal interviews. However, all dimensions of the schedules were covered in these discussions.

Findings:

The overall picture that has emerged in the study is that a high percentage (92 to 98) of the centres run by the seven agencies were functioning or had functioned successfully in the past and had completed

of the month period. The salient findings are summarized thus:

- (1) The average enrollment per centre was 27, dropouts were about 5 and average attendance was about 18.
- (2) A very high percentage of learners (77 to 87) were in the 15-35 age-group. A large number of learners in some centres, however, were below 15 years of age.
- (3) About 50-60 percent of the centres were dominated by learners from low-income and low-caste groups.
- (4) About 83 per cent of the learners were agriculturists.
- (5) A large percentage of the learners had joined AECs just because they wanted to be able to read and write. A substantially high per cent of them also wanted to learn how to maintain accounts.
- (6) An informal literacy test was conducted to determine the level of acquisition of literacy skills. The test showed that a very high percentage (70-80 per cent of those contacted among the learners) had become literate. Considering that the average attendance of adults per centre was 18, it was estimated that 13 adults per centre were becoming literate.
- (7) Distance of the centres from the homes, pre-occupation with work during the day time, inadequate facilities at the centre and non-suitability of night time for classes, were some of the major problems faced by the learners in coming to the centre. Suggestions for improving AECs related to improvement in the physical facilities and changes in the teaching content related to specific occupation.

- (8) A majority of the instructors were between 20-30 years and about 35 per cent belonged to SC and ST groups. In terms of educational qualifications, however, about 24 per cent did not meet stipulated requirement of at least VIII standard level of education.
- (9) In terms of their selection, a substantially high percentage were contacted by the agencies and/or were selected by the village elite. Involvement of the villagers in the selection of the instructors appeared to be uniformly low in all the agencies.
- (10) About 90 per cent of them belonged to the same village where the AECs was in operation.
- (11) A high percentage of the instructors had accepted the work due to their zeal to do some work in the village or to help increase the literacy level of the village. About 20 per cent of them clearly stated that the monetary incentive was the main reason for accepting the work.
- (12) The teaching/learning activities mainly included instruction in the AEC. In some places, discussion and group activities, sports and cultural activities were also being used. There was more scope for increasing the mix of such activities.
- (13) In terms of their perception of the usefulness of adult education, a high percentage of the instructors regarded literacy as the most useful component. The fact that very few mentioned the use of AECs in relation to functional knowledge and social awareness indicates that they had either not been able to see the relevance or had not acquired the competence to deal with these two components of the programme.

- (14) The main problem faced by the instructors related to inadequate and irregular facilities made available to them at the centre. Other problems related to poor response from the villagers and irregular payment of salaries.
- (15) Suggestions by instructors for improvement include provision of better facilities and better educational materials at the centre.
- (16) While the training programme was found useful by the Instructors, a sizeable proportion of them suggested the need for a longer duration of training and more information in areas such as agriculture, health, and hygiene, savings scheme, village administration etc.
- (17) While there was no definite pattern of drop-outs associated with age, an analysis of occupational pattern indicated that a high percentage of them were agriculturists, mainly daily labourers.
- (18) With regard to duration of attendance of the drop-outs, a large percentage dropped out by the end of the second month. The main reasons for discontinuance were migration, occupational pressures and illness.
- (19) Conditions for retaining AECs by dropouts and suggestions for improvement included change of location of the centre, provision of better lighting facilities, more flexible time, etc.
- (20) The village elite that were interviewed included school teachers, village panchayat members, patwaris, head masters, rich villagers and other informal leaders in the village. A large percentage of the village elite were positively inclined towards AECs and thought they were useful.

- (21) Among the potential learners, a high percentage mentioned the problem of distance from the homes to the centre, temporary migration and occupational demands as the main reasons for not joining the AECs. By and large, there seemed to be low motivation on their part to join the AECs.
- (22) The experience of studying some very good and some poor centres was not encouraging. However, what emerged clearly was that the instructor was the most critical element of the programme.

In attempting to study the overall organisational structure for NSEP, the other aspects of the programme that were looked into were functioning of the SRC, the role of the State Government and a critical assessment of the monitoring and information system for NSEP. After ascertaining the positive contributions of each, suggestions are made for further improvement and necessary modifications.

Some issues and suggestions

The actual amount spent on each AEC operating for a period of ten months is only Rs. 1704/-. Considering the fact that the more than one lakh of rupees are spent by the government to educate one medical student, this sum to make 30 adults literate, is extremely meagre. Since the budgetary provisions are low, a certain amount of spirit of social service and of commitment on the part of agencies and various personnel, becomes extremely crucial. The study showed that as far as the seven agencies were concerned, the average output justified the financial inputs and even outweighed the inputs due to the high level of commitment shown by the agencies.

Specific recommendations include the following:

- (1) Different agencies have been using different strategies for running AECs. Thus there are some agencies that use the strategy of saturating a limited area and then moving on to another area. Some other

agencies have centres spread out all over. Still other agencies have other activities in villages where AECs are run. Coordinated efforts could be made to set up experimental centres to try out different strategies. Inter-agency communication of results of such experiments would facilitate learning from one another's experiences.

(2) With regard to selection of instructors, candidates from weaker sections should be encouraged. Presently, instructors are selected from the village community only. Specialists, such as students from agricultural universities could be tried out on an experimental basis.

(3) The instructor and the supervisor are the critical elements in running the AECs. So far, the training programmes have been conducted for one week to ten days duration for instructors. This is still inadequate. Training should be continuous. Innovative instructors could be used in training other instructors. Visits of instructors to other agencies or areas where some innovative work is going on would also prove useful. Fortnightly meetings provide an excellent opportunity for inter-learning and sharing of experiences.

(4) There is still scope for developing localised curricula. The functionality and social awareness components still need to be strengthened.

(5) The media such as Radio, T.V. and films need to be used in a more concerted manner.

(6) There should be less emphasis on numbers and achievements of targets and more emphasis on the quality of the programme. Likewise, a simple information system should ensure that the field functionaries are not over-burdened by having to fill unnecessary forms, registers and the like.

(7) There is need for sustaining the positive climate for NREP that presently exists.

(8) There is need for more flexibility with regard to duration of the programme and use of funds.

(9) The possibility of providing more financial assistance to agencies that can support on a selective basis, any experiments proposed to be undertaken by innovative AECs could be considered.

(10) There is need to mobilize and to ensure support of all the agencies or departments engaged in rural development work.

(11) The focus in the follow-up programmes should change from literacy to dialogue and action. There is need to strengthen the follow-up programme.

In conclusion, the researchers are of the opinion that NREP is doing well in the State of Rajasthan and needs the encouragement and support of all concerned.

ADULT EDUCATION PROGRAMME IN GUJARAT - REVISITED by
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Amadabad, 1981*

The First Appraisal Study of the effort of the voluntary agencies in Gujarat covered 37 agencies that were functioning between January 20 and April 15, 1978. Subsequently, the adult education programme was expanded considerably. The second appraisal study covers those adult education centres started by voluntary agencies with Sarvodaya Kendras between Feb. 1 and June 15, 1979.

The objectives of this study were more or less the same as those of the previous study. They were:

- (1) to audit the data on the ABCs,
- (2) to examine the working of the ABCs vis-à-vis the objectives of the adult education programmes,
- (3) to identify the areas of success and failure of the adult education programmes,
- (4) to indicate the areas for policy intervention as also for further research.

Methodology - While the survey was carried out on a sample basis with the help of questionnaires, additional qualitative improvement was made not only in the content of

*Summary by Anita Dighe, Consultant, and RS Mathur, Deputy Director, Directorate of Adult Education, New Delhi.

the questionnaires but also in the manner in which the survey was conducted. Thus an attempt was made to improve the quality of the findings of the study by gathering experiences of on the working of the AECs through personal visits by a team of researchers to a sub-set of AECs included in the total sample. Unlike the visits by the research team, these were unannounced visits.

In selecting the AECs for the study there were two considerations (1) that AECs should not have completed 18 months by the time the survey was carried out i.e. between Oct. 8 and Nov. 4, 1979. (2) that AECs should have been in operation for at least four or more months at the time of carrying out the survey. On the basis of these two criteria the universe for the sample survey consisted of those AECs that had been in operation between Feb. 1 and June 15, 1979. Accordingly, the universe consisted of 3192 AECs, of which 329 AECs were run by 11 Sarvodaya Kendras under the State Government Scheme and 2865 AECs by 56 voluntary agencies funded by the Central government.

Within this stratification, a 10% random sample was drawn for detailed investigation. Thus, out of a sample of 321 AECs that were selected, 288 belonged to voluntary agencies and 33 to Sarvodaya Kendras.

The following questionnaires/schedules were developed and administered:

1. Schedule for the AECs to collect information relating to socio-economic background of learners and attendance figures as recorded in the attendance register maintained at the AECs.
2. Questionnaire for Instructor
3. Questionnaire for Learner
4. Questionnaire for drop-outs
5. Investigator's diary
6. Questionnaire for Project Officer/Supervisor
7. Questionnaire for Voluntary Agency

The first five questionnaires/schedules were canvassed by the research investigators while the sixth questionnaire was administered by the senior research team and the last was mail-administered.

One hundred and twenty teachers working in secondary and higher secondary schools in different districts of Gujarat and 15 District Adult Education Officers (DAEOs) drawn from 15 out of 19 districts of Gujarat were involved in carrying out the field survey.

Findings - There were some constraints in carrying out the field survey and these have to be taken into consideration. Thus, 10 of the centres in the sample had been closed and another 7 had to be dropped because the

instructors had not been appointed. The schedule for the AECs could not be administered because in some AECs, the attendance registers were not available. Likewise, the questionnaire for the instructors could not be completed due to non-availability of the instructor at the time of field visit. Similarly, in a large number of AECs, the questionnaire for drop outs could not be administered because the drop-outs could not be traced. Despite these constraints, however, the findings of the survey were as follows:

One of the aims of the adult education programme was to cover women in the 15 to 35 age group. On the basis of the information recorded in class registers of the sample AECs run by VAs, women learners accounted for 48% of the total learners. The corresponding percentage for the AECs run by Sarvodaya Kendras was 27. Similarly, of the learners interviewed, 47.8% were women in the former category and 27.8% in the latter category. Thus the information recorded in class registers coupled with data based on sample of AECs visited by investigators showed that while the VAs while organising the AECs ensured better female participation, the same could not be said of the AECs run by SKs.

Both on the basis of the information recorded in the class register and that ascertained from the learners interviewed it seemed clear that a majority of the learners (79%) belonged to the 15-35 age group of 27% that were outside this age group, 12% were below 15 years and 6% above the age group of 35 years.

Considering the caste composition of the learners, it was found that 36.3 per cent of the adult learners as recorded in the AECs run by VAs and 44.3 per cent of the learners who were interviewed, belonged to the scheduled caste. Again 10.5 per cent of the learners as recorded and 10.6 per cent of those interviewed belonged to scheduled tribes. Learners from other backward castes also accounted for a very large proportion (20.9 per cent of learners as recorded as 32.7 per cent as interviewed). But in the case of SKs, the corresponding proportions were much smaller in the case of SC, ST learners, and much higher in the case of learners belonging to backward castes. From this it can be said that while VAs made more concentrated efforts to organise adult education programmes among learners from scheduled castes and scheduled tribes, the SKs reached out mainly to backward caste learners.

With regard to the occupation distribution of the learners, it was found that 31.5 per cent of the learners as recorded in the registers were farmers and 26.5 per cent were agricultural labourers in the AECs run by VAs while the corresponding figures were 34.1 per cent and 22.2 per cent in the AECs run by SKs. Casual workers and non workers accounted for 17.2 per cent and 19.0 per cent respectively of total learners as recorded in class registers of AECs under VAs. The corresponding percentages for the AECs under SKs were 10.3 per cent and 9.8 per cent. Among the women, the

enrolment was non-erratic in both types of agencies. The distribution was largely in conformity with that obtained from the "population distribution of learners who were enrolled in the AECs".

Considering the problem of reliability of attendance figures maintained in the registers, special efforts were made in the evaluation study to be vigilant about attendance indices. Thus, apart from asking the investigators to record the attendance on the day of the visit, the evaluation team members while revisiting the centres, not only recorded the attendance on the day again but also made efforts to ascertain true attendance figures. Thus three measures of attendance were obtained; firstly, from the AEC registers; secondly, from investigators records; and thirdly, from the records of the members of the evaluation team. A comparison between the three showed that the figures varied. Thus, on the basis of the information recorded in class registers it was found that the average number of learners enrolled in the AECs run by VAs was about 34 and in those run by SAs, 26. The investigators found it to be less than half the enrolment on the day of their visits. This was despite the fact that the visit of the investigators was known to the instructors and the agencies in terms of a broad time period. The visit of the evaluation team, however, was totally unknown to the instructors and agencies. The evaluation team assessed the attendance level to be less than one third of the enrolment. On the basis of comparison of these three attendance measures and on the basis of feedback from community instructors and investigators, the researchers

conclude that exclusive reliance on only one source of data on attendance would be erroneous and that the AECs registers indicate levels of attendance that are uniformly too high and unrealistic. According to them, the level of attendance entire duration of the programme.

Drop-outs - The problem of dropouts was also examined. Since there is no clear definition of a dropout in the adult education programme, it was decided to seek the opinion of the instructors on the number of dropouts in their respective AECs. On the basis of this information, the drop-out rate worked out to 8 per cent for VAs and 11 per cent for SKs. This rate, is on the lower side when the fact of small attendance as mentioned earlier, is taken into consideration. But yet another fact has to be taken into consideration and that is that even though a larger number of adult learners stop attending AECs on regular and continuing basis, they do not necessarily withdraw their names from the registers. IT It is also possible that they attend the AECs in frequently and hence their names are retained in the attendance registers. These factors need to be taken into consideration in determining who a drop-out is.

The research investigators were expected to interview one drop out at each of the AECs they visited. However, they could administer the schedule for the dropouts only to 135 dropouts from the AECs run by VAs and 16 from the AECs run by SKs. The interviews with the dropouts revealed that they had originally joined the AECs with the clear intention

of becoming literates. In other words, despite the operation of the programme for more than one year, people's perception of the programme had not widened beyond a mere literacy programme. More than 70 per cent and 62.5 per cent of the dropouts interviewed from AECs run by VAs and SKs respectively belonged to scheduled caste, scheduled tribe and other backward castes. An overwhelmingly large proportion of the dropouts were cultivators, agricultural labourers and casual labourers. The highest drop-out rate (34.8 per cent) was observed in the younger age group viz. in the age group of 15-20 years. The dropout rate tended to decline with the higher age-group. Family problems and involvement in day-to-day work were the main reasons stated for leaving AECs.

It was found that the process of withdrawing from the AECs was spread over the entire period of a centre's operation. However, it was maximum in the first 30 days (25%) and remained nearly as high for the initial 3 months. Subsequently, it tended to decline. On being asked to indicate conditions under which they would rejoin the programme, a large number could not answer the question. Those who responded indicated the need for financial incentives, recreational and other such facilities, more convenient time and location and changes in teaching/learning materials.

Performance of learners - (i) Literacy

As the AECs which started between Feb. 1 and June 15, 1979, constituted the sample from which sample AECs were selected, there was a variability in the total duration for which the AECs had been in operation. For assessing

reading and writing ability of the learners, they were asked to read and fill out the identification information on the questionnaire for learners. On the basis of this test it was found that only 24.2 per cent of the respondents from the AECs under VAs and 25.8 per cent from those under SKs could read and write. Another 37.5 per cent and 45.9 per cent learners of the respective categories could hardly scribble more than their names. Even their poor performance is further sealed down when the prior background of schooling is considered. It was found that about 17 per cent of the respondent learners from AECs under VAs and about 20 per cent of learners from AECs under SKs had had prior background of schooling from Std. 1 to 8 or above. If it is assumed that all those who had prior schooling background had retained their reading and writing ability, the contribution of AECs to raising the level of literacy could be considered to be only marginal (7%).

To assess the arithmetic skills of the learners, the investigators were asked to give four exercises upto 20 on elementary operations. The learners were graded as follows: those who could do two or more of the four exercises correctly were treated as 'good/satisfactory'; those who could do one were treated as 'weak' and those who couldn't do any were regarded as 'very poor'. On the basis of this test it was found that 27.3 per cent of learners from AECs of VAs and 15.4 per cent from SKs had acquired a satisfactory level of arithmetic skills. Those who were weak constituted 54.2 and 52.6 per cent respectively. It has to be recalled here again that the centres had completed varying lengths of the 10-month duration.

(ii) Functionality and Social awareness

In order to ascertain attainment of learners with regard to functionality and social awareness, questions were asked to find out if the instructors had explained to the learners about the type of benefits they could get from such agencies as primary health centres, agriculture and veterinary centres, cooperative societies, and family planning centres. Similarly, questions were asked to ascertain if the instructors had discussed problems relating to untouchability, dowry system, voting rights, child marriage, universal elementary education as right, bonded labour etc. Further, the learners were asked whether the instructor had discussed certain aspects relating to their occupation such as high yielding varieties, use of fertilizers, availability of loans from cooperative bank, minimum wages, exploitation by money lenders through exorbitant rate of interest etc. It was found that according to majority of the learners (more than 50%), all these aspects had been discussed in the AECs.

When asked whether the instructors had arranged visits to some of the public offices directly relevant to their occupations so as to expose them to types of benefits available to them, only 26.9 per cent of the learners under VAs and 14.1 per cent under SKs gave positive answer. To the question whether they had received information relating to their occupation from AECs, 82.0 per cent of learners from AECs under VAs and 80.1 per cent from those under SKs responded favourably.

To get an idea about the usefulness of AECs, the

learners were asked to give two examples each of the benefits they had derived from the AECs. The intention of this question was also to find out whether the nature of benefits related to the AECs was along or to functionality and social awareness. The responses showed that the largest segment (37.5 per cent of learners from VAs and 42.3 per cent from SKs) perceived the benefits only in terms of AECs. 22.1 per cent of learners from VAs and 24.4 per cent from SKs could point to benefits that could be categorized under functionality and social awareness. Moreover an appreciable proportion (13.9 per cent of learners from VAs and 8.9 per cent from SKs) did not perceive any benefit.

Financial Cost-

An attempt was made to roughly work out the cost per adult learner. This cost per adult learner was worked out under three alternative assumptions on average attendance in AECs, while the enrolment per AEC was 30, the average attendance found on the day of the visit of the research team was 14, but the number of learners found present at the time of the unannounced visit by the evaluation team was 10. Thus the per learner cost which includes both direct and indirect cost but excludes capital cost is worked out under three alternative class size viz. 30, 14 and 10. The total costs would be Rs.181, Rs. 388 and Rs.543 respectively.

The number of learners attending the part-time courses cost is worked out on the basis of the number of teachers who usually benefited in terms of 1 M. On the basis of certain assumptions, the researchers conclude that about 34 per cent of those attending part-time courses would be able to complete the course successfully. This means that the cost incurred for a class size of 30 (Rs. 5435) will be effectively utilized to enable 34 per cent of say 14 learners i.e. 5 learners, acquire 5 Rd. In other words, the cost for making an adult literate would work out to Rs. 2087.

The Instructors

Of 262 instructors under VAs and 28 under SKs that a larger segment of them were interviewed (65 per cent of the sample AECs under VAs and 83.7 per cent under SKs) were male while the male adult learners constituted 52.2 per cent and 72.2 per cent respectively. This means that the proportion of female instructors was less than that of adult female learners. Similarly the instructors belonging to SC, ST and OBC constituted respectively 6.7, 28.6, and 10.3 per cent in the AECs under VAs and 7.7, 16.5 and 17.9 per cent in AECs under SKs. The proportion of learners belonging to these categories was much higher except for ST.

The average age of the male instructors in AECs under VAs worked out at 26 and that of female instructors at 29 while the corresponding average ages of the instructors in AECs under SKs were 31 and 29.

The educational level of a majority of the instructors (60.4 per cent in AECs and 57.1 per cent under SAs) was below S.S.C. More than three-fourths of the instructors (76.4 per cent under VAs and 79.6 per cent under SAs) had participated in one or another training programme.

Major occupations among male instructors were farming, teaching and clerical work. More than two-thirds of the female instructors were either housewives or teachers in schools.

74 per cent of the instructors of AECs under VAs and 90.4 per cent of those under SAs had been receiving the honorarium of Rs. 50 on time. More than two-third of them, however, were not happy with the amount given as honorarium. Yet most of them wanted to continue as Instructors for the adult education programme. Those who didn't want to continue stated inadequate honorarium and lack of interest on the part of the adult learners as the main reasons.

Project Officers/Supervisors

A questionnaire was canvassed to 75 POs/Supervisors. Most of them (66.7 per cent) were male. About half of them (46.4 per cent) were in 27-35 age group and the remaining were in the higher age group. 40 per cent of them were from SC/ST/OBC.

As regards their educational qualifications, one-fourth of them were below S.S.C., the rest of them were graduates or above. When asked whether they had undergone any training,

40 per cent did not respond to the question but among those who responded, 85.7 per cent had participated in training programmes of 6-15 days duration while the rest had attended a training programme of longer duration. Most of them (85.7 per cent) had helped the instructors in the initial enrolment of the learners by establishing contact with local leaders and curators. A substantial proportion (80 per cent) arranged to supply teaching/learning materials to the AICs. Most of them (93.3 per cent) reported that they provided these materials on time but only half of them could supply them in adequate quantity. The reasons stated were shortage of materials, delay in getting grants and administrative problems.

Teaching/learning materials to other aids

Under the programme, the adult learners are to be provided with a primer, two supplementary books, one exercise book, two note books, pencils, slates and slate pens. The percentage of learners who had received these nine items varied from item to item. While slates were received by most of the learners, exercise books were not received by even half of the learners. Most of the instructors, however, reported that whatever material they had received, had been received on time. And more than three-fourth of the instructors reported that they had received the items in adequate quantity.

Even though most of the instructors generally considered the teaching/learning materials to be useful to the learners, a large proportion of them did not consider the teaching/learning materials as being relevant to the occupational and health needs of the learners or pertinent to the government schemes or to the civic and economic rights of the learners.

Under the programme, a sum of Rs.20 had been provided for developing localized but innovative materials by the instructors. It was found that only one-fourth of the instructors had made any efforts to produce such materials.

AEC environment

The AECs were held mainly in homes of the instructors and in public buildings like school buildings, panchayat buildings, temples etc. and even in open spaces. Sitting capacity of the places where AECs were held were inadequate in a large number of cases (20.3 per cent of VAs and 31 per cent of SKs). However, most of the AECs were held in places which were free from noise and were generally clean and conveniently located.

Agencies

Mail questionnaires were sent to all the 56 VAs and 11 SKs. Of these, responses were received from 32 VAs and 5 SKs. These agencies had been involved in various socio-economic activities over a long period of time.

In order to ascertain their procedures for selecting areas for starting AECs, the recruitment procedures for instructors, sources from which teaching/learning aids were obtained, and difficulties faced in running AECs.

From the responses it appeared that the most important consideration for these agencies in selecting the location of AECs was the backwardness of the area and/or of people. In addition, logistic factors and local initiative were taken into consideration.

With regard to selection of instructors, it was not so much the qualifications and experience of the instructors but the recommendation of the local leaders that constituted an important criterion.

Not all the agencies used the teaching/learning materials developed by SRC. Some of the VAs and SHs used materials produced by other agencies in the State.

Regarding the difficulties faced in running AECs, irregular grants from the Government, seasonal absence of the learners, lack of interest on the part of the learners and the community, poor honorarium to the instructors were some of the difficulties mentioned.

State Resource Centre

While the SRC had produced primary charts and instructional materials and had organised a large number of training programmes for Project Officers and Supervisors, certain gaps still remained. Thus, despite the attempt to design and teaching/learning materials to suit diverse social and educational needs of the learners, the achievements were still less in relation to the magnitude of the efforts needed. Secondly, there was lack of adequate resource personnel for conducting training programmes for the adult education workers and for designing appropriate training materials. Thirdly, since SRC trains only supervisors and project officers and through these personnel, the instructors, it is difficult for the SRC to control the quality of training of the instructors. Lastly, it was found that while the resource base of SRC was strong in areas of general education, it was weak in science and technology areas and hence this component was weak in the teaching/learning materials.

Findings of unannounced visit to Adult Education Centres

In addition to the survey of 321 randomly selected AECs by the investigators, a small sub-set of these centres was randomly selected for a second visit by the members of the evaluation team. Unlike the visits by the investigators for which the cynodes and the centres were informed in advance

that the broad period of arrival of investigators, neither the period nor the day of intended visit by the member of the evaluation team was intimated. During the second visit, structured questionnaires were not administered, neither was a rigid format followed from observations. Instead, the effort was to gain insight into the actual functioning of the centres through informal conversations with the instructors, learners and community members. A subset of 10% of the centres covered earlier by the investigators were selected for re-visit by the four member team. In all, however, only 23 centres could be visited.

Among the 23 centres that were visited, 9 were exclusively for women, 11 for men, and 3 were mixed centres. 6 of the centres were located in urban areas and the rest in rural areas. The 23 centres were drawn from 10 districts of Gujarat and were geographically well spread out. Ninety of the centres were run by voluntary agencies and 3 by Sarvodaya Kendras under the State government. The visits were undertaken in the months of Dec. 1979 and Jan. 1980.

Working of the Centres:

On the day of the visit only 2 out of 22 centres were in session. Of the 2 centres one was being taken by a regular instructor. 8 learners were present in one centre and learners in the other. Cancellation of class was intimated to a mere of only 2 AECs on the day of visit. 13 instructors were found at home or somewhere in the village, 7 were reported out of station and the whereabouts of 1 instructor was not known. Of the 22 centres some had suspended classes for varying lengths of time, some appeared altogether defunct and some were off only for that day. This information was obtained informally from the instructors and interested people in the village. Centres were closed for different reasons, like occupation of instructor in 'bhajana kabna', instructor's not receiving salary for the past 4 months, premature termination of the agency concerned, instructor's migrating in search of a job, preoccupation of learners in agricultural activities, learners losing interest, etc. These reasons being personal and casual, it becomes difficult to estimate the frequency of their occurrence. When instructors go away on personal work without prior information, learners also lose interest.

-Instances of instructors lying to cover up for not holding classes have been vividly illustrated. The examples of instructors in Mehsana, Gandhinagar, Rapar and Rajkot amply display the insincerity of some instructors and the caste feelings from which they still suffer.

-There was only one instance of agency support lacking, while difficulty in handling mixed community classes on account of inter-community tensions was experienced in another centre. Indifference of voluntary agencies, inability to effectively monitor the instructor's indifference were other major reasons.

The community being aware of ASCs not functioning, it was not or could not any pressure on the concerned agencies. Organisational weakness is a general feature of these agencies.

-The average enrolment per agency was estimated at 32 per centre. As the programme advanced, the attendance levels decline significantly. The average attendance was estimated at 10 per centre and the level of wastage was as high as 69%.

Possible Reasons for Low Attendance:

-There is no appreciable difference between rural and urban areas so far as level of attendance is concerned. The most widely mentioned reason for low attendance was lack of interest. What are the processes at play causing this phenomenon? It emerged that certain sections of the community, depending on their occupation, take more interest than the others. However, when learners were asked for reasons, they stated reasons ranging from preoccupation with work to subject in the programme not being useful to them.

-Interviews with instructors also revealed that topics concerning a majority of the learners were often overlooked, which caused disinterest. There seems to be a gap between the envisaged programme objectives and the delivered programme social awareness and functionality have been largely neglected. Site of the classes

operation as a deterrent factor. Emphasis tends to be placed on or replacement of one section of the community, namely the backward classes.

The overall quantitative result of the programs was between 28% to 43%. This is because the proportion of defunct centres varied out to a minimum of 26% and a maximum of 43% while the level of regular attendance was 31%. We shall now look at the qualitative aspects of the programs.

The content of education, pedagogy etc. was known through informal discussions with learners, members of the community and workers in the 2 AECs that were functioning on the day of visit. Maximum emphasis was on literacy, while material provisions like reading materials appear to have been adequate relevant issues like minimum wages, rural debt, etc. were grossly neglected. Participation in deciding on subjects of discussions in consistent. In another class in Navapura centre, emphasis was on literacy and agricultural technology as some landowning people headed the class. The majority whose interests centres around minimum wages etc. did not have an opportunity to discuss it. At times, powerful members of the community whose interests were neglected, objected to discussions of social awareness topics. Superior classes also objected to education of the lower classes. In some isolated centres all three components had been dealt with in a balanced and sustained manner. Learners had found the programs very useful. However, this is not the case in a majority of the centres, due to opposition from dominant sections of the community,

the instructors are unable to sustain the social awareness component.

Frequently, the instructor is also a moneylender, employer or landlord. Thus, in his own interests he does not include the social awareness component. The mass organisations of the worker sections which can back up the motivated instructors are few and far between. Only when these dilemmas are resolved, can a breakthrough be made by the NAEE.

Recommendations

-The criteria for choice of instructors should be clearly defined. Apart from educational qualifications, it should also be seen that they do not practice untouchability, usury, etc. More people should be recruited from retired and active school teachers. Their remuneration should be increased.

Mass organisations of worker sections should be encouraged to undertake educational programmes.

-Sometimes, future electoral prospects of some political figures are promoted through AECs. Efforts should be made to avoid this. While political motivation is not considered undesirable, using AECs to build up a political base is definitely harmful towards achieving the objectives of the programme.

-Last, but most important, programme functionaries should be equipped with adequate pedagogical skill, social awareness and creativity. There should be a clear and workable criteria for selection of the above functionaries, namely, instructors, supervisors and project officers.

**EVALUATION OF THE NATIONAL ADULT EDUCATION PROGRAMME
IN SEVEN DISTRICTS OF GUJARAT - AN INTERIM REPORT**
Centre of Advanced Study in Education, Baroda, 1981

I. Introduction:

This study was undertaken by the Centre of Advanced Study in Education, of the M.S. University of Baroda. It covered seven districts: Panchmahal, Kaira, Vadodara, Haruch, Surat, Valera and Dangs in South and Central Gujarat. The study aims at evaluating the adult education programmes sponsored by the State and Central governments, namely the Sarvodaya and NAEP Schemes.

II. Objectives:

The main objectives of the study were:

- (i) to determine the coverage achieved by the programme with respect to:
 - (a) the distribution of AECs in the seven districts corresponding to the local needs;
 - (b) the number of adults (estimate) benefitted from the programme in the seven districts
- (ii) nature and efficiency of functioning of the AECs in the seven districts with regard to organization, facilities, problems and the community involvement.
- (iii) relevance of the programme as revealed by the reactions and suggestions of the learners, the personnel involved in the programme and the community leaders, as against the expectations set by the NAEP guidelines.

Summary by R.S. Mathur, Deputy Director, DAE, New Delhi with the assistance of R. Harikant of IIM, Ahmedabad.

III. Methodology: -

For studying the distribution of AECs corresponding to the local needs in the seven districts, the following data were processed.

- i) Talukarise distribution of AECs in different districts.
- ii) Baseline data from the report of Census 1971 about all these districts with regard to their population, size and structure, and educational facilities available.
- iii) The number of adults benefitted by the Adult Education Programme was estimated in terms of the total number of AECs in the talukas. This was compared against the total population of illiterate adults in the age group 15-34 years according to Census 1971 in each district.

While studying the nature and efficiency of the functioning of AECs, the universe consisted of over 3000 villages with AECs. Three categories of villages in the universe were sampled. These were (i) villages in which AECs were conducted consecutively for more than one year i.e. from either or both 1978 and 1979, and continued in 1980 (category A); (ii) villages which had conducted AECs during either 1978 or 1979, or both years but not functioning during 1980. (Category B), (iii) villages with AECs being conducted only during 1980 (Category C). Considering the varying number of villages in each category, it was decided to take differential proportions of the sample from these three categories taking care to give a greater weightage to Categories C and A which have been recently organised. Finally, 250 villages were chosen of which 24 belonged to Category A, 81 belonged to Category B and 146 to Category C.

All AECs conducted within the selected villages were covered. From every AEC five learners and one instructor were chosen for obtaining relevant information.

The main tools of data collection from the sample were interview schedules for village learners and leaders, and

questionnaires for instructors, supervisors and voluntary agencies. These tools covered the main aspects of the programme, namely, organisation, facilities, problems and community involvement. The learners interview schedule was developed to find out the composition of learner's group with respect to their age, caste, sex, occupation and family as well as personal, educational background, the feasibility of attending the adult education classes, the activities provided as well as those they liked, problems with respect to the time of the class, instruction, instructional material, understanding and in any other aspect.

V. Coverage Under the Programme:

Coverage has been assessed with respect to the spread and number of AECs in rural areas, population structure of the village and the nature of formal educational facilities available. Those areas where the population is predominantly a backward community (50% of the population) and where literacy rates are lower than the total average; are considered to have greater need for running AECs.

a) Coverage:

While looking at the distribution of AECs in Bharuch District and also its population structure, some interesting points come to light.

TABLE I

Distribution of AECs & Population Structure of Bharuch

Taluka	Total	Villages with AECs	% of Total	No. of AECs	Total population	Total S.C.	% to Total	Total S.P.	% to Total
Jambusar	61	49	80.49	93	116104	11731	10.01	12196	10.5
Amal	52	27	51.92	31	158139	4100	7.05	15856	27.27
Vaghra	69	27	39.13	39	65037	4458	6.85	16920	26.01
Bharuch	99	32	32.32	34	124924	7330	6.84	32283	27.41
Zaghadia	158	21	12.50	37	12000	3924	3.23	78035	51.36
Nanod	203	47	22.48	117	123525	4821	3.93	32654	76.44
Dediapada	217	43	19.62	81	67683	331	0.16	63719	24.18
Yalia	95	41	43.15	76	91227	637	0.78	61901	78.44
Ankleshwar	50	15	26.78	28	71177	3159	4.44	32537	44.15
Raneot	1	23	60.86	46	37695	3243	8.61	22523	30.93
Sagbara	121	1	4.13	5	52576	407	0.77	27720	13.77

The table reveals that the distribution of AECs in different talukas to be quite disproportionate. Though the largest number of AECs were found in Mandod taluka, only 22.48% of the villages were brought under the programme. In Sagbara, only 4.73% of the total number of villages were covered. Considering the total number of villages in the district, the villages brought under the adult education programme was 27.60% which leaves a large region yet to be covered. In spite of large proportions of backward castes and scheduled tribe population in Zaghadia, Saitia, Bedhapada, Valia and Sagbara, villages brought under the programme in these talukas were rather few. Conversely, villages having low proportions of backward class population received wider AEC coverage. This was evident in Jambhara, Bharuch and Hansot.

b) An Estimate of Beneficiaries:

An average of 20 adults per AEC was the estimate arrived at in terms of number of adults benefitting in the target population. All together 3783 AECs, working in seven districts, covered an adult population of 74,680 from a total population of 12,25,754. This suggests the need for more efforts to cover a larger number of illiterate adults.

c) Organization and Functioning of AECs

Thirtyseven villages in four talukas of Bharuch district were selected where the learners, instructors, village leaders and supervisors were contacted to get information about 58 centres. At these centres, out of a sample of 260 learners (145 men + 115 women) only 5 were below 75 years of age, 58 were above 35 and the remaining 75% were between 15-35 age group. Seventy four percent of the learners were from S.T. category and occupation of majority (177 out of 260) was agriculture. About 188 out of 260 learners have 5-8 dependents in the family. 205 out of 260 learners came from families with literates. A large majority of the learners have not gone to school because they were not sent or they could not afford to go. Thus, learners are mainly from backward communities with little or no formal education. A sizeable number of them were without a regular source of income.

d) Motivation and Problems faced by the learners:

250 learners joined up to acquire literacy skills while 179 have stated improving occupational skills as the reason. Acquiring literacy, numeracy and occupational skills are the main expectations of learners from AECs. No problems were found regarding sustainability of class timings and classes were conducted regularly in the form of 15-20 sessions. Book reading, writing, discussions and poster making were the usual activities of the AECs and learning materials were available regularly.

e) Perception of the Impact by learners:

As many as 250 out of 280 learners think that the programme has had a positive impact on improvement of personal habits, hygiene and health. Impact was also seen by them on occupational skills and family planning. Only 97 learners felt that the programme had helped in increasing their income. A large proportion of the learners feel that the programme should be oriented towards promoting occupational skills. Seen as a whole, the programme seems to have laid more emphasis on literacy and numeracy skills.

V. INSTRUCTORS:

Thirty-six male and fifteen female instructors were interviewed. A majority of them are in the 26-30 age group. 52% belong to scheduled tribes. 74% are below SSC in their level of education. 50 out of 51 instructors belonged to the villages where they conducted AECs. A majority (41 out of 51) instructors had been trained for a period of 1 to 20 days.

Forty-eight instructors had no problem in receiving instructional materials and the quantity they got. The interest of learners in the instructional materials varied with different talukas. However, all instructors made their learners participate in developmental activities.

Eightytwo percent of the instructors do not conduct any follow-up programmes. Even those who conduct follow-up programmes do not seem to have caught the spirit of it. The main component of training given to the learners during the follow-up has been cultural activities and not literacy or numeracy.

VI. SUPERVISORS:

Information about supervisors age, caste, sex and educational qualifications was obtained and analysis shows that all the eight supervisors interviewed were men and six of them belonged to the scheduled castes. Broadly they fell in the age range of 16 to 35. Seven of the eight were graduates.

Excepting one, no supervisor had any experience in AEC work. Seven were trained for their work and all of them found the training useful to a great extent. However, the duration of training ranged from 8 days to one month which appeared a big variation.

Each Supervisor had twenty AECs under him and usually visited them once or twice a week. They examined the attendance of learners and studied other problems faced by the AECs.

VII. VILLAGE LEADERS:

81 male and 2 female village leaders of Bharuch district were interviewed. All leaders are literates and have had formal education upto different levels, though a majority of them are below SSC category. Their caste is the same as the predominant caste in the village.

75 leaders were consulted before AECs were started in their villages. Excepting 2, all leaders have taken initiative in enrolling adults for AECs. They have also helped in organising AEC activities.

40 leaders perceive 'great interest' and 36 perceive 'some interest' shown by learners in AEC activities. All leaders perceive moderate impact on learners with regard to literacy, numeracy, occupational skills and social and political awareness. While supervisors claimed to visit AECs once a week village leaders saw them visiting only once a fortnight.

Excepting five, all village leaders believe that scope for improvement exists in general aspects of the functioning of AECs, especially with regard to attendance. Only four leaders feel the need for improvement of facilities. Most of their suggestions were with regard to the qualitative uplift of the programme. They emphasised enhancing awareness about the programme among village folk and inviting several persons who may be helpful.

VIII. ROLE OF VOLUNTARY AGENCIES:

Three voluntary agencies were contacted in Barabanki district. Their role is presented in a consolidated manner.

Having the social and economic development of the people as their main objective, they are engaged in several activities at present. All three receive financial support from the State government. When grants are delayed, agencies take loan from the bank, pay their staff late or close some AECs.

Their selection of supervisors is through institutional officers in two cases and village leaders in one case. They prefer teachers, social workers and graduates. They have training programmes for the selected supervisors.

The main problems faced by them are coordination among the AECs, developing rapport with villagers and receiving grants. Their criteria for selection of villages are concentration of backward community population and availability of its structure.

A total of 120 AECs were organised in 1980 of which 89 were for men, 30 for women and 1 for mixed. AECs for women have been low over the last three years. Two agencies have attempted to evaluate their work and concluded that success of AECs largely depends on the need felt by learners and

IX. FINDINGS AND OBSERVATIONS AT A GLANCE:

This report is an interim report, these observations and findings are, largely, in respect of the functioning of the programme in Bharuch district only. However, the observations related to physical coverage under the programme have been made taking into consideration all the seven districts of Gujarat.

- Eleven out of the sixty-six talukas which form the seven districts under the study have not been brought under the programme at all. In some talukas the work has been intensive. Figures indicate an urgent need for evolving a planned strategy at the district and regional level, to phase out efforts suitably so that the preset target is achieved in time.
- Only 74,680 adults have benefitted from the programme as against the targeted 12,25,754.
- The selected villages often have a literacy level above the state average of 35% while other villages with a very low literacy rate have been left out. Efforts have not been made to assess the local need in terms of the illiterate population of the villages.
- Age group, as a criterion, does not seem to have been strictly adhered to. Excepting two, the entire sample of 45 learners in Bharuch were above 35 years of age and a sizeable number of learners in the district are below 15 years of age.
- Literacy and numeracy skills are given more emphasis and this seems to concur with the expectations of learners as well as village leaders.
- Learners are self-motivated and express the relevance of undergoing such a programme. However, village leaders felt the need of strengthening the attendance of learners at AECs.

- Classes are held regularly for two hours during the evenings. Excepting the village leaders, participants are considered adepts by all. All the instructors reside in the same village.
- Learning materials were supplied in time and in adequate quantity. Interpersonal relationships among functionaries were good. There were not many problems regarding finances, though occasional delays were faced in receiving the grants.
- While the local community was kept in touch with the organization of AECs, village leaders point out that there is considerable scope to involve the community to a greater extent.
- The impact of the programme has been largely limited to literacy and numeracy. Awareness regarding health, hygiene, personal habits and family welfare also developed in some cases. All respondents wanted the range of activities to be wide-ened.
- A majority of the instructors are less than 26 years of age, and have studied upto SSC only. While they succeeded to an extent in teaching literacy and numeracy skills, they cannot be expected to develop occupational skills and social awareness. With this infrastructural arrangement, the latter objectives of the programme cannot be achieved.

NATIONAL ADULT EDUCATION PROGRAMME IN MAHARASHTRA
AN EVALUATION* BY DR. P. S. S. ...
(Central Institute of Social Sciences, Bombay)

I. Objectives

The Central Institute of Social Sciences, Bombay conducted the first quick appraisal of adult education programme in Maharashtra. The broad objective of this study was to identify the areas of strength and weaknesses of the programme and ascertaining the factors associated with them. With this objective in view, the study aimed at ascertaining socio-economic characteristics of the AECs, types of agencies, including AECs and their comparative performance, socio-economic background and training of instructors, socio-economic background of adults enrolled in the centres, their attendance, extent of drop-outs, acquisition of literacy, functionality and social awareness.

II. Methodology

The appraisal was conducted on a sample basis. 5242 AECs organised by State Government, voluntary agencies and universities/colleges which were in operation for a minimum period of 6 months constituted the universe. The stratified random sample was drawn from this universe. Of the 26 districts of the State, 10 districts representing 4 regions of Maharashtra were selected. A sample of 300 AECs was drawn proportionately from amongst the AECs organised by the three implementing agencies, namely, State Government, Voluntary agencies and Universities/colleges from the 4 regions. Some AECs of the sample of 300 were substituted by those in the alternate list of 30 AECs. In all, 298 AECs were covered of which 6 had to be dropped at the analysis stage. 40 of these 292 AECs were located in urban areas and remaining 252 were located in 240 villages. Geographical distribution of the centres was: State Government 17%, voluntary agency 33 and universities/colleges 50. The data was collected from 292 AECs, 240 villages, 292 instructors, 1002 learners, 252 drop-outs, 499 potential learners and 39 agencies. The data collection work was carried out during the months of July and August, 1966 and methods used for data collection included interviews, observation, use of records and use of self-administered questionnaire. The various instructions

Survey by Prem Chand, Assistant Director, Directorate of Adult Education, New Delhi.

of an area:

1. Interview schedule for farmers
2. Interview schedule for group leaders
3. Interview schedule for potential leaders
4. Interview schedule for instructors
5. Schedule for the AECs
6. Village level schedules and
7. Schedule for agencies.

I. Main Findings

(a) Location of AECs

- (1) Majority of AECs (51%) were located in villages having population of above 1000. 15% of the AECs were in fully scheduled caste villages.
- (2) A large percentage (51%) of the AECs were located in the villages which were towards the lower end of exposure to modernization. They had an exposure score of up to 9 out of maximum of 28. Extent of exposure to modernization was based on the availability of educational facilities, health facilities, transport facilities, electric street lights in the village, existence of government agencies, industries/factories in the vicinity of the village, percentage of households owning radio sets in the village and percentage of households buying newspapers in the village.
- (3) Most of the villages where AECs were located had basic educational facility of primary school. Only 3% of the villages had a secondary facility. 80% of the AECs were located in villages in which services of community clinic were available. Medical facility was available only in 77% of the villages where AECs were located. 82% of the villages were served by roads. 43% were having the facility of bus or train transport.

- (1) The water supply tanks in the sample were generally larger than urban areas and in approximately 50% of the sample. Voluntary agencies from the sample number (100) of AECs in predominantly residential areas.
- (2) 25% of the AECs in the sample were not exclusively for urban. 50% were exclusively for rural and the remaining for both rural and urban. It was observed that majority of urban centers (55%) were exclusively for rural as compared to only 15% per cent of the rural centers.
- (3) Schools and health centers' houses were the most important places where most of the AECs were organized. 70% of the AECs were run in school and 25% in health centers' houses. Schools of various types, primary, secondary, and community centers served as places for conducting AECs of the AECs. 5% of the AECs were organized in open spaces and some were organized in health centers' houses.
- (4) Most of the AECs (55%) had no proper seating arrangements. Generally, teachers sat on the floor. A large number of AECs (40%) had electric lights and a small number (5%) had kerosene lamps. About half of them (45%) had kerosene lamps. Some of the health centers observed that kerosene lamp did not always give adequate light.
- (5) 25% of the AECs were closed higher than 100 members. Most of these were closed in the absence of adequate members. In urban areas, this percentage was as high as 40% and in case of AECs organized by voluntary agencies, it was still higher viz. 55%.
- (6) About one-third of the AECs were closed, occasionally due to organizational weakness.

- (10) One-fourth of the total centres reported the duration of classes to be less than one hour. Most of the other AECs functioned for 1.5 to 2.0 hours. 65 percent of the urban centres were included in this category of AECs organised programme for less than an hour. 57% of the AECs organised by colleges/universities fell in this category.
- (11) Only 9% of the women centres were organised in the afternoons and other women's centres were organised in the evenings after 8 PM.
- (12) In 21% of the cases, difficulty was experienced in setting up of AECs for lack of physical facilities viz. provision of space, lighting arrangements and seating arrangements. This problem was more acute in urban areas.
- (13) 6 per cent of the centres did not have a black-board and primers were not available in 7% of the centres. 47 per cent of the centres received primers on time and the rest received the primers late.
- (14) Ten agencies (26%) could not provide slates to all their centres. Note books were not provided at all by 10 agencies (26%) and another fourteen agencies (36%) did not provide adequate number of note books.
- (5) Instructors of 78 per cent of the AECs reported that no functionary from the office of the BDO spoke to the learners at any point of time during the term of these centres. Only in 11 per cent of the AECs, personnel from the agricultural, veterinary and welfare department came to speak to learners.

(b) Socio-Economic Background of Instructors

1. About one-fourth (24%) of the instructors of the sample were women. This percentage was higher (47%) in urban areas and was low (20%) in rural areas. Voluntary agencies employed more women instructors as compared to Government and Universities.

2. 15% of the instructors were from scheduled castes, neo-Buddhist and another 9% were scheduled tribes. Including 9% from backward classes, the percentage of instructors from weaker sections of the society, was 33%.
3. 19% of the instructors were from the teaching community, while 42% came from agriculture background. 10% of the instructors were from amongst the students.
4. 17% of the instructors had studied upto standard VII only. Another 22% were below SSC level. 8% of the instructors were either graduate or post-graduate. The educational level of the instructors of the urban AECs was higher than that of instructors in the rural AECs.
5. The vast majority of the instructors (89%) in the sample received special training as instructors for the AECs. The duration of training varied from upto 1 week to more than two weeks. Only 18% of the instructors received training for more than 15 days. 26% of the trained instructors received training before they started working as instructors in the AECs. The rest were given training at various times after they started working in the AECs.
6. Two main reasons indicated by the instructors for their taking up this responsibility were: I. participation in the development of the area and II. supplementation of income/earning livelihood.
7. 46% of the instructors did not get their honorarium in time and 2 per cent of them had not received their honorarium at all. Irregularity in payment was more in case of AECs organised by State Government (50%) and voluntary agencies (42%) as compared to AECs organised by universities (23%).

(c) Learners & Enrolment, drop out, attendance, etc.

1. Average of the initial enrolment per centre was 30.9. If the additions made during the remaining course of the session mainly to replace the drop-

outs are taken into account, the average enrolment per centre comes to 3.5. The universities had a much lower initial enrolment compared with AECs run by the Government and voluntary agencies. AECs in urban areas also had a significantly lower initial enrolment compared with the AECs in rural areas.

2. 93% of the learners were of the age group of 15-35 years, 62% being in the age group of 15-25. 30% of the adult learners were those who had attended school for some time in their childhood. Economic considerations and domestic problems were the main reasons for their drop out from the school system.
3. 49% of the learners interviewed belonged to scheduled caste, neo-Buddhists (23%), scheduled tribes (17%), and other backward classes (9%).
4. Agricultural labourers and domestic servants formed 42% of the learners. 39% of the learners were of another 39% of the learners. Enrolment in AECs was largely from the lower economic strata. Major method of enrolment of learners was door to door contact by the instructors. In 61% of AECs, learners came to AECs on their own.
5. In 62% of the cases, there was no problem in enrolling the learners but in 12% of the AECs major problem, faced by the organisers was scepticism/apathy, on the part of the learners. In 10% of the cases, women were reported to be unwilling to join, possibly because the classes were held late in the evening.
6. Average number of additional learners enrolled was 6.4 learners per centre. Additions made in the 3rd month were more than those in the second month and the additions continued throughout the course of the session.
7. The mean number of drop outs per AEC in the first month was 1.5 per centre, in the second month 1.3, in the third month 1.2, and after three months till the end of the term of AEC, 1.2. The drop out

rate was reported to be 16.3% of the total enrolment. There was no significant difference in the drop out rate among the AECs run by the various types of agencies. AECs in urban areas had a significantly lower drop-out rate than the AEC in rural areas.

AECs which had higher total enrolment generally had more drop outs. AECs which had an enrolment in the range of 41-60 learners also had drop outs in the range of 31-50. The possible reason for this phenomenon was replacement of learners who dropped out with a view to keeping the effective enrolment at 30. The prominent reason given by the drop outs for their withdrawal from AECs were (i) lack of time because of work and (ii) household responsibilities.

9. Female AECs had the lowest drop out rate (15.1%) and the mixed AECs the highest (17.8%). There was no significant difference in the drop out rate among the predominantly scheduled castes and scheduled tribes centres and other centres.
10. AECs with adequate teaching learning material tended to have higher retention rates.
11. AECs where more topics related to functionality and social/economic legislations were taught had lower rates of drop out as compared to the AECs where less of these topics were taught.
12. Similarly, a significant lower rate of drop out was observed in those AECs where the attitude of the local leaders and government official was one of the support to the instructors.
13. 75% of the potential learners (control group) also reported that they could not join the AECs because they found no time due to work or because they had to attend to household responsibilities.
14. The average daily attendance was 20.7 learners per centre. In 13% of the centres (completed centres) records were not available. In 2% of

the centres the records were not complete. Centres in rural areas had the average daily attendance of 20.8 but it was 17.5 in respect of centres in urban areas. There was no significant difference in attendance in centres organised by different agencies.

15. The instructors of 22% of the AECs had to call the learners daily. This problem was more in case of mixed and female centres as compared to male centres. In another 58% of the centres, learners had to be called at times and not daily.

(d) Content of teaching in AECs and learning outcomes

1. Besides the three aspects of literacy viz. reading, writing and arithmetic forming part of the teaching content in AECs, different areas of functionality and awareness covered under the adult education programme in Maharashtra were:-

I. Cooperatives/banks:

Savings account, loans for housing, loans for small scale industries, loans for agriculture and loans for cows/buffaloes and poultry.

II. Post/telegraph:

Sending letters, sending money orders, sending telegrams and savings account.

III. Health:

Cleanliness, sanitation, diseases, nutrition, mother and child care, family planning, places of free medical care, places of vaccination, inoculation and places of family planning programme.

IV. Agriculture and animal husbandry:

Fertilisers, hybrid seeds insecticides, care of animals, centres where fertilisers etc. are available and veterinary centres.

V. Social legislation:

Untouchability, dowry, minimum age for marriage.

VI. Economic and political legislation:

Minimum age for voting, civic rights and duties.

VII. Occupational skills:

Sewing, knitting, basket making, carpentry, preparation of food, poultry, artisan related skills, agriculture related skills, general technical skills.

VIII. Others:

Songs, stories, dramas, exhibitions, etc.

2. Some of the AECs covered most of the items indicated under functionality and awareness while others covered 2 to 3 topics from these areas.
3. On the whole, learners performed well in reading and writing. 57% of the sampled learners scored the maximum of 10 points in reading and 44% of the learners scored the maximum of ten points in writing. In arithmetic, performance was not equally good and the mean arithmetic score of the learners was 3.7 out of a total of 8 points. However, it was significantly higher as compared to the mean score of 2.2 of the potential learners.
4. In rural AECs, men performed far better than women. In case of urban learners exposure to mass media and number of literates in the family, higher income and prior schooling contributed to better performance in literacy. While in case of rural learners, regularity of attendance prior schooling, possession of learning materials and higher socio-economic status were considered as contributory factors for better performance.

5. Number of topics taught, and predominantly male character of learners' centres were distinguishing characteristics of better literacy centres.
6. Level of functionality attained by the learners was neither too high nor too low. The mean functionality score was 53%. The level of knowledge attained by the learners in the areas of cooperatives/banks, health and agriculture/animal husbandry was significantly higher than that attained by the potential learners. Regarding social awareness a significant difference was found between the level of social awareness attained by the learners and that by the potential learners. Regarding life situations involving practical application of knowledge in the area of social awareness, the reaction of learners seemed to manifest a higher level of social awareness than those of potential learners. This is an indication that the AEC has had some role to play in enhancing the learners' level of social awareness. Functionality and social awareness seemed to go together. A learner who had acquired a high level of functionality, was more likely to have attained a high level of social awareness and vice-versa. However, literacy skill were not in the same way associated with functionality or social awareness. (Literacy and social awareness were together in the case of the rural learners and literacy and functionality in the case of the urban learners).

IV. Recommendations

(a) Facilities:

1. Kerosene lamps do not give adequate light. Centres be provided with paraffin lamps.

(b) Instructors:

1. All the instructors be trained for their work in the AEC and that this training be given prior to the starting of the AEC.

(c) Learners:

Those who have attained and retained some literacy need not be admitted at the expense of illiterates.

2. More female illiterates should be enrolled and more female AECs be opened.
3. Scheduled castes, scheduled tribes, other backward classes, agricultural labourers and domestic servants, who formed a large part of the learners in AECs, should be encouraged to continue to join adult education centres.

(d) Drop out:

1. To discourage learners from dropping out from AECs, suitable timings be arranged for classes, all the expected topics and legislations taught, adequate teaching/learning material provided, and community support to the instructor elicited.

(e) Enrolment:

1. More intensive door-to-door contact in cooperation with the community be utilised for enrolling learners.
2. Problem of getting proper premises for starting AECs in urban areas was acute. The possibility of using the school premises be explored seriously.
3. Timings of the university examinations be taken into account while starting the AEC by universities and the agencies should closely monitor the progress of the AECs right from the inception so that they can take appropriate action to prevent premature closure.
4. Every centre be provided with primers, charts, posters in time and in adequate numbers.
5. Efforts be made to establish a better linkage and cooperation between the various government

departments and the AECs, especially those located in villages that are small and less exposed to modernisation.

(f) Literacy, Functionality and Awareness

1. In the field of literacy special attention should be paid to the learners who are women, who belong to lower castes and are engaged in lower occupations. Care should be taken to see that teaching is not geared only to the requirements of learners with prior schooling.
2. In the field of functionality, every effort must be made to teach at the AEC all the topics pertaining to the knowledge in the area of functionality either by having qualified and appropriately trained instructors or by bringing in persons from outside who can impart knowledge pertaining to functionality.
3. Legislations pertaining to social awareness should be taught in every AEC either by the instructor or by other persons.
4. Functionality and awareness should be given their due emphasis.

ADULT EDUCATION FOR SOCIAL CHANGE, by TV Rao, Anil Bhatt, TP Rama Rao. Manohar Publication, 1980*

In the preface to the first appraisal study of Rajasthan conducted by the Indian Institute of Management, Ahmedabad, the authors of the study, TV Rao, Anil Bhatt and TP Rama Rao state that when they first undertook the study, they subjected to the advice of a number of friends from their own and other academic institutions. The general tone of the advice was negative. There seemed to be a firmly entrenched belief among the intellectuals and academicians that the Adult Education Programme was captured by some political parties and that money had been given to them to run the programme. The experience of conducting the first appraisal study of seven voluntary agencies in the State of Rajasthan in July-August 1979 showed that this negative image of NAEF was unjustified and that the programme had made a good beginning in Rajasthan.

The appraisal study limits itself to seven agencies. These include:

1. Seva Mandir, Udaipur
2. Rajasthan Adajjati Sevak Sangh, Jaipur
3. Rajasthan Vidyapeeth, Udaipur
4. Ajmer Adult Education Association, Ajmer
5. Social Work Research Centre, Tilonia
6. Lok Sikshan Samsthan, Jaipur
7. Bikaner Adult Education Association, Bikaner

These agencies had been given grants to start AECs during the year 1977-78 and 1978-79. In the case of fifty eight other agencies, grants were released only during early 1979. The study has attempted to review the work of the agencies that had been in operation during the year 1978-79 or those that had started subsequently but had at least 4-5 months of actual field experience. Of the 3010 centres sanctioned for the year 1978-79, 1,180 centres were sanctioned to

*Summary by Anita Dighe, Formerly Consultant, Directorate of Adult Education, New Delhi.

these seven agencies and, as such, the coverage of these agencies was extensive. This rather wide coverage on the part of a limited number of agencies can be appreciated when due consideration is given to their vast experience in rural development and adult education activities.

Methodology

The main assumption behind the study is that there is no one ideal methodology that can be uniformly used in appraising the Adult Education Programmes. Since there are no models to emulate the methodology would have to evolve on the basis of experiences of several institutions involved in appraisal studies. The appraisal techniques are flexible enough to really appraise the 'process' aspects of the programme. The emphasis is on finding out different ways in which the programme could be improved at the AEC, village, block agency and state levels.

The researchers began their work by having informal but indepth discussions with personnel involved in managing NAEP of various organisational levels. They talked to concerned government officers at the state level and also organisers of agencies like SRC. Before developing a detailed design for the large study, they carried out studies in nine AECs. They soon realized that for village and AEC level data, they needed to employ not only systematic interviews but also observations and informal conversations. Special efforts were made to hire suitable research investigators and to train them.

Sampling and data collection

Initially, it was decided to study a 20 per cent sample of the centres, 10 per cent randomly selected, 5 per cent centres considered the best and 5 per cent considered poorest. However, this had to be reduced to 10 per cent random sample due to the large number of centres being run and the time required at each centre. For each agency, one centre named as the best by the agency and one poor centre were studied.

In selecting the sample, the investigators along with the faculty visited the agency headquarters on an unscheduled day. The list of the centres run by the agency were numbered serially and slips of paper were prepared with one number on each. The investigators picked up from the slips the number of centres they were expected to visit. While the supervisors or the project officer helped the investigator in reaching the centres, the instructors were contacted for locating the centre and helping in identifying the people to be interviewed.

In all, 125 centres were visited, and 119 instructors, 458 learners, 139 drop outs, 348 village elite and 223 potential learners were interviewed. The following questionnaires and interview schedules were used in the study:

1. Agency level questionnaire
2. Supervisory level interview schedule
3. AEC (Adult Education Centre) level schedule
4. Village level general observation schedule
5. Interview schedule for ex-learners (those who had already completed 10 months of training in the centre)
6. Instructor schedule
7. Schedule for current learners
8. Interview schedule for potential learners
9. Schedule for drop outs
10. Schedule for village elite

The schedules were simple and the investigators filled the schedules after spending some time in the village. Informal discussions were used rather than formal interviews. However, all dimensions of the schedules were covered in these discussions.

Findings

The overall picture that has emerged in the study is that a high percentage (92 to 98) of the centres run by the seven agencies were functioning or had functioned successfully in the past and had completed

the ten-month period. The salient findings are summarized thus:

- (1) The average enrolment per centre was 27, dropouts were about 5 and average attendance was about 18.
- (2) A very high percentage of learners (77 to 87) were in the 15-35 age group. A large number of learners in some centres, however, were below 15 years of age.
- (3) About 50-60 per cent of the centres were dominated by learners from low income and low caste groups.
- (4) About 83 per cent of the learners were agriculturists.
- (5) A large percentage of the learners had joined AECs just because they wanted to be able to read and write. A substantially high percentage of them also wanted to learn how to maintain accounts.
- (6) An informal literacy test was conducted to determine the level of acquisition of literacy skills. The test showed that a very high percentage (70-80 per cent of those contacted among the learners) had become literate. Considering that the average attendance of adults per centre was 18, it was estimated that 13 adults per centre were becoming literate.
- (7) Distance of the centres from the homes, pre-occupation with work during the day time, inadequate facilities at the centre and non-suitability of night time for classes, were some of the major problems faced by the learners in coming to the centre. Suggestions for improving AECs related to improvement in the physical facilities and changes in the teaching content, related to specific occupation.

- (8) A majority of the instructors were between 20-30 years and about 35 per cent belonged to SC and ST groups. In terms of educational qualifications, however, about 24 per cent did not meet stipulated requirement of at least VIII standard level of education.
- (9) In terms of their selection, a substantially high percentage were contacted by the agencies and/or were selected by the village elites. Involvement of the villagers in the selection of the instructors appeared to be uniformly low in all the agencies.
- (10) About 90 per cent of them belonged to the same village where the AECs were in operation.
- (11) A high percentage of the instructors had accepted the work due to their zeal to do some work in the village or to help increase the literacy level of the village. About 20 per cent of them clearly stated that the monetary incentive was the main reason for accepting the work.
- (12) The teaching/learning activities mainly included instruction in the AEC. In some places, discussion and group activities, sports and cultural activities were also being used. There was some scope for increasing the mix of such activities.
- (13) In terms of their perception of the usefulness of adult education, a high percentage of the instructors regarded literacy as the most useful component. The fact that very few mentioned the use of AECs in relation to functional knowledge and social awareness indicates that they had either not been able to see the relevance or had not acquired the competence to deal with these two components of the programme.

- (14) The main problem faced by the instructors related to inadequate and irregular facilities made available to them at the centre. Other problems related to poor response from the villagers and irregular payment of salaries.
- (15) Suggestions by instructors for improvement include provision of better facilities and better educational materials at the centre.
- (16) While the training programme was found useful by the instructors, a sizeable proportion of them suggested the need for a longer duration of training and more information in areas such as agriculture, health, and hygiene, savings schemes, village administration etc.
- (17) While there was no definite pattern of drop-outs associated with age, an analysis of occupational pattern indicated that a high percentage of them were agriculturists, mainly daily labourers.
- (18) With regard to duration of attendance of the drop-outs, a large percentage dropped out by the end of the second month. The main reasons for discontinuance were migration, occupational pressures and illness.
- (19) Conditions for rejoining AECs by dropouts and suggestions for improvement included change of location of the centre, provision of better lighting facilities, more flexible time, etc.
- (20) The village elite that was interviewed included school teachers, village panchayat members, patwaris, head masters, rich villagers and other informal leaders in the village. A large percentage of the village elite were positively inclined towards AECs and thought they were useful.

(21) Among the potential learners, a high percentage mentioned the problem of distance from the homes to the centre, temporary migration and occupational demands as the main reasons for not joining the AECs. By and large, there seemed to be low motivation on their part to join the AECs.

(22) The experience of studying some very good and some poor centres was not encouraging. However, what emerged clearly was that the instructor was the most critical element of the programme.

In attempting to study the overall organisational structure for NAEP, the other aspects of the programme that were looked into were functioning of the SRC, the role of the State Government and a critical assessment of the monitoring and information system for NAEP. After ascertaining the positive contributions of each, suggestions are made for further improvement and necessary modifications.

Some issues and suggestions

The actual amount spent on each AEC operating for a period of ten months is only Rs.1704/-. Considering the fact that the more than one lakh of rupees are spent by the government to educate one medical student, this sum to make 30 adults literate is extremely meagre. Since the budgetary provisions are low, a certain amount of spirit of social service and of commitment on the part of agencies and various personnel, becomes extremely crucial. The study showed that as far as the seven agencies were concerned, the average output justified the financial inputs and even outweighed the inputs due to the high level of commitment shown by the agencies.

Specific recommendations include the following.

(1) Different agencies have been using different strategies for running AECs. Thus there are some agencies that use the strategy of saturating a limited area and then moving on to another area. Some other

agencies have centres spread out all over. Still other agencies have other activities in villages where AECs are run. Concerted efforts could be made to set up experimental centres to try out different strategies. Inter-agency communication of results of such experiments would facilitate learning from one another's experiences.

(2) With regard to selection of instructors, candidates from weaker sections should be encouraged. Presently, instructors are selected from the village community only. Specialists, such as students from agricultural universities could be tried out on an experimental basis.

(3) The instructor and the supervisor are the critical elements in running the AECs. So far the training programmes have been conducted for one week to ten days duration for instructors. This is still inadequate. Training should be continuous. Innovative instructors could be used in training other instructors. Visits of instructors to other agencies or areas where some innovative work is going on would also prove useful. Fortnightly meetings provide an excellent opportunity for inter-learning and sharing of experiences.

(4) There is still scope for developing localised curricula. The functionality and social awareness components still need to be strengthened.

(5) The media such as Radio, TV and films need to be used in a more concerted manner.

(6) There should be less emphasis on numbers and achievements of targets and more emphasis on the quality of the programme. Likewise, a simple information system should ensure that the field functionaries are not over-burdened by having to fill unnecessary forms, registers and the like.

(7) There is need for sustaining the positive climate for NAEP that presently exists.

(8) There is need for more flexibility with regard to duration of the programme and use of funds.

(9) The possibility of providing more financial assistance to agencies that can support on a selective basis, any experiments proposed to be undertaken by innovative AECs could be considered.

(10) There is need to mobilize and to ensure support of all the agencies or departments engaged in rural development work.

(11) The focus in the follow-up programme should change from literacy to dialogue and action. There is need to strengthen the follow-up programme.

In conclusion, the researchers are of the opinion that NAEP is doing well in the State of Rajasthan and needs the encouragement and support of all concerned.

NATIONAL ADULT EDUCATION PROGRAMME IN RAJASTHAN:
Second Appraisal by D.M. Pestonjee, S.N. Labaria
with Dipti Dixit (Indian Institute of Management,
Bhubaneswar) *

The second appraisal study of the NAEP in Rajasthan was conducted in November - December, 1979. As in the first study, so in the second, the researchers came across well-meaning academicians who were highly critical of NAEP. The data collection experience, however, provided to the researchers that NAEP was on the whole well received by the villagers, the village elite and all those who were connected with its implementation.

The second appraisal is based on a study of fifty voluntary agencies involved in adult education work in the State. Conceptually, it is not significantly different in its approach from the first appraisal study. As a matter of fact, the experience gained in the first appraisal study helped in focussing the key issues for the second study. The specific objectives of the study were:

- (i) to assess the impact of AECs by ascertaining changes in literacy levels, general knowledge and improvement in functional skills of the learner.
- (ii) to ascertain the socio-economic background of the learners, their reasons for attending the AECs and suggestions for improving their functioning.
- (iii) to determine the reasons for non-participation and discontinuing visits to AECs.
- (iv) to ascertain the views of the village elite and opinion leaders about functioning of AECs and their suggestions for improvement.
- (v) to ascertain the facilities available at AECs and to find out areas for improvement.
- (vi) to determine the socio-economic background of the instructors and their mode of selection.

* Summary by Anita, Diche, Formerly Consultant, Directorate of Adult Education, New Delhi.

(vii) to find out the training needs of the instructors

(viii) to ascertain the level of motivation of the instructors

(ix) to find out the instructors' views regarding the effectiveness of the centres and the suggestions to improve their functioning.

(x) to find out the supervisors' views regarding the functioning of centres and suggestions to improve and enhance their functioning.

(xi) to study the functioning of agencies, particularly on following aspects:

- a) staffing pattern
- b) mode of selection of instructors and supervisors
- c) training programme for instructors and supervisors
- d) the monitoring and reporting system
- e) future plans
- f) problems and suggestions.

(xii) to determine the method of organising and supervising the AECs by the District Adult Education Officers, and their problems and suggestions in this regard.

Methodology:

57 voluntary agencies were running adult education centres in Rajasthan in November, 1979, at the time of planning and 2nd appraisal of NSEP in the State. Of these, 7 agencies were covered in the first appraisal done in July-August, 1979. Hence, 50 agencies were studied in the second study. These agencies were spread over 20 districts of the State and were running about 1892 centres.

Considering the time limitation on one hand and reliability of data on the other, it was decided to divide the whole state into the following four working zones.

- I. Udaipur : Udaipur, Dungarpur, Banswara, Chittorgarh, Bhilwara
- II. Ajmer : Ajmer, Nagour, Pali
- III. Jaipur : Jaipur, Alwar, Sikar, Tonk, Jhunjunu, Sawai Madhopur, Bharatpur
- IV. Jodhpur : Jodhpur, Bikaner, Ganganagar, Jaisalmer, Barmer.

In the case of 6 districts (Jalor, Sirahi, Jhalawar, Bundi, Churu, and Kota) had no voluntary agency involved in NREP. The centres for these zones were selected keeping in view the possibility of getting help in selecting field investigators and supervisory staff. A large number of research investigators were recruited on the basis of some select criteria and trained.

Tools of Data Collection:

Following interview schedules were developed to collect the data from different categories of respondents:

1. Schedule for present learners (participants)
2. Schedule for potential learners (non-participants)
3. Schedule for drop-outs
4. Schedule for village elite
5. Instructor schedule
6. Supervisor schedule
7. Schedule for agency
8. District Adult Education Officer schedule
9. Observation form for the centres.

Of these, the first eight were filled in after interviewing concerned respondents while the last one was the record of observation made by the investigators at the centres.

Sampling Plan

With the constraint of time and man-power, it was not possible to go for a census approach. It was, therefore, decided to study 10% centres of each agency. On further enquiry, it came to the notice of the research team that some of the agencies were running only 30 or less centres. Hence the rule of 10% was revised to minimum of 3 centres per agency or 10% of the centres run by the agency, whichever was more.

At each centre, the number of respondents of different categories was as below:

- | | |
|---|---|
| i) Present learners (participants) | 5 |
| ii) Potential learners (non-participants) | 4 |
| iii) Drop-outs | 3 |
| iv) Village Elites | 3 |

The instructors of the selected centres automatically formed a part of the sample. For agency and supervisors, sampling was not done and all the concerned persons were contacted for the appraisal.

Similarly, it was also planned to contact all the District Adult Education Officers. At certain places, they were not available for discussions.

Sampling Procedure

For selecting the centres, all the concerned agencies were requested to send the list of centres run by them since the number of centres run by each agency was less except one which operates about 300 centres, the simple lottery system was adopted to have a random sample of centre. In this way 10% (with a minimum of three) centres per agency were selected. The list of selected centres was given to field investigators for data collection work.

Sampling of respondents at the centre level was done by the investigators by incidental selection technique. For participants and drop-outs, the investigators were asked to have a list from the instructors and select randomly or incidentally, whichever was convenient.

Findings:

The appraisal study was based on a study of 186 centres, 768 present learners (157 male and 251 female), 321 dropouts (215 male and 106 female), 464 potential learners (318 male and 146 female), 555 village elites, 184 instructors (138 male and 46 female), 53 supervisors, and 15 District Adult Education Officers. The significant findings are reported below:

Present Learners

1. The average age of present learners was about 21 years. It was a little higher for men than for women. Most of the women learners belonged to the age-group of 15-20 while men belonged to 15-30.
2. Though most of them were from higher/dominant castes yet a good number of them also belonged to Scheduled Castes and Scheduled Tribes. The proportion of higher castes was more among women than men.
3. About-2/3 respondents were of farming background. The sample, however, also represented other occupations such as farm-labour, labour, trade, artisan, service etc.
4. About 90% respondents were illiterate at the time of joining AEC. The rest of them were either able to sign or had some education.
5. The instructor had been the main source of information and motivation to the learners. Next to the instructor, neighbours and friends and family members were a source of motivation.
6. To be able to read and write, to learn to sign and to maintain accounts were the three main reasons for attending classes.
7. The data revealed that most of them could read, write and count satisfactorily. The performance was somewhat better among men than women.

8. Some other areas, besides 3 R's had been dealt with by some instructors. Agriculture was reported by some learners (11.85%), followed by Animal Husbandry (8.38%).
9. Agriculture, Animal Husbandry, Health & Hygiene, Banking and Panchayats were the main areas in which the male learners desired to have some information.
10. The women respondents expressed the desire to have classes in sewing and knitting, Home Management, Child Care and Management, Health and Hygiene, and Agriculture.
11. Many (about 60%) respondents reported that they did Bhajans, Kirtans, etc. as recreational activities.
12. Film shows were shown only at a few centres.
13. Lack of proper arrangement for seating, lighting, and drinking water were the main problems.
14. Besides proper arrangement of seating, light and drinking water, other important suggestions were to provide facilities for recreational activities, teaching on functional aspects and more teaching - learning materials.

Drop-outs

1. Most of the drop-outs in the sample were from higher castes. The proportion was more among women (66.04%) than men (42.33%).
2. Most of them also belonged to farming profession.
3. Maximum drop-outs were in the age group of 15-20 followed by 20-25 & 25-30.
4. Most of them left classes after one month. Almost all (about 90%) stopped attending classes by the end of the fourth month.

5. The reasons for attending the classes were the same as those mentioned by the present learners.
6. The male respondents reported that the main reasons for dropping out were fatigue after a hard day's work, family and/or occupational pressure, and migration to neighbouring villages for jobs. On the other hand, main reasons given by women were marriage, domestic work and fatigue.
7. The important suggestions were to have proper arrangements for lighting, seating & drinking water, facilities for games and recreation, etc. Women, however, also needed the permission from the family to come to the centre.

Potential Learners

1. Most of them were willing to join the classes.
2. The major obstacle in their joining the centre was the lack of time due to family and/or occupational work. Other important factors were temporary migration to other villages, family problems, lack of interest, no companion and no benefit from attending classes.
3. In general, the important suggestions related to proper arrangements for lighting, seating, drinking water, arrangements and provision of some recreational activities at the Centres, provision of loan/subsidy, and teaching on functional aspects such as agricultural cues, animal husbandry, knitting etc.

Village Elite

1. Of the 555 interviewed, most of them were farmers, belonged to higher castes, and were illiterate or educated upto Vth Class.
2. Almost all of them were aware of the existence of the Centre in their village and many (about 90%) had also seen classes being held.

3. Almost everyone considered the performance of Centres either satisfactory or very satisfactory.
4. Many of them confirmed that they had been consulted before the programme was started in their village and also in selecting the site for the Centre.
5. They suggested the need to have proper lighting and seating arrangements, as also recreational facilities in the centres. They felt that areas of professional and general interest needed to be dealt with.
6. They also desired that the rate of honorarium to instructors should be raised.

Instructors

1. Most of the instructors were young (age-group 20 to 30). The average age of women instructors was somewhat higher (29.48) than that of men (23.04).
2. Majority of them were educated either upto VIII or X class only. About 75% instructors were matriculate or below matriculation. About 10% were either graduate or post graduate.
3. The main occupation of the instructors was farming. Some of them were also teachers.
4. Most of them were from the same village. About 80% of the outsiders also stayed in the same village.
5. The instructors were motivated by the values of serving the society, and of raising the standard of education. Some of them also very frankly expressed that they had been doing the job for additional income.
6. Most of them had a very favourable attitude towards their work and wished to continue in the future.

7. However, despite their interest in the work, about 80% of them felt that the present rate of honorarium was insufficient.
8. They were not selected through a uniform procedure. The most common procedure was the selection of the candidate by the agency on the basis of merit and recommendation of local village heads.
9. About 70% instructors reported that they had undergone training of different durations. Most of them received training for 7-8 days. About 18% instructors had not received any training. The percentage was more in case of female instructors (28.26) than in case of males (15.50).
10. The training helped them mainly in acquiring teaching pedagogy and knowing about adult education.
11. Most of them expressed that they needed to pay more attention to the functional aspects of the programme.
12. They wanted that the training should be practical and the duration should be longer. Another important suggestion was that TA & DA should be paid to them during training.
13. About 50% of them reported that they had some recreational activities at the Centre.
14. Almost all of them had been doing bhajans, kirtans, etc., either weekly or occasionally.
15. Supervisors mainly helped them by delivering some talks and/or providing information on various subjects.
16. Most of them felt that the performance of teaching alphabets and counting had been satisfactory.

17. Their major problems were inadequate seating and lighting facilities. They also expressed dissatisfaction with the present rate of honorarium.
18. Besides proper facilities for lighting, seating, drinking water, recreational activities, and more honorarium, they also suggested that teaching-learning material should be supplied on time, and the best centre of the agency should be given an award.

Supervisors

1. Majority of the supervisors were either in the 21-30 or 51-60 age-groups.
2. Most of them were either graduates (about 50%) or post-graduates (about 40%).
3. Approximately half of them had attended a training programme of 10-11 days duration. Some of them (13.21%) had not attended any training or only of 2 days duration (18.86%).
4. About 40% of them were retired teachers. Approximately 25% were engaged in farming.
5. There was a wide heterogeneity in the sample with regard to experience as Supervisor. Many of them (about 65%) had worked for seven months or more.
6. Most of them had been able to visit 4-5 centres per week.
7. Cooperation from other departments was reported by some supervisors only. They had been seeking help mainly from Vikas Samitis for Agril. Ext. Officer, Health, and Animal Husbandry Departments.
8. By and large, they were satisfied with the performance of most of the centres supervised by them.
9. Lack of conveyance, inadequate TA, and problem of safety/security on night work were the main problems faced in the supervision work. Accordingly they

suggested that each supervisor should be provided motor-cycle or given a loan for the same. The amount for TA should be increased and area for supervision should be reduced.

Major problems in running the Centres effectively were non-availability of kerosene oil, and lack of arrangements for sitting and recreational activities. They also felt that the rate of honorarium to instructors was inadequate.

11. They suggested that there should be proper arrangements for lighting, seating and recreational activities. The rate of honorarium should be increased and teaching-learning material should be made available on time.

District Adult Education Officers

1. Major problems perceived by them were lack of interest among people in adult education, problem of conveyance for supervision and non-availability of suitable instructors, particularly for Centres for women.
2. They wanted active support from District Magistrate to get help from other Development Departments. Other important suggestions were provision of recreational facilities at the centres, education on functional and practical aspects and conveyance for supervisors.

Centres

1. Most of the centres had no seating facility for the learners as well as for the instructors.
2. All the centres had black-boards. Most of them had rolling-boards instead of cement or wooden.
3. At about 60% of the Centres, there were no charts. About 30% had only 1 or 2 charts.

4. Though most of the Centres had one or the other means of lighting but due to shortage of kerosene oil, they were unable to use it.
5. On an average, one out of every three Centres had no drinking water arrangement.
6. Many villages, in which the Centres were working, had either primary or high schools, and were connected by road and/or rail.
7. About half of them had no medical facilities.

Recommendations

The appraisal study revealed that, by and large, NSEP in Rajasthan was running satisfactorily. Some recommendations have been made by the researchers for further improvement of the programme.

(1) Since the instructor plays a pivotal role in the implementation of NSEP, their recruitment and training needed special attention. Retired teacher or local educated youth could be given preference in recruitment. The minimum qualification should be matriculation. He/She should be a resident of the same village, should be preferably from the same socio-cultural background as the learner and should undergo a job-oriented training as a pre-requisite for starting the work. There should also be provision of short inservice training that should have practical orientation.

(2) AEC should be centrally located, should be run preferably in schools or at any other public building such as Panchayat, Chaupal, Dharmshala, etc.

(3) While selecting Supervisors, preference should be given to mature persons with BA or equivalent or higher education, with experience of teaching and/or educational administration. Orientation training should be a pre-requisite for the job.

(4) The agencies should note the following considerations in selecting villages for starting centres:

- (i) Villages with high rates of illiteracy.
- (ii) interest on the part of the villagers in starting a centre
- (iii) availability of suitable site for the centre
- (iv) interior and backward area
- (v) villages located in a contiguous area
- (vi) assured cooperation of the village 'head'

These and other recommendations would ensure better functioning of the programme.

(5) Steps should be taken to either constitute or revitalise the District Adult Education Advisory Committees in each district to ensure effective participation of development departments in adult education.

(6) The study showed that the main thrust of the programme was on teaching alphabets and counting. Corrective measures needed to be taken to ensure adequate emphasis on 'functionality' and 'awareness' components of the programme.

(7) A single primer was not able to cater to the interests and needs of a heterogeneous group. New primers needed to be developed that also took into consideration the regional and socio-cultural variations.

(8) Immediate steps needed to be taken to improve the quality of training of the instructors as well as of supervisors. The training strategy also needed to be revamped.

(9) Rewards and incentives could well be used to improve the involvement of N/AEP functionaries by instituting different rewards at various levels.

(10) Periodic meetings could be held between project personnel and agency representatives at State Level, to discuss problems and issues of common interest.

(11) The follow-up programme needed to be taken up immediately.

In the preface to the study, the senior author of the study, DM Pestonjee says, "the report mainly provides an insight into the problems and functioning of the MSEP in Rajasthan. It is our fond hope to take it back to the field and discuss its findings with those who are the supposed beneficiaries of MSEP". If this materializes, the appraisal study will have well served its purpose.

NATIONAL ADULT EDUCATION PROGRAMME: AN APPRAISAL OF
THE ROLE OF VOLUNTARY AGENCIES IN TAMIL NADU by K.
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Studies Madras*

I. Objectives.

Madras Institute of Development Studies, Madras, conducted the first quick appraisal of the adult education programme organised by 31 voluntary agencies in Tamil Nadu. The main objective of this study was to be the first step in the continuing efforts to ascertain the extent of achievement of the set objectives of the programme, the cost effectiveness of the programme, strengths and weaknesses of the programme implementation and possible future strategies for action and research.

II. Methodology:

2287 adult education centres organised by 31 voluntary agencies in Tamil Nadu constituted the universe of the sample of 100 AECs drawn for this appraisal. Seven voluntary agencies which accounted for more than 60% of the total centres formed one group and the other agencies were considered as second group. Other characteristics on which stratified sampling of AECs was drawn were:

- The completed centres and current centres;
- Distribution of centres by sex - centres exclusively for women, exclusively for men, and for both men and women.

In all, 97 sampled AECs were covered - 50 belonging to seven large voluntary agencies and 47 to small voluntary agencies. Fifty-eight centres had completed the programme and 39 were currently in operation. The sample was about four per cent of the universe. Self-administered questionnaires, guided interviews and informal discussions were the tools for collecting information.

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adults who had attended or were attending AECs, 85
 who had dropped out, 97 illiterates who did
 not join the AECs and 97 instructors of AECs
 on the basis of a multi-stage stratified random
 sample were interviewed by the investigators.

1.1. Findings

(a) Voluntary agencies:

Many agencies with long years of service
 behind them, had been approved, while quite
 a good number of agencies formed on the eve
 of the launching of the programme had also
 been approved for assistance. Government had
 taken more than a year to sanction funds
 to voluntary agencies in several cases.
 The efforts of these agencies were not
 adequately supported by the development
 agencies of the government.

Project Officers and Supervisors of the
 voluntary agencies concentrated on literacy
 aspects of adult education.

(b) Background of Instructors/Animators:

Of the 97 animators, 45 were male and
 52 were female. Nearly three quarter of
 the animators interviewed had been educated
 upto secondary school level 17% of the
 animators were school teachers. Occupation
 of 14% of them was either agriculture or
 business. About one third of the animators
 were unemployed. Eightysix per cent of the
 animators were trained for adult education
 work and 34% of the animators hailed from the
 community where the AEC was located.

The most often cited reason for involvement
 of animators in the programme was their
 desire to reduce illiteracy. Functionality
 and awareness aspects seemed to assume less
 importance in the minds of the animators.
 Nearly 90% of the animators interviewed
 wanted the honorarium to be increased to
 Rs. 100/- or more. About 40% of the animators
 conceded that they would give up their

responsibility ever before the completion of the programme if it became necessary to do so in order to do a better job or for any other personal reason.

(c) Functioning of AECs

Fifty-eight of the 97 sampled AECs had ceased functioning after completing the 10-month programme and funds were not available for the starting of new batches or for post-literacy programme. Of the remaining 39 AECs, 22 could be observed while conducting classes. Ten remained closed for quite some time and seven did not function on the day investigators visited them. Some of these when visited again were not found to be functioning. Of the 17 AECs which were not found to be functioning, 11 were located in Madras city.

- Nineteen per cent of the AECs were located in animators house, 27% in village school premises and 40% in public places.
- Twentysix per cent of the AECs were organised in open space. Investigators felt that lighting was inadequate in a majority of the centres visited by them. Fortyone per cent of the AECs depended on hurricane lamps for lighting. 45% had electric lighting.

(d) Learners' enrolment, attendance, achievement etc.

- Mean enrolment rate per centre was 21.

Dropout rate was 30% for centres which had completed the programme and 9% for the centres which were continuing.

Forty-nine per cent of the learners were of the age group of 15-35 years. Nearly 50% of them were of the age group 15-19 years. Sixty per cent of the learners were unmarried. Fifty-six per cent of the learners were unskilled workers, 22% skilled workers and mothers. 10% were agriculturists. Nearly fifty per cent of the adult learners had attended schools for some time in their

childhood but had become practically illiterate. Sixty-two per cent of the learners interviewed belonged to scheduled castes/scheduled tribe groups.

- Only twentyseven per cent of the learners joined the adult education centres on their own initiative.
- Mean attendance on the day of visit AECs was 18. Although the investigators visited unannounced, there were many instances where the centre functioning began after the investigator established contact with the animators.
- A significant proportion of the learners who had completed (or about to complete) the prescribed 10-month programme did not want even to attempt the simple tests and conceded that they had not acquired enough skills to be tested on.
- Only fourteen per cent of the learners who had completed the programme could read fluently. Another fortyfour per cent could read with difficulty. From amongst the learners of AECs currently functioning only eight per cent could read fluently. Twentysix per cent of those who had completed the programme could write correctly more than sixty per cent of the words dictated to them. Most of the learners fared only moderately. School dropouts seem to have fared better than the illiterates.
- Efforts towards incorporating the functionality component in literacy as well as efforts for creating social awareness were negligible.

IV. Conclusions and suggestions:

- It is too early to assess the impact of the programme in terms of the social change it is expected to bring about in the long run.
- While, almost all learners acquired the ability to sign their own names, only a very small percentage acquired literacy

that can be considered useful and capable of retention. On an average, four learners per centre became adequately literate.

- Lack of motivation on the part of adult illiterates is a serious impediment to achieving the objectives of NAEP.
- Animators and supervisors of the voluntary agencies implementing the programme do not seem to be equipped either by personal attitude or by the training given to them to play the role of a committed development worker.
- The bureaucratic delays involved in approving the agencies for financial assistance and disbursing the funds seem to have dampened the enthusiasm of the voluntary agencies and their personnel considerably.
- The programme implementation so far should be considered useful more from the point of view of understanding the dynamics of adult education rather than for the impact of adult illiterates.
- Financial resources ought to be stepped up significantly, not only for implementation of the programme but also for research and evaluation on a concurrent basis so that the most effective strategies will be developed within the first few years and the programme can then become truly a mass movement.

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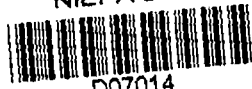
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