
CHAPTER - III

PLAN AND PROCEDURE

PLAN AND PROCEDURE

Introduction

Planning and procedure constitute an important part of the research. No research project can be undertaken successfully without proper thinking and planning. Broadly classifying, the research techniques are historical, experimental and survey types. The historical is concerned with the past, the experimental technique is oriented towards the discovery of causal relationship with the phenomenon, and survey method deals with the present and attempts to determine the status of the phenomenon under investigation. The study employs the descriptive survey method of research. For the present study, the research design has been planned systematically in the following stages:

- i) Rationale for research.
- ii) Statement of the problem.
- iii) Definitions of the words used in the problem.
- iv) Objectives of the study.
- v) Delimitation of the study.
- vi) The number of items in different dimensions.
- vii) Definition of dimensions in capsule form.
- viii) Assumptions.

- ix) Sample.
- x) Instrumentation.
- xi) Method of data collection.
- xii) Statistical techniques.
- xiii) Formulae used.

Rationale for Research

No careful attention was probably paid after the independence till 1978 to solve the problems of illiteracy and the basic needs of the vast majority of the educationally disadvantaged group. Keeping in view the need of the hour, the Government has launched a massive adult education programme from 2nd October, 1978, which is of functional in nature which has to improve the functional competency of the learner and making them aware about different forces acting upon them for thinking rationally.

Many previous attempts, to organise the adult education campaign, did not succeed to the extent desired for several reasons, among which the important were the unfed organisation and administrative setup, lack of the appropriate materials, unsuitable training programme for personnel directly or indirectly responsible for conducting the whole programme, lack of flexibility and delinking of programme with their life situations, and curricula and

instructional strategies, which have been developed over a long period of time for teaching children at the elementary or secondary stage of education, can not possibly be used while organising educational programme for illiterate adults. The same is true for techniques, through which the adult learner can be motivated to participate actively in adult education programme. The organisation and management of the adult education programme on such a large scale for adverse group demand fresh thinking on the administrative setup and organisational structure, including the role of voluntary agencies required for carrying out such a programme.

The policy statement of the Government of India on National Adult Education Programme declares that "existing organisational setup at the Central, State and/or District level(s) are altogether insufficient for adult education programme."

How it could be made more efficient and less expensive to carry out the better result of adult education programme is the first aim of the present study.

To what extent were the training programme provided to administrative officials and instructors appropriate and suitable before undertaking massive programme of adult education. To make the better performance of the programme,

the officials and instructors should be properly trained with the core of essential constituents of training programme, is the second aim of the present study.

To what extent were the teaching, learning and illustrated materials adequate to achieve the objectives of the programme. To run the programme effectively, the materials play an important role for the learners as well as administrative machinery. The adverse materials leave their inefficiency in realising the objectives of the programme, is the third aim of the present study.

To what extent were the objectives of the adult education programme realised and approaches utilised at different centres of programming. It has been thought that the adult education programme should be relevant, flexible, diversified and need based is the fourth aim of the present study.

techniques

To what extent were the programme/adequate and fruitful which can ultimately lead to develop productive skills, understanding, consciousness, critical observation, problem solving attitude, political awareness, etc. is the fifth aim of the present study.

To study the impact (extent of the success) which can make an improvement among learners to lead life happier is the sixth aim of the present study.

From the discussions on various aspects of the adult education, it may be seen that a large number of the academic

and organisational matters are such that they demand thorough scientific investigation to arrive at appropriate and effective ways of implementing the programme. For such purpose, great research endeavour shall have to be initiated under the present investigation. However, a few aspects related to administration and instructional materials, training of personnel, flexibility of the programme and impact of the programme have been given emphasis. This investigation would, in no way, be comprehensive enough to take all aspects of the research in this area, but it would certainly be aiming to provide answers of certain specific aspects. It is intended also help to develop better insight into various academic and organisational issues of the National Adult Education Programme. It is, in this context, that the present study is taken up, which is entitled as under.

Statement of the Problem

The problem of the present study is titled as under:

"A Critical Study of Adult Education Programme in the State of U.P."

Definition of the Words Used in the Problem

Concept

While formulating the topic, certain words have been

used with definite conceptual reference. These are as under:

Critical

Critical means careful judgement. Here, the term is with regard to the programme, how far the programme was relevant to the life styles of the illiterate learners.

Characterised by careful analysis and judgement (a sound critical estimate of the problem) Webster's New World Dictionary.

"In viewing skillful judgement as to truth merit"

Random House Dictionary.

So the operational definition, the investigator has accepted as follows. An attempt to judge through responses to questions the merits and demerits of National Adult Education Programme in various dimensions.

Adult Education Programme

Means thereby the programme for those adults, who have never gone to schools or barely literate, want functional literacy in the age group of 15-35 years or slightly above. It is a programme of literacy, which is

functional related to his/her vocation and creating an awareness among illiterate masses in setting their feet firmly towards self-reliance.

Objectives of the Study

The following objectives were formulated for the study:

1. To study the administrative set-up with respect to:

- (1) staff pattern,
- (2) facilities,
- (3) efficiency,
- (4) attitude and capabilities of the functionaries, and
- (5) provision for research, evaluation and monitoring activities.

2. To study the training programmes of adult education for different functionaries related to the following aspects:

- (1) place of the training programme and contents,
- (2) physical facilities,
- (3) material inputs,
- (4) training experts' abilities,
- (5) trainees (i) knowledge, (ii) skills, (iii) understanding,

- (6) working procedure, and
- (7) nature of the training programmes.

3. To study the teaching-learning materials with respect to:

- (1) provision for preparation of teaching-learning materials,
- (2) selection and use,
- (3) used teaching-learning materials and their utility in particular, and
- (4) their suitability in terms of:
 - (i) physical get-up, (ii) coverage of contents and selection of words, (iii) methods employed in preparation of teaching-learning materials and way of selecting words, (iv) contents, (v) illustrations, and (vi) competencies.

4. To study the different aspects of National Adult Education Programme at different centres of programming in terms of:

- (1) realization of aims and objectives,
- (2) physical facilities,
- (3) kinds of recipient and their economical, social and motivational level,
- (4) assessment of problems of learners,

- (5) media of communication,
- (6) cooperation and coordination among various developmental departments,
- (7) various methods of instruction,
- (8) demonstration on useful productive work,
- (9) evaluation of learners' achievement,
- (10) types and participation of community organisation,
- (11) extent of programme's success,
- (12) follow up,
- (13) short-comings of National Adult Education Programme ~~leading~~ to unsatisfactory achievement, and
- (14) causes of drop out.

5. To study the different aspects of adult education programme related to:

- (1) needs of learners,
- (2) timing of the learners' participation,
- (3) learners' preference for the medium of instruction,
- (4) frequencies of contact with different functionaries
- (5) coverage of different activities in the adult education programme, and
- (6) aspiration of learners' to increase vocational efficiency after adult education programme is over.

6. To study the impact of National Adult Education Programme.

Delimitations of the Study

1. This study covers National Adult Education Programme, which has been implemented from April/May to December/January, 1981.
2. It is limited to one Division of Varanasi comprising five districts; namely, Varanasi, Ghazipur, Mirzapur, Ballia and Jaunpur.

The Number of Items in Different Dimensions

Two interview schedules were used to collect the responses from officials on different aspects of administrative setup and learners on attitude and capabilities of the functionaries. The items in the present tools are distributed in dimensions given below:

	<u>D i m e n s i o n s</u>	<u>N u m b e r o f i t e m s</u>
1.	Staff Pattern	28
2.	Facilities	3
3.	Efficiency	19
4.	Attitude and capabilities of the functionaries	2
5.	Provision for research, evaluation and monitoring activities	1
<hr/> Total		<hr/> 53 <hr/>

Question numbers 1 to 15, 22 to 26, 28, 30, 31, 32, 36, 37, 50 and 51 of the first tool are related to staff pattern.

Question numbers 43, 44 and 45 of the first tool are related to facilities.

Question numbers 16 to 18, 20, 21, 27, 29, 33 to 35, 38 to 42 and 46 to 49 of the first tool are for efficiency.

Question numbers 10 and 11 of the fifth tool are for the attitude and capabilities of the functionaries.

Question number 19 of the first tool is for provision of research, evaluation and monitoring activities.

The questionnaire for the second objective was used to collect responses from officials and instructors on different aspects of the training programme. The items in the present tool are distributed in dimensions given below:

S1.No.	D i m e n s i o n s	Number of items
1.	Place of the training programme and contents.	1
2.	Physical facilities.	2
3.	Material inputs.	3
4.	Training experts' abilities.	4
5.	Trainees' (i)knowledge,(ii)skill, (iii)understanding.	16
6.	Working procedure.	4
7.	Nature of the training programme	8
Total		38

Question number 1 of the second tool is for place of training programme and contents.

Question numbers 10 and 12 of the second tool are related to the physical facilities.

Question numbers 2 to 4 of the second tool are related to material inputs.

Question numbers 13 to 15 and 26 of the second tool are related to training experts' abilities.

Question numbers 11, 16 to 25, 27, 28, 33, 36 and 37 of the second tool are for trainees' knowledge, skill and understanding.

Question numbers 29 to 32 of the second tool are meant for working procedure.

Question numbers 5 to 9, 34, 35 and 38 of the second tool are related to nature of the training programme.

The questionnaire and interview schedules were used for third objective to collect responses from officials and instructors and learners on different aspects of teaching-learning materials. The items are distributed in dimensions and given below:

Sl.No.	D i m e n s i o n s	Number of items
1.	Provision for preparation of teaching-learning materials.	1
2.	Selection and use.	1
3.	Used teaching-learning materials and their utility in particular.	3
4.	Their suitability in terms of:	
	i) physical get-up,	5
	ii) coverage of contents and selection of words,	3
	iii) methods employed in preparation of teaching-learning materials and way of selecting words,	2
	iv) contents,	7
	v) illustrations,	4
	vi) competencies.	31
Total		57

Question number 19 of the first tool is for provision for preparation of teaching-learning materials.

Question number 2 of the third tool is related to selection and use.

Question number 3 of the third tool and question number ^{5 and} 6 of the fifth tool are for used teaching-learning materials and their utility in particular.

Question numbers 30 to 34 of the third tool are used for physical get-up.

Question numbers 4 to 6 of the third tool are used for coverage of contents and selection of words.

Question numbers 7 and 8 of the third tool is used for methods employed in preparation of teaching-learning materials and selection of words.

Question numbers 11, 12, 14, 38, 48, 54 and 55 of the third tool are related to contents.

Question numbers 16 to 19 of the third tool are fixed for illustrations.

Question numbers 9, 10, 13, 15, 20 to 28, 35, 36, 37, 39 to 44, 45 to 53 of the third tool are meant for competencies.

Questionnaire and interview schedules were used to collect the responses from incharges and learners of the centres on different aspects of National Adult Education Programme. The items are distributed in dimensions given below:

Sl.No.	D i m e n s i o n s	Number of items
1.	Realisations of aims and objectives.	1
2.	Physical facilities.	4
3.	Kinds of recipient and their economical, social and motivational levels.	2
4.	Assessment of problems of learners.	3
5.	Media of communication.	4
6.	Cooperation and coordination among various developmental departments.	2
7.	Various methods of instruction.	3
8.	Demonstration on useful productive work.	5
9.	Evaluation of learners' achievement.	2
10.	Participation of community organisation.	3
11.	Extent of the programme's success.	1
12.	Follow up.	1
13.	Shortcomings of National Adult Education Programme.	1
14.	Causes of drop-outs.	1
Total		33

Question number 1 of the fourth tool is for realisations of aims and objectives.

Question numbers 2 to 4 of the fourth tool and question number 4 of the fifth tool are used for physical facilities.

Question numbers 8 and 24 of the fourth tool are for kinds of recipient and their economical, social and motivational levels.

Question numbers 12 to 14 of the fourth tool are for assessment of problems of learners.

Question numbers 5 to 7 of the fourth tool and question number 1 of the fifth tool are meant for media of communication.

Question numbers 9 and 10 of the fourth tool are for cooperation and coordination among various developmental departments.

Question numbers 11 and 15 of the fourth tool and question number 7 of the fifth tool are for various methods of instruction.

Question numbers 16 to 20 of the fourth tool are designed for demonstration on useful productive work.

Question numbers 25 and 26 of the fourth tool are for evaluation of learners' achievement.

Question numbers 21 to 23 of the fourth tool are for participation of community organisation.

Question number 28 of the fourth tool is for extent of the programme's success.

Question number 27 of the fourth tool is for follow up.

Question number 29 of the fourth tool is for shortcomings of National Adult Education Programme.

Question number 30 of the fourth tool is for causes of drop-outs.

Interview schedule was prepared to collect the response from learners on different aspects of National Adult Education Programme. The items are distributed in dimensions given below

Sl. No.	Dimensions	Number of items
1.	Needs of learners.	1
2.	Timing of the learners' participation.	1
3.	Learners' preference for the medium of instruction.	1
4.	Frequencies of contact with different functionaries.	1
5.	Coverage of different activities in the adult education programme.	1
6.	Aspiration of learners to increase vocational efficiency after adult education programme is over.	1
Total		6

Question number 2 of the fifth tool is designed for needs of the learners.

Question number 3 of the fifth tool is for timing of the learners' participation.

Question number 8 of the fifth tool is for learner's preference for the medium of instruction.

Question number 9 of the fifth tool is for frequency to contact with different functionaries.

Question number 13 of the fifth tool is used for coverage of different activities in the National Adult Education Programme.

Question number 14 of the fifth tool is used for aspirations of learners to increase vocational efficiency.

To study the impact of National Adult Education Programme, question number 12 of the fifth tool is designed.

Definition of Dimensions in Capsule Form

Staff pattern includes the different types of the officials recruited as well as committees constituted.

Facilities indicate the personnel's interests recognized and needs realised.

Efficiency indicates personnel's working merits and demerits.

Attitude and capability of officials reveal the functionaries attitude towards learner and their capability to solve the problems.

Provision for research, evaluation and monitoring activities shows place and kinds of the personnels engaged in accomplishment of the works associated to these aspects.

Place of training programme and content shows different places of training programme and different types of courses incorporated.

Physical facilities show available physical facilities at different training centres of adult education.

Material inputs cover the availability of different types of material aids at the different training centres as well as different centres of the National Adult Education Programme.

Training expert's abilities depict the trainer's knowledge, skills, ability, resourcefulness, adoptability to run the training programmes efficiently and effectively.

Trainee's knowledge, skills and understandings incorporates different types of knowledges, skills and understanding gained from the training programmes to carry their work adequately and efficiently.

Working procedure includes flexibility of the training programmes related to all the courses, activities stated by trainees related to learners' upliftment.

Nature of the training programmes indicates that the training programme is participating and equal weightage is provided to theory as well as practical aspects related to the improvement of the learners.

Provision for preparation of teaching-learning material states that how these materials are prepared.

Selection and use of instructional materials comprise the different types of techniques used by the instructors in instruction.

Used teaching-learning materials and their utility indicate the different types of instructional materials used by different functionaries at different centres of the programming and their utility.

Suitability in terms of physical get-up covers printing binding, durability, convenience, attractiveness and price of the instructional materials.

Coverage of contents and selection of words show the varieties of topics included and criteria for selection of words.



Methods employed in preparation of materials and ways of selecting words are the different methods and ways of selecting the words, which have been utilised to arouse interests among learners for voluntary readings.

Coverage of contents show their correctness and ability to be implementable, order of sequence, equal standard, size of step, relation with activities of the community, balanced views and objectionable matter.

Illustrations incorporate colour of sizes, simpleness, understandable, drawn from local immediate environment of learners.

Competencies indicate the merits and demerits of the contents to suit the learners to fill the shortage of academic deprivation in the early life of illiterates as well as their effectiveness to initiate the illiterate learners to take appropriate thought and action for their upliftment.

Realisation of the aims and objectives include to what extent different aims and objectives of the adult education programme have been realised at different centres of the adult education programmes. To realise the objectives, various ways and means have been adopted.

Physical activities encompass all the amenities available at different centres of the programming.

Kinds of recipient and their economical, social and motivational level tell different kinds of recipients and educational background, sex, age, total number of registered and total number of dropped out and their economic and motivational levels for their advancement as well as their children's aggrandisement.

Assessment of problems of the learners employs the survey of local population with the help of different functionaries to set the programme on the basis of their psycho-social and personal needs obtained from the survey method.

Media of communication are the media, whose help are sought to communicate illiterate learners about different aspects of the adult education programme and explaining their advantages and disadvantages.

Cooperation and coordination among various developmental departments include the activities and services provided by different departments enriching literacy instructions with different fruitful activities, providing instructional and follow up materials, motivating the adults, providing help in ascertaining the needs of learners, extending their cooperation in adjusting the programmes, mobilizing local resources and

providing essential inputs to enhance the efficiency of the programme.

Various methods of instruction explain the effective instructional methods as well as their useful characteristics to explain the various activities, like identifying the problems, understanding the devices of others, developing the horizon of knowledge, exchanging, differing view points, discussing the problems, establishing rapport, establishing effective oral communication, putting ideas clearly and developing the power of expression.

Demonstration on useful productive work covers the personnel's solving approaches related to different constrain coming in the way of useful productive work and learner's gain in making their practical performance productive and useful.

Evaluation of learner's achievement include different types of assessment like, paper, pencil, practical activities group discussions and assessment system's characteristics in increasing awareness, developing regular habit, recalling the post-learning activities, enabling them to confine only at solutions of their problems and applying the learnt skills to solve the problems with accuracy.

Types and participation of community organisation: In

it, the different types of community organisations existing in the area of adult education programme and different types of personnels cooperated in various activities like encouraging citizens in the participation of the programmes, organising special meetings to provide appropriate thinking, helping to find out the needs of the community, preparing plan for literacy and other programmes, providing physical facilities, removing the adverse family circumstances of the learners for attending the programmes and ultimately providing technical guidance of the different trades.

Extent of programme's success indicate that to what extent the programme is reasonably successful.

Follow up programmes indicate different types of activities and services provisions after the programmes are over like certificate award, public functions arranged to honour successful participants and special help organised for participants, who are found weak in programme.

Shortcomings of National Adult Education Programme reveal the different reasons altogether responsible for unsuccessful findings of the programme, like lack of the materials, lack of incentives, inadequate physical facilities, inadequate teaching, non-coordination with different functionaries, lack of sufficient understanding of National Adult Education Programme, Lack of proper guidance and

ultimately unavoidable social conditions of learners.

Causes of drop outs indicate the reasons behind the learners, who leave the programme before completion of the courses.

Needs of learners: It indicates the *varieties* of learning needs expressed by illiterate learners.

Timing of learners' participation: At what time, usually they participated in the programmes.

Frequencies to contact with different functionaries and ask for solutions of their problems: What were the frequencies of contact to different functionaries before and in between the continuation of the programme?

Coverage of different activities in adult education programme includes to what extent the learners revealed activities ~~are~~ involved in the programme.

Aspiration of learners to increase vocational efficiency after adult education programme is over includes the desires of the learners to keep contact with department or functionaries for increasing vocational efficiency or learn new vocational skills suited to their physical, mental and to some extent economic conditions.

Impact of National Adult Education Programme: To what extent are different activities and services provided by the National Adult Education Programme useful to the learners?

Assumptions

1. Adult education programme may improve the socio-economic status of the illiterate adult learners.
2. Adult education programme can educate the adults atleast in reading, writing and calculation.
3. Teaching-learning and illustrated materials have been prepared to suit the illiterate learners.
4. Adult education programme's methods and media are basically different from the traditional formal education's methods and media.
5. Cooperation and coordination among various developmental departments have been sought to implement the programme effectively.
6. Participation of community people as an individual or in a group has been voluntarily offered to the programme or has been sought .

7. Cooperation in programme activities and learner's cooperation in day-to-day activities of the National Adult Education Programme are being taken.
8. Administrative set-up at district and State levels are altogether insufficient to carry out the programme effectively.
9. Physical facilities are inadequate and unattractive to motivate the learners.
10. Communication techniques are ineffective to persuade the illiterate people to attend the adult education programme.
11. Knowledge, skills and understanding of functionaries about carry over their works are upto the mark in implementing adult education programme.
12. Functionaries pay respect to illiterate people and solve their problems, when illiterate people contact.

Methodology and Procedure

The study employs the descriptive method of research. The design of the study covers the following heads:

- a) The sample.
- b) Tools and techniques.

- c) Data collection.
- d) Statistical analysis.

a) Sample

For the purpose of study, the above stated objectives, all the agencies, who organised National Adult Education Programme in Varanasi Division of Uttar Pradesh State, were included in the present study.

Four agencies, which undertook Adult Education Programme were, namely; Adult Education Department, University, voluntary agency and Nehru Yuvak Kendra. Three hundred centres in each district, were opened by the Adult Education Department. The voluntary agency was running 100 centres in Mirzapur district. University of Gorakhpur was running, through its affiliated colleges, 70 centres in Varanasi Division, i.e., 10 centres in Jaunpur district, 20 centres in Ghazipur district, 30 centres in Ballia district and 10 centres in Varanasi district. Nehru Yuvak Kendra opened 50 centres in Mirzapur district.

Within the limit of time and investigator's capacity, it was not possible to study the entire centres, therefore, the sampling had to be developed. Sampling is one of the most significant part of any research work. A sample, as the name implies, is a smaller representation of a large population,

barring the unusual instances in which a complete population is taken. Research is mostly conducted by means of a sample on the basis of which generalization, applicable to entire population, is arrived. So, it was decided to study the approximately 10 per cent of centres, where the number of the centres were 100 or exceeding 100. But, some of the agencies, who were running less than 100 centres, approximate 20% of their centres were studied. The centres studied from different agencies are given below:

Sl. No.	Implementing Body	Total No. of centres opened	Centres selected for the study.
1.	Adult Education Department	900	90
2.	Nehru Yuvak Kendra	50	10
3.	University	70	15
4.	Voluntary Agency	100	11
Total		1120	126

Each centre of different agencies was randomly selected. The number of the centres studied exclusively for male and female and number of illiterate males and females interviewed are given below:

Sl.No.	Category of centres studied		No. of illiterate learners interviewed	
1.	Male	94	Male	675
2.	Female	32	Female	200

The centres studied were 126. But, data could not be collected through fourth and fifth tools for fourth and fifth and sixth objectives at one centre.

At each centre, the approximately 7 or 8 illiterate respondents were interviewed, depending upon the availability of the learners. 875 illiterate respondents were interviewed for the purpose of the study. All the instructors, supervisors, Project Officers, Adult Education Officers associated with 126 centres and all officials at State level were sample for the study.

Number of Instructors and Officials Selected for the Study Under the Operation Jurisdiction of Different Agencies.

Sl. No.	Implementing Agency	No. of the Instructors	No. of the Officials
1.	State Department of the Adult Education	90	10 (State Officials) 35 (Distt. Officials)
2.	Nehru Yuvak Kendra	10	2
3.	University	15	5
4.	Voluntary Agency	11	2
<hr/> T o t a l		126	54

Instrumentation

There are two ways of framing the tools:

1. To translate the questionnaire or interview schedule available in the foreign countries.

2. To construct questionnaire or interview schedule independently for the specific area. Translated items imply the following:

- i) The environment of foreign countries and India are basically different.
- ii) The customs, social taboos and other factors make the materials of one country unsuitable for other.
- iii) Idioms and proverbs of one country, if translated, indicate drastic change about the norms of original tools, which would not be applicable.

In view of the non-availability of suitable tools for the Indian conditions and because of the drawbacks prevailing in the foreign countries enumerated above, the investigator desired to prepare separate and independent tools on the different aspects of National Adult Education Programme based on Indian conditions.

Three questionnaires were prepared by the researcher, after the investigator made a pilot visit to different centres of programming and discussion with District Adult Education Officers, Project Officers, Supervisors, Instructors and Directorate Officials and review of related literature in the respective areas to collect information on certain aspects of

National Adult Education Programme, through the responses of instructors and officials on training programme, teaching-learning materials and to study the different aspects of the National Adult Education Programme through the responses of incharges and learners of the centres. The purpose of the visit was to have a close observation of the functioning of Adult Education Department and develop insight into the different aspects of programming, so that it would help in identifying different components of the programme, on which information was sought to be collected.

Two interview schedules were developed to study the administrative set-up through the responses of State and district officials and learners of the centres and different aspects of National Adult Education Programme related to the learners-learning process and the impact of adult education programme through the responses of illiterate learners.

The preparation included:

- i) review of literature in respective areas;
- ii) observations and study of programmes at different centres;
- iii) discussion with the administrative officials and functionaries;
- iv) oral talks with illiterate adults;
- v) pre-test on the 20 per cent of the total sample; and

vi) face validity by the experts.

Method of Data Collection

In order to get reliable data, the investigator approached through personal visit to all the instructors, supervisors, Project Officers, Adult Education Officers and personnel of Directorate level. The investigator provided explanation to the items in the questionnaires, whenever needed. While in the case of illiterate respondents, they were interviewed individually, while group situations were always avoided, as one does not feel in expression one's opinion in group.

To interview females, the help of instructors were taken to establish proper rapport with respondents. The investigator used oral approach in interview.

Statistical Techniques

The following statistical techniques were used for the data collected:

1. To analyse the tool number first (an interview schedule),
h-S test was used to test the resemblances of responses between district level officials and State level officials at .05 level and .01 level of significance.

2. To analyse the tool number second, the different aspects of training programme organised by different agencies for instructors and officials, the chi-square value was calculated to test equal probability hypotheses at .05 and .01 levels of significance for almost all responses.

3. To analyse the tool number third (questionnaire), the chi-square value for almost each statement was calculate to test equal probability hypotheses at .05 and .01 levels of significance.

4. To analyse the tool number fourth (questionnaire), the total weighted frequency for most of the activities was calculated, wherever there was possibility to calculate weighted frequency to assign rank, percentage and mean and chi-square was also calculated, wherever need permitted.

5. The responses obtained through the tool number fifth (an interview schedule) from illiterate males and females were changed in terms of percentage and significance of difference between two percentages were calculated to find out the critical ratio (CR) to attribute the relationship between male and female of the same group at .05 and .01 levels of significance. Mean was also calculated to see the level of needs, efficiency of different activities and impact of the National Adult Education Programme.

6. Throughout the findings, where 5 point scale was used, the limits of each category was considered as follows:

Very much extent	5	4.6-5.0	} High
To great extent	4	3.6-4.5	
To some extent	3	2.6-3.5	Average
Very little extent	2	1.6-2.5	} Low
Not at all	1	1.0-1.5	

7. Throughout the findings, the satisfactory level was considered, where response was high and unsatisfactory level was considered where response was average and low.

8. If the illiterate could read fifty words per minute or he could read one or two paragraphs fluently or with little difficulty or he could write ten words a minute or one or two paragraphs correctly with little difficulty or he could know simple problems of additions, subtractions involving three digits and multiplication and division involving two digits, he was counted in very much category. If he could do correctly above sixty per cent and below eighty per cent similar activities stated above, he was placed in great extent category. If he could perform correctly above forty per cent and below sixty per cent activities stated above, he was placed in some extent category. If he could do correctly above twenty per cent and below forty per cent activities stated

above, he was put in very little category. If he could do correctly below twenty per cent activities stated above, he was placed in not at-all category.

9. Out of the four questions asked in each dimension of impact of National Adult Education Programme, if he could answer all questions correctly, he was placed in very much category. If he could answer three questions correctly, he was placed in great extent category. If he could answer two questions correctly, he was placed in some extent category. ~~If~~ he could answer correctly one question, he was placed in very little category. If he could not answer atall of any question correctly, he was placed in not atall category.

10. Majority have been considered in opposition of the propositions, where the total percentage of the respondents at three categories, i.e., not atall, little extent and to some extent among five categories not atall, little extent, to some extent, to a great extent, and very much extent were more than two categories to a great extent and very much extent in favour of the propositions and vice versa.

11. Majority, a good number and most, are used for the same purpose stated above.

Formulae Used

Theory of Kolmogorov-Smirnov Test

If the obtained responses in percentage vary within the limits of sampling error from the expected percentages, it implies that subjects have no definite opinion on the statement. In case the percentage of responses vary from the expected percentage beyond the limits of sampling error, it follows that the subjects have definite view regarding the component. At present situation, a test of goodness of fit is applicable. Since the measurement scale used in the present study is ordinal, non-parametric goodness of fit tests are appropriate for the present situation.

The K-S test is frequently used with the samples too small to justify the χ^2 test. Where the K-S test is applicable there are good reasons to believe it and it is more sensitive than χ^2 test.

The major step in K-S-two sample test to arrive at cumulative distributions at proportions in two samples, from which they are found. The Chi-Square estimate (K-S-test D) can be had from the formulae at .05 and .01 levels.

.05 level

$$1.36 \sqrt{\frac{N_1 + N_2}{N_2 \times N_2}}$$

$$.01 \text{ level} \quad 1.63 \quad \frac{1}{\frac{N_1}{N_2} + \frac{N_2}{N_2}}$$

Where, N_1 and N_2 are the numbers of two samples. If the obtained D is not equal to do (differences in cumulative proportion of distribution) or greater, Null hypothesis is retained (Guilford, 1965).

Chi-square formula for testing agreement between observed and expected results can be had from the following:

$$\chi^2 = \frac{(Fo - Fe)^2}{Fe}$$

Where,

Fo = Frequency of occurrence observed.

Fe = Expected frequency of occurrence.

(Garrett, 1969).

Significance of percentage between two samples and critical ratio (CR) can be had from:

$$SE = \sqrt{\frac{PQ}{N}}$$

where,

P = Percentage occurrence of observed behaviours.

Q = 1-P, N is the size of the sample.

A pooled estimate of P is obtained from the equation,

$$P = \frac{N_1 P_1 + N_2 P_2}{N_1 + N_2}$$

$$SE = \sqrt{P_1 - P_2} = \sqrt{P \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

(Standard error of the difference in two percentages)

$$CR \text{ (Critical Ratio)} = \frac{P_1 - P_2}{\sqrt{P_1 - P_2}}$$

(Garrett, 1969).