



GOVERNMENT OF ORISSA

A
REPORT
ON THE EVALUATION OF
NATIONAL ADULT EDUCATION PROGRAMME
IN ORISSA
1986

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STATE PLANNING MACHINERY
ANNING & CO-ORDINATION DEPARTMENT
ORISSA, BHUBANESWAR

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Sub. Director Systems Unit,
National Institute of Educational
Planning and Administration
174, Barakhamba Marg New Delhi-110016
DCC. No. D-4430
Date..... 28/9/88

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CHAPTER-I

OBJECTIVES AND METHODOLOGY

1.1. *Introduction* — 1.1.1. Eradication of mass illiteracy is of vital importance in a country like India where the people are steeped in superstitions and conventions which have a consequential adverse effect on the overall development of the individual and the society as a whole. Education is considered to be a powerful tool for bringing about radical changes in the social economic, cultural and political life of the people. Since mass illiteracy has been one of the major constraints in the process, in order to remove it and make the illiterate adults literate and educated about the latest developmental strategy, a National Programme for education of illiterate adults has been undertaken.

1.1.2. The 1981 Census data reveals that 64 per cent of the Country's population are illiterate. The corresponding rate of illiteracy for Orissa is 60 per cent. Due emphasis has therefore been given in our Plans for eradication of mass illiteracy through programmes like universalisation of elementary education and promotion of adult education for those who missed the schooling or dropped out from the schools in early stages.

1.1.3. The National Adult Education Programme (N. A. E. P.) has been introduced in the country in the year 1978-79 with the object of making all illiterate adult population in the age-group of 15—35 years literate. This is a complementary programme to universalise elementary education and forms a part of the minimum Needs Programme. The Programme not only aims at teaching the illiterate adults how to read and write but also aims at educating them on their environment and make them aware of various developmental programmes going around them so that they can actively participate in the programmes to get the benefits. In this attempt the main thrust of the Programme is to sharpen their skills in different professional pursuits. The strategy of the adult education programme thus is to help the illiterate adults in acquiring conscientisation and vocationalisation apart from literacy and numeracy.

1.2. *Aims and Objectives of the N. A. E. P. as envisaged in the National Policy*—1.2.1. The aims and objectives of the programme in brief are—

- (i) to impart Literacy skill,
- (ii) to upgrade the functional skills and
- (iii) to generate awareness among the rural illiterate so that they can actively participate in various developmental activities and can take full advantage of different Government schemes which are being implemented to uplift their socio-economic condition.

1.2.2. The Adult Education Programme in the State is in operation purely on a functional basis since 1978-79. The Centres started functioning from 2nd October, 1978. It has been identified through a survey that there were about 55 lakhs of adults in the age group of 15—35 years who formed the target group. The programme, therefore, aims at bringing the entire population in the target group into its fold.

1.3. *Need for Evaluation* —1.3.1. The committee set up for reviewing the performance of the Adult Education Programme in the State felt that the programme should be evaluated to know the extent to which it has achieved its objectives. The task of evaluation of the programme has been entrusted to the Evaluation wing of the Planning Machinery in the Planning & Co-ordination Department.

1.4. *Problem Statement*—

- (i) Whether the programme is executed in the field as per specified guidelines.
- (ii) Whether the implementation of the programme has resulted in making the illiterate rural adults sufficiently literate and in making them to develop adequate functional skills and helped them in improving their economic levels.
- (iii) Whether the programme helped the learners in changing their behavioural attitude towards village development activities and whether they have taken active participation in the village development and social activities.
- (iv) Whether the role of private Voluntary Organisations, Nehru Yubak Kendras, N. S. S. Wings of Universities/Colleges in the State associated with the N. A. E. Programme has been successful in the spread of adult literacy.

1.5. Objectives of Evaluation of the Programme -The objectives are to assess—

- (i) The Operational bottlenecks in execution of the programme,
- (ii) The extent to which it has succeeded in covering the target groups under the programme
- (iii) The perceptions and reactions of the beneficiaries towards the programme.
- (iv) To study the impact of the literacy functionality and awareness on Socio-economic status of the beneficiaries,
- (v) To study the working of the running Adult Education Centres organised by the State Government and by the Voluntary Organisations, Nehru Yubak Kendras and N. S. S. Wings of Universities/ Colleges in the State and
- (vi) To assess the role of the Voluntary Organisations in the spread of adult literacy.

1.6. Technical Programme : -1.6.1. *Coverage* -Besides covering the Adult Education Centres organised by the State Education Department, the Centres organised by different Voluntary Organisations, Nehru Yubak Kendras and N. S. S. Wings of Universities and Colleges have also been included under the scope of evaluation.

1.6.2. *Sampling Design* : -A stratified 4 stage sampling design has been adopted for selection of districts, blocks, adult education centres and learners. Districts and Blocks formed the first and second stage sampling units whereas centres and learners constituted the sampling units at the third and fourth stages.

1.6.3. The National Adult Education Programme has started functioning in the State from October, 1978. For the purpose of evaluation, centres organised during the years 1978-79, 1979-80 and 1980-81 have been considered. Besides, some running centres of 1983-84 were covered for identifying problems by spot checks.

1.6.4. *Selection of Districts*- Districts have been first stratified according to Revenue Divisions and percentage of literacy (according to 1981 Census). From each Revenue Division two districts have been selected, one having the highest percentage of literacy and the other having the longest percentage of literacy. The following six districts have been selected according to the above criterion.

Revenue Division	Districts selected
Northern	1. Dhenkanal 2. Bolangir
Central	3. Puri 4. Mayurbhanj
Southern	5. Ganjam 6. Koraput

1.6.5. *Selection of Blocks* -A total of 133 blocks in the State have been covered under the programme by the end of 1981. For the purpose of evaluation three blocks per district have been selected following simple random sampling (S. R. S.) procedure. A total number of 18 blocks have thus been selected from the six districts.

1.6.6. For selection of centres in the blocks two categories of adult education centres were considered. The first category of centres included those which had completed the full 10 months course (completed centres) and then closed and the second category of centres were those which were running during the year 1983-84 (running centres). Since the field survey was conducted during the year 1983-84, it was intended to assess the performance of the running centres besides completed centres. The field survey was taken up in two phases. Completed centres were covered in the first phase study and running centres were taken up in the second phase study.

1.7. The procedure of selection of completed and running centres is as follows:—

1.7.1. Selection of Adult Education Centres—

(A) *Completed Centres*-For the purpose of evaluation, four completed centres per selected block have been chosen with at least one Woman Centre, provided Woman Centres were organised in the selected block. The selection of centres has been made following S. R. S. Procedure. Thus a total number of 72 completed centres from the 18 blocks have been selected for evaluation.

1.7.2. *Learner Selection*—From each selected completed centre, 10 adults who had completed the course in the A. E. centres during the years from 1978-79 to 1980-81 were selected by S. R. S. method to assess the impact of the programme. A total number of 720 adults were thus selected from the 72 centres covering 18 blocks.

1.7.3. *Potential Learner (Control-Group) election*—In order to know the views of the potential learners about the programme and to assess the relative benefits and impact of the programme on them five potential learners were selected by S. R. S. method from each selected completed centre. Thus a total number of 360 potential learners were also selected from the 72 selected completed centres.

1.7.4. (B) *Running Centres*—The centres which have been functioning during the year 1983-84 have been taken for the purpose. From the list of running centres of 1983-84 collected from the office of the Project Officers of the Rural Functional Literacy Programme of the six selected districts, 60 running Centres at the rate of 10 centres from each district were selected following S. R. S. procedure.

1.7.5. Besides, in order to know the views of the knowledgeable persons on the working of the Adult Education Centres, two non-official members of the District Adult Education Board in each district, two non-official members of the Block Level Adult Education Board from each selected block and two knowledgeable persons of the village/area of each selected centre were selected. Thus a total number of 12 knowledgeable persons at the district level, 36 persons at the block level and 144 persons at the centre level were selected for interview.

1.7.6. With a view to assessing the performance of the A. E. Centres organised by different Voluntary Organisations, Nehru Yubak Kendras and by the N. S. S. Wings of the Universities and Colleges in the State, a few A. E. Centres organised by them during the years 1978-79 to 1980-81 have also been covered in the present study. There were 21 Voluntary Organisations and 10 Nehru Yubak Kendras functioning in the State during the reference years. Besides, 27 Colleges in the State had also organised A. E. Centres during the above period. The number of organisations selected for evaluation from each of the three categories is as follows—

Type of Organisation	No. of Organisations functioning	No. of Organisations selected for Evaluation
1. Private Voluntary Organisation	21	2
2. Nehru Yubak Kendras	10	2
3. N. S. S. Wings of Universities and Colleges	27	4
Total	58	8

1.7.7. Thus 8 Organisations were selected for the purpose of evaluation. From each selected organisation, 2 Adult Education Centres (One male and one Woman Centre, provided Women Centres were organised, which had completed the full course of 10 months) were chosen following S. R. S. procedure. From each Centre again 10 learners and 5 potential learners were selected. Thus a total number of 160 learners and 80 potential learners were selected for interview from the 16 selected centres set up by Voluntary Organisation.

1.7.8. In addition to the above, six running centres of private Voluntary Organisations, Nehru Yubak Kendras and those Organised by the N.S.S. Wings of Universities and Colleges have also been included under the scope of the study.

1.7.9. *Private Voluntary Organisations*—There were 21 Private Voluntary Organisations which were associated with the Adult Education Programme in the State and functioning during the year 1983-84. Out of them 2 Organisations were selected at random.

1.7.10. *Nehru Yubak Kendras*—Out of 10 Nehru Yubak Kendras (N.Y.Ks) functioning in the State, 9 N.Y.Ks had organised Adult Education Centres in the State during the year 1983-84. Out of them 2 N.Y.Ks functioning in Keonjhar and Mayurbhanj districts were selected by random method. But it was found that in Mayurbhanj district, there were no running adult education centres for 1983-84. As such, only N.Y.K., Keonjhar was ultimately covered under the study.

1.7.11. *Universities/Colleges*—In addition to private Voluntary Organisations and Nehru Yubak Kendras, the N.S.S. wings of the Universities and Colleges in the State are also associated with the adult education Programme. Though attempts were made to collect the list of running centres organised by Universities/Colleges during the year 1983-84, such lists were available only in respect of Sambalpur University. Bonaigarh and Sundargarh Colleges of Sambalpur University had organised A.E. Centres during the year 1983-84 through U.G.C. grants. Out of these two colleges, Sundargarh college was selected.

1.7.12. From the two selected Private Voluntary Organisations, one Nehru Yubak Kendra and from Sundargarh College, 2 centres were selected with at least one woman Centre provided woman Centres were organised. The selection had been made by random sampling method.

1.8. *Tools Of Data Collection*—1.8.1. Required information for the study was collected through the following Schedules.

A. Tools For Completed Centres—

Schedule No.1	Information from the Director of Elementary and Adult Education
Schedule No.2	Information at Project Office Level
Schedule No.3	Information at Adult Education Centre Level
Schedule No.4	Information from Beneficiary (Learner)
Schedule No.5	Information from Potential Learner
Schedule No.6	Opinions of the Knowledgeable persons of the locality on the working of the Programme
Schedule No.7	Information on the working of the Voluntary Organisations.

B. Tools For Running Centres— Schedule No.8—Schedule for the Running Centre.

1.8.2. Besides, qualitative information on the working of the Adult Education Centres has also been collected by the Investigators and by the Officers in the form of tour notes through discussions with different persons at district, block and village levels who were associated with the execution of the programme. The information thus collected has been utilised in the analysis of the report.

1.9. *Reference Period*—1.9.1. The reference period for collection of information in Schedule Nos.1 and 2 was 1978-79 to 1981-82 and the reference period for Schedule No.3 was 1978-79 to 1980-81. In Schedule Nos. 4, 5 and 6 i.e., the learner Schedule, the Potential Learner Schedule and the Schedule for the knowledgeable Persons, information was collected as on the date of enquiry. The reference period for information in Schedule No.7 i.e., for voluntary Organisations was 1978-79 to 1980-81.

1.9.2. The information for the running Centres related to the date of enquiry.

1.10. *Limitations of data*—1.10.1. Due to field problems and due to non-availability of respondents during field visits all the required sampling units could not be covered for the study. Out of 880 learners required to be contacted from the 88 sample centres organised by the State Government and by the Voluntary Organisations, 18 learners (i.e. 2.04%) could not be contacted by the Investigators during field visits due to their absence from their places. All the 18 were women learners and they left the place after their marriage. No substitute could also be taken as other women learners were also not available in their villages for the same reason.

1.10.2. Out of 192 knowledgeable persons required to be interviewed, one knowledgeable person could not be contacted due to his absence in the place of interview inspite of repeated visits to him.

1.10.3. One running centre out of 60 running centres of State Government selected for the study could not be visited due to its inaccessibility during survey period.

1.10.4. Even though it was intended to include running centres from two Nehru Yubak Kendras (N. Y. K.) only one N. Y. K. at Keonjhar was covered and two centres were selected for study from this N. Y. K. The remaining N. Y. K. at Mayurbhanj could not be covered as no centre was opened by the Nehru Yubak Kendra in Mayurbhanj during the reference year 1983-84.

110 5. Similarly, though it was intended to include the centres for 1983-84 organised by N. S. S. wings of all the four Universities and their affiliated colleges in the State, except Sampalpur University, no other University had reported the running centres list for the year 1983-84. Hence out of two colleges viz., Bonaigarh and Sundargarh of Sambalpur University where centres were opened during 1983-84, one college viz. Sundargarh was selected for study of the running centres. But subsequently it was found that the centres opened during the year 1983-84 by Sundargarh College had completed their session by April 1984 and there were no running centres for the rest of the period in the year 1983-84. By the time, the field survey of running centres was organised there were no running centres of this college. As a result running centres from this college could not be covered under the study. Thus in all 6 running centres from 3 Voluntary Organisations could be covered for the study.

111. *Structure of the Report*- 111.1. This report presents the results of the study in six Chapters. The First Chapter is introductory which gives the background of National Adult Education programme its concept, policy, aims, need or evaluation problem statement objectives for evaluation, methodology, tools of observation etc. Organisational pattern and performance of the programme in the State, working of different Committees and Boards, curriculum, working of production cell, publicity and audio-visual units etc. are discussed in Chapter 2. Chapter 3 presents the working of Centres (Completed and running), including enrolments, timings, sitting arrangements and light facilities, supply of reading and writing materials, honorarium to instructors, literacy tests conducted etc. In case of running Centres, number of Centres found physically functioning on the date of visit to the centres is also presented. The detailed impact of the programme on the learners and potential learners is analysed in Chapter 4 of the Report which also analysis arrangements and facilities of centres and the extent to which the objectives have been fulfilled.

111.2. Besides presenting the perceptions and reactions of the learners and potential learners towards Adult Education Programme, the views and suggestions of the knowledgeable persons of the villages about the performance of the programme in their area is also analysed in Chapter 4. The performance including the financial provisions and expenditure and physical targets and achievements, staff position, curriculum, supervision, availability of reading and writing materials publicity and audio-visual equipments etc. reactions and problems of different private Voluntary Organisations, Nehru Yubak Kendras, and the N. S. S. Wings of the Universities and Colleges associated with the programme is analysed in chapter Five. Finally, summary of findings and recommendations are presented in the Sixth Chapter.

CHAPTER II

Organisation and performance of the programme 2.1. *Organisations*—2.1.1. Though National Adult Education Programme was introduced in the State in October, 1978 it actually started functioning from January, 1979. It is being operated both in the Central and State Plan sectors and is administered by the State Education & Youth Services Department.

2.1.2. The Director of Adult Education looks after the implementation of the programme at the highest level. At the district level there is one project officer who executes the programme with the help of one District Organiser and other supporting staff. The Project Officer (P. O.) is responsible for organising adult education centres in the project area. The Centres are supervised by the P. O. and the District Organiser of Adult Education (D. O. A. E.) in addition to the supervisor who is directly in charge of supervision of 30 adult literacy Centres.

2.1.3. The Instructors of the Centres are appointed mostly from among the primary school teachers, local unemployed youths, retired government servants etc. The Centres are located either in the primary school building or in the house of the learners or the instructor or in any central place of the village found convenient to the learners. The instructors are paid an honorarium of Rs. 50 per month. The duration of the course is 10 months and the intake capacity of each Centre is 30 adults.

2.1.4. The study materials required for organising the Centres are met out of funds provided under the programme. A contingency of Rs. 20 per month is provided to each Centre towards cost of Kerosine oil. The primers and the other follow up literatures are produced by the State Directorate of Adult Education and supplied to the Centres free of cost. Audio-visual services are provided by the audio-visual unit of the Directorate as well as by the Public Relation Officers of the State Government.

2.2. *Financial provision and expenditure*—2.2.1. The Rural functional Literacy programme is financed by Government of India. Required funds are met through Central and State Plan allocations. The expenditure is also met partly from the funds provided under State non-plan budget. Financial provision and expenditure under Adult Education programme in the State during the four years starting from the year 1978-79 to 1983-84 are presented in the Table 1 below.

Table No.1
Financial Provision and Expenditure under the Programme

Sector (1)	(Rs. in lakhs)					
	1978-79		1979-80		1980-81	
	Provision (2)	Expenditure (3)	Provision (4)	Expenditure (5)	Provision (6)	Expenditure (7)
Central Plan ..	11.95 (100.0)	11.21 (93.8)	36.16 (100.0)	33.41 (92.4)	48.78 (100.0)	45.16 (92.6)
State Plan ..	6.61 (100.0)	6.58 (99.5)	50.26 (100.0)	46.91 (93.3)	16.39 (100.0)	15.49 (94.5)
State Non-Plan ..	6.38 (100.0)	6.25 (98.0)	6.30 (100.0)	5.35 (84.9)	6.32 (100.0)	6.08 (96.2)
Total ..	24.94 (100.0)	24.04 (96.4)	92.72 (100.0)	85.67 (92.4)	71.49 (100.0)	66.73 (93.3)
	1981-82		1982-83		1983-84	
	Provision (8)	Expenditure (9)	Provision (10)	Expenditure (11)	Provision (12)	Expenditure (13)
	60.12 (100.0)	49.81 (82.9)	77.73 (100.0)	58.56 (75.5)	132.70 (100.0)	54.89 (41.4)
	8.48 (100.0)	8.57 (101.1)	3.11 (100.0)	2.68 (86.2)	16.19 (100.0)	11.87 (73.3)
	7.25 (100.0)	6.25 (86.2)	8.05 (100.0)	7.63 (94.8)	9.69 (100.0)	8.92 (92.1)
	75.85 (100.0)	64.63 (86.2)	88.89 (100.0)	68.87 (77.5)	158.58 (100.0)	75.68 (47.7)

(Figures in parenthesis indicate percentages)

2.2.2. It is seen from the above table that in none of the years, the funds provided under the programme were fully utilised. It is only in the year 1981-82 the expenditure under State Plan Sector exceeded the allotment slightly. Under utilisation of funds during these years was attributed to non-filling of the posts of supervisors and other staff at the project level. These posts have been filled up subsequently in the year 1983-84.

2.2.3. Director Adult Education in this connection suggests that State Government should provide adequate funds under the State budget as per the provision of Government of India under Central Plan during Seventh Plan period in order that every year 51.88 lakhs of illiterate adults could functionally be made literate to achieve the desired target by the year 1990.

2.3. Physical performance of the Programme

2.3.4. According to the guidelines of the programme 300 Adult Education Centres per district are required to be opened in each year and 9 000 illiterate adults are required to be made literate at the rate of 30 adults per Centre. The table 2 below gives the distribution of the number of centres opened and number of adults made literate during the years 1978-79 to 1983-84.

Table No. 2
Physical target and achievement under the Programme

Year	Number of centres proposed to be opened	Number of centres actually opened				Number of illiterate adults made literate (in 15-35 age group)		
		Male	Female	Combined	Total	Male	Female	Total
		3	4	5	6	7	8	9
1978-79	3,330 (100.0)	2,040	875	..	2,921 (87.7)	61,165 (70.5)	25,575 (29.5)	86,740 (100.0)
1979-80	8,895 (100.0)	5,904	2,671	..	8,575 (96.4)	112,229 (67.2)	54,763 (32.8)	166,992 (100.0)
1980-81	3,900 (100.0)	2,869	1,031	.	3,900 (100.0)	63,028 (74.0)	22,158 (26.0)	85,186 (100.0)
1981-82	3,900 (100.0)	2,660	1,229	11	3,900 (100.0)	58,642 (70.7)	24,269 (29.3)	82,911 (100.0)
1982-83	4,695 (100.0)	3,226	1,463	6	4,695 (100.0)	67,318 (67.5)	32,445 (32.5)	99,773 (100.0)
1983-84	4,900 (100.0)	2,826	2,041	33	4,900 (100.0)	63,151 (57.0)	47,705 (43.0)	110,856 (100.0)

(Figures in parenthesis indicate percentage)

2.3.2. During the first year there was marginal shortfall in achievement as compared to the target. But from the year 1980-81 onwards the target for centres was fully achieved. i.e. the number of centres opened and adults made literate was the highest for 1979-80. Combined Centres for male and female adults started functioning from the year 1981-82.

2.3.3. It is found that, of late, relatively more adult females are joining the programme. In 1983-84 female constituted as high as 43 per cent of total number of candidates.

2.4. Director of Adult Education feels that the present staff both in the Directorate and in the field is not adequate to cope up with the work load for implementation of the programme. No district office has been provided with staff under Central Plan as per the pattern of the scheme. All the Centres sanctioned under State Plan have also not been grouped project-wise i.e., 300 Centres per project. He therefore feels it necessary to provide required number of projects alongwith required staff for the continuing

Centres and for Centres to be opened in future. He suggested that the following additional staff should be provided under Central and State Plan for the Directorate as well as for the field offices for effective implementation of the programme.

Central Plan :	(1) Assistant Director (Voluntary Agency)	--	1
	(2) Accountant	--	1
	(3) Senior Assistant	--	1
State Plan :			
(A) Field	(B) Directorate		
Number of projects including the supervisors according to the number of Centres.	1. Deputy Director (Monitoring & Evaluation)	---	1
	2. Assistant Director (Monitoring & Evaluation)	---	1
	3. Accounts Officer (Adult Education)	---	1
	4. Senior Assistant	---	4
	5. Junior Assistant	---	4
	6. Typist	---	4
	7. Peon	---	6
	8. Head Typist	---	1
	9. Diarist	---	3
	10. Artist-cum-Photographer	---	1

2.5. Boards/Committees

2.5.1. Boards/Committees are formed at State, district and block levels to guide the executing officers at the periphery level and to formulate necessary action plans for successful implementation of the programme. A State Adult Education Board has been constituted with Minister, Education as the Chairman. This Board lays down policy guidelines, creates necessary environment for implementation of the programme and also makes periodical appraisal of the programme. It is observed that this Board met only once on the 8th June, 1978 during the four years i. e. 1978-79 to 1981-82 under study.

2.5.2. A Steering Committee with Chief Secretary as the Chairman had also been formed on the 20th April, 1978 to formulate the Plan of action of the programme, to ensure proper co-ordination between the development programmes and adult education, to monitor the programme and to advise the State Board. This Committee also met only once on the 4th November, 1978 during the four year reference period starting from the year 1978-79 to 1981-82. It is necessary that State Level Adult Education Board and the Steering Committee should meet at least once a year to review the performance of the programme and to suggest necessary corrective measures to remove the existing bottlenecks in the implementation of the programme.

2.5.3. In order to bring about proper co-ordination among various Government and non-Government agencies associated with the adult education programme and also to ensure proper implementation of the programme at all levels, District Adult Education Boards have been formed with Collector as Chairman and Project Officer, Rural Functional Literacy Programme as Convenor and various official and non official members and voluntary organisations as members. This Committee, besides co-ordinating the programme activities and exercising control over various voluntary organisations associated with the Programme, organises training programmes for instructors, Supervisors and for the Project Officers and makes periodical review of the progress of the Programme, sets out the problems confronting the programme from time to time and ensures proper utilisation of funds allotted for the programme. A copy of the Resolution of the Education and Youth Services Department, Government of Orissa, regarding establishment of District Adult Education Board is enclosed at Appendix-1.

2.5.4. The Board is required to meet once a month to review the progress of work of the programme in the district. In order to know the frequency of the meetings of the District Adult Education Board relevant information was collected from the office of the Project Officers of R.F.L.Ps. of the six surveyed districts. It is found that this Board met in 5 out of 6 surveyed districts. Besides, the meetings were very infrequent i.e.

only once in a year as against the prescription of meeting once a month. In Mayurbhanj district however, the Board met twice during the year 1979-80 and 1981-82 and thrice during the year 1980-81. In Ganjam district even though A.E. Centres were organised in the year 1978-79 the District Adult Education Board did not meet even once. This indicates that due importance is not being given to this programme for its successful implementation. The frequency distribution of the meetings of the District A.E. Board is presented in the Table-3 below.

Table No.3

Frequency distribution of the meetings of District A.E. Boards

Year	Number of districts in which meetings were held (out of 6 districts surveyed)				
	Once	Twice	Thrice	Not met at all	Total
(1)	(2)	(3)	(4)	(5)	(6)
1978-79	4	..	..	2	6
1979-80	5	1	..	..	6
1980-81	5	..	1	..	6
1981-82	5	1	..	..	6

2.5.5. The views of the Project Officers on the working of the District Adult Education Boards have been obtained. In the opinion of the four Project Officers, the Board is functioning smoothly. But one Project Officer felt that the Board should be given powers to appoint supervisory personnel and to supply learning materials to the Centres through the District Purchase Committee as the Central Purchase Committee is not able to supply required learning materials to the districts in time. In the opinion of another Project Officer, the District Adult Education Board is not effective in its functioning. The Board should meet at least once in three months every year to review the progress of implementation of the programme and assist in removing the gaps and bottlenecks in time. It is necessary that the District Adult Education Board should meet as frequently as possible in a year to review the progress of the programme to render necessary guidance and to remove obstacles standing on the way of execution of the programme for its smooth working.

2.5.6. Block Level Adult Education Boards are constituted with Block Development Officer as Chairman and all Block Level Extension Officers as the members. The Sub-Inspector of Schools acts as Secretary-cum-Convenor and the Social Education Organiser/Lady Social Education Organiser is the Joint Secretary of the Board. If the Adult Education Supervisor at Headquarters is available he acts as the Convenor in place of S.I. of Schools. The Block Level Committee is responsible for effective implementation of the programme at the Block level. The survey revealed that the Block Level Committees are not functioning effectively. 3 out of 6 Project Officers interviewed expressed this opinion.

2.5.7. The Block Level Officers are not taking adequate interest in the programme. This is mainly because of the fact that the post of Adult Education Supervisor was lying vacant during the period of study. In the absence of supervisor of the Centres the question of co-ordinating work at the Block level does not arise at all. The Block Level Officers are not able to practically supervise the adult education centres. Their inability to supervise the Centres is attributed to two factors i.e. (i) they are so much engaged in their own departmental activities, that they do not find time to supervise the A. E. Centres and (ii) this matter is not pursued by the Project Executing Authority at the district level through reminders for spot visits to blocks and by personal reports with the Block Level Personnel. However with the filling up of the posts of supervisors in the year 1984 co-ordination at the Block level has slightly improved. The supervisor who remains at the Block level will be able to ensure better participation of the Block level officers in the programme.

2.6. Procedure for Selection of Blocks, Village, Instructors and Adults under the programme—The criteria followed in the districts for selection of Blocks, villages, adult education centres, learners and instructors were as follow—

2.6.1. Selection of Blocks and villages:—In all the six districts, blocks and villages were selected following basically low percentage of literacy in the area or/and concentration of scheduled caste and tribe population. The basis of selection of blocks was decided in the meeting of District Adult Education Board. In the opinion of the Project Officers of 2 districts the existing criteria for selection of Blocks is creating

difficulties. They feel that the guidelines of Government of India for selecting compact areas is not strictly followed as a result of which difficulties are faced in organising centres scattered over large areas and at long distances. Supervision of the Centres, and organisation of training programmes for the Instructors, have also become difficult due to dispersed location of Centres. Selection of a larger number of blocks at a time for execution of the programme also creates problems in exercising supervision and control of the Centres. The Project Officers, therefore suggested that selection of compact areas consisting of two to three contiguous Blocks is necessary for effective organisation, supervision and efficient management of the programme.

2.6.2. *Selection of Centres*:—The criteria followed for organising Adult Education Centres are low literacy, availability of local part-time instructors, availability of potential illiterate adults in the area and concentration of Scheduled Castes and Scheduled Tribes. No difficulties were experienced by the Project Officers in organising the Centres following these criteria.

2.6.3. *Selection of Adults in the target group (learners)*:—No survey was practically under taken in any district to identify the potential adults in the villages. The learners are selected from among the illiterate adults in the age group of 15–35 years considering their aptitude to learn. Project Officers of 3 districts (out of 6 districts surveyed) report that they face difficulties in identifying and selecting the target groups. It was found that the eligible adults are not voluntarily coming forward for such education. The main obstacles for selection of target groups are engagements in economic activities to support the family and reluctance to participate in the programme after a days tiresome work, lack of adequate support from the parents, lack of proper motivation, local prejudices, interference of local leaders, none consideration of the aptitudinal and behavioural factors of the adults and cultural habits of the people.

2.6.4. *Selection of Instructors*:—The Instructors for the Centres are chosen from L. P./U. P. school teachers, Local educated unemployed youth, retired Government servants, school/college students, etc. The following Table gives the distribution of instructors chosen for the Centres during the years 1978-79 to 1981-82 in the six selected districts—

Table No. 4
Distribution of Instructors

Instructors chosen from	No. of Instructors			
	1978-79	1979-80	1980-81	1981-82
(1)	(2)	(3)	(4)	(5)
1. L.P/U.P.School teachers ..	111	1,009	741	559
2. Local educated unemployed youth ..	595	3,146	1,030	903
3. Retired Government servants ..	4	37	26	12
4. School/College students ..	5	6	3	..
5. Educated handicapped persons ..	..	..	..	5
6. Others (including V. L. Ws, Sevaks and G. P. Secretaries.	..	6	..	21
Total ..	715	4,204	1,800	1,500 +291* =1,791

*In case of Puri district, the break up of 291 Instructors not available.

It is seen that majority of the instructors were from local educated unemployed youths and L. P./U. P. School teachers, retired Government servants of the area have also shown interest to work as instructors to educate illiterate adults in a few areas.

2.6.5. The Project Officers of Koraput and Mayurbhanj districts reported that they face problems in getting instructors with requisite qualifications specially in tribal areas. The problem is more acute in getting female instructors. In the opinion of the Project Officers, the honorarium is not attractive and sufficient to lure the available persons having requisite qualifications in the tribal belt.

2.6.6. *Training of Instructors*: - The Instructors are imparted necessary training in the methods of teaching and on the course content meant for the learners. The training curriculum is prepared by the Production Cell of the Directorate of Adult Education. The period of training was one week only during the year 1978-79 to 1981-82. But the period has been increased to 21 days from the year 1982-83. The training programmes are organised at places convenient to the instructors. Usually Block headquarters and project headquarters are chosen for organising training programmes. In some cases the training programmes are also conducted in school building of some central village. The personnel who imparted training to the instructors include the Project Officer of the Rural Functional Literacy Programme, all block level and district level resource personnel of different Rural Development Programmes, S. I. and D. I. of Schools. In addition to these personnel, persons from other organisations involved in the spread of Adult Education Programme also participated in imparting training to the instructors. The instructors trained in Adult Education Programme during the years 1978-79 to 1981-82 in the 6 selected districts is presented in the following table.

Table No. 5
Distribution of Trained Instructors

District	1978-79	1979-80	1980-81	1981-82	Total
(1)	(2)	(3)	(4)	(5)	(6)
1. Balangir	92	536	300	300	1,228
2. Dhenkanal	130	665	300	300	1,395
3. Ganjam	93	865	300	300	1,558
4. Koraput	..	218	297	298	813
5. Mayurbhanj	150	915	300	300	1,665
6. Puri	250	675	300	291	1,516
Total	715	3,874	1,797	1,789	8,175

2.6.7. It was found that almost all the instructors received the training in adult education during all the years except a few who could not join the course due to late joining or serious illness during the period.

2.7. Production Cell

Reading and writing materials including primers, readers, follow up literature, charts, wall pictures and wall posters required for the centres are prepared in the Production Cell functioning in the Directorate of Adult Education. The State Resources Centre for Adult Education, Angul and District Level Resource units also produce teaching and learning materials required for the Centres. The Production Cell in the Directorate is composed of one Production Officer (gazetted), Writer-cum-Translator-one Clerk and other supporting staff.

This Cell also produces necessary materials for training of the Instructors of the Centres. Besides, the Cell is also engaged in the following activities connected with the promotion of N. A. E. Programme in the State.

- (i) This Cell draws the list of topics and talkers and submits it to All India Radio, Cuttack under farm home and Adult Education Programme and broadcast is conducted at regular intervals.
- (ii) Launches television programmes on Adult Education at times.
- (iii) Collects success stories on N. A. E. P. and gives broad publicity to motivate the learners.
- (iv) Articles written on dignitaries on Adult Education are given to the newspapers for wide publicity.

2.7.1. The Project Officers of the six selected districts when asked about their views on the adequacy of reading and writing materials supplied to them, four of them reported that the materials are supplied in adequate quantities and they do not face any problem in this regard. But the remaining two Project Officers felt that these materials are not received by them in time. The materials supplied at the beginning of the session are not adequate to start the programmes. Even though bulk supply is made subsequently, this does not serve much purpose at a later stage. To avoid this problem, it should be ensured that the learning materials are supplied to the districts in time and as per their requirement so that supply aspect should not form a hurdle in proper functioning of the Centres.

2.7.2. The Director, Adult Education suggests for strengthening the existing Production Cell in order to meet the requirement for preparation of primers in different dialects. This is considered necessary because women literacy workers are not available as per the need in some tribal pockets. It is becoming difficult to open 50% women centres in a project as per requirement in the absence of women instructors. Married educated women of the locality are not willing to join as Instructors. Educated ladies from other areas are willing to work as instructors in tribal areas provided they are given higher honorarium. There are several dialects in different regions of the State. It is difficult to bring the people of the said areas to the common fold of teaching. He therefore feels it necessary to strengthen the Production Cell of the Directorate to collect the manuscripts in local dialects and to prepare the primers in Oriya Script. The Director suggests for provision of required funds under State Plan budget for creation of necessary posts, etc. in order to achieve the target of the programme by 1990.

2.8. Audio-Visual Unit

The Audio-Visual Unit of the Directorate of Adult Education does the following functions:—

- (i) The audio-visual aids are sent to all districts of the State from time to time to motivate the illiterate adults by organising film shows, public fairs, group discussions, etc.
- (ii) Film strips are being displayed with motivation slogans and other success stories.
- (iii) Folk songs are collected and traditional folk media i.e. Palla, Daskathia, Jatra etc. are conducted from time to time with a message of promotion of Adult Education in the State.

2.8.1. When the Project Officers of the six sample districts were asked about their views on the adequacy of publicity and audio-visual measures in the districts, 5 of them reported that the measures taken are inadequate. The Project Officer, Puri however had organised audio-visual programmes in the district during the years 1978-79 to 1981-82 through the audio-visual unit available for the district under the programme. But in the other remote districts, the programme has been most inadequate and ineffective. No data by programme organised after 1981-82 are available. The number of programmes organised during the years 1978-79 to 1981-82 is given in the table below—

Year	No. of programmes organised
1978-89	25
1979-80	15
1980-81	24
1981-82	12

2.9 Curriculum

The curriculum required for training the Instructors as well as the illiterate adults in the Centres is designed by the Directorate of Adult Education. The 4 Project Officers felt that the existing curriculum for the instructors and learners need no change. The Project Officers of the remaining two districts felt that the existing curriculum should be modified. One Project Officer felt that the curriculum meant for adults should contain more on functional aspects of the programme. One Project Officer suggested that the curriculum should be prepared keeping in view the local needs of the people and should be written in the local language and script. Another Project Officer felt that it may not be practically possible to adhere to the curriculum designed by the Directorate strictly due to non-availability of adequate materials and suitable trainees.

2:10. Supervision of the Centres-

According to the guidelines of Government of India, the supervisors are to be appointed at the rate of one supervisor for every 30 literacy centres for effective supervision. Each supervisor is to get consolidated honorarium of Rs. 500 and fixed P. A. of Rs. 60 per month as envisaged in a Scheme.

2:10.1 It was found that even though the posts have been created those are kept un-filled from the year 1979 onwards. In the absence of supervisors in the districts during the reference years under study, viz., 1978-79 to 1981-82, the Project Officer, District organiser of Adult Education (D. O. A. E.), S. I. of Schools, B. D. O. and other block level extension personnel were supervising the Centres. But the supervision was not regular and effective. Even the Project Officer and the D. O. A. E. Who are directly responsible for the effective working the Centres could not supervise the Centres adequately. They could not cover all the Centres even atleast once in a year. The table No. 6 below given the frequency of visits made by the P. O. and D. O. A. E. of the R. F. I. P. during the years 1978-79 to 1981-82.

Table No. 6

Frequency of the visits of the Centres by the supervisory officers of the R. F. I. P. S.

Year	Project Officer				D. O. A. E.		
	No. of centres	Visited once	Visited more than once	Not visited at all	Visited once	Visited more than once	Not visited at all
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1978-79	623	315	201	107	181	83	359
	(100.0)	(50.6)	(32.2)	(17.2)	(29.1)	(13.3)	(57.6)
1979-80	3,668	870	553	2,245	643	360	2,665
	(100.0)	(23.7)	(15.1)	(61.2)	(17.5)	(9.8)	(72.7)
1980-81	1,800	801	338	661	246	162	1,392
	(100.0)	(44.5)	(18.8)	(36.7)	(13.7)	(9.0)	(77.3)
1981-82	1,800	726	379	695	463	584	753
	(100.0)	(40.3)	(21.1)	(38.6)	(25.7)	(32.5)	(41.8)

(Figures in paranthesis indicate percentages)

2:10.2. Neither the Project Officers nor the District Organisers of Adult Education could visit all the Centres Organised in their area. Over 60 per cent of the Centres were not supervised even once in the year 1979-80 by the P. Os. and D. O. A. Es. Less than half of the Centres could be visited at least once by the P. Os. and O. Es. except in the year 1978-79 when the Project Officers had visited half of the Centres at least once.

2:10.3. It is of course not practically possible for the Project Officers and District Organisers of Adult Education, to frequently supervise all the Centres in the district within the year. The B. D. Os. and the S. Is. of Schools could have been involved in the supervision of the Centres. In the absence of supervision it could not be known with certainty whether all the Centres were functioning properly or not within the period. However realising the unsatisfactory situation, the posts of Supervisors which were going vacant since 1979 were filled up since 1984, after which the situation has improved.

2.4. *Co-ordination* —2.4.1. The Adult Education includes educating the illiterate adults about the functional aspects to different rural development programmes in addition to teaching the 3 Rs. The functional aspects are to be taught by the resource personnel of the respective departments. All these resource personnel are required to be closely involved in imparting training to the Instructors and teaching the illiterate adults in the Centres. But it was understood that there does not exist any co-operation & co-ordination between different functionaries as a result of which the resource personnel are practically not taking any part in the programme at all. Therefore the functional aspect of the programme has been apparently fully neglected. It is a serious gap in the programme and effective co-ordination may be brought about by concerned Departments and agencies so as to make the programme effective.

2.4.2. The programme involves all Government agencies Nehru Yubak Kendras, Colleges, Universities and Voluntary Agencies. Hence in order to achieve the desired results out of the programme, the Project Officers should also maintain necessary report with all the agencies associated with the execution of the programme and collect necessary information about their functioning.

2.5. *Post Literacy Centres* —2.5.1. The programme also envisages opening of Post Literacy Centres in the villages where A. E. Centres were started and closed after completing full 10 months course. This is necessary to disseminate knowledge on higher functional skills to the adults who have undergone preliminary course in the adult education centres. The post literacy centres were not operated in the state till the end of the year 1982-83. From the year 1983-84 onwards such Centres at the rate of 100 per district have been sanctioned and it is reported that these Centres are now functioning in all the districts. However, the curriculum for the Centres and for the instructors have not yet been prepared. Consultations with Government of India are going on for finalisation of the curriculum. Director of Adult Education suggests for provision of necessary funds for post-literacy Centres under State Plan Budget in each year as per the requirement.

CHAPTER III

WORKING OF ADULT EDUCATION CENTRES

3. The success or failure of adult education programme depends mostly on how the Centres are organised and run. In order to know the working of the Centres organised under the programme, two categories of Centres were selected. The first Category of Centres included those which had completed full 10 months course and then closed (completed Centres), whereas the second category of Centres were those running during the year 1983-84 at the time of field survey (running Centres). A total number of 72 complete Centres and 60 running Centres were selected for the study. The performances of completed Centres and running Centres were studied in detail.

3.1. Completed Centres

3.1.1. *Location of the Centres*— One third of the Centres were run in Primary School buildings and a quarter of the Centres were functioning in the residence of the Instructor. The remaining Centres were run in the residence of local persons (17%), village library/Community hall (about 10%), village Bhagabat ghar (about 10%), etc. One Centre in dhenkanal District was run in a temporary shed constructed for the purpose in the village. There was only one Centre where both male and female learns participated and it was located in Koraput district. This was run in the local Primary School building. Over half of the Female Centres (53%) were however run in the residence of the Instructor. The distribution of Centres according to their location is given below.

Table No. 7

Distribution of Centres by their Locations

Location	No. of Centres			
	Male	Female	Combined	Total
(1)	(2)	(3)	(4)	(5)
1. Local L. P/U. P. School	21	2	1	24 (33.3)
2. Residence of the Instructor	9	9	..	18(25.0)
3. Residence of a Local Person	10	2	..	12(16.7)
4. Village Library/Community hall	4	3	..	7(9.7)
5. Bhagabat ghar	7	..	..	7(9.7)
6. Club house	1	..	..	1(1.4)
7. Temporary shed constructed for the purpose	1	..	..	1(1.4)
8. Panchayat house	1	..	..	1(1.4)
9. Common place in the village	..	1	..	1(1.4)
Total	54	17	1	72(100.0)

(Figures in paranthesis indicate percentages)

3.1.2. *Enrolment of Learners*—A total number of 2,119 adults were enrolled in the Centres. Among these learners 1,613 (76%) were male learners and remaining 506(24%) were female learners. Due to non-availability of required records, the social group of 30 male learners of Bijatala Centre in Mayurbhanj district

and 30 female learners of Khaprakhole Centre in Bolangir district could not be identified. Therefore detailed analysis was based on the records of 2,059 learners. Out of these 2,059 learners, the Scheduled Castes, Scheduled Tribes & others constituted 1.8%, 34.0% and 44.2% respectively. In case of females, the learners were relatively more from other castes than from S. C. & S. T. Distribution of 2,059 learners according to their sex and social group is presented below :

Table No. 8

Distribution of Centres by enrollment of learners

Social group	No. of learners enrolled		
	Male	Female	Total
(1)	(2)	(3)	(4)
S. C.	370(23.4)	78(16.4)	448(21.8)
S. T.	548(34.6)	153(32.1)	701(34.0)
Other	665(42.0)	245(51.5)	910(44.2)
Total	1583(100.0)	476(100.0)	2059(100.0)

(Figures in paranthesis indicate percentages)

1.1.3 *Dropouts*—Detailed information about dropouts was also not available in regard to all these 2,059 learners since records were not available in regard to 208 learners. As a result, the present analysis is based on the information collected for the remaining 1761 learners. 23 per cent of those learners dropped from the Centres in the middle of the Course and the remaining learners continued the course till its completion. The proportion of dropouts was the highest (38%) for tribals followed by 35 per cent for harijans and 12 per cent for others. Moreover, dropouts from Scheduled Caste female adults was very high (47%) compared to S. T. (38%) and other (14%) female adults. Following table gives the details.

Table No. 9

Distribution of learners enrolled in the Centres by their dropouts

Social group	Sex	No. enrolled	No. completed the course	No. of dropouts
(1)	(2)	(3)	(4)	(5)
S. C.	Male	351 (100.0)	236 (67.2)	115 (32.8)
	Female	71 (100.0)	38 (53.5)	33 (46.5)
	Total	422 (100.0)	274 (64.9)	148 (35.1)
S. T.	Male	427 (100.0)	299 (70.0)	128 (30.0)
	Female	88 (100.0)	55 (62.5)	33 (37.5)
	Total	515 (100.0)	354 (68.7)	161 (31.3)
Others	Male	597 (100.0)	528 (88.4)	69 (11.6)
	female	227 (100.0)	195 (85.9)	32 (14.1)
	Total	824 (100.0)	723 (87.7)	101 (12.3)
Total	Male	1375 (100.0)	1063 (77.3)	312 (22.7)
	Female	386 (100.0)	288 (74.6)	98 (25.4)
Total		1761 (100.0)	1351 (76.7)	410 (23.3)

(Figures in paranthesis indicate percentages)

3.1.4. *Timings of the Centres*—71 out of 72 Centres (98.6 per cent) were working in the evening. Most of these Centres (71 per cent) were run from 7 P. M. to 9 P. M. and the rest were functioning between 6 to 8 P. M. and 6 to 9 P. M. one centre was operating for a very short period, i. e. only one hour from 6.30 to 7.30 P. M. every day. One out of 72 Centres was running in day time i. e. 12 noon to 2 P. M. and was female Centre.

Table No. 10

Distribution of Centres according to the timings of the Centres

Timings (1)	No. of Centres			
	Male (2)	Female (3)	Combined (4)	Total (5)
6 P. M.—9 P. M.	9	1	..	10
6 P. M.—8 P. M.	6	2	..	8
6-30 P. M.—7-30 P. M.	1	..	..	1
7 P. M.—9 P. M.	37	13	1	51
8 P. M.—10 P. M.	1	..	..	1
Noon—2 P. M.	..	1	..	1
Total	54	17	1	72

3.1.5. *Sitting arrangements in the Centres*—Three-fourths of the Instructors were sitting on the ground. Only about 17 per cent of the Instructors were provided chairs and 7 per cent of the Instructors had mats to sit on. One female Centre provided a cot. None of the Centres had proper sitting arrangements for the learners except one which had the facility of mats for all its learners.

Table No. 11

Distribution of Centres by sitting arrangements in the Centres

Sitting arrangements (1)	No. of Centres			
	Male (2)	Female (3)	Combined (4)	Total (5)
For Instructors				
Floor	43	11	..	54 (75.0)
Mat	5	..	..	5 (6.9)
Chair	6	5	1	12 (6.7)
Cot	..	1	..	1 (1.4)
Total	54	17	1	72 (100.0)
For Learners				
Floor	53	17	1	71 (98.6)
Mat	1	..	..	1 (1.4)
Total	54	17	1	72 (100.0)

(Figures in paranthesis indicate percentages)

3.1.6. *Adequacy of reading materials*—The State Directorate of Adult Education supplies required reading materials to the Centres through the Project Officers of the Rural Functional Literacy Programme of the districts. Majority of Instructors (58 per cent) had expressed that the books and reading materials supplied to them were quite adequate. But the remaining 42 per cent of the Instructors stated that the reading materials provided to their Centres were not as per their requirement.

Distribution of Centres by adequacy of reading materials supplied to the Centres

Table No. 12

Distribution of Centres by adequacy of reading materials supplied to the centres

Views	No. of Centres			
	Male	Female	Combined	Total
(1)	(2)	(3)	(4)	(5)
Adequate ..	34	7	1	42 (58.3)
Inadequate ..	20	10	..	30 (41.7)
Total ..	54	17	1	72 (100.0)

(Figures in paranthesis indicate percentages)

3.1.7. *Supply of writing and other materials to the Centres*—The Centres were not provided with required number of writing and other materials. Required number of states were not supplied to about 14 per cent of the Centre. Though states were supplied to 86 per cent of the Centres, slate pencils as per requirement were supplied to only about 42 per cent of the Centre. The following table gives the distribution of Centres according to adequacy of supply of writing and other materials.

Table No. 13

Distribution of Centres by supply of writing and other materials to the Centres

Item	Male			Female		
	Supplied according to requirement	Not supplied according to requirement	Total	Supplied according to requirement	Not supplied according to requirement	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
States ..	48	6	54	13	4	17
B. B. Cloth ..	50	4	54	15	2	17
Duster ..	40	14	54	11	6	17
Exercise books ..	25	29	54	7	10	17
Slate pencils ..	24	30	54	5	12	17
Pencils ..	27	27	54	8	9	17

Table No. 13--*Contd.*

Items	Combined		Total	Total		Total
	Supplied according to requirement	Not supplied according to requirement		Supplied according to requirement	Not supplied according to requirement	
(1)	(8)	(9)	(10)	(11)	(12)	(13)
Slates	1	..	1	62 (86.1)	10 (13.9)	72 (100.0)
B. B. Cloth	1	..	1	66 (91.7)	6 (8.3)	72 (100.0)
Duster	1	..	1	52 (72.3)	20 (27.8)	72 (100.0)
Exercise Books	1	..	1	33 (45.8)	39 (54.2)	72 (100.0)
Slate Pencils	1	..	1	30 (41.7)	42 (58.3)	72 (100.0)
Pencils	1	..	1	36 (50.0)	36 (50.0)	72 (100.0)

(Figures in paranthesis indicate percentages)

3.1.8. *Light Facilities*--All the centres had light facilities. 97 per cent of the centres were supplied with lanterns. One male Centre had the facility of a petromax light whereas one female Centre was run in an electrified house. The female Centre which was functioning in day time was also having light arrangements.

Table No. 14

Distribution of Centres by type of light facilities available in the Centre

Type of light facility	No. of Centres			
	Male	Female	Combined	Total
(1)	(2)	(3)	(4)	(5)
Lantern	53	16	1	70 (97.2)
Electric light x	..	1	..	1(1.4)
Petromax light	1	..	..	1(1.4)
Total	54	17	1	72 (100.0)

(Figures in paranthesis indicate percentages)

Most of the centres (91 per cent) provided to the Centres were in working conditions whereas the remaining 9 per cent were out of order.

3·1·9. *Instructors*—All the male and female Centres had instructors from the respective sex. The centre admitting both male and female trainees was run by a male instructor. Majority of the Instructors (73 per cent) were from non—S. C. & S. T. category instructors from harijan and tribal communities formed about 10 per cent and 17 per cent respectively.

Table No. 15

Distribution of Centres according to the social group of the Instructors

Social group	No. of Centres			
	Male	Female	Combined	Total
(1)	(2)	(3)	(4)	(5)
Scheduled Caste ..	5	2	—	7 (9·7)
Schedule Tribe ..	9	3	..	12 (16·7)
Others ..	40	12	1	53 (73·6)
Total ..	54	17	1	72 (100·0)

(Figures in paranthesis indicate percentages)

3·1·10. Most of the Instructors (9)·7 per cent) had the required academic qualification of M. E. Pass or above. From among them, 26·4 per cent were matriculates, 5·6 per cent were Intermediates and 4·2 per cent were graduates. Only 6 Instructors out of 72 (i. e. 8·3 per cent) did not possess the required minimum qualification.

Table No. 16

Distribution of Instructors by the academic qualification

Educational qualification of the Instructors	No. of Centres			
	Male	Female	Combined	Total
(1)	(2)	(3)	(4)	(5)
U. P. ..	2	4	..	6(8·3)
M. E. ..	29	11	..	40(55·5)
H. E. ..	17	2	..	19(26·4)
Intermediate ..	3	..	1	4(5·6)
Graduate ..	3	..	..	3(4·2)
Total ..	54	17	1	72(100·0)

(Figures in brackets indicate percentages)

8.3.11. Most of the Instructors (65 per cent) were from the same village where the Centres were run. The remaining 35 per cent Instructors were from the neighbouring villages. In regard to 17 Female Centres in particular 5 (29 per cent) had Instructors belonging to the neighbouring villages. All the remaining 12 female Instructors were from the same village where the Centre was located.

Table No. 17

Distribution of Centres by the nativity of the Instructors

Nativity of the Instructors.	No. of Centres			
	Male	Female	Combined	Total
1	2	3	4	5
Belongs to the village where the Centre is located.	35	12	..	47(65.3)
Belongs to other village/places	19	5	1	25(34.7)
Total:—	54	17	1	72(100.0)

(Figures in paranthesis indicate percentages)

3.1.12. More than half (54.2 per cent) of the Instructors were unemployed before they were appointed as Instructors of the Centres. 26 per cent of the Instructors were however Primary School Teachers. School and College going students did part time job as Instructors in about 10 per cent of the Centres. 9 out of the 17 female Instructors were unemployed adults of the village and another 6 were from among housewives.

Table No. 18

Distribution of Centres by employment status of the Instructors prior to their appointment

Employment status	No. of Centres			
	Male	Female	Combined	Total
1	2	3	4	5
L. P./U. P. School Teacher	18	..	1	19(26.4)
Local Unemployed Persons	27	9	..	36(50.0)
Unemployed Youth of other villages	3	..	..	3(4.2)
School/College student	5	2	..	7(9.7)
Retired Government Servant	1	..	..	1(1.4)
House Wife	..	6	..	6(8.3)
Total:—	54	17	1	72(100.0)

(Figures in paranthesis indicate percentages)

3.1.13. The instructors require sufficient skill and training for teaching illiterate youth and make them aware of current programmes of development. An enquiry made in this regard revealed that most of the Instructors of the Centres (92 per cent) were trained in the adult education programme and only 8 per cent did not receive necessary training.

Table No. 19

Distribution of Centres according status of the Instructor

Training Status	No. of Centres				
	1	2	3	4	5
Trained	..	51	14	1	66(91.7)
Untrained	..	3	3	..	6(8.3)

(Figures in paranthesis indicate percentages)

The quality of training was considered good by majority of the trained Instructors (80%), but was found inadequate and not very useful by 12% of them. Rest did not offer their views about the quality of training.

3.1.14. The duration of training was considered inadequate by over half of the trained Instructor: (55%). The remaining 45% were satisfied with the duration of training. Half of the female Instructors and about 55% of the male Instructors who received training did not consider the duration of training adequate.

Among those reported the duration of training to be inadequate, 36%, 22% and 30% suggested the period of training to be 2 weeks, 3 weeks and 4 weeks respectively.

3.1.15. The Instructors of the Centres are paid honorarium of Rs. 50 per month. When the Instructors were asked about the adequacy of the amount paid to them as honorarium in lieu of their services, majority (89%) reported that the honorarium was inadequate. The remaining 11% of the Instructors were however satisfied with the remuneration. From among those who expressed that the remuneration was inadequate, majority suggested that the amount should be raised to Rs. 150 to 200 per month.

3.1.16. *Literacy Tests*:—The Instructors are required to conduct Literacy tests after completion of the 10 months course to ensure that the learners have acquired desired literacy knowledge and education. It is the responsibility of the Project Officer of the district to see that such tests are conducted in each adult education centre. It is seen that literacy tests were not conducted in as many as 11 Centres out of 72 Centres surveyed i.e. about 15% of all Centres. The tests could not be conducted due to ignorance of the instructors (3 cases), non-reporting of examiners, (2 cases), closures of Centre before completion of course (2 cases) and absence of instructor towards the end of the course (one case).

3.1.17. *Supervision*—Supervision of the Centres is highly essential for success of the programme. Constant vigil by frequent visits to the Centres by different Government officers and supervisory personnel is necessary. It is seen that 57% the Centres were not visited by any officer during the entire period of working of the Centres. About 39% of the male and 59% of the female Centres were visited by the Officers only once during the period of working of the Centres. The officers who visited the Centres included

the Project Officer, District Organiser of Adult Education, B. D. O., S. I. of Schools, Supervisors of the A. E. Centres, V. A. W., V. L. W. and Extension Officers of the Block. The following table gives the distribution of Centres visited by Government Officers during working hours of the Centres.

Table No. 20

Distribution of Centres visited by the State Government Officers during their working hours

Item	No. of Centres			
	Male	Female	Combined	Total
1	2	3	4	5
Visited	21(38.9)	10(58.8)	..	31(43.1)
not visited	33(61.1)	7(41.2)	1(100.0)	41(56.9)
Total :	45(100.0)	17(100.0)	1(100.0)	72(100.0)

(Figurs in paranthesis indicate percentages)

1118. The frequency of visits to the Centres by various Officers showed that most of the Centres were visited only once by the officers. Even the Personnel of Adult Education Organisation like Project Officer, D. O. A. E. and Supervisors did not cover most of the Centres even once. Table 21 presents the distribution of Centres visited according to frequency of visits by different officers

Table No. 21

Distribution of Centres visited by various officers according to frequency of their visits

Officer visited the Centre	No. of Centres by frequency of visits					Total number of Centres visited.
	Once	Twice	Thrice	More than 3 times		
1	2	3	4	5	6	
1. Project Officer	11	..	..	..	..	11
2. District Organiser of Adult Education.	3	..	..	1	..	4
3. Supervisor	3	..	..	1	..	4
4. S. I. of School	4	..	..	1	..	5
5. B. D. O.	3	..	..	..	..	3
6. S. E. O.	1	1	..	..	..	2
7. V. A. W.	..	1	2	1	..	4
8. A. E. O.	1	2	..	..	..	3
9. E. V. L. W.	1	..	..	..	..	1
10. F. E. O.	1	..	..	..	..	1
11. Horticulture Officer	1	..	..	..	..	1

3.1.19. Cultural Entertainment and Audio visual Programmes Organised—Entertainment and audio-visual programmes were arranged only in 4 out of 72 Centres. Film shows were organised in one male Centre each in Dhenkanal, Puri and Balangir districts and Daskatia was arranged in another male Centre in Puri district. The remaining 68 Centres did not organise any such programme for their learners.

3.1.20. Views of the Instructors on the working of the Centres—Out of 72 Instructors, 70 Instructors were available for interview and the remaining two were not available at the time of visit to the Centres. The views of these 70 Instructors on different aspects of the programme are analysed below.

Majority of instructors were satisfied with the location of the Centres (71%), timings of training (97%) arrangement of light (64%) and sitting arrangements etc. About 50% of the instructors were satisfied about attendance. While most of the Instructors were happy about the co-operation of the villagers to set up a training Centre, they expressed their unhappiness about lack of enthusiasm of the villagers to motivate illiterates to join the course. Majority of instructors also expressed their dissatisfaction about lack of interest and co-ordination of development functionaries in such an important programme.

3.2.1. Running Centres—As explained in Chapter-1, 60 Running Centres at the rate of 10 centres from each selected district were chosen for the study. The Centres which were functioning during the year 1983-84, i.e. during the period of field survey were taken as running Centres. The intention of such a study was to know whether the adult education Centres were actually organised and functioning in the villages and if so, whether these Centres are fully equipped with reading, writing and all other required materials for their smooth working. Out of the 60 running Centres selected for the study one Centre in Koraput district could not be contacted and it was taken as casualty. All the 59 centres were visited by the investigators (without prior intimation to the concerned Instructors) and information were collected by physical verification of the records, and reading and writing materials supplied to the learners. The information thus collected in respect of these Running Centres is analysed below.

3.2.2. Operation of Centres—Out of the 59 running Centres 36 were male and 22 were female Centres. One Centre was a combined Centre meant for both male female adults. It was found that out of these 59 running Centres only 27 Centres (46 percent) were operating on the date of visit. The remaining 32 centres (54 per cent) were not operating.

Table No. 22

Distribution of running Centres found functioning on the day of visit to the Centres

Type of Centre	Numbers working	Numbers not working	Total number of Centres.
1	2	3	4
Male	13	23	36
Female	13	9	22
Combined	1	..	1
Total	27	32	59

It is unfortunate that the programme has not been given due importance and due to lack of adequate supervision. Since more than 54 per cent of the Centres were not found to be functioning on the date of visit it is necessary for the Department to take serious steps to improve the position. Surprise checks may be introduced by the executing Department to ensure that such situations do not occur in future.

3.2.3. Districtwise distribution of male female and combined Centres which were working, on the day of visit is presented in the table at Appendix II. It has been found that the situation is very bad in Dhenkanal Ganjam & Koraput districts where only 20, 30 & 40 per cent of Centres were found functioning the date of visit.

3.2.4. The reasons for closure of the 32 Centres were ascertained from the Instructors of the Centres (whereas found present), from local knowledgeable persons, village leaders and from the learners of these Centres. The following table presents the reasons for closure of the Centres on the day of visit.

.. Table No. 23

Distribution of closed Centres by reasons for closure

Reasons (1)	No. of closed centres		Total (4)
	Male (2)	Female (3)	
1. The Centre was not functioning at all	6	3	9
2. Due to lack of interest of the learners.	5	1	6
3. Death of the Instructor in the middle of the session.	2	..	2
4. Village litigation prohibited the learners from attending the centre.	1	1	2
5. Discontinuation of the Instructor in the middle of the session.	4	..	4
6. Instructor was undergoing training in A. E. Programme	2	1	3
7. Instructor was irregular for the Centre.	3	..	3
8. Long illness of the Instructor	..	2	2
9. Indisposed due to pregnancy and child birth.	..	1	1
Total	23	9	32

3.2.5. It is disappointing to see that as many as 9 Centres were opened in pen & paper, but physically the Centres were not opened at all. This alone constitutes roughly 5 per cent of the sample centres visited. Besides, 6 Centres (i. e. 10 per cent of cases) were closed soon after their opening either because the programmes were not useful, regular or uninteresting with the result that the learners did not show interest for which those were closed midway. In as many as 9 cases (15 per cent) the centres were closed due to absence of instructors either on account of leaving the centre for different reasons. Among the other reasons are village litigations, illness of instructors of pregnancy of female instructors. All these together contribute to an extremely unhappy situation about the programme and some serious steps may be taken to improve the conditions failing which the entire programme is likely to flop. In the views of local knowledgeable persons, this sad state of affairs is attributed to lack of adequate supervision, either due to inadequacy of supervisors or lack of co-ordination between this organisation with other Government organisation. Lack of interest of normal supervisory officers of education department, lack of seriousness of the concerned authorities about proper selection of Centres, absence of motivation by extension agencies as above all ignorance and nonresponse of the villagers about the programme. Therefore there should be an effective and coordinated effort to regenerate the programme and bring about effective supervision so as to take appropriate measures for tackling the problem as soon as it appears.

3.2.6. Location:

Out of 27 Centres which were functioning on the date of visit, 9 were functioning in the residence of the Instructor and another 7 in the residence of the local persons. Local primary school building was used for 7 more Centres. The remaining 4 Centres were run either in the village library house, community hall or in the Yubak Sangh Office. The following table gives the details:—

Table No. 24

Distribution of running Centres by their location

Location (1)	No. of running Centres			Total (5)
	Male (2)	Female (3)	Combined (4)	
Local L. P./U. P. School ..	5	2	..	7
Residence of the Instructor ..	2	6	1	9
Residence of the local person ..	4	3	..	7
Village Library/ Community Hall ..	1	2	..	3
Yobak Sangh Office ..	1	..	..	1
Total ..	13	13	1	27

3.2.7. Enrolment of Learners:

Learners from S.C. and other categories constituted 8.6 per cent, 36.9 per cent and 54.5 per cent respectively. Adults from other caste groups were relatively higher than S. Cs. But in case of male adults the proportion enrolment was higher in case of tribals (49 per cent). Females from S. C. & S.T. families were conspicuously lower to participate in the Adults. Education Programme.

Table No. 25

Distribution of running centres by enrolment of learners

Social Group (1)	No. enrolled		Total (4)
	Male (2)	Female (3)	
S. C. ..	39(8.9)	32(8.1)	71(8.6)
S. T. ..	214(49.1)	92(23.4)	306(36.9)
Others ..	183(42.0)	269(68.5)	452(54.5)
Total ..	436(100.0)	393(100.0)	829(100.0)

(Figures in brackets indicate percentages)

3.2.8.

A physical verification of the attendance registers was made in order to know the regularity of attendance of learners. It was found that on an average, about 65 per cent of the learners attended the Centres during the preceding seven days and it was checked on the day of visit to the Centres that only about 52 per cent of the learners were present. The attendance was better in female Centres

as compared to male Centres. While 58 per cent of women adults were present in the female Centre on the day of visit, only about 46 per cent of adults attended the male Centres. The following table presents the details.

Table No. 20

Distribution of running Centres by the regularity in attendance of the learners

Item	No. of learners		Total
	Male	Female	
(1)	(2)	(3)	(4)
No. enrolled	436(100.0)	393(100.0)	829(100.0)
No. attended the centre during last seven day.	254(58.2)	284(72.3)	538(64.9)
No. attended the centre on the day of visit.	199(45.6)	229(58.3)	428(51.6)

(Figures in brackets indicate percentages)

3.2.9. Light Facilities

All the Centres had light facilities 26 out of 27 Centres were provided with a total of 194 lanterns and one female Centre was run in an electrified house. Out of 101 lanterns provided to the 26 Centres, 35 were not in working condition on the day of investigation.

3.2.10. Timings of the Centre:

All the male and the only combined Centre were run during late hours in the evening i.e., 6 P. M. to 9 P. M. 11 out of 13 female Centres were also run during evening hours. Only two female Centres were working during midday.

3.2.11. Supply of reading and writing materials to the Centres:

The centres are required to be supplied with all reading and writing materials free of cost. The materials include primers, states, state pencils, lead pencils, B.B. Cloth, duster, chalk peices exercise books and maps and charts etc. It is seen that except B.B. cloth no other material was supplied adequately to the male Centres to meet the total requirments. It was surprising to note that the basic materials such as primers slates and slate pencil were not provided to all the learners. The only combined Centre was however provided with all of the materials according to its requirement. It was unfortunate that though slates were provided to some Centres slate pencils were not supplied for writing. Details on different materilas provided to the Centres is presented in the table at Appendix III.

3.2.12.

Thirteen out of 27 Centres were visited by some of the Government officials like the supervisors, S.I. of School, Project officer of R.F.L.P. Lady S.E.O. and L.V.L.W. of the Blocks occasionally. The frequency distribution of visits made by these officers to the Centres showed that except supervisors other officers like Project Officer, S.I. of Schools, L.S.E.O. and L.V.L.W. visited the Centres only once during the entire period of working of the Centres. the table at Appendix IV gives the frequency distribution of visits made by the Supervisory Officers to the running Centres.

3.2.13. Adequate care for organising cultural, entertainment audio-visual Programmes in the Centres was not taken by the Instructors and other concerned officers of the Programme. Instructors of only two male Centres (out of 27 Centres) had organised entertainment Programmes like drama and Ghumura dance for their learners.

3.2.14. Thus it is seen that the Centres were not working as per the design and purpose for which they were opened to function. Lack of proper motivation and supervision by the executing agency and lack of interest by the villagers due to abject ignorance & proverty are mainly responsible for the inefficient working of the Centres

CHAPTER IV

Impact of the Programme

4. In order to study the success of the Programme through its impact on the learners and potential learners, a reasonably larger number of learners & potential learners were interviewed in the six selected districts and their views on the performance of the programme were collected and analysed in the following paragraphs.

4.1. Learners

4.1.1. From the six selected districts 720 learners were randomly selected from 72 Centres for interview. But 715 learners could actually be interviewed and the remaining 5 could not be contacted due to their non-availability during the period. Out of them, 548 were male and 167 were female learners. The distribution of learners by social groups is as follows.

Table No. 27

Distribution of learners by their social groups

Social group (1)	No. of learners		
	Male (2)	Female (3)	Total (4)
S.C.	131(23.90)	38(22.75)	169(23.6)
S.T.	200(36.50)	51(30.54)	251(35.1)
Others	217(39.60)	78(46.71)	295(41.3)
Total:-	548(100.0)	167(100.0)	715(100.0)

(Figures in paranthesis indicate percentages)

4.1.2. Age distribution of learners—Age composition of the learners showed that most of the learners (88% were from the age-group 15-35 years. But in some cases deviation was noticed from the selection procedure. About 8 per cent of the learners were below 15 years of age. There was one male learner from Puri district who was above 60 years of age. About 5 per cent of learners were between 36 to 60 years of age. Thus age limitations for enrolling the learners was not rigidly observed in the surveyed districts.

Table No. 28

Distribution of learners by their age

Age (in completed years) (1)	No. of learners		
	Male (2)	Female (3)	Total (4)
Less than 15	31(6.6)	24(14.4)	55(7.7)
15-35	487(88.9)	139(83.2)	626(87.6)
36-60	29(5.3)	4(2.4)	33(4.6)
Above 60	1(0.2)	..	1(0.1)
Total	548(100.0)	167(100.0)	715(100.0)

(Figures in paranthesis indicate percentages)

4.1.3. *Occupational distribution*: It was found that learners were selected mostly from those having cultivation, agricultural and other miscellaneous labour as their principal occupation. They constituted roughly 85 per cent of all learners. While these categories among males constituted roughly 90 per cent among females they were only 58 per cent. Among females, a large number of learners (about 80%) were engaged in household work. Learners from other occupations were very small. The following table gives the details of learners according to their occupational distribution.

Table No. 29

Distribution of learners by their principal family occupation

Principal occupation of the family (1)	No. of learners		
	Male (2)	Female (3)	Total (4)
Cultivation ..	231(42.2)	26(15.6)	257(35.9)
Agricultural Labour .	122(22.3)	31(18.6)	153(21.4)
Casual Labour ..	140(25.5)	39(23.3)	179(25.1)
Petty trade Business ..	13(2.4)	5(3.0)	18(2.5)
Artisan Activity ..	14(2.0)	..	14(2.0)
Household work ..	..	66(39.5)	66(9.2)
Others ..	28(5.1)	..	28(3.9)
Total ..	548(100.0)	167(100.0)	715(100.0)

(Figures in parenthesis indicate percentages)

4.1.4. *Marital Status of the Learners* Most of the learners (64%) were married persons and about 36 per cent of the learners were not married at the time of the survey. The remaining 3 out of 715 learners were either widows or widowers.

4.1.5. *Distribution of learners according to size of operational Holdings* 410 learners out of 715 learners constituting 57 per cent, possessed owned and cultivated land where as the remaining 305 learners (43%) were landless. About half of the land owning learners possessed land above 2 acres. Only 10 per cent of the learners had less than half an acre.

Table No. 30

Distribution of learners possessing cultivated land by size of their operational holding

Size of operational holding (in Acres)	No. of Learners	Percentage
1	2	3
Up to 0.50 ..	41	10.0
Above 0.50 up to 1 ..	70	17.1
Above 1 up to 2 ..	96	23.14
Above 2 ..	203	49.5
Total -	410	100.0

4.1.6. *Literacy Status of the family members of the learners*: Total family members of the selected learners were 4,255, there by having an average family size of 5.95. Out of them, only 1,102 (i.e. about 25.9%) were literate and the rest were illiterate. Among 2,210 males 876 (i.e. 39.6%) were literate but among 2,045 females, only 226 (i.e. 11.1%) were literate. Number of literate males & females per family works out to 1.2 and 0.32 respectively in an average family size of 5.95.

4.1.7. *Source of Motivation*— Motivation plays a very important role in making such social programme popular especially in rural areas where most of the people are illiterate and are guided by superstitions. They do not easily change their normal behaviour and action unless they are properly motivated. It is, therefore, necessary to ensure proper motivation for success of the adult education programme. Learners were motivated by Block personnel, Instructors of A. E. Centers, village leaders and neighbours. It is seen that most of the learners (94%) had received motivation through the Instructors of the adult education centers. Neighbours and village leaders influenced in only 30 per cent and 2 per cent cases respectively. It seems that the Block personnel had taken the least interest in motivating the villagers towards A. E. Programme. Only one learner of Bolangir district, however, reported to have received motivation through Block personnel. It is noticed that 4 out of 715 learners constituting less than 1 per cent joined the Centers of their own accord without being motivated by any person. Such cases were found in Puri (3) and Ganjam (1) districts. Distribution of learners by source of their motivation is presented in the following table.

TABLE No. 31

Distribution of learners by source of motivation

Source of Motivation	No. of learners	Percentages
(1)	(2)	(3)
Neighbours	20	2.8
Village leaders	15	2.1
Instructors of the A.E. Centers.	675	94.5
Block personnel	1	0.1
Motivated by self	4	0.6
Total	715	100.0

4.1.8. *Purpose of Joining Centres*: The learners when asked about the purpose of joining the Centres most of them (84%) reported that they were interested in learning the 3 Rs, and hence joined the Centres. About 8 per cent of the learners however joined the Centres just to learn their signatures. Another 8 per cent of the learners did not attend the Centres at all though they were enrolled, as they were not really interested in the Centre's activities. Due to pressure from the Instructor of the Centre one learner attended the Centre.

4.1.9. *Prior Schooling of the learners*—Out of 715 learners selected for the survey only 656 (511 males and 145 females) attended the Centres and the remaining 59 did not attend the Centres at all as they were not interested in the Centres activities. All 656 learners who attended the Centres were contacted to ascertain whether they had schooling prior to joining the Centres. Out of them, 526 (constituting 80%) reported that they did not attend any school prior to joining the Centres. The remaining 20 per cent learners, however, had some schooling prior to their joining the Center. Among males, 21.9 per cent had earlier schooling whereas among females the percentage was 12.4. Majority (61%) of the learners who were illiterate prior to joining the Centres did not take adequate interest in the matter. About 21 per cent learners reported that they had no interest to attend any school in their childhood. Poor economic condition of the family deprived another 16 per cent of the learners of attending any school during their childhood. They had to work to supplement their family income. Other reason was absence of school facilities near the village (2%).

4.1.10. As stated in the preceding paragraphs 130 learners had schooling prior to joining the Centre. All these learners were asked whether they knew reading and writing prior to joining the Centre. About 74 per cent of these learners reported that they knew reading and writing prior to joining the Centres. Another 2 per cent learners knew their signature only before they joined the Centre. The remaining 25 per cent of the learners did not know reading and writing even though they attended schools earlier.

4.1.11. Learners are to be selected from the identified list of illiterate and willing adults. Inclusion of literate persons in the Centres and large scale drop outs in mid course leads to wasteful expenditure and increases the chances of failure of the programme. In this case it has been found that about 13.5 per cent (95 out of a total of 715) of the learners were already literate and therefore the programme was absolutely infructuous for them. It has already been stated in para 4.1.9 that another 59 (i.e. 8.3%) were not willing to attend the programmes even though they were selected for the course. Therefore about 22 per cent of cases the selection of beneficiaries was not done properly. It is recommended that for success of the programme the beneficiaries are to be selected properly by the authorities.

4.1.12. Almost all the learners (99.9%) who attended the Centres received required encouragement and co-operation from all quarters for joining the Centres. Only one female learner out of 655 learners, however, faced some opposition from her parents while joining the Centre.

* Could not have schooling earlier as their Parents.

4.1.13 *Dropouts*--Cases of dropouts were found to be high in the adult education Centres. About half of the learners dropped from the Centres in the middle of the Course. The dropouts were equally high in males as well as females, being slightly higher in case of females i.e. about 54.5 per cent as compared to 48.1 per cent in case of males. Table No. 32 gives the details.

Table No. 32

Distribution of learners by dropouts

Item (1)	No. of learners		Total (4)
	Male (2)	Female (3)	
Dropped in the middle of the Course ..	246(48.1)	79(54.5)	325(49.5)
Continued till the completion of the course ..	265(51.9)	66(45.5)	331(50.5)
Total ..	511(100.0)	145(100.0)	656(100.0)

(Figures in paranthesis indicate percentages)

4.1.14. Dropout can be checked considerably by way of establishment of rapport with the learners and their people of the village by the Instructors. This in turn depends upon the skill and ability of the instructor. Adequate care should therefore be taken to select such Instructors who can take up the job with enthusiasm and can make the illiterate adults willing for the programme through their teaching ability, behaviour and rapport with the people.

4.1.15. From among the remaining 331 learners who continued the course for a full period of 10 months, about 60 per cent were regular in attending the classes and the remaining 40 per cent learners were regular in their attendance as was found from the records.

4.1.16. The main reasons for dropout as stated by the learners were, lack of time to attend the Centre (32.3 per cent) tiredness after hard work during day time (17.6 per cent) irregularity of the functioning of the Centre (13.2 per cent), closure of the Centre for the remaining period of the Course (13.2 per cent and lack of interest on the part of the learners to continue the course (8.3 per cent). Details of dropouts are given in the following table.--

Table No. 33

Distribution of learners who had dropped in the middle of the course by reasons

Reasons (1)	No. of learners reported (2)	Percentage (3)
1 Lack of time for attending the Centre ..	105	32.3
2 Tiredness due to hard work during day time ..	57	17.6
3 Lack of interest to continue ..	27	8.3
4 Irregular functioning of the Centre ..	43	13.2
5 Distance of the Centre from the residence ..	3	0.9
6 Remained absent from the village for the remaining part of the course ..	22	6.8
7 Fully engaged in household work ..	12	3.7
8 Not satisfied with the mode of teaching ..	11	3.4
9 Sickness ..	1	0.3
10 Poor economic condition of the family ..	1	0.3
11 Closure of the Centre for the remaining period of the course ..	43	13.2
Total ..	325	100.0

4.1.17. *Literacy skill developed* - All the learners who completed the full 10 months course in the Centres were asked about the literacy skills developed by them after completing the Course. About 60 percentage were able to read and 54 per cent of them were able to read and write in the local language. Thus from among the learners who completed the course, reading and writing skills were not acquired by the remaining 40 percentage and 46 percentage learners respectively. Again from among the learners who could read and write well only about 50 percentage could read and write to manageable extent. The following table gives the distribution of learners according to literacy skills developed by them.

Table No. 34

Distribution of learners who completed full term course in the Centres according to literacy skills acquired by them.

Item		No. of learners completed full term course		
		Male	Female	Total
(1)		(2)	(3)	(4)
Reading	Very well	17(6.4)	1(1.5)	18(5.4)
	Tolerably well	152(57.4)	27(40.9)	179(54.1)
	Unable to read	96(36.2)	38(57.6)	134(40.5)
Total		265(100.0)	66(100.0)	331(100.0)
Reading & Writing	Very well	15(5.7)	1(1.5)	16(4.8)
	Tolerably well	136(51.3)	27(40.9)	163(49.3)
	Unable to write	114(43.0)	38(57.6)	152(45.9)
Total		265(100.0)	66(100.0)	331(100.0)

(Figures in paranthesis indicate percentages)

4.1.18. About 85 percentage of the learners who completed the course had learnt how to write their names after attending the Centres whereas the remaining 15 percentage learners did not learn even to write their names.

4.1.19. Letter writing ability was acquired by little more than half of the learners. 52 per cent who attended in the full term course. 172 out of 331 learners had acquired this ability. From among the 331 learners who completed the full course of 10 months in the Centre, 198 learners constituting about 60 per cent were able to prepare personal accounts after attending the Centre. This gives some amount of satisfaction that the programme has made some impact on the learners in improving their literacy standard.

4.2. Suitability of timings of the Centres :

4.2.1. The working hours of the Centre were found convenient by most of the learners. All the 331 learners who completed the course when asked about the suitability of the working hours of the Centre 318 constituting 96 per cent reported that the timings of the Centre were convenient to them. The remaining 4 per cent of the learners however, found the working hours of the Centre unsuitable.

4.2.2. The Centres were run mostly during evening hours in male Centres and during afternoon hours in female Centres. Out of the 13 learners (3 males and 10 females) reported that the timings of the Centres were not convenient, all the 10 female learners preferred to have the timings of the Centre from 2 P.M. to 4 P.M. as this is the period when the working housewives become relatively free. Out of the 3 males, two suggested that the timings of the Centres should be from 8 P.M. to 10 P.M. whereas the remaining one suggested the time from 5 P.M. to 6 P.M.

4.2.3. Location of the Centres :

Most of the learners i.e. 313 out of 331 learners constituting 95 percentage were satisfied with the location of the Centre. But the remaining 18 learners (5 percentage) however felt that the Centre was not located in a convenient place. Such complaint had come only from the male learners. All the female learners were satisfied with the place of functioning of the Centre. From among the 18 learners who reported about the unsuitability of the location of the Centres 11 (61 per cent) stated that the Centre should function in a building of its own to avoid change of place of its functioning frequently. Another 6 constituting one third of the 18 male learners wanted that the Centre should function only inside their village and not outside.

4.2.4. Sitting arrangements in the Centres :

Majority (73 per cent) of the learners were satisfied with the sitting arrangements in the Centres. The remaining 88 learners (27 per cent) were however not satisfied with the sitting arrangements. From among the 88 learners who were not satisfied with the sitting arrangements in the Centres 86 (98 per cent) suggested that the Centres should have been provided with dais for the learners and chair for the Instructor. The remaining 2 learners (2 per cent) felt that the class rooms were very much congested and they had no proper sitting space in the Centres.

4.2.5. Light facilities in the Centres :

Light facilities in the Centres were considered adequate by majority (73 per cent) of the learners. Only 27 per cent learners complained about the insufficiency of light in the Centres.

4.3. Supply of reading materials:

Under the programme all the learners are required to be provided with necessary reading materials by the authorities free of cost. It is found that required reading materials were supplied to only 86 per cent of learners. The remaining 14 per cent of the learners were not provided with any reading material and these learners completed the 10 months course without such materials. It is essential that the programme executing authorities should ensure that each learner is provided required reading materials.

4.4. Opinion on Instructor

Most of the learners (97 per cent) were satisfied with the teaching of the Instructor of the Centres. All the female learners were however satisfied fully with the teaching of the Instructors. But 3 per cent of the male learners reported that the Instructors were not teaching upto satisfaction. Less than 1 per cent of the male learners however, remained indifferent and did not offer any views in this matter.

4.4.1. As regards regularity of attendance of the Instructor to the Centre 90 per cent of the learners reported that the Instructor was regular in attendance 9 per cent of the learners reported the Instructors to be irregular in attending the Centres. Less than 1 per cent of the learners however remained silent and did not offer their views on this aspect.

4.5. Opinion on the supervision of the Centres :

Since the quality of the programme depends upon the regular supervision of the Centres the opinions of learners were sought for in this regard. 77 per cent of the learners reported that their Centres were not visited by any supervisory officers. The remaining 23 per cent of the learners however reported that the Centres were visited sometime during the course of training by some supervisory officer during working hours.

4.6. Opinion on the usefulness of the Course :

When the learners were asked about the usefulness of the Course taught to them, 67 per cent stated that the Course was very useful to them. But 29 per cent of the learners did not find the course useful. The remaining 4 per cent learners were indifferent and did not offer their views in this regard. It was

revealed that about 50 per cent of the female learners expressed their dissatisfaction about the usefulness of the course even though majority of the males (73 per cent) found it useful. It is, therefore, necessary that the authorities consider this aspect and change the curriculum for the females. The following table gives the details

Table No. 35

Learners views on the usefulness of the course

Views	No. reported		
	Male	Female	Total
1	2	3	4
Useful	194(73.2)	28(42.4)	222(67.1)
Not useful	63(23.8)	33(50.0)	96(29.0)
No views	8(3.0)	5(7.6)	13(3.9)
Total:	265(100.0)	66(100.0)	331(100.0)

(Figures in parenthesis indicate percentages)

4.6.1. All the 222 learners who found the course useful were asked whether they were sending their children to School. It is found that 63 per cent of these learners had no school going children at all. From among the remaining learners, only about 50 per cent were sending their children to School. Out of 28 female learners 27 female learners had no children prior to their joining the Centre. The only female adult who had children had sent them to School earlier

Table No. 36

Distribution of learners who were sending their children to School before they joined the Centre

Item	No. reported		
	Male	Female	Total
1	2	3	4
Sent their children to school	39	1	40(18.0)
Not sent their children to school	41	..	41(18.5)
No. children of schoolgoing age	114	27	141(63.5)
Total:	194	28	222(100.0)

(Figures in parenthesis indicate percentages)

4.6.2. All the 41 male learners who found the Course useful but were not sending their children to School earlier, were asked if they were sending their children to school after they under-went the Course in the adult education Centres. 25 of them (61 per cent) reported that they were sending their children to school after realising the need for education. But the remaining 16 learners (39 per cent) were not sending their children to school mainly because of poor economic condition and dependence on children for family maintenance.

4.6.3. The learners were then asked about the literacy knowledge of their spouse. It is seen that 133 out of 331 learners (40 per cent) were unmarried and thus had no spouse. From among the remaining 198 learners having spouse, 180 (91 per cent) reported that their spouse cannot read and write whereas the counterparts of the remaining 18 (9 per cent) learners were able to read and write.

4.6.4. Out of 180 learners who reported that their spouse does not know reading and writing, 80 per cent were willing to educate their spouse. The female learners were more enthusiastic to educate their counterparts than the male learners. When 96 per cent of the female learners were willing to educate their husbands, only 77 per cent of the male learners showed their interest to educate their wives.

Table No. 37

Distribution of learners willing to educate their spouse

Item	No. reported		
	Male	Female	Total
	2	3	4
Willing to make the spouse literate	118(77.1)	76(96.3)	144(80.0)
Not willing to make the spouse literate	35(22.9)	1(3.7)	36(20.0)
Total	153(100.0)	17(100.0)	180(100.0)

(Figures in brackets indicate percentages)

4.7. Adult education programme comprises three important aspects, namely, literacy, functionality and awareness. In the earlier paragraphs the literacy knowledge developed by the illiterate adults after attending the adult education Centres has been discussed. The functional skills developed by the learners and the awareness created among them about the various developmental activities going around their village are discussed below.

4.7.1. It has been found that the programme had not brought any significant changes in the functional abilities of the learners and also had no positive impact on the creation of required awareness of different developmental programmes among the learners. In order to know the extent of functional abilities developed and awareness created among the learners, they were asked questions about the helpfulness of the adult education course in improvement of their cultivation, health, hygiene and nutritional habits, awareness of different beneficiary oriented rural development schemes etc. and in inducing the habit of reading newspaper, and listening to radio programmes necessary to widen their outlook for participation in village development activities, etc.

4.7.2. Most of the learners reported that they were not taught anything at all about the functional aspect of different rural development programmes in the Centre and they have not acquired any additional knowledge in their fields. They were adopting the same old methods which they were following earlier.

4.7.3. Out of 331 learners, 311 learners possessed agricultural land. 259 out of 311 learners possessing agricultural land (83 per cent) did not find the adult education course of any use for improving their cultivation. The remaining 52 learners (16 per cent) however found the course useful to some extent in this regard.

4.7.4. The reasons given for not considering the Course useful by the 259 learners are that (i) they were not taught at all relating to the subject (95 per cent) and (ii) they were not interested to adopt improved practices in agriculture (5 per cent) due to economic reasons.

4.7.5. The course was not considered useful by more than half of the learners (52 per cent) for improving the health and hygiene of their family members as they stated that they were not taught anything at all about health and hygiene in the Centres. The remaining learners however found the course useful as some such aspects were discussed in their Centres.

4.7.6. The course was not considered useful by most of the learners (94 per cent) in improving the nutritional habits of their family members as the subject was never taught in their Centres. Only 6 per cent of the learners however, considered the course to be of some help in improving their nutritional habits.

4.7.7. The course taught in the adult education Centres was not considered helpful by 97 per cent (322 out of 331 learners) of the learners in taking up different beneficiary schemes operating in and around the village for improving their economic condition. The remaining 9 learners (3 per cent) however, found the course helpful to some extent in taking up beneficiary schemes.

4.7.8. Adult education course helped in developing the habit of reading newspapers by the learners in a few cases. Only 24 out of 331 learners (7 per cent) reported that they were able to read newspapers but they read newspapers as and when they find time. Only one out of the 66 per cent of the learners however, listened radio programmes after receiving the education.

4.7.9. About 55 per cent of the learners reported that they take interest and participate in different village activities. Participation rate was much more among male learners (68.7 per cent) than female learners (1.5 per cent).

4.7.10. Only 195 out of 331 learners (59 per cent) were eligible to exercise their franchise. Most of these eligible persons exercised their vote in the earlier general assembly elections. This shows that most of the learners were already conscious about their right to vote even before they received the education.

4.7.11. It is necessary that an in built follow-up programme in the form of reading room, library, radio listening groups, reader's clubs, discussion groups and study circles should be organised through voluntary agencies & organisations in the villages to check the possibility of new learners relapsing into illiteracy.

4.7.12. The success of the programme depends mainly on effective motivation, selection of proper type of learners, regularity of functioning of Centres, adjusting timings of teaching according to convenience of the learners, suitability of location of Centres, timeliness and adequacy of supply of reading materials, quality and efficiency of instructor, effectiveness of the course contents and the method of teaching. In order to ensure introduction of functional aspect of the programme, the Instructors of the Centre should inter-act with the functionaries of various development departments at the village and block levels and organise lectures and demonstrations by them for the learners. The functional literacy programme is not designed to impart literacy alone. It intends to educate the learners about various development functions going around them in various fields and sectors besides teaching them alphabets, reading and writing. The project officers should also ensure that such inter-action between the Instructors and the developmental functionaries prevails and if necessary, they should pursue and impress upon the district and block level functionaries for their co-operation and active participation in the programme. It is through such inter-action and inter-departmental co-operation and co-ordination that the functional aspect of the programme can successfully be implemented.

4.8. Potential Learners

4.8.1. Demographic Particulars

In order to know the perceptions and reactions of illiterate adults in the target group of 15-35 years towards the programme, 360 potential learners (the illiterate adults who are entitled to be covered under the programme) were interviewed from the village where the Adult Education Centres were functioning. Out of these 360 potential learners, 276 (77 per cent) were males and the remaining (23 per cent) were females.

4.8.2. Potential learners by social groups

From among the 360 potential learners, harijan and tribal adults constituted 27 per cent and 33 per cent respectively. The remaining 40 per cent adults were from other social groups. The table No. 38 presents the distribution of potential adults by their social group.

Table No. 38

Distribution of potential learners by their Social group

Social group	Number of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
S.C.	79(28.6)	20(23.8)	99(27.5)
S.T.	94(34.1)	24(28.6)	118(32.8)
Others	103(37.3)	40(47.6)	143(39.7)
Total	276(100.0)	84(100.0)	360(100.0)

(Figures in paranthesis indicate percentages)

All the potential learners interviewed were within the age-group of 15-35 years.

4.8.3. *Occupational distributions*

Potential learners were from all types of occupations. Majority (29 per cent) of them were casual labourers. Agricultural labourers and Casual labourers taken together formed more than half of the potential learners (54 per cent). About 28 per cent of the potential learners were cultivators whereas only 4 per cent were from among artisans. 37 out of 84 female potential learners (45 per cent) were engaged in their household work. Other potential learners had petty trade, Rickshaw pulling, fishing etc. as their principal family occupation. The following table gives the details on the occupational pattern of the potential learners selected for the study.

Table No. 39

Distribution of potential learners by their principal family occupation

Principal family occupation (1)	Number of potential learners		
	Male (2)	Female (3)	Total (4)
Cultivation ..	88	11	99(27.5)
Agricultural Labour ..	83	9	92(25.5)
Casual labour ..	83	21	104(28.9)
Petty trade ..	2	..	2(0.3)
Artisan activity ..	9	6	15(4.2)
Rickshaw pulling ..	4	..	4(1.1)
Fishing ..	6	..	6(1.7)
Washer man activity ..	1	..	1(0.3)
Engaged in household work ..	..	37	37(10.3)
Total ..	276	84	360(100.0)

(Figures in paranthesis indicate percentages)

4.8.4. *Marital Status*

Majority of the potential learners (68 per cent) were married persons. Widows and widowers formed 1 per cent and 0.6 per cent of the potential learners respectively.

Table No. 40

Distribution of potential learners by their marital status

Marital status (1)	Number of potential learners		
	Male (2)	Female (3)	Total (4)
Married ..	196	50	246(68.3)
Unmarried ..	78	30	108(30.0)
Widow ..	..	4	4(1.1)
Widower ..	2	..	2(0.6)
Total ..	176	84	360(100.0)

4.8.5. *Literacy Status of the family members*

As already indicated earlier, the families having more literate and educated persons have chances to exercise influence in breaking the barriers of illiteracy of other members of the family. It was found that from among a total of 1,965 members in the families of all the 360 selected potential learners only 343, i. e. 17.5 per cent were literate. Therefore, the family background had no influence on the potential learners to make them literate.

4.9. Awareness of the potential learners about the A. E. Centres

Most of the potential learners (91 per cent) were aware of functioning of Adult Education Centre in their villages. Remaining 9 per cent were not even aware of the existence of such a centre in their village. It is interesting to note that the unawareness about the existence of Adult Education Centre in the village was more among male adults (10 per cent) than among female adults (8 per cent).

TABLE No. 41

Distribution of potential learners according to their awareness of the functioning of adult education centre in their village

Item	Number of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Aware	249(90.2)	77(91.7)	326(90.6)
Not aware	27(9.8)	2(8.3)	34(9.4)
Total	276(100.0)	84(100.0)	360(100.0)

(Figures in paranthesis indicate percentages)

4.9.1. Motivation

53 per cent of the potential learners reported that they were approached and requested to join the adult education centre functioning in their village. The remaining 47 per cent however, reported that they were not approached nor motivated by anybody to join the centre.

Table No. 42

Distribution of potential learners motivated to join the adult education centres

Item	Number of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Motivated	140	51	191(53.1)
Not motivated	136	33	169(46.9)
Total	276	84	360(100.0)

(Figures in paranthesis indicate percentages)

4.9.2. The sources of motivation for joining the Centres were, Instructor of the Centre, school teacher, neighbours and the village leaders. Most of the potential learners (83 per cent) were motivated by the Instructors of the Centres. Neighbours influenced in about 11 per cent cases. School teachers and other village leaders motivated about 4 per cent and 3 per cent potential learners respectively.

Table No. 43

Distribution of potential learners by source of motivation

Source of motivation (1)	Number of potential learners		
	Male (2)	Female (3)	Total (4)
Instructors of A. E. Centres	115	44	159(83.2)
Local School teachers	5	..	5(2.6)
Neighbours	16	4	20(10.5)
Village leaders	4	3	7(3.7)
Total	140	51	191(100.0)

(Figures in paranthesis indicate percentages)

4.9.3. All the 326 potential learners who stated that they were aware of the functioning of adult education centre in their villages were asked about the reasons for not joining the centre. About 47 per cent of them could not join the centres as they felt tired & famished due to hard work and wanted rest. Unsuitability of the timings of the centre deprived another 32 per cent to join the centres. The course taught in the centres was not considered useful by another 13 per cent for which they did not join the centres. One out of 77 female learners though willing could not join the centre due to resistance from her parents. Other reasons included lack of interest (2 per cent) and want of proper motivation to join the centre (6 per cent).

Table No. 44

Distribution of potential learners according to reasons for not joining the centres.

Reasons (1)	Number reported		
	Male (2)	Female (3)	Total (4)
1. Tired due to hard work during day time	128(51.4)	24(31.2)	152(46.6)
2. Unsuitability of the timing of the Centres	79(31.7)	26(33.7)	105(32.2)
3. Do not consider the course useful	27(10.9)	14(18.2)	44(13.6)
4. Resistance by parents and family members	..	1(1.3)	1(0.3)
5. Not interested in the course	1(0.5)	6(7.8)	7(2.2)
6. Not approached by any body	14(5.6)	6(7.8)	20(6.1)
Total	249(100.0)	77(100.0)	326(100.0)

4.9.4. Most of the potential learners however, realised the need and importance of learning the 3 Rs. About 90 per cent of them reported that learning of 3 Rs is necessary and useful. Literacy was not considered of much use by 8 per cent of the potential learners. The remaining 2 per cent (all male adults) however remained indifferent and did not offer their views on the necessity and usefulness of literacy.

Table No. 45

Distribution of potential learners who considered learning of 3 Rs. necessary

Item	No. reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
Necessary	248	75	323(89.7)
Not necessary	21	9	30(8.3)
Indifferent	7	..	7(2.0)
Total	276	84	360(100.0)

(Figures in paranthesis indicate percentages)

4.9.5. Among the potential learners, only 19 per cent could be able to write their names. The remaining 81 per cent of the potential learners were not able to write their names. The number of males was relatively higher in this regard.

Table No. 46

Distribution of potential adults who can write their names

Item	No. of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Can write	63(22.8)	5(6.0)	68(18.9)
Cannot write	213(77.2)	79(94.0)	292(81.1)
Total	276(100.0)	84(100.0)	360(100.0)

(Figures in brackets indicate percentage)

4.9.6. Out of 292 potential learners who could not write their names, 82 per cent showed their willingness to learn. But the remaining 18 per cent of the potential learners did not wish to learn even their signature as they did not consider it necessary for them.

4.9.7. Out of 360 potential learners, about 53 per cent were inclined to learn 3 Rs. and to read newspapers and epics (Pura nas). The desire to read newspapers and puranas was more among males than among females.

Table No. 47

Distribution of potential learners who desire to read newspapers and epics

Item	No of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Desire to read	152(55.1)	39(46.4)	191(53.1)
No desired to read	114(41.3)	42(50.0)	156(43.3)
Indifferent	10(3.6)	3(3.6)	13(3.6)
Total	276(100.0)	84(100.0)	360(100.0)

(Figures in brackets indicate percentages)

4.9.8. Most of the potential learners were not aware of the various beneficiary oriented rural development programmes operating in and around their area. 89 per cent of them reported that they were not aware of execution of such programmes in their area.

Table No. 48

Distribution of potential learners according to their knowledge on operation of various beneficiary oriented programmes in their area.

Item	No. of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Know	36	2	38(10.6)
Do not know	240	82	322(89.4)
Total	276	84	360(100.0)

(Figures in brackets indicate percentages)

4.9.9. It was depressing to learn that about 56 percent of the sample adults did not show any interest in knowing about the details of different beneficiary oriented programmes in their area. Only 44 percent of them were interested to know the details of the beneficiary oriented programmes.

Table No. 49

Distribution of potential learners according to their interest to know about the beneficiary oriented scheme in details

Item	No. of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Interested	126(16.7)	30(35.7)	159(44.2)
Not interested	147(53.3)	54(64.3)	201(55.8)
Total	276(100.0)	84(100.0)	360(100.0)

(Figures in brackets indicate percentages)

4.9.10. 244 out of 360 potential learners (68 percent) were not interested to listen to radio programmes. From among the remaining 116 potential learners who were listening to radio programmes, 51 per cent were interested to keep record of things of interest broadcast through radio. Rest had no such interest. Distribution of potential learners listening to radio programmes and keeping record of things of interest is presented in the following table.

Table No. 50

Distribution of potential learners listening to radio programmes and keeping record of things of interest broadcast

Item	Number of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Interested	45	14	59 (50.9)
Not interested	49	8	57 (49.1)
Total	94	22	116 (100.0)

(Figures in paranthesis indicate percentages)

4.9.11. Most of the potential learners (88 per cent) however, realised that literate persons enjoy better status in the society. The remaining 42 potential learners did not agree with this view.

4.10. Inclination to attend the Centres —

4.10.1. The adult education centres are expected to generate an indirect impact on the potential learners. The potential learners are supposed to be motivated and inspired by seeing the performance of the centres and also by seeing the literacy skills developed by the learners. In order to know how far the potential learners have been influenced by the performance of the Centres, all the 360 potential learners were asked whether they were interested to join if a centre is opened again in their village. It is really interesting to note that most of the potential learners (83 per cent) had expressed their willingness to join the Centre if opened again in their village. The remaining 17 per cent illiterate adults were, however, indifferent about this.

Table No. 51

Potential learners willing to join in the Adult Education Centre

Item (1)	Number of potential learners		
	Male (2)	Female (3)	Total (4)
Willing ..	229	70	299 (83.1)
Not willing ..	47	14	61 (16.9)
Total ..	276	84	360 (100.0)

(Figures in brackets indicate percentages)

4.10.2. The reasons expressed by the 61 potential learners who were not willing to join the Centres were tiredness after day's hard work, lack of time, lack of interest to learn 3 R's, engagement in domestic work and other economic pursuits, etc. Various reasons given by the 61 potential learner are given in detail in the following table:—

Table No. 52

Distribution of potential learners not willing to join the A. E. Centres by reasons

Reasons (1)	Number reported		
	Male (2)	Female (3)	Total (4)
1. Tiredness due to hard labour during day time	8	1	9 (14.8)
2. Lack of time ..	21	..	21 (34.4)
3. Engaged in other economic pursuits ..	4	..	4 (6.6)
4. Unsuitability of the timings of the Centres ..	1	..	1 (1.6)
5. Lack of interest ..	2	3	5 (8.2)
6. Engaged in domestic works ..	2	3	5 (8.2)
7. No financial benefit ..	..	1	1 (1.6)
8. Not useful ..	3	1	4 (6.6)
9. Reasons not specified ..	6	5	11 (18.0)
Total ..	47	14	61 (100.0)

(Figures in brackets indicate percentages)

About 50 percent of the respondents were not willing to join the centres only because they did not and time or felt tired after a day's work.

4.10.3. *Literacy Status of the Spouse*— Out of the 360 potential learners, 108 (30 per cent) were not married and another 6 (2 per cent) were either widowers or widows. When remaining 246 married potential learners were asked about the literacy status of their spouse, 11 per cent of them reported that their spouse has the ability to read and write. The counterparts of the remaining 219 potential learners (89 per cent) were illiterate. 11 male respondents expressed that their female counterparts were able to read and write even though they themselves were illiterate.

Table No. 53

Distribution of the potential learners by the literacy status of their spouse

Literacy status of the spouse (1)	Number reported		
	Male (2)	Female (3)	Total (4)
Can read and write ..	14	13	27 (11.0)
Cannot read and write ..	182	37	219 (89.0)
Total ..	196	50	246 (100.0)

(Figures in brackets indicate percentag)

4.10.4. Two-thirds of the potential learners whose spouses were illiterate were willing to educate their counterparts. The remaining one third potential learners were indifferent about this. It was interesting to find that the desire to educate their spouse was more among women than among men. When 81 per cent of women were willing to educate their husbands, only 64 per cent of men were interested to educate their wives.

Table No. 54

Distribution of potential learners whose spouse were illiterate by their willingness to educate

Item (1)	Number reported		
	Men (2)	Women (3)	Total (4)
Willing ..	117 (64.3)	30 (81.1)	147 (67.1)
Not willing ..	65 (35.7)	7 (18.9)	72 (32.9)
Total ..	182 (100.0)	37 (100.0)	219 (100.0)

(Figures in brackets indicate percentag)

4.10.5. When the 72 potential learners who were not willing to educate their spouses were asked about the reasons, about 35 per cent (all men) stated that their wives were fully engaged in domestic

work and could not spare time to read. Lack of time (26 per cent) and lack of interest (23 per cent) were the other two major reasons. The adult education course was not considered useful for their spouses by another 4 per cent.

Table No. 55

Distribution of potential learners not willing to send their spouse to the Centres by reasons

Reasons (1)	Number reported		
	Male (2)	Female (3)	Total (4)
1. Fully engaged in household duties ..	25	..	25 (34.7)
2. Lack of time ..	14	5	19 (26.4)
3. Lack of interest ..	15	2	17 (23.6)
4. Tiredness due to day's hard labour ..	2	..	2 (2.8)
5. Course not useful ..	3	..	6 (4.2)
6. No views ..	6	..	6 (8.3)
Total ..	65	7	72 (100.0)

(Figures in brackets indicate percentages)

4.10.6. It was found that out of the 360 potential learners 108 were not married. From among the remaining 252 married potential learners 57 had no children and another 33 potential learners had no children of school-going age. Thus out of 360 potential learners, 162 (45 per cent) were married and had children in school-going age. When all these 162 potential learners were asked whether they were sending their children to school, 53 per cent reported that they were not sending their children to schools.

Table No. 56

Distribution of potential learners having children of school-going age sending them to school

Item (1)	Number reported		
	Male (2)	Female (3)	Total (4)
Sending to school ..	54	23	77 (47.5)
Not sending to school ..	73	12	85 (52.5)
Total ..	127	35	162 (100.0)

(Figures in brackets indicate percentages)

4.10.7. Out of 85 potential learners who were not sending their children to school, 43 (51%) expressed their willingness to send their children to school. The 42 potential learners were not willing to send their children to schools mainly because their children were engaged in their family economic pursuits to supplement family income and lack of interest towards education due to abject poverty.

4.11 Opinion of the potential learners on the usefulness of the Course to the learners:

4.11.1. As discussed in the earlier paragraphs 326 out of 360 potential learners were aware of the functioning of the Adult Education Centres in their villages. When these potential learners were asked about their impression about the programme and the centre in benefitting the learners, majority of them (62%) reported that the course had benefitted the learners to some extent. The remaining 38% of the potential learners however did not consider the course of any use.

Table No. 57

Distribution of potential learners who considered the course had benefitted the learners

Item	No. of potential learners		
	Male	Female	Total
(1)	(2)	(3)	(4)
Benefitted	164 (65.9)	37 (48.1)	201 (61.7)
Not benefitted	85 (34.1)	40 (51.9)	125 (38.3)
Total	249 (100.0)	77 (100.0)	326 (100.0)

(Figures in brackets indicate percentages)

4.11.2. All the 201 potential learners who stated that the learners were benefitted by attending the Adult Education Centres were asked about their opinion on the literacy standards developed by the learners after attending the Centre. In the opinion of all these potential learners, only some of the learners had developed the ability to read and write and to prepare personal accounts. The Centres were thus not very much successful in developing the ability to read and write well. The following table presents the details about their opinion on the literacy skills developed by the learners after attending the Adult Education Centres.

Table No. 58

Opinion of the potential learners on the literacy skills of the learners

Item	No. of potential learners reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
Reading ability Some can read	127 (77.4)	24 (64.9)	151 (75.1)
Very few can read	37 (22.6)	13 (35.1)	50 (24.9)
Total	164 (100.0)	37 (100.0)	201 (100.0)
Writing ability--Some can write	116 (70.7)	23 (62.2)	139 (69.2)
Very few can write	48 (29.3)	14 (37.8)	62 (30.8)
Total	164 (100.0)	37 (100.0)	201 (100.0)
Preparation of small personal accounts A few can prepare	132 (80.5)	24 (64.9)	156 (77.6)
A negligible number can prepare.	32 (19.5)	13 (35.1)	45 (22.4)
Total	164 (100.0)	37 (100.0)	201 (100.0)

(Figures in brackets indicate percentages)

4.11.3. It can be seen from the above table that most of the potential learners reported that from among the learners who have been educated in the A. E. centres only few were able to read well, still less were able to write well and a few were able to maintain personal accounts.

4.11.4. From among the 326 potential learners who were aware of the functioning of the Adult Education Centre in their village, was 203 (62%) were of the opinion that the Adult Education Centre in their village functioning well. But the remaining 123 (38%) potential learners were not satisfied with the manner of functioning of the Adult Education Centres in their village.

4.11.5. The interviews with potential learners thus throws the following important facts about the impact of the Adult Education Programme.

About 90% of the potential learners realised that learning of 3RS is necessary and also helpful to them. Over half of the illiterate adults (53%) expressed their willingness to learn 3RS and were interested to read news papers and epics, 44% of them were interested to know in detail about the various beneficiary oriented programmes, and 88% realised that literate persons enjoy better social status. Besides, 83% of the potential learners expressed their willingness to join the Centre if a new Centre is opened again in their village. Majority of the married potential learners (67%) whose spouses were illiterate, were willing to educate their counterparts. Over half of the potential learners (51%) who were not sending their children to school previously, had expressed their willingness to send their children to school. Majority of the illiterate adults (62%) reported that the adult education course had benefitted the learners to some extent, even though in their opinion only few of the learners who have completed the courses are able to read and write well and maintain personal accounts.

4.11.6. All these findings infer that the Centres had definitely a positive impact on the rural illiterate adults. But for successful implementation of the Adult Education Programme in the rural areas, what is needed most is proper motivation followed by publicity, good facilities, appointment of good instructors and close supervision and monitoring of the programmes.

4.12. *Knowledgeable persons* 4.12.1. In order to know the views of the knowledgeable persons on the working of the Adult Education Centres, two non-official members of the District Adult Education Board in each district, two non-official members of the Block Level Adult Education Board from each selected Block and two knowledgeable persons of the village of each selected centre were selected. Thus a total of 192 knowledgeable persons were selected for the study. Out of this 191 persons could be interviewed and one person from Berhampur in Ganjam District could not be contacted inspite of repeated visits. The opinion collected from these 191 knowledgeable persons on the working of Adult Education Programme in their respective areas is analysed in the following paragraphs.

4.12.2. *Particulars of the knowledgeable persons*—Out of the 191 persons interviewed 187 were men and the remaining 4 were women. 132 were from higher social groups, 42 from scheduled tribes and 17 from scheduled castes. They were from all age-groups from 21 years to 61 years and above. They were chosen from all fields and occupations ranging from cultivation to social service and agricultural labour.

4.12.3. *Association with Adult Education Programme*—Almost all the selected knowledgeable persons expressed that they have been well acquainted with the Adult Education Programme executed in their area.

4.12.4. All the 189 persons (out of 191) who reported to have been acquainted with the Adult Education programme operating in their areas were associated with programme either as a member of the Adult Education Board or as a Block Level Officer or as a person belonging to the same village where the Centre was functioning. Some of the Block Level Officers had to be interviewed as knowledgeable persons in the absence of any other non-official member of the Adult Education Board. About 76% of the knowledgeable persons had acquaintance with the programme being co-villagers of the area where Adult Education Centres were organised. About 18% of the knowledgeable persons had been associated with the programme being members of the Adult Education Board either at the district or at the block level. The remaining 7% were associated with the programme as Block Level Officers.

4.12.5. *Opinion on the selection of Blocks*—When the knowledgeable persons were asked whether the selection of blocks have been correctly done according to procedure for organising Adult Education Centres most of them (60%) remained indifferent and did not comment on it. 38% of the knowledgeable persons reported that the block selection was done properly whereas the remaining 2% felt that the blocks were not chosen according to the procedure and due to undue pressures. Correct procedure was not followed for selection of blocks.

4.12.6. All the 3 persons in whose opinion, the selection of blocks was not properly done, suggested that the blocks where the percentage of illiteracy is higher should be taken and the selection committee should select the blocks following the above criterion rigidly instead of selecting blocks on other considerations.

4:12:7. *Opinion on the selection of Centres*—Majority of the knowledgeable persons (80%) had reported that the Centre selection was done properly. 6% of the knowledgeable persons however felt that Centres have not properly been chosen. About 14% of the persons remained silent without offering their opinion on this aspect.

Table No. 59

Opinion of knowledgeable persons on the selection of Centres

Opinion (1)	Number (2)	Percentage to total (3)
1. Place of Centres has properly been chosen ..	153	80.1
2. Place of Centres has not been properly chosen	12	6.3
3. No views ..	26	13.6
Total ..	191	100.0

4:12:8. The suggestions were about unbiased selection of Centres, preference to villages having concentration of S. C. and S. T. population, and entrusting the job of selection of Centres to the Block Level Committee to avoid bias in selection.

4:12:9. *Opinion on the selection of beneficiaries -*

The selection procedure of learners was considered sound by most of the knowledgeable persons (86 per cent). In the opinion of about 6 per cent of knowledgeable persons, however, the procedure of selection of learners was not considered proper. Besides, 8 per cent of the knowledgeable persons remained indifferent without offering their views on this aspect.

Table No. 60.

Opinion of knowledgeable persons on the procedure of selection of learners

Opinion (1)	Number (2)	Percentage to total (3)
Sound ..	164	85.9
Not sound ..	11	5.7
Indifferent ..	16	8.4
Total ..	191	100.0

4:12:10. All the 11 persons who considered the selection procedure of learners was not sound made some suggestions for streamlining the procedure. They suggested that the selection of learners should either be done by the Block Level Committee or by a Village Level Committee constituted for the purpose, instead of entrusting this job to the Instructors of the Centres. Age limitations in selection of persons should rigidly be followed. Persons between the age-group of 15 to 45 years should only be selected as learners and under the aged and over-aged persons should be avoided. While selecting the learners, their aptitude towards learning should be taken into account. Separate Centres for male and female learners should be organised instead of organising combined Centres as it has been done in some cases.

4.12.11. Opinion on the selection of Instructors :

The procedure of selection of Instructors of the adult education centres was considered proper by majority of knowledgeable persons (75 per cent) 13 per cent of the knowledgeable persons, however, did not consider the selection procedure of Instructors proper. About 12 per cent of them remained in different and did not offer their views.

4.12.12. 3 out of 25 persons (52 per cent), who reported that the selection of Instructors was not properly done suggested that local unemployed youths should be appointed as Instructors of the Centres. Another 6 persons (24 per cent) suggested that persons devoted to the job should only be selected for the post. Local school teachers were preferred as Instructors by another 3 persons (12 per cent). Other suggestions included appointment of retired qualified persons as Instructors and entrusting the job of selection of Instructors to a Village Level Committee.

4.12.13. The knowledgeable persons were asked to report if there was any problem in getting lady Instructors for the female centres. More than half of the knowledgeable persons reported that there was no problem in getting lady Instructors for the female centres. But about 33 per cent of these persons reported problems in getting women Instructors. The remaining 13 per cent remained silent and did not offer their views.

4.13. Opinion on the training of the Instructors :

4.13.1. Majority of the knowledgeable persons (43 per cent) did not offer their views on period of training of Instructors and remained silent as they had no idea about the training given to the Instructors. 30 per cent of the knowledgeable persons stated that the period of training for the Instructors was adequate. The remaining 27 per cent however did not consider the present duration of training of the Instructors as adequate.

4.13.2. The knowledgeable persons, who did not consider the period of training of the Instructors was adequate made certain suggestion in this regard. Majority of them (49 per cent) suggested that the period of training should be 4 weeks whereas 14 per cent suggested it to be of 3 months duration. Two weeks training was considered adequate by another 14 per cent of them. When about 4 per cent of the knowledgeable persons considered 3 days refresher course as adequate for the Instructors, another 4 per cent of them suggested that the period of training of the Instructors should be atleast six months.

Table No. 61

Suggestions of knowledgeable persons on the period of training

Suggestions	Number reported	Percentage to total
(1)	(2)	(3)
3 days	2	3.9
2 weeks	7	13.8
2 to 3 weeks	2	3.9
3 weeks	5	9.8
4 weeks	25	49.0
2 months	1	2.0
3 months	7	13.7
6 months or more	2	3.9
Total :—	51	100.0

4.13.3. Place of training of Instructors :

The training programmes for the Instructors are normally organised at Block Headquarters. In some cases the training is also organised in the villages which are convenient and suitable for organising such programmes. About the suitability of places selected for training the Instructors, majority of the knowledgeable persons (49 per cent) did not offer any opinion, 40 per cent of them stated that the places of training had properly been chosen. The remaining 13 per cent of the knowledgeable persons, however expressed that the places were unsuitable for organising training programmes for Instructors.

4.13.4. From among 26 persons who considered the place of training unsuitable, 19 (73 per cent) suggested that the training of the Instructors should be organised at Block Headquarters only. 4 of them suggested that the training programmes for the Instructors of adult education centres should be organised in regular training schools. Other suggestions included organisation of training in a place having proper communication facility and in places convenient to the Instructors. The following table gives the distribution of knowledgeable persons according their suggestions on the suitability of place of training

Table No. 62

Suggestions of knowledgeable persons on the place of training

Suggestions	Number reported	Percentage to total
(1)	(2)	(3)
1. Training Centre should be at Block Headquarters.	19	73.1
2. Training Centre should be located in a place having proper communication facility.	2	7.7
3. Training should be given in any regular training school.	4	15.4
4. Training should be organised taking into account the convenience of the Instructors.	1	3.8
Total	26	100.0

4.14. Opinion on curriculum for the Centres :

4.14.1. 151 knowledgeable persons (79 per cent) were not aware of the curriculum of the adult education Centres. The remaining 40 persons (21 per cent) had reported that they know about the curriculum of the Centres. 33 out of the 40 persons, who had the knowledge of the curriculum, (83 per cent) felt that the curriculum meant for the Centres was alright. The remaining (18 per cent) knowledgeable persons however felt that the curriculum was not properly prepared. These 7 persons suggested (i) to include spiritual aspects in the curriculum, (ii) to adopt modern methods of practical teaching (iii) to introduce more local features/ activities in the curriculum, and (iv) to insert audio-visual programmes like display of slides, cinemas, etc. and demonstrations. One knowledgeable person however felt that the curriculum is too exhaustive for the learners.

4.15. Opinion on the location of adult education Centres :

4.15.1. Most of the knowledgeable persons (86 per cent) were satisfied with the selection of site of the Centres in the villages. Only 9 per cent of the knowledgeable persons complained that the Centres were not conveniently located.

Table No. 63

Views of knowledgeable persons on the location of the Centre

Views	Number	Percentage to total
(1)	(2)	(3)
Conveniently located	165	86.4
Not located conveniently	18	9.4
Indifferent	8	4.2
Total	191	100.0

4.15.2. 11 out of 18 persons who reported that the centres were not conveniently located, suggested that the Centres should function in an independent and a permanent building of its own and it should be located in the middle of the village. However, this was not considered practicable for such temporary programme. Another 5 persons (28 per cent) suggested that the Centres should be located in a central common place in the village so that the Centre will be accessible to all the learners. Local school building was favoured by one person. Other places suggested for organising the Centre were Bhagabat ghar or Pathagar of the village.

4.16. Opinion on the timings of the Centre :

4.16.1. There was no complaint on the timings of the Centre by 95 per cent of the knowledgeable persons. Only 2 per cent of them did not consider the timings of the Centres quite convenient to the learners. The remaining 3 per cent remained indifferent about the matter.

4.17. Opinion on the participation of Government organisations and villagers in the programme :

4.17.1. The knowledgeable persons were asked whether they felt that different State Government organisations are properly participating and co-operating in the activities of the adult education programme. 173 out of 191 knowledgeable persons (90 per cent) reported that the extent of participation of different State Government organisations in the programme is very unsatisfactory. The remaining 19 (10 per cent) persons however were satisfied with the extent of involvement of different State Government agencies in the programme.

4.17.2. About 41 per cent of 113 knowledgeable persons who were not happy about this, suggested that there should be regular and intensive supervision of the adult education Centres by different State Government Officers including Adult Education personnel and Block Level Officers. In the opinion of 16 persons (14 per cent), the B. D. O. and other Block Level Extension Officers should supervise the Centres regularly. Another 25 (22 per cent) felt that the more co-operation should flow from Block Level Officers so that the programme would run successfully. Active participation of technical personnel of different Government departments in the programme was considered necessary by 21 per cent of the knowledgeable persons for effective working of the programme. Other suggestions included formation of high level committee to organise and supervise the programme and provision of special allowance for supervisory officers as an incentive. The following table presents the details :

Table No. 64

Suggestions of knowledgeable persons on better participation of different Government organisations

Suggestions	Number reported	Percentage to total
(1)	(2)	(3)
1. State Government Officers including Adult Education Personnel and Block Level Officers should regularly supervise the Centres.	46	4.07
2. Block Level Officers should supervise the Centres	16	14.2
3. High Level Committee should be formed to organise and supervise the Centres.	1	0.9
4. Provision of special allowance to supervisory officers as an incentive.	1	0.9
5. More co-operation should flow from Block Level Personnel.	25	22.1
5. Technical persons of different Government departments should be directed to take active participation in the programme.	24	21.2
Total	113	100.0

4.17.3 About 73 per cent of the knowledgeable persons were of the view that village illiterate male adults had taken keen interest in the programme, but 13 per cent felt that the village illiterate male adults had not responded well. Another 14 per cent of them remained silent without offering their views

4.18. *Opinion on the regularity in attendance of the learners :*

4.18.1. In the opinion of about 45 per cent knowledgeable persons, the learners were attending the Centres regularly. 36 per cent of the knowledgeable persons reported that the learners were not regular. The remaining 19 per cent of the knowledgeable persons did not offer any views on this question.

4.18.2. The reasons for the irregularity of attendance by the learners as reported by the knowledgeable persons were lack of proper motivation, irregularity of the instructors of the Centre, absence of incentives to the learners in the form of cash or kind, lack of follow up and supervision, exhaustion after days' hard work and poverty of the people etc. Illiterate adults who are mostly from the labour class get tired after hard work during day time and therefore remain absent very often. In the opinion of 36 per cent of the knowledgeable persons, this was the main reason for which the learners do not take required interest in the programme. In the opinion of another 17 per cent of persons, irregularity in running the Centre due to absence of instructor also discouraged learners to remain regular. Lack of proper motivation was also partly responsible for not developing adequate interest. This was the opinion of about 16 per cent of the knowledgeable persons. Various reasons given by the knowledgeable persons for the irregularity in attendance of the Centres is presented in the table 65 below.

Table No. 65

Distribution of knowledgeable persons reporting the reasons for the irregularity in attending the Centres by the learners

Reasons	No. reported	Percentage to total
(1)	(2)	(3)
1. Instructors were irregular in attending the Centres	12	17.4
2. Lack of proper motivation	11	15.9
3. Lack of proper supervision and follow up	1	1.5
4. Exhaustion due to hard labour during day time and poverty of the people	25	36.2
5. Want of incentives to attract learners either in cash or kind	9	13.0
6. Migration of the villagers in search of work	7	10.2
7. Want of Audiovisual programmes in the Centres	3	4.3
8. Want of sufficient provision of reading and writing materials and Dari to the centres.	1	1.5
Total	69	100.00

4.19. *Views on participation of illiterate females in the programme :*

4.19.1. The knowledgeable persons were also asked whether the illiterate females were taking interest in the Adult Education Programme. About 44 per cent of them reported that the village illiterate females also exhibited good response to the programme. However, in the opinion of about 21 per cent the illiterate female adults were not interested much in the programme. The remaining 35 per cent did not offer any views on this matter.

4.19.2. With regard to regularity in attendance of the female learners, only 28 per cent of the knowledgeable persons reported that the female learners were regular in attending the Centres. Another 27 per cent reported that the female learners were not regular but the remaining 45 per cent of the knowledgeable persons remained silent without any views.

4.19.3. As reported by the knowledgeable persons the irregularity of attendance by the female learners was mainly attributed to engagement in domestic work (31%), lack of proper motivation or persuasion (18%), lack of proper incentives (20%) and shyness of the females to attend Centres (14 %) etc. Among the other reasons are unsuitable timings and distance of the Centre etc.

4.20. *Views on the Impact of the Programme on the learners—*

4.20.1. The knowledgeable persons were asked if they thought that the type of education imparted through the Adult Education Centres had any indirect impact in the socio-economic levels of the learners. In the opinion of 74 per cent of them the Adult Education Programme had not helped the learners in raising their economic levels. About 74 per cent however, felt that the programme has some indirect impact in elevating the economic levels of the learners families.

4.20.2. 59 per cent of the knowledgeable persons felt that the programme brought about some change in the social behaviour of the learners. The impact of the programme towards improvement of the sanitation and hygienic condition of the family members of the learners was not felt by 74 per cent of these persons. The table given below presents the distribution of the knowledgeable persons according to their views on the impact of the programme in elevating the economic, social and hygienic level of the learners families.

Table No. 66

Views of knowledgeable persons on the impact of the programme on the socio-economic and hygienic levels of the learners.

Item (1)	No. of knowledgeable persons			Total (5)
	Improved (2)	Not improved (3)	Indifferent (4)	
Economic condition	26(13.6)	142(74.4)	23(12.0)	191(100.0)
Social behaviour ..	112(58.7)	56(29.3)	23(12.0)	191(100.0)
Hygienic condition ..	27(14.2)	141(73.8)	23(12.0)	191(100.0)

4.20.3. In the opinion of most of the knowledgeable persons, the Adult Education Programme had very little impact on the economic and hygienic conditions of learners families even though it succeeded in bringing about some change in social behaviour of the learners.

CHAPTER V

Working of voluntary Organisations associated with the NAE Programme

5.1. The Voluntary Organisations have a vital role to play in spreading adult literacy. The Government of India in the Ministry of Education and Culture has formulated a "Scheme of Assistance to voluntary agencies working in the field of "Adult Education" in order to provide facilities for fuller involvement of voluntary agencies in the programme. Necessary grants are provided by Government of India for organising Adult Education Centres by the voluntary agencies.

5.1.1. While evaluating the National Adult Education Programme it was intended to know the performance of various voluntary organisation including the Nehru Yubak Kendras and N. S. S. wings of universities and colleges in spreading the adult literacy programme in the State. Accordingly a few organisations were selected for detailed study.

5.1.2. Out of 21 private Voluntary Organisations, 10 Nehru Yubak Kendras and 27 colleges which have organised Adult Education Centres in the State during the reference period starting from the year 1978-79 to 1980-81, 2 private voluntary organisations, 2 Nehru Yubak Kendras and 4 colleges have been selected for the study. A small schedule was designed to collect required information on the functioning of these organisations. The distribution of those sample organisations by the year of their functioning is given in the Appendix Table V.

5.1.3. All the private voluntary organisations and Nehru Yubak Kendras received necessary grants from the Ministry of Education, Government of India for running the Adult Education Centres. University Grants Commission, New Delhi provided necessary funds to the N. S. S. wings of the colleges for organising A. B. Centres.

5.2. *Timeliness in getting funds-*

5.2.1. Most of the organisations did not receive required grants in time from the concerned authorities. As a results, centres targetted to be opened during a particular year could not be achieved by these organisations. This phenomenon was true in case of all the three categories of organisations given above.

5.3. *Physical performance—*

5.3.1. All the Voluntary Organisations except three had fulfilled the target of centres during the reference years. Both the Nehru Yubak Kendras could not reach the target. The Nehru Yubak Kendra, Berhampur had failed to open one more centre to reach its target of 60 during the year 1979-80. Similarly the Nehru Yubak Kendras, Bhwanipatna of Kalahandi districts had organised 45 centres of the target of 60 centres. The N. S. S. wing of Rayagada college in Koraput district had organised 8 out of 10 centres required to be opened by it. The table at Appendix-VI gives the details.

5.3.2. The distribution of male and female centres organised and the number of adults made literate by the Voluntary Organisations is presented in the tables at Appendix VII and VIII. Private Voluntary Organisations organised combined centres both for male and female adults

5.4. *Selection of Blocks, Villages, Centres and Adults—*

In order to know the criteria followed for selection of blocks, villages, centres and the beneficiary adults information was collected from 2 private voluntary organisations, 2 Nehru Yubak Kendras and 4 colleges.

5.4.1. *Selection of Blocks —*

It is seen that no specific criterion was followed by the private voluntary organisations and N. S. S. wings of colleges for selection of blocks for organising Adult Education Centres. Out of the two Nehru Yubak Kendras, the Nehru Yubak Kendra at Berhampur selected those blocks which have been approved by the District Adult Education Board and the Nehru Yubak Kendra at Bhawanipatna adopted such blocks which have not been covered by the Project Officer, Rural Functional Literacy Programme of the district. None of these organisations felt any difficulty in following the existing procedure of selection of blocks.

5.4.2. *Selection of Villages—*

No fixed criterion was followed by any of these organisations for selection of villages, However predominance of S. C. & S. T. population, backward population, illiteracy, peoples' response and availability of local instructors etc. were some of the criteria followed.

5.4.3. Selection of Centres—

No fixed criterion was adopted for locating the Adult Education Centres. However, areas of concentration of backward communities and illiterate population, availability of suitable accommodations and suitable instructors for running the centres were considered to be the main guiding principles for locating centres in the villages. Even then problems have been faced in running the centres effectively in some areas. The Orissa Parent-Teachers' Association, Puri stated that though they are adopting the criterion of backwardness of the people and availability of women learners and instructors for locating the centres, yet they are not getting adequate women learners. Similarly the N. S. S. wing of Rajendra College, Balangir also felt that though they are locating the centres where people's response towards the programme is better and student instructors are available for running the centres, they find that the learners as well as the instructors are very irregular in attending the centres. This has been attributed to the fact that the learners happened to be the daily wage earners who return home late in the evenings after hard work and fail to attend the centres regularly.

5.4.4. Problems in the Selection of beneficiary adults—

Half of the organisations had difficulties in getting and enrolling required number of adults in the Adult Education Centres. The main problem as expressed by the Voluntary Organisations was with regard to getting required number of adult learners, especially women learners in the specified age-group of 15-35 years for enrolment in the centres. But it is already a known problem and the Voluntary Organisation in liaison with the village head man and Block personnel should motivate the people through adequate support about the benefit of the programme.

5.4.5. Selection of instructors or the centres—

In order to study the problems in selection of instructors for the centres, information was collected from 12 Private Voluntary Organisations, 2 Nehru Yubak Kendras and 4 colleges. It is seen that instructors have been chosen mainly from among the local unemployed youths by Voluntary Organisations. School teacher and school/college students have also been selected as instructors by some organisations.

5.4.6. Each instructor was given an honorarium of Rs. 50 per month by all the Voluntary Organisations. The instructors were imparted necessary training for teaching the illiterate adults in the Adult Education Centres. The Private Voluntary Organisations imparted two to three weeks training for the instructors whereas the Nehru Yubak Kendras and the N. S. S. wings of the colleges had given one week training only to the instructors.

5.4.7. The training was imparted mainly by the personnel of the State Resources Centre at Angul in Dhenkanal district. Besides various officers of the State, organisational heads of different Voluntary Organisations had also taken part in imparting necessary training to the instructors covering subjects on various fields of village development activities including agriculture, animal husbandry, health, sanitation, family welfare, different professional and trade skills, credit etc. Most of the reading materials required for the centre were supplied to the Voluntary Organisations by the State Resources Centre at Angul.

5.4.8. Publicity and Audio Visual Aids—

Only one college and 4 Voluntary Organisations had some audio visual aids. But the rest, including Nehru Yubak Kendras did not have such facilities. The four Private Voluntary Organisations and the N. S. S. wings of Rayagada college having publicity and audio visual equipments had organised 54 and audio visual programmes respectively in the rural areas during the year 1979-80.

5.4.9. Staff position—

All the Private Voluntary Organisations, Nehru Yubak Kendras and the N. S. S. wings of colleges had the required supporting staff to assist the work in organising the Adult Education Centres.

5.5. Supervision of the Centres—

The success of Adult Education Programme depends on the quality of supervision of the Centres. Since the Adult Education Centres are organised mostly in remote and interior village it is necessary that effective and intensive supervision of the Centres is made to ensure proper working of the Centres. In order to carry out supervision work, all the Voluntary Organisations except one Private Voluntary Organisation viz. Orissa Rastrabhasha Parishad, Puri had supervisors. Besides the head of the organisation, the State Government Officers at the district and Block levels including project officers of R. F. L. Ps., B. D. Os., Block Level Extension Officers etc. also supervised some of the Centres.

5.6.1. Frequency of visits by Supervisors—

The following table gives the frequency distribution of the visits of the supervisory officers to the centres.

Table No. 67

Frequency distribution of the visits of the Supervisory officers to the Centres

Category of Organisation.	1978-79				1979-80			
	No. of Centres				No. of Centres			
	No. of Centres organised during the year	Visited once	Visited more than once.	Not visited at all	No. of Centres organised during the year	Visited once	Visited more than once	Not visited at all.
1	2	3	4	5	6	7	8	9
1. Private Voluntary Organisations.	200 (100.0)	55 (27.5)	88 (44.0)	57 (28.5)	950 (100.0)	306 (32.2)	424 (44.6)	220 (23.2)
2. Nehru Yubak Kendras.	..	..	..	..	118 (100.0)	..	118 (100.0)	..
3. N. S. S. Wings of Colleges.	..	..	..	..	52 (100.0)	..	52 (100.0)	..
Total:	200 (100.0)	55 (27.5)	88 (44.0)	57 (28.5)	1,120 (100.0)	300 (27.3)	594 (53.0)	220 (19.7)

Category of Organisation	1980-81				1981-82			
	No. of Centres				No. of Centres			
	No. of centres organised during the year	Visited once	Visited more than once	Not visited at all	No. of centres organised during the year.	Visited once.	Visited more than once	Not visited at all
1	10	11	12	13	14	15	16	17
1. Private Voluntary Organisation.	30 (100.0)	..	30 (100.0)	..	..	..	..	..
2. Nehru Yubak Kendras.	160 (100.0)	..	160 (100.0)	..	170 (100.0)	..	170 (100.0)	..
3. N. S. S. Wings of Colleges.	22 (100.0)	..	22 (100.0)	..	20 (100.0)	..	20 (100.0)	..
Total	212 (100.0)	..	212 (100.0)	..	192 (100.0)	..	192 (100.0)	..

5.5.2. The above table reveals that all the Centres have been visited at least once in case of Nehru Yubak Kendra and N. S. S. Wings of colleges where as about a quarter of Centres opened were not visited by any supervisory officers in case of private voluntary organisations.

5.6. Views of the officer in charge of the voluntary Organisation on the working of the Programme.

5.6.1. The views of the officers in charge of the programme have been analysed separately for different aspect of the programme such as adequacy of funds for organising the Centres, timeliness in getting required funds availability of required reading and writing materials, availability of suitable instructors, supervisors and co-ordination with different Government agencies etc.

5.6.2. Timeliness in release of funds:

Most of the organisations reported that there was inordinate delay in getting required funds from the concerned authorities. As a result they faced lot of problems in organising centres and making payments to the Supervisors and Instructors in time and also there was consequential delay in the purchase of required material for the centres. Only 2 out of 18 private voluntary organisations received required funds in time.

5.6.3. Views on selection of Instructors:

Half of the voluntary organisations had the problem of not getting suitable Instructors of required number for the centres. One out of the two NYKs stated that the selection of Instructors should be done by the Youth Co-ordinators and not by the Block personnel. Half of the private voluntary organisations stated that Instructors as per prescribed qualifications were not available in the villages.

5.6.4. Views on the training programmes organised for the Instructors:

Ten out of 18 voluntary organisations had no problem in organising training programmes for the Instructors. Two out of the four colleges (N.S.S. wings) had the problem of getting resource personnel from different places to impart training. This can be achieved through establishment of proper rapport with the State Government Officers at the district and block levels. One-third of the private voluntary organisations reported problems like late receipt of funds resulting in consequential delay in organising training programmes inadequate funds, and short duration of training.

5.6.5. Views on adequacy of reading and writing material for the Centres:

Half of the voluntary organisations felt that they were not able to provide required reading and writing materials to the centres. Inadequacy of materials was felt more by the N.S.S. wings of colleges.

Table No. 68

Views	No. of Organisations				Total
	Private Vol. Organisations	NYKs	Colleges		
1	2	3	4	5	
1 Adequate		7	1	1	9
2 Inadequate		5	1	3	9
Total		12	2	4	18

5.6.6. Views on supervision of the Centres:-

Two thirds of the voluntary organisations stated that proper supervision of the work of the centres could not be made due to inadequacy of supervisory personnel and want of transport facilities and allowances to the supervisory officers.

5.6.7. Views on the Co-ordination with the State Government agencies:

Half of the voluntary organisations had no problem of co-ordination with the State Government agencies and they got necessary assistance from the State Government officials as and when approached. But the remaining 50% of the organisations did not get proper co-operation from State Government agencies to execute the adult

education programme taken up by them smoothly. Both the Nehru Yubak Kendras, 3 out of 4 colleges and half of the private voluntary organisations had complained about lack of proper co-operation from the State Government officials in the matter of organising the adult education centres by them.

Table No. 69
Views of the officer in-charge of the programme on the Co-ordination with the State Government Machinery.

Views	No. of organisations			
	Private vol. organisations	N Y Ks.	Colleges	Total
1	2	3	4	5
1. Exists proper co-ordination with the State Government Machinery	8	..	1	9
2. There is no proper Co-ordination with the State Government Machinery.	4	2	3	9
Total	.. 12	2	4	18

5.6.8. The officers in charge of ten private voluntary organisations were asked about their views on the response of the illiterate rural adults towards the programme. All of them stated that the illiterate rural adults were quite responsive towards the programme. As regards participation rate of learners at the Centres, they reported that there was average daily attendance of above 75% in most of the Centres. The following table given the participation rate of the learners.

Table No. 70
Participation rate of the learners

Average daily attendance at the Centre (in per cent)	Number of organisations	
	Male Centres	Female Centres
1	2	3
1. Up to 50 per cent	1	2
2. Above 50 per cent to 75 per cent	3	2
3. Above 75 per cent	6	6
Total	10	10

5.6.9. The officers-in-charge of adult education programme of the 10 private voluntary organisations were also asked whether learners admitted in the adult education centres continued till the end of the course. In their opinion more than 75 per cent of the learners continued in the centres till the end of the course in about 89 per cent of male centres and in 78 per cent of female centres. The following table gives the details.

Table No. 71
Percentage of learners admitted in the Centres continued till the end of the course

Percentage of learners	Number of organisations	
	Male Centres	Female Centres
1	2	3
1. Above 50 per cent to 75 per cent	1 (11.1)	2 (22.2)
2. Above 75 per cent	8 (88.9)	7 (77.8)
Total	* 9 (100.0)	* 9 (100.0)

(Figures in parenthesis indicate percentage)

* (One centre of Indian Institute of Action Research (Erstwhile Lohia Academy Trust) did not continue till the completion of the course due to discontinuation of funds for running the centres for the rest of the period.)

5.7. Performance of adult education Centres organised by the Voluntary Organisations:

5.7.1. As explained already in Chapter I, two categories of adult education Centres have been covered under the present study. The first category of Centres included those which had completed the full 10 months course and then closed (completed Centres) and the second category of Centres were those which were running during the year 1983-84 (running Centres). The performance of the completed Centres and running Centres is discussed below -

5.8. Completed Centres — For the purpose, 16 adult education Centres from 8 Voluntary Organisations were selected and required information on the working of these Centres was collected by canvassing a schedule.

5.8.1. Location of the Centres — It was found that 38 per cent of the Centres were run in the residence of the instructors, and 25 per cent of the Centres were held in the residence of some local person of the Village. Only two out of the 16 Centres were run in the local primary school buildings. Only one Centre had its own building. The N. S. S. wing of Bhadrak College with the co-operation of the villagers had constructed a thatched house for running this Centre. The remaining Centres were run in Club houses, Mahila Samiti buildings and other houses belonging to the local people.

5.8.2. Enrolment and drop out of Learners — Adults, other than S. C. and S. T. categories were enrolled more (47 per cent) in the Centres compared to Schedule Castes (36 per cent) and Scheduled Tribes (17 per cent). The female participation was also higher in case of other adults (56 per cent) than S. C. (39 per cent) and S. T. (5 per cent) adults. The drop outs from the Centres was as high as 22%. The percentage of drop outs was more in case of males (26.7 per cent) than of females (15.7 per cent). Between the categories the drop outs were relatively higher for S. T. adults (29 per cent) compared to S. C. (20.7 per cent) and other 21 (per cent) adults. The distribution of A. E. Centres by enrolment and drop outs in the Centres is presented in the following table :

Table No. 72

Distribution of A. E. Centres by enrolment and dropouts in the Centres

Social Groups	Sex	Number enrolled	Number completed the course	Number of drop outs
1	2	3	4	5
S. C.	Male ..	82 (100.0)	67 (81.7)	15 (18.3)
	Female ..	68 (100.0)	52 (76.5)	16 (23.5)
	Total ..	150 (100.0)	119 (76.3)	31 (20.7)
S. T.	Male ..	61 (100.0)	43 (70.5)	18 (29.5)
	Female ..	8 (100.0)	6 (75.0)	2 (25.0)
	Total ..	69 (100.0)	49 (71.0)	20 (29.0)
Others	Male ..	100 (100.0)	68 (68.0)	32 (32.0)
	Female ..	96 (100.0)	87 (90.6)	9 (9.4)
	Total ..	196 (100.0)	155 (79.0)	41 (21.0)
Total	Male ..	243 (100.0)	178 (73.3)	65 (26.7)
	Female ..	172 (100.0)	145 (84.3)	27 (15.7)
	Total ..	415 (100.0)	323 (77.8)	92 (22.2)

(Figures in paranthesis indicate percentage)

5·8·3. *Working hours of the Centres* — Three-fourths of the Centres were run during late hours in the evening (especially the male Centres) whereas only one quarter of the Centres were functioning during the day time. The table below gives the details:

Table No. 73

Distribution of A. E. Centres according to the timings of
of the Centres

Working hours	Number of Centres			
	Male	Female	Combined	Total
1	2	3	4	5
12 noon—2 P. M. ..	..	1	..	1
3 P. M.—6 P. M. ..	..	2	1	3
6 P. M.—9 P. M. ..	3	1	1	5
6·30 P. M.—8 P. M. .	1	1	..	2
7 P. M.—9 P. M. ..	3	..	1	4
8 P. M.—10 P. M. ..	1	..	..	1
Total ..	8	5	3	16

5·8·4. *Sitting arrangements in the Centres* — Half of the instructors of the Centres and 88 per cent of learners were sitting on the floor in the Centres and were not even provided with a mat to sit. Only 44 per cent of instructors were having chairs and 12 per cent of learners were using mats.

Table No. 74

Distribution of Adults Education Centres by the sitting arrangements
in the Centres

Sitting arrangements	Number of Centres			
	Male	Female	Combined	Total
1	2	3	4	5
For Instructors—				
Floor ..	3	4	1	8
Mat ..	1	..	..	1
Chair ..	4	1	2	7
Total ..	8	5	3	16
For Learners—				
Floor ..	6	5	3	14
Mat ..	2	..	..	2
Total ..	8	5	3	16

5·8·5. *Adequacy of reading materials* — The reading materials supplied to the Centres by the concerned Voluntary Organisations were not found adequate by about 63 per cent of the Centres whereas the remaining 37 per cent Centres had no such problem.

5.8.6 *Supply of writing and other materials to the Centres*— It was found that required writing and other materials like slates, B. B. Cloth, duster, exercise books, pencils etc., were not supplied to a good number of Centres as per their requirement. It was frustrating to see that slates and slate pencils were not even provided to 31 per cent and 56 per cent of the Centres respectively. The following table gives the details on the distribution of Centres by supply of writing and other materials to them.

Table No. 75

Distribution of Centres by supply of writing and other materials to the Centres

Materials	Number of Centres					
	Male			Female		
	Supplied according to requirement	Not supplied according to requirement	Total	Supplied according to requirement	Not supplied according to requirement	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Slates	7	1	8	3	2	5
B. B. Cloth	6	2	8	2	3	5
Duster	6	2	8	3	2	5
Exercise Books	6	2	8	3	2	5
Slate Pencils	4	4	8	3	2	5
Pencils	4	4	8	3	2	5

Materials	Number of Centres					
	Combined			Total		
	Supplied according to requirement	Not supplied according to requirement	Total	Supplied according to requirement	Not supplied according to requirement	Total
(1)	(8)	(9)	(10)	(11)	(12)	(13)
Slates	2	1	3	11 (68.7)	5 (31.3)	16 (100.0)
B. B. Cloth	2	1	3	10 (62.5)	6 (37.5)	16 (100.0)
Duster	1	2	3	10 (62.3)	6 (37.5)	16 (100.0)
Exercise Books	1	3	3	9 (56.3)	7 (43.7)	16 (100.0)
Slate Pencils	..	3	3	7 (43.7)	9 (56.3)	16 (100.0)
Pencils	..	3	3	7 (43.7)	9 (56.3)	16 (100.0)

(Figures in brackets indicate percentages)

5·8·7. *Light facilities*—All the centres whether run during day time or in the evening hours had light facilities. Lanterns were provided to 13 out of 16 centres (82%). One centre was functioning in an electrified house where as the remaining two centres had petromax light. About 77% of the lanterns provided to the centres were in good working condition. The remaining 23% of the lanterns were out of order.

5·8·8. *Instructors*—All the 8 Male Centres and the 3 Female Centres had instructors from the respective sex. In case of the 3 Combined Centres two had male instructors and the remaining one had a female instructor. The instructors of 14 out of 16 centres belonged to higher social group. Only one centre had S. C. and the other had S. T. Instructors, Instructor in fifteen out of the 16 centres had academic qualification of high school pass and thus possessed higher qualification than the minimum prescribed. Only one woman instructor of a Female Centre had academic qualification up to U. P. standard. Out of the 8 Male Centres, 2 Centres had graduate Instructors and one centre had instructor with Post Graduate qualification.

5·8·9. In most of the centres (81%) the instructors were from the same village where the centre was functioning whereas in remaining centres they came from adjoining villages. All the 5 Women Centres however had instructors from the same village where the centres were located. About 56% of the instructors were either school or college-going students, whereas about 38% of the instructors were local unemployed youth of the villages. One instructor was however a housewife and had requisite academic qualification.

5·8·10. 10 out of 16 (63%) instructors received necessary training in adult education programme. It was disheartening to learn that as much as 37% of the instructors ran the course without having any training back up in adult education curriculum.

5·8·11. Eight out of the 10 trained instructors felt that the quality of training imparted to them was quite good whereas the remaining two instructors of the Male Centres did not consider the training much useful. One of them reported that audio-visual aids were not shown to them and the use of such aids was not taught to them in the training classes. The other instructor complained that they were not taught adequately on the subjects like pisciculture poultry dairy and improved agricultural practices, etc.

5·8·12. The period of training was considered adequate by about half of the trained instructors. The remaining half expressed that the training imparted to them was only of one week duration. They felt that it should be of two to four weeks duration.

5·8·13. The instructors are given honorarium of Rs. 50 per month in the opinion of all the 14 instructors who were interviewed the honorarium given to them presently was very much inadequate. However they felt that it may be raised suitably to attract the instructors and provide them with incentive for better work.

5·8·14. Majority of the instructors suggested that the honorarium per instructor should be raised to Rs. 200. Four out of the 14 instructors suggested a minimum honorarium of Rs. 100 per instructor. Only one instructor suggested an honorarium of Rs. 250 per month. The following table gives the view of the instructors on the amount of honorarium considered suitable by them.

Table No. 76

Distribution of Instructors by the amount of honorarium considered desirable by them

Amount of honorarium considered desirable (1)	Number of Instructors		
	Male (2)	Female (3)	Total (4)
Rs. 100	2	1	3
Rs. 150	2	2	4
Rs. 200	3	2	5
Rs. 250	1	.	1
No views	..	1	1
Total	8	6	14

5·8·15. *Literacy Tests*—Literacy tests after completion of course were not conducted in some of the centres. 81% of the centres had conducted such tests whereas the remaining 19% had not conducted any literacy test after completion of the course in the centres.

Table No. 77

Distribution of Centres by Literacy Test conducted

Literacy Tests	Number of Centres			
	Male (2)	Female (3)	Combined (4)	Total (5)
Conducted	8	4	1	13(81·3)
Not conducted	..	1	2	3(18·7)
Total	8	5	3	16(100·0)

(Figures in paranthesis indicate percentages)

5·8·16. The reasons ascribed for not conducting any test by the 3 centres were that two centres (both combined centres for men & women) did not run for a full period of 10 months and so no test was conducted. Due to non-reporting of examiner for conducting the test in the centre, one Female Centre failed to conduct literacy test for its learners.

5·8·17. *Supervision*—About 56% of the centres were supervised at least once either by the State Government officials or by other officers of the concerned voluntary organisations during the working hours of the centres. The remaining 44% of the centres were not visited by any supervisory officer during the entire period of their working.

Table No. 78

Distribution of Centres by the State Government Officers visited the centres during their working hours

Item	Number of Centres			
	Male (2)	Female (3)	Combined (4)	Total (5)
Visited	3	3	3	9(53·3)
Not visited	5	2	..	17(43·7)
Total ;—	8	5	3	16(100·0)

(Figures in paranthesis indicate percentages)

5·8·18. *Cultural entertainment and Audio-visual Programmes Organised*—Cultural entertainment and audio-visual programmes were organised by only one quarter of the centres. Film shows were organised by the State Public Relations Department in only 2 Male Centres of the Voluntary Organisations. Different cultural programmes were organised by only one private Voluntary Organisation and one college in one Female Centre and in one Male Centre respectively.

5.8.19. *Views of the Instructors on the working of the Centres*—Views of 14 out of 16 instructors were collected on the working of the centres by interviewing them. The remaining two instructors were not available for interview during the visit to the centres. With regard to location of the centres, over half of the instructors (57 per cent) reported that the centres were located in suitable places whereas the remaining 43 per cent of the instructors felt that the working place of the centres was not chosen properly. The working hours of the Centres were considered suitable by most of the instructors (93 per cent). Only one of the 14 Instructors (7 per cent) however, found the working hours of the centres unsuitable for conducting classes. Light facilities were considered adequate by 57 per cent of the instructors. About 93 per cent of the instructors stated that the sitting arrangements were not made for the instructors as well as for the learners. The enrolment and attendance of learners was considered satisfactory by about 79 per cent of the instructors. Supply of reading and writing materials to the centres was considered adequate in the opinion of 57 per cent of the instructors. Most of the instructors (93 per cent) stated that they got full co-operation from the village people for running the centres. Only 7 per cent of the instructors, however, reported about lack of proper co-operation from the villagers for the smooth working of the centres.

5.8.20. Measures taken for motivating the illiterate adults towards the Adult Education Programme were not considered adequate by a majority (71 per cent) of the instructors, only 4 out of the 14 instructors (29 per cent) were however satisfied with the measures taken for motivating the people and popularising the adult education programme in the villages. Involvement of development functionaries in the adult education programme as considered very unsatisfactory by a majority (86 per cent) of the instructors.

5.8.21. The suggestions made by a few instructors to improve the working of the Adult Education Centres and to attract more illiterate adults included provision of small refreshment to the learners during working hours, money-incentive to the learners, preference to learners in advancing loans under different rural development schemes, organising study tours, film shows, melas (fairs) and other cultural and entertainment programmes. Necessary follow-up after the completion of the course in the centres was also suggested as a measure to ensure realisation of desired benefit from the programme.

5.9. *Running Centres*—5.9.1. As already stated in Chapter-1, though it was intended to cover 16 running centres from the Voluntary Organisations, only six running Adult Education Centres of 3 Voluntary Organisations could be covered. The purpose of this study of running Centres was to know whether these Centres were actually functioning in the villages and if so, whether the centres were provided with required reading and writing materials and had other facilities for their proper working. Though the sample size is too small to draw any valid conclusions, yet the study will give some idea about the functioning of running centres.

5.9.2. It was found that out of the 6 running centres visited by Evaluation Staff, only one centre (a female centre) was working and the remaining 5 centres (2 male and 3 female centres) remained closed on the day of visit to these centres. This speaks about the unsatisfactory state of affairs regarding the adult education. The reasons for closure of the Centres on the day of visit as understood from the discussions with the leaders and knowledgeable persons of the village were absence of the instructors, final closure of centre much before its due date and non-existence of the centre as such. One Male Centre was closed on the day of visit as the instructor was absent on that day. Two Female Centres and one Male Centre did not function at all even though official records say that these centres were opened in those village. The villagers also confirmed this fact. Another Female Centre was closed completely before its due date.

5.9.3. The only Female Centre which was functioning on the day of visit had 30 learners on its roll out of which 29 learners belonged to other social groups and only one was a S. C. learner. There was no S.T. learner. Out of the 30 learners, 19 attended the centre during the preceding seven days without remaining absent on a single day whereas the remaining did not attend the Centre on any of the working days of the preceding week. 22 out of 30 learner enrolled in the centre were found present in the centre on the day of visit. The only S. C. female learner of the centre was regular and attended the centre during the preceding seven days and also on the day of visit to the centre. It was found that this centre was not supplied with slates, books, exercise books and lanterns according to its requirement. Less than 10 per cent of the learners in the centre had received slates, reading materials and exercise books slate and lead pencils. The reason stated for not providing reading and writing materials to all the learners was that required number of articles were not supplied to the centre by the concerned Voluntary Organisation.

5.9.4. Though the Centre was run during night hours, i. e. 6-30 P. M. to 8 P. M. no lantern was provided. There was no regular supervision to the centre. The Supervisor of the Voluntary Organisation had visited the centre only twice during the entire period of working of the centre.

5.9.5. The above analysis reveals unhappy state of affairs about handling Adult Education Programmes by the Voluntary Organisations. Sincere and honest efforts are to be made by the Voluntary Organisations in organising Adult Education Centres and in ensuring their proper working in the villages so that the objective of the programme is realised fully.

5.10. *Particulars of learners*—In the subsequent paragraphs the impact of the adult education programme on the learners of the completed centres of the voluntary organisations and on the potential learners of the villages where the centres were organised are discussed.

5.10.1. 147 learners were covered from 16 centres of 8 Sample Voluntary Organisations. Out of the 147 learners, 103 were male adults and the remaining 44 were female adults. Scheduled Caste and Scheduled Tribe adults formed 31 per cent and 23 per cent respectively. There were no female learners from Scheduled Tribe. The distribution of learners by their social groups is given below—

Table No. 79
Distribution of learners by Social Groups

Social Group (1)	Number of learners		
	Male (2)	Female (3)	Total (4)
S. C.	23	23	46(31.3)
S. T.	34	..	34(23.1)
Others	46	21	67(45.6)
Total	103	44	147(100.0)

(Figures in parenthesis indicate percentages)

5.10.2. Age composition of the learners showed that majority of the learners (75 per cent) were chosen from the age group 15—35 years. It was surprising to find 17 per cent of the learners below 15 years age enrolled in the centres and thus the voluntary organisations had deviated from the principle of selection of learners. The table 80 below gives distribution of learners according to age.

Table No. 80
Distribution of learners by age

Age (in completed years) (1)	Number of learners		
	Male (2)	Female (3)	Total (4)
Less than 15	18	7	25(17.0)
15—35	77	33	110(74.8)
36—59	8	4	12(8.2)
Total	103	44	147(100.0)

(Figures in parenthesis indicate percentages)

5.10.3 *Occupational Distribution* Majority (47 per cent) of the learners had Agricultural and casual labour as their principal occupation. They were followed by cultivators and house wives who constituted 18 per cent each. Learners from petty trade formed 10 per cent. Other categories included barbers, cowherds, etc. The distribution of learners by their principal occupation is presented in the following table.

Table No. 81

Distribution of learners by their principal family occupation

Principal family occupation (1)	Number of learners		
	Male (2)	Female (3)	Total (4)
Cultivation ..	26	..	26(17.6)
Agricultural labour ..	37	..	37(25.2)
Casual Labour ..	26	6	32(21.8)
Petty trade/Business ..	4	11	15(10.2)
Artisan Activity ..	1	..	1(0.7)
Household Work ..	..	27	27(18.4)
Others ..	9	..	9(6.1)
Total ..	103	44	147(100.0)

(Figures in parenthesis indicate percentages)

5.10.4. More than half of the learners (54 per cent) were unmarried whereas about 46 per cent constituted married learners.

5.10.5. *Operational holdings* : 84 out of the 147 learners constituting 57 per cent did not possess cultivating land whereas the remaining 63 (43 per cent) had cultivated land. 22 per cent of the cultivators had land upto half an acre only. 54 per cent of the cultivators possessed cultivated land above one acre. The distribution of learners by size of their operational holding is given in the table below.

Table No. 82

Distribution of learners possessing cultivated land by size of their operational holding

Size of operational holding (in Acres)	No. of learners	Percentage
(1)	(2)	(3)
Upto 0.50 ..	14	22.2
Above 0.50 upto one ..	1	23.8
Above 1-2 ..	17	27.0
Above 2 ..	17	37.0
Total ..	63	100.0

5·10·6. *Literacy status of the family members*—The literacy status of the members of the learners families revealed that about 64 per cent of them were illiterate. The percentage of literacy was higher among males (47 per cent) compared to females (24 per cent). The table below gives the distribution of the family members of the learners by their literacy status.

Table No. 83

Distribution of the family members of the learners by their literacy status

Literacy status of the family members of the learners	Male	Female	Total
(1)	(2)	(3)	(4)
Literate	205 (46·5)	97 (23·8)	302 (35·6)
Illiterate	236 (53·5)	311 (76·2)	547 (64·4)
Total	441 (100·0)	408 (100·0)	849 (100·0)

(Figures in parenthesis indicate percentages)

5·10·7. *Source of motivation*—Most of the learners (83%) were motivated by the instructor of the adult education centres for joining the centres neighbours and other people of the village motivated in case of 5 per cent and 11 per cent of the learners respectively. Only 1 per cent of the learners had joined the centre of their own accord without being motivated by any other person. The table below presents the distribution of learners by the source of their motivation to join the centres.

Table No. 84

Distribution of learners by source of motivation

Source of motivation	No. of learners	Percentage
(1)	(2)	(3)
Neighbours	7	4·8
Village leaders	16	10·9
Instructor of the centre	122	82·9
Motivated by self	2	1·4
Total	147	100·0

5·10·8. The learners were asked about the purpose for which they joined the centre. It is interesting to find that about 4 per cent of the learners joined the centre without any purpose and never attended the classes as they were really not interested for learning. Of course, majority (81%) of the learners joined the Centre for learning 3 Rs. and 15 per cent of the learners, however, joined the centres which the aim of learning how to sign their names only.

5·10·9. *Prior schooling of the learners*—Out of the 141 learners who attended centres, only 26 per cent had schooling prior to their joining the centres. The remaining 74 per cent learners did not attend any school before

5-10-10. More than half of the 104 learners who did not have any earlier schooling stated that their parents did not take adequate interests in sending them to school at their early ages. Another 26 per cent of the learners reported that they were not interested to attend any school. Poor economic condition of the family and need for assisting their parents in their economic pursuits deprived another 6 per cent of the learners from reading in any school.

Table No. 85
Distribution of learners who did not attend school before by reasons

Reasons (1)	Number of learners		
	Male (2)	Female (3)	Total (4)
1. No school in the village.	10	..	10 (9.6)
2. The school was far away from the village ..	1	2	3 (2.9)
3. Parents did not take adequate interest in sending him/her to school.	35	23	58 (55.8)
4. He or she was not interested to go to school ..	17	10	27 (26.0)
5. Poor economic condition of the family. ..	6	..	6 (5.7)
Total ..	69	35	104 (100.0)

(Figures in paranthesis indicate percentages)

5-10-11. Out of 37 learners who had schooling before joining the centres, majority (78%) knew reading and writing even prior to joining the centres, which means that the selection of learners was not done properly. Only 22 per cent of the learners, having prior schooling completely forgot reading and writing at the time of enrolment in the centres.

5-10-12. Most of the learners (9%) received necessary encouragement and co-operation from their family members to join the centre. Only 1 per cent of the learners, faced opposition from their family-members and relatives at the time of their joining the centre.

5-10-13. Drop outs—30 per cent of the learners dropped from the centres in the middle of the course where as the remaining 70 per cent continued till the completion of full 10 months, course.

5-10-14. Closure of the centre in the middle of the course was the principal reason for large scale drop out. Lack of time to attend the centre, inconvenience of timings of the centre, irregularity of the Instructors and absence of learners from the village for the remaining period of the course were also some other reasons responsible for drop out. Distribution of learners who dropped in the middle of the course by reasons is presented in the following table:—

Table No. 86
Distribution of learners who dropped in the middle of the course by reasons

Reasons (1)	No. of learners dropped in the middle of course		
	Male (2)	Female (3)	Total (4)
1. Closure of centre for the remaining period of the course.	23	3	26 (60.5)
2. Lack of time for attending the centre	10	2	12 (27.9)
3. Unsuitability of the timings of the Centre ..	2	..	2 (4.6)
4. Irregularity of the Instructor	2	..	2 (4.6)
5. Remained absent from the village for the remaining part of the Course.	1	..	1 (2.3)
Total	38	5	43 (100.0)

(Figures in paranthesis indicate percentages)

5.10.15. Out of the 98 learners who attended the centres till the completion of the course, 66 per cent were regular in attending the classes whereas the remaining 34 per cent did not attend the centres regularly.

5.10.16. *Literacy skill developed* - 58 per cent of the learners who attended full course were only able to read but the remaining 42 per cent were not able to read even after attending the centre for the full term. Even out of the learners who could read, only 10 per cent were able to read well whereas the remaining 48 per cent learners were able to read with considerable difficulty. Reading ability was found more in case of female learners than for male learners. When 68 per cent of the female learners were able to read, only 52 per cent of the male learners developed such ability. Similarly, 57 per cent of the learners were able to write whereas the remaining 43 per cent were not able to write even after completing the course. Here also the female learners did better than the male learners. When 68 per cent of the female learners were able to write, only 50 per cent of the male learners could do this. The following table presents the distribution learners who completed the full-term course by the extent of literacy skills developed by them :-

Table No. 87

Distribution of learners who completed full-term course in the centres by the extent of literacy skills developed by them

Item (1)	No. of learners completed the full-term course		
	Male (2)	Female (3)	Total (4)
Reading :			
Very well	4(6.7)	6(15.8)	10(10.2)
Tolerably well	27(45.0)	20(52.6)	47(47.9)
Unable to read	29(48.3)	12(31.6)	41(41.8)
Total	60(100.0)	38(100.0)	98(100.0)
Writing			
Very well	3(5.0)	6(15.8)	9(9.2)
Tolerably well	27(45.0)	20(52.6)	47(48.0)
Unable to write	30(50.0)	12(31.6)	42(42.8)
Total	60(100.0)	38(100.0)	98(100.0)

(Figures in paranthesis indicate percentages)

5.10.17. From the above analysis it is evident that a good number of centres had failed to achieve the objective of promoting literacy skills among the illiterate adults. The female learners, however, proved better than the male adults in this regard.

5.10.18. About 80 per cent of the learners who completed the full-term course in the centres had, however learnt atleast to write their names after attending the centres. Only about 51 per cent of the learners who completed the course were able to write small letter with the help of the writing ability developed after attending the centres. The remaining 49 per cent learners were not able to do this. The ability was found more in case of female learners than for males. Ability to write personal accounts was developed by over half of the learners (51%) where as the remaining 49 per cent did not have such ability

5.10.19. *Suitability of timings* Most of the learners (92 Nos.) found the timings of the centres convenient. 5 of the learners did not find the working hours of the centres suitable to them. One male respondent, however, remained indifferent and did not offer his views on this point. out of the 5 learners who reported the timings of the centres as not suitable 2 were male learners and the remaining 3 were female learners. All the 3 female learners and one male learner stated that the working hours of the centres should be from 1 P. M. to 3 P. M. whereas the remaining male learner suggested that the timings of the centre should be from 1 P. M. to 2 P. M. during summer months and from 7 P. M. to 8 P. M. during rainy season.

5.10.20. *Location of the centre* - The location of the centre was stated convenient by about 93 per cent of the learners. Only 7 per cent of the learners, however, did not find the location of the centres convenient to them

5:10:21. *Sitting arrangement in the centres*—75 per cent of the learners were satisfied with the sitting arrangement in the centres and they did not rise any problem in this regard whereas the remaining 25 per cent were not satisfied with the sitting arrangements. From among the 5 per cent of learners (24 Nos.) who reported their dissatisfaction about the sitting arrangements in the centres, 17 were male learners and 7 were female learners. All the 17 male and 6 female learners complained that the centre was to be provided with duri for learners and chair for the Instructor. The remaining female learners complained about the congestion of the sitting space in the centre.

5:10:22. *Light facilities in the centres*—About 74 per cent of the learners reported that the light facilities provided to the centre were quite adequate. In the opinion of the remaining 26 per cent learners, light facilities were not adequate. They wanted that more lanterns should be provided for sufficient light.

5:10:23. *Supply of reading materials*—Most of the learners (about 82 per cent) were supplied with books, whereas the remaining 18 per cent of learners were not provided with required books by the centres, though the programme envisaged supply of books to each learner free of cost.

5:10:24. *Opinion on Instructor*—All the learners were satisfied with the teaching of the Instructors. About 93 per cent of the learners reported that the Instructor was attending the Centre regularly. But the remaining 7 per cent of the learners, however, complained that the Instructor was not regular to the Centre.

5:10:25. *Opinion on supervision of the centres*—About 74 per cent of the learners stated that some Supervisory Officers visited the Centre during the course. But the remaining 26 per cent learners complained that the centre was never visited by any Supervisory Officer.

5:10:26. *Opinion on usefulness of the course*—When the learners were asked about the usefulness of the course taught to them in the centre, 66 per cent expressed that the course was quite useful. But about 27 per cent of the learners did not find the course of any use to them. 7 per cent of the learners remained indifferent and did not offer any views on this point. Half of the female learners did not find the course of any use to them even though 78 per cent male learners found the course to be quite useful.

Table No. 88

Distribution of learners by their views on the usefulness of the course

Views	No. reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
Useful ..	47 (78.3)	18 (47.4)	65 (66.3)
Not useful ..	7 (11.7)	19 (50.0)	26 (26.5)
No views ..	6 (10.0)	1 (2.6)	7 (7.1)
Total ..	60 (100.0)	38 (100.0)	98 (100.0)

5:10:27. When the learners were asked about the literacy knowledge of their spouses, 53 out of them (54 per cent) reported that they were unmarried. From among the remaining 45 (46 per cent) married learners, the spouses of only 12 (12 per cent) learners were able to read and write and the spouses of the remaining 33 (34 per cent) learners were illiterate. Out of the 33 learners who reported that their spouses did not know reading and writing, only one-third were willing to get their spouses educated by sending them to adult education centres, whereas the remaining three-fourth did not like their spouse to be literate. The reluctance came more from male learners than from female learners. When 94 per cent of the male learners did not like to educate their wives, only one-third of the female learners were reluctant to send their husbands to adult education centres. But two-thirds of the female learners were interested to see their husband literate, by sending them to adult education centres.

5:10:28. The course taught in the adult education centres was not considered helpful for improvement of cultivation by a majority (86 percentage) of the learners. Only 13 percentage of the learners found the course useful to some extent. The reason stated for not considering the course useful by a majority of learners was that they were not taught about improved agricultural practices and other development programmes undertaken in rural areas.

5:10:29. The course was considered helpful by more than half of the learners (53 percentage) for improving the health and hygiene of the family members. But about 46 percentage of the learners did not find the course of any use in this regard. They reported that this subject was not taught to them in the adult education centres. Majority of the learners 89 percentage stated that the course was no helpful at all in acquiring knowledge about nutrition as this subject was never taught in the centres. However, 10 percentage of the learners found the course of some help in this regard.

5:10:30. The learners were asked about the extent to which the course was useful in imparting knowledge about poverty amelioration or beneficiary oriented, self-employment programmes. About 90 percentage of the learners did not consider the course to be of any use in this direction. However, about 10 percentage of learners considered the teachings helpful to them to some extent. 16 out of 98 learners (16 percentage) reported that they are able to read news-papers though occasionally. Out of these 16 learners only 6 were male learners and the remaining 10 were female learners. 54 out of 98 learners constituting 55 percentage showed interest to listen to radio programmes and the remaining 45 percentage learners had no interest in such programmes. Among the male and female learners, the proportion of learners hearing radio programmes was more in case of male learners than in female learners. 41 out of 51 learners interested in radio programmes were male and the remaining 13 were female learners.

5:10:31. 23 out of 98 learners after getting education had taken interest in social and other activities of the village. The participation of women in this regard was poor. Only 2 out of 23 women learners participated in such activities.

5:10:32. 39 out of 98 learners constituting about 40 percentage were eligible to exercise their franchise. Out of these 39 learners majority (87 percentage) exercised their franchise in the general Assembly elections. The remaining 13 percentage did not cast their votes. All the 8 female learners eligible to vote had exercised their franchise whereas 16 percentage of the male learners did not cast their votes in earlier election.

5:10:33. Learners who were able to read, were asked to state whether they are getting books in the village according to their choice. Most of the learners (93 percentage) reported that they do not get books as per their choice and they were apprehensive that they may lose the habit of reading after some time if books are not provided in the villages.

5:11. POTENTIAL LEARNERS :

5:11:1. 80 potential learners were covered from 16 villages of 8 Voluntary Organisations for the purpose. Out of these 80 potential learners 51 (constituting 64 percentage) were male and the remaining 29 (36 percentage) were female. About 38 percentage potential learners were from Scheduled Caste 21 percentage belonged to Scheduled Tribes and the rest 41 percentage from other social groups. There were no female potential adults from S. T. All the 80 potential learners were between 15—35 years of age. Majority of them were casual and agricultural labourers which formed 45 percentage of the total potential learners. Cultivation was the main occupation for about 19 percentage of the potential learners. About 23 percentage of the potential learners were women who were engaged in their household work. Others were from artisan rickshaw pulling, fishing and washerman activities. This shows that potential learners were taken from all types of occupations.

Table No. 89

Distribution of potential learners according to principal occupation

Principal family occupation (1)	No. of potential learners		
	Male (2)	Female (3)	Total (4)
Cultivation ..	15	..	15 (18.8)
Agricultural labour ..	17	..	17 (21.3)
Casual labour ..	14	5	19 (23.8)
Artisan activities ..	2	..	2 (2.5)
Household activities ..	..	18	18 (22.5)
Rickshaw pulling ..	3	..	3 (3.7)
Fishing ..	..	5	5 (6.2)
Washerman activity ..	..	1	1 (1.2)
Total ..	51	29	80 (100.0)

(Figure in brackets indicate percentages)

5.11.2. Majority of the potential learners (73 per cent) were married. Only 21 per cent were unmarried. Widows and widowers formed 6 per cent of the total potential learners.

5.11.3. *Operational holdings*—Only about 67 per cent potential learners did not possess agricultural land. The remaining 33 per cent however, some land for cultivation. Among them, 58 per cent had land above one acre whereas the remaining 42 per cent potential learners had cultivated land upto one acre.

Table No. 90

Distribution of potential learners possessing cultivated land by size of their operational holding

Size of operational holding (in acre)	No. of potential learners	Percentage to total
(1)	(2)	(3)
Up to 0.50	4	15.4
Over 0.50 to one	7	26.9
Over one to two	9	34.6
Over two	6	23.1
Total	26	100.0

5.11.4. *Literacy status*—Only about 19% of the family members of the potential learners were literate and the remaining 81% were illiterate. Literacy rate among males was higher i.e., 30.4% as compared to females (7.2%) 91% of the potential learners were aware of the functioning of adult education centre in the village. The remaining 9% however, were not even aware of the adult education centre.

5.11.5. *Motivation*—About 64% (51 Nos.) of the potential learners were motivated by others for joining adult education centres. Rest were not approached by anybody for motivation. The sources of motivation were local school teachers neighbours village leaders and instructors of the centres. Majority of the potential learners (67%) were approached by the instructors of the centres. Neighbourers tried to influence potential learners in about 24% cases. School teachers and village leaders influenced in about 6% and 4% cases respectively.

Table No. 91

Distribution of potential learners who were motivated by source of motivation

Source of motivation	No. of potential learners motivated		
	Male	Female	Total
(1)	(2)	(3)	(4)
Local School Teacher	1	2	3 (5.9)
Neighbours	7	5	12 (23.5)
Instructors of A. E. Centres	20	14	34 (66.7)
Village leaders	..	2	2 (3.9)
Total	28	23	51 (100.0)

(Figures in brackets indicate percentages)

5.11.6. The potential learners who were aware of the functioning of the A. E. Centres in the village were asked the reasons for not joining the adult education centres organised in the villages. 37% of them reported that they get tired after a days hard work and do not feel like attending centres. Due to unsuitability of the working hours of the centres another 30% of the potential learners did not join the centres. Lack of interest in education was the reason for another 12% of potential learners, 11% of the potential learners did not consider the course useful the other reasons included engagement in household work by women and reluctance of the parents to send their adult girls to centres.

Table No. 92

Distribution of potential learners who were aware of the functioning of the A. E. centres, but did not joined the centre

Reasons (1)	No. reported		
	Male (2)	Female (3)	Total (4)
1. Tiredness due to hard work during day time.	23 (51.1)	4 (14.3)	27 (37.0)
2. Unsuitability of the timings of the Centres.	13 (28.9)	9 (32.1)	22 (30.1)
3. Do not consider the course useful	1 (2.2)	7 (25.0)	8 (11.0)
4. Engaged in household work and find no time.	..	5 (17.9)	5 (6.9)
5. Parents did not allow ..	..	2 (7.1)	2 (2.7)
6. Lack of interest in education ..	8 (17.8)	1 (3.6)	9 (12.3)
Total ..	45 (100.0)	28 (100.0)	73 (100.0)

(Figures in brackets indicate percentages)

5.11.7. Only 3 potential learners knew how to write their names whereas the remaining 77 did not know it. None of the female potential learners had this ability. From among the 77 learners who did not know how to write their names about 81% were willing to learn how to write their names whereas the remaining 19% did not even wish for it. Male adults showed more interest in learning to write their names than the female adults. More than half of the potential learners desired to read news papers and mythological books (Puranas). Male adults showed greater interest in this regard than female adults.

5.11.8. When the potential learners were asked whether they were aware about implementation of various beneficiary oriented programmes in their villages only 15% gave affirmative answer. But the remaining 85% of the potential learners gave negative answers. However, more than half of the potential learners (56%) showed interest to know in detail about the various development programmes and beneficiary schemes meant for the rural development. Majority of the potential learners (61%) did not have the habit of listening to radio programmes. The remaining 39% of potential learners however were listening the programmes rather infrequently.

5.11.9. Majority (81%) of the potential learners admitted that literate and educated persons enjoy better social life. However, the remaining 19% were indifferent towards the question.

5.11.10. In the preceding paragraphs, it is already said that out of 80 potential learners, 73 were aware of the adult education programme functioning in their village and only 7 were not aware of it. Those who were aware of the programme could not join the centre due to reasons discussed earlier. All these persons were again asked whether they are willing to join the centres if facilities are provided again in their villages. Majority of the potential learners (91%) were willing to join the centres whereas only 9% opted not to join it. While all the 51 male adults showed interest only 22 out of the 29 female potential learners expressed their willingness. Of the remaining 7 women adults, 6 were fully engaged in household work and had no time to attend the course and one considered the course not of much use.

5.11.11. *Literacy status of the spouse and children* - Out of 80 potential learners, 58 adults were married and were having their spouse. From the remaining 22 potential learners, 17 were unmarried and 5 were either widow or widowers. About 83% of the potential learners, having their spouses, stated that their counterparts can not read and write whereas the remaining 17% potential learners had literate spouses. The wives of one of the male potential learners was literate.

Table No. 93

Distribution of potential learners by the literacy status of their spouses

Items	Number reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
1. Spouses can read and write	..	10 (55.6)	10 (17.2)
2. Spouses cannot read and write	40 (100.0)	8 (44.4)	48 (82.8)
Total	40 (100.0)	18 (100.0)	58 (100.0)

(Figures in brackets indicate percentages)

5.11.12. Out of the 48 potential learners who stated that their spouses were illiterate, 30 (62.5%) were willing to send their spouses to A. E. centres for educating them. The remaining 18 were not willing to send their counterparts to adult education centres. All the 8 female potential learners were, however, willing to see their husbands literate.

Table No. 94

Distribution of potential learners whose spouses cannot read and write by number of them willing to send their spouses to the centre

Items	Number reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
1. Willing	22 (55.0)	8 (100.0)	30 (62.5)
2. Not willing	18 (45.0)	..	18 (37.5)
Total	40 (100.0)	8 (100.0)	48 (100.0)

(Figures in brackets indicate percentages)

5.11.13. The 18 potential adults who were not willing to see their spouses literate expressed that all of them were engaged in economic pursuits in addition to their household duties to supplement their family income and they had no time to spare for joining the centres.

5.11.14. 47 out of the 80 potential learners had children of school-going age. But 55% of them were not sending their children to any school whereas the children of the remaining 45 % were attending schools.

Table No. 95

Distribution of potential learners who were sending their children to school

Items	No. reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
1. Sending to School ..	10 (31.3)	11 (73.3)	21 (44.7)
2. Not sending to School	22 (68.7)	4 (26.7)	26 (55.3)
Total ...	32 (100.0)	15 (100.0)	47 (100.0)

(Figures in brackets indicate percentages)

5.11.15. *Usefulness of the A. E. Centres*—73 out of the 80 potential learners who were aware of the adult education centre were asked whether the learners coming out of the centres have been benefitted by the course in their opinion. 44 (55%) out of them opined that those coming out of the centres have been benefitted to some extent. 30% of them gave a negative answer whereas the remaining 15 % remained indifferent.

5.11.16. From among 73 potential learners who were aware of the functioning of the adult education centre in their villages, 40 (55%) were of the view that the centre was running well in their village. About one fourth of them held the view that the centre was not functioning properly. Remaining 20% remained indifferent without offering any views.

Table No. 96

Opinion of potential learners on the working of the centre

View	Number reported		
	Male	Female	Total
(1)	(2)	(3)	(4)
1. Centre was running well ...	19 (42.2)	21 (75.0)	40 (54.8)
2. Centre was not running well ..	11 (24.4)	7 (25.0)	18 (24.7)
3. No views ...	15 (33.3)	—	15 (20.5)
Total ...	45 (100.0)	28 (100.0)	73 (100.0)

(Figures in brackets indicate percentage)

CHAPTER VI

SUMMARY OF FINDINGS AND RECOMMENDATIONS

6. In the first chapter, the aims and objectives of evaluation of this National Programme has been presented with the technical programme, study design, sample coverage, tools of data collection and a summary of the contents of the report. Chapter-II deals with the organisational set up and performance of the programme in the State. Chapter-III gives a detailed account of the functioning of Adult Education Centres, adequacy of Centres, arrangements for training, supply of reading materials, efficacy of instructors, supervision and followups in regard to both completed and running centres. In Chapter-IV attempt has been made to study the impact of the programme with reference to the broad objectives so as to determine the extent to which the object of the programme has been realised. Chapter-V gives a detailed account of the working of Voluntary Organisations to assist in the National Adult Education Programme. Impact of the programme presented in Chapter III to V has, however, been analysed with the help of field data collected from a large number of sample centres, learners, potential learners and knowledgeable persons. The data were also supplemented by qualitative information collected by officers during the course of supervision. In order to present an overall view the summary of findings, main conclusions and recommendations emerging from the evaluation study is presented in the following paragraphs.

6.1. Organisational set up & performance of the Programme

6.1.1. Director of Adult Education (State), Project Officer and District Organiser (district) remain in charge of this programme. Even though a supervisor for 30 Centres was to be provided, those were not provided up to 1984. On an average, about 4000 to 5000 Centres were opened every year and a lakh of adults were made literate through these Centres. It was understood that personnel, especially supervisory officers are very much inadequate to cope up with the workload. The State Adult Education Board which lays policy guidelines is almost defunct as it had met only once between 1978-79 to 1981-82. The Steering Committee which has been set up to formulate plan of action and ensure proper co-ordination, has also not been very active as it also met only once within 4 years from 1978-79 to 1981-82. In order to make the programme effective, and secure better co-ordination, it is necessary to activate the Board and Steering Committee and discuss the problems associated with the programme. (Paras. 2.3 to 2.5)

6.1.2. At the district level, there is a District Adult Education Board in each district. This Board also meets very infrequently as a result of which the progress of the programme and its qualitative and quantitative achievements are not being reviewed regularly. It is recommended that the programme may be reviewed seriously as this important programme is partly responsible to develop human infrastructure for responding to all our development efforts. Some additional powers may be delegated to the District Adult Education Boards in regard to appointment of supervisors and purchase of teaching & reading materials. (Paras. 2.5.3 to 2.5.6).

6.1.3. Due to lack of effective co-ordination between the programme authorities and specialists at block level, the education in the Centres is confined mainly to teaching alphabets etc., whereas the objective of the programme is to educate the people in all developmental activities going around them besides teaching 3 Rs. The block level officers did not participate in the programme and the specialists never took part in training effectively. Due to lack of supervisors and indifference of block authorities, the overall supervision of the programme were hopelessly inadequate with the result that the quality of the training was poor. It is necessary that every agency associated with it should be serious and the supervision should be adequate so as to realise the objective. (Para. 2.5.7)

6.1.4. Difficulties were faced in identifying and selecting suitable willing beneficiaries from the target group as due to acute poverty, the eligible adults remain over engaged in economic pursuits to sustain the family and after a hard days work feel reluctant to join the Centre. Motivation by extension agencies, Voluntary Organisations and villagers to persuade the illiterate adults for joining the Centres has been rather weak. It is also difficult to get good instructors even on a part time basis as the monthly honorarium is very low and unattractive. However, all the instructors were trained in adult education. It is necessary that in order to attract good instructors even on a part time basis for about 2 hours every day regularly, the amount of honorarium has to be suitable increased. Besides, the production and supply of teaching and reading materials has neither been adequate nor equitable or punctual. All these have been attributed to inadequacy of funds. (Paras. 2.6 & 2.7).

6.1.5. The audio-visual units and publicity has to serve as supportive tools not only to attract trainees but also to motivate them in the programme and educate them about various developmental programmes. But this aspect has been hopelessly neglected. The curriculum for the training requires some improvement as more of functional aspects are required to be integrated with the course. (Paras. 2.8 & 2.9).

6.1.6. Supervision of the Centres has been inadequate and unsatisfactory. Posts of supervisors were not led up till 1984. Since the Centres are not regular institution and the instructors are not permanent staff, to ensure success of the programme and maintenance of quality, regular supervision has to be introduced. Unfortunately, the normal inspecting staff of Education Department did not participate in inspecting the A. E. Centres. The B. D. Os. and extension staff were also not involved effectively. It is recommended that unless supervision is streamlined, the programme will never achieve the objective. Similarly effective co-ordination is between technical specialists which is lacking to a great extent has to be secured firmly so that the specialists participate regularly in functional training. (Para. 2.10).

6.1.7. It is recommended that the programme has to be handled with greater seriousness at all stages, so that quality and adequacy is maintained and the objective of imparting functional literacy to the rural illiterates is achieved effectively.

6.2. *Working of the Programme*—A detailed analysis was made in regard to operation of the programme on the basis of data collected from the field by actual visits. The following finding and conclusion are made about the functioning of the adult education centres.

6.2.1. *Completed Centres*—The Centres were located mainly in primary school buildings, residence of instructors or a spare house of a local person. Out of the learners, 76% were male and 24% females. Scheduled Caste and Scheduled Tribe learners constituted roughly 21.8% and 34% of the total, which explains that more emphasis was laid on socially backward classes. Female learners were proportionately higher from higher castes. (Paras. 3.1.1 & 3.1.2).

6.2.2. Dropouts in midcourse was as high as 23 per cent and the rates were high among tribals (38 per cent) and harijans (35 per cent). Rates of dropouts were invariably higher among females. (Para. 3.1.3)

6.2.3. The working time was evening in most of the Centres (70 out of 72) and the periods varied from 2 to 3 hours everyday. Learners were sitting on the floor (without mats) in most of the Centres. The sitting arrangements were not satisfactory for learners as well as instructors in almost all Centres. (Paras. 3.1.4. and 3.1.5)

6.2.4. In 42 per cent of Centres, the books and other reading materials were not adequately provided for all learners. Writing materials such as slates and slate pencils were not supplied to 14 per cent and 42 per cent of Centres respectively. Similarly exercise books and wooden pencils were also not supplied to more than 50 per cent of Centres. Lighting facilities by lantern was available in most (97 per cent) of the Centres and 91 per cent of lanterns were in good condition. (Paras. 3.1.6 to 3.1.8)

6.2.5. Out of the Instructors 27 per cent were from S. C. and S. T. and rest from other social groups. 1 female Centres were run by Female Instructors. About 92 per cent of instructors had required minimum qualification. Of them, 26.4 per cent were matriculates, 5.6 per cent intermediates, and 4.2 per cent graduates. 92 per cent of the instructors received required training in adult education. The instructors were either from the same village where the Centre was located or from the adjacent village. 26 per cent of instructors were part-time primary school teachers, 10 per cent part-time college/school students, 3 per cent housewives and 54 per cent unemployed youths. However, majority of them (89 per cent) expressed that the monthly remuneration of Rs. 50 for such responsibility is absolutely inadequate in these hard days. They suggested to augment it to Rs. 150 to Rs. 200 (Paras. 3.1.9 to 3.1.15)

6.2.6. Literacy test after completion of the 10 month course is to be done in all Centres. But it was found that in 15 per cent of the Centres such tests were not done. Similarly, constant vigil was not ensured due to inadequate supervision. In fact, 57 per cent of the Centres were not supervised by anybody during the entire 10 month period. In the remaining Centres also, the frequency of visits was not satisfactory (Paras. 3.1.16 to 3.1.19)

6.2.7. From the views of the instructors, it was observed that they were satisfied, by and large, about the location of the Centres, timings of training, arrangements of sitting and light, and co-operation of people. But they expressed dissatisfaction about lack of motivation among villagers and absence of sincerity, interest and co-ordination among Government functionaries. (Para. 3.1.20)

6.2.8. *Running Centres*—The sample running Centres (which were operating during the year) were visited, and the records and reading materials were physically verified to ascertain the actual position in regard to this programme. It was distressing to find that only 46 per cent of the Centres available on records were actually functioning on the date of visit. In Dhenkanal, Ganjam and Koraput districts, hardly 20, 30 and 40 per cent of the Centres were found functioning. (Paras. 3.2.1. to 3.2.3.)

6.2.9. Out of 32 Centres (54 per cent) which were not functioning (though available on records) it was reported 9 Centres were never opened at all and the rest, though opened, were closed midway due to lack of interest of learners, discontinuation, irregularity or illness of instructors or village litigation. (Paras. 3.2.4 and 3.2.5)

6.2.10. Out of 27 Centres (46 per cent of total) which were found functioning, 11 were located in local primary school, village library or Yubak Sangh Office, 9 in the residence of instructor and 7 in the residence of a local person. Learners from S. C., S. T. and others constituted 9 per cent, 37 per cent and 54 per cent respectively, which reveals that S. T. participation was quite encouraging. But participation of females from S. C. and S. T. communities was conspicuously lower. Attendance in the Centres was irregular being only 65 per cent in preceeding one week and only 52 per cent on the date of visit. Though light was provided to all Centres, on the date of visit 35 out of 101 lanterns provided were not in working condition. (Paras. 3.2.6 to 3.2.9)

6.2.11. Except 2 female Centres which were working during midday, all Centres were working in the evening. As regards supply of reading materials, it was found that basic materials such as slate/slate pencils were not supplied to all the learners in most of the Centres. About 50 per cent of the Centres were visited by some kind of supervising officers (at least once during the course). Audio-visual, cultural, or entertainment programmes were not organised in the Centres as a part of Adult Education Programmes. (Paras. 3.2.10 to 3.2.13).

6.2.12. By spot visits and physical verification, it was found out that the Centres are not functioning as per the design and purpose laid down. Large scale closure of Centres, inadequate supply of reading materials and inefficient and irregular functioning of Centres has been the result of inadequate supervision and lack of interest of concerned authorities. The matter attracts serious attention of all those associated with the programme to solve the problems through an integrated approach.

6.3. *Impact of the Programme*: By interpretation of field data, the success of the programme through its impact on the learners and potential learners was studied in all details.

6.3.1. Out of 715 sample learners contacted, 548 (76.6 per cent) were males and remaining 167 (23.4 per cent) were females. From the total, 23.6 per cent were from S. C., 35.1 per cent from S. T. and rest 41.3 per cent were from others. This indicates that greater emphasis was laid to enrol S. C. and S. T. learners. Even though 88 per cent of the learners were from the recommended age-group of 15-35 years, deviation was noticed in regard to 12 per cent of learners who were either below 15 years of age or above 35 years of age. Age restrictions were not strictly observed due to non-availability of willing learners from recommended age-group. (Paras. 4.1.1 & 4.1.2)

6.3.2. Learners were mainly selected from those having cultivation, Agricultural labour and casual labour as their principal occupation. Rest were from artisans, petty traders and housewives. Majority of the learners (64 per cent) were married persons. 57 per cent of the learners had their own land. Most of them were marginal farmers. The family members of the sample learners were, by and large illiterate, literacy rate among them being only 25.9 per cent. Persons literate per family with an average size of 5.95 was 1.22. (Paras. 4.1.3 to 4.1.5)

6.3.3. The learners were motivated mainly by the instructors of the Centres themselves. Society or extension agencies should have played a very significant role in such an important function. 8 per cent of the learners reported that they were not interested to join the Centres but were forcibly enrolled by the instructor. Therefore, even after being enrolled, they did not attend the Centres at all (Paras. 4.1.6 to 4.1.8).

It is recommended that motivation by extension agencies should be made compulsory and the villagers and literate persons should be mobilized to ensure a motivation drive in the selected villages for popularising adult education programme.

6.3.4. It was found out that 20 per cent of the learners who were attending the Centres had some prior schooling. But quite a few among them (about 5 per cent) had either not learnt reading and writing in earlier schooling or completely forgot the same. However, the remaining 15 per cent were already conversant with reading and writing prior to enrolment in A. E. Centres. The dropouts were as high as 50 per cent in mid-course. This is really deplorable and distressing that huge wasteful expenditure was incurred because of such large scale dropouts. The dropouts were mainly attributed to (i) non-availability of time for the learners selected and enrolled (ii) tiredness of the learners after a day's hard work and (iii) irregular functioning of the Centres. (Paras. 4.1.9 to 4.1.16)

6.3.5. The dropouts can be substantially reduced by selecting proper persons as learners, by effective motivation through village committees and extension agencies, improving the quality of teaching and ensuring regularity of attendance of instructors through efficient supervision.

6.3.6. From among the learners who completed the course, 60 per cent were able only to read and 54 per cent were able to read and write. Of them, only about 5 per cent were able to read and write well. (Para. 4.1.19).

6.3.7. The timings of teaching was found convenient to about 96 per cent of learners. Similarly, 95 per cent of them were happy about the location of the Centre. Majority of the learners (73 per cent) were satisfied about the sitting arrangements and lighting facilities. But it was found out that from among those who completed the 10 months course, about 14 per cent were not supplied with any reading materials at all. This presents a very sad picture about the organisation of the programmers. (Paras. 4.2 and 4.3).

6.3.8. Most of the learners were satisfied with the teaching of the instructor and his regularity of attendance. But in regard to supervision, 77 per cent of learners expressed that the Centres were not supervised by any Inspecting Officer. Mixed views were expressed by learners about the usefulness of the course. While 67 per cent of the learners opined that the course was quite useful, 29 per cent expressed that the course was not much of practical use and 4 per cent remained indifferent. 50 per cent of female learners expressed dissatisfaction about the course. It is, therefore, necessary to modify the curriculum so as to make it equally useful for male and female learners. (Paras 4.4. to 4.6.).

6.3.9. After receiving the training, a sizeable number of learners (61%) having children of school going age realised the utility of education and sent their children to school. Similarly, 80 per cent of the learners were in favour of educating their spouses after joining the Centres. The female learners were more enthusiastic about getting their husbands made literate. (Para 4.6.).

6.3.10. The programme did not have any significant impact on the learners about increasing their awareness about various rural development programmes. 83 per cent of learners who owned land did not acquire any knowledge about improved agricultural practices as nothing was taught in this regard. About 52 per cent of the learners expressed that nothing on health and hygiene was discussed in their Centres. 94 per cent of all sample learners reported that the course did not cover anything about nutrition and food habits. 97 per cent of them did not learn anything about beneficiary oriented programmes or poverty amelioration schemes. Only 7 per cent of learners developed the ability and habit of reading news papers. (Paras. 4.7.1. to 4.7.9.).

6.3.11. The success of the programme depends on sincere motivation, correct selection of learners, engagement of good instructors, regularity of functioning of Centres, quality and efficiency of instructors, suitability of course contents and method of teaching, co-ordination with and participation of specialists for functional training effective supervision of Centres and above all adequate supply of reading materials to learners. It has been found that the programme has not received the seriousness it deserves with the result that the objective of the programme has been realised only marginally and the impact on the functional aspects of the programme has been practically nil. It is, therefore, recommended that more effective co-ordination and interaction between various extension agencies may be ensured at block, district and State levels to promote functional aspect of adult literacy.

6.3.12. The potential learners were, by and large, aware of the function of adult education Centres opened in the villages. More than half of them reported that they were approached by instructors and motivated to join the Centres. But they did not join the course mainly because they felt tired in the evening after a day's hard physical labour and the unsuitability of timings. While 47 per cent of them expressed that fatigue after a day's work in the evening compelled them to take rest, another 32 per cent opined that unsuitability of timing was responsible for their not joining the course. As many as 13 per cent viewed that they did not consider the course useful in increasing their efficiency. Majority (90 per cent) of the potential learners were, however, conscious that learning 3 Rs. is necessary, but they did neither have time nor aptitude to join the adult education Centres. Most of the potential learners (89 per cent) were not aware of various poverty amelioration programmes, and rural development programmes going on around the areas. Majority of them (56 per cent) desired to know the details of these programmes, especially about beneficiary oriented programmes introduced by Government. Some potential learners were also interested to hear the radio programmes and to make a record of things of interest which are broadcast by the radios. (Para. 4.9).

6.3.13. The Potential learners were, however, influenced considerably through the opening of the Centres in the villages. About 83 per cent of them were willing to join the Centre if a Centre is again opened in the village. The rest were not willing because of heavy physical work and lack of time due to economic reasons. Out of married potential learners whose spouses were illiterate, about 2/3 rd were readily willing to get their spouses trained in the Centre. Similarly, about half of the learners who had children of school going age, were in favour of sending such children to primary schools. Therefore, from enquiry, it was revealed that the potential learners were made conscious about literacy and education of self, spouses and children. (Para. 4.10)

6.3.14. In the opinion of most of the potential learners some of the learners who joined the adult education centres were able to read and write after completion of the course but the Centres were not very effective to teach all the learners to read and write very well. About 62 per cent of these persons were of the opinion that Centres were functioning well whereas the remaining 38 per cent were not satisfied with the manner of functioning of adult education Centres. On the whole, it was found that the Centres had a positive impact in spreading consciousness among the rural illiterates about education and literacy. (Para. 4.11)

6.4. Views of Knowledgeable Persons :

6.4.1. 191 sample knowledgeable persons were taken to obtain an unbiased picture about the performance of National Adult Education Programme. These persons were from both sexes, all social groups, all age-groups and almost all types of occupations. All of them were more or less acquainted with the programme.

6.4.2. About proper selection of blocks according to procedure for organising Adult Education Centres, most of the persons remained indifferent. Only 38 per cent of them reported that blocks were selected properly. About Centre selection, 80 per cent of respondents reported that those were done properly and only 6 per cent gave a negative reply. Similarly, most of knowledgeable persons (86 per cent) considered the selection of learners to be proper, even though the selections were done mainly by the instructors. But it is suggested that the selection of learners should be made by block level and village level committees associating the local representatives of people. Age limitation in selection of learners should be rigidly followed. The aptitude and willingness of the people should be examined before selecting them as learners. (paras. 4.12.5 to 4.12.9)

6.4.3. 75 per cent of the knowledgeable persons expressed that the instructors were correctly selected. Only 13 per cent did not consider the instructor selection to be proper. They reported that only unemployed educated youths who are devoted to teaching should be employed for the purpose. About 33 per cent of the knowledgeable persons expressed that there was difficulty in getting suitable women instructors. (Paras. 4.12.10 to 4.12.12)

6.4.4. 43 per cent of them remained indifferent about suitability and period of training of instructors, whereas 30 per cent considered the period adequate. But 27 per cent of them did not consider the period adequate. Most of them however, suggested that the period of training of instructors should be for a minimum period of 4 weeks. It was also indicated by majority of them that the present practice of organising training at block headquarters is alright. But some of them pointed out that training may be imparted in a regular training school. (Para. 4.13)

6.4.5. Most of the knowledgeable persons were not aware of the curriculum of course contents on adult education. 83 per cent of those who knew about the curriculum opined that those were alright. Only 18 per cent expressed that the curriculum may be modified by (i) including spiritual aspects, (ii) adopting modern methods of practical teaching, (iii) introducing more local feature activities and (iv) inserting audio visual aids on success stories about development programme. (Para. 4.14)

6.4.6. The respondents, by and large, were satisfied with the location of centres in the village and timings of adult education. But majority of them (90 per cent) reported that extent of participation by different Government organisations in this programme was every unsatisfactory. They suggested that there should be regular and intensive supervision of adult education by officers of concerned development organisation, B. D. Os, other Extension Officers and Specialists. (Paras. 4.15 to 4.17)

6.4.7. 45 per cent of the knowledgeable persons opined that learners were regular in attendance whereas 36 per cent reported them to be irregular. They stated that irregularity in attendance of learners was the consequence of lack of motivation irregularity in attendance of instructors, lack of incentives, lack of adequate supervision and follow up. The main reason for irregularity of attendance by learners was hard physical work done by learners during day time which deters them to attend centres in the evening. (Para. 4.18)

6.4.8. As regards indirect impact of the programme in elevating socio-economic levels of the learners 74 per cent of knowledgeable persons reported that the programme has not helped of improving economic condition of the learners even though it has brought about some social change. The programme did not help significantly in rural sanitation and hygienic condition of families in the opinion of 74 per cent of knowledgeable persons.

6.5. Working of Voluntary Organisations associated with the programme:

6.5.1. The Voluntary Organisations play a vital role in the National Adult Education Programme. The assistance is directly given by the Ministry of Education and Culture to the voluntary organisations who get involved in spreading literacy in the villages. Similarly, University Grants Commission, New Delhi also provided funds to N. S. S. Wings of some Colleges for organising Adult Education Centres. While evaluating the N. A. E. P. it was desired to make an assessment as to what extent these voluntary agencies have been successful in achieving objectives, what was their performance and what was the overall impact on illiteracy.

6.5.2. Among voluntary agencies were Nehru Yubak Kendras, Local Voluntary Organisations and N. S. S. Wings of Colleges and Universities. A total of 21 Voluntary Organisations, 10 Nehru Yubak Kendras and 27 Colleges and University N. S. S. Wings participated in N. A. E. P. A sample of 10 Voluntary Organisations, 2 Nehru Yubak Kendras and 4 Colleges & University N. S. S. Wings were taken for such study.

6.5.3. There was a general complaint from almost all voluntary agencies that the grants were never received in time as a result of which all centres planned could not be opened. It was found that no specific criterion was adopted by private voluntary organisation to select blocks for organising the centres. But Nehru Yubak Kendras adopted the Blocks approved by District Audit Education Board or selected such blocks not covered by Project Officer under Government Audit Education Programme. Similarly for selection of villages no rigid criteria were adopted even though predominance of S. C., S. T. population and availability of instructors were taken into consideration at the time of selection. Selection of centres was mainly done on the basis of availability of instructors, suitable accommodation and proximity to S. C./S. T. habitations. (Paras. 5.2 to 5.4.3)

6.5.4. Almost all voluntary organisations reported that selecting and enrolling adequate number of eligible and willing adults in the centre is a serious problem. But this is already a known fact that in rural areas poverty and ignorance go together. The poor people are daily wage earners and after a day's hard work they feel reluctant to do any other work. Therefore, the voluntary organisations should do a little bit of extension work to motivate the villagers and convince them about the usefulness of the course. To attract them some film shows, and publicity media may also be used. The instructors were however, selected mainly from among unemployed educated youths or local school teachers. All the instructors were trained in Adult Education by personnel of State Resources Centre, Angul and Specialists. (Paras. 5.4.4 to 5.4.7)

6.5.5. Most of the voluntary organisations, Nehru Yubak Kendras or N. S. S. Wings of colleges did not have the facilities or audio-visual aids. Only 4 private organisations and one college took help of such facilities during the course.

6.5.6. It was reported that programme in most of the Centres were visited by the concerned agencies at least once during the entire period, but the effectiveness of supervision is doubted as no Government Officer was associated in this process. The officers in charge of voluntary organisations expressed that inadequacy of funds, delay in release of funds, difficulty in getting suitable instructors, arrangement of adequate resource personnel (Specialists) for imparting training, insufficient supply of reading and writing materials, inadequacy of supervision, and ineffective co-ordination and response from State Government agencies and officials are some of the major problems in the way of implementing the Adult Education Programmes. They, however, opined that rural illiterate adults are however quite responsive towards the programme. According to their opinion, average daily attendance was about 75 per cent and 75 per cent of the learners continued the course till the end. (Paras. 5.5 and 5.6)

6.6. Results about field surveys of Centres (Completed) organised by voluntary organisations :

For this purpose 16 Centres where the course has been completed, and 16 running Centres where the training programme was going on, were selected. The following revelations were made through field visits.

6.6.1. Most of the Centres were located in the residence of instructors (38 per cent) and of local persons (25 per cent). Location of Centres in the residence of instructors is perhaps not desirable as learners, especially female learners feel delicate to go there. Enrolments from S. C., S. T. and others constituted about 36 per cent, 17 per cent and 47 per cent respectively. It was quite encouraging that females from S. C. families constituted about 39 per cent of total females, but the representation from S. T. families was rather very low. The overall female participation rate was fairly satisfactory, i. e., 45 per cent of total learners. It was disappointing that even for such a short course of 10 month duration the rate of dropout was 22.2 per cent. (Paras. 5.7 to 8.2)

6.6.2. Most of the Centres functioned in the evening and 88 per cent of the learners and about half of the instructors were sitting on the floor even without a mat. Only 44 per cent instructors and 12 per cent of learners were having chairs and mats respectively. (Paras 5.8.3 and 2.8.4)

6.6.3. Reading materials supplied to the Centres by concerned voluntary organisations were not adequate in 63 per cent of Centres. Similarly, writing & other materials were also not adequately supplied. It was disheartening that even basic materials like slates and slate pencils were not supplied in 31 per cent and 56 per cent of the Centres respectively. Lanterns were supplied to all Centre but only 77 per cent of lanterns supplied were in good working condition. (Paras. 5.8.5 to 5.8.7)

6.6.4. The instructors in 15 out of 16 Centres had the requisite qualification except one female instructor who had passed only U. P. Standard. In 3 Centres graduate/post graduate instructors were engaged. The instructors belonged either to the same village or adjacent village. 56 per cent of the instructors were school or college-going students and only 63 per cent of instructors were trained in adult education. 80 per cent of trained instructors expressed that training was useful to them whereas remaining 20 per cent considered that the training was not of much use. Half of them considered the period of training insufficient (being only one week). All the instructors alleged that the amount of monthly honorarium was too small. Most of them suggested that it should be at least Rs. 150 per month even if the work is part time. (Paras. 5.8.8 to 5.8.14)

6.6.5. Literacy tests after completion of the course were not conducted in 19 per cent of cases. Supervision of centres at least once during the 10 months period was done by some Inspecting Officer in only 56 per cent of Centres. Cultural, entertainments and audiovisual programmes were arranged in only 25 per cent of Centres. (Paras. 5.8.15 to 5.8.18)

6.6.6. From the opinion of the Instructors, it was found out that they were, by and large, satisfied with location of Centres, working hours, attendance, and co-operation of villagers. They were, however, not very happy about sitting arrangements, adequacy of reading and writing materials, absence of motivation in the villages to encourage adult literacy and lack of interest and association of development functionaries at the block level in this programme. The Instructors, however, made some suggestions to attract learners through small refreshments, money incentives and, etc., but these are not considered as effective or feasible. The best way will be to take up motivations as a social drive or mass revolution through village volunteers or educated youths.

6.6.7 Findings in Running Centers

The above stated data were collected in regard to completed centres by consulting the Instructors, who were in charge of the Centres. But since the Centres were already closed, no spot check could be made. Therefore some running centres were selected for physical verification of facts.

6.7.1. By on-the-spot check, it was found that out of six sample running centres, only one was functioning on the date of visit even though it was a working day. The remaining 5 centres (2 males & 3 females) remained closed. It was understood locally that one Centre was closed that day because the Instructor was absent. One female Centre has been closed permanently before its due date. Besides, 2 female Centres and one male Centre were never opened in the selected villages even though in the official records of voluntary organisations these are available. This was confirmed by local villagers. This gives a glaring picture of unsatisfactory state of affairs relating to the programme handled by voluntary organisations. (Paras. 5.9.1 to 5.4.2)

6.7.2. The only female Centre which was found functioning on the date of visit, had 30 learners on its rolls out of which one belonged to S. C. (no body from S. T.) and remaining 29 from other social groups. The attendance has roughly 63%. Most unfortunate was the fact that the Centre was not supplied with slates, reading materials and exercise books, slate & slate pencils. Hardly 10% of the learners received slates & slate pencils. No lantern was supplied even though the Centre was working at night. The supervisor of the voluntary organisation visited the Centre only once during the course.

6.7.3. Surprise check gave a first hand impression about the deplorable condition of the programme in the hands of voluntary organisations. Unless the voluntary organisations take up the programme seriously, the objectives of the programme will never be fulfilled.

On the other hand, large amount of funds will be wasted without yielding commensurate benefit. It is therefore, recommended that to ensure periodic checks into working of voluntary organisations, the Director of Adult Education and his district agency should have a close liason with them.

6.8. Information about Learners:

With a view to obtaining the impact of the programmes, informations were collected in regard to all learners of the Centres where the training was completed.

6.8.1. Male and female learners constituted respectively 70% and 30% of the total. There was good representation of S. C. and S. T. learners, who constituted 31% 23% respectively. Majority of learners (75%) were selected from the desired age-group of 15-35 years. But it was surprising that 17% of learners were boys below 15 who are not eligible for joining adult education programme. Bulk of the learners were selected from farmers, labourers and housewives. 54% of them were unmarried. Only 43% of the learners had cultivated land and out of them 2/3 had holding size below 2 acres. (Paras. 5.10.1 to 5.10.5)

6.8.2. 64% of the members belonging to the learners households were illiterate and percentage literacy among males was higher (47%) as compared to females (24%). The families however, appeared to be relatively more advanced socially as the percentage literacy appeared to be fairly higher among them. Most of the learners (83%) were motivated by the Instructor of the Centre. 26% of the learners had prior schooling and majority of them knew reading and writing before joining the Centres. This indicates that selection of learners was not done properly in as many as 26% of cases. Remaining 74% of learners who did not have prior schooling expressed that ignorance and indifference of parents, poor economic condition and environmental factors were primarily responsible for their not joining schools in childhood. However, almost all their family members encouraged them to join the adult education centres. (Paras. 5.10.6 to 5.10.12.)

6.8.3. It was found from records that dropout was as much as 30 per cent even in such a short duration course. Closure of the Centres in midcourse was the principal reason for such dropout (61 per cent). Economic reasons, and non-availability of time after days work were some other important reasons. Those who continued till completion of the course were, however, regular in attending the Centres. (Paras. 5.10.13 to 5.10.15)

6.8.4. Out of those learners' who attended full course 10 per cent could read very well and another 48 per cent could read tolerably well. But 42 per cent were unable to read. Similarly, only 9 per cent of the learners were able to write very well & 48 per cent were writing tolerably well. The remaining 43 per cent were not able to write at all. It may be recalled that out of these learners about 26 per cent had prior schooling before joining the Centres. Taking into consideration this aspect, it may be pertinent to say that the adult education centres organised by the Voluntary Organisations did not make satisfactory progress in achieving the objective. (Paras. 5.10.16 to 5.10.18)

6.8.5. Most of the learners expressed satisfaction about the working hours, location of Centres, sitting arrangements, light facilities, reading materials, ability of the Instructors and supervision of Centres. 66 per cent of the learners reported that the course was useful, whereas 27 per cent expressed that the course was not of much use. Remaining 7 per cent however remained indifferent. Half of the female learners did not consider the course of any use to them. (Paras. 5.10.19 to 5.10.26)

6.8.6. The course was, however, not considered useful for improving cultivation or agriculture by as many as 86 per cent of learners. 46 per cent of learners did not learn anything about health and hygiene and 89 per cent of them were not taught anything about nutrition. About 90 per cent of the learners expressed that the teaching did not cover anything about poverty amelioration, beneficiary oriented or developmental programmes introduced by State Government. Only few learners developed the habit of reading news papers. Most of them, however, complained that newspapers and books are not available in the villages regularly, so as to keep up their habit of reading. (Paras. 5.10.27 to 5.10.33)

6.9. Potential Learners :

The programme also influenced the potential learners to some extent. The sample potential learners were taken from all occupational groups, social groups and both sexes.

6.9.1. 64 per cent of these people were motivated by different agencies majority being approached by the Instructors of the A. E. Centres. Remaining 36 per cent were not aware of this facility. While exploring the reason as to why those aware of the facility did not join the Centre, it was found out that 11 per cent of them did not consider the course useful. 12 per cent did not feel very much interested perhaps because they were not properly motivated, 37 per cent did not feel like attending the Centres in the evening after a day's physical work and another 30 per cent did not find the timing suitable. However after completion of the course, these potential learners have been attracted by the programme. 91 per cent of them expressed to offer themselves as learners if the Centre is opened once again in the village. (Paras. 5.11.1 to 5.11.10)

6.9.2. Out of the potential learners, who were married but had illiterate partners, 62.5 per cent expressed to get their spouses educated. 100 per cent of the female potential learners wanted to see their husbands educated. Those who were not in favour of educating their wives, reported that they jointly work to supplement family income for their maintenance and hence find no time for taking the training. However, 55 per cent of these potential learners opined that the Centres were running well and have been beneficial to some extent for those, who have completed the course.

6.9.3. The overall picture that emerges after obtaining the information on the impact of the programme run by Voluntary Organisations in improving literacy and knowledge on developmental functions appears to be gloomy. The marginal benefit that flow is not in proportion to the investments made. The entire procedure of assistance to Voluntary agencies for introducing the programme may be re-examined and streamlined with facilities for functional training and adequate supervision. Only such Voluntary organisations, who have reputation for dedicated social service may be involved in this programme.

APPENDIX

TABLE-I

*Resolution No. 19546/E. Y. S., Dated the 2nd June 1979 of the Education and Youth Services Department
Government of Orissa*

Sub :- Establishment of District Adult Education Board

Adult Education is one of the important programmes of the revised minimum needs programme. The physical target aimed at during the year 1979-80 is opening of 5,400 centres to cover population of about 1.50 lakhs. A programme of this order is likely to continue in the subsequent years of the VI Five Year Plan. Implementation of the programme is entrusted to both official and non-official Voluntary agencies. Besides, involvement of all the development departments of Government is also envisaged. Therefore co-ordination of the programme among the various agencies both Government and Non-Government, has assumed great importance. To ensure perfect co-ordination among the various agencies and effective implementation of the programme at all levels, a District Adult Education Board is contemplated to be set up. Government have therefore been pleased to constitute the Board with the following members

1. Collectors of the District	Chairman
2. Chairman of the Zilla Parisad (Officer-in-charge of Zilla Parisad of the Collectorate will act as member till a Chairman assumes to Office)	Member
3. The Officer in charge of the development Scheme that covers major part of the area of the district to be nominated by the Collector.	Member
4. Senior-most Agriculture Officer of the district to be nominated by the Collector.	Do.
5. Senior-most Co-operative Officer of the district to be nominated by the Collector	Do.
6. Senior-most Health Officer of the district to be nominated by the Collector	Do.
7. District Welfare Officer	Do.
8. District Public Relations Officer	Do.
9. Circle Inspector of Schools	Do.
10. Principal of a College or Officer-in Charge, N. S. S. Programme in the district to be nominated by the Collector.	Do.
11. Three Non-Official members from among Journalists, Political Leader and persons connected with Voluntary Organisations involved in Adult Education and other Cultural Organisations to be nominated by the Collector.	Do.
12. Youth Co-ordinator, Nehru Yubak Kendra	Do.
13. General Manager, District Industries Centre	
14. District Adult Education Officer/Project Officer/D. O. A. E. (the 1st named Member & Secretary officer in position.)	

2. The functions of the District Adult Education Board shall be :-

(A) To Co-ordinate

(i) Programme of Adult Education and other Development Schemes

(ii) Between Adult Education & Formal Education

(iii) Between Adult Education and General Administration

(iv) Allotment of areas of Education to the various age involved in Adult Education Programme

(v) Creation of a Consortium for resource development

(B) Training

- (i) To organise training of instructors, supervisors and Project Officers
- (ii) To organise Seminars and Workshops of various functionaries involved in Adult Education to inter-charge knowledge and experience.

(C) Control

- (i) To process application of Voluntary Agencies for financial assistance
- (ii) To periodically appraise the progress of work
- (iii) To set out problems facing the programme in consultation with the State Government and the Adult Education Directorate.
- (iv) To ensure proper utilisation of funds allotted for Adult Education Programme.

3. The team of non-official members shall be for one year with effect from the date from which the Board is constituted.

4. The Board will determine its own procedure of work. It may appoint committees and sub-committees and may invite individuals to the meetings of the Boards or its Sub-Committees.

5. The Board shall meet once a month and review the progress work.

6. The Board shall furnish the proceedings of each meeting to the Additional Director of Public Instruction, Adult Education, Orissa and Government.

7. The Board shall prepare the programme for the district and furnish the same to the Adult Education Directorate and Government.

8. The Board will start functioning from the date of issue of the Resolution.

By order of the Governor

A. K. RAY

Secretary to Government

Table-II

District-wise distribution of Centres in working condition

District	Total No. of centres visited				Number working				Number not working			
	Male	Female	Combined	Total	Male	Female	Combined	Total	Male	Female	Combined	Total
	2	3	4	5	6	7	8	9	10	11	12	13
Bolangir	7	3	..	10	5	2	..	7	2	1	..	3
Dhenkanal	8	2	..	10	2	..	..	2	6	2	..	8
Ganjam	7	3	..	10	1	2	..	3	6	1	..	7
Mayurbhanj	5	4	1	10	2	2	1	5	3	2	..	5
Koraput	7	2	..	9	3	1	..	4	4	1	..	5
Puri	2	8	..	10	..	6	..	6	2	2	..	4
Total	36	22	1	59	13	13	1	27	23	9	..	32

Table-III

Distribution of running centres according to supply of reading and writing materials

Articles	Male			Female			Combined			Total		
	Supplied according to requirement	Not supplied according to requirement	Total	Supplied according to requirement	Not supplied according to requirement	Total	Supplied according to requirement	Not supplied according to requirement	Total	Supplied according to requirement	Not supplied according to requirement	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Books (Primers)	8	5	13	9	4	13	1	..	1	18	9	27
2. Slates	10	3	13	6	7	13	1	..	1	17	10	27
3. B. B. Cloth	13	..	13	13	..	13	1	..	1	27	..	27
4. Duster	7	6	13	11	2	13	1	..	1	18	9	27
5. Exercise Books	6	7	13	6	7	13	1	..	1	13	14	27
6. Slate Pencils	8	5	13	8	5	13	..	1	1	16	11	27
7. Pencils	3	10	13	6	7	13	1	..	1	10	17	27
8. Lanterns	10	3	13	9	4	13	1	..	1	20	7	27
9. Map	9	4	13	10	3	13	1	..	1	20	7	27
10. Chalk	10	3	13	7	6	13	1	..	1	18	9	27

Table IV

Frequency distribution on visit to the centres made by the Supervisory Officers

No. of running centres reported by frequency of visits

Category of Officers visited	Male				Female				Combined				Total			
	Once	Twice	Three times and more	Total	Once	Twice	Three times and more	Total	Once	Twice	Three times and more	Total	Once	Twice	Three times and more	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Project Officer, R. F. L. P.	1	..	..	1	..	..	..	..	..	..	..	..	1	..	..	1
S. I. Of Schools.	2	..	..	3	1	..	..	1	..	..	..	..	3	..	..	3
Supervisor	3	1	3	7	1	..	2	3	..	1	..	1	4	1	6	11
L. S. E. O. ...	..	..	..	..	1	..	..	1	..	..	..	..	1	..	..	1
L. V. L. W.	..	..	..	..	1	..	..	1	..	..	..	..	1	..	..	1
Total	6	1	3	10	4	..	2	6	..	1	..	1	10	1	6	17

Table V

Distribution of sample Private Voluntary Organisations, N. Y. Ks. and N. S. S. Wings of Colleges by the year of their functioning

Name of the Organisation	Year of functioning
Private Voluntary Organisations	
1. Orissa Parent-Teachers' Association, Puri	1979
2. Gehla Devi Yubak Sangh, Sunderpatna, district Puri	1979-80
3. Pragati Multipurpose Self Employment Training Centre, Bhubaneswar	1978-79
4. Gandhi Seva Sangh, Rambha, Ganjam district	1979-80
5. Orissa Rashtrabhasha Parishad, Puri	1979-80
6. Sri Jaganath Naisya Vidyalaya and Gandhi Shikhya Mandal, Puri	1979-80
7. Jageswari Pallimangal Club, Bargaon, district Puri	1979-80
8. Srikhetra Chinta Chakra, Puri	1979-80
9. Jageswari Proudha Sikhya Samiti, Kalyanpur Puri	1979-80
10. Utkalmani Khadi Gramodyog Sangh, P. O. Bolgarh, Puri	1979-80
11. Indian Institute of Action Research, Cuttack	1980-81
12. Gram Sri, Baujari, Sambalpur district	1979-80
Nehru Yubak Kendras	
13. Nehru Yubak Kendra, Berhampur, Ganjam district	November, 1976
14. N. Y. K. Bhawanipatna, Kalahandi district	November, 1976
N. S. S. Wings of Colleges/Universities	
15. Rajendra College, Balangir	1979
16. Bhadrak College, Bhadrak, Balasore district	1979-80
17. Government College, Angul, Dhenkanal district	February, 1980
18. Rayagada College, Rayagada, Koraput district	October, 1978

Table VI

Distribution of Voluntary Organisations by the Physical performance of the Centres opened by them

Name of the Organisation	1978-79		1979-80		1980-81		1981-82	
	No. of Centres proposed to be opened during the year	No. of Centres actually opened	No. of Centres proposed to be opened during the year	No. of Centres actually opened	No. of Centres proposed to be opened during the year	No. of Centres actually opened	No. of Centres proposed to be opened during the year	No. of Centres actually opened
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Private Voluntary Organisations								
1. Orissa Parent-Teachers' Association, Puri	30	30	..	..	..	..
2. Gehla Devi Yubak Sangh, Sundarpatna, district Puri	30	30	..	..	..	..
3. Pragati Multipurpose Self Employment Training Centre, Bhubaneswar	100	100	..	..	..	..	..	..
4. Gandhi Seva Sangh, Rambha, Ganjam District	60	60	..	..	..	..
5. Orissa Ra:hrabhasha Parishad, Puri	20	20	..	..	..	..
6. Shri Jagannath Naishya Vidyalaya and Gandhi Shikhya Mandal, Puri.	60	60	..	..	..	..
7. Jageswari Pallimangal Club, Bargaon, Puri	30	30	..	..	..	..
8. Sirkhetra Chinta Chakra, Puri	30	30	..	..	..	..

Table—VII

Distribution of Voluntary Organisations by type of Centres opened

Name of the Organisation (1)	1978-79				1979-80				1980-81				1981-82			
	M	W	C	T	M	W	C	T	M	W	C	T	M	W	C	T
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
<i>Private Voluntary Organisation</i>																
1. Orissa Parent-Teachers Association	30	..	30	..	..	..	..	..	..	..	..
2. Gandhi Devi Yubak Sangh, Sundapatna, district Puri.	25	5	..	30	..	..	..	..	..	..	..	..
3. Pragati Multipurpose Self Employment Training Centre Bhubaneswar.	55	26	15	100	..	..	..	..	..	..	..	..	..	..	..	..
4. Gandhi Seva Sangh, Rambha, Ganjam district.	29	31	..	60	..	..	..	..	..	..	..	..
5. Orissa Rashtrabhasha Parishad, Puri	20	20	..	..	..	..	..	..	..	..
6. Sri Jaganath Naisya Vidyalaya & Gandhi Shiksha Mandal, Puri.	50	6	4	60	..	..	..	..	..	..	..	..
7. Jageswari Pallimangal Club, Bargaon, Puri	27	2	1	30	..	..	..	..	..	..	..	..
8. Sirikhetra Chinta Chakra, Puri	25	5	..	30	..	..	..	..	..	..	..	..
9. Jageswari Proudha Sikhya Samiti, Kalyanpur Puri.	15	15	..	30	..	..	..	..	..	..	..	..
10. Utkalmani Khadi Gramodyog Sangh, P. O. Bolgarh, Puri.	23	7	..	30	..	..	..	..	..	..	..	..
11. Indian Institute of Action Research, Cuttack	25	1	4	30	..	..	..	..
12. Gram Sri, Banjari, Sambalpur district	18	7	5	30	..	..	..	..	..	..	..	..

13. N. Y. K., Berhampur, Ganjam district	..	..	..	..	51	8	..	59	51	9	..	60	36	4	..	40
14. N. Y. K., Bhawanipatna, Kalahandi district	..	..	..	..	..	..	..	..	17	3	..	20	41	4	..	45
<i>N. S. S. Wings of College / Universities</i>																
15. Rajendra College, Balangir	..	..	..	..	10	..	..	10	..	..	..	..	10	..	..	10
16. Bhadrak College, Bhadrak, Balasore district	..	..	..	..	2	..	8	10	..	..	..	..	..	..	..	..
17. Government College, Angul, Dhenkanal district	..	..	..	..	..	..	..	..	10	..	..	10	..	..	..	..
18. Rayagada College, Rayagada, Koraput district	..	..	..	..	4	..	..	4	4	..	..	4	..	..	..	..

N. B.—M—Men Centres, W—Women Centres
C—Combined Centres, T—Total

Table VIII

Distribution of Voluntary Organisations by the number of adults made literate by them

Name of the Organisations (1)	1978-79			1979-80			1980-81			1981-82		
	M	W	T	M	W	T	M	W	T	M	W	T
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Private Voluntary Organisations												
1. Orissa Parent-Teachers' Association, Puri	894	894	..	..	..	..	..	..
2. Gehla Devi Yuba k Sangh, Sundarpatna, district Puri.	750	150	900	..	..	..	..	..	..
3. Pragati Multi-purpose Self-Employment Training Centre, Bhubaneswar.	752	272	1,024	..	..	..	..	..	..	..	..	..
4. Gandhi Seva Sangh, Rambha, Ganjam district.	930	870	1,800	..	..	..	..	..	..
5. Orissa Rashtrabhasha Parishad, Puri	448	152	600	..	..	..	..	..	..
6. Sri Jagannath Naishya Vidyalaya and Gandhi Shikhya Mandal, Puri.	1,619	181	1,800	..	..	..	..	..	..
7. Jageswari Pallimangal Club, Bargaon, Puri	705	60	765	..	..	..	..	..	..
8. Srikhetra Chinta Chakra, Puri	800	200	1,000	..	..	..	..	..	..
9. Jageswari Proudha Sikhya Samiti, Kalyanipur, Puri.	400	400	800	..	..	..	..	..	..
10. Urkalmani Khadi Gramodyog Sangh, P. O. Bolgarh, Puri.	690	210	900	..	..	..	..	..	..
11. Indian Institute of Action Research, Cuttack	750	30	780	..	..	..
12. Gram Sri, Banjari, Sambalpur district	478	222	600	..	..	..	..	..	..

Nehru Yubak Kendra

13	Nehru Yubak Kendra, Berhampur, Ganjam District.	..	..	..	1,218	168	1,386	1,227	187	1,414	787	62	869
14	N. Y. K. Bhawanipatna, Kalahandi District..	..	..	..	..	..	..	910	90	600	1,290	120	1,350
N. S. S. Wings of Colleges/Universities													
15	Rajendra College, Bolangir	..	..	..	272	8	280	..	..	..	189	5	194
16	Bhadrak College, Bhadrak, Balasore District	..	..	..	127	24	151	..	..	..	..	..	..
17	Government College, Angui, Dhenkanal District	..	..	..	..	..	..	250	58	308	..	..	..
18	Rayagada College, Rayagada, Koraput District	..	..	..	160*	..	160*	..	..	..	..	..	..

N. B.:—M—Men Centre
W—Women Centre
T—Total

N. B.:—*Out of 264 men enrolled in the 8 Centres, a total number of 160 adults were made literate during the period starting from 1979-80 to 1980-81 yearwise break up of adults made literate is not available.

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