



A STUDY OF ADULT EDUCATION PROGRAMME WITH SPECIAL REFERENCE TO PAROO BLOCK OF MUZAFFARPUR DISTRICT

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Abstract: *The problem of illiteracy continues to be the main focus of Indian Adult Education notwithstanding the several attempts made by official and nonofficial agencies for the last hundred years or so. Evaluation is essential for bringing about improvement in the quality and efficacy of any programme. Adult education programmes in order to be suitable and effective need to be evaluated from time to time. Evaluation of adult education is necessary not only for assessing the level of achievement of the learners, but also to aid and accelerate the pace of their learning.*

Keywords: *Adult Education, Illiteracy, Evaluation, Accelerate, Improvement.*

Introduction:

The problem of illiteracy continues to be the main focus of Indian Adult Education notwithstanding the several attempts made by official and nonofficial agencies for the last hundred years or so. The problem is both colossal and complex given the size of the country its huge population considerable regional disparity and other cultural factors like religion, caste, language etc. The reasons for failure to achieve hundred percent literacy are deep rooted and cannot be exclusively ascribed to the paucity of funds of massiveness of problem or lukewarm attitude of State. Apart from the perennial factors connected with the growth of population and high rate of drop outs from the school system one may have to trace the historical origins of the problems. As rightly remarked by Mahatma Gandhi in 1930's, India was more literate prior to the arrival of British who instead of encouraging the indigenous vernacular institutions, uprooted them and introduced new types of institutions which restricted the access to literacy. Besides the economic policies of the colonial rules impoverished the landed aristocracy who were providing financial support to a large number of vernacular and adult schools. The subsequent adoption of the downward filtration theory in education further restricted the growth of education in British India. Since the majority of

Indians who had the benefit of education, belonged to upper castes and did not in turn educate the less privileged groups, gradually the number of illiterates increases among lower castes that were already victims of casteism and had little or no access to literacy. Surprisingly this work remains silent on these crucial issues.

Evaluation is essential for bringing about improvement in the quality and efficacy of any programme. Adult education programmes in order to be suitable and effective need to be evaluated from time to time. The evaluation of an adult education programme, like the programme itself is characterized by flexibility, heterogeneity, participation and relevance. This in turn poses some special problems viz. absence of structured learning situations, variations in the rate of learning of the educands, lack of motivation among adult learners, non availability of evaluation tools and expertise. While the tools and techniques used for evaluation of the formal education, these can be applied with suitable modifications and improvements.

Evaluation of adult education is necessary not only for assessing the level of achievement of the learners, but also to aid and accelerate the pace of their learning. Diagnosis of the strengths and weaknesses of the learners and provision of remedial as well as enrichment measures can be made with the

help of evaluation. Adequate confidence is generated in the adult learners regarding their ability to improve competence and achievement. Feedback is provided for bringing about desired modifications in the methods, media and materials used in adult education. Like learning, teaching is strengthened and improved with the findings/results of evaluation.

Objectives:

The specific objectives of the study were:

1. To collect the opinion of adult learners towards national adult education programme and their suggestion for its improvement.
2. To assess the improvement in learner's Knowledge and understanding.

Sample Size:

Muzaffarpur district was purposively selected for the study. There was 35 Block staff that was looking after the programme. Besides this there were 5500 Volunteer Trainees who were teaching the adult learners. In Paroo Block there were

- Mukhiya - 35
- Panchayat Samiti - 47
- MT - 136
- Ward Member - 124

In Paroo Block 5500 adults were enrolled at 5500 centres for learning. Out of a total of 5500 centres in the block a sample of 100 centres was randomly selected and 2 learners were again randomly selected from each of the 100 centres making a total of 200 samples (respondents).

Method:

This information was obtained directly from the respondents. Personal interview and observation methods were used for collection of data. For personal interview well planned schedule was prepared. The observation method was used in the content of background variables, their knowledge, attitude and social awareness for confirming the informatin sought through the formulated structured schedule. All the office recods, previous reports and other relevant papers available at the block as well as at the project and the Distric office levels were consulted.

Data hence collected were properly scored according to scoring manual developed for the purpose and brought forward to the tabulating sheet for final statistical processing and interpretation. Since the study was descriptive in nature, data was analysed by calculating percentage of major responses to arrive at major trends.

Data and Data Analysis:

Table 1: Distribution of learners according to age,

Age (in Years)	Frequency	Percentage
Up to 30	155	77.5
31 - 40	45	22.5
41 - 50	NIL	NIL
Total	200	100

It is clear from the above table that a large number of learners were in age group of 30 years (77.5%). Only 22.5% were in the age group of 31-40 years. None of them were found above the age of 40 years. It can be concluded that most of the learners were in age group of 30 years.

Table 2: Distribution of adult learners on the basis of caste,

Caste	Frequency	Percentage
SC	53	26.5
ST	NIL	NIL
BC	138	69
Others	9	4.5
Total	200	100

- SC = Scheduled Caste
- ST = Scheduled Tribe
- BC = Backward Caste

From the above table, it is clear that majority (69%) of the adults belonged to backward caste. There were 26.5% who came from scheduled caste. Besides them, learners from other castes i.e. 4.5% were also enjoying learning. None of them belonged to scheduled tribe.

Table 3: Distribution of adult learners according to the type of family

Types of Family	Frequency	Percentage
Nuclear	123	61.5
Joint	77	38.5
Total	200	100

It is obvious from the above table that majority of the adults belonged to nuclear family (i.e. 61.5%), on the other hand joint family were seen only among (38.5%) adults.

Table 4: Distribution of learners according to their family size

Number of family	Members	Frequency	Percentage
Small	33	16.5	(2-4)
Medium	106	53	(5-7)
Large (More than 7)		61	30.5
Total		200	100

From the above table, it is clear that the majority (53%) of the respondents had more than 5 members in their family. Though there were 30.5 percent adults who reported more than 7 members in their family. Small family (i.e. 2-4) was reported by 16.5% adults. Hence it can be concluded that most of the learners belonged to medium family.

Table 5: Facilities given to the students at Adult education centre

Facilities	Response	Frequency	Percentage
Book	Yes	200	100
Slate - Pencil	Yes	200	100
Candle Lantern for night reading	No	200	100
Copy	Yes	200	100
Mat/Bench for sitting	Yes	200	100
Free education	Yes	200	100

It can be observed from above that all the facilities like books copies slate - pencil, mat/bench for sitting and free education were available for the adults at the adult education centre. Only candles / lanterns were not provided to them for night reading.

Table 6: Distribution according to the duration of adult education centre per day

Duration	Frequency	Percentage
Up to 2 hours	200	100
More than 2 hours	Nil	Nil
Total	200	100

It is clear from the above table that almost all the adult education centres were running for only 2 hours per day. None of them were functioning more than two hours.

Results and Discussion:

The Study revealed that

1. Most of the adult learners (77.5%) were in age group of 30 years.
2. Out of the total sample the female adult learners were in larger number as compared to the male adults.

3. Majority of the adults (69%) belonged to backward caste.
4. Most of the learners (61.5%) belonged to nuclear family.
5. Majority of the respondents (53%) had more than 5 members in their family.
6. Majority of the adults (70.5%) were engaged in cultivation. Most of them possessed 10 Dhur cultivated land,
7. All the respondents were able to read and write the letter and words.
8. None of the adult learners had gone to school earlier.
9. All the facilities like books, copies, slate, pencil, mat.bench for sitting and free education were available for the adults at the adult education centre.
10. Almost all the adult education centers were running for only 2 hours per day at day time. None of them were functioning at night because it was not suitable for the learners.
11. Most of the adult learners supports that adult education programmes was sufficient to remove illiteracy.

12. Majority of the learners (89%) were not facing any problems in coming to adult education centre.
13. Most of the adult (78%) motivated their friends to come at adult education centre.
14. It was found that most of the adult learners (93.5%) were satisfied with the adult education programme.
15. All of them were satisfied with adult education programme. They felt that it was beneficial for national development and such programmes

were essential for everyone who never attended the school.

Conclusion:

The study was conducted to evaluate the adult education programme at Muzafferpur. Evaluation is essential for bringing about improvement in the quality and efficacy of any programme. Adult education programmes in order to be suitable and effective need to be evaluated from time to time.

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