

## CHAPTER I

### INTRODUCTION

#### I.1 APPROACH TO THE PROBLEM

Quality of a nation depends upon the quality of its people, and education is regarded as a vital instrument to bring about qualitative development in human resources. That is why, the fourth International Conference on Adult Education held in 1985 accepted the view that "the right to learn is an indispensable tool for the survival of humanity."<sup>1</sup> But the right to learn has been denied to many at their childhood. Universalisation of primary education is still a myth in many developing countries of the world. Hence there has been the growth in the number of illiterates. According to the final Report of the Fourth International Conference on Adult Education in 1985 there were 857 million adults illiterate.<sup>2</sup> Of these there were 60 per cent women and girls. The incidence of illiteracy was more acute in Asia which had an illiterate population that was 70 per cent of the world illiterate population. Africa and Latin America had 23 per cent and 5 per cent respectively of the world illiterate population. High incidence of illiteracy adversely affects the wellbeing of nation in-as-much as ignorance breeds poverty and superstition. So it is appropriately said that the map of illiteracy is the map of poverty. According to G.D.H. Cole the high rate of illiteracy creates vicious circle in economic field. "People are poor because they are ignorant and

they are ignorant because they are poor."<sup>3</sup> In order to break the vicious circle he advocates that should be priority to the education of masses. In view of this the Brazilian revolutionary thinker Paulo Freire also regarded "education as a subversive force."<sup>4</sup> The UNESCO is also conscious about alarming high incidence of illiteracy in the world. The world's highest body has, therefore, given directives to the nations to provide adult education to their respective people so as to liquidate mass illiteracy, with immediate effect. In keeping with this view India launched The National Adult Education Programme to give momentum to the work of adult education in 1978.

Adult education (has) based on the following sound principles.<sup>5</sup>

1. "Illiteracy is a serious impediment to an individual's growth and to the Countries Socio-economic progress.
2. Education takes place in most work of life situations.
3. Learning, working and living are inseparable and each acquires ~~are~~ meaning only when correlated with others
4. By education people are involved in the process of development.
5. The illiterate and poor can rise to their own liberation through literacy dialogue and action."

Thus the adult education has attracted attention of the world. To promote development in the third world countries

there is an urgent and immediate need of disseminating new knowledge and new social political and economic skills among farmers, workers, and house wives. No country can march ahead when a higher fragment of its population are illiterates as it retards the development of the country.

It affects the country in three ways :

1. Economically,
2. Politically,
3. Socially,

It is, therefore, more instructive to study these aspects with reference to Indian society.

1. India is a agricultural country. Education is necessary for our masses. The Education Commission has pointed out "There can be no hope of making the country self-sufficient in food unless the farmer himself is moved out of his age-long conservation through a science based education, becomes interested in experimentation and is ready to adopt techniques that increase yields. The same is true of industry. The skilled manpower needed for relevant research and its systematic application to agriculture, industry and other sectors of life can only come from a development of scientific and technological experiment."<sup>6</sup> So it is clear that the primary producer farmer needs to be properly educated. In industry also an educated worker is an asset to any factory for increasing its production.

2. Politically India is a democratic country and in democratic country the masses play a vital role in the Government. Where millions of people are illiterate, they will not be able to cast their valuable votes for worthy cause. They will easily be influenced by praise of favour. Thus literacy in democracy is precondition to its success. It is, therefore, said that democracy without literacy is a hypocrisy.

3. Adult education provides practical instruction to remove superstitions, inculcate scientific spirit, improve health and hygiene and spirit of co-operation. It helps bring about social change and social harmony. Thus social aspect of adult education cannot be over estimated.

During the post-independence period the rate of literacy increased from 16.67 % in 1951 to 36.23 % in 1981. But during the same period the number illiterates also increased from about 30 cores to about 43 cores. If this goes on continuously at the turn of this century, it is feared the number of illiterates will be, it is estimated, about 50 cores. This means in the twenty-first century India would be the first largest country of illiterate persons in the world. In order to wash out this stigma the India Government and the people thought it necessary to implement the schemes of adult education on grand scale. Now-a-days in every village there found to be an adult literacy class. In order to create awareness

in people various programmes, such as, propaganda on, Television, Radio, Public meetings, Discussion, Conferences, Posters are being carried out. As a result of these efforts there was phenomenal growth in the number of adult centres and the neo-literates. This is one of the aspects of this new trend. On the other hand, it is necessary to see to what extent the programmes of adult education are successfully carried out. Are there any weaknesses or draw-backs in the implementation of the programmes? What are the problems of the programmes? For this and other it requires the evaluation of the work so far done by the various agencies. In view of these facts the researcher has taken the following topic for this research.

## I.2 TITLE OF THE PROBLEM

" An Evaluation of Adult Education  
Programme in Satara Taluka "

## I.3 SIGNIFICANCE OF THE PROBLEM

The Government of India and the State Governments are spending a lot of money on various programmes of adult education. Consequently, there was a unprecedented rise in the number of centres and neo-literates. In every day newspapers or in mass media there is news about adult education programmes and activities. The conferences on the various aspects of the varied programmes of Adult Education are being held all over the country. But the other side of the picture, it is said is also dark and discouraging. Some say that a lot

of money of the Government is being wasted, the number of literates given by the Government is bogus. Actually the centres are not punctually working. The neo-literates have no interest in the programmes. The Government machinery is very lethargic. No-body has tried to evaluate the work done by the various agencies systematically and with documentary evidence in this district. In absence of this, there is a confusion in public about this nationally significant work. So it needs an evaluation. In absence of systematic evaluation a mass education programme cannot be made effective.

Virtually evaluation is recent scientific concept, and more comprehensive than mere measurement. It takes into consideration with the quantitative and qualitative changes in the total being. It attempts to measure comprehensive range of behavioural objectives rather than the mere knowledge of subject matter. In view of this in India more emphasis is now being laid on evaluation in the field of education, in general and adult education in particular. Because in adult education the latest thinking is that is a part of development strategy where literacy is considered as an important instrument in the transformations of society by promoting the personal as well as economic well being of the poor. So the main purpose of the adult education is to promote permanent literacy among the masses and to enable them to become aware of constraints to their development and growth and give them functional competence to improve their living and working conditions. There is the time-bound programme, the investment is high and the targets to <sup>be</sup> achieved are high. It is,

therefore, logical for the planners and administrators to ensure continuously that optimum returns from programmes are possible to be obtained. In order to know this, it becomes necessary to conceive and work out, a systematic plan of evaluation. While thinking such a plan the traditional plan of evaluation is found inadequate. The traditional model of evaluation conceives of evaluation as the last activity in a cycle which begins with planning goes to implementation and finally to evaluation. It suffers from numerous weaknesses, chief among which is that it serves primarily as a measurement tool and only rarely as an improvement tool. So this is an end of the business.

As Adult Education is a newly arrived branch of education, it suffers from systematic research. So recently the Government, the planners, educationists, social workers have appealed to the scholars and thinkers to undertake practical research in the field of adult education to improve its functions, to remove maladjustment to hasten its speed of the working. Thus this work is in consistant with present demand.

In keeping with this in mind, the researcher has selected this topic on evaluation of Adult Education to find out its actual position, problems, weaknesses if any, and to suggest some remedies to improve the working of the programmes of the adult education in Satara Taluka. It will also add to the present stock of knowledge and it will be relevant and

useful to the planners, organizers, educationists, and research scholars in the field of Adult Education.

#### I.4 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To trace the historical development in the field of adult education in Satara District.
2. To trace the development of adult education centres ( AECS ) under different agencies in Satara District under the scheme National Adult Education Programme since 1978.
3. To study the pattern of administration and planning of adult education centres in Satara Taluka.
4. To evaluate the work of adult education centres in Satara Taluka in respect of literacy, functionality and social awareness.
5. To study the economic facilities available to the adult education programmes in the Taluka.
6. To study the existing provision of follow-up work in the field of adult education.
7. To make practical recommondations, in the light of above observations, for the smooth conduct of the educational centres.



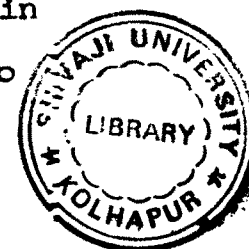
### I.5 HYPOTHESES

The following are the set of hypotheses.

1. Present position of adult education is not satisfactory.
2. The society remains indifferent and aloof from playing any vital role for adult education.
3. Lack of trained manpower has adversely affected adult education.
4. The Government has given low priority to adult education programmes.
5. The programmes of the functionality and social awareness are not seriously carried out in true spirit.
6. Economic assistance made available for adult education is not sufficient.
7. Follow-up work of this National Adult Education Programme is neglected.

### I.6 SCOPE AND LIMITATIONS OF THE STUDY

Satara district is very vast with an area of 10,942 Sq. Kilometers having 2,046,742 people as per Census report 1981. Satara taluka is a part of this district, selected for this study. It comprises of area of 71,502 Hectors, and the total number of villages in the Taluka is 195. The population of the Taluka according to the Census report 1981 was 2,92,615 people. So it was very difficult to survey the whole of Taluka to study for the objectives mentioned elsewhere in this work. Taking geographical structure of Taluka into



consideration a representative sample was selected for this study. So sample has been included in the present study. Lastly ~~the~~ some of the centres of adult education were not at all co-operative, for the obvious reasons known to them, have not given the required information. For this reason they were excluded from this study deliberately. As the sample is the representative one, the conclusions drawn from the study relates in particular to the centres of adult education in this Taluka, and in general to all the centres in this field. Where the similar situation exists. Moreover this study studied of the adult education centres during the period 1989 - 90. So the conclusions are applicable to the period of this day.

#### I.7 DEFINITIONS OF THE TERMS USED

1. Adult Education Centre means and includes adult class approved by the Adult Education Officer.
2. District means an administrative unit having an area under the direct control of the collector of the Revenue Department.
3. Urban area means all the habitants located within the limit of municipality, comtoment board, notified area, committes and other places enjoying recognised local administration like civil lines.
4. Village means the revenue village and included wadi or cluster of population.
5. 'Taluka' means a subunit of the District under the control of Tahshildar.

6. 'Organizer' means a person teaching the adults in adult education centre approved by the Adult Education Officer.

7. Project Officer is a person below Adult Education Officer and having a control over group of approved adult education centres in a specific area determined by the Government.

8. Supervisor means a person engaged in supervising a certain number of approved adult education centres, appointed by the Adult Education Officer of the district.

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