

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

SECTION I Development of the Department of Adult and Continuing Education in the University

- 4.1.1 Institutionalization of the Concept of Continuing Education and Establishment of the Department
- 4.1.2 Structural and Administrative Patterns
- 4.1.3 Educational Programmes
- 4.1.4 Research and Dissemination Activities
- 4.1.5 Resource Structure and its Mobilization

SECTION II Functioning of Continuing Education Programmes

- 4.2.1 Adult Education Programme
- 4.2.2 Short Courses
- 4.3 Discussion of the Results

CHAPTER IVANALYSIS AND INTERPRETATION OF DATA

The investigation was carried out with two broader goals viz., to study the development of the Department of Adult and Continuing Education in the University of Rajasthan from 1961 to 1988; and to explain the process of education in operation for the year 1985-86. Accordingly the data collected from various sources described earlier in the foregoing chapter, have been analysed in two sections.

Section I relates to the development of the Department in respect of the institutionalization of the concept CE and establishment of the Department, the structural and administrative changes, educational programmes, research works, dissemination activities and the resource structure of the Department. Section II deals with the functional analysis of programmes viz., the Adult Education Programme (AEP) and the short courses. The AEP has been analysed in respect of programme planning, the beneficiaries - background and reasons for their participation, the instructors and supervisors - their background and reasons for opting the job, the training programme, procurement of physical facilities and teaching - learning materials to the centres, motivation of the learners, co-ordination of the Department with other agencies, the evaluation process and the effectiveness of the programme. The short courses are analysed in respect of their planning, the beneficiaries socio-economic and educational background, the perception of the learners and teachers on teaching-learning process, fees, and success of the programmes. The various problems expressed by the functionaries were also presented in Section II.

SECTION IDevelopment of the Department of Adult and Continuing Education in the University.4.1.1 Institutionalization of Continuing Education and Establishment of the Department.

The Department of Adult Education in the University of Rajasthan was established in the year 1961 . It was the first-full fledged Department established in any Indian University. There seemed to have had two contributing factors for its establishment. First factor relates to the development of adult and Continuing Education in the Universities around the world. As discussed in Chapter I, by the time this Department was established, AE had already been institutionalize in the Universities of different countries, and concepts like lifelong education, Continuing Education, university extension were gaining popularity. The contribution of this factor in the establishment of the Department is reflected in the key note address of the then Vice-Chancellor of the University, at the Mount Abu Conference on Adult Education (1965). The observation made in the address was:

"Universities are playing a very important role in the progress of adult education services in many countries of the world, such as England, American, Australia, Canata, Japan, etc. It is essential that the Universities in India play an effective role in the field of adult education".

The second factor relates to community service. Clear indication of the influence of this factor comes from the proposal submitted by the Vice-Chancellor of the University to the Syndicate for the establishment of the Department. It was stated in the proposal that :

"the basic motive behind this proposal is to bring the service of the University as closely and as directly near the general interest of the community as possible. In the past, the Universities in India (particularly during the British period) did not satisfy this test. Their academic activity was more or less divorced from the general current of national life. This situation has to be radically changed by us".

The above factors are also reflected in the functions of the Department recommended by the Mehta Committee (1960). The Committee was constituted by the Syndicate of the University to look into various aspects of establishing the Department. The Committee inter-alia made the following recommendations regarding the functions of the Department:

- to study the needs of various sections of people in the society (mainly adults) and prepare scheme of education for them;
- to organize and encourage research in various aspects of social education;
- to investigate the social education programmes already undertaken in society and evaluate them;
- the entire scheme of extension lectures will be treated as a part of the responsibility of the Department. The extension lectures will be delivered by the Professors of the University on their specialized subjects, but will be open for both, the learned people of the University, and outsiders who are interested in expanding their horizon of knowledge;
- to organize short courses in different subjects, in order to improve the quality of teaching in various schools and colleges of our state;

- to organize short courses of one month or two months duration in professional and non-professional subjects;
- as and when the need is felt or expressed, this Department will also organize evening courses in certain subjects for those persons who are anxious to improve their educational qualification; and lastly,
- there are certain other miscellaneous activities connected with adult education movement in the world which this Department will also undertake in this University. This Department will get in touch with similar Departments of other Universities or voluntary and government institutions, and keep our state and the University abreast with programmes in the field.

These functions are indicative of two points. Firstly the educational activities as envisaged in these functions were considered as parts of AE; and secondly the activities particularly the social education, extension service, short courses etc., were non-formal in nature, hence relatively unconventional in a university system.

4.1.2 Structural and Administrative Patterns of the Department

For any Department, specifically when it is a new one with relatively un-conventional functions, a sound organisational structure is essential for its functioning. The structural and administrative patterns of the Department have evolved over the years. The various patterns adopted for the Department and their impact on its functioning have been discussed in three phases as under.

Phase I (1961-67)

The Department started functioning in 1961, under a Part-time Convener, a Professor of Sociology. It was accommodated in a room in the Faculty of Humanities. In 1962, a fulltime Director was appointed. It can be observed from the Table 4.1.1 that this phase was served by two full time Directors. In fact, this was the longest period when the Department was led by full time Directors. Afterwards, it was either led by an Honorary Director or by an in-charge Director. The post of Asstt. Director was created in 1963-64. The staff positions shown in Table 4.1.2 reveals that, there was steady increase in the number of ministerial posts, from two in 1962-63 to seven in 1966-67.

Two Committees viz., the Consultative Committee on University Adult Education and University Committee on Adult Education were constituted in 1965. The list of members in each committee has been given in the Appendix VI. The main function of the University Committee was to provide policy advice to the Department. The Consultative Committee in which all the Heads of the University Teaching Departments were the members, was to plan and co-ordinate programmes of the Department.

The most significant feature of this phase, that had influenced both the structure and programmes of the Department, was the 'Colombo Plan Project' in 1964. Under the project the Department received consultative services of two AE experts from the University of British Columbia, Canada, for three years, 1964 to 1967. Two broad objectives of the Project were:

- to formulate the priority areas of educational activities, and
- to suggest an effective structure for the Department

Table 4.1.1

Executive Heads of the Department from 1961 - 1987

Years	Nature of Heads
1961-62	Honorary Convenor
1962-63	Director
1963-68	Director
1968-75	In-charge Director
1975-77	Honorary Director
1977-78	In-charge Director
1978-79	In-charge Director
1979-81	Honorary Director
1981-84	Honorary Director
1984-85	In-charge Director
1985-87	Honorary Director
1987-	In-charge Director

Notes:

1. Honorary when a Professor of other Faculty/Teaching Department served as Director on honorary capacity.
2. In-charge when an Officer (Associate Director/Assistant Director) served as in-charge Director of the Deptt.

The project members, along with the staff of the Department, conducted a survey of learning needs of the rural and urban people of Rajasthan, and suggested the following broad activities for the Department.

- general programmes - popular lectures, film shows, concerts, etc., on topics relating to population explosion, food, health and nutrition,
- professional education - training and orientation programmes for teachers and persons from the fields like industry, business, health services and engineering,
- special projects - literacy, women's education, and other community development projects.

Regarding the structure of the Department, the Project suggested that it could be more appropriately called as 'The Institute of Continuing Education', since an institute describes better of inter-departmental character and functions; and the concept of CE embraces all aspects of AE in the University. It further suggested that, the Head of the Department be a member of the Senate, the Academic Council and the University Committee on CE.

Besides the above, it also suggested to expand the scope of educational activities of the Department by introducing correspondence programme and degree course in AE. The Department would be performing three important functions as proposed by the project. These function were: administrative, programming and special services.

The administrative functions would be : planning of programmes and facilities, planning and spending special programming budget, and developing co-ordination between the community and the University.

In the programming services, they suggested two broad areas of functions. The first related to programmes where

students would be given credit for a degree or diploma. The second was non-credit courses organized for people who would not be interested in any degree or diploma.

The third function of the Department was related to special services, like, special libraries, audio-visual services, field services and publication services for dissemination of knowledge among the community.

Phase II (1968-77)

Soon after the completion of the Colombo Project, several changes were brought about in the structure and functions of the Department. The immediate implication of the Project's suggestions was, the starting of diploma course in AE. Then, the Syndicate of the University appointed a Committee in 1968 to consider the possibility of starting correspondence studies. On the advice of the Committee, the Syndicate in July 1968, decided to start correspondence programme and accordingly made some changes in the structure of the Department. The Department which was till then functioning as a unitary Department with functions like teaching (Diploma in AE), extension and Continuing Education programmes viz., extension lectures, short term professional and vocational courses, was divided into four Wings, each with separate functions. The Wings were:

- a. Adult Education - Extension (Non-teaching) to be headed by an Associate Director/Reader.
- b. Adult Education (Teaching) to be headed by a Reader
- c. Centre for Continuing Education (Non-teaching) to be headed by an Associate Director/Reader.
- d. Centre for Correspondence Studies to be headed by a Professor/Reader.

But significantly, the above arrangement was not implemented as the Syndicate again in September 1968, appointed a Committee (Mehrotra Committee) to look into the organizational arrangement of various activities of the Department. The Committee submitted its report in March 1969 in which the following organizational set-up for the Department was suggested.

- that, the organizational set up i.e., the four independent Wings suggested by the previous committee be continued,
- that one head of these four Wings be appointed as co-ordinator for day to day co-ordination of their activities ,
- that, an Advisory Committee and a University Committee on AE be constituted for guiding these Wings.

The Syndicate brought about the following modifications over the above recommendations:

- the teaching staff of the Teaching Wing of the Department be given full academic status as teachers,
- the Department of Correspondence Studies be known henceforth as the Institute of Correspondence Studies and treated as separate unit (Institute), not within the organizational set-up of the Department of AE;
- instead of there being a co-ordinator, the heads of three remaining Wings would form a small committee for discussing matters of mutual interest and the convenorship be rotating every year.

As a result of the above decisions of the Syndicate, the parent Department was left with three functions, viz., teaching

(Diploma), extension and CE which were similar to the pre-1968 functions. The only difference was that, these activities were now organized by three administratively different wings.

The Advisory Committee and the University Committee on AE were also re-constituted in 1970 on the basis of the suggestions made by Mehrotra Committee (1968). But the structures of the Committees remained similar to those of the previous two committees constituted in 1965.

In the restructured set-up, the three Wings of the Department had separate staff positions. The Teaching Wing was headed by a Lecturer, the CE Wing by an Associate Director and the Extension Wing by an Assistant Director. With regard to the functions of these Wings, while the activities of the Teaching Wings were very clear, viz Diploma in AE and later on in 1970, Bachelor degree in AE, there was no demarcation of activities between the Extension and CE Wings. As a result, these two activities got neglected. As can be seen from the Table 4.1.3 the number of extension lectures and short courses decreased significantly between 1968-1970. Consequently in 1970, the CE Wing was merged with the Extension Wing.

In 1972, the Extension Wing submitted a proposal of CE programmes to the U.G.C. for financial assistance. The proposal was approved and a grant of Rs.2.49 lakhs was sanctioned. However, the sum was not utilised due to two reasons. Firstly the University did not give clearance to the Department and secondly there was yet another restructuring of the Department during that time.

Continuing Education Wing, that was merged with the Extension Wing in 1970, was brought under the Institute of Correspondence Studies in 1975. As a result, the U.G.C. grants of Rs.2.49 lakhs was also transferred to the Institute.

In the meantime, the utilization period of the U.G.C. grant i.e. 1972-74 was over, the grant was not utilised.

The year 1975 was again marked by two structural changes. First, the Institute of Correspondence Studies and Continuing Education, and the Extension Wing were brought under one administrative Department named as Department of Non-formal Education. But this arrangement hardly worked for few months. On the suggestions of the Mehta Committee (1975)* the Syndicate again decided to separate CE from the Institute of Correspondence Studies and link it with the Extension Wing. The Teaching Wing was suspended. In the end, the Department of Adult Education remained with the functions, viz, extension and CE. The Institute of Correspondence Studies was never linked with the Department again and the Teaching Wing was also not revived. The staff position of the Department almost remained constant throughout this phase (See Table 4.1.2).

Phase III (1978-88)

In 1978, the Government of India launched a nationwide programme for eradication of adult illiteracy under the National Adult Education Programme (NAEP). On the advice of the Government the U.G.C. started providing financial assistance to the Universities for establishment of new Departments of Adult Education in the Universities, and to streamline those already existed. The U.G.C. also suggested a uniform organizational structure for the Departments. (See Fig. 4.1.1). The structure was adopted by most of the Universities in India. There are ofcourse, Universities like the Andhra University, North Eastern Hill University, M.S.University of Baroda, Kerala University and others, where some additional dimensions in the

*Mehta Committee (1975) was constituted by the U.G.C. to look in to the organizational arrangement of the Department of Adult Education.

Table 4.1.2

Staff position of the Department from 1962 to 1988

Posts	1962-63 Sanctio- ned (S)	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	
(A)	S.	A.	S.	A.	S.	A.	S.	A.	S.	A.
1. Director	1	1	1	1	1	1	1	1	1	V
2. Associate Director	-	-	-	-	-	-	1	1	1	1
3. Assistant Director	-	1	1	1	1	1	1	1	1	V
4. Programme Organizer	-	-	-	-	-	-	-	-	-	-
5. Teaching	-	-	-	-	-	2	2	2	2	2*
6. Research Assistant	-	-	1	1	1	1	1	1	1	1
7. Project Officer	-	-	-	-	-	-	-	-	-	-
8. Ministerial	2	2	5	4	7	6	7	7	7	7
Total	3	6	9	9	10	12	12	12	12	10

... continued

Table 4.1.2 (Continue)

Posts	1971	1972	1973	1974	1975	1976	1977	1978	1979	80	1981	1982	1983	1984	1985	1986	1987	1988	
	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88		
	S.A.																		
1. Director	1	V	1	V	1	1	1	1	V	1	1	1	1	1	V	1	1	1	V
2. Associate Director	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	V	1	V
3. Assistant Director	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4. Programme Organizer	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5. Teaching	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6. Research Assistant	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7. Project Officer	-	-	-	-	-	-	-	-	-	-	3	2	3	2	3	1	3	3	3
8. Ministerial	7	5	7	6	7	5	7	5	7	5	7	5	8	6	8	6	8	7	8
Total	11	12	11	11	10	10	10	9	10	10	11	11	12	10	11	12	11	12	12

Legend: * The Teaching Wing of the Department started functioning as as separate unit from 1970 and was suspended in 1975

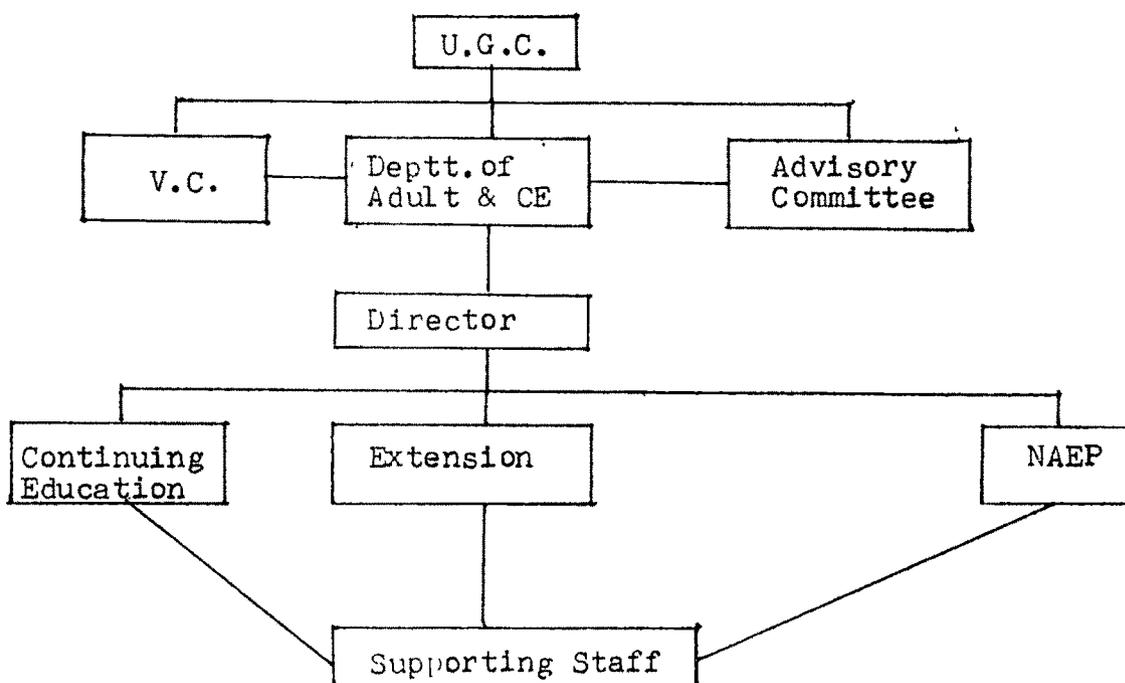
- indicates no post

V indicate vacancy

forms of population education, planning forums have been added.

Figure 4.1.1

Organization of Adult, Continuing and Extension Education in the University as suggested by the U.G.C.



When the proposal for Adult Education was approved in 1979, the University of Rajasthan also brought about some structural changes for the Department. The Department was named as Department of Adult and Continuing Education. It can be observed here that, though the Department was earlier named as Department of Adult Education, adult literacy had not been its main function. It was only when the U.G.C. sponsored AE programme came into force, adult literacy had become one of its main functions. This is to say that adult education in the University was not conceived as adult literacy when it was first institutionalized.

On the whole, the Department was entrusted with three functions, viz., CE, Adult literacy and extension service. So the organizational structure of the Department was very similar to that of the structure suggested by the U.G.C. (See Fig.4.1.1). The N.S.S. Unit was also attached with the Department, mainly to involve N.S.S. volunteers in AE programme. The process of restructuring was completed in 1980 and the Department started organizing adult literacy centres from the session 1981-82. The Advisory Committee was also reconstituted in 1984 on the basis of the U.G.C. revised guidelines (1982). The constitution of the Advisory Committee has been given in the Appendix VII. As compared to the previous Advisory Committee of 1965, the reconstituted Committee had five more members and was broad based. There was representation from voluntary organizations, AE experts, National Service Scheme (N.S.S), College teachers, and students. People from such groups or associations, were not represented in earlier Advisory Committee.

There was marginal increase in the staff positions of the Department (see Table 4.1.2). This was due to the creation of new posts, like post of Project Officer and Clerks, under the Adult Education Project.

The main organizational features of this phase are as follows: With the participation of the Department in the U.G.C. sponsored AE programme, the administrative structure was stabilized. But the Director of the Department continued to be an Honorary one except for the year 1984-85 when the Associate Director was in-charge. In 1987 again the Associate Director/Reader took over the charge.

So far as the educational programmes of the Department were concerned, this phase was dominated by adult literacy.

Other regular activities of the Department like extension lectures, short courses, seminars, workshops, were reduced in number. There could be three reasons for the above phenomenon. Firstly, adult literacy programme received greater attention at the national level by both, the Government of India and the U.G.C. Secondly, the Department received comparatively lesser allocations of grants for other programmes like seminar, conference and extension lectures (see budget allocation, Table 4.1.4). Thirdly in the absence of a full time Director in most of the years (six out of ten years), the Department was deprived of the necessary leadership required for ensuring the balanced development and organization of the programmes.

4.1.3 Educational Programmes of the Department

The various programmes organized by the Department since its inception, have been discussed under the following five headings:

- I Extension Lectures
- II Interactive Forums - seminars, symposia, workshops, study circles, conferences and discussion forums.
- III Short Term Courses - Professional training, orientation, summer schools, hobby workshops, language training, and preparatory programmes for competitive examinations
- IV Diploma and degree courses in AE
- V Adult Education Programme

Table 4.1.3 shows the statistics of these programmes since 1961-62.

I Extension Lectures:

As stated earlier, one of the major functions of the Department was to organize extension lectures. For this, the Department collaborated with various teaching departments of the University and institutions like Medical College, Engineering College, State Adult Education Board, Family Welfare Board, Universities and Voluntary agencies. The purposes of these lectures were to help people become increasingly aware of the social problems in contemporary society and promote social, economic, cultural and intellectual enrichment of the community. Some of the areas in which the lectures have been organized are as follows:

- Epics of India
- Religions of India
- Indian Freedom Movement
- Literature, arts, and culture of India and Rajasthan
- Great men of history
- Indian politics
- Economic Planning in India
- Indian law and administration
- Co-operative living
- Man and environment
- Science in everyday life
- Mental and physiological health of human being
- Family Welfare

Most of these lectures were organised either in the University campus or in some affiliated colleges. There was only one special programme 'Anandpuri project' in 1974-75 when lectures were organized at a community centre in Anandpuri.

Table 4.1.3 shows that a total of 375 extension lectures were organized by the Department between 1961 and 1988. But

Table 4.1.3.
Programmes of the Department* since 1962-63

Year	Extension lectures	Interactive forums	Short courses	Diploma/ Degree on Adult Edn	Adult Edn. (Literacy)
1961-62	N.A	N.A.	N.A.	-	-
1962-63	2	-	-	-	-
1963-64	32	-	-	-	-
1964-65	74	5	5	-	-
1965-66	33	5	16	-	-
1966-67	29	3	13	-	-
1967-68	9	3	7	Diploma	-
1968-69	15	1	12	-do-	-
1969-70	10	2	11	-do-	-
1970-71	22	4	8	-do-	-
1971-72	18	2	17	Degree	-
1972-73	45	6	22	-do-	-
1973-74	55	5	44	-do-	-
1974-75	**	6	22	-do-	-
1975-76	ERADICATION OF ILLITERACY FROM JAIPUR				460 Centres
1976-77					
1977-78	7	1	2	-	-
1978-79	4	1	7	-	-
1979-80	1	0	10	-	-
1980-81	4	0	9	-	-
1981-82	0	2	3	-	28 centres
1982-83	1	0	3	-	30 "
1983-84	5	1	5	-	60 "
1984-85	6	2	11	-	60 "
1985-86	0	0	2	-	74 "
1986-87	0	0	2	-	80 "
1987-88	3	2	4	-	80 "
Total	375	51	235		

Legend:* For details about the programmes under columns 2,3,4 see Appendix XII

** Extension Service was in the form of 'Anandpuri Project'

N.A Not available

- No programme was conducted

most of the lectures (344 i.e.91.73%) were organized between 1961 and 1974. After that the number of such lectures started decreasing. In fact, this is the trend observed in case of all other programmes of the Department like, interactive forums and short courses. Two reasons which can be attributed for this are: first, change in emphasis from these activities to that of adult literacy, and secondly, as can be seen from the Table 4.1.4 decrease in the budget allocations for these programmes.

The Anandpuri Project.

The Department organized a special extension programme in 1974-75 for the slum dwellers of Anandpuri in Jaipur. The purpose of the programme was to make the people aware of different methods of family planning, problems of population explosion, child care, health, sanitation of home and environment, and role of a citizen in a democracy. The programme was organized in collaboration with the Rajasthan Family Welfare Department. Forty-five lectures, and nine video-shows on topics relating to the aspects mentioned above, were organized during the year, benefiting forty adults.

II Interactive Forums

One of the functions of the Department has been to organize seminars, conferences, workshops, study circles and other interactive forums, on topics relating to various branches of knowledge for the benefit of the community. Accordingly, the Department organized 51 such forums on various topics over the years. The various topics in which these forums were organized, have been presented in the Table 4.1.5. It can be seen from the table that most of these forums (56.86%) were organized on topics related to Adult and Continuing Education. As the university adult education concept was relatively new in India

Table 4.1.4

Yearwise Budget Allocations for the Department on Different Headings

Sl. No.	Expenditure Head	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
1	Extension & Field work	10,000	3,000	5,000	5,000	5,000	2,000	2,000	2,000	5,000
2	Other Heads									
	a. Postage		500	415	500	400	500	600	1,000	
	b. Telephone		2,600	2,930	3,000	-	-	-	-	
	c. Stationery		800	800	1,000	300	500	600	1,000	
	d. Contingency	3,000	3,000	2,500	800	500	750	750	1,000	
	e. Publication & printing	-	-	-	-	-	500	500	1,000	
3.	Survey Project	-	35,000	6,900	7,900	8,900	-	-	-	
4.	Book & Journals	1,500	900	2,000	1,000	500	1,000	-	-	
5.	Conference & Seminars	-	-	-	1,000	1,000	1,000	-	500	
6.	Short Courses *	-	2,000	5,000	5,000	5,000	10,000	10,000	-	
7.	Hobby Workshops	-	-	-	-	-	-	-	-	
	Totals	14,500	8,900	58,900	25,545	24,300	18,600	16,250	14,450	9,500

Notes

- * Short Courses are self-financed. The amounts allocated in different years on this head were to be used in case of any imbalance between the income and expenditure.
- Budget for the year 1981-82 was not available.

Table 4.1.4 (continue)

Sl. No.	Expenditure Head	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
1.	Extension & Field work	5,000	5,000	5,000	2,000	2,000	2,000	2,000	2,000
2.	Other Heads								
	a. Postage	1,200	1,900	2,000	1,500	1,000	1,000	1,000	1,000
	b. Telephone	-	-	-	-	-	-	-	-
	c. Stationery	1,500	2,000	2,000	2,500	1,000	1,000	1,000	1,000
	d. Contingency	1,000	2,500	2,000	1,000	500	600	600	600
	e. Publication & Printing	500	500	500	-	-	-	-	-
3.	Survey Project	-	-	-	-	-	-	-	-
4.	Book & Journals	500	700	700	-	-	-	-	-
5.	Conference & Seminars	1,000	2,000	1,000	500	500	500	500	500
6.	Short Courses*	-	-	-	-	-	-	-	-
7.	Hobby Workshops	-	1,500	2,000	1,000	-	-	-	-
	Totals	10,700	16,100	15,200	8,500	5,000	5,100	5,100	5,100

Table 4.1.4 (continue)

Sl. No.	Expenditure Head	1980-81	1982-83	1983-84	1984-85	1985-86	1986-87
1.	Extension & Field work	2,000	2,500	2,500	1,500	4,000	4,000
2.	Other Heads						
	a. Postage	1,500	1,000	1,000	2,000	1,200	1,200
	b. Telephone	-	-	-	-	-	-
	c. Stationery	1,000	1,000	1,000	4,950	2,500	2,500
	d. Contingency	900	1,000	1,000	1,626	1,700	1,700
	e. Publication & printing				700	1,000	1,000
3.	Surveying Project	-	-	-	-	-	-
4.	Book & Journals	500	500	2,500	4,400	4,500	4,500
5.	Conference & Seminars	600	500	1,000	-	3,000	3,000
6.	Short Courses *	-	-	-	-	-	-
7.	Hobby Workshops	-	-	-	-	-	-
	Totals	6,500	6,500	9,000	15,176	17,900	17,900

Notes:

* Short Courses are self-financed.

The amounts allocated in different years on this head were to be used in case of any imbalance between the income and expenditure.

- Budget for the year 1981-82 was not available.

Table - 4.1.5

Interactive Forums of the Department from 1964-65 to
1987-88

Year	Topics from Adult Education Continuing Education	Miscellaneous*
1964-65	5	-
1965-66	4	1
1966-67	2	1
1967-68	2	1
1968-69	1	-
1969-70	1	1
1970-71	2	2
1971-72	1	1
1972-73	-	6
1973-74	4	1
1974-75	-	6
1975-76	ERADICATION OF ILLITERACY FROM JAIPUR	
1976-77		
1977-78	1	-
1978-79	1	-
1979-80	-	-
1980-81	-	-
1981-82	2	-
1982-83	-	-
1983-84	1	-
1984-85	1	1
1985-86	-	-
1986-87	-	-
1987-88	1	1
Total	29 (56.86)	22 (43.14) = 51

Notes: Figures within the parenthesis indicate percentage.

*Miscellaneous includes topics on: economics, geography, law and administration, women and development, co-operative planning, language etc. (For details see Appendix XII).

several national level and state level conferences were also organized by the Department, to explicate and discuss on various aspects of the concept. Some of the significant conferences were: Mount Abu Conference on Adult Education (1965), Bhopal Conference on University Adult Education (1965), All India Adult Educators' Meet (1974). It is a matter of fact that the Bhopal Conference (1965) helped in creating the Indian University Association for Continuing Education (IUACE). Besides the above, these conferences helped in disseminating, among the people, the knowledge related to the concepts of Adult and Continuing Education.

III. Short Term Courses

Short courses were organized in class room setting in collaboration with teachers from different teaching departments of the University and colleges. These courses were organized for a scheduled period of study, with requisite number of classes. The admission to these courses was contingent to certain pre-requisites linked with the course content. The programmes aimed at personal, professional and occupational enrichment of people who desired to acquire knowledge or develop skills. So far, credit/degree was not given in any of these courses. Financially, all these courses are self-paying, i.e. the participants are charged with an amount of fees towards the cost of instruction, stationary and other accessories. It can be observed from the Table 4.1.4 that, at different periods the Department received some grants for these programmes, but it was actually for the purpose of certain exigencies. For example, when the expenditure towards these programmes was more than the income, the Department could spend from the grants. Table 4.1.3 shows that a total of 235 such courses were organized between 1964 and 1988. (For details see Appendix XII). However, the areas in which these programmes were organized, are presented in Table 4.1.6. The

Table 4.1.6

Subject Areas of Short Courses organised by the Department
from 1962 to 1988

Sl. No.	Areas	1962	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88		
1	Professional	NA	NA	✓	✓	✓	—	—	—	✓	✓	✓	✓	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
2	Language	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Technical	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Development of Hobbies	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	Reparatory courses	NA	NA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6	Courses for women	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Miscellaneous (Music, dance, food, disease etc.)	NA	NA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Legend: N.A Not available

- Courses not organised

Courses organised

For the years 1975-76, and 76-77 no short courses were organised due to literacy campaign.

most frequently organized courses were as follows:

- language training courses related to conversational and writing skills on various languages like, English, Hindi, French, Russian and others;
- the second dominating course was technical training organized for persons like, engineers, mechanics, photographers, jewellers and printers;
- training for different professional groups like teachers, adult educators, nurses, was another subject area in which short courses were organized;
- another unique type of course organized by the Department was related to the development of productive hobbies; These courses were open for all and the purpose was to help the people in developing hobbies like painting, interior decoration and yoga abhyas;
- there were few other courses organized for women only. Those were, batik-training, home nursing and food preservation.

As stated earlier, most of the courses (76%) were organized between 1964 and 1975. And like two other programmes described earlier, the number of short courses ^{also} started decreasing after 1975.

IV Diploma and Degree Courses in Adult Education

The Department was first in India to start diploma course in AE in 1967. The purpose was to train the personnel involved in adult education. It can be recalled here that, after the restructuring of the Department in 1970, the Teaching Wing of the Department was created, and was made solely responsible for the diploma course. However the diploma course was upgraded to degree level in 1971 and the diploma course was stopped. The

degree was made equivalent to other Bachelor Degrees of the University. The duration of the course was one year and a person having a Bachelor Degree in any subject was eligible for admission. However, persons with field experiences in social education, extension service or in literacy work, were given preference.

The courses of studies for the Degree were designed in two parts:

Part I comprising of five theory papers, viz;

- i) Principles, methods and historical background of AE;
- ii) Psychological and sociological background of AE;
- iii) Planning and management of AE;
- iv) Adult Literacy; and
- v) Mass communication and community development

Part II comprised of activities, like field study and teaching of literacy classes.

However, the students' response to the course was found to be very poor, as can be seen from the Table 4.1.7:

Table 4.1.7

Number of students admitted and completed the Degree Course in AE between 1971-72 and 1975-76

Year	Students admitted	Students completed
1971-72	10	10
1972-73	5	5
1973-74	15	14
1974-75	8	7
1975-76	3	3
Total	41	39

As stated earlier, the teaching wing created in 1970-71, was suspended in 1976 and was never revived. Starting of degree

course was a good attempt on the part of the Department towards making AE a discipline of study. But unfortunately it did not flourish. Though, no reasons were provided in the official communication for suspending the course, the low turnout of students might have had influenced the University's decision. The Mehta Committee's (1975)** observation is indicative of the above point. The committee observed,

" neither the society nor the University could afford to continue incurring such heavy expences (about Rs.75000/- p.a.) with such meagre measures of performance or so little results"

However, few observations could be made about the Degree Course.

Firstly, it is a known fact that, importance of a degree in any subject, is always related to job opportunities in the area when the Degree course in AE was started, it was a relatively new field of study with lesser job opportunities. This could be one reason for low turnout of students for the course. However, a better dissemination of the course among the target groups by the University could have attracted more number of students to take admission. This could have saved the programme from being suspended.

Secondly, creation of a Teaching Wing within the structure of the Department of AE, with the purpose of organizing the degree course, perhaps sent wrong signal to the staff of the Department. As observed by the Mehta Committee (1975), there was little co-ordination between the Teaching Wing and the Extension Wing, (the parent Department). The teaching staff limited themselves to the degree course only. In the absence

** The Mehta Committee (1975) was constituted to suggest for restructuring the Department of Adult Education.

of proper co-ordination, their contribution for other programmes of the Department, viz., extension and CE programmes, was negligible. This clear demarcation of functions without any co-ordinating mechanism seem to have been counter productive. Had there been no such division, the teachers' services could have been utilised in the extension service of the Department, in addition to the teaching function and perhaps the course could have not been suspended.

The Department again in 1981 proposed to revive the course. But the proposal found no favour from the University.

V. Adult Literacy Programme

The Department organized a massive literacy programme in 1976, for eradication of illiteracy from the city of Jaipur. For this, other activities like extension, short courses were suspended for two years; 1975-76 and 1976-77.

In a meeting, attended by all the Deans, N.S.S. Programme Officer, and the staff of the Department, it was decided to involve the N.S.S volunteers and students of school and colleges as instructors. The University agreed to provide the financial assistance for the programme. A Co-ordination Committee was constituted and the N.S.S. Programme Officer was made the Chief-Co-ordinator of the programme. It was also decided to involve the community and accordingly a community level 'Saksharta Abhiyan Samiti', was constituted, whose members included prominent social workers, youth leaders, school teachers and mohalla leaders of the city.

Prior to the implementation of the programme, the areas dominated by illiterates were identified. The programme was implemented in two phases. The first phase was started from January 1976 during which 175 centres were opened. These

centres ran for four months.

In the second phase, two summer literacy camps of one month duration each, were organized. The number of literacy centres organized during the two phases, have been presented in the Table 4.1,8.

Table 4.1.8

Number of Literacy Centres under different phases of the Eradication of Illiteracy Programme in Jaipur

Phases	Centres for		Total No. of centres
	Men	Women	
1 At the end of first phase (14.5.76)	125	50	175
2 <u>Second phase:</u>			
a. at the end of first camp. (14.6.76)	194	140	334
b. at the end of second camp (15.7.76)	249	211	460

The instructors for these centres were mostly students drawn from the University Teaching Departments, Colleges and Schools of Jaipur. A total of 748 students (513 males and 235 females) participated in the literacy campaign and 35,000 persons were made literate.

Besides the literacy classes, lectures by University teachers, social workers, political leaders, on various topics relating to socio-personal development of the individual, were

also organized at different parts of the city.

Going by the statistics of persons made literate, and the number of students who participated, the programme seemed to have had generated fair amount of enthusiasm and interest among the students. The achievement on literacy was not measured. Hence, the effectiveness of the programme could not be determined in absolute terms. But, the mass contact programme of this nature, surely instil awareness among the people about the problem of illiteracy.

In 1979, the Department got the approval of the U.G.C. to start adult education programme. The programme was essentially to educate the adults (15 to 35 age group) specifically from the poor and backward sections of the society. As explicated in the U.G.C. policy statement of 1977, the programme has three mutually reinforcing elements: literacy, functionality, and awareness.

Accordingly, the Department started organizing AE programme in Jaiour from the year 1981-82. The Table 4.1.9 shows the implementation of the programme, in respect of the number of centres, instructors, supervisors and enrolment.

It can be observed from the Table 4.1.9 that the programme was started with 28 centres in 1981-82 and for the next two years there was little increment in the number of centres. But in 1984-85 the number went upto 80 and in the subsequent year i.e. 1985-86, there was a marginal decline (74 centres). Between 1981-85 most of the centres were for women, but in 1985-86 the number of male centres was marginally higher than that of the females (38 for males and 36 for females).

'One instructor for one centre', pattern was adopted, hence the number of instructors was in accordance with the

Table 4.1.9

Details regarding Adult Education Programmes (1981- 1986)

Sl. No.	Year	No. of AE Centres		No. of Instructors		No. of Supervisory staff		Enrolment		Average enrolment per centre			
		Total	Female	Total	Male	Total	Male	Total	Female				
1	1981-82	28	18	28	10	18	2	1	1	761	341	420	27
2.	1982-83	28	14	28	14	14	2	1	1	756	344	412	27
3.	1983-84	30	21	30	9	21	2	1	1	850	268	588	28
4.	1984-85	80	30	50	30	50	3	1	2	2400	900	1500	30
5.	1985-86	74*	38	36	38	36	3	2	1	2062	1162	900	28

* Initially 80 centres were started, six centres were closed during the first month of the programme.

number of Centres. It was also observed that male instructors were appointed for male centres and females for the female centres.

So far as the centre and supervisor ratio is concerned it was not uniform over the years. It was 14:1 in the first two years, 15:1 in 1983-84, 27:1 in 1984-85 and 25:1 in 1985-86. It shows that, increase in the number of supervisors was not proportional to the increase in the number of centres.

Besides the above, the following points were observed.

After the 'Eradication of Illiteracy from Jaipur', Programme', there was no such large scale literacy campaign, participation of students and teachers was substantially reduced despite the U.G.C's clear-cut policy to involve students, and the University's decision to make N.S.S. a constituent unit of the Department. There seemed to be lack of co-ordination between the Department and the N.S.S. unit of the University.

Secondly, except the year 1983 during which training in sewing was provided to the women in a centre, no attempt was made to link AE with any skill training. Hence, AE programme mostly remained as adult literacy programme.

Thirdly, the programme, so far, has not been evaluated by any external agency. As a process of evaluation, the Department prepares the list of centres and records of enrolment - male, female, Scheduled Caste and Scheduled Tribes. However, the records on these aspects were not available for every year. The records were prepared on the basis of the reports submitted by the instructors.

Last but not the least, the Department as a principle organized AE centres in slums, kachhi bastis, and areas inhabited by the poor. Women got special attention in the programme as can be seen from the Table 4.1.9. The table shows that, except the year 1985-86, in rest of the years, the number of women AE centres were more than the male centres.

4.1.4 Research and Dessemination Activities

Conducting research in the field of Adult and CE was identified as one of the functions of the Department. But this function seemed to have received less attention as no substantial research work had been pursued. As can be seen from the Table 4.1.4, there was no budget head for this except for three years when the survey of educational needs of rural and urban people of Rajasthan was carried out under the Colombo Plan Project. Though a post of research assistant was created in 1964, after the completion of the 'Colombo Plan' in 1967, the functions of the research assistant had been those of assisting in the publication of annual reports of the Department, editing articles for the 'PRASAR' a quarterly journal on AE published by the Department and preparing the annual adult education reports.

However, for the purpose of disseminating knowledge particularly in the field of Adult and CE, the Department has brought about many publications. Table 4.1.10 presents the list of these publications.

Besides the above publications, the Department has been publishing a quarterly journal, viz., 'PRASAR' on adult education since 1972-73. In fact the Department is one of the two Departments in India to publish such journal. The other being the Department of Adult Education in Kerala University.

Table 4.1.10

Publications of the Department

Sl.No.	Publication	Year
1	Continuing Education at the University: A plan for the University of Rajasthan.	1965
2	Report of the Camp Conference on Adult Education at Mount Abu.	1965
3.	Report of the Conference on University Adult Education at Bhopal.	1965
4.	An Explanatory Education Survey of the Panchayat Raj Officers in the State of Rajasthan.	1965
5.	Report of the Committee on Evening Colleges.	1965
6.	Adult Education - Report on observations and study in Canada and other countries.	1966
7.	Orientation course for College Teachers'	1969
8.	'Meet India', A Souvenir.	1970
9.	Aspects of Indian Thought Lecture series	1971
10.	Expectations of Nursery Education - Report of the Symposium.	1972
11.	'Women in Rajasthan' a Report.	1974
12.	Report of the 'Eradicate Illiteracy from the City of Jaipur, Programme.'	1976
13.	Report of the National Seminar on Preparing for participation in NAEP.	1977
14.	Report of the Seminar on Students Services.	1982

It can be observed here that the dissemination through publications had a trend similar to the trends in other programmes of the Department. Out of the fourteen publications brought out for the purpose of dissemination of knowledge in Adult and CE, six were in the year 1965-66. As the number of programmes viz, conferences, seminar, workshops, etc. started decreasing, the number of publications also decreased. However, the regular publications of the Department have been the annual reports of the Department and the 'PRASAK', a journal on adult education.

4.1.5 Resource Structure and its Mobilization

The resources required for the Department of Adult and CE can be broadly divided into two categories:

- A. Financial resources and those proquirement of which required money. These are: money, core and supporting staff, physical facilities, accommodation, library, office equipments and other accessories required by the Department.
- B. The second category of resources are related to all those organizations, associations, individuals within the environment in which the Department operates its programmes. These include, the University administration, community of university teachers, institutions and agencies involved in adult and CE programmes (voluntary and government) and individuals with specialized expertise. On the whole, it is related to the collaboration of the Department with the above organizations or individuals. So this category of resources can be suitably called as 'collaborative resources'.

It was observed that, for the first category of resources, the Department relied on the following:

- i) The University

- ii) The U.G.C.
 - iii) Students fees
- i) The University has been the major source of finance for the Department. It provided the infrastructure, physical facilities, staff both core and supporting, and financed programmes like, extension lectures, seminars, conferences etc.. However, few observations may be made on this aspect. The Department lacked adequate accommodation. It was accommodated in four rooms which were inadequate to accommodate the staff members. The Department was not having a library of its own, which is very essential for staff-development. The budget allocations under various heads, specifically for the educational programmes (see Table 4.1.4) had not been uniform over the years. It was further observed that, there had been marked decrease of budget allocations under various heads from 1976-77 to 1983-84. However, from 1984-85, the allocations had been increased.
- ii) The U.G.C. is another major source of finance for the Department. Its financial assistance to the Department has been of two kinds:
 - partial assistance for seminar and conferences. For example, it provided financial assistance for the Mount Au Conference (1965), and the Bhopal Conference (1965), organized by the Department
 - Full assistance for the AE programme.
 - iii) The third source of finance is the fees collected from the beneficiaries. As discussed earlier, the Department organizes certain short courses namely Photography, spoken English, Embroidery, etc. which are self-financed. However, the Department do not

enjoy full autonomy for the organization of such programmes. For each programme, it has to submit the budget proposal to the University and get it passed in advance.

- B. The financial resources discussed above are essential requirements for the establishment and continuance of the Department. But equally important are the second category of resources i.e. collaborative resources. These are essential for the Department, particularly because of the nature of its programme. The department is not like a teaching department, with functions like, teaching a particular group of students for one year or two years on regular basis. Its programmes are mostly non-formal. The organization of such programmes requires administrative support from the University, technical expertise from the teachers from various departments of the University and other institutions. For organization of adult literacy programme it requires services of SRC, State Adult Education Board, Community members and several development agencies viz. Family Welfare Board, Population Education Board, Central Board of Workers' Education and others. And, above all, it requires technical expertise in co-ordinating these resources. These resources were plentifully available to the Department. The Department also showed great promise in utilising these resources particularly during the first 15 years. The programmes of the Department given in the Appendix XII are indicative of this. But afterwards the initial promise of the Department fizzled out, as a result of which the number of continuing and extension education programmes decreased significantly.

SECTION II

Functioning of Continuing Education Programmes4.2.1 Adult Education Programme (AEP)i. Planning

There was an Advisory Committee for Adult Education at the University level. The Committee was constituted by the Vice-Chancellor keeping in view the U.G.C. guidelines of 1982. (a copy of the constitution of the Committee has been given in the Appendix VII). The main function of the Committee was to provide policy guidance on overall functioning of the Department. However, the actual planning of the programme was carried out at the Department level.

At the Department level, there was no constituted committee or forum to carry out the programme planning. Moreover, the Director of the Department was a professor from another department viz., Department of Mathematics, and was temporarily in-charge. Hence the programme planning as well as programme implementation were left to the Asst. Director and the Project Officer. However, it was observed from the responses of these officers that decisions on selecting the locations for the centres; selection of instructors and their training, preparation of curriculum, procurement of teaching-learning materials and physical facilities, were taken following the U.G.C. guidelines on the above aspects. For example, centres were organized mostly for the socio-economically backward people; women instructors were appointed for women A.E centres, instructors were selected from the same locality where the centre functioned; as far as practicable the instructors were chosen from the same community for whom centres were open; teaching-learning materials, contingent

expenditure to the centres were provided in accordance with the U.G.C. norms; and training programme for the instructors was organised by the Department.

ii. Number of Centres open for different Communities

It can be observed from the Table 4.2.1 that 74 centres were open for S.C., S.T., Sama, and Muslim communities. Maximum number of centres were for the S.C's (51.35%) and muslims (41.89%). It was also observed that equal number of centres were open for males and females (37 for each). Most of the male centres (81%) were for S.C's and majority of female centres (70.27%) were for muslims.

Table 4.2.1

Adult Education Centres open for different categories of people

Sex	S.C.	S.T.	Sama	Muslim	Total
Male	30	1	1	5	37
Female	8	-	3	26	37
Total	38 (51.35)	1 (1.35)	4 (5.41)	31 (41.89)	74

(Figures within the parentheses indicate percentages)

iii The Beneficiaries

Background

The socio-economic background of 480 beneficiaries drawn from 50 AE centres has been presented in the Table 4.2.2. The analysis of the background data reveals that 54.58% beneficiaries were male and 45.42% of them were female. The beneficiaries of lower age group (15 to 25 years) were larger in number than the olders (26 and above years of age) in both male and female

Table 4.2.2

Distribution of 480 Beneficiaries in respect of Sex, Age and Occupation

Nature of work	Male (N = 262)		Female (N = 218)	
	15-25 age	26 & above age	15-25 age	26 & above age
Daily wage Earners (DWE)	129 (49.24)	55 (20.99)	14 (6.42)	23 (10.55)
Self Employed (SE)	28 (10.69)	22 (8.40)	22 (10.09)	16 (7.34)
Non-wage Earner (NWE)	23 (8.78)	05 (1.91)	95 (43.58)	48 (22.02)
Total	180 (68.70)	82 (31.30)	131 (60.10)	87 (39.90)

(Figures within the parentheses indicate percentages)

categories (69% and 65% respectively). With regard to the occupational background it was observed that majority (70.23%) of the male adults (combining both age groups) were daily wage earners. However, majority of the female adults (65.60%) were non-wage earners. The non-wage earner women were those engaged in either household works or assisting in the works of their male counterparts in the home. There were other groups of beneficiaries viz, younger males (10.69%) older males (8.40%), younger females (10.90%) and older females (7.34%), who were less in numbers, but had distinct work conditions. These beneficiaries were self-employed i.e. working in their own small road side tea-stalls, cycle repairing shops or vegetable shops in the market.

Reasons for attending the programme

Ten different reasons were identified from the responses of the beneficiaries, for which they attended the programme. Tables 4.2.3 and 4.2.4 present preferences of different categories of beneficiaries for these reasons.

from

It can be observed, the Table 4.2.3 that 51.53% male beneficiaries expressed learning of 3R's (reading, writing and arithmetic) as the most preferred reason for participation in the programme. Fourteen percent beneficiaries expressed that they joined the programme with the hope that it would help them to increase their earnings. Another important reason, though expressed by a small group of beneficiaries (10.13%) was the 'request of the instructors'. This finding is significant, in the sense that the adults could be persuaded to attend the programme if efforts are made by the instructors.

Table 4.2.3

Reasons for participation in the Adult Education Programme
(262 Male Beneficiaries)

Reasons	15-25 age			26 and above age			Total
	D.W.E	S.E	N.W.E	D.W.E	S.E	N.W.E	
1. To learn 3R's	74 (57.36)	16 (57.14)	8 (34.76)	25 (45.45)	12 (54.55)	-	135 (51.53)
2. To look after the edn. of the children in the house.	8 (6.20)	1 (3.57)	1 (4.35)	9 (16.36)	2 (9.09)	-	21 (8.02)
3. To increase earning	23 (17.83)	6 (21.43)	5 (21.74)	3 (5.45)	-	-	37 (14.12)
4. Regret for not knowing reading & writing	9 (6.98)	1 (3.57)	1 (4.35)	2 (3.64)	-	-	13 (4.96)
5. Became friends joined the centre	-	2 (7.14)	-	-	-	-	2 (0.46)
6. To know about developmental programmes of the govt.	3 (2.33)	-	-	3 (5.45)	2 (9.09)	1 (20.00)	9 (3.44)
7. To understand A.E programmes on TV and radio	-	-	1 (4.35)	-	-	-	1 (0.38)
8. To know about hygienic living	1 (0.78)	-	1 (4.35)	-	-	-	2 (0.46)
9. To use leisure for educational activities	4 (3.10)	-	3 (13.04)	3 (5.45)	1 (4.55)	4 (80.0)	15 (5.73)

...continued

Table 4.2.3 (continue)

Reasons	15-25 age			26 and above age			Total
	D.W.E	S.E	N.W.E	D.W.E	S.E.	N.W.E	
10. At the request of the Instructor	7 (5.42)	2 (7.14)	3 (13.04)	10 (18.18)	5 (22.73)	-	27 (10.31)
Total	129	28	23	55	22	5	262

(Figures within the parentheses indicate percentages)

The respondents of six different categories of male adults revealed that learning of 3R's was the most commonly expressed reason. The younger beneficiaries of all categories of workers expected the programme to help them increase their earnings. It was also found that the daily wage earners and self-employed older adults joined the programme at the influence of the instructors. Another revelation of the data was that the non-wage earner older adults (80%) were interested to use their leisure in learning activities and this influenced them to join the programme.

The reasons provided by 218 female beneficiaries as shown in the Table 4.2.4 reveals that majority of them (59.17%) attended the programme to learn 3R's. But the reason which influenced the second largest group of females (16.97%) was that of the request of the Instructor. Nearly the same percentage of women (16.01%) attended the programme as they regretted for not having the knowledge of 3R's.

When the responses of different categories of female beneficiaries were observed it was found that 35.71% daily wage earners attended the programme as they regretted for not having the knowledge of 3R's. This implies that though they basically attended the programme to learn 3R's, but the above group of beneficiaries were more conscious of the disadvantages of not having the knowledge of 3R's.

When the responses of the male and female beneficiaries were observed together, the data revealed few other points. Firstly, it was observed that majority of both male and female beneficiaries considered learning of 3R's as the reason for participation in the programme (51.53% and 59.57% respectively). Secondly, more number of males (14.12%) than the females (4.6%) expected the programme to help them in increasing

Table 4.2.4

Reasons for participation in the Adult Education Programme (218 Female Beneficiaries)

Reasons	15-25 age			26 & above age			Total
	D.W.E	S.E	N.W.E	D.W.E	S.E	N.W.E	
1. To learn 3R's	4 (28.57)	13 (59.0)	51 (53.68)	23 (100)	16 (100)	22 (45.83)	129 (59.17)
2. To look after the edn of children in the house	-	3 (13.64)	8 (8.42)	-	-	-	11 (5.05)
3. To increase earning	1 (7.14)	-	-	-	-	-	1 (0.46)
4. Regret for not knowing reading & writing	5 (35.71)	-	17 (17.89)	-	-	12 (22.22)	35 (16.10)
5. Because friends joined the centre	-	-	2 (2.10)	-	-	-	2 (0.92)
6. To know about devtl. programme run by the govt.	-	-	-	-	-	-	-
7. To understand AE programmes in TV & radio	-	-	-	-	-	-	-
8. To know about hygienic living	-	-	-	-	-	-	-
9. To use leisure for educational activities	1 (7.14)	2 (9.00)	-	-	-	-	3 (1.38)
10. At the request of the instructor	3 (21.43)	3 (13.64)	17 (17.89)	-	-	14 (29.16)	37 (16.97)
Total	14	22	95	23	16	48	218

(Figures within the parentheses indicate percentages)

their earnings. Thirdly, more females (17%) attended the programme at the request of the instructors, than the males (10%). Fourthly, while 16% of female beneficiaries participated in the programme, ^{as} they regretted for not having the knowledge of 3R's only 4.00% of males felt so.

iv. The Instructors

Background

The socio-economic background of 50 instructors presented in the Table 4.2.5 reveals that 58% of them belonged to 20 to 25 age group and rest 42% were of 26 and above ages. It was also observed that 60% male instructors and 55% female instructors were younger, i.e. belonging to 15 to 25 age group.

It has been already discussed earlier that the Department organized centres for various communities, viz. S.C., S.T. and muslims. It was also the policy of the Department to appoint instructors preferably from the same community for whom the centres were open. It can be recalled here (Table 4.2.1) that 51.35% and 41.89% centres were open for S.C. and muslim communities respectively. But the number of instructors from the above communities were not proportionate to the number of centres open for them. It can be observed from the Table 4.2.5 that only 30% instructors were S.C. and 32% were muslims. Maximum number of instructors (38%) belonged to the communities or castes, other than S.C, S.T. and muslim. Regarding this phenomenon, the project officer and the Asst. Director of the Department observed that, as suitable candidates were not available from these communities instructors were appointed from other caste or communities.

The educational background of the instructors showed that 44% of them had higher secondary education. Thirty per cent of them were graduate and 12% were having post-graduate degrees.

Table 4.2.5

Background of the Instructors

Background	Male (N=30)		Female (N=20)		Total = 50	
	Number	%	Number	%	Number	%
<u>1. Age</u>						
a. 20 to 25	18	(60.00)	11	(55.00)	29	(58.00)
b. 26 & above	12	(40.00)	9	(45.00)	21	(42.00)
<u>2. caste</u>						
a. S.C.	15	(50.00)	Nil	Nil	15	(30.00)
b. S.F.	Nil	Nil	Nil	Nil	Nil	Nil
c. Muslim	5	(16.67)	11	(55.00)	16	(32.00)
d. General	10	(33.33)	9	(45.00)	19	(38.00)
<u>3. Educational</u>						
a. Post-graduate	3	(10.00)	3	(15.00)	6	(12.00)
b. Graduate	10	(33.33)	5	(25.00)	15	(30.00)
c. Higher Secondary	12	(40.00)	9	(45.00)	21	(44.00)
d. Secondary	5	(16.67)	3	(15.00)	8	(16.00)
<u>4. Occupational</u>						
a. Employed	14	(46.67)	14	(70.00)	28	(56.00)
b. Unemployed	6	(20.00)	4	(20.00)	10	(20.00)
c. Students	10	(33.33)	2	(10.00)	12	(24.00)

(Figures within the parentheses indicate the percentages)

The data regarding the occupational background of the instructors revealed that 56% of them were employed, serving in various government or private jobs, 24% were students reading in classes ranging from higher secondary to graduate, and 20% of them were unemployed.

Reasons for opting the job

From the responses of the instructors it was observed that, two factors seemed to have influenced them in accepting the job. The instructors considered the job as;

- a social work; and
- an additional source of income .

However, a specific factor emerged from the responses of the student-instructors. They expressed that the job of instructor would help them in getting a permanent teaching job in future.

v. Supervisors

Background

Out of three supervisors, two were male and one was female. All of them were having post-graduate qualification. While two of them were full time supervisors with a consolidated remuneration of Rs.600/- per month, the other one was part-time with a monthly remuneration of Rs.450/-. It was also found that only one of them was having training experience as supervisor. Table 4.2.6 presents the background of the three supervisors.

Table 4.2.6

Background of three Supervisors of the
Department

Sl.No.	Background	Supervisors		
		1	2	3
1	Sex	Male	Male	Female
2	Educational qualification	Post graduate	post graduate	post-graduate
3	Regular/part-time	Regular	Part-time	Regular
4	Training	Yes	No	No
5	Remuneration (per month)	600/-	450/-	600/-
6	Years of Experience as supervisor	3	2	1

Reasons for opting the job

The responses of the supervisors to a question on the factors prompting them to opt the job, reveal a single factor, i.e. unemployment. The supervisors expressed that as they had no other employment opportunities, they accepted the job. They were ready to leave the job as soon as they get permanent positions. The temporary nature of the job seemed to have influenced the above reaction of the supervisors.

vi. Remuneration of the Instructors and Supervisors

The instructor's remuneration was Rs.100/- per month. The monthly remunerations for full-time supervisors and part-time supervisor, were Rs.600/- and Rs.450/- respectively.

With regard to the remuneration, it is pertinent here to present the observations of the main functionaries of the

Department. They observed low remuneration and temporary nature of the jobs, as two inhibiting factors in the implementation of the programme. The U.G.C. Review Committee on University and Extension Service (1987), Khajuria (1985), also made similar observations in their studies on University Adult Education Programme.

But the responses of the instructors and supervisors revealed two divergent points. Eighty percent of the instructors felt that Rs.100/- remuneration per month was alright for them and forty percent of them even agreed to work without remuneration. On the converse, the supervisors were not satisfied with their remuneration and they were ready to leave the job provided with alternative job opportunities. These two divergent views, perhaps were related to varying working conditions. When the instructors worked for one hour a day, that too during their leisure, the supervisors had to work in the Department for preparing monthly, quaterly and annual reports, and visit the centres at different times depending on the timings of the centres.

vii. Training of Instructors

As stated earlier, all the 50 instructors attended a six days' training programme organized by the Department in collaboration with the S.R.C., Jaipur. The training was organized before the functioning of the centres. The training covered five broad areas as reported by the instructors and endorsed by the project officer. The Table 4.2.7 shows the reactions of 50 instructors on the adequacy of the training received on five areas.

Reactions of the Instructors on the Adequacy of the Training Programme

Aspects	Adequate	Inadequate
1. Objectives of the programme	50 (100)	-
2. Teaching		
a. Literacy	44 (88)	6 (12)
b. awareness	7 (14)	43 (86)
c. functionality	2 (4)	48 (96)
3. Survey of community Needs	15 (30)	35 (70)
4. Conducting periodical Tests	42 (84)	8 (16)
5. Motivation of the Adults	18 (36)	32 (64)

(Figures within the parentheses indicate percentages).

It can be observed from the Table 4.2.7 that the training programme helped the instructors to know about the objectives of the programme. The objectives identified by the instructors also confirmed this. They stated the following objectives of the A E Programme.

- teaching of 3 R's
- developing the awareness of the adults.
- helping the adults to solve their day to day problems and live a peaceful life.

Though all the instructors felt that the training helped them to know about the objectives of the programme, they at the same time reported that, it did not help them on how to develop the awareness and functionality among the adults. Eightysix percent and 96% of them felt that the training was inadequate so far as teaching for awareness and functionality was concerned.

However, 88% of them felt that, the training was adequate for teaching 3 R's. Sixtyfour percent instructors felt that the training on community survey and motivating the adults, had not adequately helped them in practice. However, the training programme helped a substantial number of instructors (84%) in conducting the periodical tests. It is pertinent here to state that, the instructors were provided with the curriculum (a copy is given in the Appendix IX) which included only the literacy aspects of teaching; and an evaluation sheet, which had items relating to literacy skills only. Perhaps, due to the supply of these two documents the instructors thought that they were being adequately helped on these aspects. The instructors were not supplied with any materials or booklets on the aspects related to development of awareness, functionality, and motivation of the adults. This shows that supply of written materials alongwith theoretical training may be a better technique of training the instructors.

The instructors also made few suggestions regarding the organization of the training programme. They were of the view that training programme if organized in phases, problems arising at different stages of programme implementation viz, needs survey, teaching for literacy, functionality and awareness and conducting periodical tests, could be discussed with the experts and sorted out effectively,

Besides the above, the instructors also pointed out the gap between theory and practice. They expressed that, they were told at the time of training to use various pamphlets, posters and charts for the development of awareness of the adults, but they were neither supplied with any such materials nor the infrastructure required for the development of the same was available to them.

viii. Physical Facilities at the Centres

It was found from the responses of the instructors that, all the centres had adequate accommodation facility. Eighty percent centres were accommodated at the residences of the instructors. Rest 20% were organized at the places provided by the residents of the mohalla or bastis. Each Centre was provided with a blackboard cloth and a monthly amount of Rs.25/- towards contingency expenditures for pencils, chalks, dusters, and kerosene/electricity. However, the instructors were of the view that the amount was not adequate to meet the expenditures.

ix. Learning Materials (Primers)

The Department used the primers produced by the S.R.C., Jaipur. It was observed from the responses of the instructors that they were supplied with adequate number of primers, i.e. equal to the number of adults admitted in their centres.

However, it was observed that the primer prepared for the female adults was also used at the male centres. A full text of the primer, viz., "Angan Ki Shikh" can be seen from the Appendix XI. Besides, only one primer was used throughout the year and no additional learning materials were supplied to the centres. Maps, charts, pamphlets were not used at any centre. The instructors were not aware of post-literacy and follow-up materials. Even the terms were new to them.

Regarding the use of primers at the male centres, which were not meant for them, the project officer opined that, it was due to non-availability of necessary primers from the S.R.C. On the whole, there seemed to be lack of co-ordination between the S.R.C. and the Department.

x. Instructional Process

Instruction, to a great extent was based on the text of the primer. The instructors used to teach in their own ways. They were not aware of any specific method of teaching the adult illiterates. The emphasis of their teaching was on literacy and numeracy. Development of awareness and functionality were neglected aspects of the programme. Programmes for the development of awareness, though not completely lacking but not systematically organized.

xi. Motivation of the Adults

Motivating the adults was a major problem for the instructors as observed from their responses. They pointed out that, the programme had no motivating force other than the desire among the adult learners to learn. 3 R's. They (64%) also expressed that the training provided in this regard, was inadequate. In addition to this, they were not provided with proper infrastructure and financial assistance to organize activities which would motivate the adults. The instructors made three suggestions in order to motivate and bring the adults to the centres. Those are:

- the programme should be linked with some kind of skill training. The suggested areas were, tailoring, woolen, work, carpet work, wood work and jewellery;
- video and film shows depicting different social problems faced by the adults in their day to day life should be organized at the centres;
- organization of cultural camps in which the adults would present cultural programmes.

Similar suggestions were also made by the supervisors, project officers in order to motivate the adults towards the programme.

xii. Supervision of the Programme

There was no specific time-schedule for the supervisors as to how many times they should visit the centres in a month. But it was observed from their responses that they used to visit each centre once in a month. During their visits, they observed the following aspects of the programme.

- whether classes are taken regularly or not;
- attendance of the adults; and
- the instructors diary.

As has been discussed earlier, out of the three supervisors of the Department, only one was having supervisory training. None was interested to continue in the job. On the whole, the whole process of supervision was not in a good shape.

xiii. Co-ordination with Organizations

The U.G.C. (1982) guidelines on the organization of Adult and Continuing Education at the university level, envisage that the Department would co-ordinate and collaborate with various agencies viz., those involved in implementation of AE programme; those organizing various welfare programmes viz., Family planning and Nutrition Board, Social Welfare Board. The N.S.S. is another unit with which the Department should collaborate.

The factual information collected from the department and the responses of the Project Officer and the Asst. Director, indicated that there was no such collaboration with any agency, except the S.R.C. The relationship with the S.R.C. was limited to invitation of resource persons for the training

programme, and purchase of teaching learning materials. The N.S.S. unit of the university, despite being a constituent of the Department, was not involved in the programme. There seemed to be lack of initiative on the part of the Department for such co-ordination.

xiv. Evaluation

From the information provided by the main functionaries of the Department, it was observed that evaluation of the programme was done internally by the Department. An evaluation sheet was developed by the Department for the purpose and it was circulated to the instructors. The instructors were responsible for conducting the evaluation of the learners' progress at their respective centre. So the evaluation of the programme was based the instructors' reports.

The evaluation sheet consisted of items on literacy and numeracy, and awareness was not a component.

It can be observed here that, firstly, at the training level, the instructors were not satisfied with the training for awareness; secondly, at the teaching level, the syllabus did not include anything about the development of awareness; and thirdly, at the evaluation stage also, it was not included in the test. On the whole, this concept was systematically neglected throughout. It was attempted only at the instructor level or through the primer used at the centres.

xv. Organizational Problems

From the responses of the functionaries, viz. the Director, Asst. Director, Project Officer, Supervisors and Instructors, the problems in the successful implementation of the programme were as follows:

- The 'Honorary Director' system was an inhibiting factor for successful implementation of the programme. The Director, who was in an honorary capacity, was of the view that a regular Director with adequate knowledge on the theory and practice of AE would provide better leadership in the organization of the programme than a part time Honorary Director.
- Lack of adequate number of core-staff. For example, out of three posts of project officer, there was only one project officer in position.
- Lack of adequate funds, specifically for the organization of cultural camps for the adults and installation of library for staff development.
- Non-existence of any incentive in the forms of credit or grades for the students who participate in A.E.P. This comes in the way of students' participation in the programme.
- Lack of motivation among the supervisory staff mainly because of their low remuneration and temporary service conditions.
- Procurement of teaching-learning materials sometime gets delayed as the Department depends on the S.R.C. for the same and the S.R.C. not always responds to the necessity immediately.

xvi. Effectiveness of the Programme

The programme of A E was expected to develop the knowledge of 3 R's, enhance the general awareness and functionality and satisfy the socio-educational needs of the adults, so that they could live a well-informed and productive life. These are the basic purposes of adult education programme outlined by the Government of India and adopted by all implementing agencies, including the Department of Adult and Continuing Education in the University. Keeping in view these objectives, an attempt has been made here to examine the

effectiveness of the programme on three criteria, viz. attainment of the expressed purposes of the beneficiaries, their achievement on literacy (3 R's) and general awareness, and the relevance of the programme in their day to day life.

Attainment of the purposes of the Beneficiaries

The responses on the attainment of the purposes of 348 beneficiaries, have been presented in the Tables 4.2.8 and 4.2.9. The responses have been presented category wise, (categories based on three variables viz, sex, age and working conditions of the beneficiaries) in order to observe how the programme has helped different categories of beneficiaries.

From the responses of 186 male beneficiaries, presented in Table 4.2.8, it can be observed that the majority of the beneficiaries 81.72% expressed that their purpose of learning of 3 R's had been achieved. This was the response pattern of all categories of beneficiaries.

Regarding the purpose of increasing the earnings, it was found that 93% of beneficiaries felt that the programme did not help them for the same. All categories of beneficiaries except the older self employed adults, felt that the programme helped them to look after the education of the children in the house. On getting respect in the family and the society, majority of the beneficiaries from all categories, except the young self-employed adults, felt that the programme did enhance their status and respect. It was also observed from the responses of the beneficiaries (70.43%) that the programme helped them to use leisure in educational activities. But 6% of self-employed older adults did not felt so. This finding might be the outcome of their working conditions. As those self-employed were busy in their works throughout the day, they might not be getting leisure to use for education purpose.

Purposes	Daily wage earners 15-25 age		Self employed 15-25 age		Non-wage earners 15-25 age	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
1 Knowledge of 3R's	72 (80.90)	17 (19.10)	15 (75.00)	5 (25.00)	12 (80.00)	3 (20.00)
2 Increase in earnings	6 (6.74)	83 (93.26)	-	20 (100)	-	15 (100)
3 Looking after the education of children in the home	77 (88.76)	10 (11.24)	19 (95.00)	1 (5.00)	15 (100)	-
4 Getting respect in the family and the society	65 (73.03)	24 (26.97)	7 (35.0)	13 (65.00)	9 (60.00)	6 (40.00)
5 Using leisure for educational activities	63 (70.79)	26 (29.21)	17 (85.00)	3 (15.00)	14 (93.33)	1 (6.67)
6 Knowing about different governmental programmes for the poor	15 (16.85)	74 (83.15)	5 (25.00)	15 (75.00)	3 (20.00)	12 (80.00)
7 Awareness regarding prevailing evil practices in the society	20 (22.47)	69 (77.53)	6 (30.00)	14 (70.00)	5 (33.33)	10 (66.67)
8 Knowledge of voting and other rights of a citizen	5 (5.62)	84 (94.38)	4 (20.0)	16 (80.00)	3 (20.00)	12 (80.00)
9 Awareness regarding the importance of small family	45 (50.56)	44 (49.44)	10 (50.00)	10 (50.00)	5 (33.33)	10 (66.67)

(Figures within the parentheses indicate the per cent)

The programme seemed to have not helped the beneficiaries in knowing about the government's developmental scheme for the poor, as 80.65% of them replied in negation. This was the pattern of response among all categories of beneficiaries. Seventy eight percent of the beneficiaries expressed that the programme was not helpful to them in developing their awareness regarding evil practices in the society, viz. superstition and alcoholism etc. To the question, whether the programme helped them to know about their rights as a citizen viz. voting right, 90% of the beneficiaries felt that the programme did not help them. On the attainment of the purpose of developing awareness regarding the merits of small size family, the responses were not in affirmative. While 54.30% beneficiaries felt that the programme was helpful in developing the awareness, 45.70% felt not so. However, on the same question, 76% older daily wage earner and 100% older non-wage-earner felt that the programme was very helpful in developing their knowledge regarding the merits of small size family.

The responses of female beneficiaries as shown in the Table 4.2.9, were indicative of the following points. Seventy-nine percent beneficiaries reported that they were helped by the programme in developing the skills of 3R's. But a significant number of them, specifically amongst the older daily-wage-earners (30%), older self-employed and younger self-employed (33%) beneficiaries expressed that the purpose of learning 3R's had not been achieved. Ninety-five percent of female beneficiaries expressed that the programme had not helped them in increasing their earnings. Regarding the purpose of looking after education of the children in the house, the opinions were not equivocal. While 53% of them felt that the purpose had been served, 47% did not

Table 4.2.9
Attainment of the purposes of 16

Purposes	D.W.E 15-25 age		S.E. 15-25 age		Non-W.E 15-25 age	
	Yes	No	Yes	No	Yes	No
1 Knowledge of 3R's	7 (70)	3 (30)	13 (72.22)	5 (27.78)	62 (83.78)	12 (16.22)
2 Increase in earning ing	-	10 (100)	2 (9.26)	16 (88.89)	4 (5.41)	70 (94.59)
3 Looking after the education of child- ren in the home	2 (20.00)	8 (80.00)	10 (55.56)	8 (44.44)	35 (47.30)	39 (52.70)
4 Getting respect in the family and society	8 (80)	2 (20)	5 (27.78)	13 (72.22)	32 (43.24)	42 (56.76)
5 Using leisure for educational activities	8 (80)	2 (20)	8 (44.44)	10 (55.56)	55 (74.32)	19 (25.68)
6 Knowing about govt. run developmental programmes for the poor	1 (10)	9 (90)	2 (9.26)	16 (88.89)	6 (8.10)	68 (91.90)
7 Awareness regarding prevailing evil practices in the society	-	10 (100)	3 (26.67)	15 (83.33)	14 (18.92)	60 (81.08)
8 Knowledge of voting and other rights of a citizen		10 (100)	2 (9.26)	16 (88.89)	9 (12.16)	65 (87.84)
9 Awareness regarding the importance of small family	6 (60)	4 (40)	12 (66.67)	6 (33.33)	53 (71.62)	21 (28.38)

(Figures within the parentheses indicate

feel so. From the responses of different categories of beneficiaries, it was found that the daily-wage earners of both age groups (80% and 77%) felt that the purpose was not served. It was interesting to observe that 39.51% beneficiaries felt that the programme had enhanced their status in the family and the society. However, 60.49% females did not think so. It is pertinent here to state that the older daily wage earners (80%) was the group who thought their status and respect had been enhanced. While 72.84% of females thought the programme was the best means to use their leisure in some learning activities, 27.16% did not think so. The beneficiaries (93.21%) almost unanimously agreed that the programme did not help them to know about the developmental schemes of the government for the poor viz. loans and other financial assistance, to develop awareness regarding evil practices (83.95%) and to know about the rights of a citizen (91.36%). On the development of awareness regarding small family, the adults were not equivocal in their responses. While 62.35% of them thought that the programme served the purpose, 37.65% thought that the purpose was not served. On the whole, it can be observed that there are certain aspects viz., knowledge of 3 R's, and using leisure in educational activities, on which the beneficiaries unanimously agreed of their attainment. There are aspects viz., increase in earnings, knowledge about development schemes, awareness on prevailing evil practices, knowledge about rights of a citizen, there is unanimity in non-attainment. And on purposes viz., looking after the education of children, getting respect in the family and awareness regarding small size family, there is no unanimity in their attainment. The over all responses of both the male and female beneficiaries on attainment of their purposes, did not differ significantly, except on two purposes viz., getting respect in family and society, and looking after the education of children in the house. While majority of male beneficiaries (69%) felt that their

participation in the programme had enhanced their status in the family and in the society, only 40% of females felt so. On the purpose of looking after the education of children, majority of male adults (83.33%) expressed that the programme helped them in attaining this purpose, but only 53% of female adults felt so.

To conclude, it can be observed that the beneficiaries were helped by the programme in learning 3R's, using leisure for educative purpose, looking after the education of children in the house. But other purposes viz., increase in the earnings, knowing about development schemes organized by the government, developing awareness regarding evil social practices, and knowledge about rights of a citizen had not been helped by the AEP.

Achievement of the Beneficiaries on Literacy Skills and their Level of Awareness

The mean error scores on reading and writing skills and achievement scores on numeracy and general awareness of 186 male beneficiaries have been presented in Table 4.2.10. It can be observed from the Table that the mean error scores of the males on reading and writing skills were 2.17 and 2.83 respectively. This reveals that they committed on an average of 2 mistakes in reading and 3 mistakes in writing down five sentences from the primer used at their centres. It can be further observed from the Table 4.2.10 that their average achievement on numeracy was 4.43 out of a total of 5 points. However, their level of general awareness was average, as the mean score was 7.05 out of a possible total of 14 points. It was further found that the maximum errors on reading and writing tests were committed by the young daily-wage earners (4.80 & 3.82 respectively) and minimum by the non-wage

Table 4.2.10

Mean Error and Achievement Scores of 186 male Beneficiaries in Literacy
and General Awareness

Test Area	15-35 age		26 and above age			Total	
	D.W.E N=89	S.E. N=20	N.W.E N=15	D.W.E N=45	S.E. N=15		N.W.E N=02
Reading	4.80	3.00	2.45	3.20	2.80	1.58	2.17
Writing	3.82	3.52	1.62	3.11	2.60	2.32	2.83
Numeracy	3.65	4.30	5.00	4.50	4.20	4.95	4.43
General Awareness	6.20	6.70	8.00	6.30	7.25	7.85	7.05

Legend : D.W.E = Daily Wage Earners

S.E # Self-Employed

N.W.E = Non-Wage Earners

Table 4.2.11
 Mean Error and Achievement Scores of 162 Female Beneficiaries on Literacy
 and General Awareness

Test Areas	15-25 age		26 and above age			Total	
	D.W.E. N=10	S.E. N=18	N.W.E. N=74	D.W.E. N=13	S.E. N=9		N.W.E. N=38
Reading	5.02	3.35	4.20	4.35	2.12	2.85	3.65
Writing	5.65	3.00	3.12	3.49	3.25	2.12	3.44
Numeracy	4.25	4.00	4.42	3.85	4.52	4.65	4.28
General Awareness	4.52	6.56	5.65	4.82	6.72	6.65	5.82

Legend: D.W.E = Daily wage Earners
 S.E. = Self-Employed
 N.W.E = Non-Wage Earners

earners (1.58 and 1.62 respectively) In numeracy, the non-wage earners of both age groups had maximum points (5 and 4.95 respectively) and the younger daily-wage earners had minimum points (3.65). On general awareness, the mean score of younger non-wage-earner adults was the highest (8.00) and the score of younger daily-wage earners was the lowest (6.20). The findings reflect that the daily-wage-earner adults' achievement on reading, writing, numeracy and awareness was lesser in comparison to other groups viz, self-employed and non-wage earners. The achievement of 162 females on reading, writing numeracy and general awareness, presented in the Table 4.2.11, reveals that the females committed more number of errors in reading and writing (3.65 and 3.44 respectively) as compared to their male counterparts (2.17 and 2.83 respectively). In numeracy the females secured 4.28 points, which was almost equal to the score of the males (4.43). In general awareness too, the females score was poor (5.82) and less than that of the males' (7.05). Like the males, the female daily wage earners committed more errors in reading and writing and secured less points in numeracy and general awareness.

Relevance of the Programme

Reactions from the beneficiaries were sought on the usefulness of the programme in their day to day life. Adults from all age, sex and occupational groups, found the knowledge of 3 R's gained from the programme very useful. But the males expressed that the knowledge was not helping them to enhance their income. In other words, the programme was not useful in enhancing their economic conditions. It can be recalled here that, the male adults were expecting the programme to be helpful in increasing their earnings. However, the most visible point that surfaced here is that, the adults, specifically the males link the usefulness of the programme with immediate

financial gain. This question was also repeatedly posed to the instructors by the adults. The study conducted by NCERT (1967) also found similar reactions from the slum adults in Delhi. This phenomenon seems to be the outcome of their economic necessities, as most of the adults were poor and daily wage earners.

Another point came out from the responses of older beneficiaries. They expressed that teaching the younger children (below 15 years) of the mohalla or bastis would be more meaningful than teaching them (adults). From the discussion with the adults, instructors and the investigator's own observations during the data collection, it was observed that many children of school going age, were there in the mohalla and several of them were regularly attending the centres (but not enrolled). In fact, this is the phenomenon all over India as many children of school going age, remain outside the school. (U.G.C. Review Committee, 1987).

4.2.2. Short courses

The Department organizes short courses for a wide section of people ranging from common man to professionals. These programmes are organized in collaboration with the teaching departments of the University and other related institutions viz., Medical College, Engineering College etc., The basic purpose of such courses is to help the participants in upgrading their horizon of knowledge in concerned areas. Another type of programme of the Department, is preparatory course. The purpose is to prepare the participants for various examinations, viz., entrance examinations for medical and engineering courses, civil service and GATE, etc. These courses, organised on public demand are self-financed in nature. In the year 1985-86, two preparatory short courses were organized viz. Pre-Engineering Test (PET) and Pre-Medical Test (PMT).

I. Programme Details

The preparatory courses are organized under the supervision of the programme organizer. The Director appoints a senior officer of the Department as programme organizer. The programme organizer, looking into the public demand and availability of resource persons, prepares the programme list for a year.

The fee-structure for the courses is decided after consulting the resource persons about their remuneration and estimating the contingent expenditure, advertisement cost etc. These courses are organized on no loss no profit basis. The S.C. and S.T. participants get fifty percent rebate of the fees.

After deciding the above and getting the permission from the University, the programmes are advertised generally through posters, pamphlets and local news papers.

The syllabi for the courses are prepared by the respective resource persons/teachers.

Finally the time-table for the classes is prepared keeping in view two factors, viz., the availability of class rooms and the convenience of the participants. In the two courses, viz., the PET and PMT, the participants were students of various classes; hence, the classes were organized during the morning and evening hours.

The Table 4.2.12, shows the duration, fees and enrolment of PET and PMT courses for the year 1985-86.

Table 4.2.12

Organizational Details of PET and PMT Courses

Course	Duration	Fees	Male	Female	Total
PET	One month	600/-	44	2	46
PMT	one month	600/-	29	17	46
			73	19	92

II. The Background of the Beneficiaries

The background of the beneficiaries was analysed in relation to variables like sex, caste, locality and family income. Other variables like age, occupation were not taken into account as all the beneficiaries were students belonging to age group 17 to 20. Table 4.2.13, presents the background of 82 participants of PET and PMT courses.

It can be observed from the Table 4.2.13, that most of the participants (96.34%) were from upper caste and middle income group families, and 94% of them were from the urban area i.e. from the city of Jaipur. Only 6% of them were from rural areas. Those six percent participants were also staying in Jaipur for their studies. There were only two S.C. and one S.T. students. The data revealed that students from backward caste and low income families were not attracted by the programme, despite fifty percent rebate in fees given to them.

III. Effectiveness of the Programme

The reactions of 62 beneficiaries reveal the following facts about the programme. A large majority of the beneficiaries

Table 4.2.13

Background of 82 Beneficiaries from the PET and PMT courses

Background	Male(N=63)	Female(N=19)	Total (82)
1. Caste			
a. S.C.	2 (3.17)	-	2 (2.44)
b. S.T.	1 (1.59)	-	1 (1.22)
c. Other Backward	-	-	-
d. General	60 (95.24)	19 (100)	79(96.34)
2. Locality			
a. Urban	58 (92.06)	19 (100)	77(93.90)
b. Rural	5 (7.94)	-	5(6.10)
c. Slum	-	-	-
3. Monthly Income of parents			
a. Below Rs.1000/-	3 (4.76)	-	3(3.66)
b. Rs.1001/- to Rs.2000/-	40 (63.49)	6 (31.58)	46(56.10)
c. Rs.2001/- to Rs.4000/-	15 (23.81)	10 (52.63)	25(30.50)
d. Rs.4001/- and above	5 (7.94)	3 (15.79)	8(9.76)

(Figures within the parentheses indicate percentages)

(85%) were not satisfied with the teaching. They observed that there was little difference between the teaching practices adopted in their regular classes and in the FET and PMT courses. They were not supplied with any syllabus for the course. In fact, no syllabus was prepared for the courses. The teachers themselves decided the contents of study in their respective subjects, viz. Mathematics, Physics, Chemistry and Biology.

The beneficiaries also expressed that since the duration of the courses was one month, the teachers were always in a hurry to finish the courses, as a result, the understanding aspect got neglected. They suggested that the courses should be of two months duration. This view was also supported by the teachers.

With regard to the time-table of the courses, the students had no problem in attending the classes. However, on the fee structure of the programme, they were unanimous in saying that fee of Rs.600/- was very high.

It was found that only one periodical test in each course, was conducted. The students were of the view that such tests should be conducted more frequently as they help in identifying their strength and progress.

On the success of the students in the entrance tests for engineering and medical classes, it was observed from the records of the Department that four students qualified in FET and two in PMT.

IV. Teachers' perception of the Programme

It was observed that the eight University teachers who were involved in the PET and PMT courses considered the courses very relevant, as they helped many aspirants for engineering

and medical degrees. To a question, whether these could be called as CE programme, 95% of them responded in affirmation. However, they suggested that the Department should organize short-courses on various subject areas to meet the divergent learning needs of a cross section of people. The teachers were also of the view that the resource persons, whether University teachers or others, should be paid remuneration as they were doing additional duties. This, they observed, would also develop a sense of responsibility among the teachers.

V. Organizational Problems

The major organizational problem as expressed by the functionaries, was related to financing of the programmes. As the programmes are self-financed, the nature of the programmes is determined on the basis of their fund-raising quality. As a result, the Department has no option for venturing into a new area, because when a new course is started, the number of participants is generally less.

The second problem relates to the practice of appointing Honorary Director in the Department. When the Director is in honorary capacity and temporarily in-charge, the Department fails to get the necessary dynamism and leadership required in organizing various CE programmes.

Another problem relates to the apathetic attitude of the university authorities towards the programmes of the Department. As observed by the functionaries of the Department, many proposed programmes could not be organized due to lack of approval from the University authorities.

4.3 Discussion of the Results

The analysis of data pertaining to the origin and development of the Department presented in Section I revealed

the following. The Department was established in 1961 to serve the growing educational needs of the people caused by the explosion of knowledge in various fields. Hence the scope of the Department was as wide as the boundary of knowledge. In response to those needs, the Department started organizing several programmes of education in the forms of extension lectures, seminars, conferences, short-term vocational courses and research. These programmes were conceived as part and parcel of the concept "University Adult Education". At that stage adult literacy was not a direct function of the Department. It's participation in adult literacy was in the form of providing training and orientation to the adult educators.

So far as the programmes of the Department are concerned, the Department has gone through a process of expansion followed by contraction. During the first fifteen years, i.e. from 1961 to 1975, several programmes viz., seminars, conferences and short courses were organized. In the organization of these programmes, the Department received administrative support from the university authorities, technical assistance from the teaching staff and collaborative support from the agencies like Medical Colleges, Engineering Colleges and from several voluntary and government organizations. The Department was also enriched with the technical assistance it received from the AE experts of the University of British Columbia, Canada. The period from 1961 to 1975, was also marked by expansion in infrastructure facilities like building and supporting staff.

From 1975 to 1977, the Department suspended its extension activities and organized the "Education of illiteracy from Jaipur" programme. The period of contraction started immediately after 1977. It was in 1977-78, the National Adult Education programme (NAEP) was launched

by the Government of India and the University Departments of Adult Education all over India started participating in this programme. The Department of Adult Education in the University of Rajasthan too started participating. Then the emphasis of the Department was shifted from its earlier programmes of extension education to that of adult literacy. While the emphasis on adult literacy was due to the importance attached to it at the national level, the contraction in other activities during this period was due to the following factors:

- reduction in financial support from the university to programmes like extension lectures, seminars, workshops, and research
- indifferent attitude of the University authorities in matters relating to the Department
- Frequent appointment of Honorary Director in the Department. When an Honorary Director remained temporarily incharge, he could not provide the required time and attention to the programmes of the Department as a fulltime Director could have had provided.

On the whole, the Department failed to capitalise on its past experience, and the result was decrease in its extension programmes. However, it still managed to organize some short courses, mainly because those were self-financed. It was observed that because of this self-financing nature, the diversity of the programmes was missing. The Department was haunted by the need to balance its accounts at the end of the year. As a result only those programmes were organized in which there was less danger of loss. This position of the Department would be greatly eased if it could carryover a surplus or deficit from year to year or programme to programme

as it used to do before 1977.

Identification of learning needs of the community is very important in the organization of CE programmes as reported in studies conducted by Dixit (1975), Attaquin (1975), Morris (1985). This aspect did not receive adequate attention by the Department. As a result the programmes of the Department lacked diversity.

Research, though envisaged as one of the functions of the Department, received poor attention. This was mainly due to lack of financial support from the university.

An innovative programme started by the Department in 1971, was the degree course in AE. But the course was abruptly stopped by the University in 1977 because of poor enrolment. The university authorities failed to foresee the importance of such course. In the subsequent years when much emphasis was given to AE and the manpower requirement in it was very high, the course could have been very useful in preparing adult educators for the programme.

The analysis of data pertaining to the functioning of AE programme of the Department for the year 1985-86, revealed that:

- a) the programme was sponsored by the U.G.C. and the Department followed the U.G.C. guidelines while selecting the locality for the centres, and in the appointment of instructors,
- b) the beneficiaries were mostly from the socio-economically backward communities like S.C., S.T., and women,
- c) the beneficiaries had a common goal of attending the programme i.e., to learn 3R's- reading, writing, and

arithmetic. However, the male beneficiaries expected that the programme would help increase in their earning ability. The females attended the programme to spend leisure in learning, that was expected to enhance their status in the family,

d) the instructors exhibited interest in their job.

The analysis of data revealed the following shortcomings of the programme:

1. The training provided to the instructors did not help them adequately to discharge their functions,
2. while the learners wanted additional primers to read after completing the given one, they were not provided with such primers,
3. development of awareness and functionality of the adults were the two neglected aspects of the programme,
4. co-ordination with developmental agencies was missing,
5. the programme was not linked with any economic oriented activity, as a result the motivation of the learners was very low,
6. the supervisors showed less interest in their job because of low remuneration and temporary nature of the job. It was also observed that they were not properly trained in their job,
7. the officials of the Department very rarely visited the centres, and
8. evaluation of the programme done by the Department, was based on the quaterly reports of the instructors.

Appraisal studies. conducted by Srinivascharyulu (1982), Ganguli (1982), Khajuria et.al. (1987), and the Review

Committee on University Extension (1987), also found similar lacunae of the programme organized by the Universities in India.

It was further found that the primers meant for the women adults were also used for the males. This was mainly because the Department had to depend on the State Resource Centre (SRC) for primers, and the SRC did not provide the required type of primers.

The analysis of the achievement of the adults on three 3R'S revealed that the programme helped them in developing these skills. But the socio-political awareness of the adults seemed to be less affected by the programme. On the whole, it can be stated that the programme by and large remained as a literacy programme.

With regard to other programmes of the Department, it was observed that two one month preparatory courses, viz. Pre-Engineering Test, and Pre-Medical Test were organized for the students who wanted to appear in the entrance tests for Engineering and Medical courses. The courses did not satisfy the expectation level of the beneficiaries. The most deterring factor of the programme was the duration of the course. The duration of one month was considered as inadequate by both the students and the teachers. It was further observed that the Department was handicapped by financial considerations in organizing short courses in other fields. As these courses were self-financed, the Department preferred to organize those course in which the danger of loss was not perceived. The danger of loss restricted the Department in organizing short course on a particular subject when the beneficiaries were less in number.