

प्रकरण - तिसरे

संबंधित संशोधनाचे परिशीलन

३.१ प्रास्ताविक

संशोधकाने आपल्या संशोधनाच्या संकल्पित विषयाशी संबंधित येणा-या विषयावरील पूर्वीच्या संशोधकांच्या अहवालांचा विचार करणे आवश्यक असते. संबंधित संशोधनाच्या अभ्यासाप्रमाणेच संशोधकाने त्याच किंवा संबंधित विषयावर पूर्वी कोणी संशोधन केले आहे काय याचा शोध घेऊन त्या संशोधनाचा अभ्यास केला पाहिजे. पूर्वीच्या संशोधनाचा विषय पुन्हा संशोधनासाठी घेण्यात अर्थ नसतो कारण नाविन्य हे संशोधन विषयाचे एक अत्यंत महत्त्वाचे वैशिष्ट्य आहे. पूर्वी झालेल्या संशोधनातून शिल्लक राहिलेला किंवा त्या संशोधकाने सुचविलेला पुरवणी विषय आहे का ते पाहता येते.

संबंधित संशोधकाचे क्षेत्र कोणते, साधने कोणती वापरली होती, माहिती व तिचे विशदीकरण, निष्कर्ष व सूचना कोणत्या केल्या आहेत याची दखल घेऊनच त्या गोष्टींची पुनरावृत्ती न होईल या विचाराने आपला विषय व संशोधन कार्यक्रम इत्यादी गोष्टींची निश्चिती करावयाची असते. त्यासाठी पूर्वीच्या संशोधकांच्या अहवालातील आवश्यक बाबी संशोधकाने आपल्या अहवालात सादर करणे जरूरीचे असते. संशोधन समीक्षणामुळे संशोधकास आपल्या विषयातील नाविन्यता काय आहे तिचा उपयोग हे मांडता येते. तसेच पूर्वीच्या संशोधनाचा उपयोग पायाभूत मानता येतो. संशोधकाने प्रस्तुत समस्येबाबतच्या संबंधित संशोधनाचा अभ्यास करून त्याची माहिती दिलेली आहे.

3.1.1 SHRI ABDUR RASHID : IMI 1966 (NCERT FINANCED)

"An Inquiry into the problem of motivation for Adult Literacy."¹ JMI, 1966, NCERT Financed)

The study attempted to measure an individual's motivation for literacy.

The dependent variables comprised

- i) attainment and
- ii) aspiration while the independent variables were
 - a) perception of the significance of literacy.
 - b) value orientation.
- iii) change proneness and
- iv) Socio-economic status.

The sample comprised a random selection of twenty percent villages of Delhi from each of these fifty four villages, three percent, i.e. 8954 house-holds in total were further selected at random. The persons selected in the process belonged to the age-group 15-44 years which is generally considered to be significant is generally considered to be significant for literacy. The final sample consisted of 442 persons - 252 males : literate 116,

1. M.B.Buch. "SECOND SURVEY OF RESEARCH IN EDUCATION"
Volume II, 1972-78, (New Delhi : Published at the
Publication Department by the Secretary National Council
of Educational Research and Training), Page No.540.

illiterates 136 and 190 female literate 22 illiterates 168. The tests evolved by the Research and production centre of Jamia Millia Islamia were adopted to study the attainment of neo-literates and a semi-structured projective technique developed by pareek and chattopadhyay was used to assess their levels of aspiration in the area of education as well as their change proneness and value orientation. The scale standardised by pareek and Trivedi was adopted to measure the socio-economic status of the subjects.

The study revealed that there is growing consciousness of being educational in the rural areas of Delhi. A close association between the socio-economic status and literacy was also discernible. The results suggest that literacy programmes, however well modelled, will have limited success if they fail to take into account the limitations imposed by socio-economic conditions of life in particular.

3.1.2 HEBSUR R.K., AIKARA J. AND HENDRIQUESI S.J.
(TISS : Mumbai ; 1981)

National Adult Education Programme in Maharashtra :
 An Evaluation, Unit for Research in the Sociology of
 Education. TISS, Bombay, 1981 ²

2. M.B.Buch. "THIRD SURVEY OF RESEARCH IN EDUCATION"
 Volume III, 1978-83, Abstract 1456.

The objectives of the study were to ascertain -

- i) the socio-economic and ecological characteristics of the Adult Education Centres (AEC),
- ii) the type of agencies running the AECs and the differences among them with regard to the characteristics and performance of the AECs,
- iii) the socio-economic background and training of the instructors,
- iv) the socio-economic background ~~and training~~ of the adults enrolled in the AECs,
- v) the extent of drop-out from the programme and the reasons for the drop-out,
- vi) the reasons for eligible learners not joining the centres,
- vii) the characteristics of the AECs as sociated with the importing of literacy, functionality and social awareness, and
- viii) the socio-economic characteristics of the learners affecting the acquisition of literacy, functionality and social awareness.

The sampling of the districts was done by representing all the four geographical regions of Maharashtra. A random sample of AECs stratified on the basis of the agencies running the centres was drawn. The AECs belonging to each strata were then allocated to the four regions in proportion

to the size of the universe in each region within the region the allocation of the AECs run by each agency, to the districts was done in proportion to the size of the universe in each district. Then the required number of AECs were drawn by the systematic random sampling method.

The major findings of the study were -

- i) The majority of the AECs were located in villages which ranked low on the scale of exposure to modernization.
- ii) Only onethird of the AECs were located in School premises.
- iii) One-fourth of the AEC instructors were women.
- iv) Most of the instructors joined the programme out of a desire to participate in the development of the area.
- v) Half of the instructors did not receive their remuneration regularly.
- vi) As many as 93 percent learners were in the age group 15-33, 28 percent were females, 49 percent belonged to weaker sections and 50 percent were landless.
- vii) The major problem in setting up the AEC was getting proper permises.
- viii) The AECs contributed to the learning of reading, writing and arithmetic skills.
- ix) Favourably placed learners performed better in literacy.

- x) The AEC contributed to raising the functionality level of the learners, and disadvantageously placed learners gained more in this regard.
- xi) The AEC played a positive role in enhancing the learner's social awareness, and advantageously placed learners gained more.
- xii) The AECs gave more emphasis to literacy than functionality and social awareness.

3.1.3 POTDAR M.D.: Ph.D.Edu., Poona University, 1986.³

"Administration, Supervision and Monitoring of the Non-formal Adult Education Centres (Age-group 15-35) and to Evaluate Adult Education Learners" Ph.D.Edu.Poona University, 1986.

The objectives of the study were -

- i) to compare formal, nonformal and incidental channels of education ; to study the roles of important functionaries involved in conducting Adult Education Centres (Instructors, Supervisors and others), to study the manner in which these functionaries were appointed and to make recommendations in the matter.
- ii) to study the outline and policy of the National Adult Education Programme (NAEP) instituted in October 1978 and to study the manner in which Govt.Universities, Voluntary agencies &

3. M.B.Buch. "FOURTH SURVEY OF RESEARCH IN EDUCATION " 1983-88
Volume- II., Abstracts 1373.

colleges were participating in the programme through a survey of the administration, supervision and monitoring of the programme,

iii) to suggest ways and means to keep records and documents at different levels, to make the programme more systematic and effective,

iv) to study the socio-economic status of the learners in Adult Education Centres and to study the planning of curriculum in Adult Education Centres,

v) to study how the villagers could participate in the Adult Education Programme and to make recommendations to make the programme people-oriented,

vi) to understand the role of local managing bodies of the centres,

vii) to understand evaluation of the achievement of adults in the Adult Education Centres conducted by colleges and other organisations, and

viii) to study the manner in which the training of instructors, supervisors and college officers took place.

The major findings were :

1) Most of the instructors were males. They belonged to lower income groups. They were generally educated upto Class VII. However, in college centres, some of them were educated up to class XII. The number of male instructors was predominantly greater than that of female instructors. In the Adult Education Centres for SCs and STs, most of the instructors belonged to the same caste.

2) In the government Adult Education Centres appointment of supervisors was done by the Regional Deputy Director of Education, most of whom were trained graduates. Most of the voluntary agencies had also appointed trained graduates. However, while government appointed full-time supervisors, most voluntary organizations appointed part-time supervisors. In all the centres conducted by colleges, the supervisors were temporary.

3) In the programme of adult education it was envisaged that the local community would participate in the programme. On paper, there were committees at various levels- National, State, District and Local. These committees were constituted but their meetings were hardly held and, as such, there was no participation of the people in the running of the programme.

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4) In the NAEP documents, administrative machinery had been provided for monitoring and evaluation. However, the nature of supervision, monitoring and evaluation in the government agency, private agency and the universities was different. In government centres, it was mostly bureaucratic, in voluntary agencies it was nonformal, while in the universities the entire success of administration depended on the principal and coordinating supervisors of the programme.

5) The State Resource Centre, Maharashtra, had prepared a tool to evaluate the progress of learners. In most government centres and university centres this tool was used. In centres conducted by voluntary agencies the evaluation was not systematic.

6) The training of supervisors and higher officials was done by the State Resource Centre, Maharashtra, while the training of instructors was done by the organizations locally. The training of instructors was the weakest link in the programme.

7) A number of records had been prescribed by the State Government for Adult Education Centres. At most places these records were properly maintained. However, these records did not always tell the truth.

3.1.4 MALI M.G. : Ph.D., Shivaji University,

"Factors Affecting Retention of Literacy among Adult Neo-Literates, Ph.D.Edu., Shivaji Un., 1974" ⁴

The objectives of the investigation were -

- i) to measure the retention of literacy among the adult neo-literates,
- ii) to study the relationship between relation of literacy and class-room learning factors and environmental factors, and
- iii) to determine which of the factors needed to be strengthened after establishing relationship between literacy retention and the classroom factors and the environmental factors.

The sample consisted of 310 adults selected from thirty villages round about Gargoti. The mean age of the adults was thirty years approximately. The class-room factors considered were motivation to join the class, methods of teaching in the class duration of the class and post literacy practice. The environmental factors included occupation, age and locality of the residence of the adult.

4. Buch M.B. "SECOND SURVEY OF RESEARCH IN EDUCATION", Volume II, 1972-78, Abstract 799.

The tools used in the investigation were -

- i) a graded silent reading comprehension test of three levels of reading with five questions attached to each level,
- ii) a questionnaire selictiting factual information about the class,
- iii) an interview with each of the adults to ascertain his attitude to the class-room conditions.

The study revealed that -

- i) the reading materials had a very high correlation with literacy retention,
- ii) environmental factors had no influence on retention, and
- iii) class-room factors needed to be stressed for retention.

3.2 NATIONAL LITERACY MISSION

"Objectives of ENLM :

The mission aims at imparting functional literacy to 80 million illiterate persons in the age group of 15-35 years, 30 million by 1990 and additional 50 million by 1995. The following objectives have been enunciated for the NLM.

- i) Achieving Self-reliance in literacy and numeracy,
- ii) generciting awareness about the causes of deprivation,
- iii) improving conditions through organisation and participation in the process of development,
- iv) acquiring skills to improve the economic status and general well-being, and
- v) imbibing the values of national intergration conservation of environment women's equality and observance of small family norms.

With a view to deriving optimum results from literacy programmes; a nation-wide network of continuing education has been established through new institutions and utilisation of existing infrastructures, open and distance learning etc.

Operational Strategy :

A nation-wide strategy has been designed for increasing people's awareness and motivation as well as for securing their participation through effective media and communication in volvement of voluntary conducive learning environment for organising mass literacy programmes, for training and technical resource development experimentation and innovation. A mass movement for literacy should be launched by educational institutions, teachers, students, youth, military and para military personnel, housewives, ex-servicement employers, trade unions etc." ⁵

5. JAGANNATH MOHANTY. "ADULT AND NON-FORMAL EDUCATION"
New Delhi.