

CHAPTER THREE
REVIEW OF RELATED LITERATURE

In the field of education, as in other fields too, the research worker needs to acquire upto-date information about what has been thought and done in the particular area from which he intends to take up a problem for research. Good, Barr, and Scates quote that the poor results of investigations carried out on this point by D.A. Worcester and Ashbaugh, and rightly conclude that the present status of professional information in education was at a very low level (Good, Barr & Scates, 1941). Availability of adequate information and possession of sufficient familiarity with it, however, are not one and the same thing. Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher. The researcher must apply himself keenly to the task. On the other hand, a research worker may be very keen to possess upto-date information regarding his field, and may try hard to be posted upto-date, and yet fail to get enough information due to the non-existence of sources of such information. In India, the research workers quite often come across the later handicap (Sukhia, Mehrotra and Mehrotra, 1980).

In accordance to the advisements from the various authors through their written books, this researcher pursued hunting for the reports on the various researches done previously. The reports apparently dwelled on demographic and indepth information on piecemeal researches done in various parts of the country. Almost all the reports reported that certain attainment in learning had been accomplished by the learners; that large segments haven't attained the learning as much as one could expect. That there were inadequacies in supply of learning/teaching materials, in the physical aspects of the classrooms, insufficient honorariums to the animators, and insufficient salaries to the supervisors, and the inefficiency of the bureaucratic administrative machinery etc.

The Rural Functional Literacy Program is an offshoot of NAEP. The RFLP is akin to the NAEP insofar as it comprises the three components - literacy, awareness, and functionality also as does the NAEP. A review of the researches conducted on NAEP certainly provides an insight into the problems of RFLP because of the similarity of the content, components, and organization between the two programs. Such being the case, all the relevant research studies on NAEP have been reviewed to obtain a clear picture of the related problems of RFLP.

Instead of reviewing the research studies variablewise, every research study was comprehensively reviewed by taking into consideration the variables included in this study. The following is an account of the review of the related research studies in the chronological order.

Sarma et al., (1979) attempted a quick appraisal for the NAEP in Gujarat. The objectives of this study were limited. The specific objectives that have been kept in view while planning the study and shifting the data are :

1. to audit the data on the AECs;
2. to examine the working of the AECs vis-a-vis the objectives of the NAEP;
3. to identify the strength and weakness of the AECs;
4. to identify, if possible, the factors responsible for the strength and weakness of the AECs; and
5. to indicate the areas for action.

SAMPLE : With regards to the sample, a total of 530 learners, i.e. 10% learners, i.e., at least 3 learners and one dropout from each AEC; all instructors and village administrators (VAs) have been picked at random as subjects.

Regarding the format of questionnaires and schedules, 6 tools were used - 1. questionnaire for voluntary agencies to seek information on the various phases from them by mail; 2. questionnaire for learners about 3 R's, social awareness, and functionality the 3 basic components of the NALP; 4. questionnaire for the dropouts to obtain the factors/circumstances that made them to withdraw from the program; 5. a schedule was administered at each sample of the AECs for important demographic and other backgrounds; and 6. recording of investigators' observations regarding the physical environment of the classroom situation, their perception of the difficulties faced by the learners and the instructors. For the later, an unstructured diary was used. The findings were as follows:

1. **FUNCTIONING OF AECs:** Only 6% of the total AECs were not functioning at the time of field visits. About 1/3 of the AECs functioned for five or less months. Approximately 30% of the AECs were organized for women; about 40% of the AECs were organized for men; and 30% were for mixed sexes. About 70% of the AECs were organized for the weaker sections - 49% for ST; 9% for SC; 10% for OBC, 30% for SC/OBC combined. In view of the special emphasis given to the weaker sections, the females, and the rural population, the state government and voluntary agencies seem to have done a fairly commendable job in having opened towards targeted population.

ENROLMENT : An average of 32% learners were enrolled in the sample AECs. Although about 74% of the AEC sample did not have any dropout, 13% of them had 10% dropouts. For the remaining centers, this dropout rate ranges from 10% to 30%.

About 30% of the AEC's also attempted to enrol new enrollees in place of the dropouts. Their efforts seem to have compensated more than their loss of the learners, whereby, the dropout rates came to about 2% only. It is natural that a certain amount of dropout is expected. In the absence of a provision for a special training for such enrollees who join the class in-between, it can be assumed that such enrollees would lag in the total learning in comparison to those who attend the class all the time since their inception. Perhaps, enrolling about 10 more right from the beginning may not be a bad idea to allow a certain percentage of dropout and still maintain about 30 learners throughout the duration of 10 months, thereby quit worrying about substituting the dropouts with the new enrollees. Such procedure may also help in eliminating any effort for manipulating the records.

AGE OF LEARNERS : About 1% was below 15 years, while 8% were over 35 years of age.

OCCUPATION : About 84% were agricultural laborers; about 5% of them were self-employed. While the sampled AECs seemed to have done fairly well in starting the classes and in enrolment; a wide range of differences seemed to have existed among the performances of the late substitute enrollees and the composition of the learners. It ^{is} supposed that such would be in consonance with the general expectations of such types of varied programs, such as, socio-economic and cultural contexts.

CONDUCTING OF CLASSES : About 25% of the classes were conducted for 25-30 days monthly. Some conducted 20-25 days. The performance of the rest of AECs was far from satisfactory. On the day of visits by the investigators, the attendance was 75%. Nevertheless, given the usual inclination for 'keeping the records clean', one would suspect that even the average

attendance found on the day of visit is on the little higher side. This speculation seems to have credence on the basis of the reports of some investigators in their diaries that the learners and/or others not registered seemed to have been rounded up for the class as the visit of investigators was a knowledge known in advance by the instructors.

LEVELS OF LEARNERS' ACHIEVEMENTS : About 16% of the learners had gone to school prior attending the AECs but to what level they had gone was unknown. About three fifths of male and female learners in the sample had demonstrated to have acquired skills to write at the time of the field visit. Additional 13% of male and 18% female learners indicated some ability to scribe their names. Thirtyeight percent indicated arithmetic ability as good, i.e. 40% males; 36% females; about 40% of both sexes had an average ability of arithmetic. Against the background of prior schooling by 16% of the learners, and the fact that 2/3 of the AECs had functioned for 6 months or more, such level of achievement of the sample learners seemed very modest.

SOCIAL AWARENESS AND FUNCTIONALITY : According to the researcher, Sarma, it is more difficult to examine the learners' achievement in social awareness and functionality because constructing appropriate objective tests relating to these aspects is difficult. Another reason is the disentangling of the AECs' contribution from that of mass media and the like's influence of learning on the learners is difficult. Nevertheless, favourable responses to the questions varied from 44% to 68%. The learners' level of achievement in this was on the low side. The AECs, it is believed, to be the least equipped to deal with these two components of the NAEP.

TEACHING MATERIALS ON SOCIAL AWARENESS AND FUNCTIONALITY :

About one half of the instructors had not received the teaching material relating to many important aspects of these two components. Neither is there any conventional way of teaching these. But the point to emphasize is that if the NAEP is to succeed in achieving its stated objectives, this is one of the areas which deserves much greater attention than at present particularly from the VAS and SRC.

CONSTITUTION OF INSTRUCTORS : Females constituted 34% of the total as against 30% of the AECs which were exclusively for women. Similarly, instructors belonging to ST, SC, and OBC comprised 64%, while the AECs organized for this section constituted 66%.

AGE OF INSTRUCTORS : About 57% of them belonged to younger age group of 20-30. All these seem to suggest that the organizers have attempted to make the NAEP acceptable to the people for whom it is meant. However, a careful attempt at cutting across the caste rigidities in the functioning of the AECs may be in conformity with the objectives of the NAEP.

More than half (55%) of the instructors were having education below the SSC level; 1/5 had passed the SSC examination. It can be argued that the successful teaching in the AECs, it is not the educational level, but certain personal traits combined with appropriate training which are more important.

TRAINING OF INSTRUCTORS : About 80% were reported to have received training of some form or other for teaching at the AECs. The motivational level of the large portions instructors appear to be high. With such a high motivation, one could have expected better performance from the learners.

PROBLEMS : There was much to be desired in organizational environment matters, such as, physical facilities - lighting arrangements, sitting arrangements etc. The NAEF, of necessity, depends on utilising the available public facilities in the community, such as, school buildings, panchayat buildings, community halls, etc. In this sample, only about 28% of the AECs were found to be held in public buildings; an equal percentage of the AECs were found to be held in open spaces; about 37% were held in the instructors' houses. The latter two places of holding the AECs are far from ideal for proper functioning of AEC. The organizers will do well if serious thoughts are given to this respect before the actual launching of the AECs.

On the whole, while the NAEF in Gujarat was generally found as addressed to the target groups of the NAEF, it was found to have some commendable aspects. All things considered, its achievement in terms of spread of literacy (3R's) is rather modest; and more so, in terms of social awareness and functionality.

Finally, the researcher states that the findings of the study should be viewed in the following context: A proper evaluation of an educational program by nature is much different from an evaluation of development schemes such as irrigation etc. An educational program deserves a much more comprehensive framework which goes beyond the managerial and administrative aspects, although they are important too. But the strict limitation of time available for the quick appraisal made it inevitable to restrict the study mainly to the operational aspects of the adult education program in Gujarat. The more crucial aspects like the content of education, pedagogy, etc. can be probed into only if longer time is available, or ideally, on an ongoing basis. It is these aspects which have contributed most to the stagnation of even the spread of

literacy in the country. This study is not sufficient to indicate whether break through in these areas is being made, and whether the adult education program is assuming the character of a mass movement as would be desirable, and is clearly the intent of the NAEP.

Center of Advanced Study in Education (C.A.S.E.) of the M.S. University of Baroda (1980) carried out evaluation of the National Adult Education Program in seven districts of Gujarat to scrutinize.

1. The coverage accomplished under the program - a. in terms of area viz., taluks and villages brought under the program; b. with reference to the local needs as stated by the NAEP outline in 1978 namely, concentration of backward community population, illiteracy, and women, and c. in terms of the illiterate adults who benefitted by the program during the first three years.
2. The functioning of the AECs with regard to organizations, facilities, composition, training of personnel, working of the functionaries, community involvement, and relevance of the program as perceived by beneficiaries, functionaries, and the community.

The following were the findings of the study :

COVERAGE : No concerted effort had been made to distribute AECs in a planned fashion i.e. in some taluks intensive coverage had been attempted by establishing more than one AEC in the same village. In other villages the efforts had been spread over a larger number of villages indicating a move towards extensive coverage.

TIMELINE PHASING : The number of AECs did not progressively increase over the years to cover larger and larger number of adult illiterates.

PRIORITY SECTIONS OF POPULATION : There was no deliberate attempt to reach areas with greater needs. Majority of the learners benefitted belonged to backward community.

NUMBER OF BENEFICIARIES : Neither the resources invested were commensurated with stupendity of work to be carried out nor was the target set realistic in view of the problems involved.

LEARNERS COMPOSITION : 84% of the learners who had undergone instructions at the AECs belonged to the target group of 15-35 years. The program had catered mainly to the needy sections of the population as 96% of the learners belonged to the SC, ST, and OBC categories.

INSTRUCTORS' BACKGROUND : 75% instructors were men. Most of the instructors hailed from backward communities. 85% instructors belonged to the age range of 16-35 years. Most of the instructors were educated upto SSC or below SSC. By and large, they were either agriculturists or working on daily wages.

NATURE OF ACTIVITIES : Activities provided were essentially geared towards the acquisition of literacy and numeracy. Book reading and writing, poster showing, discussion and demonstration were the main activities organized. Greater emphasis was given to literacy and numeracy, health and hygiene. Less emphasis was given on political and social awareness.

INSTRUCTIONAL MATERIAL : Books, readers, pictures, charts, maps, and that for writing supplied were appropriate for acquisition of literacy and numeracy only.

SUPERVISION : A majority of the supervisors were supervising 20 AECs in all in a month. By and large, the supervision seemed to have been done systematically.

FINANCES AND FACILITIES : There were some difficulties due to delay in receipt of grants. The village leaders expressed the need to improve the facilities at the AECs and some learners complained about bad lighting and noisy environments.

TRAINING : Most of the instructors and supervisors had undergone training and expressed satisfaction with regard to its utility. The untrained personnel expressed their felt need for their training.

IMPACT ON LEARNERS : All the learners had perceived the impact of the program on their numeracy and literacy skills, family welfare and personal habits. Village leaders also perceived likewise. The impact with respect to the objectives of socio-political awareness and occupational skills seemed to be just marginal.

COMMUNITY INVOLVEMENT : Most of the village leaders mentioned that they had been consulted in establishing the AEC in their villages and were involved in enrolling adults with the AECs. But there was no evidence to indicate whether community members had taken active part in the day-to-day functioning of AECs.

Pestonjee, Laharia and Dixit (1980) carried out an appraisal study on National Adult Education Program in Rajasthan. The objectives of the study were to assess the following:

1. Impact of AECs by ascertaining change levels, general knowledge, and improvement in functional skills of the participants
2. Socio-economic background of the participants and their reasons for attending the AECs
3. Reasons for non-participation and discontinuing the AECs
4. Opinion of village elite about the functioning of AECs
5. Facilities available at AECs
6. Background information about instructors and their mode of selection
7. Training needs of the instructors

8. Strength of motivation of instructors towards the program
9. Instructors' views about the effectiveness of the centers
10. Opinion of supervisors about the functioning of centers and
11. Functioning of agencies.

The main findings in different aspects were as follows:

LEARNERS : The average age of learners was about 21 years. Most of the women were 15-20 years old, while men 15-30 years old. They were mostly from higher dominant castes; some from schedule castes and tribes. They were farmers, laborers, petty traders, artisans, service-men, etc. About 90% learners were illiterates at the time of joining the AECs. The instructor had been the main source of their information and motivation. The three main reasons for their attending classes were 1. to read and write, 2. to learn to sign, and 3. to maintain accounts.

Most learners had learned to read, write, and count satisfactorily. The performance of men was somewhat better than of women. Besides 3R's other subjects like agriculture and animal husbandry was purportedly taught. Male learners unfolded their desire to learn more about agriculture, animal husbandry, health and hygiene, banking and panchayats; while women expatiated for sewing, knitting, home management, child care, health and hygiene, agriculture, and management. Lack of proper arrangement for seating, lighting, and drinking water was their main problem.

DROPOUTS : Percentagewise, the ratio of dropouts stood as 40:60 for men and women, obviously higher for women. Maximum dropouts were in 15-20 age group and followed by 21-25, and 26-30 years. Many left classes after attending approximately one month.

Almost all (about 90%) stopped attending classes by the end of fourth month. Men's main reasons for dropping out were family/occupational pressure, migration to neighboring villages and fatigue; while women's were marriage, domestic work and fatigue.

VILLAGE ELITE : Almost all of them were aware of the existence of the centers in their villages and about 90% of them had also seen classes in action. They had deemed the performance of centers either very satisfactory or satisfactory; yet, there was a dire need of proper lighting, seating arrangement, recreational facilities and discoursing in professional subjects.

INSTRUCTORS : The young age group of 20-30 years was predominant. About 75% of them were matriculates or below matriculation and 10% were either graduates or post-graduates. Their main occupation was farming; however, some were teachers in formal schools. Most of them were from the same villages and were motivated to serve the society. Most of them had a favorable attitude towards their work and wished to continue in the future. 80% of them felt that the honorarium paid them was insufficient.

Instructors were selected on their merits and upon recommendations of local village heads. Most of them (82%) were given pre-training. 18% of them had not received any training; percentagewise, there were more female instructors (28.26) than males (14.50). They had expressed that the training should be practical and for a longer duration; which otherwise did not help them much in dispensing with, to the learners. The only things which the supervisors helped them in were - 1. delivering talks, 2. by imparting some information to them on the various subjects.

Most of them were satisfied with the learners' performance in alphabet and counting. Their major problems were

inadequate seating, illumination facilities, low honorarium, and not having received timely teaching-learning materials.

SUPERVISORS : There was a combination of graduates (approximately 50%) and post-graduates (appr. 40%). Among them were approximately 40% of the retired teachers. Approximately, half of them had the training for 10-11 days duration, while some had training for 2 days and some did not get any training. Most of them were able to visit 4-5 centers per week. They had sought help from Vikas Samitis for their own source of information from the agricultural extension officers, health, and animal husbandry departments. The supervisors were satisfied with the performance of most of the centers in their jurisdiction.

They complained about the lack of conveyance, of sufficient T.A, safety/security at nights as being their problems in supervisory work; besides other major problem in running the centers effectively were non-availability of kerosene oil, no arrangement for seating and recreational activities, and honorarium to instructors.

Madras Institute of Development Studies (1980) carried out a quick appraisal in terms of qualitative as well as quantitative achievements of the voluntary agencies in NAEP in Tamilnadu. The findings of the quick appraisal were as follows:

LEARNER PROFILE : Nearly 50% of the learners were in their teens. They belonged to families whose main occupation, was agricultural labor or unskilled labor. Nearly 50% of the learners had attended school when young but relapsed into illiteracy. Most learners had joined the AEC because animators or supervisors persuaded them and only a small proportion of learners had played any role in initiating or organizing AECs in their respective communities.

EXPECTATIONS OF LEARNERS : The overtly expressed expectations of learners from AEGs revolved around literacy and a majority felt that they had not achieved the desired level of competence at the end of 10 months. The learners estimated that 18 months will be needed for them to become adequately literate.

FACILITIES : Nearly 60% of the learners stated that the facilities at the centers were not satisfactory. The most commonly cited hardships were related to inadequate/inconvenient space and inadequate lighting. Nearly a 1/4 of the centers had to be conducted in open space for want of some appropriately enclosed place.

ACHIEVEMENT : While almost everybody could identify alphabets and sign their names, only about 1/6 of the learners could read and write with ease. However, more than 80% were good at arithmetic skills, which most of them claimed to have possessed even prior their participation in NAEP. There did not seem to be any evidence of increased awareness of social issues among the learners through the program.

REASONS FOR NON-PARTICIPATION : Most of those who had dropped out of the program or those who had not joined the program pleaded inability to attend regularly on account of preoccupation with work or domestic course. Many dropouts and non-participants gave the impression that they will be able to pursue education, if allowed to do so.

ENROLMENT : The mean enrolment rate at the centers was 21, and the dropout rate was around 25%.

INSTRUCTORS : A majority of animators were young; below the age of 25 and had been educated upto the secondary level. Most of them cited the lack of motivation among the adults and the inadequate honorarium as some of the major problems. Lack of

appropriate teaching-learning materials, and inadequate training in animators were also cited as significant weaknesses of the program. They were anxious to insure the continuation of the activity of adult education rather than the desirable outcomes.

MOTIVATION : Lack of motivation on the part of adult illiterates was a serious impediment in achieving the objectives of NAEP. The sole emphasis on adult illiteracy without any attention being paid to the functionality and awareness creation aspects of the program may in itself be a cause for lack of motivation.

Sarna, Sharan, Veena, and Parikh (1981) carried out a study on adult education program in Gujarat. The specific objectives of the study were to audit the data on the AECs,, 2. to examine the working of the AECs, vis-a-vis the objectives of NAEP, 3. to identify the areas of success and failure of the adult education program, and 4. to indicate the areas for policy intervention as also for further research. The findings of the study are given below:

DATA AUDITED: The audition of data revealed that all the AECs had attendance of 100% at the opening upto approximately three months. Then on, it declined gradually and by the middle of the program, about 15% of the learners only had 100% attendance with regularity in the classes. Thereafter, the attendance of every learner was sporadic and the 100% regularity reached at zero level. Only 10% of learners completed the course, viz., by being present on the last day of the class. Their reasons for withdrawal were because of family problems, involvement in day-to-day work for their livelihood.

WORKING OF THE AECs: The AECs contributed marginally towards the promotion of 3 R's. Majority of the learners stated that several aspects of social awareness and functionality were discussed in AECs. Their exposure was a theoretical presentation in classrooms, without practical encounters with the

relevant organizations. A small percent of the learners stated that beyond the 3 R's, very little information about social awareness and functionality were revealed to them. The classroom narration about the benefits provided through the various institutions without the practical encounters to the target group was more like following the letter but not the spirit of the program.

FEMALE INSTRUCTORS : Proportionally, they were far less than the female learners. In another dimension, the instructors of SC, ST, and OBC castes groups were much less than learners of the same castes groups. Approximately 50% instructors were below SSC. However, over 75% of them participated in one or the other pre-training program.

SUPPLEMENTARY FEEDING : Over 50% of them knew about it. They fed children with it, also introduced solid food at 6-11 months of age. None of the respondents were aware of the fact that additional diet during pregnancy and lactation was required. They knew about the different kinds of food requirements during pregnancy and lactation.

The diseases like small-pox and fever were recognized by the beneficiaries and that these were the causes of death of children. They recognized vomiting, fever and cough as symptoms of diseases. A majority of the respondents identified vaccination as a method of prevention of diseases. They usually left the wound to dry by itself. They also suggested their neighbor to get their children vaccinated in order to prevent disease. A very few of them isolated their children from diseased persons. A few said that they used medicine from doctors during diarrhoea. A majority of them were aware of the Primary Health Center Scheme.

NON BENEFICIARIES : A commentary on this is avoided here because it is irrelevant to this study.

LEARNING MATERIAL : Its supply was incoherent. About 1/3 instructors had received less than the 9 items which they were supposed to; while 1/2 learners only had received items like pencils, note books, and exercise books.

SUCCESS AND FAILURE : Some materials were useful for general purpose to the learners, a large portion of it was considered as irrelevant to the learners' occupations and health. Many learners considered such material unrelated to the government schemes meant for the target groups; neither were they related to the civil and economic rights of the learners. These reflect an inadequacy of pedagogy and the preparation of materials. The State Resource Center (SRC) experienced the lack of suitable resource personnel to conduct training programs for the functionaries of the adult education programs, and also for innovating appropriate learning materials. The low attendance was the single most serious problem which hindered the working of AECs.

POLICY INTERVENTION : The research team suggested that a cadre of competent instructors should be created; who are selected and trained well; and are delegated to exercise freedom to experiment with new techniques of pedagogies; for such is the need of the hour. The salary of instructors beyond the prescribed minimum should be linked with the number of adult learners he makes literate. The SRC should be entrusted with the task 1. of evaluating performances of the learners; 2. to identify various target group programs which are sponsored by the government, which are directly relevant to the adult learners of the AECs; and to prepare learning materials based on these programs.

Chakravorty et al., (1981) investigated the scheme of functional literacy for adult women in Chhota Udepur, Baroda, Gujarat during 1980-81. The study was geared to the beneficiaries and non-beneficiaries. The objectives were :

1. to survey the scheme of functional literacy program of Adivasi women;
2. to identify the knowledge ascertained by the beneficiaries;
3. to ascertain the knowledge obtained by the non-beneficiaries regarding Anganwadi;
4. to evaluate the learners' knowledge;
5. attitude and interest as reported by the teachers;
6. to assess the facilities in Anganwadis and to identify the functions of personnel; and
7. the degree of their involvement in FLIT (Functional Literacy Integrated Training) program.

COVERAGE : All ICES/FLIT villages in the block from CDPO with population size of the settlement and distance from the headquarters was obtained. Its distribution was 1. Eightyfour percent Hindus; 2. Sixteen percent Muslims. Majority of them were in the 14-19 age group. None were above 39 years old.

It contained reports about the various aspects of the beneficiaries, such as, the number of participants, their ages, castes, marital status, occupation without any correlations between their personal aspects and their attainments.

AGE : The participants were between 14-19 years old; ninety-two percent of which were illiterate prior attending the centers; of those, 68% had never been to school.

OCCUPATION : Majority of participants had no occupation. About 50% of them were farm laborers.

MARITAL STATUS : Almost all were married because of the tribal customs of early marriage, the marriages were consummated; they even had children at their early ages. Forty eight percent of those married had 1 to 3 children, 12% had children below 6 years of age. The children of 37% married women went to school. A majority of them (59.73%) were thinking of sending their children to the secondary school.

ECONOMIC STATUS : More than 50% had 1 to 4 acres of dry land.

ATTENDANCE : Their attendance was irregular.

THREE Rs : More women scored in comprehension test and writing skills. They were also able to write their names, names of their villages, and the food they ate.

SOCIAL AWARENESS : Their knowledge about civil and community activities was very limited and was to the extent of going to movies and listening to the radio. They knew the name of Prime Minister but many did not know the name of their Chief Minister. The women weren't aware about the laws of dowry and the age of marriage. The women acquired the help of untrained midwives at the time of miscarriage, and abortion. They were, however, aware of the family planning methods, the use of loops, pills, nirodh, and rhythm.

Hobaur, Aikara & Henriques (1981) conducted an evaluation of NAEP in Maharashtra. The specific objectives of the evaluation study aimed to ascertain

1. the socio-economic and ecological characteristics of the AECs; the sex and caste composition of the AECs; the physical facilities and teaching learning materials available at the AECs; 2. the types of agencies running the AECs and the difference among them with regard to the characteristics and performance of the AECs. 3. the socio-economic background and training of instructors; 4. the socio-economic background of the

adults, who are involved in the AECs; 5. the extent of drop-out from the program and the reasons for dropout; 6. the characteristics of the AEC associated with the imparting of literacy, functionality, and social awareness, and 7. the socio-economic characteristics of the learners affecting the acquisition of literacy, functionality, and social awareness.

The findings of the study were as follows:

VILLAGE CHARACTERISTICS : 39% of AECs were located in villages having a population of 1000 or less. Only 18% of the AECs were located in villages which had scheduled castes and tribes as their majority population. The AECs run by the universities were generally located in the urban areas and in comparatively larger villages. The voluntary agencies ran the largest number (21%) of AECs in predominantly SC, ST villages.

LOCATION AND PHYSICAL FACILITIES : Only 1/3 of the sampled AECs were located in school premises. Nearly 1/2 of the AECs had only kerosene lamps and these did not give adequate light.

INSTRUCTORS : 15% and 9% of the instructors were SC/Neo buddhists and ST respectively. 39% of the instructors had not completed the SSC; while 23% were educated beyond SSC. As many as 89% of the instructors were trained for teaching in the AEC but only 26% of them received the training before they started teaching in the AEC.

LEARNERS : 80% of AECs had 80 to 100% of their learners in the recommended age group of 15-35 years. Out of the sampled learners, 28% were females. There were 49% of the learners belonging to the SC, ST and OBC. groups. Similarly scheduled castes and tribes formed majority of learners in 43% of the AECs. Nearly 1/2 of the learners did not own any land. Agricultural laborers and domestic servants formed the largest single group (42%), while another 39% were farmers.

DROPOUTS : The average total enrolment at the AEC was 34.5 learners. The average attendance of the AEC was 20.5 learners. The average number of dropouts and additions made after the first month was the same, i.e. 6.4 learners per AEC. The AECs which had a higher incidence of dropouts were in the rural areas. Incidence of dropouts was higher also in those AECs. The main reasons given for dropping out were related to economic and domestic factors.

ENROLMENT : Door-to-door contact was the most common mode utilized by the instructors for enrolling the learners.

LITERACY : On the whole, the performance of learners in literacy especially in reading and writing was good. Many learners scored 100% in the reading and writing tests, but they did not register such high scores in arithmetic.

FUNCTIONALITY : As regards performance in functionality, the learners in the sample had moderately a high score. Relatively older participants who attended the AECs regularly; had belonged to lower castes; were less exposed to modernization; and were engaged in lower occupations had gained more knowledge about functionality in AECs.

SOCIAL AWARENESS : The AECs had raised the level of social awareness more of the learners who belonged to the higher castes; were more exposed to modernization; were more regular in attending the AECs; and were engaged in lower occupations.

LITERACY, FUNCTIONALITY AND SOCIAL AWARENESS : The learners who acquired a high level of functionality, had also acquired a high level of social awareness through the AECs and vice versa. Acquisition of literacy skill, however, was not in the same way associated with functionality and social awareness.

Dey (1981) evaluated Adult Education Program of the Jana Kalyan Samiti in Jajpur (near Cuttack), Orissa in 1979).

The main objective of the study was to evaluate the performance of the Adult Education Project taken up by this voluntary agency. The salient findings were as follows:

LEARNERS : 88% of the learners had belonged to agricultural class; their median age was 28.9 years; 8% of them had been to school prior to joining the AECs.

PHYSICAL FACILITIES : Most of the learners were satisfied with the facilities available in AECs.

MOTIVATION TO JOIN : 89% of the learners joined the AECs to learn reading and writing only. Most of them were incognizant that the scope of the program was not confined to literacy only and that social awareness and functionality were part of the program, 91% of them stated that they would encourage their friends and relatives to join the program. They too would be willing to return for further education if given such an opportunity in the future.

ACHIEVEMENT : The learners' achievement rates were 48% as good and 41% as satisfactory in reading; 20% as good and 62% as satisfactory in writing; 20% as good and 50% as satisfactory in simple calculations. The overall performance in literacy was described as fairly satisfactory in reading but a substantial improvements were yet to be demonstrated by the learners in writing and simple calculations.

ACHIEVEMENT IN SOCIAL AWARENESS : The learners were conscientized about the futility of caste barriers and its rigidities; illegality of the dowry demand/acceptance. They were favorably responsive to family planning, welfare programs, and the benefits of savings, etc.

ACHIEVEMENT IN FUNCTIONALITY : 33.5% learners felt having greatly benefitted in their day-to-day life by having participated in the AECs. However, the project authorities should pay more attention to push the functionality aspect further.

DROPOUTS : Their average attendance was 10.4% of the total weeks of the program prior dropping out from the program. Many had to discontinue because of their family problems.

Directorate of Adult Education (1981) conducted a study on Adult Education program at the Patanada block (Bihar). The objective of the study was to evaluate the performance on 3 essential components of NAEP, namely, literacy, functionality, and awareness.

The findings on literacy were very similar to those of others. The findings with regard to functionality and awareness, only 19.6% of the learners felt that the program had greatly benefited them in their everyday life while 77.7% did not feel much benefit out of it. Twelve percent strongly felt that the program had prepared them better for their present occupation and 79% felt that the program didn't much help them in their occupation.

Related to social awareness, caste feelings among the learners appeared to be quite low. Ninety two percent of the learners knew that the dowry was illegal. The level of awareness of the minimum legal age for marriage, particularly, for men was unsatisfactory among the teachers. The political awareness of learners was satisfactory. Seventy seven percent of the learners knew the minimum age to vote. All the respondents were aware of the problems in their villages and it appeared that drinking water, road transport and irrigations were the three most important problems in the locality.

Verma, Mishra, and Manoharlal (1981) conducted a study of the National Adult Education Program in Bihar namely, Adult Education for Development. The objectives of the appraisal study were as follows: 1. to acquaint with the functioning of the voluntary agencies (VAS) involved in NAEP with reference to staffing pattern; recruitment and training of instructors and

supervisors; supply of teaching materials; problem encountered in running AECs; and suggestions to improve the program. 2. To analyse working of the AECs - location, facilities, functioning of AECs, 3. To determine the socio-demographic background of the participants and non-participants; reasons for joining AECs; and discontinuing visits to AECs. 4. To assess the achievement in terms of literacy and numeracy skills, level of social awareness, and improvement of functional skill of the participants; 5. To analyze profile of the instructors, their orientation, their view about the effectiveness of AECs and suggestions to improve the functioning, 6. To examine the profile of the supervisors, their operational strategies, their perception of the functioning of the AECs and suggestions to enhance their effectiveness, and 7. To explore the trend of social change induced by the NAEP effort in the state. The following are the major findings of the study.

VOLUNTARY AGENCIES of the 1270 AECs operated by 35 voluntary agencies, 70% were exclusively for males, 16% for females, and 14% were mixed for both the sexes. Regarding choice of locality, 1/3 of the voluntary agencies give priority to the backwardness of the people and locality.

SUPERVISORS AND INSTRUCTORS : Their recruitment was made with various considerations, some of which were - 1. recommendation of the candidate by gram-sabha; 2. candidates' qualifications; and 3. his interests in social work. Most of the supervisors and instructors were trained; which was given by the voluntary agencies to their hired staff at their own facilities. 70% of instructors were from the disadvantaged sections of population-- 12% Harijans, 22.1% tribals, and 33.8% other backward castes. Among 62 supervisors, only 4 were women. The representation of the disadvantaged sections of society was very low at the supervisory level. Most of the supervisors were unable to visit all the centers during the month preceeding evaluation.

LOCATION : 57.9% of sampled AECs were located in the houses of villagers or instructors. 14.1% AECs were held in community buildings including community halls, village schools, dharma-shalas, temples and mosques.

PHYSICAL FACILITIES : Lanterns were used in 4/5th of AECs. Electricity was available to 7.8 of AECs. 5% of AECs had petromax lights. The lighting arrangement was inadequate in about 1/2 of AECs. There was no provision for seating arrangement for learners in the budget allocation of the projects.

PROGRAM CONTENT : The instructors were provided with the attendance register; 'instructor's guide' to submit monthly reports; the primers, charts, and the fortnightly journals 'chetnayuga'.

QUANTITATIVE EVALUATION : On an average 71.9% learners attended the respective AECs during all the months. 18.3% of the total learners comprised women. Among the respondents, 28.7% were women. The age group of 15-24 year was more enthusiastic to get enrolled themselves at AECs as compared to those in 25-34 age group. 21.6% of male learners and 12.8% of female learners were school dropouts.

QUALITATIVE EVALUATION : Cases revealed that acquisition of literacy and numeracy skills had created a sense of pride and self-confidence; realized the value of education not only for themselves but also for their children. The process of attitudinal change had started; taboos and superstitions were being replaced by liberal ideas, though the pace or progress was slow in comparison to literacy skills.

Harihar and Rao (1982) made an indepth study of Jaipur district in Rajasthan. The objective of the study was to assess the impact of the NABP. They wanted to work in a district where the impact was likely to be positive - in other words, there was likely to be some impact, besides studying the demography of the district.

METHODOLOGY : The usual tests were to investigate the learners' JRs. Additionally, three more elements were introduced this time than had been in the past, that was 1. to increase the intensity of observation; 2. much more emphasis was laid on assessing the socio-political awareness and functional knowledge of the learners; and 3. increasing the period of time for collecting data for an indepth observation.

A stratified random sample by choosing ABCs in all the ten supervisory circles, thus 10% of 273 centers (30 centers) were taken as sample. Proportionate number of women centers were chosen.

The experience of researcher to have used the new methodology was quite encouraging in terms of its ability to probe and seek out facts which would be otherwise missed. The increased period of data collection offered an opportunity to discuss adult education with many people and highlighted many lacunae both in administration and the field which need to be remedied. We hope the methodology would invite comment and suggestions for further development.

The findings were as under :

INSTRUCTORS : They were largely from the upper castes and had completed high school. Most of them were trained for specific jobs like community health work, cooperative work, tailoring, leather work, masonry, and ayurvedic medical practice. Female instructors were selected by supervisors, whereas the male instructors were chosen on recommendation by Panchayat Samiti Office bearers. Majority of them claimed service mindedness as their motive. Some were more specific in stating that they wanted to make the villagers literate. Majority of them rated their work as highly successful, but around 1/3 of them admitted to have achieved success averagely. The majority, who had expressed social service as their motivation had

achieved average success, while those who were motivated to literatize the illiterates claimed to have been very successful.

AEC MATERIALS : Teaching/learning materials had been supplied. However, the instructors felt that the supply of AEC sign boards, roadsigns, darri pattis and boxes were inadequate.

The instructors had gained knowledge about teaching methodology and the general knowledge from the training camps. Some instructors expressed to have gained no knowledge about adult psychology, functionality, social awareness and literacy. With regards to the training period, many thought that 5 days was insufficient. All the instructors felt that sharing each other's experiences and discussions of problems were profitable in widening their knowledge.

MONITORING BY OTHER OFFICIALS : Almost one third of the AECs were never visited by anybody from the DAED's office. The number of visits made by the SRC workers, DAED and APO was found to be very low. The PO had visited 44% of the sampled AECs only.

ENROLMENT AND ATTENDANCE : All the instructors stated that they had enrolled thirty adult learners. This is, however, not very significant since they had to present a list of thirty illiterate adults for their application to be considered. Majority of the instructors stated that the learners attended AEC sessions anywhere between 15 to 20 days a month. Considering that the instructors themselves have given such a low figure, the actual attendance is likely to be much lower.

LOCATIONS OF AECs: The centers were largely located in the instructors' homes, particularly, the women's AECs. There were a few which were located in schools and other public places.

RECREATION AT AECs: Recreation was restricted to Bhajans and folk music. The learners engaged in this usually once or twice a week.

TEACHING METHODS : The instructors adopted the lecture style more than the discussion technique. One third of the instructors used both styles. Instructors were of the opinion that the male learners preferred to learn more through discussion while female learners preferred the lecture style.

CURRICULUM : Distinctly, literacy and arithmetic were their major foci. While, the women instructors dealt with services available from cooperatives, village level workers, sarpanchs, etc., the men instructors did not emphasise on these phases as much.

CONCEPT OF FUNCTIONALITY : All instructors stated that functionality meant giving knowledge to learners about the occupation in which they were involved. About 16% of the instructors denied knowledge about land related matters and stated that they had not touched upon these in AECs. A large majority knew that the village cooperative societies were the best places to get seeds and fertilizers while only a small percentage were aware of the amount of loan available from banks for agricultural purposes.

AWARENESS :

HEALTH AND HYGIENE : About 40% of the instructors dealt with matters on hygiene, balanced diet and utility of hospitals and doctors; most instructors stressed that a small family was a happy family. The instructors had exposed about cooperatives and dairying.

TIME DISTRIBUTION IN TEACHING : The usual pattern appeared to be around four to seven months, literacy and numeracy were taught. The balance time was spent on teaching social awareness and functionality.

POLITICAL AWARENESS : The type of information given about panchayats was not found to be exhaustive. Around 12% of

instructors had not given the learners any knowledge regarding panchayats. The male instructors emphasized on the necessary quality of a sarpanch while the lady instructors dealt with the importance of voting and the priceless nature of the free vote. Over 70% of the instructors had invited external functionaries and were rewarded with a visit, while 44% of instructors had never invited anyone to the AECs.

ABOUT LEARNERS : Majority were within 15-35 years of age, with a few exceptions who were either the lower and above the upper limits. About 50% had belonged to upper castes, approximately 30% to ST, and 20% to the SC groups. The male learners were from the agriculture and the female were mainly engaged in household work. A few hailed from cobbling, tailoring, music playing, cattle ownership and quackery. Their family sized from 4 to 20. An average family ranged from 6 to 8 members. Around 45% of them did not have educated members in the family. Over 60% of the educated family members belonged to families of the female learners.

THE LEARNERS' VIEWS ON THE PROGRAM : Most of them were aware of the program being for 10 months, while they attended for 7 to 8 months. The major motivating factor for learners of both sexes in joining the AECs was an urge to become literates. While 42% of the learners stated this reason, the others gave a variety of other reasons. The active encouragement of influential persons like the sarpanch, school teachers, cooperative manager, etc., was totally lacking. It was largely the instructors who moved mountains to get the learners to come to the AECs. The fact that nobody stopped learners from attending the AECs seemed to be more due to nobody taking the AECs seriously rather than because of any positive attitude on the part of the community members.

ACHIEVEMENT IN LITERACY AND NUMERACY : Learners' grasp of literacy was found to be low on the whole. They were unable to proceed beyond writing a few words in a large majority of the cases. In comparison, their performance in numeracy was superior. The need to use figures in daily work was given as a reason for this. In terms of application, 50% of the males and 80% of females did not read slogans written on the village walls or put literacy to any other use.

THE AWARENESS COMPONENT : The majority of the learners said that they would refuse to sign documents unless they read them or they were read to them. A few learners were aware of the various services offered by a post office. A large majority knew nothing apart from the fact that they could post letters there. This may not be so much due to their ignorance as much as due to their inability to list out all the services. However, one expects an AEC learner to possess awareness enabling him to spell out three good services offered by a post office. But when asked separately about saving money in a post office, a majority of the learners replied positively. Majority knew that money could be saved in the banks which was as a main benefit. But majority specially the women had never been to a bank or talked to a bank official. They were aware that agricultural loans being provided by banks. The preference to allopathic doctors in comparison to other schools of medicine was quite apparent. The majority expressed to see a doctor on becoming ill. About 50% knew that cooperatives could provide fertilizers, seeds, and loans at concessional rates of interest.

A portion of them became conscious on knowledge of agriculture, the old social customs, social injustices, votes and elections, childrens' education. Quite a bit of ignorance still prevailed among them.

Harihar and Rao (1982) studied indepth as the objective in the Jhunjhunu district of Rajasthan.

METHODOLOGY : The usual tests for evaluating the 3R's and the schedules for social awareness and functionality were used. Additionally, three elements were introduced this time than had been in the past, that was, 1. to increase the intensity of observation; 2. much more emphasis was laid on assessment of the socio-political awareness and functional knowledge of the learners; and 3. increasing the period for collecting data for an indepth observation. A stratified random sample by choosing AECs in all supervisory circles; thus, 10% i.e., 30 centers out of the 300 was selected. The findings are as follows:

THE AGEWISE DISTRIBUTION was 69% of upper castes, 23% of scheduled castes, and 8% of scheduled tribes.

THE OCCUPATION distribution was 65% of agriculture, 21% of household work, 6% shopkeepers, 4% shepherds, and 4% other miscellaneous including millgrinders, barbers, cobblers, laborers, sweepers, sculptors, tailors, carpenters, potters and those in government service.

THE FAMILY SIZE of learners were - 85% with 1-5 adults, 6% with 6-10 adults, none above 10 members; with children - 68% had 1-5 children, 8% had 6-10 children, 2% had 11-15 children in the family, and 22% had over 16 children in their families.

ATTENDANCE PATTERN of learners: 3% attended 0-2 months, 15% between 3 to 5 months, 43% between 6 to 8 months and; 39% attended 8 months and above.

MAJOR REASONS FOR JOINING AECs: 45% wanted to learn to write letters, 21% to learn writing name, 20% to learn literacy, 16% due to encouragement by instructor, 8% to learn to read

books, 8% to hear stories and participate in bhajans, 4% to learn to live in society, 3% due to encouragement by father, 2% to gain some useful knowledge, 2% to learn numeracy, 2% due to encouragement by sarpanch, 1% due to encouragement by husband, 1% to utilize my free time, 1% for seeking employment and 1% to read bus routes.

The performance of learners in the test administered to them was satisfactory. A majority of learners could haltingly read and write sentences. In the numeracy component, tasks like addition and subtraction were performed fairly well but tasks like multiplication and divisions were done haltingly. In terms of application in daily life, a majority of the learners claimed to have read well slogans but could not recall any slogan.

THE AWARENESS COMPONENT : Learners were aware of the essential services offered by post offices. While enumerating the various facilities available, female learners consistently displayed more knowledge than their male counterparts. A majority of the learners were aware of the benefits available from saving money in banks; a majority of both male and female learners preferred treatment by an allopathic doctor. This was an indication of increasing awareness among learners with regard to medical facilities. While a majority of the learners stated that one needs to visit a doctor only when sick, a small percentage talked of general health check-ups and inoculation. Over one-fourth of the female learners were members of cooperatives, but a majority of them were not. A majority of the learners enumerated loans, availability of fertilizers and good quality seeds as the main inputs from cooperatives.

KNOWLEDGE OF AGRICULTURE : Learners were largely aware of the market for agricultural produce (Krishimandi) where rates are

determined in a relatively fairer manner by the government. A majority of the male learners owned land between eleven to forty bhigas. Most of the male learners were aware of the price of bajra; smaller number of learners stated the correct price of mat and jowar. The correct price of Til was not mentioned by any of the learners. A majority of the male learners had learnt of different methods of improving the crop-yield. They stated that they had learnt various methods of farming, the use of fertilizers and systematic way in which ploughing, sowing, and watering crops were to be done. Among the benefits derived from functional knowledge given in AECs, a majority of the learners stated that they could make use of the knowledge given to them on their land which in turn contributed to increase profits. A large majority of the learners were aware that minimum wages had been fixed for agricultural laborers.

AWARENESS OF GOVERNMENT RURAL DEVELOPMENT AGENCIES : On the whole, learners were found to be quite aware of the rural development agencies and its functionaries.

ON VOTING AND ELECTION : A large majority of the learners considered a democratic state with the right to vote to be an absolute necessity. Election of the Sarpanch and ensuring that the right person is elected were considered to be the main reasons for holding elections. A majority of the learners did not respond to when asked whether they were aware of bribes and inducements exchanging hands in the race for votes. A majority of the learners interviewed had not exercised their right of franchise in any election. Among the other learners, a majority had cast their votes only in the elections to the Panchayat Samitis and the legislative assembly. A majority of the learners, among them a greater proportion of women,

stated that they considered the vote to be a weapon. However, they seemed to be unsure about whom to use the weapon against. A majority of the learners were unaware of the right age of voting.

CHILDREN'S EDUCATION : A majority of the learners, among them a greater proportion of the women, emphasised the importance of sending children to school. A majority of the learners cited 'gainful employment and increase in knowledge as the major benefits accruing to children from going to school.

Madras Institute of Development Studies (1982) pursued an appraisal of the programs for training the functionaries, particularly supervisors and animators, in 'adult education program of Tamilnadu'. The two major questions dealt within this endeavor were: 1. How far the training programs in the field had been able to follow guidelines of the directorate of adult education, and 2. with what consequences. The inference of the appraisal study are as follows:

1. The training programs had resulted in some desirable changes in attitudes of some animators but there was enormous scope for strengthening the program.
2. One of the major weaknesses of the training program for the supervisors and animators seemed to be the lack of clarity with respect to the objectives of training program.
3. In the absence of clearly spelt out objectives of training, the design, development, and conduct of training process seemed to have suffered immensely.
4. There was need to train the functionaries in the methods to disseminate the desirable information more effectively rather than merely giving them the information.
5. The training program for supervisors did not concentrate on how to train the animators on curriculum preparation, teaching methods etc.
6. Another major weakness of the training program was the

inadequacy of the duration of the training. 7. Not only were the supervisors not exposed to extensive program lasting for about 80 hours before the start of their service as supervisors, but that the subsequent training had not been designed to build on the experiences gained. 8. In the case of animators, instead of providing an intensive training program for about 120 hours, only about 40 hours of training was provided. 9. Most resource persons were incompetent to conduct training sessions in a constructive manner. 10. Participation during the program was not encouraged. In other words, the suggestions given in the handbook that the training should be participatory was neglected. 11. Most of the resource persons, instead of encouraging the participants, snubbed those who raised uncomfortable questions regarding problems of awareness creation.

Madras Institute of Development Studies (1982) made an assessment of the internal evaluation practices in 'adult education program in Tamilnadu'. The questions for which the answers to be obtained through this study were as follows:

- A. What were the major components of the internal evaluation by the functionaries and how frequent were the evaluations?
- B. How systematic were the methods of evaluation and how was the feedback from continuous evaluation, if any, utilized?
- C. How effectively were the formal evaluation procedures carried out in the field and what were the associated difficulties?
- D. How reliable were the results of the internal evaluation specially from the point of view of planning further strategies?

1. The evaluation tool had two major components:
 - a. Questions to assess the achievement of literacy and numeracy skills and
 - b. questions to assess the functionality and awareness of the learners. The evaluations were done by the animators according to local conveniences and not necessarily with the involvement of supervisors.
2. The evaluation process was too time consuming to be convenient for learners and animators.
3. The time spent by supervisors and project officers during their visits was only about 45 minutes to an hour in the center during a visit. It was not possible to be very effective in term of evaluation with such a short time spent at the centers.
4. Most functionaries did not utilize the outcome of continuous evaluation efforts in the questions concerning progress of the program.
5. The animators were not guided as to what constituted the appropriate responses of awareness/functionality questions; and significant misevaluation seemed to be likely in these areas.
6. The instructions to animators did not indicate how the evaluation could be used to further the interest of learners.
7. The tests on awareness and functionality did not throw much light on achievements through the program.
8. It did not seem appropriate to rely on administering a standardized evaluation tool at the end of a rigid time spent (10 months): because such a procedure serve the purpose of recording the existence of an evaluation process. Therefore, there was a need for continuous individualized evaluation.

9. The design and development of evaluation procedures warrant much better training for functionaries.

Madras Institute of Development Studies (1982) conducted 'An Appraisal of the Role of the State government' in adult education program in Tamilnadu. The questions sought to be answered through the appraisal were as follows:

1. Who were the beneficiaries of the program and to what extent did they benefit?
2. What seemed to be the expectations of people who joined the program and how they perceived the expectations to have been fulfilled?
3. Were the majority of target population motivated to participate in the program? What were the reasons for their motivation or lack of it?
4. Why did people drop out of the program?
5. What were the perceptions by the functionaries, who delivered the program, regarding the strengths and weaknesses of the program?
6. How congruent were the goals of the program as perceived by the program planners at the top, the functionaries at different levels downstream, and the people who were supposed to benefit by the program?
7. What aspects of the program needed further detailed study before major decisions concerning implementation of the program in future could be taken up?

The study of a sample of adult education centers, learners, and the animators indicated the following:

1. Almost 40% of the centers had to depend on some private property such as the animators house or a learner's house for the classes to be conducted.
2. Nearly a fifth of the centers were held in open spaces.
3. More than 60% of the learners feel that the facilities provided were inadequate or unsatisfactory. The major complaints were that the space and lighting were inadequate.
4. Though the mean enrolment of the sampled centers, as reflected in the attendance registers, was 31 learners, the mean attendance on the day of visit was only 18 for the sampled centers.
5. The dominant activity in the centers was literacy/ numeracy teaching. Other activities, which took place in about 40% of the centers visited were confined to lectures on small-saving and kitchen garden. Discussions on poverty, minimum wages, land reforms, fundamental rights etc., were absent.
6. Even though eight to ten development officials (such as the BDO, agricultural extension officers, health workers, gram sevaks, etc.) function in each block, the centers had been visited by them rarely. Evidences were flimsy to indicate that adult education has been used as a vehicle for dissemination of the benefits of the 'development programs'.
7. Majority of the animators claimed that they put in atleast four hours per week for work related to adult education, besides conducting classes for 1½ - 2 hours, five days a week.

8. The animators responsible for the regular conduct of centers were largely young men and women and in their twenties at the most. Majority of them had been educated atleast upto the secondary school leaving stage. Significant proportion of the animators (42%) were unemployed.
9. Majority of the animators, as well as learners, thought that meaningful achievement in literacy will be possible only if the program duration were to be extended beyond 10 months.
10. Very close to half of the sampled learners were in their teens. Only a third of the learners were over twenty-five years.
11. Among female learners, the younger age group was more dominant, a little over 75% was less than 25, two-third of the female learners were unmarried.
12. Almost onehalf of the sampled learners were school dropouts; strangely, even among female learners, the school drop-outs constituted as much as 44% of the total.
13. A third of the learners only claimed that their expectations had been fulfilled by the program. However, the literacy assessment revealed that even among this group of learners, less than 10% had achieved adequate levels of literacy skills.
14. The dominant reasons for the dropout phenomenon seemed to be the preoccupation with work and consequent irregularity in attendance. Majority of the people, who dropped out, did so within the first two months of the program.

15. About one in every six learners could read fluently and another third of the learners could read with difficulty. A little over a third of the learners could read only the alphabets.
16. The school dropouts as a group seemed to have fared better in the literacy. However, in the absence of baseline data, the contribution of the program to the reinforcement of literacy skills of the drop-outs could not be commented upon.
17. Majority of the learners, as well as those who dropped-out, were not adequately aware of many issues relevant to their conditions as reflected by their responses to a set of ten questions.
18. The structure as has been functioning was contributing only marginally to the effectiveness of the program. There was a scope to explore alternative structures and to strengthen the existing structure.
19. In summarizing the findings of the above exploratory study, it could be stated that the project could not be even launched in nearly 1/2 of the potential locations on account of either the lack of willing learners or the difficulty in finding appropriate animators. Even in those locations where centers have been started, only a part of target population is covered. The time available for the supervisors to conduct the pre-launched activities seemed to be short to ensure careful selection of locations and animators.

Aikara and J. Henriques (1982) conducted a study on functioning of The Adult Education Program in Maharashtra. The specific objectives were to ascertain :

1. The coverage of the largest groups of socio-economic backgrounds of the adults who were enrolled in the adult education centers; the socio-economic and ecological characteristics of the localities where the adult education centers were located.
2. The inputs such as the physical facilities, teaching/learning materials and the kind of instructors available at the adult education centers.
3. The functioning of the AEC's in terms of the attendance of the learners, and contents of teaching; and
4. The learning outcomes of the adult education centers in terms of the performance of the learners in the triple components of the literacy, functionality, and social awareness.

COVERAGE : The target group of the adult education program was the illiterate adults within the age group of 15-35 years. Laborers and domestic servants constituted the largest single group (52%) of the learners in the sample. Thirty seven per-cent of the learners had no land. Majority of the learners (55%) in the sample had a relatively low exposure.

PHYSICAL FACILITIES OF THE CENTERS : Nearly 1/4 of the AECs had an area of upto 150 square feet. Another 1/3 of them had an area of more than 300 square feet. Out of the 285 AECs which held classes in the evening or late night, as many as 188 (66%) AECs had either petromax lamps or electrical lights and the remaining 24% of the AECs depended upon simple kerosene lamps. As many as 91% of the AECs had no special seating arrangements. Learners in these AECs sat on the ground. Just 9% AECs could provide darimats or benches for learners. Most of the learners (82%) considered the distance between the AEC and their houses to be short.

TEACHING-LEARNING MATERIALS : Generally items like blackboard, text books, charts, posters, flashcards, supplementary text-books and workbooks were the materials supplied to the AECs. Eighteen percent of the AECs only received all the 7 items on time. A few of the AECs that did not receive any materials at all. 39% of the instructors in the sample were women. 51% of the instructors were upto 25 years old. The sample consisted of 38 schedule caste/neo-buddhist and 19 scheduled tribe instructors. The main occupation of the largest single group of the instructors (39%) was agriculture. 39% of the instructors had a formal education below SSC.

ATTENDANCE : As per registers maintained at the AECs, just 27% of the AECs had 30 or more learners marked present at least one day in every month. The registers of 18% of the AEC's had learners who attended less than 15 days during the entire duration of AEC's. The mean of the average attendance was 27.1 learners. With the possible inflation of attendance mentioned above, what was shown here may be considered as the best situation regarding attendance, although it may not have been the correct one. As per attendance registers, 40% of the AECs in the sample did not have a single dropout. The largest number of dropouts recorded in an AEC was 48. The mean dropout rate per AEC was 5.19%. 84% of the dropouts reported that they did not get the time to attend to AEC because of their economic pursuits and household works.

CONTENTS OF TEACHING : Literacy seems to have been taught in all the AECs but AECs differ considerably as regards the coverage of the items taught and the functionality and social awareness. There was not a single AEC where all the 20 items under functionality were taught. On the other hand, there were 2% of AECs where none of the items were taught. Majority of the AECs (58%) covered more than 1/2 items identified under

functionality. In 39% of the AECs, knowledge was imparted about some occupational skills such as stitching, knitting, poultry, dairy, pottery, and basket making. In the area of social awareness, some basic social legislations, some general social evils, and some aspects of our political system were expected to be taught. In 12% of the AECs, none of the listed 6 legislations was taught while all the 6 legislations were taught in 7% of the AECs. In the case of social evils, all the 5 items in the list were taught in 10% of the AECs and none in 5% of the AECs. The difficulties mentioned by the instructors in teaching functionality and social awareness were lack of knowledge on the part of instructors about the contents to be taught in these two areas, interest of the learners in nothing but literacy, and non-availability of proper teaching-learning materials.

LEARNING OUTCOMES : 39% of the learners in the sample acquired reading skill which was on par with the standard of reading skill of the students of class IV in the primary school, 24% of the learners were unable to read even a single word. In writing, 5% of the learners wrote down all the 16 words correctly. But only 4% could do it at the right speed. If the level of class IV students was taken as the cutting point for writing skill, 25% of the learners in the sample per AEC of 30 learners acquired it. In arithmetic, just 8% of the learners scored 100%. If the mean arithmetic skill of the class IV students is taken as the cutting point, 22% of the learners or 6.6 persons per AEC of 30 learners acquired the arithmetic skill. Half of the learners scored zero in arithmetic.

If the mean literacy score of class IV students is taken as the level of the skills (reading, writing, and arithmetic combined) 22% of the learners acquired the skills in literacy.

FUNCTIONALITY : Regarding the knowledge of 15 facilities belonging to the 3 areas of cooperatives/banks, post/telegraph, and places of general facilities, just 1% of the learners knew all the facilities. Another 1% did not know even a single facility. 35% of the learners got no new information on any of the facilities from the AEC, while 39% of the learners came to know about at least one facility for the first time through the AEC.

SOCIAL AWARENESS : None of the learners obtained the score of 100%. 5% of the learners had as low as a score upto 10%.

Manoharlal and Mishra (1982) made an appraisal study of adult education in Bihar. The objective of the study was to evaluate education program in Bihar as implemented through rural literacy projects. The findings were given as below:

PHYSICAL INPUTS : Most of the AECs had lanterns as the main source of light. The lanterns were defective and lighting arrangement was very inadequate in some districts. While the space for accommodating learners in AECs was sufficient in almost all the projects, the seating arrangement was inept. Supply of exercise note books, guide books, teaching-learning materials was inadequate, and there was an inordinate delay in their supply. The attendance maintained in the registers appeared to have been inflated.

SUPERVISORS : The ratio of supervisors was 6:4 between men women and between 25-34 years old. Many among them lacked innovation and initiative in furthering the learning process, and were deficient in the serious thinking that was needed in the execution of program and its improvement. While selecting villages for opening AECs, the supervisors used mainly the criteria of those areas of SC and other backward castes (OBC)

proportionately. And while selecting instructors, majority of the supervisors relied on social service records of the candidates.

INSTRUCTORS : Percentagewise, the instructors were 61:39 men: women largely in their twenties; and came from BC and SC castes. Their occupations were agriculture, farm labor, students, and household work. A very few of them were actuated with social service minds; most of them were impelled as doing some job for the sake of money.

Instructors found that motivating the reluctant learners to attend the ABCs regularly as a main problem. Most instructors lamented to be working under constraint of belated and inadequate supply of teaching-learning materials. Instructors' evaluation of learners revealed a reasonably good progress in literacy and numeracy, but meager in awareness and functionality.

LEARNERS : The enrolment of men and women was adequately proportionate; likewise castewise, of which 28% was of the SC. A large number of whom were agricultural laborers.

LEARNING OUTCOMES : Majority of the learners could read and write words and sentences with understanding from the primers while they were average in their performance in numeracy. Many learners were able to apply the literacy skills such as by signing their names instead of putting thumb impressions.

While most of the learners were aware of some institutional facilities and services provided by the government through the various agencies, functionaries at the blocks, panchayats, and at village levels; much was to be desired in the upgradation of social awareness and functionality.

Ganguli, Pathak, and Mirza (1983) conducted an appraisal study on adult education in Bihar with the major objective of evaluating the performance of the NAEP. The evaluation was carried out mainly in terms of three essential components of NAEP viz., literacy, functionality, and awareness.

Some major findings of the study were as follows:

QUANTITATIVE EVALUATION : The percentage of learners attending AECs which was high in the initial months declined later on as the enthusiasm waned. On an average, 16 learners were found attending AECs. In some cases, minor boys and girls were found to accompany their parents to AECs. So far as the participation of scheduled castes and scheduled tribe learners was concerned, it was lesser in proportion to their population, vis-a-vis, the learners of the other backward castes of whom a good number of people were found to have been enrolled as learners.

On an average 75 to 80% of the male and female learners considered acquisition of literacy and numeracy skills as their prime motive for joining AECs. The dropouts were largely females who had dropped on account of moving to in-laws' houses, child birth, or heavy domestic engagements. Most of the male dropouts who could be located reported to have dropped out on account of ill health. The achievement of learners was maximum in literacy and numeracy. About 70% of the learners had achieved proficiency in reading and writing sentences. About 1/3 learners had acquired arithmetic skill though the women had lower achievement scores on this dimension.

The achievement of learners in social awareness and functionality, however, was found to be very limited. Though they were appraised with some of the important legal provisions, public institutions, developmental functionaries and facilities available to them, their knowledge about most of these remained vague.

QUALITATIVE EVALUATION : The literacy component of the program attracted the learners the most and this initiated the change. Most of the learners were satisfied with their achievement. Their learning had generated confidence in them.

This confidence had adorned them with dignity and emancipated them from traditional fear and inhibitions. Learners were acquainted with scientific knowhow in agriculture, animal husbandry, horticulture, etc. The training of spinning, tailoring, basket making, and other such enterpreneurial work was also reported to have brought fruitful results. However, the overall achievement of learners towards social awareness and functionality is far behind of literacy and numeracy skills.

Subramanian, Khanna, Bhatt, and Singh (1983) undertook appraisal of National Adult Education Program in Rajasthan in 1982-83 on managerial aspects of Adult Education projects. This study was pyramidically done in succession to previous three appraisals also regarding management strategies and systems for best possible implementation of the adult education programs. The importance conclusions of the study were as follows:

1. The planning process in project management had not received adequate attention in NAEP.
2. Broad goals for an adult education program at the project level were insufficient, and in its place specific objectives need to be re-examined and revisionally formulated every year.
3. The more needy instructors (i.e., those who entered the program in the current year were deficient in a skill; lacked active community support etc.) can be identified for special attention. Such selective approach will bring about greater focus for the project.
4. To ensure that the project personnel

evolve appropriate strategies implementation, assistance to project officials for planning could be useful. To this end, state level workshops for project officials would be helpful. Finally, 5. Another way of assisting project officials would be to review and give feedback on project plans made by the project officials every year.

Ganguli (1983) studied the various follow-up programs of NAEP in Sahar block in Bihar. The study was not an evaluation of the performance of the follow-up program. It was a study of the possibilities and limitations of the model as such, but that the conclusions may be useful in taking a policy decision regarding the adoption of a particular model for one or more areas. It was the study of effectiveness of the various models through which A.E. programs are implemented in the state.

OBJECTIVE OF THE STUDY : "Keeping in view the mood, importance and utility of the post literacy and follow up programs, the Bihar State Directorate of A.E. was interested to find out the appropriateness of the model, viz., model IIIA through which the program was implemented in a large number of districts of the state. The major objective of the present study was to find out the effectiveness of the model IIIA.

Six models were recommended by J.P. Naik Committee, Bihar State Government had adopted J.P. Naik model III for seven out of the 33 districts. The same model was slightly modified and named as model IIIA and implemented in other 26 districts.

MODEL III: It consists one full time continuation educational worker (CEW) and is recruited at Rs. 300/-monthly honorarium. He looks after 450 neo-literates of 15 centers (i.e., 15 centers x 30 adults = 450). A bicycle is provided to the C.E.W.

MODEL IIIA : It consists three part time CEWs instead of one full time CEW. Each one of them looks after 5 centers instead of 15. Two CEWs are paid Rs. 100/- each and one is paid Rs. 120/- a month, who maintains records of all the 15 centers of his unit in addition to his work of CEW. The 5 centers assigned to each CEW are usually confined to one or two villages. If he is expected to cover more than two villages, he is expected to make his own arrangement for mobility.

POPULATION OR SAMPLE : Sahar block where model IIIA has been implemented was the venue of study. It was selected at random.

FINDINGS : The CEWs expressed dissatisfaction over the way the post literacy program was held. They opined that it should be held for 5 years instead of one year. The neoliterates also expressed dissatisfaction but their impression was good about the NAEP. Regarding the follow up program, almost 57% thought that it was okay, 20% of them thought that it was very good.

Acharji and associates (1983) conducted an indepth study of five blocks in five districts of Bihar (Arki in Ranchi; Dumaria in Gaya; Kathikund in Santhal Parganas; Latehar in Palam, and Ninedih in Singhbhum), which have been primarily populated with the weaker sections, such as, SC, ST, and BCS. They also made an indepth study about the supervisors because the central Directorate of A.E. wanted information about their functioning.

OBJECTIVE: The objective was to evaluate the program of these blocks; to assess what or how much has the impact been on the learners, the beneficiaries of the program; and also about the instructors, supervisors, and project officers.

METHODOLOGY : Mostly, interviews were conducted with the learners, animators, supervisors, and project officers.

FINDINGS : 1. The majority of the learners had belonged to ST, SC, and BC groups with a few from FC group; 2. The majority (72%) were of male sex and most of them were below 25 years old. Of the women, many unmarried were in their late teens, which implies their disbelief in an early marriage; 3. Occupationally, most of them were marginal farmers, supplementing their meager income from their land, as daily wage earners from agricultural and non-agricultural sources; 4. Majority lived below the poverty line with approximately Rs.60/- income per capita; 5. Most of the villages had no electricity; 6. None of the learners had electricity; 7. Fifty six per cent boys and 36% between 6-14 years of age in the learners' families indicated their interest in, and appreciation for education; 8. Their primary objective for joining the NALP class was to be able to learn to sign their names. They considered that as a status symbol; 9. To learn to calculate and obtain some general knowledge which implied social, political awareness, and functionality although they did not spell them out as such. 10. That the learners have to be lured to the centers first by some prime motivators, thereafter much depends upon the instructors and other factors, such as facilities at the centers to keep them lured to be attending the centers regularly. The instructors were the prime motivators; village elite played a comparatively minor role. In majority cases, the learners were supplied with learning aids, such as, books, pencils, etc., as soon as they had joined the centers. There were some instances of absence of blackboards; the lights were more often scarce because of the kerosene scarcity, and/or inadequate number of lanterns. In general, the learners were satisfied with the teaching; a few had difficulty in understanding the texts in Hindi for all, except in

the Muslim centers. The tribals spoke their dialects of Hindi which caused a problem. And printing materials in all dialects was not possible for the government. More than 50% of the learners prepared for the lessons at home, which indicated their interest in learning.

FUNCTIONALITY : Functionality focuses on developing of the existing skills, and adding new knowledge and skills. The data indicated that while the learners were taught a variety of subjects through reading, the skill development or enhancement of knowledge was less than 40%. Qualitative teaching in agriculture, animal husbandry, poultry seemed adequate, but the teachings regarding health, child care, and other modernities were inconspicuous. Some special occupations like carpentry, weaving, tailoring, cane or basket making were not forthcoming to the learners. These trade requires skilled instructors, which they were not in innumerable cases. Learning of these trades could make visiting the centers more interesting and regular. Perhaps, specially talented instructors should be hired who could go once a week to the centers and teach the learners.

AWARENESS : This aspect was divided in three sub areas -

1. About the facilities for economic, health, social progress, and their utilisation.
2. About certain important protective legislation in economic and labor areas.
3. About the social legislation regulating family life and inter group relations.

The data reveals that the learners were aware to some extent but not as much as they should. Perhaps, the instructors and supervisors should attempt to do better.

Shah (1983) carried out an evaluation study on adult education program in Gujarat (1) to examine the functioning of centers; (2) to assess the impact of program on the basis of feedback from the sample of ex-learners, and (3) to appraise the program were the main objectives of the study. The findings of the study are listed below:

FUNCTIONING OF AECs : 93% of the sample were of the view that the centers were functioning regularly on an average of 6 days a week. The learners' responses and attendance records indicated and average working effectiveness of AECs ranged 45-57% of the total sanctioned duration. The timely supply of materials in requisited quantities was very unsatisfactory.

SOCIAL AWARENESS AND FUNCTIONALITY ASPECTS : 34% of the learners stated that the instructors gave them knowledge about minimum wages, debt relief to farmers, loan from cooperatives, abolition of bonded labor, improved agricultural methods, supply of articles at fair priced shops, etc.

Similarly, 31% of the learners stated that they had discovered the provisions for safeguarding interests of women and other weaker sections under the dowry act, child marriage, untouchability, code of conduct in elections, etc., through the AEC classes.

INSTRUCTORS : According to 84% of them, project officers paid only one visit to the AECs whereas 2/3 of them reported that the supervisors visited the centers at least twice a month. 41% of them considered low honorarium, irregular attendance, inadequate physical facilities, lack of community support and delays in supplies of reading and teaching materials as the main causes of their dissatisfaction of the program and its organization. The AECs for women were more regular than

those for men. The lady instructors seemed more devoted and enthusiastic. The performance of women learners was found higher than that of men.

IMPACT ANALYSIS : The learners were contacted after a gap of about 2 to 3 years. Their performance in the 3R's was compared with their achievements in the first and second appraisals. Their overall achievement in arithmetic ability test of the present (3rd) evaluation was 8% lower than that of the first evaluation. But their performance was better in the second evaluation than of this third evaluation. There has been a marked decline in the written ability during the past 2 or 3 years, whereas their ability in arithmetic and reading was higher than in writing.

There was an improvement in their level of social awareness and a change in their behavioral practices. This upward trend was attributed to the program. There had been an increase in both, the employment and income due to increased competence in literacy.

APPRAISAL OF THE PROGRAM : On an average, the present learners' performance in the 3R's was around 44% and; on the whole, out of those who attended ARC classes, about 10-15 learners were literatized.

With regard to awareness component, about 1/3 of the learners said that they have become socially aware that they should make efforts 1. to check air and water pollution; 2. learn the advantages of Narmada irrigation projects; and 3. learn how to deal with injustices while obtaining loans from national banks.

Vizaria and Mathew (1983) evaluated the A.E. program in 19 districts of Gujarat. The objectives of this evaluation were broadly similar to that of the earlier studies carried out by the Sardar Patel Institute. They are as follows:

1. to examine closely the attendance and other data available on the adult education centers;
2. to examine the actual functioning of the centers on the days of the visits of the research team;
3. to identify the areas of success and weakness of the program from the field level to that of the supervisory level; and
4. to suggest areas for policy intervention and also for indepth studies which would enable a better understanding of the program as well as of the socio-economic milieu in which the program has to be operated.

SAMPLING AND METHODOLOGY : The universe and sample was confined to the rural areas only where more than 85% of all the centers were located in the 19 districts.

FINDINGS : The age of learners although targeted at 15-35 years, was nearly 78% only of them. About 22% of them fell outside the target range. This was more so among women than among men.

PROFILE OF INSTRUCTORS : Nearly half of them were regular salaried employees elsewhere; majority of them were primary school teachers. The honorarium of Rs. 50/- wasn't of much consequence to them. They were trained to impart 3R's, functionality, and awareness. They performed the imparting of 3R's very well, but not the functionality and awareness, in which case while they discuss the awareness and functionality issues in the class, they steered clear from the sensitive

issues, such as, rights of ownership, bonded labor, interest rates, borrowing etc. Almost all instructors responded affirmatively to the difficult questions of the learners. Almost all the instructors complained about irregularity of the learners and a meagre honorarium, which hindered the proper functioning of the centers. About 16% of the instructors reported that they could not hold classes regularly because of their other preoccupations.

Nearly 30% of the learners had some schooling previously. Nearly 56% of learners were irregular. Their reasons were - rain, winter, having little children, fatigue at the day end, some agricultural activities requiring night attention. Such things dwindle enthusiasm rapidly. A program, which ignores these real problems, cannot take root in the rural areas. It can be a program on paper only, where financial resources can continue to be sent, only to the advantage of a few.

The irregularity of adult learners, of the centers themselves, or the failure of instructors to impart accurate knowledge reflected in the responses of learners to the specific questions on a few issues. Proportionately, more women were ignorant than men on issues like the minimum wage rate, legal age of marriage for boys and girls.

Performance on 3R's: About 65% of the learners performed well in reading, writing, and arithmetic, tests. The performance of those with previous schooling was higher. Most learners viewed the adult education centers as program to make them literates. Although majority indicated that they were informed about various health related and social awareness issues, when specifically questioned, they could hardly think of any examples of the real life. This indicated 'mugging and vomiting' by the learners.

Almost 40% adults in the areas remained uncovered of the program. Unless, the program in these areas is either continued or reintroduced at a later date, these adults would remain outside the program forever.

The learners felt that learning should be made enjoyable through activities such as excursions, film shows, music, bhajans, etc. Alongwith learning, they stated that skills should also be taught, which could contribute toward augmenting the income at a later stage. There is some merit in this reasoning. The question is whether the AEP should become a wide umbrella cover for all and varied activities.

For an extensive and time bound program like this, scattered in thousands of villages, there has to be some supervision and accountability as well as objective criteria to measure performance. Majority of the supervisors as well as project officers viewed their jobs as government jobs and expected occurrence of more and more benefits for themselves. They lacked the real dedication except for pseudo patriotism.

Almost all supervisors complained about temporariness of their jobs. So, they join as supervisors in the AEP, to use it as a springboard till they find other jobs. They are there as opportunists and for ulterior motives. Many of them, the number of which cannot be ascertained, are reportedly involved in various malpractices related to disbursement of remunerations and contingency money to the instructors; by not visiting the centers in their charge; fudging or helping in fudging the attendance data. The last seems much more prevalent. The rational for it stems from a need to 'show' good results. In the opinion of the researcher, instead of recruiting young college graduates as supervisors, for whom this become a first job, school teachers who have recently retired and who are still healthy and agile, should be

recruited as supervisors. While, they may be, on the one hand, more adept at fudging attendance records, on the other hand, years of service as school teachers, makes them more accepted and respected members of the society. The problem of ad-hocism of appointment that appears to be an overwhelming concern of the young supervisors, the amount of remuneration, which is in addition to their pension, gratuity etc., would be added incentive to the teachers rather than viewed as too little.

Attendance data, as available in the registers, cannot be used at all as a guide to measure the performance level of the centers. They are uniformly kept 'straight'. The practice followed at the national level of measuring performance and categorising centers as 'good', 'average', and 'poor' on the basis of recorded attendance data, requires a hard look and some alternative approach will have to be adopted. The very insistence on attendance data tends to compell all connected with the programs to exaggerate them.

The detailed district level analysis based, partly on facts, partly on observations, leads the researcher to the conclusion that at best, about 17% of the enrolled learners attend the adult education centers, which works out to be about 5 learners per officially functioning per center. The percent of learners which acquire literacy will have to be scaled down in light of the performance of various tests. Tentatively, about 11% of the learners are made literate. Retention of literacy is another question altogether.

This long exposition leaves us wondering we need this program and if yes, is its present structure at all relevant and useful to attain what one has set out to attain? Are we sufficiently aware of the constraints of the organizational structure that has been created for this purpose. Are we

sufficiently aware of the constraints experienced by the learners in their real life? Each of these questions need probing and further research.

Our rather limited understanding of the program and its functioning (and non-functioning) had led the researcher to think that the 10 months duration of the program is too long. The enthusiasm of neither the instructor nor of the learners can be sustained for 10 long months. Instead, the program should be so devised that groups of learners are taught the basic 3R's in a period of about 3 months, at a time convenient to them. The social awareness and functionality components of the program are much less important. True attainment of literacy will generally lead to them, and no adult is totally unaware of these in the presence of various other mass media influences on him.

Ganguli et al., (1984) made a study of a tribal majority district in Dumka district in Bihar. They studied the areas of human resources, i.e., 1. The A.E. functionaries, 2. the organisation of A.E. centers, 3. social characteristics of the learners and dropouts, also 4. the level of attainment of proficiency in literacy, and numeracy at some length, 5. functionality and 6. social awareness.

OBJECTIVES : The major objective of the present study was to evaluate the performance of the National Adult Education program implemented through the state government run projects in Dumka district of Bihar and make suggestions for further development.

SAMPLE : The target group of the adult education program was the illiterate adults of 15-35 years of age group. Farm laborers and domestic servants constituted as majority of the subjects.

INSTRUMENTATION : Schedules were used for learners, dropouts, instructors, supervisors, assistant project officers, and project officers.

COMPOSITION : Majority of the learners were males (55%) and females were (45%).

MARITAL STATUS : Most of them were unmarried learners. Married learners were only about 20%. Most of them were of ST groups. There was nobody from SC group. There was a mixture of predominantly Hindus, a few Muslims and Christians. The previous schooling - 92% stated that they had never been to school. About 8% had been to school and attended between first and third standards. There was only one who had attended fifth standard.

LEARNING ATTAINMENT : About 91% could read letters, 89% could read words, and only 59% could read sentences. Regarding writing, about 88% could write letters, 80% could write words, and 68% only wrote sentences. With reference to arithmetic ability, only 50% could count from 1 to 100; about 82% could add one digit numbers; 69% added 2 digit numbers; 39% could add 3 digit numbers. The subtraction ability was proportionately lower - say, only 30% could multiply 3 digits and for division only 23% could divide 3 digit numbers.

AWARENESS AND FUNCTIONALITY : In some most common areas, such as, the postal matters, the awareness showed to the extent of 80%, but in health, sanitation, and banks, etc., the awareness was as low as 12%. So, the program can be said to have made some impact but not fully as one would wish.

Ganguli et al., (1984) made a quick appraisal of adult education project in Bihar for the Bihar Directorate of A.E. towards the end of 1983.

OBJECTIVES : The major objective of this quick appraisal was to ascertain the literacy level of the participants, who attended the 10 months AEP run through the AECs in 31 of the old state government NAEP, irrespective of their year of attending the program.

SAMPLE : A purposive sample was selected. Hence, the different sample groups of participants were selected.

INSTRUMENT : An interview schedule for participants was conducted to collect information about some socio demographic profiles of the participants and their level of achievement of literacy and numeracy skills.

ACHIEVEMENT LEVELS OF THE LEARNERS : Approximately 95% could read the alphabetic letters; ninety four percent could read words; ninety percent could read sentences. With regard to the writing, 94% could write alphabetic letters; ninety two percent could write simple words; eighty four percent could write sentences. Regarding Numeracy, approximately 87% could count upto 100; seventy eight percent could add one digit numbers; seventy three percent could add 2 digit numbers; seventy percent could add 3 digit numbers. Approximately 65% could subtract one digit numbers, sixty four percent could subtract 2 digit numbers; fifty seven percent could solve 3 digit problems.

With respect to Multiplication, 20% could multiply a one digit numbers; only 7% could multiply 3 digit problems. The program seemed to have made some impact but not as much as it is desirable.

More researches have been conducted in other areas of adult education than in NAEP/RFLP. Almost all the available studies on NAEP were reviewed in detail by the investigator.

It is quite obvious from the review that there has been a lack of consistent and continuous research efforts in NAEP/RFLP. Though some efforts seem to have been made to study the NAEP from 1979 onwards, no agency has studied the various aspects of RFLP in North Arcot district of Tamilnadu.

RFLP is currently a big adult education program in Tamilnadu State, which has been extended to the North Arcot district too. This program should eventually result in the achievement of its objectives. Continuous efforts will have to be made through research to assess the extensivity of the achievement of the objectives of the program. Furthermore, the areas which remains unexplored is the relationships between the socio-demographic and economic variables; and the levels of awareness and functionality. This investigator has not come across such study that had examined the relationships between the levels of awareness and functionality and the independent variables, such as, age, caste, marital status, family - income, and occupation. Therefore, this researcher wanted to make an indepth study to examine such aspects of the RFLP in North Arcot district of Tamilnadu.

This investigation is an evaluation of Rural Functional Literacy Program (RFLP) with special reference to the achievements made by the program in the three components - 1. literacy (reading, writing and arithmetic), 2. awareness, 3. functionality, and 4. the problems faced by the RFLP centers. The demographic variable namely, the age; and social variables - the caste, marital status, occupation; and the economic variable - family income are treated as independent variables in this study.