

CHAPTER III

PLAN AND PROCEDURE OF THE STUDY

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CHAPTER III

PLAN AND PROCEDURE OF THE STUDY

It has been already stated earlier that the present study aims at investigating into the way CE was institutionalized in a University set-up, how the institution grew in respect of its structure and programmes, and the functioning of the programmes for the year 1985-86. For this purpose the Department of Adult and Continuing Education of the University of Rajasthan has been selected. The rationale for its selection, and the specific objectives of the study, have been presented in earlier chapters. This chapter presents description about the setting and the design of the study.

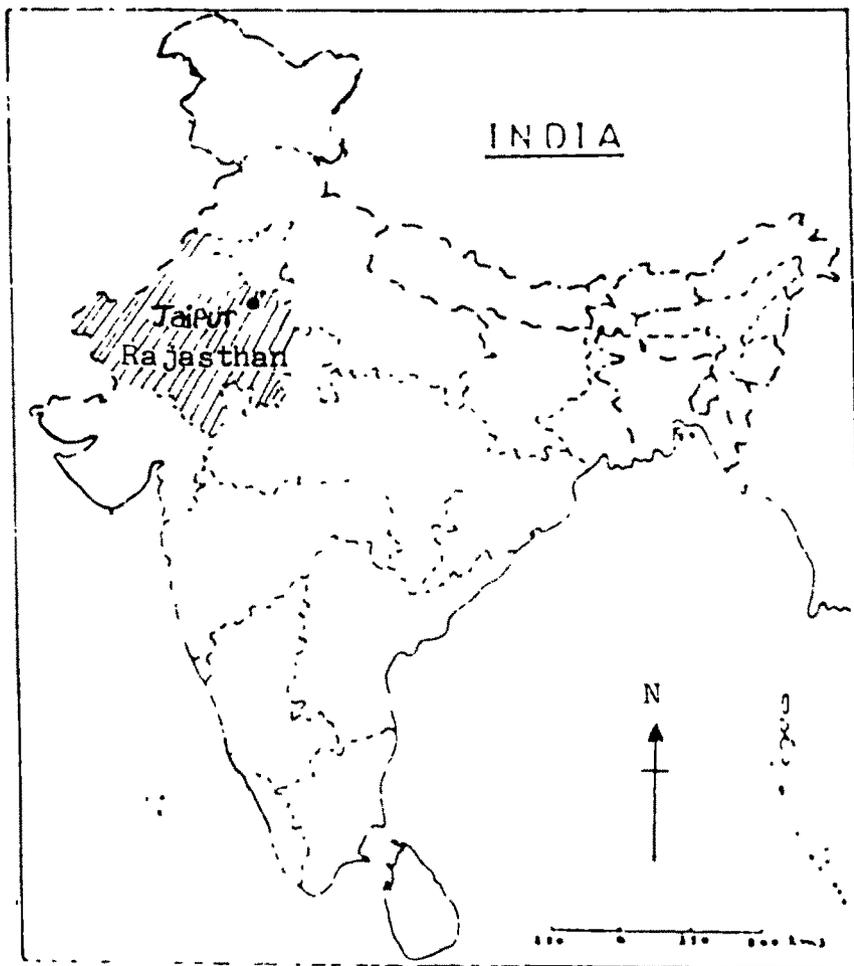
3.1 The Setting of the Study

The University of Rajasthan is located in Jaipur, the capital city of Rajasthan, a north-western State in the Union of India. (See Map-1). The city has a population over 9.7 lakhs. (Census of India, 1981) and educationally it is ahead of their other parts of the State. Its literacy level of 54.63% (Male 63.48% and Female 36.52%) is higher than those of the State (24.38%) and the national levels (36.23%). The literacy figures of the city indicate that nearly 45% males and 63% females, have not been able to acquire basic skills of literacy.

The University of Rajasthan was established in the year 1947 to serve the people's need for higher education, specifically those belonging to the State. It still remains the only University in the city. It has at present, thirty Teaching Departments and four University Colleges. (The Rajasthan University Handbook 1988). As stated earlier in chapter I, new developments in the

Map 1

Location of Rajasthan and the city of Jaipur



form of University extension, were stated in several parts of the world during the sixties of last century. Concepts like lifelong education, CE, and AE, thus started gaining ground and popularity. In response to these developments and with the objective of community service, the University of Rajasthan established a Department of Adult Education in 1961.

The basic purpose of the Department was to provide extension education service to the community, particularly those remaining outside the formal system of education. Since its establishment, it has been organizing different programmes of education, viz., extension lectures, seminars, conferences, training, short courses and adult education for a cross section of people mainly drawn from the city of Jaipur.

During the year 1985-86, when the present study was carried out, only two kinds of programmes were organized viz., the U.G.C. sponsored AE programme (74 centres) and two short term courses, Pre-Engineering Test (PET) and Pre-Medical Test (PMT).

The Department is presently considered as a non-vocational administrative unit. But, it has teaching functions which are mostly non-formal in nature. So, its functions are not like those of other teaching departments of the University. The Department is generally headed by a Director who co-ordinates the various programmes of the Department. For organization of those programmes, the Department either recruits staff for a specified period or collaborates with other Departments of the University and external agencies, depending on the nature of the programmes. This is to say that, the Department has academic functions which are non-formal in nature.

3.2 Design of the Study

The study seeks to explain the functioning of the Department of Adult and Continuing Education as a system operative within the larger system of the University over a period of twentyseven years. In doing so, it is intended to find out the institutionalization of the concept of CE, its development and functioning. Details regarding the various methodological aspects, viz., nature and kinds of data, sample, tools used, procedure of data collection and their analysis have been described hereunder.

3.3 Nature and Kinds of Data

The objective - one of the study relates to the development of the Department since its inception. The data required for this, pertain to : factual information about institutionalization of the concept of CE, establishment of the Department, its administrative structure, academic programmes, dissemination activities, co-ordination with other agencies/ departments, and resource structure. Besides these factual information, verbal responses of the persons associated with the Department at various times were also considered relevant.

For objective two i.e. regarding the functioning of Continuing Education Programmes (CEPS) for the year 1985-86, the data required were of both quantitative and qualitative in nature. Quantitative data were in the form of factual information about: the planning, physical facilities, teaching-learning process, syllabus/curriculum, enrolment, background of the beneficiaries and functionaries, monitoring, and evaluation procedures. Qualitative data were in the forms of observation and reactions from the beneficiaries and functionaries. Reactions from the beneficiaries are related to the attainment of their purposes, relevance of the

programme in their day to day life, and the problems experienced while attending the programme. Reaction and observations from the functionaries were related to various aspects of the programme, viz., planning, organization and implementation.

Another kind of data collected from the beneficiaries of the AE programme were in the forms of their achievement on literacy and level of general awareness.

3.4 Sources of Data

The nature of the study requires collection of data from multiple sources. For the historical development of the Department, data were collected mainly from two sources, viz., the relevant records and personnel associated with the Department at various times. The relevant records were: the official minutes, committee reports, letters of correspondence, annual reports, and other published materials of the Department. The personnel were: the ex-Directors and present staff of the Department.

For objective two i.e. study of the functioning of the Department and its programmes, the sources were: the beneficiaries; the grass-root level functionaries - instructors, and supervisors; the experts/teachers involved in short courses; the officials of the Department - the project officer, Asst. Director and the Director, and the Vice-Chancellor of the University.

3.5 The Sample

The procedure of sampling has to be seen in respect of the objectives of the study. For objective one, all relevant records, personnel as identified above were selected for the

purpose of data collection.

For objective two , responses from the participants, instructors, supervisors, project officer, resource persons/ experts, officials and ex-officials of the Department were collected. The sampling procedures adopted for selecting sample of above categories of respondents were as follows:

Sample of Beneficiaries

As stated earlier, there were two types of programmes, viz., AE and short courses, organized by the Department in the year 1985-86. Hence, the beneficiaries of these programmes were the respondents. The sampling of beneficiaries was done in two phases, as two types of data were collected at two different stages of the programme. The data relating to the background and reasons for participation in the programmes, were collected during the initial stage (Phase I). Data relating to functional aspects, effectiveness, and perceived usefulness of the programmes were collected on completion of the same.

A sample of 480 adults (262 males, and 218 females) were drawn by incidental sampling method from purposefully selected 50 AE centres (30 males and 20 females). The year in which the study was carried out, the Department had started 80 AE centres. But during the first month itself, six centres were closed. The rest 74 centres started functioning at two different times - 50 centres between the months of November and December, and 24 centres between February and March. All the 50 centres started between November and December months, were selected for the study. The 480 adults were those present at the centres on the day of data collection.

In the second phase, the sample of beneficiaries consisted of 348 adults from the earlier list of 480 adults. These 348 adults (186 males, and 162 females) were those

present at their respective centres on the day of data collection. A list of 50 AE centres showing the number of beneficiaries selected from each centre in two phases has been given in the Appendix II. The Map-2, shows the locations of 50 centres in the city of Jaipur.

The sample of beneficiaries from the short courses has also drawn following the same procedure stated above. In the first phase, the sample consisted of 82 participants (63 males and 19 females). In the second phase i.e. on the completion of the courses, 60 beneficiaries (48 males, and 12 females) those who responded to the questionnaire formed the sample.

Sample of Functionaries

The sample of functionaries consisted of the following:

- Fifty Instructors from the 50 AE centres included in the sample of first phase
- Three Supervisors
- One Project Officer
- Eight University teachers who participated in short courses as resource persons
- The Asst. Director
- The Director
- Two ex-Directors
- The Vice-Chancellor

3.6 Tools for Data Collection

In order to obtain data from the sources identified for different objectives of the study, three types of tools were developed: two information schedules, six questionnaires and three interview schedules. It is pertinent here to state that prior to the development of the tools, the investigator

carried out a preliminary survey of the field, i.e. the Department of Adult and CE of the University and the AE Centres, To acquaint himself with the Department, its staff members and the educational programme organized by it. The tools for the adult education beneficiaries were prepared in Hindi as it was spoken and understood by all the adult illiterates. The details about each tool that was developed to collect information have been presented categorywise here-under.

Information Schedules

1. Information schedule to collect information from relevant records, documents and personnel, about the establishment and development of the Department.

For the development of the schedule, adequate number of items were developed to collect information regarding the historical background of the Department. The areas covered were: establishment of the Department, its objectives and functions, administrative structure, infrastructural facilities, staff positions, educational programmes, research and dissemination activities, co-ordination with other Departments of the University and other related agencies, and resource structure. The items, thus developed, were given to five experts at the Centre of Advanced Study in Education (CASE), Baroda, to examine the coverage of each area and the appropriateness of the items. On the basis of their suggestions, the items were improved and the final draft was prepared. The schedule consisted of fourteen items.

2. Information schedule for the beneficiaries of AE Programme (Hindi)

The schedule was developed to collect information from the AE beneficiaries regarding their socio-economic

background, work conditions and the reasons for participation in the programme. After developing adequate number of items in each aspect, the schedule was given to five experts at the CASE, Baroda, to examine the appropriateness of the tool, coverage of the areas and appropriateness of the items. The tool was also given to two language experts for examination of the language clarity. On the basis of the suggestions made by them the items were improved. The final draft of the schedule consisted of eleven items. The schedule was semi-structured in which the adults had to select one out of a given set of responses. There was also scope for open ended responses. A copy of each information schedule described above, has been given in the Appendix III.

Questionnaires

1. Questionnaire for the beneficiaries of short courses

The questionnaire was developed for the beneficiaries of short courses to collect information on two broad aspects, viz., the socio-economic and educational background, and the reasons for participation in the programme. The background information were about; sex, caste, locality, education, and monthly family income. On the second aspect some statements have been given from which the respondent can select one or more than one statement and there is scope for their own response. After developing adequate number of items under each aspect, they were given to five experts for scrutiny of area coverage and item appropriateness. On the basis of the suggestions made by the experts, the final draft of the questionnaire was prepared which has twelve items.

2. Follow up Questionnaire for the beneficiaries of short courses

The follow-up questionnaire for the beneficiaries of short courses was developed to collect their reactions on admission procedure, availability of physical facilities, curriculum, teaching procedure, fees, duration, and attainment of their purposes of attending the programme. The items were developed on the basis of experience gained from the data collection in the first phase. However, to ascertain the content coverage and appropriateness of the items, the same procedure was followed as stated for the questionnaire 1.

3. Follow-up questionnaire for the beneficiaries of AE Programme (Hindi)

The follow-up questionnaire developed for the beneficiaries of AE programme has two sections. Section 1 covers aspects;- availability of physical facilities at the centre, suitability of scheduled time, organization of camps or study visits, usefulness of the programme in day-to-day life, and attainment of their purposes of attending the programme. Adequate number of items were developed under each aspect. Section - 2 consists of items for testing the achievement on literacy of (Reading, writing and Arithmetic), and for assessing the general awareness of the adults. The achievement test was developed keeping in view the contents of the primers used at the centres and the U.G.C. prescribed achievement levels for the adults. Similarly, the items for assessing the general awareness were developed keeping in view the contents of the primers and the U.G.C. guidelines on the development of socio-political

and economic awareness of the adults. It has items on our country, state, legislative assembly, voting right, health and hygienic practices, family planning, social prejudices, and blind beliefs. The items thus developed were given to five experts at the CASE, Baroda for scrutiny of coverage of aspects, item appropriateness, and sequence of presentation. To ascertain clarity of language the tool was also given to two language experts for their comments. On the basis of their suggestions, the final draft of the tool was prepared.

4. Questionnaire for the Instructors (Hindi)

The questionnaire for the instructors has two sections. Section 1 consists of items relating to the background data - sex, age, caste, educational qualification and occupation of the instructor; and information regarding the class time and enrolment in the centre. Section 2 includes items to seek reactions on objectives of the programme, reasons for accepting the job, training if attended, survey of community needs, instructional process, primers evaluation practices, problems relating to procurement of physical facilities, remuneration, and effectiveness of the programme in bringing about desirable changes in the adults. The questions in section 2 are mostly open-ended to elicit descriptive responses from the adults.

5. Questionnaire for the Supervisors

Similar to the above questionnaire, the questionnaire for the supervisors has two sections. Section - 1 seeks information on the socio-economic and educational background of the supervisors. Section 2 included items on eight broad areas, viz., training, survey of

° community needs, supervisory procedure, motivation of the adults, factors that influenced them to accept the job, remuneration, problems experienced as a supervisor, and effectiveness of the programme in bringing about desirable changes in the adults. The items were developed after the preliminary survey of the functions of the supervisors. The questions are mostly open-ended.

6. Questionnaire for the Experts/Resource Persons involved in Short Courses

The questionnaire was developed to seek information on five broad areas, viz, orientation for the programme received by them, their involvement in planning and designing the curriculum for the course, perspective of CE in the University, success of the programme in which they participated, and the problems involved in it. The questionnaire had a total of fourteen items covering the above aspects and the items were mostly open-ended to elicit descriptive responses.

Before preparing the final draft the questionnaire 4,5, and 6, were also given to five experts of the centre of Advanced Study in Education, Baroda for scrutiny of items in respect of their clarity, coverage and appropriateness. A complete set of the questionnaires has been given in the Appendix IV.

Interview Schedules

One interview schedule was developed for each of the following officers:

- the Project Officer,
- the Director and Asst. Director ,
- ex-Directors.

As the purpose was to seek descriptive and critical observation of these officials on various aspects of the Department and the programmes organized by it, it was considered appropriate to conduct interviews, where question-answers would be face to face and more explanatory. After a preliminary survey of the Department its programmes and the functions of the officers, the areas of interviews were identified. Under each area, adequate number of items were developed and were given to five experts at the centre of Advanced Study in Education, Baroda for critical examination of item appropriateness, area coverage, and sequence of the items. On the basis of their suggestions, the final forms of the schedules were prepared. A full text of each schedule has been given in the Appendix V.

The aspects covered in the schedule for the Project Officer are - selection of the location for the centre, survey of community needs, appointment of instructors, organization of training, development and procurement of teaching-learning materials for the adults, co-ordination with other agencies, motivation of the adults and grassroot level functionaries, students' participation in AE programme, evaluation of AE programme, and constraints in the implementation of the programme. The schedule consists of twelve items. The questions are mostly open-ended to elicit descriptive responses from the Project Officer.

The interview schedule developed for the Director covers ten broad areas, viz., planning and organization of programmes, co-ordination, staff development, curriculum development, survey of community needs, marketing of CE programmes, development of teaching-learning materials, research, publication, and resource mobilization in the Department. As the purpose of the interview was to have

an indepth discussion on the above aspects, the questions in the schedule were open-ended. Besides, each aspect includes a question about the problems related to it. Reactions were sought about the possible solution of the problems as perceived by the Director. It is pertinent here to state that the interview schedule for the Director was also used for the Asst. Director as both had functions of similar nature. In the present study it was more so, because the Director was a Professor from another Department of the University and was temporarily-in-charge. Hence, most of the academic functions of the Department had been looked after by the Asstt. Director.

The interview schedule for the ex-Director was constructed with the purpose of collecting information regarding the events of the past during which he/she was associated with the Department. Besides this, it was also intended to know his/her reactions on the present status of the Department. The schedule had items on four broad areas, viz., genesis of the Department, the past and present structure of the Department and their implications on its functioning, role of the University in Adult and CE, and suggestions if any, for the improvement of the Department.

3.7 Procedure of Data Collection

The data were to be collected from sources like official records and personnel. It requires building of rapport and gaining confidence of the officials of the Department. Hence, the investigator went to the field with an introductory letter from the Head, Centre of Advanced Study in Education, Baroda, (see Appendix I) and met the concerned officials, namely, the Director of the Department,

the Vice-Chancellor of the University. They were requested for necessary facilities and access to records. The prepared schedule for recording necessary information was used. Besides, general discussion and observation were also used as techniques of data collection.

The field data were collected in two phases. In Phase I, data were collected from the beneficiaries of different educational programmes through questionnaires and information schedules. The beneficiaries of AE were contacted at their respective centres and the beneficiaries of short courses were contacted during the time of the class. As the AE beneficiaries were illiterate adults, the questions were readout to them and their responses noted. The help of the instructors and supervisor was also sought in this regard. This phase of data collection continued for two months.

In Phase II i.e. during the last two months of the AE programme data were collected from the beneficiaries; grassroot level functionaries namely instructors and supervisors; resource persons; staff of the Department; ex-Directors, and Vice-Chancellor.

The follow-up questionnaires were administered to the beneficiaries of AE programme at their respective centres. Necessary care was also taken to read out the questions to the neo-literates as and when required. The written responses of the instructors, supervisors, and resource persons were collected by personally contacting them.

The follow-up questionnaires for the beneficiaries of short courses were mailed in their respective home address, with a letter of request to return the same at earliest, for which duly stamped envelopes were enclosed. This was done so, as the data were collected after the beneficiaries

appeared in the entrance tests for medicine and engineering courses.

Besides the above, interviews with the Project Officer, Asst. Director, Director and ex-Directors, were conducted by using the respective schedules. The interviews were conducted personally and verbal responses were recorded at the time of interviews. Taking the length of the schedule into consideration the interviews with the Director and the Asst. Director were carried out in two sessions. In addition to the above, one discussion session with the Vice-Chancellor was also carried out to seek his observation, specifically on the planning and organization of the educational programmes and the problems of the Department.

The second phase of data collection was done in the months of November and December. As most of the AE centres were running in the evening, the data from the beneficiaries and instructors were collected by visiting the centres at the scheduled times and data from the officials of the Department were collected during the office time.

Lastly, after a gap of two years from the date of completing the data collection, a field visit was carried out to observe any changes (if there had been any), with regard to the organization of programmes and staff-positions of the Department.

3.8 Scheme of Analysis

The data collected from various sources were in the forms of:

- factual information about the development of the Department since its inception;

- factual information about the background of the beneficiaries and functionaries;
- descriptive and evaluative responses of the beneficiaries and functionaries on the functional aspects of the programmes; and
- achievement scores of the AE beneficiaries on literacy and scores on general awareness.

The above data had been analysed on quantitative and qualitative terms. The data obtained through the survey of various records, documents regarding the development of the Department, were analysed quantitatively, like tabular presentation of budget allocations, educational programmes, staff positions, and publications; to have meaningful descriptions and find possible trends. However, data in respect of the objectives and functions of the Department, structural and administrative changes, and resource structure, were put to descriptive analysis. The factual data relating to the socio-economic background of the AE beneficiaries, the reasons for participation in the programme, achievement on literacy and level of general awareness were put to quantitative analysis, like, classification, average and percentage analysis. A brief description about the procedure of quantification and analysis of the data is given hereunder.

Background Analysis of AE Beneficiaries

The background data of the AE beneficiaries were related to variables like sex, age and nature of their working conditions. On the basis of these variables, the beneficiaries were classified into twelve categories. The purpose of categorization was, to observe whether these categories of adults differed in their reasons of participation in the programmes and in their achievement on literacy and awareness.

Other background variables like caste and income, though very relevant for the above analysis, were not taken into account as the programme was mostly for the poor and socio-economically backward people, like Scheduled Castes, Scheduled Tribes and Women; and income of a person was essentially related to his/her working conditions. It was assumed that, as most of them were poor, there would be negligible differences in their incomes.

Analysis of Achievement on Literacy & Awareness

The test on literacy had three aspects, viz reading, writing and numeracy. The achievement scores of an adult on reading and writing were calculated on the basis of the number of mistakes/errors committed by him/her, while reading or writing the prescribed passage. In other words, the score awarded to an adult was the sum total of the errors committed by him/her. When an adult committed lesser number of errors, his/her achievement was higher. This procedure of scoring was used as it was not feasible to assign scores when an adult would be committing multiple mistakes while reading or writing a sentence. However, in case of numeracy and awareness, scoring was done by assigning one mark to each correct response. The mean performance of different categories of beneficiaries were calculated and compared.

Background Analysis of the Beneficiaries of Short Courses

The background data of the beneficiaries were put to percentage analysis. For this, the beneficiaries were first classified on the basis of socio-economic characteristics like sex, locality, caste and parents' income and comparisons were made.

Background Analysis of the Grassroot Level Functionaries

The background data of the grassroot level functionaries viz; the instructors and supervisors, were related to sex, age caste, educational qualification and occupation (for instructors only). The functionaries were first classified on the basis of these variables and percentage analysis was done. The classification was further used to observe the factors influencing them to join as instructors or supervisors.

The descriptive responses of the beneficiaries and functionaries on various aspects of the programmes and the Department, were analysed qualitatively and used to compare and substantiate the factual information collected from other sources.

Fig.3.1 shows the design of the study at a glance.

To conclude, it is pertinent here to state that the analysis was carried out with the purpose of looking into the way the Department was established, developed and has been functioning in a University set-up. The whole process of analysis was directed towards this goal.

Figure 3.1

Design of the Study

Objectives	Nature of Data	Source
<p>1. Development of the Department</p> <ul style="list-style-type: none"> - Institutionalization of the concept of CE & establishment of the Deptt. - Structure - Programme - Co-ordination - Dissemination Activities - Resource Mobilization 	<p>1. Factual Information regarding:</p> <ul style="list-style-type: none"> - Institutionalization of the concept CE & establishment of the Deptt. - Structure - Programme - Co-ordination - Dissemination - resource Mobilization <p>2. Responses of the officials associated with the Deptt. in the past and present.</p>	<p>Relevant Records, past and present officials</p>
<p>2a. To study the functioning of AEP with respect to:</p> <ul style="list-style-type: none"> - Programme planning - The background of the beneficiaries & reasons of participation - The background of the functionaries & reasons for opting the job. - Training - Physical facilities at the centre - Motivation of the adults - Monitoring and evaluation - Organizational problems - Success of the programme in fulfilling the purpose of the learners - Achievement on Literacy & awareness - Usefulness of the programme perceived by the beneficiaries 	<p>1. Factual Information regarding:</p> <ul style="list-style-type: none"> - Learner's background & - Reasons for participation - functionaries' background & reasons for opting the job - curriculum - Physical facilities <p>2. Descriptive responses of the beneficiaries and functionaries</p> <p>3. Evaluative Response of the beneficiaries</p>	<p>1. Records 2. Beneficiaries 3. Functionaries</p>
<p>b. Functioning of short courses:</p> <ul style="list-style-type: none"> - Programme planning - background of the beneficiaries - Reasons for participation - Success as perceived by the beneficiaries - Teachers' perception on the programme - Organizational problems 	<p>1. Response from the beneficiaries</p> <p>2. Descriptive responses from the teacher/resource persons and Functionaries of the Department</p>	<p>1. Beneficiaries 2. Teachers/Resource persons 3. Functionaries of the Deptt</p>

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