

# **A COMPARATIVE STUDY OF THE CHARACTERISTICS OF RURAL ADULT DROP-OUTS AND PERSISTERS**

**A Thesis submitted to  
THE PUNJABI UNIVERSITY, PATIALA  
FOR THE AWARD OF THE DEGREE OF  
DOCTOR OF PHILOSOPHY  
in  
EDUCATION**



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PUNJABI UNIVERSITY, PATIALA  
1996**

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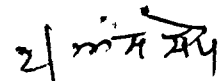
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CERTIFICATE

It is certified that Kanwaljeet Kaur has worked under my supervision and guidance on her Ph.D. thesis entitled, "A COMPARATIVE STUDY OF THE CHARACTERISTICS OF RURAL ADULT DROP-OUTS AND PERSISTERS".

It is further certified that no part of this thesis has been submitted for any other degree/diploma to this or any other University.

I find it worthy of submission for Ph.D. degree.

  
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*Kanwaljeet Kaur*  
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CHAPTER - IINTRODUCTION1.1 Historical Background:

It seems that adult education programme is as old as the human being on the earth. It was perhaps in the stone age that human beings of different age levels got knowledge and training and acquired skills from the experience of each other and also from those who had the experience and were knowledgeable. It can very well be philosophised that in that age, when man might have lived naked in caves, the one who was strong in physique, would have become the leader of the clan. He might have collected all the knowledge from the members of his clan and contained it with him and used it for the benefit of those who pinned their faith in his leadership. In this way, he might have become the leader of the type who was not only physically strong but also intellectually sharp and knowledgeable. This might have paved the path for the age of philosopher kings. He might be learning as well teaching and imparting different types of knowledge to his people. This process can well be termed as adult education, which could be as old as the human race on the globe. This might be called the beginning of schole which later on was termed as schola and is now called school. The only difference might be that when this process was started, it was termed as such and age,

place and time was no bar. However, now term school is used for the youngster who attend it during the age of schooling, even when it is less frequently used for total formal educational process.

During the First World War and also the Second World War, many Indian soldiers were made to take part in the wars in foreign lands. They visited countries like U.K., U.S.A., U.S.S.R. along with many of the countries of Europe. They observed the educational process of those countries and were also exposed to the adult education system of those lands. This enlightened them about the need of education specially of adult education. When after the Wars, they landed in their country, they were infused with the idea of creating an atmosphere in which elder people and adults could be exposed to the funds of knowledge and taught three R's in such a way that it would be useful for them as well as for the society. This could be said to be the beginning of adult education system in India, in the present era. However, some elements of it were found earlier too.

Adult education movement in India has experienced many ups and downs. Before India became free in 1947, some voluntary organisations took up the work, promotion and expansion of the adult education. Sir M. Visvasvaraya, Dewan of Mysore State, started some night schools for the rural

adults of the State about the year 1912 and organised some libraries as well. Montford Reforms marked another stage in the development of adult education. Tagore made Shantiniketan as the centre of Adult Education. Several adult literacy campaigns were started in different states. Consequently, night schools and night classes were organised in the United Provinces, Punjab, Bombay, Madhya Pradesh, Bengal and Madras. By 1927, in Punjab alone there were 3784 night schools with an enrolment of about one lakh adults. Adult education received a set back between 1927 to 1937, because of economic depression, political disturbance and communal bitterness. As a result of it many of the adult schools were closed. According to Oxford Pamphlet on Indian Affairs, the number of students in adult schools in the Punjab alone fell from 98,414 in 1927 to 5,000 in 1937. The number of adult schools in Punjab fell from 3,784 in 1927 to 189 in 1937. Practically this was the stage when Adult Education Programme had come to exist only in its name.

The formation of popular ministries in 1937 in different provinces, gave adult education not only a new life but also a new orientation. The Governments of the States, led by the Congress Party, accepted adult education as a responsibility of the Government. As a result of it for the first time in the history of India, adult education became

the responsibility of States and became a part of the normal education system. Adult education was not confined to mere literacy but included citizenship education too. The first All India Adult Education Conference held at Delhi in 1938 marked a significant stage in the history of adult education in India. Mass literacy movements were launched in many provinces. Dr. Syed Hussain, the Minister of Education in Bihar, went from place to place with a piece of chalk in his hand and black-board beside him, to teach the adults. In Madras, Sh. C. Rajgopalacharya wrote text books for adults. Dr. Lauback, an American Missionary did commendable work in the field and wrote a book concerning adult education in India entitled "India Shall be Literate". His popular slogan was "Each one to teach one".

The most notable event before Independence, which had an impact on the future development of adult education movement, was the founding of the Indian Adult Education Association (IAEA) in 1939. With the founding of the Association, adult education work in India came of age. For the Association hence forward it became a forum for exchange of views and opinions on adult education. It began to impress upon public bodies and the Government about the importance of adult education and the need for well thought out policies. The IAEA did a very good job through its

conference of the field workers, intellectuals and administrators. The Indian Journal of Adult Education, which was started in 1940, also served, and has continued to serve, as a clearing house of ideas, information and knowledge.

Although during 1937-42, the provinces made some progress in educating the adult masses, yet Punjab took the lead for doing so. Whereas the country as a whole made 70% advance in literacy in the decade 1937-41, in Punjab was 140%.

The movement of adult education received a set back during the period 1942-47 because of (i) Second World War, (ii) Quit India Movement, (iii) Communal tension created by the various political parties. The expenditure on education alongwith adult education was reduced due to pressure of war. In such circumstances, adult education also then known as social education had to suffer and there was no marked progress in any province till independence. The tempo of the previous period could not be maintained. The number of schools and adult education centres declined during these years.

It was after Independence, the attitude of government towards adult education began to broaden and it was realised that a system of education designed to serve the needs of an imperial administration could not meet the challenges of the

emerging democratic society, in which adults would be called upon to enjoy the rights, responsibilities and obligations, which they had not been made aware of in a concerted way, and for the efficient discharge of which they needed proper education. It was also necessary to broaden the base of education to include not only the upper echelons and the professional classes of society, but also the poor sections including scheduled castes and scheduled tribes and the exploited section of society i.e. women and minorities.

In 1949 a nation wide programme of social education was proposed for illiterate masses wherein 50% illiteracy was to be removed in a period of five years. However, it remained a paper tiger and inspite of wide ranging efforts since then the total number of illiterates in India has continued to increase year after year. In 1947, the rate of literacy was 14% which in 1951 rose to 16.67% according to 1981 census it went up to 36.27% which has increased to 52% in 1991. It is for the first time in the history of India, in 1991, that the number of literates has outnumbered the number of illiterates in this country of the size of a sub-continent. However, in absolute number during 1951-81 illiterate persons increased from 300 million to 437 million. It will, however, be disheartening to note that inspite of the fact that in 1991, India could boast of the fact that it

contained majority of literates, the number of illiterates too increased in absolute numbers. It is, so because the population of this country which contains more than 16% of the population of the world on 2.5% of the land, has been increasing at alarming speed. It has so many times, been projected in the global situation, that if the same or similar India will soon outnumber the population of China and will be the most populated country of the world. It has also been hypothesised, in the world perspective that illiteracy has a positive correlation with the increase in population and thus one of the methods of controlling the population increase is also the removal of illiteracy. It can further be hypothesised that it might be one of the strong reasons that increase in number of illiterates had been accompanied by the increase in population. As per 1991 Census, the number of literates (aged seven and above) is 352 million against 324 million illiterates. In 1991 Census, the literacy rate for males was 63.86% while the corresponding figure for females was only 39.42%. The literacy position in rural areas is, however, critical in the age-group of 35 years and above.

Table 1.1  
Percentage of Literacy in India

Year	Total	Males	Females
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56	56.37	29.75
1991	52.11	63.86	39.42

Source: Indian Census Report 1991, Government of India, New Delhi.

In Punjab, literacy rate in the age-group of 15-35 years in 1961 was 28.80% which for males and females was 39.9% and 16.9% respectively. In 1971 census, it was 33.67% which for males was 40.38% and for females 25.90%. The literacy percentage 40.86% in 1981 which for males and females was 47.16% and 39.69% respectively. Literacy rate in age group above 7 years in accordance with 1991 census was 57.14% which for males and females was 63.68% and 49.72%, respectively. It is, however, heartening to note that it is above the all India figures. It is more so in case of the females.

Table 1.2

## Percentage of Literacy in Punjab

Year	Total	Males	Females
1961	28.80	39.9	16.9
1971	33.67	40.38	25.90
1981	40.86	47.16	33.69
1991	57.14	63.68	49.72

Source: Census Report, 1991, Government of India, New Delhi.

On October 2, 1978, the National Adult Education Programme (NAEP) was launched. The target of the programme was to cover, by 1984, the entire illiterate population in the 15-35 age group (estimated to be 100 million in 1976) by mobilising all possible resources at the central, state and local levels. The Central Government in its Draft Plan 1978-83 earmarked Rs. 2,000 million (200 crores), accounting for 10 per cent of the total educational budget, for the programme. This was in addition to the financial support to be offered by the states and voluntary agencies.

In emphasizing the correlation between working, living and learning, the NAEP has borrowed heavily from Gandhi's ideas on basic education. In its methods, the NAEP incorporates the essential features of non-formal education,

particularly in emphasizing the importance of its relevance to the environment and the learner's needs, flexibility regarding duration, time, location, institutional arrangements, etc. diversity of curriculum, and teaching and learning materials. In conformity with ancient adict, "sa vidya ya vimuktayr" (true knowledge liberates) which finds an echo in many a recent thinker, education under the NAEP is viewed as a means towards man's liberation. Again, it is emphasizing the importance of development of the people and so it serves as the only means for the development of the country.

The conceptual framework of the NAEP has been concretized around three aspects of its programme content;

- literacy and numeracy, at a level which would enable learners to continue to learn in a self reliant manner.
- functional development, functionality being viewed as the role of an individual as a producer and worker, as a member of the family and as a citizen in the civic and political system.
- social awareness, including an awareness of the impediments to development, of laws and government policies, and the need for the poor and illiterate to organise themselves in pursuance of their legitimate interests and for group action.

This programme had three integral components, what is, literacy or general education, functionality and awareness. In October, 1979 a Committee under the Chairmanship of Kothari (Dr.) was appointed to review the working of NAEP in all its aspects. The committee observed, "The programme has been largely confined to literacy which is not as effective as it should be. Its functional aspect is almost non-existent". After examining various proposals about the usefulness of this gigantic plan, the new government in the sixth Five Year Plan fixed the target of 100 per cent coverage of the age group 15-35 by 1990. Adult Education Programme was also included in the new 20-Point programme of the then Prime Minister i.e. Shrimati Indira Gandhi.

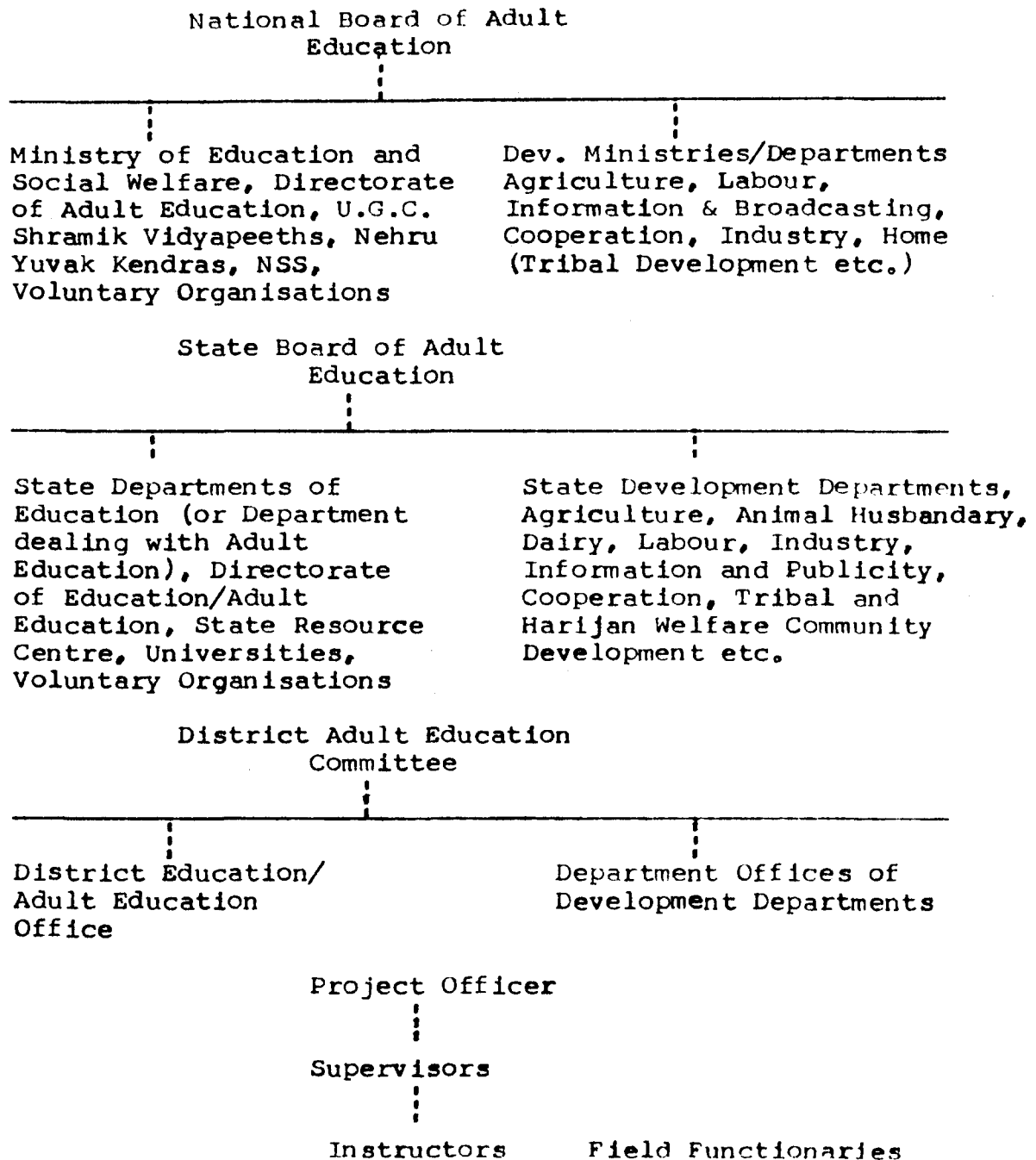
Till recent the organisation of Adult Education Programme has been quite exhaustive. It has been shown in Fig. I (page-12).

In 1986, the Indian Government announced its new Education Policy. A broad outline was given by the Ministry of Education in Challenge of Education (1985). It envisages that adult education would be a means for reducing, economic, social and gender disparities. The programme laid emphasis on skill development, creation of awareness among the learner's of the national goals, of development programmes and for liberation from oppression. It would be a phased time

Fig. I

## Functional Chart

## National Adult Education Programme



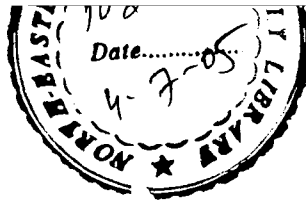
bound programme, covering 40 million by 1990 and another 60 million by 1995. The past programmes had suffered due to excessive dependence on administrative structures, and lack of involvement of the mass organisations, media and educational institutions. This imbalance will be corrected by involving mass organisations and the entire educational system; all development departments "will be expected to utilize the adult education programme for the furtherance of their objectives".

A mass functional literacy programme was launched on May 1, 1986 involving 200,000 national social service students and 100,000 non-NSS students in the Universities. The student volunteers are expected to teach 2-5 adults illiterates each in the neighbourhood according to their convenience. Similar groups of illiterate population were to be covered through projects like "each-one-teach-one" by volunteers. Under the banner of National Literacy Mission (NLM) formed in 1988 remarkable work had been done in one district i.e., Eranakulam in Kerala which became the first district in India to become total literate district. It has been spread like a movement in almost all states of India and much useful work is being done in this scheme. In Punjab, this scheme was first organised in two Districts i.e. Faridkot and Hoshiarpur, wherein it has been conceived

that the target of cent per cent literacy will be achieved by 1995. Now it has been extended to many other districts of the state.

The Indian Adult Education Association has formed a National Volunteer Corps for literacy. The steering committee consists of representatives of all the national organisations of women, labour, scheduled tribes and youth. Meanwhile, a consortium of major women's organisations under the name of 'All India Committee for the Eradication of Illiteracy, from among women was formed. It is expected that the mass campaign for functional literacy will achieve its objectives through the efforts made by the voluntary organisations, students, ex-servicemen, housewives and the government agencies. The employees in the organised and semi-organised sectors will be assigned definite responsibility to provide for literacy and upgradation of skills of workers. Special literacy courses are being designed for those engaged in formal crafts and traditional artisan crafts.

The Committee for Review of National Policy on Education (1990) has emphasised that along with the NLM more emphasis should be placed on the universalisation of primary education so that more illiterates are not added to the nation. However, the Report of CABE Committee on policy (1992) has again placed more emphasis upon adult literacy



and approved of the scheme to extend NIM programme to 75% of the districts of the country.

The universalisation of primary education and rate of literacy are inter-linked, because lack of universalisation continues to add to the number of illiterates. It has been correctly emphasised by the Committee for Review of National Policy on Education. The number of illiterates has been increasing largely due to inadequate provision of Universal Elementary Education in the age group of 6-11 years, a large rate of drop-out and population explosion.

The position of primary education, which later on reflects in the problem of adult education in Punjab is rather critical. It has so many times been expressed that due to the wrong policy of the Government, to create a separate Directorate of Primary Education, in which in each District the only trained graduate is the District Education Officer or Deputy District Education Officer, the effective control of the Headmaster of high/higher secondary school has been lost, the sobering effect of higher qualified staff has been dispensed with, the primary education seems to have gone to dogs. The result is that bogus registration of the students, their bogus attendance and even, the attendance of those students being marked in Government Primary Schools,

who are admitted in so called privately managed schools, has become the order of the day. It has been pointed out by Sandhu (1993) that even those who had never seen the school were being marked present in primary classes for years. In this way it seems that a situation has been created in which the ineffective, but expanded, primary education will for quite sometime continue to add the number of illiterates to the population of Punjab, thereby enhancing the need for adult education programme which may change its face and be called the Complete Literacy Movement or even called by some other name. It seems that due to the influence of primary level teachers on vote bank, the Government seems to have been so entrapped that it cannot now do away with the separation of primary education and otherwise it is doing more harm than good to the cause of education.

Not more than 36% of the children who enter class I complete class V. Even out of those who are enrolled in class I about 60% drop-out by the time they reach class V. The target fixed during the Sixth Five Year Plan (1980-85) was to bring 568 lakh boys and 33 $\frac{1}{2}$  lakh girls of the age group 6-14 years to schools, even this would have amounted to enrollment of 82.3% of boys and 52.2% of girls. This disparity becomes even more marked if the enrollment of girls and boys at successively higher stages is compared. It has

been well realised by now that to attain the goal of cent per cent literacy, primary education needs to be universalised. It has also been hypothesised by the Committee for Review of National Policy on Education (1990).

To assist the formal system and to meet the problem of school drop-outs non-formal education programme for the age group of 9-14 years was started by the government.

For the removal of illiteracy in addition to strong measures of universalisation of primary education, well conceived programmes of adult education and non-formal education are needed. In this context, there is also an urgent need of taking stock of the existing adult education and non-formal education programmes. In fact adult education has to be made fully people's movement with special efforts to cover all the undeveloped rural areas. It is being received in correct perspective by the programmes of National Literacy Mission constituted in 1988.

## 1.2 Concept of Adult Education:

One of the difficulties in dealing with the adult education is that it does not convey the same thing for all. In some countries like Kenya, Zambia and Afganistan, one who can just put his signatures in place of thumb impression, for getting a payment, is called as literate. However, in

some advanced countries like U.S.A., U.K. and Germany, only if a person is in a position to fill in different types of forms i.e. insurance, reservation in train or air bus etc., he is recognised as a literate person. The other countries also have different stages of educational achievements which can be adjusted in between these two stages.

Adult education is a common, and universally used form of expression. By implication it means imparting education to those who at their educable age could not or did not go in for formal schooling. It carries a sense of compensation for the denial of opportunity in earlihood. Originally, its scope did not stretch further than learning the 3R's, that is, acquiring ability of arithmetic, reading and writing. However, with the development levels of the countries of the world, some new dimensions are added to it.

Adult education broadly means education of adults. It is basically an education for the improvement of the adult and it takes place only with his or her initiative. It views education as a life-long process, gives more stress on learner participation, needs of individual learners, recognises learning potentials of the environment, stresses the process of learning and advocates positive discrimination in favour of under privileged people. Some of the other

terms used for adult education includes community education, permanent education, recurrent education etc.

The term "Adult Education" has come into general use within the last half century to denote two different but related phenomena: a field of activity and an emerging discipline in social sciences. The field of adult education has been identified and defined in various ways. Most definitions include all learning by adults, from the casual incidental learning that may occur in the natural social setting to the systematic learning accomplished in a formal instructional setting.

To begin with, its broad framework was structured at the Fifth National Conference on IAEA held in Rewa from December 29 to 31, 1947. The conference brought out clearly the atmosphere created by Independence and its impact on adult education movement. The Conference, defined the concept, stating that:

"Adult education is larger than literacy and literacy should not be regarded as the best or the inevitable starting point of adult education in the prevailing circumstances of the country. Adult education must aim at enabling the common man to live a richer life in all its aspects - social, economic, cultural and moral. For this purpose, adult

education must definitely envisage all adult centres, as social centres, interested primarily in providing social, recreational and cultural facilities for the people and must endeavour to develop their powers of initiative, judgement and integrity as citizens".

The term 'Adult Education' is synonymous with 'Out of School Education', and means education provided for the benefit and adopted to the needs of persons not in regular school and university system and generally fifteen and older (UNESCO, 1975).

It is very difficult to evolve a definition of adult education as it embraces a vast area. However, efforts have been made to define it in different ways. Liverright and Haygood ( 1969) say: "Adult education is the process whereby persons who no longer (or did not) attend school on regular or full time basis undertake sequential and organised activities with a conscious intention of bringing out changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying or solving personal or community problems".

Adult education is also defined as "all activities with an educational purpose that are carried on by people engaged in the ordinary business of life". In India, as early as 1949, a decision was taken to designate adult

education as 'social education' because the latter term signified more appropriately to broaden the concept of adult education which included civic education, cultural and recreational activities, literacy work, library development and development of folk arts.

Adult education has been defined in the United Kingdom Contribution to the 1951 UNESCO Directory of Adult Education as:

"Adult education is taken to mean forces of study and other activities, which are undertaken voluntarily by mature people, without direct regard to their vocational value".

Another view seeking to be all embracing and inclusive of all type of education for adults.

According to Bertelsen (1974):

"Adult education refers to any learning activity or programme of deliberately designed for adults. Its ambit is taken as spanning, non-vocational, vocational, general, formal, non-formal and community education, and it is not restricted to any particular level".

This view has not been accepted in Britain as contributors to the Rural Report (1973) claimed that, "The value of adult education is not solely to be measured by direct increase in learning power for productive capacity

or by any other materialistic yardstick, but by the quality of life it inspires in the individual and generates in the community at large". In the broader sense, adult education involves all kinds of learning, from the casual and incidental which may occur in the normal environment to that which may take place in formal institutionalised setting.

According to Bryson ( n.d.), "Adult education includes all activities with educational purpose, carried on by people, in the ordinary business of life, who use only part of their energy to acquire intellectual development".

According to the International Encyclopaedia of Social Sciences (1985) adult education is: "an action of an external educational agent in purposefully ordering behaviour into planned systematic exercises that can result in learning for those for whom this activity is supplemented to their primary role in society and which involves some continuity in an exchange relationship between the agent and the learner, so that the educational process is under constant supervision and direction".

A more cleared definition given by the UNESCO: "The term adult education denotes the entire body of organised educational processes, whatever content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as

well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical professional qualification and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Adult education embraces all forms of educational experiences needed by men and women according to their varying interests and requirements, at their differing level of comprehension and ability, and their changing roles and responsibilities throughout life".

The Government of India ( 1985 ) have accepted adult education as (a) 'spread of literacy among adult illiterates', (b) 'to educate the minds of the masses in view of the absence of literacy education', (c) 'to create a conscious knowledge in the adult about rights and duties of citizenship in the capacity of an individual citizen and as a unity of mighty nation.

As laid down in the Development of Adult Education: Aspects and Trends (UNESCO) "Adult education has come to be recognised as necessary for everyone and as fundamental aspect of the right to education which was vital to individual self-fulfilment as to social development and progress".

Adult education, especially of the poor, illiterate villager was a very important part of Mahatma Gandhi's system of education because of his primary concern with the masses on account of their poverty, their large numbers, their determining influence on the immediate social climate and the education of their children, the rapport he was able to establish with them which led him to rely on generating their strength as his chief instrument of revolution and finally his conviction that a revolution to be in the interest of the masses must be brought by the masses themselves.

Defined as it is, adult education refers to almost any activity which is designed to impart knowledge and bring about desirable changes in attitude and behaviour. Adult education helps in creating an educational society. Coombs (1973) has attempted to narrow the broad-based definitions to a few specific activities when he says that it should include the acquisition of "Positive attitudes, sufficient functional literacy and numeracy to read with comprehension a national newspaper or magazine or write a legible letter .... and to handle important common computation.... a scientific outlook and an elementary understanding of the process of nature, functional knowledge and skill for civic participation".

According to Mukerji (1964), "Adult education may be defined as very broadly as to include all instructions, formal or informal imparting to adults. In India, adult education has two aspects:

- (a) Adult literacy i.e. education to those adults who never had any schooling.
- (b) Continuation education of the adult literate.

According to UNESCO (1985), adult education, "Broadens and increases the opportunity for education particularly for those without formal schooling or who left school prematurely. It offers fresh opportunities for the continuation of general or vocational education, thereby contributing to the development of personality and enabling a new ideas of society to be met. Adult education is, therefore, clearly an important factor in democratization and a unique way of ensuring full enjoyment of right to education".

Adult education today is regarded as life-long education for every normal living human being. It is not merely belated education for the illiterate adults. Through the critical analysis of the varied concepts of adult education, it is a very broad term which includes:

- education for literacy,
- education for citizenship,
- education for productivity, and
- education for social welfare.

It has now been more clearly recognised that education is not only consumption but also accelerater of production. Thus the fact that other things being equal and supposing that there is no unemployment, the total income earned by a more qualified person is more than the total income of a lesser or lower qualified person. It has also been recognised that a literate person is not only more productive than an illiterate person, but also socially, morally, culturally, economically and politically more alive. Thus the contribution of adult education, even in narrow term as is conceived in under developed countries as becoming functionally literate cannot be bellitled.

In countries like India, where the number of literates has only marginally crossed the number of illiterates, for the first time according to the census of 1991, the adult illiteracy can be attributed to those who are illiterates from generations, those who have dropped out of the educational channels and also those who become literates but later on lapsed back to illiteracy. However, it might not be possible to conduct one study by an individual researcher who has only limited resources to embrace the total problem. It is thus desirable that one of those aspects be explored in a systematic way in one investigation. It, however, will be conceptualised that the problem of those who either by virtue of

being either illiterate by generations or those who have dropped out of the educational channel for one reason or the other and become illiterates and got into the trap of adult education, but again dropped-out of it, was more serious and needed to be explored scientifically.

#### 1.4 Concept of Drop-Outs and Persisters:

All those who come to the adult education centres get education do not end up with functional literacy. There are some who persist in the channel and not only become functionally literate but also enter the stage of literacy environments. However, there are many who drop out of this channel too. It is essential that both these groups are understood properly so that some concrete steps be taken up to deal with those who are not in a position to continue even in adult education programme. It is thus essential that both the terms i.e. drop-outs and persisters be properly understood.

A drop-out is usually understood to be a participant leaving a course without accomplishing the programme's objective. In literacy programmes, use of the term implies that learners have been unsuccessful in mastering the fundamentals of literacy, and that the instructional effort made this consequently been a failure as far as they are concerned. It is, however, possible that drop-outs have achieved the

personal objectives that led them to enrol in the course and are therefore leaving it with a sense of success rather than of failure.

Definitions of drop-out applied in adult literacy programme are usually borrowed from the formal schooling system. Thus, according to the Dictionary of Education (1959) a drop-out is:

"...an elementary or secondary school pupil who has been in membership during the regular term and who withdraws or is dropped from the membership for any reason except death or transfer to another school before graduating from secondary school (grade 12) or before completing an equivalent programme of studies".

According to Good (1959) a drop-out is one, "who leaves school before graduation, as in the case of many high school pupils who drop-out of school upon reaching the age of voluntary attendance".

Various operational definitions of the drop-out have been developed by individual literacy programme to suit their specific objectives. The resulting diversity is such that one has to be very cautious when comparing drop-out statistics from different programmes.

Bhandari and Mehta (1974) defined drop-out as, "the phenomenon of an adult who joined the class and may have continued to attend it for a period of five days but did not continue in the course for a period of three months or more".

In some literacy programmes adult learners are categorized as drop-outs if they leave a class a few days after enrolling. Other programmes calculate the drop-out rate by comparing end-of-term statistics with attendance figures at a point early in the course, but not at the very beginning. This is because adults may be simply curious about a class or may indeed, have been persuaded to join by over-zealous recruits. Once their curiosity has been satisfied or the recruiters have left their village, they withdraw from the course. Their situation is, therefore, different from that of an individual who enrol with every intention of completing the course, but fails to do so. One Indian Project defines the drop-out as one, "who attends the course for the days but does not continue in the class for more than three months. A study can be unique in specifying both a minimum and a maximum period in which 'drop-out' may occur.

The term persistency has been used for those students who passed the literacy courses. Persistency is the phenomenon opposite of drop-out.

Good (1959) has defined persistency in school, "the continuance on the roll of pupils who have once been enrolled a measure of persistence is the ratio between all those who enroll in grade I for a given year and those of this group who are retained in successive year thereafter".

Bhandari and Mehta (1973) defined a persister as one, "who joined the literacy or functional literacy class and continued to participate in it for a period of at least three months (out of six month course) or has a minimum of 50 per cent attendance in the classes.

#### 1.5 Importance, Need and Justification:

The impact of adult education programme upon productivity, social benefits, cultural achievements and political consciousness is so great that even in advanced countries it has been considerably extended to the total life of a man i.e. life long education. Its importance has been so well recognised and appreciated that it is considered to be of great significance even in retired life so as to adjust to that situation.

However, in developing nations, no doubt that education for persons of all age is being recognised, but main emphasis is upon removal of illiteracy amongst those who are in specific age group. In India, the age group has been limited to 15-35 years. The purpose of keeping the lower age as 15

is our constitution provides surity to provide compulsory, free and universal education to those who are in the age group of 8-14. One of the reasons to put the upper age limit to 35 years is those of above this age either do not feel need of it as they had already adopted to a way of life which they do not want to change or the possibility of their being soon non-productive members in the social set up is anticipated in the near future.

Stressing the importance of adult education, Dr. V.K. R.V. Rao (1966 ) observed, "From the point of view of either economic development or national integration, or social cohesion or cultural advancement or preservation of democracy, it is essential therefore that we should achieve a hundered per cent literacy amongst our people".

Adult education is, therefore, an impelling need, a need so imperative and over-powering that all men and women must be helped to acquire the skill and knowledge that would enable them to properly fit into the new pattern of community. Adult education is an indispensable necessity for the people of the developing countries. Man must be adequately equipped to roap the rich harvest that modern life offers him. Materially and morally, socially and politically, he must be fully competent to take intelligent interest in the affairs of the world. Adult education is an unavoidable necessity.

Recognizing that curiosity is at the base of useful research, we see that adult education, like other fields needs know more about its all fields (spheres).

Edmund deS Brunner and his staff (1959 ) gave us the most definitive study of the needs and findings of research in non-vocational adult education. Kreitlow (1965 ) pointed out that we must develop a more rigorous research in the field or it may be concluded that there is no field of adult education. Knox (1977 ) emphasized the need for closer cooperation between the practitioner and the researcher, and suggested the answer to "who needs research findings" may be the practitioner. Kreitlow (1965 ) examined areas needing research and enumerated the adult learner; purposes and goals of the adult education enterprise; the educational process; administration of programmes; counselling; preparation of adult educators and evaluation techniques.

Griffith (1964 ) emphasized the need for research on problems of institutional growth and development and recommends sorely needed research to help adult educators increase understanding of the processes by which institution adapt or fail to react to environment changes.

Most of the researchers who have done work in the field of adult education in Punjab have restricted their efforts to specific aspect of adult education programmes

such as, Adult Education in Punjab (Sharma, 1971), Adult Education in Punjab before Independence (Kansal, 1972), Use of Audio-Visual Material in Adult Education (Saini, 1972), Motivation of Adults (Nanda, 1973), Characteristics of Adult Learners (Multani, 1979), Participant Evaluation of Adult Education Programme (Khanna, 1980), Evaluation of Government Run Female Adult Education Centres (Kaur, 1982), Evaluation of Government Run Male Adult Education Centres (Singh, 1982), Regional Literacy Disparities Among Scheduled Castes (Kaur & Singh, 1985), Factors which Motivate the Rural Adults (Chahal, 1988), Problems Faced by Adult Education Teachers in Punjab (Kaur, 1989), and Developing A Learning Package for Rural Illiterate Adults of Punjab (Singh, 1989).

A few investigations have been done to study the factors related to drop-outs and persistency among adults i.e. An Investigation of Certain Factors Contributing to Dropping-Out in a Ontario Adult Basic Education Programme (Booke, 1974), Factors Affecting Persistency and Drop-out in Adult Literacy Classes in Udaipur District (Bhandari, 1978), A Study of Persistence and Drop-out in Adult Education in Relation to Differential Reinforcement of Attendance (Irish, 1978), A Study of Characteristics of Adult Drop-Outs and Persisters in a Post-Secondary Adult Education Class (Anderson, 1979), A Study of Persistency

Among Adult Attending Adult Education Centres in Punjab (Gaire, 1981) and A Study of Women Drop-outs in Adult Education Centres of Mysore Taluk (Vanaja, 1988).

With few exceptions none of the researchers in the field of adult education focussed his attention on the comparative study of the characteristics of rural adult drop-outs and persisters. In the present times when the importance of adult education is being recognised more emphatically and government is trying to make it a tool for the development efforts, the programme needs to be evaluated for the benefit of drop-outs, so that some more concrete steps are taken to rope them in it. One of the methods to do so is to study as to how those who drop-out of the adult education programme and also those who present in it differ with each other. The investigator having the rural background, being interested in the adult education programme and rural uplift become interested to study the characteristics of those who drop-out of the adult education programme and those who persist in it decided to conduct one such investigation.

#### 1.7 The Problem:

A Comparative Study of the Characteristics of Rural Adult Drop-Outs and Persisters.

### 1.8 Operational Definitions of Important Terms:

Adults: The term 'Adult' has been variously defined. The Sargent Committee was of the view that for the purpose of adult education, an adult is a person between the age group of 10-35 years. The Indian Education Commission (1964-66) had recommended that persons between the age group of 15-45 years should be covered under the adult education programmes. In present study, the term "Adult" implied all those individuals who were participating in the adult education centres (15-35 years)

Drop-Outs: The term drop-out is generally used for a pupil who leaves the formal primary school before completing V standard. Sometimes the term drop-out is used for a participant who leaves course without accomplishing the objectives of the programme. In the present study, the term drop-out is used for those learners who had not attended the classes more than 20 days during the period of six months.

Persisters: The term persister is used for a pupil who joined the literacy or functional literacy class and continued to participate in it for a period of at least three months (out of six months course) or has a minimum of 50 per cent attendance in the classes. In the present study, the term persister is used for those learners who had joined the

literacy class and continued to participate in it for a period of at least three months (out of six months course).

1.9 Objectives of the Study:

1. To study the characteristics of rural adult drop-outs and persisters in relation to their age.
2. To study the characteristics of rural adult drop-outs and persisters in relation to their marital status.
3. To study the characteristics of rural adult drop-outs and persisters in relation to their family structure.
4. To study the characteristics of rural adult drop-outs and persisters in relation to their income.
5. To study the characteristics of rural adult drop-outs and persisters in relation to their caste.
6. To study the characteristics of rural adult drop-outs and persisters in relation to their intelligence.
7. To study the characteristics of rural drop-outs and persisters in relation to their sex
8. To compare the characteristics of married and unmarried rural adult drop-outs and persisters.

9. To compare the characteristics of rural adult drop-outs and persisters having joint families and those having nuclear families.
10. To compare the characteristics of low income group, average income group and high income group of rural adult drop-outs and persisters.
11. To compare the characteristics of scheduled caste and non-scheduled caste rural adult drop-outs and persisters.
12. To compare the characteristics of more intelligent, average intelligent and less intelligent rural adult drop-outs and persisters.
13. To study the sex differences of rural adult drop-outs and persisters in relation to their age, marital status, family structure, occupation, income, caste and intelligence.
14. To compare the characteristics of rural adult drop-outs and persisters of lower age, middle age and higher age group.
15. To study the characteristics of rural adult drop-outs and persisters in relation to their occupation.

#### 1.8 Delimitations:

1. The study will be delimited to 400 adult education students.

2. It will be delimited to age, marital status, family structure, income, caste, sex, intelligence and occupation.
3. It will be delimited to Ludhiana district only.
4. It will be confined to the adults who had attended the centres during the last 5 years.

CHAPTER - IIREVIEW OF LITERATURE2.1 Importance of the Review:

I know of no way of judging the future but by the past".

- Carlyle J

A review of related literature is an important prerequisite to actual planning as well as the execution of any research work. Good, Bar and Scates (1948) stressed its importance and laid down, "The competent physician must keep abreast of latest discoveries in the field of medicine .... obviously, the carefree student of education, the research worker and investigator .... should become familiar with the location and use of sources of educational information".

The survey of the related literature plays an important role in the field of research by taking stock of the work done in the relevant field. It gives deep insight into the area of investigation and brings out the virgin and also comparatively lesser investigated areas. It also helps the researchers in the formulation of the problems and also the methodology to be followed to look into them. It provides a deep insight into the formulation of objectives and coining of hypotheses. The objective of survey of

related literature is to identify the researches which have some or similar bearing on the problem under investigation, in order to design the study as well as to interpret the results. A knowledge of the areas covered and areas yet unexplored provides a direction to the researcher's quest and saves him from a lot of unnecessary labour. By surveying related studies, he/she determines the frontiers of his/her own field, avoids pitfalls and work in right direction.

In short the study of related literature helps in, finalising the aims of research, identifying the sub-areas which are yet to be explored, knowing those areas which have not been fully investigated and also the areas which have depicted considerable evidence of having been considerably explored, acquiring information about the studies done in the field, avoids duplication, guides in carrying out the investigation successfully and makes his/her familiar with the methodology to be followed and steps to be undertaken.

In the recent years, a number of field studies have been carried out in different states of India and abroad. We shall confine ourselves to the review of those studies which are relevant to the problem under investigation.

In India, many State Governments have initiated action to evaluate the effectiveness of various adult education programmes. Significant research work has been done in the

States of Bihar, Gujrat, Kerala, Mahatashtra, Rajasthan, Tamilnadu and West Bengal. In addition, a few researches have also been done in other States and Union Territory of Chandigarh. However, it seems that much has not been done in the geographical area of Punjab and only a few studies have been undertaken by the scholars.

## 2.2 Studies Related to Adult Drop-Outs:

Kaufman et al (1970) carried out a study on motives of participation in functional literacy courses in Dezful, Iran. It was conducted on four out of twenty villages where work-oriented adult literacy pilot sub-project organised courses were being run. Participants, drop-outs and non-participants of both the sexes were asked to state their motives. The data was collected from 94 adults (38 men and 56 women) i.e. 38 participants (men and women), 56 who had dropped-out. It also covered 190 non-participating men and 212 non-participant women. The main reasons for drop-out for both men and women were their being busy with their work (44% and 40% respectively). Some women (33%) said that the class was not reopened. Negative experiences (did not learn anything, could not get alongwith the instructor, etc.) account for 19% of men's and 7% of the women's reason's to quit. Among men absence from the village for work on military service was another reason (17%). Ill health was

a further reason for some women (7%) but was insignificant for men (one case).

Ahmed (1972) worked out that major reason for dropping out was seasonal work and its problems and students calibre ranked second. Other reason for dropping out were travel and change of place, non-availability of qualified personnel, bad organisation, shyness, house-hold work and non-availability of time due to employment, shortage of material and illness.

Nanda (1972) in his study, "Factors Motivating Rural Adults from Attending Adult Literacy Centres in Patiala Circle" indicated that the main factor causing irregularity of attendance was found to be pre-occupation with domestic duties. Other factors were fear of failure (85%), lack of consent of elders and distance of the centres from the residence.

The Directorate of Adult Education (1973) in its pilot evaluation study of 'Functional Literacy Project in Lucknow District', assessed the rate of drop-out along with the reasons given by the respondents for dropping-out of the functional literacy project. The sample of the study consisted of 240 adults in the age group 15 to 45 years. The investigation revealed that 17.5% of adult dropped out before the final examination. Out of the four batches of adult learners of lowest drop-out rate was for the third.

batch (12.50%) and highest for the first batch (23.75%). The reasons given by respondents for dropping out from functional literacy project included: adverse family circumstances (18.50%), tiredness in the evening after day's hard work on the farm (47%), no spare time (23.08%), lost interest (16.06%), sick (11.90%), lessons were difficult (11.90%), classes held at greater distance (9.52%) and classes were irregular (7.14%).

Bhandari and Mehta (1974) studied that large number of adults dropped-out due to the poor impact of teachers and his lack of motivation ability. Bhandari and Mehta also indicated that social group had acted as a deterrent for the participants in joining or discontinuing the classes. Relatives had influenced the participants to drop-out. An other reason was the misconception that the school was meant for children and was useless and time consuming for adults.

Brooke (1974) conducted an investigation of certain factors contributing to dropping out in an Ontario Adult Education Programme. The data was collected through an interview schedule and four questionnaires, from 156 adult students of whom 61 were continuers and 95 were drop-outs, over a three months period. The result revealed a few statistically significant differences between the two sub-samples i.e. home environments of drop-outs were poorer than

the continuers. However, there was no significant difference between the sub-group with respect to income, occupation, personality factors and programme expectations.

According to Chalam (1978) from 49 per cent to 60 per cent of the villagers discontinued their studies due to lack of facilities in the village. Family problems was the second important factor whereas lack of interest was the least important factor in dropping-out. Many adults thought that it was not possible for them to learn through adult education centre.

Hargopal and Sudershan (1978) reported that overburdened with agriculture and domestic work and lack of personal interest on the part of learners were reasons for dropping-out from the adult education programme.

Kratz (1978) investigated the effect of programmes which foster self-directed learning on the drop-out rate. The purpose of the study was to describe the extent to which adult basic education programmes, in New York state, foster self-directed learning among their students. Learning was related to the degree of self-expression which a particular adult basic education programme fostered. Data for drop-out rate were collected from the Bureau of Basic Continuing Education, State Education Department; data for length of stay for achievement and for agency providing the

steipending were obtained from the records of individual programmes, preferences for self-directed learning behaviours were obtained from scores of 'Self-directed Learning Situation Reactioning Instrument' described in the study. The study found significant relationship between the extent to which a programme fosters self-directed learning and preferences for self-directed learning among the five programmes related highest in familiarity. The study found no significant relationship between drop-out rate and length of stay and fostering of self-directed learning.

Naik (1979) has reported a quick appraisal of NAEP in Gujarat, conducted by Sardar Patel Institute of Economic and Social Research, Ahmedabad. The sample of the study consisted of adult education centres run by 47 voluntary agencies out of which 45 responded. Findings of the study were: Majority of drop-outs belonging to scheduled castes and were associated with agriculture i.e. nearly half of them gave family circumstances as the main cause of dropping-out. However, about 10% of them attributed it to economic factors.

According to the report of International Institute of Adult Literacy Methods, Tehran, Iran (1980) lack of

motivation was one of the basic problems for drop-out from literacy program. However, house-hold responsibilities and shyness were two additional factors for dropping-out of it. They further hypothesized that motivation to attend classes by adult decreased when immediate gains were less than sacrifices made in terms of interruption of their business.

Gomathimani (1980) reported that nearly half of the learners dropped-out of the adult education centre because of lack of interest. However, some of them found the timings of class were not suitable to them.

Ravinder (1981) found that lack of co-operation and interest among people, poverty, lack of proper motivation and tired after day's hard work were the reasons for dropping-out of adult education centres.

Rajyalakashmi (1981) pointed out that low level of motivation was the main factor for not attending and dropping-out from the centres of adult education. However, lack of interest on the part of women learners constituted another major factor for dropping-out. In addition lack of relevant information, lack of leisure family resistance, absence of monetary or material incentives, irrational beliefs and geographical distance were some of the reasons for dropping-out of adults from the adult education programme. Some more reasons attributing to discontinue the

adult education programme were perceived negative norms towards adult literacy and women literacy and unawareness of programme and time constraints.

Roy and Nandi (1981) conducted an investigation and found that the major problem of drop-out was rooted in the low economic conditions of the learners. The second reason given by the respondents for leaving the adult education classes was the type of nuclear family which forced them to remain in home and to look after the children thereby depriving them from attending the adult education classes. In addition some more factors of drop-outs of adults were: low family educational status, lack of motivation, chilly weather, distance of adult education centres from home, not permitted by employers, lack of accompany and lack of interest of the family members, feeling of tiredness and hungary after hard work and shyness.

Sudame and Bastia (1981) found as a result of an investigation that the average rate of drop-outs per centre was 13.77 per cent whereas for women it was 21.47 per cent. A solid majority of those (94%) who left the centres was of those for whom teaching learning situation was not interesting. About 60 per cent had dropped-out because of financial problems, 27 per cent for remaining engaged in domestic work, 29 per cent for family problems and 16 per cent on account of

bad health. Other reasons for dropping-out were inconvenient location of centre, irrelevance of curriculum, rigid behaviour of instructors, etc.

Bhushan (1982) conducted a study on "Awareness Through National Adult Education Programme for Women in Chandigarh", and observed that the regular strength of the centre varied from 20 to 25 women. All these centres were found to enjoy similar material and physical facilities. The authorities provided academic facilities like note-books, pencils, rubbers, text-books etc. for the use of the participants. All the centres were facing the problem of irregular attendance. The causes of irregular attendance were different at different centres depending upon the socio-economic status and family background of the participants. Regarding awareness, he stated that large proportion of respondents were helping their children in school, were competent to observe the household responsibilities, kept their houses neat and clean, understood their family problems, cooked right type of food, took precautions against diseases and made use of their knowledge to look after the welfare of family members.

The Madras Institute of Development Studies (1982) appraised adult education programme in Tamil Nadu and reported that the reasons for the drop-out phenomenon were pre-occupation with work and consequent irregularities in attendance. A majority of the learners who had dropped-out

had done so within the first two months of the programme. Inadequate space and poor lighting arrangements had also their share in the drop-out of the adults from the centres of adult education programme.

Natrajan (1982) in his study conducted in Bihar indicated that family problems, low income, instructor's failure to make the class interesting, inconvenient location of centres were the reasons for dropping-out of the adult education programme.

Rao and Rao (1982) reported that as the adult education centres were usually run at public places or at learners residence, adults felt shy to come to these places especially when their close friends were not participating in it. All this lead to the dropping-out of adults from the adult education channel. Inadequate light facilities also contributed to the dropping-out. During rainy and harvesting season, the attendance was the minimum which later on lead to the dropping-out of some of the adults. In fact, those who did not attend such classes for a petty longer period later on did not come to attend it.

Bisht (1983) conducted an investigation and indicated that women of scheduled caste and scheduled tribe first got themselves enrolled and a good many of them drop-out in the mid-term. It had been indicated that the adults were not

aware of the need, significance and advantages of adult education and as such they did not cultivate interest in it. Some of the other reasons for dropping-out were migration to an other place due to job, days hard work, lack of time to relax and enjoy, physical and psychological state of health of learners and shyness due to old age. Rigid attitude of villagers, wrong attitude of workers and supervisors towards adult learners, inefficient and irrelevancy of instructional strategies and learning material also contributed for dropping-out of the programme of adult education.

Mishra (1983) reported that from July to September and from November to January, attendance in adult education centre was poor due to the engagement in plantation and harvesting. Tiredness after day's hard work and business in home were the two major factors for dropping-out during these months. Learners felt that attending adult education centre was a wastage of time and energy as there was no post literacy scheme after stipulated 10 months course. A good many of them relapsed into illiteracy.

Sambaiah (1983) tried to identify the factors accounting for the dropping-out of learners as perceived by them in Telangana district of Andhra Pradesh. He found that out of a sample of 200 drop-outs, about 68.5% were males and 31.5% were females, 39.5% belonged to scheduled castes and 22% to

scheduled tribes and the rest belonged to high castes. Distribution on the basis of age groups showed that 84% of the respondents were young i.e. age group 15-25 years while the remaining 16% belonged to 26-35 years i.e. higher age group. In terms of the duration to attend the adult education centres, it was noticed that 54% attended classes for less than 3 months, 19.5% had left after 4th month and 9% had attended for 5 months. As for as the reasons for dropping-out were concerned (i) 36% mentioned occupational pressures and tiredness after hardwork, (ii) 35% said that the content of the teaching was not interesting, (iii) 15% complained of inadequate facilities at the centre, and (iv) the remaining 3% reported maladjustment with the instructor.

Ganguili (1984) conducted a case study in Bihar University and reported that learners had left the AEP due to heavy household work, discouragement by parents, lack of interest, illness, financial difficulties and fear of the teacher.

Prasad (1985) in his analytical study on motivating adult learners in rural areas conducted that the reason given by majority of the respondents for discontinuing their classes were being busy with work and family problems such as household work, looking after old family members and children and poor health condition and opposition of family

members. Some other reasons mentioned were lack of interest in adult classes, lack of modernity in learning, want of good company and inconvenient location of adult education centres.

Avasthy (1986) studied that poor economic condition was the main factor which prevented the learners from attending the adult education classes. Social customs and traditions of tribals were further hindering factors. Illiteracy of parents, tiredness after day's hard work and lack of time were the other important factors responsible for hindering the presence of learners in the centre.

Reddy (1986) in his study concluded that majority of the drop-outs had lost their enthusiasm and become more introspective and finally dropped-out from literacy classes. Another major reason for dropping-out was mistrust and doubt about benefits of being educated through adult education programme.

Vanaja (1989) undertook "A Study of Women Drop-outs in Adult Education Centres of Mysore Taluk" and enlisted three major reasons for it. The first reason was household drudgery which caused tiredness and allowed little time to attend adult education centres. The second important reason was social inhibitions and discouraging environments. Most of the young unmarried girls (below marriageable age) without

any responsibilities of household and married women with small children, had inhibitions to go out of the homes due to customs and traditions prevailing in the society. The third important reason which caused the phenomenon was inconvenient timings of adult education centres. Other reasons of equal importance were shyness due to their age, and lack of interest in the programme. More than 50% of the drop-outs, interviewed, had socio-economic reason to stop getting the education in such centres.

Centre of Adult Education and Extension, University of Kerala (1990) carried out an evaluative study in seven southern districts of Kerala. They found that the average drop-out rate was 14 in Vinoba, 13 in NYK, 11 in RFLP, 8 in University and 7 in Laubach. The major reasons for dropping-out included (i) lack of motivation, disinteresting classes, (ii) approach of the instructors, (iii) distance from home, (iv) occupational pursuits, (v) lack of occupational training, (vi) lack of recognition and incentives, (vii) lack of linkage with developmental schemes etc., (viii) irregular payments of honorarium.

Saiyadain, Murthy and Singh (1990) conducted a study in Gujarat covering the period from 1984 to September 1988 and covered 159 centres, 1,866 ex-learners, 247 drop-outs, 124 instructors, 84 supervisors and 31 officials. They found

that in majority of cases, both ex-learners, drop-outs, women, SC/ST, had joined the AECs to learn to read, write and sign their names only. In most cases, they had learnt it alongwith numeracy. According to instructors the above abilities were acquired in the first few months, after that they had lost interest and the attendance dropped to less than 40%. A majority of the drop-outs had left the AEC due to the personal reasons, and inconvenience of time and place of the centres.

Sundarapandian (1994) conducted an investigation entitled, 'Socio-economic Status of Volunteer Instructors and Drop-out Learners of Total Literacy Campaign'. The campaign covered 69.41 per cent (236 learners of target group (15-35 years) of learners. It contained 79.12% females and 71% males. Due to heavy load of work and some other restrictions for women both in rural and urban areas a large portion of female learners dropped-out of the campaign. It was also pointed out that a large number of married learners had dropped-out and unmarried volunteers had actively involved in Total Literacy Campaign of the district. It was also revealed that highest level of illiterates and drop-outs were amongst the learners of scheduled castes, scheduled tribes and backward classes. It was also indicated that largest drop-out learner respondents were labourers. It was

also revealed that most of the instructors living below the poverty line were involved voluntarily in this campaign and at the same time, a large portion of learners dropped-out from the campaign due to their lower earning.

### 2.3 Summary of Studies of the Drop-Outs:

The foregoing review of literature brought out some interesting features about research in the field of adult education. The studies pertaining to learners have broadly covered the characteristics of learners and reasons for dropping out from the centres, location of the centres and physical facilities at the centres. In fact these studies revealed that (i) majority of the learners belonged to scheduled castes, agriculturists, labourers, and house-wives, (ii) reason given for not attending the centres were lack of time, tired after day's hard work, shyness, business, family problems, illness, low income of family, lack of interest in literacy works, (iii) adult education centres are lacking proper physical facilities and have inadequate teaching, learning materials, (iv) teaching was not interesting, (v) classes were irregular, (vi) adults perceived that school was meant for children and not for the adults.

#### 2.4 Studies Relating to Adult Persisters:

Bhandari and Mehta (1974) conducted an experiment and found that a significant relationship existed between sources of influence i.e. motivation to join the literacy or functional literacy classes with completion or non-completion of the course. In the case of both literacy and functional literacy classes, the persisters indicated self motivation as a source of influence in joining the class more often than the non-persisters. In case of literacy classes, no significant difference was found between persisters and non-persisters with regard to the following sources of influence i.e. school teacher, friends, relations, sarpanch, gramsevak, neighbours etc. In the case of functional literacy class no significant difference was found between persisters and non-persisters with regard to the 'other' sources of influence i.e. relations, sarpanch, gramsevak, neighbours etc. In the case of functional literacy classes, friends as a source of influence was mentioned more often by persisters than non-persisters. On the other hand, school teacher as a source of motivation was indicated more often by non-persisters than persisters. In the case of literacy classes among the sources of discouragement from the class neighbours, friends and relatives were mentioned more often by non-persisters

than persisters whereas 'no body' as a source of discouragement was mentioned more often by persisters than non-persisters. However, in the case of functional literacy classes no significant relationship was found between persistency and source of discouragement. Among the perceived reasons of discouragement from attending literacy classes the persisters mentioned that "it was time consuming" more often than the non-persisters, on the other hand in the case of functional literacy classes, the persisters mentioned, "it is useless or serves no purpose" more often by persisters than the non-persisters and the non-persisters mentioned, "it leads to family disturbance" more often than the persisters.

Bhandari (1978) conducted a study of factors affecting persistency and drop-out in adult literacy classes in Udaipur District of Rajasthan. He had found that no significant difference existed between the persisters and drop-out with respect to age, sex, caste, marital status, occupation, affiliation with economic, social and political organisational groups, exposure to schooling in childhood, size of land holding and use of improved agricultural practices. However, a significant difference existed for the source of discouragement from attending the classes and discontinuance in case of literacy classes. A significant difference in literacy and functional literacy class participants was

notices with respect to the content of learning. However, no significant differences were noticed between the literacy and functional literacy drop-outs and their responses to the efforts of the teachers for continuing in the classes, the solution of their difficulties, desire for rejoining the class and self perception for having not been able to attain literacy. The reasons for dropping out were day work, animal husbandry work, lack of interest, far-off school, domestic work, and ridicule by friends and relatives. Factors for persistence included to be able to write letters, to sign, to read newspapers and books on religion, to be able to maintain farm records and accounts, to learn a language and to utilize free time. The chi-square value between the use of improved agricultural practices and the factors of drop-outs in both the classes suggested that a significant relationship existed between the occupational group and the factors of drop-out in functional literacy classes and the characteristics of the teachers showed that most of them were in the age group of 19 to 30, all were married and males were mostly Brahmins by caste.

Irish (1978) conducted a study of persistence and drop-out in adult education in relation to differential reinforcement of attendance. The subjects in this study were women enrolled in business and attending education courses in evening public adult education classes.

Approximately, 1,080 women were surveyed during preliminary pilot test, response rates ranged from a high of 45.6% to a low of 8.8%. Most questionnaires were distributed via mail. Results confirmed the expectation that persisters would report greater positive reinforcement of class attendance than drop-outs. The second pilot study included 930 participants. Overall responses rate was 38.6%. No significant difference was found between drop-outs and persisters or between respondents and non-respondents on 16 selected background variables, including marital status, age, education, class type and reason for enrolling. Items were selected for the final instrument, which exhibited persisters - drop-out differences in the expected direction, had higher total score-item score correlations.

Snyder (1978) examined persistence and non-persistence in adult credit programmes administered by the college of general studies, George Washington University. This study aimed at providing a systematic approach to understanding and analysing the participation of adults involved in continuing education programme. A sample of 3,642 students was surveyed. The results showed: (1) Married male graduate students who were accepted degree candidates, were not most likely to persist in course of the college of general studies,

(ii) Administration students perceived college offerings, library facilities and programme administration were significant factors to be considered on their registration for programmes of the college, (iii) Students felt that the quality of instructions and conduct of the classes influenced their decision to register. In particular, competent and well informed instructions were important as they improved upon the academic and social atmosphere of the classes.

Anderson (1979) conducted a study of characteristics of adult drop-outs and persisters in a Post-Secondary Adult Education Class. The subjects (N= 214) were selected from a potential population of persons over twenty-seven years of age who had enrolled as full time Undergraduate students at the University of Massachusetts, Amherst, over three years of period. The subjects had been enrolled for at least one semester and then left the University, either as drop-outs or graduates. A mailed questionnaire survey format was used to retrospectively assess the influence of six variables related to adult students, personal environment including the influence of family members attitude towards the adults to other financial responsibilities; the influence of job responsibilities on the educational endeavour, the attitude of faculty and other student towards adult students on campus; the influence of the adults' prior experience in education, the effects of health and physical limitations on the adults' educational endeavour.

The study revealed statistically significant difference between drop-outs and persisters on all the six areas of investigations.

Giare (1981) found that 100% of persisters and 90% of non-persisters were married and there was a relationship between marital status and persistency. Among the married females, more tended to drop-out rather than continue in the adult classes and among unmarried, more tended to persist than drop-out class. The average of persisters was 19 years 10 months. Their occupation included household duties, labourers, sweepers and cleaning utensils. It was revealed that 85.72% persisters and 90% non-persisters belonged to nucleus families. The average monthly income of persisters and non-persisters was rupees 21.51 and 21.78 respectively. In all 42.85% of persisters, 26.67% of non-persisters had obtained early schooling. Amongst the reasons for dropping-out of primary school given by both the groups included lack of interest in studies, lack of interest on the part of parents, household work, poverty, dullness and illness. Social education worker was the main informer regarding the opening of adult education centre as well as a source of motivation. Most commonly given reason for persistency was to learn to sign (71.43%), followed by ability to write letters (67.14%), acquire ability to read newspapers, to fill up forms and write applications for loan,

to learn advanced methods of cultivation, to learn to read labels on fertilizers and seed bags, to read religious books, proper utilization of leisure time, interesting programme of the adult education centres like stitching and embroidery (81.43%), interest in learning (8.57%) and others (2.86%). The reasons for non-persistence were included domestic work (67.6%), lack of interest in studies (30%), unsuitability of timing (10%), distance of AEC (1.33%), economic reasons (16.66%), illness of children (6.66%) and children being young (6.66%).

Trivedi (1984) found that (1) The drop-out was 5.6 and 7.5 per cent for the year 1979 and 1980 respectively. (2) The drop-out rate among males was greater than for females. (3) The drop-out rate increased with increasing age. (4) The drop-out was maximum during the first two months of the course. (5) A large family was helpful to an adult in continuing the class. (6) The proportion of drop-outs was higher among adults coming from thoroughly illiterate families. (7) As a group, non-drop-outs were more positive towards learning. (8) Major reasons given by the adults for dropping-out were fatigue after hard-work, migration, lack of interest, inconvenient timings and advanced age. (9) Reason given by the class-conductors for dropping-out included lack of awareness on the part of adults and embarrassment experienced by the adults on the account of age and physical handicaps.

Key, Roby Van (1988) found that (1) Persisters and non-persisters differed in their primary reason for attending college. (2) Persisters and non-persisters differed in how they ranked a Bible Colleges with other schools they considered. (3) Persisters and non-persisters differed in how many hours they were enrolled in college. (4) Persisters and non-persisters differed in how well they estimated their chance to finish college. (5) Persisters and non-persisters differed in the number of hours of attendance were per week. (6) Persisters and non-persisters differed on the level of support. They differed from family and friends regarding attending a Bible College. (7) Persisters and non-persisters differed in the major motivating force of their lives. (8) Persisters and non-persisters differed in their feelings when something is left unfinished. (9) Persisters and non-persisters differed in religious attitudes, church attendance and Bible reading. (10) Persisters and non-persisters differed on material status. (11) Persisters and non-persisters differed in their feelings about Bible College after a few weeks on campus.

#### 2.5 Summary of Persisting Studies:

An overall view of the studies of persisters did indicate that there were not many clear cut factors which could be said to be the dividing lines between the persisters and drop-outs out of the adult education programme. However,

motivation and family background along with the level of responsibility did come up as some of the factors which were responsible for dividing the persisters and drop-outs. In short, there was a need to explore the field further so that some forceful factors could be found which could draw a line between the drop-outs and persisters. These factors differed in different cultures also.

#### 2.6 Studies Related to Rural Adults:

National Council of Educational Research and Training (1967) conducted a study of literacy projects in four villages of rural Delhi and found that (a) only one-fifth of the participants had achieved desirable standards of functional literacy, (b) only one-third of part time teachers had received some training and (c) that the cost of making an adult literate was Rs. 24.52. Amongst the important reasons worked out for attending adult literacy classes were (a) employment possibility, (b) desire and ability to help in the education of children, (c) writing letters, and (d) keeping account etc. However, the reasons for not attending classes included: (a) lack of time, (b) absence from village, (c) inconvenient class timings and venue, and (d) lack of faith in the programme of adult literacy.

Gandhian Institute of Studies, Varanasi (1969) , took a concurrent evaluation programme of literacy p

in Darbhanga and Mirzapur districts of U.P. The sample of centres selected was 100 centres from each of these two districts. The tests of literacy, reading speed, comprehension and number concept were administered. The results revealed that as a result of the establishment of adult literacy classes in the respective villages, the level of literacy among adults rose from 7% to 19%.

Agnihotri (1974) studied that (a) about 17% of men and women in the 15-20 age group involved in the programme were immature and unstable, (b) 50% of men, 41% of women in the 21-31 age group were enthusiastic and ambitious, (c) 31% of men and 45% of women in the age-group of 36 to 55 were well balanced. The further findings of the investigations were that adult education had not brought about the expected changes: (a) there was no improvement in the standard of living of the village people, their unfavourable attitudes towards girls and taking up of jobs did not undergo a significant change, (b) 68% of men, 66% of women had become conscious about cleanliness of their children and (c) local population had started understanding the scientific method of cultivation.

National Council of Educational Research and Training (1975) conducted an evaluative study of a pilot project in

adult literacy, launched by Delhi Administration in four villages in rural Delhi. They found the reasons for joining the literacy classes were: (a) to gain employment (32%), (b) to look after the education of their children (25%), (c) to be able to write letters and keep account (22%) and (d) to utilize their spare time profitably (10%). The investigation further found out that the reasons for not joining the classes were: (a) lack of time due to adverse family circumstances and pre-occupation with the domestic duties (66%), (b) being outside the village when classes were organised (19%), (c) inconvenient time and place for holding the classes (10%) and (d) lack of faith in literacy (5%). The investigation further revealed that the reasons for dropping out were the same as were for not joining the classes. It was also found that only 19% had achieved the standard of durable literacy. The investigation had further revealed that only 33% of part-time teachers had received some kind of professional training in teaching while 66% had been teaching without any sort of professional training.

Khanna (1981) conducted a study on the participant evaluation of adult education programme (AEP) on a sample of 100 male and 100 female adults from Patiala Circle of Punjab, falling in the age-group 12-66 years. She had found that (a) the most commonly mentioned source of information about

the opening of the AEC was village leaders (77%), which was followed by social education worker (SEW) (14%), others (6%), and members of family (3%), (b) adults were satisfied at having joined the AEC as perceived by female adults included stitching (54%), embroidery (48%), reading (48%), knitting (49%) and new thing (8%), (c) the reasons given by females for joining the AEC included: knitting (68%), stitching (62%), embroidery (60%) and reading (13%). The perceived utility of education received in the AEC, the females on an average, gave 10 responses which includes, help in domestic life (100%), promoting social awareness (87%), making proper use of money (85%), promoting good habits (77%), reading religious books (74%), increasing knowledge about health (72%), gaining knowledge about civilization (61%), developing good human relations (60%), awareness of social responsibilities (35%), attainment of the further education (37%), gaining knowledge about the right of vote (35%), and enable participation in cooperative developmental activities (30%). It was revealed that cent-per-cent of female adults were satisfied with the location of the AEC. However, only 15% of females thought that the room in which the adult class was held was adequate, and 90% of them thought that all the needful facilities were available at the adult education centre. All the females were satisfied with the content taught in the AEC and thought that their teacher was teaching very well and that there was

full co-operation between students and teacher as well as among students. 90% of them indicated that the needful material was available. About the continuation of AEC, 45% wanted the AEC to become a permanent feature of their village, 5%, 10%, 18% and 10% wanted it to remain in the village for 4 years, 3 years, 2 years and 6 months respectively. However, only 2% wanted it to remain there until their marriage. The selection of the time of the year convenient for adults to study revealed that 75% of females thought that they could study throughout the year, 10% and 15% respectively thought winter and summer were the most convenient times. However, cent-per-cent of females were satisfied with the existing timing of the classes of AEC.

Rajayalakshmi (1980) tried to identify some of the problems that were encountered while evaluating the Functional Literacy Programme (FLP). The study was restricted to functioning of Integrated Child Development Scheme (ICDS) which covers women in the age group 15-35. The researcher found that about 30% of those enrolled in FLP had already attended formal schooling and about 12% had schooling beyond eight grade. Thus the achievement in literacy could not be attributed to participation in the FLP. It was also revealed that the participants had been instructed by the Anganwadi workers to declare that they had never attended formal school

which meant that all the adults classified as illiterate at the time of the enrollment were not really illiterates. The samples did indicate that a high proportion of those enrolled were from higher socio-economic groups. The study further revealed that in most of the cases attendance registers were not maintained properly and in some cases, where two or more Anganwadis were functioning in the same village, some learners were enrolled in more than one class. The results of the investigation did reveal that in some cases, the names of such persons who had migrated from the village years ago, were also on the rolls of the Anganwadi centre.

Multani (1981) while conducting an investigation into the profile of male adults attending Adult Education Centres in Punjab, also sought their views regarding some aspects of adult education programme. The sample of his study consisted of 200 males. The results of the study revealed that amongst the sources of information about the opening of centres: (1) instructor (48.0%) and village leaders (31.5%) were mentioned significantly more frequently than family members (16.0%) and others (2.5%). Similarly about the source of motivation: adult education instructor (41.5%) and village leaders (38.0%) were mentioned significantly more often than family members (16.0%) and others (4.5%). The reasons for joining the adult education centre included learning to read (92.5%),

write letters and applications etc. (88.0%), maintain domestic accounts (79.0%), read bus boards (68.5%), betterment of occupational status (13.0%) and signatures (6.0%). The investigation further revealed that 49.0% of adults expressed keenness to study as long as the centre remained in the village and 19.5%, 17.0%, 11.0%, 2.5% and 1.0% wished to study for 5 years, 4 years, 3 years, 2 years and 1 year, respectively. However, 67.0% of the adults were attending the class daily for 3 hours and 22.5%, 6.5% and 4.0% for 2 hours, 1 hour and less than an hour respectively.

Kaur (1982) evaluated the government run female adult education centres (AEC's) in Punjab by taking a sample of 190 female adult education learners and 16 adult education teachers. She found that the sources of information regarding the opening of the AEC included social education worker (50.0%), village leader (30.0%), member of the family (12.0%) and others (8.0%). The perceived utility of adult education included learning, sewing and embroidery (85.0%), functions of panchayat (76.0%), right to vote (74.0%), enhancement of social awareness (69.0%), increase in income (67.0%), making proper use of money (65.0%), increase in knowledge about health (50.0%) and reading religious books (50.0%), learning domestic work (34.0%) and help in attaining further education (13.0%). The study revealed that about the aims of opening

the AEC, the adults on an average gave 3.35 responses which included reading (94.0%), sewing (84.0%), writing (77.0%), arithmetic (40.0%), general knowledge (21.0%) and removal of illiteracy (19.0%). The study of the material provided indicated that the material provided to them included slates (96.0%), sewing machines (89.0%), chalk sticks (86.0%), primers (86.0%), and other (8.0%). A solid majority of adults (92.0%) were satisfied with the timings of the AEC. The quality of the teachers involved in the programme did show that the teachers were found to be middle (6.25%), middle with diploma in arts and crafts (56.25%), middle, diploma in arts and crafts and teacher training (18.75%), matric with diploma in arts and crafts (12.50%) and matric, diploma in arts and crafts and teacher training (6.25%). It was also revealed that the teachers were trying to increase the daily attendance of adults through motivation of parents (64.71%), telling the adults new and interesting stories, particular incidents and use of education (17.64%), stressing on domestic work (11.77%) and motivation through sarpanches (5.88%). The study of the aids used by the teachers did indicate that the material prepared by the teachers included charts (93.75%), posters (18.75%) and things such as rope bags, purses, decoration pieces, soap etc. (6.25%). Cent-per-cent of the teachers were using lecture method, 93.75%

were using discussion method and 18.75% were using charts as teaching aid, 56.25% were using newspapers, 18.75% radio and 12.50% television. It was also found that the teachers were evaluating the learners through written tests (100%), oral test (50%) and practical examination (31.25%). The teachers sources of guidance were supervisor (100%) and social education officer (48.75%).

Bhuller (1986) carried out an action research on functioning of adult education in Mangat Block of Ludhiana district of Punjab, with the help of an interview schedule (for learners) and questionnaire for workers. The results were as follows: (a) A majority of the learners were of middle age, married and belonged to non-farming families and were totally illiterates, (2) the reasons highlighted by learners for attending adult education centres (AEC's) were to be able to read and write followed by to learn about household practices, (3) the literacy status of the learners slightly increased with the increase in time period, as only small proportion of sampled learners were able to read and write at the end of programme, (4) the functionality and awareness dimension also showed slight increase over the time period in terms of additional knowledge about small saving schemes and immunization programme for children, (5) the age of the workers ranged from 18 to 36 years. Majority of the

workers were unmarried, had upto matric level education and had family occupations of agriculture and service, (6) the duration of training for running the AEC was preferred for 30 days by the workers, (7) the input provided by workers was not considered adequate as the workers lacked teaching material and other facilities, (8) all the centres were inconveniently located and ill-equipped which did not provide a conducive atmosphere for learning, (9) due to lack of physical facilities, lack of interest of learners, lack of motivation of the learners and lack of competency of workers, the overall progress of the programme was considerably less.

Bhangoo and Kaur (1988) assessed the needs and interests of adult rural women as related to their home and family life as a function of some socio-personal variables. The study was carried out in 10 randomly selected villages of Ludhiana district of Punjab, where from 500 adults, 50 from each of the villages in the age group 15-35 years were selected. The results regarding the needs and socio-personal variables, age, marital status and education were related with need in the areas of labour saving devices, both with and without electricity and clothing and textiles. It was also indicated that unmarried rural women expressed significantly more need for information in the area of home management.

It was further found that the needs of rural women in all the areas in home and family life were not related with occupation and income of respondents. The investigation about interests and socio-personal variables did showed a significant positive relationship of age, marital status and educational level with interests in the areas of labour saving devices and clothing and textiles. The sample of unmarried women indicated that they had more interest in acquiring information in the areas of food and nutrition, home management and health and hygiene. It was found that the younger women had more interest in acquiring information in the area of health and hygiene and the elder women had significantly more interest in acquiring information in the areas of women's welfare. The investigation did reveal that the occupation and income of rural women had no relationship with their interest in all the areas of home and family life.

Walia (1989) evaluated the adult education programme in rural areas around Chandigarh and found that 16% of the learners fell outside the target age group i.e. 15-35 years, the proportion of females was more than males, 59% of samples belonged to SC/ST and that there was irregularity of attendance in classes due to inconvenient timing, irrelevant curriculum, economic factors and domestic work etc.

Kaur (1991) conducted an investigation and assessed the reading interests of neo-literate rural adult women and found that (1) 32% women had been attending the centre for less than 6 months, 29% had been attending for 6 months, 22% for more than a year and 15% women had been attending since two years, (2) one-fifth said that they had been dissuaded in joining the adult education centres (AECs), (3) cent-per-cent said that the main factors causing irregularity of attendance was household work, (4) reading and writing, sewing, embroidery and knitting were the motivating factors for joining, (5) the respondents showed interest in care and maintenance of clothes, sewing and embroidery, beauty care, soap making, health, nutrition, common disease and their prevention, environmental cleanliness, basket making, domestic use of electricity and use of radio and T.V., (6) younger women were more interested than the older in religion, nature care, yoga, general knowledge, games and citizenship, (7) older women were more interested than the younger in family planning, house-keeping, care of sick, kitchen gardening, saving schemes, proper use of money, solution of personal problems, needs of children, environmental pollution, political problems, means of communication culture, (8) there was no significant difference between the younger and older women with regard to their interest in means of transportation, gardening, first aid and local news.

Pati (1991) through a research investigation tried to identify the problems of adult learners in Puri district of Orissa. It was found that 72% of male learners and 56% of female learners were married, 60% of female and 54% of male learners were daily labourers. A majority of the learners of both the sexes had joined the AECs on the persuasion by the instructor of the concerned centres. A majority of the learners of both the sexes had faced some common problems like pressure of work, teaching not interesting, lack of entertainment programme in the centre, inadequate physical facilities in the centres, less use of audio-visual-aids and financial problems of learners at home, lack of immediate economic benefit, unfavourable attitude of teachers, lack of incentives like meal, tiffin, clothes etc., unwillingness to sit like a child and most reading material being not useful. Some of the problems were sex specific. A majority of the women indicated the problems like distance of centre from residence, lack of company available to reach the centre and fear of untouchability. The investigator recommended that provisions should be made respect of time, curriculum and financial help, suitability to married persons and daily labours. Steps should be taken by the other agencies like head man of the village, family members and other literate persons etc. to persuade the illiterates to join the AECs

along with the instructors and steps should be taken to eliminate the problems faced by the adult learners.

#### 2.7 Summary of Rural Adults:

The foregoing review of literature pertaining to the rural adult drop-outs and persisters revealed that not much interest was shown in evaluating and implementation of NAEP and the studies have been mainly confined to the Government run adult education programme for the age group 15-35 years. The evaluation of AEP has been sought in terms of responses of adult education learners, drop-outs, teachers, other functionaries and community members. The aspect of the AEP covered in studies include age, caste and occupation of the learners, reasons for joining the AEC, reasons for low attendance and suggestions given by the learners etc., (a) age of participants generally ranged from 12 to 66 years, (b) learners belonged to scheduled castes, backward classes and general category, (c) occupation of learners included agriculturists, farm labourers and housewives, (d) aim of joining the AECs reading, writing and social awareness and how to spend money, among male learners and knitting, sewing, embroidery, stitching, reading, religious books for female learners, (e) reasons for low attendance include some personal, economic, illness and irrelevant curriculum. Very few studies has been done on the characteristics of drop-outs and persisters. However, it secured that the area needed to

be further explored for the improvement of adult education programme.

## 2.8 Overall Picture of the Related Literature:

The problem of adult illiterates is one of the major problems which Indian developmental programme in general and Indian educational system in particular is facing in the present era. It is thus essential that the area be systematically explored so that the literacy movement can function in a more effective way. The problem is quite difficult as due to psychological, social, cultural, economic and educational reasons it has been quite difficult to evaluate the illiterate adults in the educational programme of the adult education. The problem becomes even of greater significance when it is revealed that not only it is difficult to rope in the adult youth in the educational channel of one type or the other. However, it is still more difficult to make them to continue in it and not to drop-out of it. The studies conducted have revealed good many reasons for dropping out of the adults out of the adult education programme. It seems that the area needs to be explored further as with the social change which is getting up force with the adult education programme in the rural areas in particular and urban areas in general, the

reasons for dropping-out may continue to change both for the persisters as well as the drop-outs. Hence the present investigation which has explored the field in its own unique way.

CHAPTER - IIIMETHOD AND PROCEDURE3.1 Introduction:

Methodology makes an important contribution towards the quality, enrichment and drawing of scientific conclusions of any study. In order to conduct some research, there are numerous methods and procedures to be applied. However, it is the nature of the problem under investigation which determines the adaptation of a particular method i.e. most appropriate method. It helps not only to strengthen the facts but also to achieve economy. In the coordination of efforts, the type of the problem determines the methodology to be used in an investigation. Out of so many methods which can profitably be used for the conduct of an investigation, one or more than one methods can be used at the same time. In conducting the research in education, generally, more than one method is used.

The present study is a survey type study. It aimed at investigating the characteristics of adult drop-outs and persisters in the adult education programme as such no experimental situation is to be conducted. Only existing situation is to be studied. So it deals with 'Still Research' rather than Experimental Research.

### 3.2 Sample:

The scheme of the Government to open and conduct adult education centres had been closed when the present investigation was in progress and practically no such centre was being run as such in Punjab, when the present investigation was conducted. However, when the main scheme of Punjab Government was closed, some Colleges, Universities, Voluntary Organisations like Lion's Club etc. continued to run some centres in different areas of Punjab. In these circumstances, it was decided to conduct an investigation on a sample of those centres of adult education programme which were being run by the Universities in the villages of Punjab. It was also decided that the investigation would be conducted on a sample of one district i.e. Ludhiana. As it fell within the territory of Panjab University which had organised a number of such centres in the revenue area of Ludhiana District of Punjab. Needless to point out that whatever the format or scheme is adopted by the Government to tackle the problem of the removal of illiteracy, the problem of drop-outs and persisters will continue to be a part of the programme and the study of their characteristics will be of immense use to the discipline of Education.

With the help of the N.S.S. Department of Panjab University and Regional Resource Unit located in the Campus

of the University, a list of centres which functioned during the last three years was collected. It consisted of 104 such centres. Out of these centres only 8 centres were selected from the list by the draw of lots. These centres were located in the village of Rampur, Lehal, Bhikhi, Begowal, Katehri, Syair, Kadron and Buteri of Ludhiana District of Punjab.

There is a thin line of distinction between persisters and drop-outs. Some learn the matter early and drop-out. Some are not in a position to learn for quite some time and thus drop-out. In the same way there are a good many who even after becoming literate continue with their studies while many drop-out without learning anything. So in order to identify persisters and drop-outs, it was decided to fix up a limit of time. Out of the classes which were run for a period of six months at the first instance, if an adult attended it for a period of three months or more he was to be termed as persisters and all those who dropped out before completing the tenure of fifteen days were termed as drop-outs.

In order to find out the persisters the attendance registers of the adult education centres were made use of and all those who had been attending the classes regularly for more than three months were identified and listed on a

separate piece of paper. Out of these groups of different centres proportionate group of persisters was again selected by the draw of lots as detailed below in table 3.1.

Table 3.1

Distribution of Male and Female Persisters  
of Different Adult Education Centres

Sr. No.	Village	Male	Female	Total
1.	Rampur	15	18	33
2.	Lehal	9	9	18
3.	Bhikhi	7	8	15
4.	Begal	16	18	34
5.	Katehri	18	17	35
6.	Syair	10	5	15
7.	Kadon	9	10	19
8.	Butari	16	15	31
<b>Total</b>		100	100	200

In this way a group of 100 male and the similar number of female persisters were selected. From the same centres, with the help of the attendance registers the list of drop-outs during the last two years time were also prepared. From the same centre the equal number of drop-outs

were again selected by the draw of lots. In this way 200 drop-outs i.e. 100 males and 100 females were selected.

As a result of this exercise in all four hundred persisters and drop-outs were made the sample of investigation. Half of these were males and another half of them were females. Similarly, half of them were persisters and other half of them were drop-outs.

### 3.3 Tools:

(a) Questionnaire: In order to collect the information about the adult learners i.e. both persisters and drop-outs a bio-data form could serve the purpose. But as some additional information too was needed, so it was decided to administer a questionnaire for the conduct of this investigation.

First of all a list of the information to be collected was built up and that information was discussed with the supervisor and put in a sequence (Appendix-I). It was discussed with the teachers in the Department of Education, Sociology, Psychology and Correspondence Courses of the University and their valuable suggestions were noted. In the light of these suggestions, the questionnaire was redrafted and compiled. It was then put in a systematic order and a questionnaire was prepared

(Appendix-II). This questionnaire was then again sent to 10 experts working in the field of Education, Sociology and Psychology for giving their opinion on it and also to suggest some improvements in its body and content. None of the experts responded to my request of giving their suggestions. Thus personal contact was established with them. Some of them were not responsive as they were otherwise busy and had no time to do so. However, some were co-operative and promised to do so in due course of time. They were reminded again. As a result of all these efforts only six of them were kind of return the questionnaire and to give their suggestions. These suggestions were incorporated in the body of it. It was then finalised (Appendix-III). This was used as a tool to conduct the investigation.

(b) Raven's Standard Progressive Matrices (SPM): The ability to write and read of the persisters and drop-outs differed from each other and many of them could hardly write, so a verbal test of intelligence was to be used.

In order to find out the intelligence of the sample Raven's Standard Progressive Matrices (SPM) was used. The Standard Progressive Matrices (Sets A, B, C, D and E) or SPM, is a test of a person's capacity at the time of the test to apprehend meaningless figures presented for the observation, see the relations between them, conceive the

nature of the figure completing each system of relations presented, and, by doing so develop a systematic method of reasoning. The scale consists of 60 problems divided into five sets of 12 each. In each set the first problem is as nearly as possible self-evident. The problems which follow become progressively so that in each set the last item was the most difficult. The order too, the items provides the standard training in the method of working. The five sets provide five opportunities for grasping the method and five progressive assessments of a person's capacity for intellectual activity. To ensure sustained interest and freedom from fatigue, the figures in each problem are boldly presented, accurately drawn and, as far as possible, pleasing to look at.

SPM has been designed to cover the widest possible range of mental ability and to be equally useful with persons of all ages, whatever their education, nationality or physical conditions. It is a culture free test and can be used with the same accuracy in different cultures. In view of its wide applicability, it was expected to have certain limitations. As it was designed to be used with children as well as adults, the first and second sets in the scale and the introductory problems of the third and fourth sets needed, little more training in the method of working

for adults. A short practice set, designed to illustrate the method, can serve equally well. It is more so with the adults who have never undergone any such exercise. The scale is also designed to provide a reliable estimate of a person's capacity to think clearly when he is allowed to work steadily at his own speed from beginning to the end without interruption. As the five sets of tests forming the scale each begins with easy problems and end with difficult ones, it was not expected that the results would be reliable if the scale was used as a test of intellectual efficiency where a person was only allowed a limited time to work and did not necessarily complete the whole of the scale before stopping. In order to get reliable results from the administration of the scale on adults, it is essential that the whole of the scale is administered in one setting on the individual and that he is made to do it non-step, that too, without any external help. Incomplete and time bound completion by the individual, whatever his age and educational background will not serve any purpose. It was considered that from the information obtained with the standard scale, it would be possible to construct derivatives designed to meet particular demands.

Everyone, whatever his age, is given exactly the same series of problems in the same order and is asked to work at

his own speed, without interruption, from the beginning to the end of the scale. As the order of the problems provides the standard training in the method of working, the scale can be given either as an individual, a self-administered or as a group test.

### I. Reliability Studies:

Over forty studies dealing with reliability of the SPM have been reported in the literature. They include a very wide age-range, many cultural groups, and clinical as well as normal populations. Some of these studies suffered from inadequate sample sizes or from application and very young subjects. When these studies are excluded, the general picture is of good reliability, whether in terms of internal consistency or retest reliability.

1. Internal Consistency: Since SPM is a homogenous test, one would expect a high correlation to emerge with split half measures of reliability. The majority of studies giving consistency data report a correlations of about 0.90 with a model value of 0.91 (Banks and Sinha), 1951; (Elley and Mac Arthur) 1962; (King) 1963; (Laroche 1959; (Loranger and Misiak), 1954 . Three of these studies were with subjects under 20, whilst one (Loranger and Misiak) employed females. Two studies have reported low reliability which also used young subjects but one has evident limita-

tions. Georgas (1970) studied 727 Greek Children and reported consistency of 0.60 for his youngest group, aged 6 years. The SPM would serve more reliability at this stage. By contrast, Georgas reported a figure of 0.98 for his 12 year-old subjects. Keir's (1949) reported correlation of 0.76 with 296 children falls far short and other substantial studies which indicate a reliability of 0.86 can be assumed using the Spearman-Brown formula.

2. Test-Retest Reliability: Reports of reliability are contained in over twenty papers, summary details of which are contained in The Research and References Section of this Manual (1982). They differ widely in their methodology and the time intervals between test range from one week to three years. As would be expected, the shorter intervals are in general associated with higher reliability correlations.

After one week Lorache (1960) has reported a reliability of 0.85 with sixth grade Congo School boys and referred to Verhaegen's (1956) data with a value of 0.88 also with Congo school children after several weeks. Stinissen (1956) has given Belgian data one week, one month, three months with retest results of 0.89, 0.81 and 0.78 respectively. Cole et al (1979) reported a reliability co-efficient of 0.86 after 9 months.

## 11. Validity Studies:

(1) Criterion Oriented Validity: The concurrent and predictive validities of SPM vary with age, possibly sex and homogeneity of the sample. The method of assessment of the criterion to which the test will be related and the reliabilities of test and criterion measures in the context considered. A review of relevant research, however, allows some general conclusions to be formulated.

### (i) Correlations with Concurrent Intelligence Measures:

For English speaking children and adolescents, reliable correlations of SPM with the Binet and Wechsler Scales range from +0.54 to +0.86 (Raven, 1948; Taibal, 1951; Banks and Sinha, 1951; Barratt, 1956; Mehrotra, 1968; Moran, 1972; review by Burke, 1958. An exception was an undergraduate study involving 17 subjects where SPM was found to correlate +0.95 with MHV (Deary, 1980). Inter test correlation for adults subjects are similar in magnitude and pattern to those outlined for children (Burke, 1958). Some recent American studies with adults have yielded very high correlation between SPM and WAIS Scores (Burke and Bingham, 1966,  $r = +0.85$ , 1969,  $r = +0.75$ , Sheppard et al., 1968  $r = +0.89$ ).

(ii) Correlation with Concurrent Achievement Measures:

Correlation between SPM and performance on achievement tests or actual scholastic achievement are generally lower than correlation with intelligence tests and even more variable, ranging from negligible (e.g. Keehn & Prothro, 1955) to very high (e.g. Irvine, 1966, +0.7). The authors (Dolke & Shama, 1976) reported criterion validity of +.62 while concurrent validity using the GATB test was +0.55.

2. Predictive Validity: The external criterion commonly adopted in predictive validity investigations is scholastic achievement assessed sometime after the administration of SPM. Validity coefficients reported in studies with English and non-English speaking children and adolescents generally range upto +0.70 (Stinissen, 1956; Swinnen, 1958; Elley and Mac Arthur, 1962; Rao, 1963; Giles, 1964; Godman, 1964; Irvine, 1966; Maderma & Valsechini, 1967).

3. Content Validity: The content validity of SPM, measured by the internal consistency of test, varies markedly when different test items are considered (Keir, 1949); Hornowski, (1959); Kalina, (1967); Banks and Sinha (1951) with children, found an average biserial correlation between SPM items and the combined result of three IQ test of +0.45; for different test items, correlations ranged from +0.2 to +0.8.

For a large sample of adults, Sheppard et al (1968) reported a mean biserial correlation of +0.52 and good to excellent discriminative power for most items. Their result support the overall structure of SPM. Item analysis by Keir (1949), Banks and Sinha (1951) and Sheppard et al (1968) suggest that there may be predominance of medium difficulty items and a need for significant shifts in the order of some items.

Mac Arthur (1962) working with Metis-Indian children in Canada, observed the SPM meet an important requirement for use in cross-cultural contexts - it has face validity in the sense that it appears to those who take and administer the test to be assessing a basic ability to reason, in a form of presentation which is not obviously culturally biased.

4. Factorial Construct Validity: The progressive matrices has been described as one of the pure and best measures of 'g' or general intellectual functioning available (e.g. Spearman, 1938; Vernon, 1942, 1947). Evidence for this claim comes from several factor analytic studies involving large number of children and adults. Investigations with British children (e.g. Emmett, 1949; Gittins, 1952; Nisbet, 1952) reveal high loadings of upto +0.83 on 'g' and up to +0.81 with a U.S. study (Zagar et al., 1980). Cross-cultural studies confirmed the high 'g' saturation of SPM

(Keehn & Prothro, 1955; Mehrotra, 1958; Dash and Kanungo, 1959; Genesse & Hamayan, 1980; Elley and Mac Arthur, 1962; Mac Marthur, 1962; 1968; Irvine, 1966; Romney, 1969).

Moreover, most studies have found no loading on verbal-educative and numerical ability factors. Research with adults have also revealed very high loading of up to +0.86 on 'g' Burt (reported by Vernon, 1942); Gabriel, 1954; Loranger & Misiak, 1959; Burke and Bingham, 1969; in one study as high as +0.94 (Crickmore, 1968).

#### 3.4 Administration of the Tools:

To collect information and specially to get a form filled in by some literate population, especially in the days of militancy in Punjab was a very big job. In the villages of Punjab, at that time, the people were so much scared that they doubted every body whosoever came to them for any purpose. It was more so when the person was an outsider. It was thus essential that at first this fear should be taken off the minds of the people. For this purpose first of all the Panchayat of the villages were taken into confidence, the village teachers, lambardars and also the Patwari was taken into confidence who educated the subjects and took out fears from their mind to fill in the information sought by the investigator. Even, in spite of it, the subjects were reluctant to do so, when some of

the members of the Panchayat did not come in person and sit with the investigator or member of her team. In such cases, time and again, local influence was exploited to get the co-operation of the subjects. In view of the peculiar position of the state at the time of collection of data with the help of the team of co-workers was shifted and the investigator herself did the job of collecting the data in person.

First of all the tester was made to sit comfortably in a well lighted and airy room. A type of dialogue was initiated with him so as to establish a kind of rapport. During the dialogue, it was made clear to the subject that the results of tests and the information revealed would be kept secret and would not be used for any other purpose except this piece of research. Under no circumstances, it would be given to the teachers and the parents, so, they were requested to be fearless and to reveal their inner beings.

After doing so the questionnaire, which had been standardised was got filled by him. If he was unable to do so for want of the knowledge then it was filled by the investigator by asking him pertinent questions. It was taken care that only required information was extracted and no embarrassing question were asked.

After he had finalised the filling in the questionnaire, he was given a set of copies, a record form and pencil for the administration of SFM.

Pencils and record forms were distributed to the examinee. The adults (people) to be tested were asked to fill in particulars about themselves on the record form. When this had been done, the test booklets were given to him but asked not to open the booklets until he/she was asked to do so. The investigator said, "Open your books to the first page. It is like this". "At the top it says Set A and you have a column here, on your answer sheet, for Set A. This is AI. You see what it is. The upper part is a pattern with a bit of missing. Each of these pieces below is the right shape to fit the space, but he did not all complete the pattern. Number 1 (point to the piece and to the pattern) is quite the wrong pattern. Numbers 2 and 3 are wrong they fit the space, but they are not right pattern. What about number 6? Is it the right pattern (illustrate that the pattern is the same as the pattern above) but it does not go all over. Put your finger on the one that is quite right". Notice, if this has been done correctly. If necessary explain again, and then say, "Yes, number 4 is the right one. So the answer to AI is 4 - write 4 here, against number I in column A on your answer sheet. Do not turn over yet".

Similarly, on every page in your book there is a pattern with a bit missing. After that he is allowed to write down and answer to the rest of the test.

In this way these tests were administered individually by the investigator to 400 students of Adult Education students i.e. both persisters and drop-outs.

All this took eight months time as it was to be done when the subject was free and also co-operative. He was sometimes not available. At times the candidate and his parents were not co-operative as Punjab was under the spell of terrorism and people were afraid that their wards might not be exploited and the information might not be misused. The co-operation of the Sarpanch, the school teacher, Patwari and at time other official had to be sought. Some times the candidates were so co-operative that their wards served tea and snacks to the investigator. In two cases the girls who had undergone the process of adult education had been married and gone to some other village, then the research worker had to move to that place to cover the sample selected. Similarly in three cases the parents of the girls due to the fear of terrorism had shifted to oth villages so the investigator went to follow them up to th place. In one case the boy who had attended the adult education centre had got ill and admitted in a hospital.

The researcher had to go to the hospital to administer tools on the candidate, who was otherwise fit to do so.

Side by side, when the testing process was completed, the scoring process was also started. One of the most satisfactory method of interpreting the significance of a person's total score is to consider it in terms of the percentage frequency with which a similar score is found to occur among people of his own age. This has the advantage over other methods that a prior assumption is made that in childhood the development of intellectual capacity is necessarily uniform or distributed symmetrically. For practical purposes, it is convenient to consider certain percentages of the population and to group scores accordingly. In this way, it is possible to classify a person according to the scores he/she obtains as:

- (i) 'Above the average in intellectual capacity' if his scores lies at or above 90th percentile.
- (ii) 'Intellectually average' if his scores lies between 25th and 75th percentiles.
- (iii) Below average in intellectual capacity' if his scores lies below 25th percentiles.

After the scoring the values of  $\chi^2$  and also t values of different groups were worked out on the basis of the charts of different variables. The results of these statistical values were analysed, and discussed and scientific conclusions were drawn and have been reported in the next chapters.

CHAPTER - IVDISTRIBUTION OF DATA4.1 Introduction:

The data to be compiled for the execution of the project was to be collected from the rural areas of Punjab and it mostly belonged to the landless labour of the area as most of the illiterates now belonged to this category only. In the rural Punjab the net of the distribution of education has been so spread that almost all other types of the inhabitants have started sending their wards to the schools and have also acquired some education i.e. literacy. Thus, this population i.e. landless labour illiterates, is a hard net to crack. In rural Punjab the category which is not providing educational facilities to their wards is the landless agricultural labour. They are real poors. They have been mostly illiterates for generations. They are mostly not much aware of the benefits of the adult education programme.

The Adult Education Centres being run by the Panjab University, Chandigarh were located in Ludhiana District and were like other centres being run by the Punjab Government which were closed recently. These centres were not well equipped. In fact one of the causes of the failure of

the Adult Education Centre scheme was that these were just an apology of the institutions. In order to get insight into the type of the centres, alongwith their location, physical facilities, teaching aids and other factors too, an assessment of the centres which were eight in numbers was made from the Ludhiana District and has been reported in this Chapter. However, as only the description was to be done so no higher statistics were used except to work out the percentages of different sections of different groups.

#### 4.2 Distribution of Data of Different Centres:

##### 4.2.1 Sex-wise Distribution:

Table 4.1

Sex-wise Distribution of Data

Sr. No.	Persisters		Drop-outs		Total
	Male	Female	Male	Female	
1.	100	100	100	100	400

The data in Table 4.1 did indicate that in all there were 400 adult learners i.e. 200 male and 200 female. One hundred were male persisters and the same number was of male drop-outs. In the same way there were 100 female persisters alongwith the same number of female drop-outs.



The overall distribution of the data indicated that there were 200 male and 200 female. Half of the persisters i.e. 100 were male and the same numbers were of females. In the same way half i.e. 100 drop-outs were males and another 100 were females.

4.2.2 Caste-wise Distribution of Male and Female Persisters Living Around the Centres:

Table 4.2

Percentage of Male and Female Persisters of People Living Around the Adult Education Centre

Sr. No.	Sex of the Category	Caste of the Adult Learners		Total
		High Castes	Scheduled Caste	
1.	Male Persisters	75%	25%	100%
2.	Female Persisters	75%	25%	100%

In order to know as to which category of castes was being served by the centres the survey of the population was conducted with the help of the Sarpanch of the Panchayat (Table 4.2). It was found that 75% persisters belonged to the high castes and 25% to the low castes. It was so because in the rural areas where the scheduled castes lived there was hardly any space to provide educational facilities in the centre. It was perhaps one of the reasons that 75%

persisters belonged to high castes, because the location was more convenient to them.

As the location of the residence of the people in rural Punjab was concerned, mostly the high caste people had different and separate localities while the scheduled castes lived in separate and different areas of the village. In nut shell, the residences of both the castes are not mixed.

4.2.3 Sex-wise Distribution of Male and Female Drop-outs Living Around the Adult Education Centres:

Table 4.3

Percentage of Male and Female Drop-outs in Relation to People Living Around the Adult Education Centres

Sr. No.	Sex	General Category	Scheduled Caste
1.	Male	47%	53%
2.	Female	45%	55%

The data in table 4.3 indicated that 47% male drop-outs lived around the adult education centre were from general category, while 53% belonged to the scheduled castes.

In case of female drop-outs, 45% belonged to general category, 55% belonged to scheduled caste living around the adult education centres.

This depicted a situation in which there were 25% male scheduled castes persisters (Table 4.2) while there were 53% scheduled caste drop-outs (Table 4.3). In the same way there were 25% female scheduled caste persisters while there were 55% scheduled castes drop-outs. It showed the tendency at the part of the scheduled castes was more to drop-out of the adult education centres. There might be many factors responsible for this trend i.e. first generation learners, landless labour, ignorance, unawareness etc. However, there can be no denying the fact that location of the centres which was convenient to the high castes was also one of the factors to facilitate the high castes for attending the adult education centres and to continue in them.

#### 4.3 Occupation-wise Distribution of Total Persisters and Drop-Outs:

A broader survey of the persisters and drop-outs depicted that the rural population of the adult education centres concentrated into four categories i.e. Agriculture, Labour, Business and Household only. The business and household work are only the new occupations being adopted. Agricultural and labour has been their traditional occupations. However, when the data was compiled on the basis of occupations, it was noticed that with the exception of

five adults who were engaged in business and the same number of persons who were engaged in household work, all other were labourers who had no land of their own but were doing agricultural labour. In other words the total data belonged to the landless agricultural labour. As such no comparison of different groups based on occupation was made and it was presumed that the total sample belonged to landless agricultural labour.

#### 4.4 Distribution of Drop-outs with Period of Attendance:

The drop-outs have been categorised in three categories i.e. those who attended for 5 days or less, those who attended between 6 to 10 days and also those who attended the centres for 10 to 15 days in all. The data so distributed has been compiled in table 4.4

Table 4.4

Percentage of Male and Female in Drop-Outs  
in Relation to Their Period of Attending  
the Adult Education Centres

Sr. Category No.	0-5 days	6 to 10 days	10 to 15 days	Total
1. Total Drop-Outs	(31%) 62	(47%) 94	(22%) 44	200
2. Male Drop-Outs	30	47	23	100
3. Female Drop-Outs	32	47	21	100

The compilation of data in Table 4.4 showed the percentage of male and female drop-outs in relation to their period of attending the adult education centre. It shows that there were total 31% (total = 62) drop-outs who had attended adult education centre for 0 to 5 days. Out of which there were 30 male and 32 female drop-outs. In addition 47% drop-outs (Total = 94) had attended the adult education centre for 6 to 10 days out of which 47 were males and the same number was of females. In all 22% (Total=44) drop-outs had attended the adult education centres for 10 to 15 days. It included 23 males and 21 females. In this way all the 200 drop-outs out of which 100 were males and 100 were females were distributed. The data did indicate that the population of drop-outs who attended for different durations i.e. 0-5 days, 6-10 days and 10-15 days was distributed almost similarly in both the sexes indicating thereby that the group was homogeneous.

#### 4.5 Distribution of Persisters in Relation to Location of Adult Education Centres:

In all five types of locations were being used to arrange the classes i.e. religious place, dharamsala, Panchayat Ghar, House of some person and School. The data pertaining to persisters with their place of centres is given in Table 4.5.

Table 4.5

Percentage of Male and Female Persisters in  
Relation to the Place of Adult Education Centre

Sr. Category No. of Persisters	Place of the Centre					Total
	Relig- ious Place	Dharam- shala	Panchayat Ghar	Any Pers- ons House	School	
1. Male Persisters	24%	33%	0	0	43%	100
2. Female Persisters	38%	0	18%	44%	0	100

The compilation of data pertaining to persisters with the type of accommodation in Table 4.5 showed that 24% male attended their classes at religious place while 38% female persisters did so. In all 33% male attended their classes at Dharamshala and 43% male attended their class at school. In case of female 18% attended their classes at Panchayat Ghar, 44% did so at any person's house. None of the males attended the class in Panchayat Ghar or any body's house. In case of females none attended the centre in dharamshala or school. However, the maximum males attended the centres which were located in school while maximum females attended the classes in some person's home.

#### 4.5.1 Distribution of Drop-outs in relation to Location of Adult Education Centres:

The data pertaining to drop-outs in relation to the location of the Centre sex-wise is compiled in Table 4.6.

Table 4.6

Percentage of Male and Female Drop-outs in Relation to the Place of Adult Education Centre

Sr. No.	Category of Drop-outs	Location of the Centres					Total
		Religious Places	Dharamshala	Panchayat Ghar	Any other house	School	
1.	Male Drop-outs	58%	9%	0	33%	0	100
2.	Female Drop-outs	26%	0%	10%	64%	0	100

In all there were 58% male drop-outs who attended their classes at a religious place and 9% attended at Dharamshala, none at Panchayatghar, 33% attended their classes at some person's house and no one did so at school.

In view of female drop-outs 26% attended their classes at religious place, no one at Dharamshala, 10% attend at Panchayatghar, 64% did so at any person's house and no one did so at school. The maximum of those males who become drop-outs were located in the centres being run in religious place while maximum of those females who were drop-outs were located in some body's house.

#### 4.6 Distribution of Adult Learners in Accordance with the Accommodation in the Centre:

It was noticed that at the most some centres had accommodation which consisted of two rooms. The data

pertaining to the persisters in accordance with the accommodation of the centres, has been compiled in Table 4.7.

Table 4.7

Distribution of Persisters in accordance with the Accommodation of the Centre

Sr. Category No. of Persisters	Accommodation in the Centre				Total
	Under the tree	Verandah	One Room	Two Room	
1. Male Persisters	0	8%	59%	33%	100
2. Female Persisters	0	26%	74%	0	100

The data tabulated in Table 4.7 showed that in all there were 8% male persisters who attended their classes in Verandah, 59% attended their classes in centres of one room, 33% did so in the buildings where there were two rooms. However, there was no adult male persister who attended the class of centre under a tree.

In case of female persisters 26% attended there classes in Verandah, 74% attended their classes where was one room. However, none of the female persisters was compelled to do the study under the shadow of the tree or accommodated in such accommodation which had two rooms in it.

The data did indicate that the concentration of both males and females was in the centres which were being run in one room. However, the sex difference has been noticed in centres wherein there were two rooms. In all 33% males attended such centres but no female did so.

**4.6.1 Distribution of Drop-outs in accordance with the Accommodation of the Centre:**

The data pertaining to drop-outs distributed on the basis of the accommodation of the centre has been compiled in Table 4.8.

Table 4.8

Distribution of Drop-outs in Accordance with the Accommodation of the Centre

Sr. No. of Drop-outs	Category	Accommodation in the Adult Education Centre				Total
		Under the Verandah tree	One Room	Two Room		
1.	Male Drop-outs	25%	44%	31%	0	100
2.	Female Drop-outs	14%	67%	19%	0	100

The statistics in Table 4.8 did reveal that there were 25% male drop-outs who had attended their classes under the tree, 44% had attended in verandah, 31% had attended in one room. None was taught in a centre which had two room accommodation.

In case of female drop-outs 14% were attended their classes under the tree, 67% attended their classes in verandahs, 19% attended their classes in one room. However, no drop-out was taught in a centre which had two rooms.

The data in Table 4.8 did reveal that the maximum of those who dropped out were located in verandah i.e. 44% male and 67% females. It had also been revealed that those who were taught under the shadow of trees become drop-outs while none of the persisters behaved likewise.

#### 4.7 Distribution of Adult Learners in Accordance with Physical Facilities of Accommodation:

The physical facilities of the accommodation were assessed with regard to boundary wall, airy, electricity, drinking water and cleanliness.

##### 4.7.1 Distribution of Adult Persisters in Accordance with Physical Facilities of Accommodation:

The data pertaining to persisters with regard to physical facilities of accommodation has been compiled in Table 4.9. The table showed that 100% male persisters stated that there was boundary wall around the complex, 100% said that the situation was airy, 72% said that electricity facilities were available, 100% stated water supply was there, 96% stated that there was cleanliness around the centre.

Table 4.9

Percentage of the Male and Female Persisters in Relation to Their Essential Physical Facilities

Sr. Category No. of Persisters	Physical Facilities				
	Boundary Wall	Airy	Electri- city	Water	Cleanliness
1. Male Persisters	100%	100%	72%	100%	96%
2. Female Persisters	100%	100%	43%	100%	100%

In case of female persisters 100% stated that there was boundary wall and the building was airy, 43% stated that electricity facility was available in the centre, 100% stated that drinking water facilities were proper and 100% stated that the centre was kept neat and clean.

The availability of the centres of persisters did reveal that with the exception of electricity which was available to 72% males and only 43% females, all other facilities were adequate for both male and female adult learners.

#### 4.7.2 Distribution of Adult Drop-outs in accordance with Physical Facilities of Accommodation:

The data compiled in Table 4.10 showed that 100% male drop-outs stated that there was boundary wall around the centre, 100% stated that centre was airy, 41% stated

that electricity facility was available, 100% said that drinking water facility was proper and 100% said centre was kept neat and clean.

Table 4.10

Percentages of Male and Female Drop-Outs in Relation to Their Essential Facilities of Accommodation

Sr. Category No. of Drop-outs	Physical Facilities				
	Boundary	Airy	Electri- city	Water	Cleanli- ness
1. Male Drop-outs	100%	100%	41%	100%	100%
2. Female Drop-outs	100%	100%	68%	100%	100%

In case of female drop-outs 100% stated that there was boundary wall around the centre; 100% stated that centre was airy; 68% stated that electricity facility was proper; 100% stated that drinking water supply was proper and 100% stated that centre was kept neat and clean.

The over-all view of the physical facilities available to the adult drop-outs did show that with the exception of electricity which was available 41% for males and 68% for females, the other facilities, i.e. boundary wall, airy, water and cleanliness was of the same type for both the sexes.

4.8 Distribution of Adult Learners with regard to Seating Arrangement:

In the centres of adult learning the facilities of seating arrangement were categorised with regard to chair, bench, carpet, Tat and no facilities that the adults brought their own gunny bags or so, to sit on it.

4.8.1 Distribution of Adult Persisters with regard to Seating Arrangement:

The facilities of seating arrangements with regard to the persisters has been compiled in Table 4.11. The data so compiled indicated that 61% male persisters stated that carpets were available, 15% revealed that Tats were used to sit on it while 24% stated that nothing was given to them for sitting and that they brought their own gunny bags to sit and study.

Table 4.11

Percentage of Male and Female Persisters  
in Relation to Seating Arrangement

Sr. No.	Category of Persisters	Seating Arrangement					Total
		Chair	Bench	Carpet	Tat	Nothing	
1.	Male Persisters	0	0	61%	15%	24%	100%
2.	Female Persisters	0	0	92%	0	8%	100%

In case of female persisters, 92% stated that carpets were provided to them for sitting; 8% stated that nothing was given to them for sitting and that they brought their own gunny bags to sit in the centres.

It was however, noted with regret that in none of the centre there were chairs or benches to seat the adult persisters. It was also revealed that the maximum of persisters centres had carpets to make them sit. It was 62% with males and 92% with females.

4.8.2 Distribution of Adult Drop-outs with regard to Seating Arrangements:

Table 4.12

Percentage of Male and Female Drop-outs in Relation to Seating Arrangement

Sr. Category No. of Drop-outs	Seating Arrangement					Total
	Chair	Bench	Carpet	Tat	Nothing	
1. Male Drop-outs	0	0	35%	0	65%	100%
2. Female Drop-outs	0	0	36%	0	64%	100%

The data pertaining to drop-outs with regard to their seating arrangement in the centre has been compiled in Table 4.12. It did show that only 33% male drop-outs stated that carpets were given to them for sitting, 65% stated

that nothing was given to them for this purpose in the centres.

In case of females, 36% stated that carpets were given to them for sitting, 64% stated that nothing was given to them for sitting in the centres. However, none of the centres had the facilities of chair, bench and Tat for the purpose of seating for the drop-outs in the centres. It has also been revealed by the table that 65% of males and 64% of the female drop-outs were not provided anything to sit in the class room. It was also a matter of regret that none of the drop-outs i.e. male or female was provided with the facilities of chair or bench. The total picture of persisters and drop-outs did paint a picture in which chairs and benches were non-existent in the centres of adult education being run by the Panjab University and selected for the conduct of this investigation.

#### 4.9 Distribution of Adult Learners with Regard to the Learning Material Provided in the Centres:

In the centres of adult learners some free material was provided to the learners for study such as exercise book, pencil, book, slate, and chalk. However, it was noticed that such facilities were not available in all the centres for all the learners. The reason could be that these items were centrally purchased and there might be some difficulties in delivering these to the centres.

4.9.1 Distribution of Adult Persisters with  
Regard to Learning Material:

Table 4.13

Percentage of Male and Female Persisters  
in Relation to Free Learning Material

Sr. Category No. of Persisters	Learning Materiala				Total
	Exercise books	Pencils	Books	Slate/ Chalk	
1. Male Persisters	82%	82%	100%	100%	100
2. Female Persisters	100%	100%	82%	82%	100

The data pertaining to the learning material provided to the male and female persisters has been compiled in Table 4.13. It displayed that 82% male persisters stated that exercise books were given to them, 82% stated pencils were provided to them, 100% stated that two books were given to them, 100% stated that slate and chalk was also provided free of cost in the centre. They informed that they were not to spend any money on these items for the execution of their study.

In case of female persisters, 100% stated exercise books and pencils were provided to them, 82% stated that books, chalk and slates were provided to them free of cost

and that they were not to spend anything from their own pockets on these items.

4.9.2 Distribution of Adult Drop-outs with  
Regard to the Learning Material:

Table 4.14

Percentage of Male and Female Drop-outs  
in Relation to Free Learning Material

Sr. Category No. of Persisters	Learning Material				Total
	Exercise Books	Pencils	Books	Slate/ Chalk	
1. Male Drop-outs	16%	13%	36%	63%	100
2. Female Drop-outs	13%	13%	44%	78%	100

The data has been compiled in Table 4.14 with regard to the free providing of learning material to the drop-outs. It did depict that only 16% male drop-outs stated that exercise books were provided to them, 13% stated pencils were made available to them, 36% stated books given to them and 63% stated that slate and chalk were given free of cost and that they were not to spend any thing on these items from their own pocket.

In case of female drop-outs, 13% stated copies and pencils were given to them, 44% stated books were made available to them, 78% stated that slates and chalk were provided

to them free of cost and they were not to spend any money on any of these items.

4.10 Distribution of Adult Learners with  
Regard to Teaching Material:

In order to teach a class or a group of students the companions of the teacher are black-board, chalk and duster. This type of material has a special significance so far as the Adult Education Centre is concerned. The data pertaining to these facilities has been collected and compiled separately for males and females for both the persisters and drop-outs.

4.10.1 Distribution of Adult Persisters with  
Regard to Teaching Material :

Table 4.15

Percentage of Male and Female Persisters  
in Relation to Use of Teaching Materials

Sr. No.	Category of Persisters	Teaching Material		
		Black Board	Chalk	Duster
1.	Male Persisters	100%	100%	85%
2.	Female Persisters	100%	100%	82%

The data collected from the centres with regard to the teaching material has been compiled in Table 4.15 which stated that 100% teachers used black board and chalk while

teaching, 85% stated that duster was provided for the teacher for cleaning the black board during teaching.

In case of female persisters, 100% stated that their teachers used black board and chalk while teaching them and 82% stated that teacher was provided with the duster for cleaning the black board during the teaching process.

On the whole, it can be said that the position of black board, chalk and dusters was quite satisfactory in the adult education centres for persisters of both the sexes.

#### 4.10.2 Distribution of Adult Drop-outs with Regard to Teaching Material:

Table 4.16

Percentage of Male and Female Drop-outs  
in Relation to the Use of Teaching Material

Sr. No.	Category of Drop-outs	Teaching Material			Total
		Black Board	Chalk	Duster	
1.	Male Drop-outs	67%	67%	16%	100
2.	Female Drop-outs	74%	69%	17%	100

The data pertaining to the use of teaching material for male and female drop-outs has been compiled in Table 4.16. It indicated that 67% male drop-outs stated that

their teacher used black board and chalk while teaching them, only 16% stated that teacher used duster for cleaning the black board during the process of teaching.

In case of female drop-outs 74% stated that there was black board in their class; 69% stated chalks were provided to the centre. Only 17% stated that teacher used dusters for cleaning the black board during the process of teaching.

A significant fact revealed by the students in Table 4.16 is that duster was not provided to many of the centres of the drop-outs i.e. 16% males and 17% females.

An overall picture of the use of black board, chalk and duster of persisters and drop-outs did reveal that in case of persisters more teachers made use of these items than in case of drop-outs.

#### 4.11 Distribution of Data of Adult Learners in Relation to Teaching Methods:

The preliminary survey of the methods of teaching used by the functionaries of adult education centres indicated that only four methods were considered by the adult education functionaries i.e. lecture method, discussion method, individual attention method and story telling method. The data was collected from the adult learners of both the types

i.e. persisters and drop-outs and has been compiled in Tables 4.17 and 4.18.

4.11.1 Distribution of Data of Adult Persisters in Relation to Teaching Methods:

Table 4.17

Percentage of Male and Female Persisters in Relation to Method of Teaching

Sr. No. of Category of Persisters	Methods of Teaching			
	Lecture Method	Discussion Method	Individual Method	Story Telling Method
1. Male Persisters	62%	38%	0	0
2. Female Persisters	60%	40%	0	0

The data with regard to the methods of teaching of adult persisters has been compiled in Table 4.17. It did indicate that while 62% male adult learners stated that lecture method was used only 38% indicated that discussion method was applied to teach them. However, none of adult male persisters stated that individual attention method or story telling method was applied to teach them.

The data pertaining to females also revealed almost an identical statistics. Only 60% adult persisters stated that lecture method was used and 40% adult female persisters

stated that discussion method was used to teach them. However, none of the adult female persisters stated that either individual attention or story telling method was applied to teach them.

4.11.2 Distribution of Data of Adult Drop-outs  
in Relation to Teaching Methods:

Table 4.18

Percentage of Male and Female Drop-outs  
in Relation to Method of Teaching

Sr. Category No. of Drop-outs	Methods of Teaching			
	Lecture Method	Discussion Method	Individual Method	Story Tell- ing Method
1. Male Drop-outs	87%	13%	0	0
2. Female Drop-outs	86%	14%	0	0

The data of adult drop-outs with regard to the teaching methods was compiled in Table 4.18, which did reveal that 87% of male adult learners had stated that lecture method was used to teach them and only 13% indicated that discussion method was applied for the purpose of teaching. However, none of them revealed that either individual method or story telling method was applied by the teachers.

When the data pertaining to female drop-outs was considered it was revealed that 86% of them stated that lecture method was applied upon them for teaching and only 14% of them revealed that discussion method too was applied. However, none of them did indicate that either the individual method or story telling method was applied for the purpose of teaching.

The overall picture of adult persisters and drop-outs of both the sexes revealed that for the purpose of teaching in Adult Education Centres only lectures and discussion methods were made use of. Not to talk of other modern methods of teaching even individual method and story telling methods were not applied.

#### 4.12 Distribution of Adult Learners with regard to Teaching Aids Used in the Adult Learning Centres:

The facilities provided by the organisers of adult education centres for teaching models were not at all existent. However, the functionaries had arranged some aids to make their teaching effective. These possible aids could be charts, pictures and models. The data pertaining to teaching aids for males and females persisters and drop-outs has been compiled in Table 4.19 and 4.20.

4.12.1 Distribution of Adult Persisters with  
Regard to Teaching Aids:

Table 4.19

Percentage of Male and Female Persisters  
in Relation to Use of Teaching Aids

Sr. No.	Category of Persisters	Teaching Aids		
		Charts	Pictures	Models
1.	Male Persisters	42%	58%	0
2.	Female Persisters	53%	47%	0

The data collected with regard to the teaching aids used (Table 4.19) in the Adult Education Centres with male persisters has indicated that 42% of functionaries used charts and 58% pictures as aids to teach them. However, none of the teachers used models ofto make their teaching effective.

In case of female persisters 53% stated that their teacher showed charts; 47% stated that their teachers used pictures while teaching them so as to make their teaching effective. However, none of the functionaries used models to explain the things to them.

4.12.2 Distribution of Adult Drop-outs  
with Regard to Teaching Aids:

Table 4.20

Percentage of Male and Female Drop-outs  
 in Relation to the Use of Teaching Aids

Sr. Category of No. Drop-outs	Teaching Aids		
	Charts	Pictures	Models
1. Male Drop-outs	15%	12%	0%
2. Female Drop-outs	10%	20%	0%

The compilation of male adult drop-outs with regard to the use of teaching aids did reveal that when the information of male adult drop-outs was analysed, only 15% stated that charts were used to teach them and 12% did indicate that pictures were made use of, to make the things clear to them.

In case of female drop-outs only 10% stated that teacher used charts, 20% stated that their teacher used pictures while teaching them, so as to make the matters clear to them. However, none of the teacher explained to them with the help of models.

The overall picture of the use of teaching aids did reveal that persisters had reported more use of the charts and pictures than drop-outs.

4.13 Distribution of Data with Regard to In Time  
Providing of Reading and Writing Material:

The learning material in the adult centres of teaching was to be provided by the organisers from their own resources. As the material was centrally purchased and then provided to the centres. There could be possibility of providing it in time or late. The separate data of persisters and drop-outs for males and females was collected and thus placed in two tables i.e. 4.21 and 4.22.

4.13.1 Distribution of Timely Supply of Reading  
and Writing Material to Persisters:

Table 4.21

Percentage of Timely Supply of Reading and  
Writing Material to Male and Female Adult  
Persisters

Sr. Category of No. Persisters	In Time Supply of Reading and Writing Material	
	Yes	No
1. Male Persisters	100%	0
2. Female Persisters	100%	0

The data with regard to the timely supply of providing reading and writing material to persisters free of cost has been compiled in Table 4.21. The analysis of the data did reveal that all the 100% males as well as

females did indicate that reading and writing material was provided to them in time.

4.13.2 Distribution of Timely Supply of Reading and Writing Material to Drop-outs:

Table 4.22

Percentage of Timely Supply of Reading and Writing Material to Male and Female Adult Drop-outs

Sr. Category of No. Drop-outs	In time Supply of Reading and Writing Material	
	Yes	No
1. Male Drop-outs	35%	65%
2. Female Drop-outs	30%	70%

The data compiled in Table 4.22 pertaining to drop-outs with regard to the timely supply of reading and writing material did indicate that 35% male drop-outs stated that they got free reading and writing material in time, whereas 65% stated that they did not get free reading and writing material in time.

In case of female drop-outs 30% stated that they got free reading and writing material in time, whereas 70% stated that they did not get free reading and writing material in time.

A peep into the statistics did indicated that those adults who got in time supply of free material were cent per cent persisters while out of those who did not get the supply in time majority became drop-outs. This was indicative of the fact that the supply of in time reading and writing material was better with persisters than drop-outs.

#### 4.14 Distribution of Data with Regard to the Motivation by Teachers:

One of the factors which takes the adults to the adult learning centres and make them to stick to it is motivation. Once they are motivated to come to the centre of adult education, it is essential to continue to motivate them for their continuation in the process of adult education. The data has been tabulated in two tables for persisters and drop-outs separately for males and females.

##### 4.14.1 Distribution of Data of Persisters with Regard to Motivation by Teachers:

Table 4.23

Percentage of Male and Female Persisters Motivated by the Teachers

Sr. Category of No. Persisters	Motivation by the Teacher	
	Yes	No
1. Male Persisters	95%	5%
2. Female Persisters	100%	0%

The data pertaining to the motivation got from teacher by adult education persisters is compiled in Table 4.23. It did indicate that 95% male persisters stated that their teacher motivated them to join the adult education centres and also continuing in adult education process. However, 5% male persisters stated that their teacher did not motivate them to continue in adult education.

In case of female persisters 100% stated that their teachers motivated them to join the adult education centres and also to continue in it. None of them, however, felt that teacher did not motivate them.

4.14.2 Distribution of Data of Drop-outs with Regard to Motivation by Teachers:

Table 4.24

Percentage of Male and Female Drop-outs Motivated by the Teachers

Sr. No.	Category of Drop-outs	Motivated by the Teacher	
		Yes	No
1.	Male Drop-outs	39%	61%
2.	Female Drop-outs	75%	25%

The compilation of data with regard to motivation by teachers in Table 4.27 of drop-outs did indicate that 39% males did feel that they were firstly motivated to join the adult education centres by the teacher and that their

teachers further motivated them to continue in it. The remaining 61% stated that their teacher did not motivate them for adult education.

In case of female drop-outs, 75% stated that their teacher motivate them for adult education whereas 25% stated that their teachers did not motivate them for adult education programme.

The over-all picture of the motivation of the adult learners to join the centres and then to continue in them did indicate that the persisters were more motivated than drop-outs to join and to continue in the process of adult education. It did show that motivation by the teachers was an important factor for continuing in the adult education programme.

#### 4.15 Distribution of Data with Regard to Sex of the Teachers:

In adult education centres, both male and female teachers taught the adult learners of both the sexes. The separate data pertaining to teachers of different sexes of persisters and drop-outs has been compiled in Tables 4.25 and 4.26.

4.15.1 Distribution of Data of Persisters with  
Regard to the Sex of the Teachers:

Table 4.25

Percentage of Male and Female Persisters  
in Relation to the Sex of the Teacher

Sr. Category of No. Persisters	Male Teachers	Female Teachers	Total
1. Male Persisters	92%	8%	100
2. Female Persisters	07%	93%	100

The data pertaining to the sex of the teacher of persisters has been compiled in Table 4.25. In all 92% male persisters stated that their teacher was male and only 8% stated that their teacher were females.

In case of female, 7% stated that their teacher was male, 93% stated that their teacher were females.

4.15.2 Distribution of Data of Drop-outs with  
Regard to the Sex of the Teachers:

Table 4.26

Percentage of Male and Female Drop-  
outs in Relation to the Sex of Teacher

Sr. Category of No. Drop-outs	Male Teachers	Female Teachers	Total
1. Male Drop-outs	85%	15%	100
2. Female Drop-outs	9%	91%	100

The sample of drop-outs has been compiled in Table 4.26 with regard to the sex of the teachers. It did indicate that 85% male drop-outs stated that their teachers were males only 15% stated that their teachers were female.

In case of female drop-outs, 9% stated that their teacher was male, whereas 91% stated that their teacher was female.

The statistics with regard to the sex of the teachers in the adult education centres did give an indication that mostly the male adult learners were teaching the males whereas the female adult learners were taught by the female teachers.

#### 4.16 Distribution of Data with Regard to their Opinion of the Teacher:

The opinion of the adult learners with regard to the punctuality and his relation with the learners has been collected and compiled in two tables separately for persisters and drop-outs.

4.16.1 Distribution of Persisters with Regard to their Opinion of the Teachers:

Table 4.27

Percentage of Male and Female Persisters in Relation to Their Opinion for Teacher

Category of Persisters	Punctuality		Relation with the Learners			
	Daily visit	Reaches in Time	Does Teaches Class Daily	Teaches with Regard for Learners	Social	Good Relation with Learners
Male Persisters	100%	97%	92%	73%	33%	85%
Female Persisters	100%	100%	98%	70%	70%	97%

The data with regard to the opinion of the adult learners for their teacher from persisters has been compiled in Table 4.27. It did state that 100% male persisters stated that their teacher daily come to the centre and 97% stated that their teacher come in time, 92% stated that their teacher taught them or taught the class, 73% stated that teacher taught with regard, 33% stated that their teacher was social and 85% stated that their teacher kept good relations with them.

In case of female persisters, 100% stated that their teacher visited centre daily and reached there in time, 98% stated that their teacher taught the class daily, 70% stated that teacher taught them with regard, 70% stated that their

teacher was social, 97% stated teacher had good relations with students.

4.16.2 Distribution of Drop-outs with Regard to their Opinion for Teacher:

Table 4.28

Percentage of Male and Female Drop-outs in Relation to Their Opinion for Teacher

Category of Persisters	Punctuality		Relation with the Learners			
	Daily Visit to the Centre	Reaches in Time	Does Teacher teaches Daily	Teaches with Regard	Social	Good Relation with Learners
1. Male Drop-outs	100%	78%	87%	47%	41%	74%
2. Female Drop-outs	100%	98%	74%	46%	49%	63%

The data pertaining to the opinion of the teacher with regard to his punctuality and opinion has been compiled in Table 4.28.

The analysis of the data in Table 4.28 stated that 100% male drop-outs reported that their teacher visited the centre daily, 78% stated that teacher taught at the centre in time, 87% stated that teacher taught the class daily, 47% stated that teacher taught students with regard, 41% stated that their teacher was social, 74% stated teacher had good relations with students.

In case of female drop-outs 100% stated that teacher visited the centre daily, 98% stated that teacher reached the centre in time, 74% stated teacher taught the class daily, 46% stated teacher taught with regard, 49% stated teacher was social, 63% stated that teacher kept good relation with learners.

#### 4.17 Distribution of Adult Learners with regard to the Public Opinion for the Adult Education Centres:

The adult learners did feel that different types of feelings were expressed by the public on adult education centre i.e. Opinion of the Public, Panchayat, effect of groupism and casteism. It was studied on the sample of the investigation and had been reported in two different tables giving the opinion of persisters and drop-outs.

##### 4.17.1 Distribution of Persisters with Regard to the Public Opinion:

Table 4.29

Percentage of Male and Female Persisters in Relation to Public Opinion for Adult Education Centre

Sr. No.	Category of Persisters	Behaviour of the Group			
		Public Interest	Panchayat Opinion	Effect of Groupism	Effect of Casteism
1.	Male Persisters	75%	62%	8%	11%
2.	Female Persisters	82%	81%	14%	12%

The opinion of the persisters with regard to different groups was collected and has been reported in Table 4.29. The compilation of data in the table did show that 75% male persisters stated that public had got interest in the adult education, 62% male persisters stated that panchayat took interest, 8% stated that groupism in the village had its effect on the adult education and 11% did state that casteism did effect the adult education centre.

In case of female persisters, 82% stated that public took interest in adult education, 81% stated that panchayat took interest in adult education, 14% stated groupism had its effect on adult education, 12% stated that casteism left its effect on adult education.

4.17.2 Distribution of Drop-outs with  
Regard to the Public Opinion:

Table 4.30

Percentage of Male and Female Drop-outs in Relation to Public Opinion for Adult Education Centre

Sr. No.	Category of Drop-outs	Behaviour of the Group			
		Public Interest	Panchayat Opinion	Effect of Groupism	Effect of Casteism
1.	Male Drop-outs	42%	30%	1%	0%
2.	Female Drop-outs	39%	30%	0%	0%

The data of drop-outs with regard to their impression of different groups on adult education centres has been compiled in Table 4.30. It did indicate that in all 42% male drop-outs stated that public took interest in the centre, 36% stated that panchayat took interest in adult education, 1% stated groupism had its effect on adult education. However, no one had indicated that casteism had effected the adult education.

In case of female drop-outs, 39% stated that public takes interest in adult education, 30% stated that panchayat took interest in adult education programme. However, none of the adult learners deposed that either the groupism or casteism had any effect on the adult education programme.

#### 4.18 Over-all Picture of Persisters and Drop-outs:

The over all picture of the data pertaining to the persisters and drop-outs did show that on most of the variables i.e. facilities, situation, opinion and co-operation of different sections of the society, the situation was almost identical with both male and female adult learner persisters and drop-outs in all the eight centres of adult learners situated in Ludhiana District of Punjab and looked after by the Panjab University, Chandigarh. The situation in these centres were such which did indicate that the centres had many inherit weaknesses.

It was also noted that persisters had enjoyed better facilities than the drop-outs. However, it will not be possible to conclude that better facilities could be the reasons for making the adult learners as persisters as this fact had not been provided. Needless to say that if the facilities are further improved, it may be possible to further improve the figures of persisters.

CHAPTER VANALYSIS AND DISCUSSION OF DATA5.1 Introduction:

In order to find out if different variables i.e. sex, age, marital status, family structure, income, caste and intelligence discriminated between the status of adult learner persisters and drop-outs, the data was treated by applying two types of statistics i.e.  $\chi^2$  test and t-test, as was the suitability of the data tabulated in different tables. It had been analysed, discussed and treated in this chapter so as to draw scientific conclusions.

5.2 Comparison of Persisters and Drop-outs  
on the Basis of Sex and Caste:

In the nine tables i.e. 5.1a and 5.1i, the comparison of males and females of general categories, scheduled castes and backward class had been made so as to draw a picture of persisters and drop-outs.

5.2.1 Comparison of General Category Adult Learners:

Table 5.1a

Comparison of Male and Female Persisters  
and Drop-outs Belonging to General Category  
of Adult Learners

Sr. No.	Sex	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	General Category Male	37	45	1.88
2.	General Category Female	41	32	

The data tabulated in table 5.1a indicated the comparison of male and female, persisters and drop-outs of general category of adult learners. In all there were 82 male adult learners i.e. 37 persisters and 45 drop-outs and 73 female adult learners i.e. 41 persisters and 32 drop-outs. The value of  $\chi^2$  test was found to be 1.88 which was statistically insignificant.

The statistically insignificant difference between the persisters and drop-outs of general category adult learners on the variable of sex, did indicate that the groups did not discriminate between different sexes i.e. males and females and that the groups were homogeneous and behaved in the similar way.

The similar type of persisting and drop-out groups of males and females of general category, could be attributed to the fact that, in Punjab the rural society was basically agricultural. The agriculture has now become so scientific

and mechanised that the agriculturists have not to work with the same intensity throughout the year i.e. there are slack seasons and peak seasons. When there are peak seasons, both males and females become equally busy in their agricultural activities. For example when the work of planting paddy is done, the males alongwith the labour go to work in the field, the women folk becomes equally busy because firstly their responsibilities at home increase and they are to look after the cattles and to feed them. Secondly they are to prepare meals not only for the family members but for the labour also and to fetch that to the place of work. So when the load of work in the field increases, both males and females become equally busy and thus cut the classes of adult education and become drop-outs. When they are comparatively free, the adult learners have time to attend the classes too. However, the fact remains that when the adult learners drop-out even temporarily, many of them do not re-start their adult education programme and thus become drop-outs. Thus the load of work is so distributed that the adult learners of both the sexes behave in the similar manner which leads them to become identical amongst persisters and drop-outs.

The insignificant difference between persisters and drop-outs of males and females of general category of adults confirmed the findings of Bhandari (1978) who had found no

significant difference between persisters and drop-outs with respect to age, sex, caste, marital status, occupation, affiliation with economic, social and political organisational group, exposure to schooling in childhood, size of landholding and use of improved agricultural practices.

The insignificant differences of male and female adult learners on persistence and drop-outs behaviour could also be attributed to the fact that due to the social change, the line of distinction between male and female labour was becoming comparatively blur and both of them might have behaved in almost the similar way in accordance with the availability of time at their disposal.

**5.2.2 Comparison of Scheduled Caste Male and Female Adult Learners:**

**Table 5.1b**

**Comparison of Male and Female Scheduled Castes Persisters and Drop-outs Adult Learners**

Sr. No.	Sex	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Scheduled Caste Male	47	41	2.44
2.	Scheduled Caste Female	38	53	

The picture painted in case of scheduled caste adult learner persisters and drop-outs, males and females in table 5.1b did indicate that in all there were 88 male scheduled caste adult learners i.e. 47 persisters and 41 male drop-outs and 91 female adult scheduled caste learners i.e. 38 persisters and 53 drop-outs. The  $\chi^2$  value of the comparison of scheduled castes too did not indicate any significant difference between the male and female categories of drop-outs and persisters and scheduled caste adult learners ( $\chi^2=2.44$ ).

The statistically insignificant difference between scheduled caste male and female persisters and drop-outs did indicate that the adult learners of both the sexes were similarly prone to drop-out and persistence phenomenon. It could be attributed to the fact that in Punjab most of the scheduled castes are landless labours, who are engaged by the agriculturist land owners. In most of the cases the labour who is called co-sharer (SIRI) works for the land owner. His wife also works at his residence and assists the wife of the land owner and looks after the cattles, milch them and dispose of their waste. The land lord keeps both the male and female labour of scheduled castes equally busy from sun rise to sun set and during the peak season their work load further increases. In nut shell both the males and females belonging to scheduled

castes are kept equally busy by the landlord, which might have made them identical in their becoming persistents and drop-outs from the adult learning classes.

The insignificant difference of male and female adult learners in their persistence and drop-out behaviour could also be attributed to the fact that with the social change in the rural areas of Punjab, the scheduled caste category of people might have become politically quite alive and started realising the value of education. This might have generated a type of consciousness amongst the scheduled caste learners which might be making both the sexes behave similarly in the variables of persistence and drop-out. It could also be attributed to the fact that social change might be making the difference between the behaviours of both the sexes similar as more and more girls are now joining waged employment outside the home and thus becoming equally viable economic units in the families, which might be a factor responsible for insignificant differences in their becoming persistents and drop-outs.

The insignificant difference between scheduled caste male and female drop-outs partially confirmed the findings of Bhandari (1978) who had found that no significant difference existed between the persistents and drop-outs with regard to

age, sex, caste, marital status, occupation, affiliation with economic, social, political organisational groups, exposure to schooling in childhood, size of land holding and use of improved agricultural practices.

5.2.3 Comparison of Backward Class Adult Male and Female Learners:

Table 5.1c

Comparison of Male and Female Backward Class Persisters and Drop-outs Adult Learners

Sr. No.	Sex	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Backward Class Male	16	14	0.17
2.	Backward Class Female	21	15	

The tabulation of data pertaining to backward class adult learners who were persisters and drop-outs of both the sexes in table 5.1c did indicate that there were only 30 male i.e. 16 persisters and 14 drop-outs and 36 females i.e. 21 persisters and 15 drop-outs. The comparison on the basis of sex compared of persisters and drop-outs revealed that the value of  $\chi^2$  was 0.17 which was statistically insignificant.

The insignificant difference between male and female backward class persisters and drop-outs, did indicate that there existed little difference between persisters and drop-outs

when compared on the basis of sex. It did reveal that the adult learners of backward class male and female persisters and drop-outs was similar and did not discriminate amongst them. These findings partially confirmed the results of the study of Bhandari (1978) who along with other results had found that no significant difference existed between persisters and drop-outs with respect to their caste and sex.

The insignificant difference might be attributed to the fact that in rural areas of Punjab mostly the backward class people were landless labour and both male and females were to work outside their homes on waged employment with the landlord. All this might have made them equally busy and might have raised similar type of motivation for adult education. Their being busy with the bread earning process during agricultural peak seasons might have made them to drop-out of the adult education centres thus paving the similar way for persisting in the adult educational process. It could also be attributed to the fact that due to social change and effect of the mass media and equalisation of opportunities, both the sexes might have become equally motivated for adult education and landlords might not be objecting to the continuing of their education in adult education centres during slack seasons. The political consciousness of such classes which had since long been suppressed by the dominant classes,

might have also motivated both the sexes to continue in the adult education process. This might have made them to divide both the sexes of backward class adult learners, similarly amongst persisters and drop-outs.

5.2.4 Comparison of Total Male Sample and General Category Male Adult Learners:

Table 5.1d

Comparison of Total Male Sample and General Category Male Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Males	100	100	0.55
2.	Male (General Category)	37	45	

The comparison of total male sample and general category of male persisters and drop-outs of adult learners in table 5.1d, did indicate that there was a total group of two hundred adult learners. This group consisted of equal number of persisters and drop-outs i.e. 100 each. The group of males of general category consisted of 82 adult learners. Amongst them 37 were persisters and 45 were drop-outs. The application of  $\chi^2$  test on the total male sample and general category male persisters and drop-outs did indicate that the group differed only at insignificant level ( $\chi^2 = 0.55$  - statistically insignificant).

The statistically insignificant difference between general category males and total male groups of persisters and drop-outs, did indicate that the groups did not differ with each other and behaved similarly on persistence and drop-out variables. This might be attributed to the fact that the total rural group of the adult learners and general category male learners, were similar amongst drop-outs and persisters because they belonged to the same strata of society in which there were pressures and counter pressures for earning of bread and butter and also going in for adult education. The social change might have made them conscious about the need of adult education and they might have joined the classes. However, the mounting pressure of wage earning might be the reason for their drop-out. It could also be attributed to the fact that in Punjab most of the ruralists are agriculturists, and did not have the same type of pressure of work throughout the year. At certain times, while sowing and reaping of the crops, the pressure was such that many of them might have been compelled to cut the adult education classes. Once they had started cutting the classes, then it might have so happened that many of them would not have rejoined and thus become drop-outs. The similar type of phenomenon of the total group as well as the male adult learners of general categories on the variable of

persistence and drop-out might be attributed to the fact that in most of the centres, the programme was so poorly organised with little learning facilities that there might be similar type of attraction for the adult learners to become persisters and drop-outs in accordance with their motivation.

5.2.5 Comparison of Total Male Group and Scheduled Castes Male Persisters and Drop-outs:

Table 5.1e

Comparison of Total Male Persisters and Drop-outs with the Male Scheduled Caste Persisters and Drop-outs

Sr. Group No.	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1. Total Males	100	100	0.28
2. Scheduled Caste Male	47	41	

The tabulation of data in table 5.1e indicating the comparison of total male group of persisters and drop-outs with scheduled caste male persisters and drop-outs depicted that there were two hundred total male adult learners consisting of 100 persisters and 100 drop-outs and 88 male scheduled caste adult learners i.e. 47 persisters and 41 drop-outs. The value of  $\chi^2$  was found to be insignificant ( $\chi^2 = 0.28$  - statistically insignificant).

The insignificant difference between the total group of persisters and drop-outs and scheduled caste male persisters and drop-outs did indicate that both the groups had the similar type of persisters and drop-outs and they did not discriminate with each other. It might be attributed to the fact that both the total sample males and the scheduled caste males belonged to the same type of strata of rural Punjab, wherein the problem of adjustment of work at home and in the field, was not the same throughout the year but differed with the crops and weather conditions. At times, the rural agriculturists were overburdened and started their work early in the morning and continued with it till late at night. There are certain months of the year when they have a little work to do. If such a group goes in for the adult education classes, then many of them will have to drop-out, out of compulsion. Some of them might be so much motivated that they again re-start with the adult education programme, but many of them did not do so and thus become drop-outs. These drop-outs, generally were of the same type amongst the total male group and scheduled caste males as they might be generally engaged in similar type of labour and also belonged to the same strata of society. It could also be attributed to the social conditions which might be of the similar kind

for both the groups i.e. total group and scheduled caste male learners, in which much immediate gain might not be visualised by them out of adult education programme as it had been organised and was viewed by the social set up. In fact, a deep conviction and motivation which was needed to continue in the adult education programme, might be of the similar level in both the groups, thereby depicting the similar type of persisters and drop-outs amongst both the groups.

5.2.6 Comparison of Total Male Group and Backward Class Male Persisters and Drop-outs:

Table 5.1f

Comparison Between Total Male Group and Backward Class Male Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Males	100	100	0.12
2.	Backward Class Males	16	14	

The compilation of data in table 5.1f pertaining to the total male sample of the study i.e. two hundred consisting of 100 persisters and 100 drop-outs and backward class males numbering only, 30 out of whom 16 were persisters and 14 drop-outs, did show that value of  $\chi^2$  was 0.12, which was statistically insignificant. The insignificant difference between the

persisters and drop-outs of the total sample and male backward class drop-outs and persisters went to indicate that both the groups behaved likewise, in the sub-groups of persisters and drop-outs. The similar type of drop-out and persistent group behaviour of the total male group and backward class male adult learners, could be attributed to the type of labour which these groups were to do in rural economy of Punjab, which is primarily an agriculturists state, in which almost all those who attended the adult learning classes were directly and indirectly involved in the profession of agricultural labour. In the agricultural sector of Punjab, there are peak seasons as well as slack seasons. In peak seasons all the labour would have been so busy and engaged that they were to work from small hours in the morning till late at night. Those who attended to such adult education centres, generally cut their classes and many of them did go in for it even more than a month. Those who did not attend the adult education centres for quite some time, or later on did not join them became drop-outs. However, some of them might have re-started to attend the classes and thus become persisters. Those who behaved in the above ways were almost of the same type amongst the total group as well as male backward class adult learners. This could also be attributed to the social atmosphere in which much value was not attached

to adult education programme as it did not bring any immediate economic gain to the learners. In fact, those who were strongly motivated either did not drop-out and continued with the classes or rejoined it after some time. Such peoples or learners might be similarly distributed amongst both the groups of the adult learners and thus depicted only insignificant difference between them. It could also be attributed to the poor quality of service, material, methods of teaching, physical facilities that only those who were highly motivated might have been continuing in such groups and all others might have dropped out of the adult education programme and such learners might be similarly distributed amongst the total male sample and backward class male adult learners, as all of them belonged to the same strata of the social set up.

#### 5.2.7 Comparison of Total Female and General Category Females:

Table 5.19

Comparison Between Total Female and General Category Female Groups of Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Females	100	100	0.81
2.	Female (General Category)	41	32	

The data in table 5.1g pertaining to the comparison of female persisters and drop-outs belonging to general category and the total female sample of the investigation did indicated that the total sample consisted of 200 adult learners out of whom 100 were persisters and 100 were drop-outs, while females of general category consisted of 73 adult learner women out of whom 41 were persisters and 32 were drop-outs. The value of  $\chi^2$  of persisters and drop-outs of the total sample and the similar type of groups of general category of female learners was found to be insignificant ( $\chi^2 = 0.81$  - statistically insignificant).

The insignificant difference between the persisters and drop-outs of the total female sample and general category of female adult learners did indicate that both the groups had the similar type of learners pertaining to similar type of persisters and drop-outs. The similarity in persistence and drop-outs in both the groups i.e. total sample of females of general category, might be attributed to the fact that in rural agricultural sector of Punjab the work load in peak and slack seasons was of the same type on the total female group and general category females. As such during the peak season most of the adult female learners might have cut their learning programme and missed the classes. The result might

be that some of them who seemed to be similarly distributed amongst the total female sample and the females of the general category, might not be so motivated that after the peak season they rejoined the classes and thus become drop-outs. Similarly some of them who seemed to be highly motivated and similarly distributed amongst the total female sample and females of the general category, might have rejoined the classes and thus become persisters. It could also be attributed to the fact that the level at which the adult centres were being run with little facilities, poor methods of teaching, the females of general category and also the total sample of the study, might have been poorly motivated to continue in the adult education process or centres and behaved similarly. It could also be attributed to the fact that there were no immediate economic gains of adult learners in the rural Punjab, which might have similarly distributed the motivation amongst persisters and drop-outs in the total female group as well as general category of adult female learners of general category. All this might have depicted only the insignificant difference between persisters and drop-outs of the total female sample as well as the females of general category of adult learners.

5.2.8 Comparison of Total Female Sample and Female Scheduled Caste Drop-outs and Persisters:

Table 5.1h

Comparison Between Total Sample of Females and Scheduled Caste Female Persisters and Drop-outs

Sr. Group No.	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1. Total Female	100	100	1.70
2. Scheduled Caste Female	38	53	

The compilation of data in table 5.1h did indicate that in the total female sample there were two hundred adult learners and 100 of them were persisters and 100 were drop-outs. Amongst 91 scheduled caste females, there were 38 persisters and 53 drop-outs. The value of  $\chi^2$  did indicate that only insignificant difference existed between them ( $\chi^2 = 1.70$  - statistically insignificant).

The statistically insignificant difference between persisters and drop-outs of the total sample and similar group of the scheduled caste females did indicate that the groups were identical in their share of persisters and drop-outs. The similar type of behaviour of both the groups of persisters and drop-outs could be attributed to the same type of problems of adult learners of the agricultural

dominated rural society of Punjab in which the ruralists were so placed that there were some peak and some slack seasons of work. In the peak season all the people might be extremely busy and they hardly got any time to attend the adult education centres and so almost all of them drop-out temporarily and only a few who were either free or highly motivated continued to attend the classes. After the peak season which is sowing and harvesting season, people became comparatively free. However, those who were lesser motivated might have cut the classes permanently and thus become drop-outs. However, some of them who were highly motivated might have rejoined the classes and thus become persisters. The behaviour of those who cut the classes permanently and those who rejoined it after some time was found to be identical in the total female sample as well as the female scheduled caste adult learners. It could also be attributed to the other factors that adult education had no immediate economic motivation and those who were illiterates hardly understood its long term gains. This might have lead to their low level motivation. If the total atmosphere in the rural Punjab was so motivated that people could get genuine interest in the adult education programme, the picture might have been a bit different. Thus, there was a need that a high level motivation be created in different ways. For example if those who

are not literate are not given due consideration for loans, ration card and other agricultural facilities, the motivational force may become more forceful. It could also be attributed to the fact that the facilities provided in the adult education centres in village were of poor quality.

5.2.9 Comparison of Total Female Group and Backward Class Females:

Table 5.11

Comparison Between Total Female Persisters and Backward Class Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Females	100	100	0.85
2.	Backward Class Female	21	15	

As indicated in table 5.11, there were one hundred persisters and one hundred drop-outs in the total female sample of the investigation thus making it a group of 200 adult female learners. On the other hand in all there were 36 female backward class adult learners consisting of 21 persisters and 15 drop-outs. The  $\chi^2$  value of the comparison of these two groups were found to be insignificant ( $\chi^2 = 0.85$  - statistically insignificant).

The statistically insignificant difference between the total female persisters and drop-outs and female adult backward class persisters and drop-outs was found to be indicative of the fact that both the groups were identical. This similarity in persisters and drop-outs could be attributed to the fact that Punjab was basically an agricultural dominated society in which the flow of work was not the same, throughout the year. There were peak seasons as well as slack seasons. In peak seasons i.e. harvesting and sowing of crops, the people are very busy and hardly got time to attend to welfare activities like adult education, which according to them was not productive as it was a long time investment. The result was that females cut their classes and only those who are highly motivated come back and rejoined them. There might be only a few females, who continued to attend the classes who were either highly motivated or were deeply interested in broadening their frontiers of knowledge. Such learners might be equally distributed amongst the total female group of the investigation and also amongst the backward class female adult learners. It might also be attributed to the fact that people were not highly motivated towards adult education because it did not bring immediate economic gains and also because the level at which these centres, with low motivated

instructors, low honorarium and inadequate facilities were being run. The result could be that the number of drop-outs might have been substantially increased in both the groups of comparison. It could also be attributed to the fact that almost all the adult learners in rural Punjab belonged to low socio-economic strata of the society and all these adult learners might be too busy with their bread and butter problems that they might have hardly found time to attend to it. In fact, most of them might have been so busy that both husband and wife were to work to make their living, making them tight to attend to the adult education classes, the result might have been that a good many of them would have become drop-outs and this proportion might be almost the same both in the total female group of the investigation as well as the female adult education learners, belonging to backward classes.

### 5.3 Overall Picture of Male and Female Persisters and Drop-outs of General Category and Scheduled Caste and Backward Classes:

The insignificant difference on the variables of persistence and drop-out between general category of males and females, between scheduled caste males and females, between backward class males and total females, total male sample with general category males, total male sample with

scheduled caste males, total male sample with backward class males, total female sample with females of general category, total female sample with scheduled caste females, total female sample with backward class females, did indicate that the sample was homogeneous and sex of the adult learners did not prove to be an active variable which could make considerable contribution towards persistence and drop-outs. in all the above said comparisons. It was also depicted that caste as a variable did not discriminate between drop-outs and persistents as neither the scheduled caste males and nor scheduled caste female, neither backward class males and nor backward class females did discriminate with either the total group of the same sex or with the opposite sex adult learners.

#### 5.4 Comparison of Persisters and Drop-outs on the Basis of Marital Status:

One of the reasons which adds to the chances of becoming drop-out or persisters is hypothesised to be married or unmarried status of adult learners. The marriage decreases the chances of becoming drop-out rather than persisters. However, this phenomenon can play different roles in different social set up. This phenomenon has been further explored in this investigation.

5.4.1 Comparison Between Unmarried Male and Unmarried Female:

Table 5.2a

Comparison of Unmarried Male and Female Groups of Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Unmarried Male	36	47	0.83
2.	Unmarried Female	37	36	

The compilation of data in table 5.2a comparing persisters and drop-outs male and female adult learners indicated that the sample of unmarried male adult learners consisted of 83 persons, out of whom 36 were persisters and 47 drop-outs. However, in case of unmarried female adult learners, the sample was of 73 adults, out of whom 37 were persisters and 36 were the drop-outs. The comparison of these groups depicted only insignificant difference between them ( $\chi^2 = 0.83$  - statistically insignificant).

The statistically insignificant difference between unmarried male and unmarried female samples of the investigation consisting of persisters and drop-outs, did indicate that in both the male and female groups persisters and drop-outs were identical. It might be attributed to the fact that almost all those who attended the adult education centres

belonged to landless labour. The position of landless labour in Punjab was such that they were to work very hard to make their both ends meet. The position might be similar both with the male as well as female adults. The child was hardly five or six when he/she was placed in gainful employment i.e. parents get their labour charges and they are fed by their employer. Their employers get so much of the work out of them that they hardly get any chance to attend to the adult education centres. If some of them had kind employers who allowed them to do so, they did attend such programme. However, as soon as they changed the employer which was too often, again they become drop-outs. Secondly, it could be due to the fact that adults learners might be belonging to such families in which no body had been educated for generations and as such there was a little support from the parents for attending the adult education centres. This might have distributed both persisters and drop-outs similarly amongst male and female adult learners. It might also be attributed to the fact that the age of marriage of both the male and female children might be quite low. As soon as they got married they might have got engaged in family making process and would have been further burdened with work so that they might have got little time to attend to social welfare activities like adult education. The result might be that

the persisters and drop-outs might be similarly distributed amongst unmarried male and female adult learners in the sample of the investigation.

The insignificant difference between the unmarried male and female adult learners on their becoming persisters and drop-outs confirmed the findings of Bhandari (1978) who along with other results had found that sex and marital status did not make any significant role in making the adult learners persisters and drop-outs.

#### 5.4.2 Comparison of Married Male and Married Female Groups:

Table 5.2b

Comparison of Married Male and Married Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Married Males	58	50	0.56
2.	Married Females	55	58	

The data in table 5.2b pertaining to married male and female persisters and drop-outs showed that out of 108 male unmarried adult learners only 58 were persisters and 50 were drop-outs and out of 113 married females 55 were persisters and 58 were drop-outs. The comparison of persisters and drop-outs in the samples of married males and married females did show that there existed only insignificant difference between them ( $\chi^2 = 0.56$  - statistically

The insignificant difference between the persisters and drop-outs amongst married male and married female samples did reveal that the groups were identical so far as their persisting and drop-out behaviour was concerned.

The results of identical persisting and drop-out status of male and female married adult learners confirmed the findings of Bhandari (1978) who too had found on a data of adult literacy classes that sex and marital status did not make significant difference on persistence and drop-out.

The identical behaviour of married males and females on their persistence and drop-out status could be attributed to the fact that almost all those who attended the adult education centres in rural Punjab were landless labours who were engaged in the field of agriculture on share basis. In such type of agreement not only the male members but all the members of the family of the labourer were to work in the field of the landlord, who kept almost all of them so busy that they hardly get any time to attend to other welfare activities like adult education programme. Moreover, the hours of work and also the routine of work was unscheduled. They were to work in the field, look after his cattles, attend to odd jobs and also to attend to their family problems. All this might have made them so busy that those of them who would have joined the adult education centres, might be behaving

similarly in the group of male and female married adult learners and depicted no difference between them. At times the female life partners might have to face even more odd circumstances as they were to bear and rear their own children too. In such circumstances, the amount of their labour was not decreased but the load of work of the female partner was passed on to the male partner thus making him even more busy. In such circumstances, the chances of dropping-out of the adult education programmes decreased both for the male and the females. However, when the couple was so much motivated, they might have continued with the learning in the adult education centres even after breaks. Thus chances with most of the couples either to drop-out or to persist in the adult education programme were almost similar with married people of both the sexes. It could also be due to the fact that in some cases the landlord himself might be aware of the benefits of adult education programme and thus motivated to arrange his work in such a way that the labourer and his life partner could attend to it. In such cases also the chances of becoming persisters or drop-outs might have become similar, thus paving the path for insignificant difference between married male and female adult learners. It could also be attributed to the fact that the facilities providing for adult education to the adult learners in adult education centres might be too inadequate that they might have hardly

attracted the adult learners. The adults might not highly motivated, as the teaching material was inadequate, the place of the centres at times was not proper etc. This also might have equally attracted or repelled the rural married male and female adults towards the adult education programme thus portraying them as persisters and drop-outs of the same proportion.

#### 5.4.3 Comparison of Widow and Widower Persisters and Drop-outs:

Table 5.2c

Comparison of Widow and Widower  
Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Male (Widower)	3	2	zero
2.	Female (Widow)	3	2	

The compilation of data in table 5.2c pertaining to widows and widowers did indicate that the number of both the groups was the same i.e. 5 each. In both the groups the number of persisters i.e. 3 each and the number of drop-outs was the same i.e. 2 each. These figures are indicative of the fact that persisters and drop-outs were equally distributed amongst widows and widowers. It might be attributed to the fact that Punjab was basically a society in which both Muslim and Christian population was very diluted. In both

these religions there were customs and traditions to arrange widow and widower marriages so often, whereas amongst Hindus and Sikhs the marriages of widowers are arranged so often but the marriages of widows are seldom arranged. The data depicted in this study pertained to the sample of Hindus and Sikhs as the places from where the data was collected had little population of either christians or Muslims. This fact might have made the position so similar with regard to persisters and drop-outs amongst widows and widowers that their number was the same depicting no difference between them. It could also be attributed to the fact that in some families the widows and widowers might have been looked down upon and were not encouraged to do any thing productive and creative while there might be some families in which they were sympathetically looked and might have been encouraging to go in for welfare activities like adult education in order to divert their attention from the scene of painful situation. This might have been so found in both the groups of widows and widowers that both persisters and drop-outs would have been found in equal numbers depicting no difference in their proportion.

5.4.4 Comparison of Male and Female Divorcees:Table 5.2d

Comparison of Drop-outs and Persisters  
Amongst Male and Female Divorcees

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Divorced Males	2	1	0.06
2.	Divorced Females	3	1	

The data in table 5.2d regarding the comparison of male and female divorcee persisters and drop-outs did indicate that in the data there were only 3 male divorcees i.e. 2 persisters and one drop-out. Amongst the females there were only 4 divorcees i.e. 3 persisters and 1 drop-out. The application of  $\chi^2$  test revealed that there existed only insignificant difference amongst persisters and drop-outs in male and female divorced sample ( $\chi^2 = 0.06$  - statistically insignificant).

The insignificant difference amongst male and female divorcees did indicate that both the groups had similar level of persisters and drop-outs. It could be attributed to the fact that amongst male and female divorcees, the problem might be of adjustment. Whereas the male divorcees were to adjust in their own home, the females were either to adjust

in their own homes i.e. in-laws or to move with their parents and to adjust there. The process of adult education might have provided them with some engagements to be busy and feel cut off from their previous married life or might also be providing them with a faith to feel more independent with knowledge and information. It was perhaps why that in case of both male and female divorcees the number of persisters was more than the number of drop-outs i.e. when amongst male divorcees there were 2 persisters and one drop-out with female divorcees there were 3 persisters and one drop-out. It could also be due to the fact that after getting divorce the people feel difficult to adjust and thus drop-out. However, the similar type of persistent and drop-out behaviour of both male and female divorcees might be attributed to the general opinion of the people about benefits of adult education, about their similar attitude towards adult education and also the seasonal load of work in the fields. It could be attributed to the attitude of divorcees towards adult education. It could also be due to the social change which was fast coming up in the rural areas of Punjab which had been mostly linked with the roads and which had acquired a good many facilities of urban population too.

5.4.5 Comparison of Separated Males and Females:Table 5.2e

Comparison Between Separated Male and  
Separated Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Separated Males	1	0	0.83
2.	Separated Females	2	3	

It is essential to understand the distinction which has been made in the investigation between divorcees and separated. Divorcees are those who have been finally separated and can remarry. There is nothing common amongst them. However, those who are separated are living separate, temporarily. It is done with an aim to provide them with the opportunity so that if possible they could patch up and rejoin. In some cases it does happen that the misgivings are removed and those who feel that there can again adjust after rejoining. However, in some cases the separation is confirmed with a divorce decree. In nutshell, those who have been living separately have both the equal chances of reuniting or divorcing.

The data in table 5.2e pertaining to both the sexes of those who have been separated from each other had been compared among males numbering only one who was a persister and females 5 out of which 2 were persisters and 3 drop-outs.

The value of  $\chi^2$  of the comparison of these groups did show that there existed only insignificant difference between them ( $\chi^2 = 0.83$  - statistically insignificant). The insignificant difference between male and female separated persisters and drop-outs could be attributed to the fact that persons of both the sexes might have faced the similar type of problem as they were passing through the similar type of agony at that stage.

#### 5.4.6 Comparison of Total Male and Unmarried Male Groups:

Table 5.2f

Comparison of Total Males and Unmarried Male Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Male	100	100	1.03
2.	Unmarried Male	36	47	

The statistics in table 5.2f contained the total group of 200 male adult learners i.e. 100 persisters and 100 drop-outs and 83 unmarried males i.e. 36 persisters and 47 drop-outs. The results of  $\chi^2$  indicated that there existed only insignificant difference between total persisters and drop-outs and unmarried male persisters and drop-outs ( $\chi^2 = 1.03$  - statistically insignificant).

The insignificant difference between total persisters and drop-outs of unmarried adults did indicate that the groups were identical and did not differ on the variables of persistence and drop-outs. This could be attributed to the fact that both the groups belonged to the same social strata of landless agricultural labour which was in the waged employment of the landlords. The employment was of such a nature that leaving aside some period in a year, they were awefully busy and could not find time to attend to the adult educational classes. It might not be so with those who were highly motivated or those who were not in employment. Many of them might have permanently cut the classes while some might have done so for some days and then rejoined the centre. This might be the common characteristics with the total sample as well as the unmarried group of adult male learners. It could also be attributed to the fact that social change was so fast coming to the rural Punjab that it effected both the groups in the similar way. It could also be attributed to the poor facilities of adult learning i.e. absence of teaching material and physical facilities and lack of motivation of the adult functionaries who were generally not well paid.

5.4.7 Comparison of Total Male and Married Male Group:Table 5.2g

Comparison of Total Male and Married Male  
Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Males	100	100	0.39
2.	Married Male	58	50	

Table 5.2g contained the comparison of total male sample and married adult learner persisters and drop-outs. The total male sample contained 200 adult learners i.e. 100 persisters and 100 drop-outs. The sample of married adult learners was formed out of 58 persisters and 50 drop-outs i.e. a total of 108. The  $\chi^2$  results of these groups of persisters and drop-outs did indicate that there existed only insignificant difference between them ( $\chi^2 = 0.39$  - statistically insignificant).

The statistically insignificant difference between the total male group of adult learners and the group of married male adult learners did indicate that the groups were identical and both the groups had similar type of differences on the persistence and drop-out. It could be attributed to

the similarity of the socio-economic status of both the groups which consisted of mostly landless agricultural labour and most of whom worked on share basis (SIRIS). They, during the peak seasons of harvesting and sowing were so busy that they hardly could find time to attend the adult learning classes with the exception of those who were either so much motivated that they attended to it or those who were not gainfully employed. It could also be attributed to the fact that such social change was coming to the rural Punjab which was becoming well linked with cities and villages that some people were becoming genuinely interested in adult education programme and the effect might be of similar nature on the adults and the sample of the study was harmonious so far as the total sample and the adult married learners were concerned. It could also be attributed to the fact that the facilities in the adult education were not so designed that they formulated an attractive place for the adult learners to go in for their adult education programme and the result might be that only those who were highly motivated could continue in it and it might have happened similarly with both these low motivated groups of learners.

5.4.8 Comparison of Total Male Adult Learners and Widowers:Table 5.2h

Comparison of Total Male Adults and Widower  
Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$X^2$ with Level of Significance
1.	Total Male	100	100	0.20
2.	Male Widowers	3	2	

In table 5.2h, in all there were 100 male persisters and 100 male drop-outs out of whom there were 3 widower persisters and 2 widower drop-outs.  $X^2$  test was applied to find out if significant difference existed between them. The value of  $X^2$  was found to be 0.20 which was statistically insignificant. All this went to indicate that there was no discrimination between widower persisters and drop-outs and total group of male persisters and drop-outs in the present investigation or that both the groups i.e. widowers and the total male sample, were identical in their becoming persisters and drop-outs.

The insignificant difference between the persisters and drop-outs of both the groups i.e. total male sample and widowers could be attributed to the similar type of socio-economic status of landless rural agricultural labour which

might be of the similar type, in which in peak season of sowing and harvesting, the adults might be too busy to attend the adult education centres with the exception of those who were highly motivated and so adjusted that they could attend to it or were not fully employed and such persons might be equally distributed amongst both these groups. It could also be attributed to the social change which is fast approaching the rural Punjab and which has been linked with cities with the link roads. It could also be due to the non-attractive behaviour of adult education centres which were not so well equipped that it would have attracted the adults to come and study there.

#### 5.4.9 Comparison of Total Male Sample and Divorced Males:

Table 5.21

Comparison of Total Male Adult Learners and Divorced Male Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$X^2$ with Level of Significance
1.	Total Males	100	100	zero
2.	Divorced Males	2	1	

In table 5.21, in all there were 200 male adult learners. Out of them there were 100 persisters and 100 drop-outs out of which again there were only 2 divorced male persisters and one was divorced male drop-out.  $X^2$  test was applied to find out if any significant difference existed between these groups

of persisters and drop-outs. It showed only statistically insignificant difference, indicating thereby that the groups were identical amongst persisters and drop-outs. It could be attributed to the fact that both the groups belonged to rural agriculturist landless labour and were thus awfully busy with the work of agriculture in peak season which might have compelled them to cut the classes. Those who were highly motivated might have come back to the classes and thus become persisters while those who were less motivated might have become drop-outs. The unattractive programme and lack of facilities in the centre might have also attributed to the similar type of their becoming persistent and drop-outs in the total male group as well as divorced males.

5.4.10 Comparison of Total Male Group and Separated Male Persisters and Drop-outs:

Table 5.2j

Comparison of Total Male Sample and Separated Male Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Males	100	100	0.02
2.	Separated Male	1	0	

In table 5.2j, in all there were 200 adult learners. Out of them there were 100 persisters and 100 drop-outs.

Out of the total group there was only one separated male persister and none was drop-out. In order to find out if there existed any significant difference existed between separated male persisters and drop-outs,  $\chi^2$  test was applied. The value of  $\chi^2$  was found to be 0.02 which was statistically insignificant. All this went to indicate that there was no discrimination between separated male persisters and drop-outs and the total group also. In other words both the groups were identical in becoming persistent and drop-out. It could possibly be attributed to the same type of strata of the society of landless agricultural labour, which was so awefully busy during the harvesting and sowing season that most of them might have cut the classes. This cut of classes might be of permanent type with some lesser motivated adults thus labeling them to be drop-outs while some might have rejoined it due to higher motivation and thus becoming persisters. The social change and exposure to massmedia might have played the similar type of role with both the groups i.e. total group and separated male adults and thus made them behave similarly on the variables of persistence and drop-out. It might also be attributed to the low quality of service being rendered by the adult education centres which too were not adequately equipped with the learning material and properly trained functionaries.

5.4.11 Comparison of Total Female Group and Unmarried Females:

Table 5.2k

Comparison of Total Female Group and Unmarried Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Females	100	100	0.10
2.	Unmarried Females	37	36	

The data in table 5.2k showed that in all there were 100 female persisters and 100 female drop-outs out of whom there were 37 unmarried female persisters and 36 drop-outs.  $\chi^2$  test was applied to find out if any significant difference existed between these groups of females. The value of  $\chi^2$  was found to be 0.10 which was statistically insignificant. All this went to indicate that there existed no difference between the persisters and drop-outs of the total females group as well as unmarried females. It indicated that both the groups were identical in their persistence and drop-out phenomenon. This might be attributed to the homogeneity of the group from which both the samples were taken out. The groups mostly consisted of landless agricultural rural labour which was during the peak seasons so much occupied with their work load that most of them would cut their classes. Some of whom in both the

groups i.e. total female group and unmarried females might have rejoined the classes and thus become persisters while some who would be lesser motivated would not have done so and thus might have become drop-outs. The similar type of behaviour of both the groups might be attributed to the social change brought by their exposure to the mass media and linking of the villages with cities by the link roads. The low quality of facilities provided to the adult education centres might also be responsible for the similar type of behaviour of both the groups on the variables of persisters and drop-outs.

#### 5.4.12 Comparison of Total Female Group and Married Females:

Table 5.21

Comparison of Total Female Group and Married Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$X^2$ with Level of Significance
1.	Total Females	100	100	0.05
2.	Married Females	55	58	

The data in table 5.21 showed that in all there was a group of 200 female adult learners i.e. 100 persisters and 100 drop-outs. Out of them, 55 were married female persisters and 58 female married drop-outs. To find if any significant difference existed between these groups,  $X^2$  test applied.

The value of  $\chi^2$  was found to be 0.05 which was statistically insignificant.

The insignificant difference between the total female group and married female persisters indicated that there existed no difference between persisters and drop-outs of both the groups. This indicated that the group was homogeneous and similar type of problems of cutting the classes due to hard labour during the peak seasons might have been posed to them and some of them who were highly motivated might have rejoined the classes and thus become persisters while some other might have dropped the classes and become drop-outs. It could also be attributed to the fact that with the landless agricultural labour in Punjab, the unmarried girls are also supposed to work in the fields and at home, like all other members of the family and thus might be depicting the similar type of behaviour with the total females group of adult learners. The quality of the service, the poor quality of material and surroundings might have also effected both the groups in the similar way. It could also be attributed to the social change going on in Punjab due to the net of link roads linking villages with cities and towns and also the mass media like radio, T.V. etc. which was found bringing changes amongst the people in abundance.

5.4.13 Comparison of Total Female Group and Widows:Table 5.2m

Comparison of Total Female Group and  
Widow Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$X^2$ with Level of Significance
1.	Total Female	100	100	0.20
2.	Widow Females	3	2	

In the table 5.2m in all there were 200 female adult learners i.e. 100 persisters and 100 drop-outs. Out of which there were 3 widow persisters and 2 widow drop-outs. To find out if any significant difference existed between drop-outs and persisters in both the groups,  $X^2$  test was applied. The value of  $X^2$  was found to be 0.20 which was statistically insignificant. The insignificant difference between the persisters and drop-outs of the total group of adult learners and widows of the same group, did indicate that the group was homogeneous and that the groups behaved similarly on the variables of persistence and drop-outs. It might firstly be attributed to the problems of work load with the landless agricultural labour of Punjab in which both males as well as females might have been equally so busy in peak seasons that there were no alternatives for them except to cut their class

with the exception of those who were not fully employed and also highly motivated groups of adult female learners. All this might have made both the groups to behave in the similar way on the variable of persistence and drop-outs. This could also be attributed to the low quality of facilities available with the adult learning centres.

5.4.14 Comparison of Total Female Group with Divorced Females:

Table 5.2n

Comparison of Total Female Group with Divorced Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Females	100	100	0.98
2.	Divorced Females	3	1	

The data in table 5.2n, indicated that in all there were 200 adult female learners i.e. 100 female persisters and 100 female drop-outs. Out of which there were 3 divorced female persisters and 1 divorced drop-out.  $\chi^2$  test was applied to find out if any significant difference existed between these groups on the variable of persistence and drop-outs. The value of  $\chi^2$  was found to be 0.98 which was statistically insignificant.

The insignificant difference between the total female group of persisters and drop-outs and divorced female persisters and drop-outs did go to show that the groups were homogeneous in nature. The insignificant difference might be attributed to the compulsions of work load of agriculturist labour, who during the peak seasons of harvesting and sowing have to work so hard that hardly any time was left with them to attend to the adult learning classes, except for those who are might not be fully employed alongwith those who were very highly motivated and some how might have arranged to attend to it. It could also be attributed to the social set up which the divorcees were also supposed to work on the lines of all other females which might be responsible for female and divorcee phenomenon of similar nature on the variables of persisters and drop-outs. The spreading of link roads and effect of mass media might also have brought the change of similar nature on both the female and divorced female adult learners on the variables of persistence and drop-out. One other factor which might have effected both the groups in the similar way could be the low quality of learning and physical facilities provided to adult education centres.

5.4.15 Comparison of Total Female Group and Separated Females:

Table 5.20

Comparison of Total Female Group and Separated Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total females	100	100	0.20
2.	Separated Females	2	3	

The data in table 5.20 indicated that in all there were 200 adult female learners out of whom there were 100 female persisters and 100 female drop-outs. Out of the total females, there were 2 separated persisters and 3 such drop-outs. The results of  $\chi^2$  test which was found to be 0.20 was statistically insignificant.

The insignificant difference between the total female group and separated females on their persistent and drop-out behaviour, did indicate that the groups of homogeneous nature and that the groups of persisters and drop-outs were identical in both the groups. This might be attributed to the fact that in Punjab from where the groups of adult learners have been selected, the females including those who had been separated from their husbands have to work hard to earn their livelihood. The load of work in peak seasons was generally so high that

most of them had to cut their classes. Some of them might have rejoined them and thus become persisters and those who did not do so become drop-outs. The data being of homogeneous nature might be depicting the similar effect upon their persistent and drop-out phenomenon. The mass media and net of link roads, might also be effecting both the groups in the similar way and depicting the similar type of persistent and drop-out phenomenon in them. This could also be attributed to the poor quality of facilities created in adult education centres.

5. 4.16 Overall Picture of Males and Female Persisters and Drop-outs on the Variable of Marital Status:

The comparison of unmarried males and females, married males and females, widowers and widows, divorcees males and females, legally separated males and females, total unmarried male and female persisters and drop-outs did show that no significant difference existed between the groups on the variables of persistent and drop-outs. Similarly the comparison of total group males and married males persisters and drop-outs, total group males and widowers persisters and drop-outs, total group of males and divorced males persisters and drop-outs, total group of males and separated males persisters and drop-outs, total group of females and unmarried female persisters and drop-outs, total group of females and

unmarried female persisters and drop-outs, total group of females and widow persisters and drop-outs, total group of females and divorced females, and total group of females and separated females did not reveal any significant difference between the groups. All this went to indicate that the groups were homogeneous and behaved likewise on the variable of persisters and drop-outs indicating thereby that marriage was not a strong factor which had influenced the variable of drop-outs and persisters amongst adult learners of different sexes.

#### 5.5 Comparison Amongst Different Family Structures:

Family structure is one of the factors which is hypothesised to affect the status of persistence and drop-outs in the joint family. If the attitude of the elders is favourable the chances of becoming persisters rather than drop-outs are more as the labour had ample chances to be shared so as to provide more chances to continue in the channel of adult education. In the same way in nuclear families, highly motivated adults can become more persisting and take their own independent decisions. However, the effect of the family structure can be different in different cultures. The data treated and tabled in this regard will depict the picture in rural Punjab with regard to the persistence and drop-out from the adult centres of education.

5.5.1 Comparison of Total Groups of Joint Family Male and Female:

Table 5.3a

Comparison of Total Groups of Joint Family Male and Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Joint Family Males	39	54	0.29
2.	Joint Family Females	35	57	

The compilation of data in table 5.3a regarding 93 males of joint families out of whom there were 39 persisters and 54 drop-outs and 92 females of the joint families out of whom there were 35 persisters and 57 drop-outs, did indicate that there existed only insignificant difference amongst them when compared on the variable of persisters and drop-outs ( $\chi^2 = 0.29$  - statistically insignificant).

The insignificant difference between male and female persisters and drop-outs did indicate that the groups were homogeneous and that both the groups of males and females belonging to joint families consisted of the similar level of persisters and drop-outs. The insignificant difference showed that both the groups of adult learners belonging to joint families were identical. It could be attributed to

the fact that the position of adult learners who were mostly landless labour was such that both males and females were quite busy in the peak seasons of sowing and harvesting of the crops and thus would generally cut the classes. Some of them who might be highly motivated males and females would have been able to continue with the adult education programme and it would have been easy to do so in joint families. However, some of whom would have been highly motivated and might have rejoined the classes and thus become persisters while those who would have not done so would have become drop-outs. The position might have been the similar amongst persisters and drop-outs with adult learners of both the sexes. It could also be attributed to the fact that the social change which was fast coming up in the rural Punjab with abundance of network of roads and exposure to the mass media, might have equally effected the males as well as females of joint familied adult learners, thereby depicted only insignificant difference between the groups. It could also be attributed to the fact that on the whole the environments in the adult education centres would not have been very attractive so for as adult learners of both the sexes of joint families were concerned.

5.5.2 Comparison of Males and Females of Nuclear Families:Table 5.3b

Comparison of Males and Females of Nuclear Families on Persistence and Drop-out

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Nuclear Family Males	61	46	0.22
2.	Nuclear Family Females	65	43	

In table 5.3b, there were 107 males belonging to nuclear families i.e. 61 persisters and 46 drop-outs and 108 females of the same type of families having 65 persisters and 43 drop-outs. The value of  $\chi^2$  was 0.22 which was found to be statistically insignificant. This showed that there was no difference between the male and female drop-outs and persisters of nuclear families of males and females. This insignificant difference is indicative of the fact that amongst the members of the nuclear family male and female adult learners, the persistence and drop-outs were almost of similar nature. It could be attributed to the fact that the seasonal work load of adult learners, in rural landless agricultural labour, was so distributed that in peak seasons almost all of them were so busy that they might have cut the classes. Some of them who were highly motivated might have

rejoined it and thus become persisters and others who did not do so would have become drop-outs. It could also be attributed to the fact that the social change might be effecting both the male and female adult learners of nuclear families in the similar way thus creating only insignificant difference between them. It could also be attributed to the fact that the provision and service being rendered to the adult learners was of such a poor quality that both male and female adult learners of nuclear families might be similarly affected by it.

### 5.5.3 Comparison Between Total Males and Joint Family Males:

Table 5.3c

Comparison of Total Male Group and Joint Family Male Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Male Group	100	100	1.60
2.	Joint Family Male Group	39	54	

The statistics in table 5.3c showed that in all there were total 100 persister and 100 drop-out males, out of whom there were 39 male persisters and 54 male drop-outs who belonged to joint families.  $\chi^2$  test was applied to find out if any significant difference existed between total and joint family male persisters and drop-outs. The value of  $\chi^2$  was

1.60 which was statistically insignificant. All this indicated that there was no difference between persisters and drop-outs of those who belonged to total males and the joint family male group. They also substantiated that both, the total male group as well as joint family male group, did not discriminate with each other on the variable of persistence and drop-out.

The insignificant difference between the total male group and joint family male group might be attributed to the fact that the total group of male adult learners and also joint family adult learners, consisted of a big chunk of non-agricultural landless labour, who might have been so busy that they might have dropped-out of the adult learner centres during the peak seasons of sowing and harvesting. Only those who were highly motivated might have rejoined the adult learning centre and thus becoming persisters while others who did not rejoin might have become drop-outs. As the groups were of homogeneous nature so there might not have been any significant difference between their becoming persistents and drop-outs. In addition, the social change which was fast moving in rural Punjab because of the influence of mass media, fluent economy and link roads, might have effected both the groups in the similar way and made their persistence and drop-out of similar type. It could also be attributed to

the non-attractive environments in the adult education centres, which were poorly equipped with teaching material which might have portrayed similar type of persistent and drop-out phenomenon of both the groups of male adult learners.

5.5.4 Comparison of Total Male Group with Nuclear Family Male Group:

Table 5.3d

Comparison Between Total Male Group with Nuclear Family Group on Persistence and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$\chi^2$ with Level of Significance
1.	Total Male Group	100	100	1.37
2.	Male Nuclear Family Group	61	46	

The data in table 5.3d indicated that in all there were 200 males i.e. 100 male persisters and 100 male drop-outs. Out of these there were 107 males belonging to nuclear family i.e. 61 male persisters and 46 male drop-outs. The value of  $\chi^2$  was found to be 1.37 which was statistically insignificant. All this indicated that there was no difference between the total males and those males who belonged to nuclear families on persistence and drop-out phenomenon. This also revealed

that the groups in question were homogeneous and behaved likewise on the variables of persisters and drop-outs.

The insignificant difference of both the groups on the variables of persisters and drop-outs could be attributed to the fact that both the groups belonged to the similar type of socio-economic data i.e. landless agricultural labour who remained awfully busy especially during the peak agricultural season of harvesting and sowing. As a result of it they might be cutting the classes. The behaviour of cutting the classes might have been permanent with those who were not much motivated and thus they might have become drop-outs. However, there might be some who were highly motivated, they might have again joined the classes and thus become persisters.

5.5.5 Comparison of Total Females and Joint Family Female Group:

Table 5.3e

Comparison Between Total Female Sample and Joint Family Female Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$X^2$ with Level of Significance
1.	Total Female Group	100	100	3.62
2.	Female Joint Family Group	35	57	

The tabulation of data regarding persisters and drop-outs on the total female group and joint family female group in table 5.3e did indicate that in total group there were 200 adults out of whom there were 100 persisters and 100 drop-outs. From amongst them, there were 61 persisters and 46 drop-outs male belonging to nuclear families. The comparison of both the groups on the application of  $\chi^2$  test did reveal that its value was 3.62 which was statistically insignificant. This depicted that there existed no difference between total female group and joint families persisters and drop-outs. It could possibly be due to the fact that the groups in question were homogeneous and therefore did not discriminate between themselves. The insignificant difference could possibly be attributed to the fact that both the groups belonged to the landless labour class, who remained very busy during the peak agriculture seasons and thus might be cutting the classes. However, some of them might be highly motivated and might have rejoined the classes after the peak season and thus become persisters and those who might be lesser motivated might not have rejoined and thus become drop-outs. It could also be attributed to the social change which was fast approaching the scene due to the influence of mass media, agricultural revolution and link roads which might have effected the groups of total females and joint family females

in the similar way on their becoming persisters and drop-outs. It could also be due to the non-congenial environments in the adult education centres due to their being poorly equipped which might have effected both persisters and drop-outs in both the groups in the similar way.

5.5.6 Comparison of Total Female Group and Nuclear Family Female Group:

Table 5.3f

Comparison Between Total Female Group and Nuclear Family Female Group of Persisters and Drop-outs

Sr. No.	Group	Persisters	Drop-outs	$X^2$ with Level of Significance
1.	Total Female Group	100	100	2.93
2.	Nuclear Family Female Group	65	43	

The tabulation of data pertaining to drop-outs and persisters in the total female group and nuclear familiated female groups did indicate that in the total group there were 100 persisters and 100 drop-outs while in the nuclear familiated group wthere were 65 persisters and 43 drop-outs. The application of  $X^2$  on this data did indicate that the value of  $X^2$  was 2.93 which was insignificant.

The statistically insignificant difference between persisters and drop-outs in the total female group and the group of those females who belonged to the nuclear families did indicate that the groups were homogeneous and did not discriminate amongst them on the basis of the nuclear family. It could be due to the fact that all the adults who lived in rural areas and belonged to landless labour were being similarly effected by the social change which was fast approaching the masses due to the mass media, link roads and agricultural revolution. All this might have made them conscious about the worth of adult education, but kept them awefully busy with the labour in agriculture during the peak seasons which might have compelled them to cut the classes. However, those who were highly motivated might have rejoined the classes and become persisters and those with lesser motivation might not have joined the adult education centre and thus become drop-outs.

#### 5.6 Overall Picture of Persisters and Drop-outs in Relation to the Type of the Family:

The comparison of joint family males and females and joint family females, nuclear family males and nuclear family females, total male group and joint family male group, total male group and nuclear family male group, total female group

and joint family female group and total female group and female nuclear group, showing only insignificant difference between them, did indicate that the groups of comparison were identical and homogeneous and did not discriminate between them on the variable of persistence and drop-outs. This might be attributed to different factors i.e. landless adult sample, social change being brought out by the mass media, link roads, economic prosperity and economic awareness of these groups. All this went to indicate that type of the family was not a strong factor to influence the behaviour of persistence and drop-outs and both these groups were similarly effected in the groups of the above comparisons.

#### 5.7 Comparison of Persisters and Drop-outs in Relation to Their Age:

It has been hypothesised that age was one factor which might contribute to the adult learners becoming persisters and drop-outs. It could happen differently in different cultures due to the influence of elders, maturity of adult learners, influence of mass media, social environment conditions. It was thus decided to investigate if age could make some difference in the adult learners becoming either persisters or drop-outs.

5.7.1 Comparison of Total Male and Female Persisters:Table 5.4a

Comparison of Total Groups of Male and Female Persisters in Relation to Their Age

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male	100	27.00	7.37	0.98	Insignificant
2.	Female	100	26.00	7.26		

The tabulation of data in table 5.4a comparing the male and female persisters did reveal that there was a total of 100 male and 100 female persisters. The mean age of males was 27.00 and that of females was 26.00. The standard deviation of males was 7.37 and that of females the same was 7.26. The significance of difference between the means i.e. t-ratio was 0.98 which was statistically insignificant.

The insignificant difference between the total groups of male and female samples did indicate that the groups were identical and homogeneous and did not discriminate with each other on the variable of persistence. It did reveal that both the groups had the similar type of persistence and did not discriminate with each other on it. It might be attributed to the similar type of socio-cultural atmosphere, being busy during the peak agricultural seasons and thus cutting the

classes making only the highly motivated adults to report back and thus to become persisters and social change being brought out in Punjab by the mass media, link roads and agricultural revolution, which might have effected the persistents of both the groups of males and females in the similar way. It did reveal that age was not a strong variable to effect the phenomenon of persistence of the rural adults of different sexes.

5.7.2 Comparison of Total Male and Female Drop-outs in Relation to Their Age:

Table 5.4b

Comparison of Total Male and Female Drop-outs in Relation to Their Age

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male	100	25.00	6.35	1.08	Insignificant
2.	Female	100	26.00	6.79		

The table 5.4b showing the comparison of male and female drop-outs grouped on the basis of their age did indicate that in all there were 100 male and 100 female drop-outs. In the case of male drop-outs the mean age was 25.00 and in case of female drop-outs mean age was 26.00. The value of S.D. in case of males was 6.35 and in case of female drop-outs, it was 6.79. The t-ratio was 1.08 which was statistically insignificant.

The statistically insignificant difference between the male and female drop-outs did indicate that both the males and females had behaved likewise and did not discriminate between themselves. This might be attributed to the fact that both males and females lived in the rural areas, enjoyed the status of landless labour, were similarly effected by the mass media, improved means of transport and green revolution and were having the same problem of being busy during the peak seasons. Because of similar circumstances and socio-cultural conditions many of them might have left attending the classes during the peak season and thus become drop-outs. These results were indicative of the fact that age was not a stronger variable which effected the males and females adult learners in different ways.

5.7.3 Comparison of Male Persisters and Drop-outs  
in Relation to Their Age:

Table 5.4c

Comparison of Male Persisters and Male  
Drop-outs in Relation to Their Age

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	100	28.00	7.37	3.08	Significant at .01 level of Confidence
2.	Male Drop-outs	100	25.00	6.35		

The data in table 5.4c indicated that in all there were 100 male persisters and 100 male drop-outs grouped on the basis of age. In case of male persisters mean age was 28.00 and in case of male drop-outs mean age was 25.00. In case of persisters S.D. was 7.37 and in case of drop-outs it was 6.35. The t-value was 3.08 which was statistically significant at .01 level of confidence. All this showed that there was a significant difference between male persisters and drop-outs on the variable of age.

The higher mean age of persisters than drop-outs and the statistically significant difference between the two did indicate that persisters had higher age than drop-outs. It could be attributed to the fact that those who were in higher age group might have attained more maturity and thus continued in the adult education centres than the drop-outs who would have been comparatively less mature. It could also be attributed to the fact that those in higher age group might have been more motivated by the responsibilities which increase with the rise in age in Indian culture. It could also be attributed to the fact that senior in age might have learnt the drawbacks of illiteracy at their cost in their life and thus might be more motivated to continue in the adult education programme.

The statistically significant difference between persisters and drop-outs on the basis of age rejected the findings of Bhandari (1978) who along with other findings had indicated that age factor did not discriminate between the persisters and drop-outs.

The significant difference between male persisters and drop-outs also did not see eye to eye with the findings of Irish (1978) who too had found only insignificant difference between the drop-outs and persisters on the variable of age.

5.7.4 Comparison of Total Female Persisters and Drop-outs in Relation to Their Age:

Table 5.4d

Comparison of Female Persisters and Drop-outs  
in Relation to Their Age

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Female Persisters	100	26.00	7.26		
2.	Female Drop-outs	100	26.00	6.79	zero	Insignificant

The tabulation of data in table 5.4d pertaining to the comparison of female persisters and drop-outs in relation to their age, did indicate that there was a group of 100 persisters and the same number of drop-outs. The mean age of both the groups was the same i.e. 26.00. As the mean age of

female persisters and female drop-outs was the same, so it indicated the groups were homogeneous and did not discriminate between them. The insignificant difference amongst the female persisters and female drop-outs confirmed the findings of Bhandari who along with other findings had found that no significant difference was noticed in his study between the females of different ages on persistence and drop-out.

The insignificant difference between female persisters and drop-outs could be due to the similar type of socio-economic circumstances, mass media exposure, social change because of the link roads etc. and life becoming more sophisticated with increase in facilities for which counting and reading and writing skills are needed. All these factors might have made the women group equally motivated to go in for the adult education programme. However, the pull for earning the bread and butter, the problem of first generation learners, the traditional values of having apathy towards adult education might have also played their role in a stronger way to neutralise the impact of the forces of persistence as stated above. The net result was that both the groups proved to be equally stronger, thus depicting no difference between the two groups of persisters and drop-outs of female adult learners.

5.7.5 Comparison of Male and Female Persisters  
Above 30 Years of Age:

Table 5.4e

Comparison of Male & Female Persisters  
 (Above 30 Years)

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Male Persisters	42	34.00	3.08	1.51	Insignificant
2.	Female Persisters	37	33.00	2.87		

The tabulation of data in table 5.4e regarding the comparison of male (n=42) and female (n=37) persisters above 30 years of age, with means of 34.00 and 33.00 and standard deviation 3.08 and 2.87 respectively, did indicate that only insignificant difference existed between them (t = 1.51 - statistically insignificant).

The insignificant difference of males and females above 30 years of age on the variable of persistence did indicate that the groups were identical and homogeneous. This could be attributed to the mass-media, social change coming to Punjab as a result of the laying down of the link roads and coming of agricultural revolution which would have created the similar type of effect both on males and females of 30 years and above, in their motivation to go in for adult

education programme. It could also be attributed to the fact that both males and females in the higher age group i.e. above 30 years, might have become mature and thus continued to attend the classes and thus become persisters.

5.7.6 Comparison of Male and Female Persisters of Age Group 23-29 Years:

Table 5.4f

Comparison of Male and Female Persisters  
(Age Group 23-29 Years)

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Male Persisters	27	22.00	4.74	1.88	Insignificant
2.	Female Persisters	26	24.00	2.85		

The tabulation of data in table 5.4f regarding the comparison of male persisters (n=27) and female persisters (n=26) with means of 22.00 and 24.00 and standard deviation of 4.74 and 2.85 respectively, of age group 23-29 years, indicated that there existed only insignificant difference between them (t = 1.88 - statistically insignificant).

The statistically insignificant difference between male and female persisters of age group (23-29) years did indicate that the groups were identical and homogeneous and that age did not discriminate between the male and female adult learners on the variable of persistence on this age group of

adults. It could be attributed to the social change, mass media, agricultural revolution which might have effected the age group of 23 to 29 in the similar way on both the sexes and thus similarly effected their becoming persistent.

5.7.7 Comparison of Male and Female Persisters of Age Group 15-22:

Table 5.4g  
Comparison of Male and Female Persisters  
(Age Group 15-22)

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Male Persisters	31	18.00	2.02	2.17	Significant at .05 level of confidence
2.	Female Persisters	37	19.00	1.80		

The tabulation of data in table 5.4g indicated the comparison of male persisters (n=31) and female persisters (n=37) with means of 18.00 and 19.00 and standard deviation of 2.02 and 1.80, respectively, of male and female adults between the age group of 15 to 22. It further indicated that significant difference did exist between both the sexes (t= 2.17 - statistically significant at .05 level of confidence).

The statistically significant difference between the male and female persisters of age group 15-22 and higher mean of the female persisters did show that the females were comparatively more persistent than the males. It might be attributed to the fact that females might be feeling the pinch of carrying on the household work and also agricultural labour alongwith the bearing and rearing of children, which might have motivated them more strongly to go in for the adult education and also to continue in it.

5.7.8 Comparison of Male and Female Drop-outs of Age 30 and Above:

Table 5.4h

Comparison of Male and Female Drop-outs  
(Age 30 Years and above)

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Male Drop-outs	32	33.00	2.60	1.42	Insignificant
2.	Female Drop-outs	33	34.00	3.11		

The tabulation of data of drop-outs in table 5.4h of males (n=32) and females (n= 33) of age group 30 and above, with means 33.00 and 34.00 and standard deviation 2.60 and 3.11 respectively did show that there existed only

insignificant difference between the groups ( $t = 1.42$  - statistically insignificant).

The statistically insignificant difference between the drop-outs males and females of 30 years and above groups did show that the groups in question were identical and homogeneous and that the drop-out was of the nature. It might be attributed to the fact that the group being mostly of landless agricultural labour might be having similarly for attending the adult education centres i.e. dropping the class during the peak season and then not continuing the same and thus becoming drop-outs similarly in both the groups. The division of labour amongst the male and female agricultural landless labour in Punjab was so distributed that both the sexes remain awefully busy during the peak seasons which might have made them to drop out of the adult education centre classes in the similar way. It could also be attributed to the fact that with the enhancement of age the family responsibilities might have also considerably increased compelling them to become drop-outs.

5.7.9 Comparison of Male and Female Drop-outs  
of Age 23 to 29 Years:

Table 5.41

Comparison of Male Female Drop-outs  
(Age Group 23 to 29)

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Male Drop-outs	30	26.00	2.03	zero	Insignificant
2.	Female Drop-outs	31	26.00	2.06		

The data as compiled in table 5.41 pertaining to the male and female drop-outs of age group 23 to 29 years with means 26.00 and 26.00 and standard deviation 2.03 and 2.06 respectively did indicate that only insignificant difference existed between both the sexes ( $t = 0.00$  - statistically insignificant).

The statistically insignificant difference between both the groups of different sexes of this age group did reveal that the groups were identical and homogeneous and the factor of age did not discriminate them on the variable of drop-outs. This might be attributed to the fact that most of the males and females were landless agricultural labour and their masters might be keeping them so busy that it might not be possible for them to continue to attend the adult education

classes and due to the pressure of work during the peak season they might have cut the classes and never come back to rejoin them and thus might have become drop-outs. It did reveal a situation in which this group because of the bread and butter problem might be lesser motivated towards adult education as the current economic gains might not be visible to them in it.

5.7.10 Comparison of Male and Female Drop-outs of Age 15 to 22 Years:

Table 5.4j

Comparison of Male and Female Drop-outs  
(Age 15-22 Years)

Sr. No.	Category	N	Mean Age	S.D.	t-ratio	Result
1.	Male Drop-outs	38	19.5	1.74	2.13	Statistically Significant at .05 level of confidence
2.	Female Drop-outs	36	18.4	2.26		

The compilation of data in table 5.4j with regard to the drop-outs of male and female adults (age 15 to 22 years) with their means 19.05 and 18.04 and standard deviation 1.75 and 2.26, respectively, did reveal a situation in which a significant difference existed between them ( $t = 2.13$  - statistically significant at .05 level of confidence).

The statistically significant difference between the males and females of age group 15 to 22 years and the high mean of the males did reveal that more males had dropped than females, which might be attributed to the fact that in a male dominated society like Punjab, man is more busy than the women. Whenever due to one reason or the other, the women cannot attend to the agricultural labour of the landlord, the system of sharing is so that man is to bear the burden and to work more which might have made them to become more drop-outs than the females.

5.7.11 Overall Picture of the Age of Persistence and Drop-outs:

The persistence of total males and females arranged on the basis of age in total groups, in the groups of those who were above 30 years of age and in the age group of 23 to 29 years was identical. However, in the comparison of total male persisters and drop-outs, the persistence was more dominant than drop-out. Similarly, in the age group of 15 to 22 years of age the females had more of persistence than males.

The drop-out behaviour of different sexes in different age groups did reveal that these groups did not discriminate in the groups of those who were above 30 years of age and

also those who fell in the age group of 23 to 29 years. However, in the age group of 15-22, the behaviour of drop-outs amongst the males was more dominant than the females.

All these results did indicate that age as a variable did effect the behaviour of total groups of males, and also groups of drop-outs and persistence in the groups of 15 to 22 years of age. This might be indicative of the fact that in some age groups and in some comparisons of males and females age did play a role in categorising the sample as persistent and drop-out.

#### 5.8 Comparison of Persisters and Drop-outs in Relation to Their Income:

It has been hypothesised that level of income could make some contribution in making the adult learners as persisters and drop-outs. It is also thought out that it might effect differently in different sexes or in different cultures. So, it was decided to study the variable of income in relation to persistence and drop-out function of different groups.

5.8.1 Comparison of Males and Females Persisters Groups:5.5aComparison of Male and Female Persisters  
in Relation to Their Income

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	100	1015	488.8		
2.	Female Persisters	100	963	401.00	0.82	Insignificant

In the table 5.5a in all there were 100 male persisters and 100 female persisters. In case of male the mean income was 1015 while it was 963 in case of female adult learners. The S.D. was 488.8 in case of males and 401.10 in case of females. The value of t-ratio was 0.82 which was statistically insignificant.

The insignificant difference between male and female persisters grouped on the basis of income, indicated that both the groups had the similar type of persisters amongst them and the income did not make any significant difference upon their persistence. It might be attributed to the fact that both the males and females of different income groups had the same socio-economic background i.e. landless agricultural labour. In the peak seasons i.e. sowing and harvesting

they were so busy that many of them might have withdrawn from the adult education centres and only those who were highly motivated might have rejoined and thus become persisters and remaining might have become drop-outs. The motivation too would also be of the similar types amongst males and females as they were equally effected by the green revolution, social change and link roads thus depicted insignificant difference between the sexes on persistence on the variable of income.

#### 5.8.2 Comparison of Male and Female Drop-outs:

Table 5.5b

Comparison of Male and Female Drop-outs  
in Relation to Their Income

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Drop-outs	100	1016	503.95	0.54	Insignificant
2.	Female Drop-outs	100	979	542.92		

The data in table 5.5b showed the difference between the means in the male and female drop-outs numbering 100 each. In case of male drop-outs the mean income was 1016 while in case of female drop-outs it was 979. The value of t-ratio was found to be 0.54 which was statistically insignificant.

The insignificant difference between male and female drop-outs on the basis of their income did reveal that there existed no difference amongst them and that the groups were of the similar nature. It could be attributed to the fact that there was no difference between their becoming drop-out because both the groups belonged to the same type of socio-economic strata i.e. landless agricultural labour. The mass media might have also played the similar type of role to make them aware about the role of adult education and both the groups might have played the similar type of role for motivating the learners of both the sexes, towards adult education. It remains a fact that during the peak seasons of agriculture, all the labour remained so busy that almost all of them cut their classes. However, those who were highly motivated, and the spread of them will be of the similar nature in both the groups, might have mad them to rejoin the classes and thus to become persisters while others might have become drop-outs. The variable of income might have effected both the groups of drop-outs in the similar way.

5.8.3 Comparison of Male Persisters and Drop-outs:Table 5.5c

Comparison of Male Persisters and Male  
Drop-outs in Relation to Their Income

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	100	1015	488.8	0.01	Insignificant
2.	Female Persisters	100	1016	503.95		

The statistics in table 5.5c showed the difference between the means in male persisters (n=100) and male drop-outs (n=100) arranged on the basis of their income. In case of male persisters mean income score was 1015 whereas in case of male drop-outs mean income score was 1016 while their S.D. was 488.8 and 503.95 respectively. The t-ratio was 0.01 which was found to be statistically insignificant.

The insignificant difference between male persisters and male drop-outs on the variable of income did show that the groups did not discriminate between themselves and both the groups behaved similarly on the variable of income. It might be due to the fact that income of both the groups was of the similar nature as both the groups were landless labourers. Their drop-out behaviour was of the similar nature as both of them might have the similar type of motivation as

as a result of mass media, green revolution and social change. Only those few who were highly motivated might have cut their classes during the peak cultivation period and rejoined back after the peak seasons and then become persisters while the remaining might have become drop-outs.

#### 5.8.4 Comparison of Female Persisters and Drop-outs:

Table 5.5d

Comparison of Female Persisters and Female Drop-outs in Relation to Their Income

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Female Persisters	100	963	401.00	0.24	Insignificant
2.	Female Drop-outs	100	979	542.92		

The data in table 5.5d showed the mean difference between female persisters and female drop-outs grouped on the basis of income. In case of female persisters the mean income score was 963 while in case of female drop-outs the mean income score was 979. The standard deviation was 401.00 and 542.92 respectively. The t-ratio was 0.24 which was statistically insignificant.

The insignificant difference between the female persisters and drop-outs grouped on the variable of income indicated that both the groups had behaved in the similar way with regard to persistence and drop-out phenomenon. Those who were drop-out and persister females were of the similar nature and did not discriminate with each other indicating thereby that the groups were identical and homogeneous. It might be attributed to the fact that there might not be much difference in them as both the groups belonged to the same type of socio-economic status of landless labour. Otherwise too the social change, the agricultural revolution and the link roads might have effected all the females i.e. persisters and drop-outs, on the similar lines and thus made them to indicate only the insignificant difference in their becoming persisters and drop-outs. Only those who were highly motivated might have rejoined the adult education classes and thus become persisters leaving the others to become drop-outs which might be of the same level amongst females. It could also be due to the fact that females were engaged in different type of activities in their life i.e. labour, bearing and rearing of children, household etc., which might have effected them similarly to make them persisters and drop-outs.

5.8.5 Comparison of Male and Female Persisters  
of High Income Group:

Table 5.5e

Comparison of Male and Female Persisters  
of Income Above 2001 per Month

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	8	2200	150	1.00	Insignificant
2.	Female Persisters	5	2400	244		

The tabulation of data in table 5.5e showed that in the income group of Rupees 2001 and above per month which was considered to be higher income group amongst adult learners, there were 8 males and 5 females. The mean monthly income of males was Rupees 2200 and that of females was Rupees 2400. The S.D. of males was 150 while those of females was 244. The t-ratio of the groups was 1.00 which was statistically insignificant.

The statistically insignificant difference between the male and female samples of those who had monthly income above Rupees 2001 per month, did indicate that the groups of both the sexes were identical and homogeneous and did not discriminate between themselves. It might be attributed to the social

change, effect of mass media, green revolution and link roads which might have effected the sample of both the sexes of highly income groups in the same way thereby depicting little difference in their behaviour of persistence in the process of adult education. It could also be attributed to the fact that the sample was mostly composed of landless agricultural labour, who might now be becoming more income conscious than the previous generation and thus keen to get enlightened by the adult education programme, the facilities of which were available to them. It might have effected both the male and female groups in the similar way, thereby depicting the similar type of persistence in them. This consciousness could be attributed to the social change, green revolution and also effect of mass media.

5.8.6 Comparison of Male and Female Persisters of Middle Income Group:

Table 5.5f

Comparison of Male and Female Persisters of Middle Income Group (Monthly Income Between Rupees 1000 to Rupees 2000)

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	48	1400.00	350.00	1.33	Insignificant
2.	Female Persisters	35	1300.00	324.00		

The data tabulated in table 5.5f regarding the comparison of male and female sample of persisters of middle income group with monthly income between Rupees 1000/- and Rupees 2000/- showed that in all there were 48 male persisters and 35 female persisters. The mean value of the income of males was 1400.00 while that of females was 1300.00. The t-value of the comparison was 1.33 which was statistically insignificant.

The statistically insignificant difference between male and female middle income group persisters, having monthly income between rupees 1000/- to rupees 2000/-, did show that so far as the persistence amongst both the sexes was concerned, it was of the similar nature. It further indicated that the groups were identical and homogeneous. All this might be attributed to the social change which had come to the rural areas of Punjab as a result of link roads which might have decreased the difference in rural and urban groups of the sample and made them equally aware about the benefits of adult education. It could also be attributed to the effect of mass media which too might have sharepened the social change effecting both the sexes in the similar way. It could also be attributed to the green revolution which might have created the interest of the illiterates in adult education. It could also be attributed to the awareness because of which the agricultural landless labour would have wanted to count different aspects of life.

5.8.7 Comparison of Male and Female Persisters  
of Low Income Group:

Table 5.5g  
Comparison of Male and Female Persisters  
of Low Income Group (Monthly  
Income Below Rs. 999/-)

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	44	650	142	0.66	Insignificant
2.	Female Persisters	60	670	151		

The tabulation of data in table 5.5g regarding the comparison of male and female persisters having monthly income below rupees 999/- which was categorised as the low income group having n 44 and mean 650 and S.D. 142 and n 60, mean 670 and S.D. 151, respectively did indicate that no significant difference existed between them on the variable of persistence ( $t = 0.66$  - statistically insignificant).

The statistically insignificant difference between male and female persisters did show that the groups did not discriminate between them and were also homogeneous. All this might be attributed to the agricultural revolution because of which social and economic awareness might have similarly taken place amongst low income group of both the sexes. It could also be attributed to the social change which had been accelerated in rural Punjab, because of the

mass media revolution and link roads, which had decreased the distance between the rural and urban people of both the sexes. It could also be attributed to the ethics with which the discrimination between the males and females was lesser dominant due to the influence of Sikh religion, in which women folk is considerably more respected.

5.8.8 Comparison of Male and Female Drop-outs of High Income Group:

Table 5.5h

Comparison of Male and Female Drop-outs of High Income Group (Monthly Income above Rs. 2001/-)

Sr. No.	Category	N	Mean	S.D.	t-value	Result
1.	Male Drop-outs	9	2300.00	220.00	0.96	Insignificant
2.	Female Drop-outs	10	2400.00	234.00		

The compilation of data in table 5.5h regarding the comparison of male and female drop-outs, with monthly income above rupees 2001/- per month, with n 9, mean 2300.00 and S.D. 220.00 and n 10 and mean 2400.00 and S.D. 234.00, respectively did reveal that only insignificant difference existed between them (t = 0.96 - statistically insignificant).

The statistically insignificant difference between the males and females having monthly income above rupees 2001/- did show that the groups were identical and homogeneous and that they had the similar type of drop-out behaviour in both the sexes. It could be attributed to the social change which had taken place in Punjab due to the mass media revolution and green revolution, which might have made them equally aware about the benefits of adult education. The drop-out of both the sexes could also be due to the fact that the sample being mostly composed of the landless agricultural labour, might have been compelled to cut their classes in the peak seasons when they might be over-worked. They being lesser motivated or because of the apathy of the landlord which might be of the similar type for both the sexes might not have rejoined the classes and thus would have been termed as drop-outs in both the sexes.

5.8.9 Comparison of Male and Female Drop-outs of Middle Income Group:

Table 5.51

Comparison of Male and Female Drop-outs of Middle Income Group (Monthly Income Between Rupees 1000 to Rupees 2000/-)

Sr. No.	Category	N	Mean	S.D.	t-value	Result
1.	Male Drop-outs	42	1425.00	365.00	0.29	Insignificant
2.	Female Drop-outs	33	1400.00	368.00		

The statistics in table 5.5i regarding the comparison of male and female drop-outs, having monthly income between rupees 1000/- and rupees 2000/-, with n 42, mean 1425.00 and S.D. 365.00, n 33, mean 1400.00 and S.D. 368.00, respectively did reveal that there existed no significant difference between them ( $t = 0.29$  - statistically insignificant).

The statistically insignificant difference between middle income group male and female adult learner drop-outs having monthly income between rupees 1000/- and 2000/-, did reveal that there existed no difference in their drop-out function. It might be attributed to the fact that the groups were identical and homogeneous. It might be attributed to the fact that the green revolution, social change and mass media might have motivated them to join the adult education centres, but pressure of work on the landless agriculture labour during the peak seasons might have made them to drop-out and their dropping-out might not have been broken by way of rejoining the adult education centres in both the sexes i.e. males and females.

5.8.10 Comparison of Male and FemaleLower Income Drop-outs:Table 5.5j

Comparison of Male and Female Lower Income  
Drop-outs (Monthly Income Below Rupees 999/-)

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Drop-outs	49	625.00	147.00	0.92	Insignificant
2.	Female Drop-outs	57	650.00	128.00		

The data in table 5.5j regarding the comparison of male and female adult learner drop-outs, having monthly income below rupees 999/-, did indicate that in all there were 49 males and 57 females, the mean income of males was 625.00 while that of the females was 650.00 and S.D. of males was 147.00 and that of females was 128.00. The t-value was 0.92 which was statistically insignificant.

The statistically insignificant difference between the means of males and females of lower income group having monthly income of less than rupees 999/-, did reveal that the groups were of similar nature, identical and homogeneous. It could be attributed to the fact that while the effects of green revolution, social change, the mass media and link roads might have made them conscious about the benefits of literacy

and as a result of it, they might have joined the adult learning classes, the pressure of work during the peak agricultural sowing and harvesting seasons, might have compelled them to cut the classes, which might have become permanent with them. Thus they might have become drop-outs from the adult education channel which too did not have so attractive facilities that adults be lured to rejoin them. All this might have effected the adult learners in the similar way.

5.8.11 Overall Picture of Persisters and Drop-outs on the Basis of Income:

The comparison of total males and females, male and female drop-outs, male persisters and drop-outs, female persisters and drop-outs, male and female persisters having monthly income above rupees 2001/-, between rupees 1000/- and 2000/- and less than rupees 999/- in both the sexes and male and female drop-outs having monthly income above rupees 2001/-, monthly income between rupees 1000/- and 2000/- and also monthly income less than rupees 999/-, on the variable of income did not show any significant difference between the groups indicating thereby that the income did not effect their persistence and drop-out functions of the different sexes. This might be said to be attributed that income was not a major factor which effected the drop-outs or persistence of both the groups.

### 5.9 Comparison of Persisters and Drop-outs in Relation to Intelligence:

It has been hypothesised that intelligence is an important factor which effected the persistence and drop-out behaviour of adult learners. However, the function of this variable with regard to adult education has not been much explored. It was thus divided to conduct this investigation with regard to this variable i.e. intelligence on the effect of persistence and drop-outs.

#### 5.9.1 Comparison of Male and Female Persisters:

Table 5.6a

Comparison of Male and Female Persisters  
in Relation to Their Intelligence

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	100	40.00	9.13	2.15	Significant at .05 level of confidence
2.	Female Persisters	100	43.00	10.56		

The data tabulated in table 5.6a of male and female persisters grouped on the variable of intelligence did show that the male persisters numbering 100 had the mean score of 40.00 and S.D. 9.13 while the female persisters numbering 100 had the mean score of 43.00 and S.D. 10.56. The t-ratio was 2.15 which was found to be statistically significant at .05 level of confidence.

The statistically significant difference between the male and female persisters on the variable of intelligence and higher mean of the female persisters indicated that female persisters were more intelligent than the male persisters. It might be attributed to the fact that the females would have become more alive to adult education because of their peculiar position of looking after the household, bearing and rearing of the children and also sharing the labour of the landlord with their husbands and thus might be attending the centres, and become more persisters than men. This could also be due to the fact that mass media might have made the intelligent group of female persisters more conscious about the adult education programme as compared to the male group of persisters. It could also be attributed to the fact that intelligent females were feeling more pinch of their being exploited by the landlords as most of them belonged to the landless agricultural labour and it might have made them aware about the benefits of adult education programme.

5.9.2 Comparison of Male and Female Drop-outs:Table 5.6b

Comparison of Male and Female Drop-outs  
in Relation to Their Intelligence

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Drop-outs	100	30.00	12.84	1.12	Insignificant
2.	Female Drop-outs	100	32.00	12.39		

The data in table 5.6b showed the difference between means of male and female drop-outs in relation to their intelligence. In case of male drop-outs the mean intelligence score was 30.00 in case of female drop-outs the mean intelligence score was 32.00. The S.D. of males was 12.84 and that of females 12.39. The t-ratio 1.12 which was not statistically significant.

The insignificant difference between male and female drop-outs grouped on the basis of intelligence did show that both the groups of male drop-outs and female drop-outs did not discriminate on their becoming drop-outs on the basis of intelligence. This might be attributed to the fact that the male drop-outs and female drop-outs were of the similar intelligence. This might be attributed to both the environmental factors. Most of them, being members of landless

families, might have been brought out in atmosphere which might not be congenial to continue in the adult education programme and thus responsible for their becoming drop-outs for both males and females. It might also be attributed to the social change, which might have made them conscious to join the adult learning classes while the pressure of work during the peak harvesting season and the apathy of the landlord would have compelled them to cut the classes which might have become a permanent feature with them and thus they might have become drop-outs.

### 5.9.3 Comparison of Male Persisters and Drop-outs:

Table 5.6c

Comparison of Male Persisters and Drop-outs  
in Relation to Their Intelligence

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	100	40.00	9.13	6.35	Significant at .01 level of confidence
2.	Male Drop-outs	100	30.00	12.84		

The tabulation of data in table 5.6c showed the difference between the means of male persisters and drop-outs in relation to their intelligence. In case of persisters the mean intelligence score was 40.00 while in case of drop-outs the mean intelligence score was 30.00. The S.D. of male persisters was

9.13 and that of male <sup>drop-outs</sup> 12.84. The value of t-ratio was 6.35 which was statistically significant at .01 level of confidence.

The statistically significant difference between male persisters and male drop-outs and higher score of persisters on their intelligence score did reveal that the male persisters were more intelligent than male drop-outs. It might be attributed to the fact that those who are more intelligent might have conceived the benefits of adult education in a better way and become more aware about it, which might have made them more motivated to go in for it and then to persist in it. Even when the load of work of labour in the peak season might have made them more motivated to go in for it and then to persist in it. Even if the load of work of labour in the peak season might have compelled them to drop-out of the adult education classes, the effort on their part might be either not to cut them or to rejoin back as early as possible so as to become persisters rather than drop-outs. On the other hand those who had lesser score on intelligence might not have realised the benefits of adult education to the same extent and thus not joined the classes after the peak season and thus might have become drop-outs.

5.9.4 Comparison of Female Persisters and Drop-outs:Table 5.6d

Comparison of Female Persisters and Drop-outs  
in Relation to Their Intelligence

Sr. No.	Category	N	Mean	S.D.	t-ratio	Results
1.	Female Persisters	100	43.00	10.56	6.76	Significant at .01 level of confidence
2.	Female Drop-outs	100	32.00	12.39		

The data in table 5.6d showed the difference between the means in female persisters and drop-outs in relation to their intelligence. In case of female persisters the mean intelligence score was 43.00 and in case of drop-outs the mean intelligence score was 32.00. The S.D. of female persisters was 10.56 and that of female drop-outs was 12.39. The t-value was found to be 6.76 which was statistically significant at .01 level of confidence.

The statistically significant difference between the t-ratio of female persisters and female drop-outs on the variable of intelligence and higher mean of female persisters did indicate that the female persisters were more intelligent than female drop-outs. The intelligence of female persisters might have made them more alive to the benefits of adult education and their exploitation by the landlords and thus

motivated them to go in for the adult education classes. The higher intelligent group might have highly motivated to make them more inclined to rejoin the adult education centre after the peak agriculture season or not to cut these at all if they could afford to do so even in very busy seasons. This might have made them persisters while those who might not be so intelligent and thus alive to the economic and social benefits of adult education might have become lesser conscious to attend the adult education centres or might not have ignored these after cutting them during the peak season and thus become drop-outs. All this went to indicate that intelligence was an important factor in the drop-out and persistent behaviour amongst female adult learners.

5.9.5 Comparison of Above Average Intelligent Male and Female Persisters:

Table 5.6e

Comparison of Above Average Intelligent Male and Female Persisters

Sr. NO.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Persisters	12	56.00	0.57		
2.	Female Persisters	10	56.00	1.72	zero	Insignificant

The tabulation of data in table 5.6e with regard to the above average male and female adult learner persisters did reveal that the male group consisted of 12 persisters while the female persister group contained 10 persons. The mean of males was 56.00 and that of females was 56.00. The S.D. of males was 0.57 and that of females was 1.72. The t-value was zero indicating thereby that no significant difference existed between them.

The statistically insignificant difference between the above average intelligent male and female persisters did reveal that the groups were identical and homogeneous. It could be attributed to the fact that being above average intelligent groups they might have been able to conceive the benefits of adult education classes and thus become more aware of it and joined the adult education centre. Being highly motivated the learners of both the sexes might have somehow managed to continue in it even during peak agricultural seasons i.e. sowing and harvesting, or rejoined the classes as soon as it was possible for them to do so. It could also be attributed to the fact the being more intelligent they might have been able to strike an adjustment with the landlord so that they could attend the adult learning classes. All this might have made both the males and females groups equally persisters.

5.9.6 Comparison of Average Intelligent  
Male and Female Persisters:

Table 5.6f

Comparison of Average Intelligent  
 Male and Female Persisters

Sr. No.	Category	N	Mean	S.D.	t-value	Result
1.	Male Persisters	47	46.00	3.15	1.58	Insignificant
2.	Female Persisters	50	47.00	3.07		

The compilation of data in table 5.6f regarding the comparison of males and females pertaining to the average intelligence groups, did indicate that n was 47 for males, while it was 50 for females. The mean of males was 46.00 and that of females was 47.00. The t-value of comparison of the groups was 1.58 which was statistically insignificant.

The statistically insignificant difference between male and female groups of average intelligent persisters did reveal that both the groups had behaved similarly with regard to their persistence indicating thereby that the groups were identical and homogeneous. This might be attributed to the fact that being of average intelligence, they might have conceived the benefits of adult education classes similarly and made them equally aware to join it. It would also have

been possible that somehow or the other they might have been in a position to continue in the adult learning classes regularly or with breaks and thus would have become persisters. It would have effected the adult learners of both the groups similarly.

5.9.7 Comparison of Below Average Intelligent Male and Female Persisters:

Table 5.6g

Comparison of Below Average Intelligent Male and Female Persisters

Sr. No.	Category	N	Mean	S.D.	t-value	Result
1.	Male Persisters	31	29.00	7.85	1.11	Insignificant
2.	Female Persisters	40	27.00	7.08		

The data in table 5.6g regarding the comparison of male and female persisters containing 31 males and 40 females, had the means of 29.00 and 27.00 respectively. The S.D. of males was 7.85 and females 7.08. The t-value was 1.11 which was statistically insignificant. All this indicated that little difference existed between the means of both the groups.

The insignificant difference between the means of males and females, depicted that the groups were identical and homogeneous and did not distinguish with each other. It

could possibly be due to the fact that being motivated for adult education programme, both the male and female groups might have joined the adult education centres and some how or the other managed to continue in it or to rejoin these after the days of peak seasons work so as to become persisters. All this went to indicate that with the below average intelligent persisters, the variable of intelligence did not make any difference upon the function of different sexes to becoming persistent.

5.9.8 Comparison of Above Average Intelligent Male and Female Drop-outs:

Table 5.6h

Comparison of Above Average Intelligent Male and Female Drop-outs Groups

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Drop-outs	5	55.60	0.80	0.80	Insignificant
2.	Female Drop-outs	4	56.00	0.70		

The data in table 5.6h comparing the significance of means of males and females of above average intelligent groups did reveal that in their groups the n of males was 5 and that of females 4. The mean of males was 55.60 and females 56.00. The S.D. of males was 0.80 and that of

females 0.70. The t-ratio was 0.80 which was statistically insignificant. All this went to indicate that there existed little difference of the males and females adult learner drop-outs.

The statistically insignificant difference between the male and female drop-outs of above average intelligent groups did reveal that the groups were homogeneous and identical, which might be attributed to the fact that most of them being landless agricultural labour, might have become anxious of the benefits of adult education programme and thus joined the classes. But the load of work of the landlord or the load of work during the peak seasons, might have compelled them to drop-out of the adult education class and this might have become their permanent function thus labelling them as drop-outs. It might have effected both the male and female groups on the similar lines, thus making them drop-outs only at insignificant level of confidence.

#### 5.9.9 Comparison of Average Intelligent Male and Female Drop-out Groups:

The data compiled in table 5.6i regarding the comparison of male and female sample of average intelligent drop-outs, did reveal that the male group was composed of 26, and female group 28 adult drop-outs. The mean of males was 43.00 and that

Table 5.61

Comparison of Average Intelligent Male  
and Female Drop-out Groups

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Drop-outs	26	43.00	3.49	0.99	Insignificant
2.	Female Drop-outs	28	42.00	3.99		

of females was 42.00. The S.D. of males was 3.49 and that of females was 3.99. The t-ratio was 0.99 which was statistically insignificant. This went to indicate that little difference existed between the means of both the groups i.e. male and female drop-outs of average intelligence.

The statistically insignificant difference between the means of average intelligent male and female drop-outs did reveal that the groups were of similar type, identical and homogeneous. This behaviour of drop-outs could be attributed to the fact that the benefits of green revolution, social change and mass media might have made them equally conscious and aware about the benefits of adult education resulting in their joining the adult education centres. However, the work load of the landlord, or apathy of the landlord or economic compulsions, might have made them incapable of continuing in

it and thus they must have become drop-outs. It might have affected both the males and females in the similar way as both the sexes might have been put in the similar type of tight position of employment of the landowners which was due to the sharing system of agricultural labour.

5.9.10 Comparison of Below Average Male and Female Drop-outs:

Table 5.6j

Comparison of Below Average Intelligent Male and Female Drop-out Groups

Sr. No.	Category	N	Mean	S.D.	t-ratio	Result
1.	Male Drop-outs	69	23.00	7.70	0.74	Insignificant
2.	Female Drop-outs	68	22.00	8.16		

The data in table 5.6j regarding the comparison of male and female drop-outs of below average intelligent groups indicated that whereas there was 69 males and 68 females in both the groups, the mean of males was 23.00 and that of females was 22.00. The S.D. of males was 7.70 and that of females was 8.16. The t-ratio of the difference between the means was 0.74, which was statistically insignificant indicating that the groups of different sexes did not differ with each other, on dropping-out.

The statistically insignificant difference between the means of below average groups of males and females did reveal that the drop-out phenomenon of both the groups was identical and that the groups were homogeneous in nature. This might be attributed to the fact that the benefits of the green revolution, social change and mass media had made them conscious so that they might have joined the adult education classes, but the load of work in the rural economy, especially during the peak season of harvesting etc. might have turned them drop-outs by way of compelling them to cut their classes which might not have changed later on and they might have become drop-outs. This might be indicative of the fact that intelligence had played little role in the drop-out of the males and females.

5.9.11 Overall Picture of Persisters and Drop-outs  
With Regard to Intelligence:

The higher mean of female persisters than male persisters on the total group of persisters, of male persisters when compared with male drop-outs and of female drop-outs as compared with female persisters of similar intelligence, did reveal that in all these groups the persistence and drop-out in the similar intelligence has discriminated. However, the male drop-outs and female drop-outs of the similar intelligence

did not discriminate with each other. The similar intelligence groups of male and female persisters of above average intelligence, average intelligence, below average intelligence of male and female persisters, and above average intelligence, average intelligence and below average intelligence of drop-outs of males and females also did not discriminate with each other. All this revealed that within the groups males and females of above average, average and below average intelligence, the groups of persisters did not discriminate with each other. Similar was the function of dropping-out of the above average intelligence, average intelligence and below average intelligence which did not discriminate between the dropping-out function of different sexes when compared with the group of the same intelligence.

#### 5.10 Conclusions:

1. a) In the total sample sex was not an important variable to discriminate the persistents and drop-outs phenomenon.
- b) In the scheduled caste sample sex was not an important variable to determine the persistent and drop-out phenomenon.
- c) In the backward classes sex was not an important variable to determine the persistent and drop-out phenomenon.

2. a) In the total sample marriage was not an important variable to discriminate between the drop-out and persistent phenomenon of different sexes.
  - b) In the widows and widowers sex was not an important factor to determine the persistent and drop-out phenomenon of different sexes.
  - c) In the legally separated groups, sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
  - d) In the divorcees sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
3. a) In the total sample the type of the family was not an important variable to determine the drop-out and persistent phenomenon of different sexes.
  - b) In the joint families sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
  - c) In the nuclear families sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
4. a) In the total sample age as a variable did not discriminate between the persisters and drop-outs of different sexes.

- b) In the comparison of male persisters and drop-outs, the group of persisters was of significantly higher age. ✓
  - c) In the groups of aged 30 years and above adult learners sex was not an important variable to determine the persistent and drop-out phenomenon.
  - d) In the groups of aged 23 to 30 years adult learners sex was not an important variable to determine the persistent and drop-out phenomenon.
  - e) In the age group 15 to 22 adult learners, sex did discriminate between the male and female persisters as well as drop-outs. On the variable of persistence females had fared better than men adult learners. However, on the variable of drop-outs the males had acquired significantly more drop-out phenomenon indicating thereby that females had lesser tendency to drop-out.
5. a) In the total sample income as a variable did not discriminate between persistent and drop-out phenomenon of different sexes.
- b) In the above average income groups, having monthly income of rupees 2001 and above, income as a variable did not discriminate the persistent and drop-out behaviour of both the sexes.

- c) In the average income groups, having monthly income between rupees 1000 and rupees 2000, income did not discriminate the persistent and drop-out behaviour of both the sexes.
  - d) In the below average income groups of those who had monthly income below rupees 999, the income as a variable did not discriminate between the persistent and drop-out functions of both the sexes.
6. a) The comparison of total male and total female groups on the basis of intelligence did reveal that females group was more intelligent and had fared better than males on persistence function.
- b) The male drop-outs did not discriminate on drop-out phenomenon with the female drop-outs grouped on the basis of intelligence.
  - c) The comparison of male persisters and drop-outs grouped on the basis of intelligence did reveal that male persisters group had displayed more persistence and had significantly more intelligence than male drop-out group.

- d) In the comparison of female persisters and drop-outs, grouped on the basis of intelligence, the persistent group had displayed that they were more intelligent than the drop-out females.
- e) When the male and female groups were arranged on the basis of above average intelligence, average intelligence and below average intelligence the groups did not discriminate with each other on the basis of sex.

CHAPTER VISUMMARY, CONCLUSIONS AND SUGGESTIONS6.1 Summary:

During the First World War and also the Second World War, many Indian soldiers were made to participate in them in foreign lands. They visited countries like U.K., U.S.A., U.S.S.R etc. and observed the educational system of those lands. This enlightend them about the need of education specially of adult education. When after the Wars, they landed in their country, they were infused with the idea of creating an atmosphere in which elder people and adults could be exposed to the funds of knowledge and taught three R's in such a way that it would be useful for them as well as the society. This could be said to be the beginning of adult education system in India. Before India became free in 1947, voluntary organisations took up the work, promotion and expansion of the adult education. Sir M. Visvasvaraya, Dewan of Mysore State started some night schools for the rural adults of the State about the year 1912 and organised some libraries as well. Montford Reforms marked another stage in the development of adult education. Tagore made Shantiniketan as the centre of Adult Education. Several adult literacy campaigns were started in different states. Consequently, night schools and night classes were organised in the United Provinces, Punjab, Bombay, Madhya

Pradesh, Bengal and Madras. By 1927 in Punjab alone there were 3784 night schools with an enrolment of about one lakh. Adult education received a set back between 1927 to 1937, because economic depression, political disturbance and communal bitterness. As a result of it many of the adult schools were closed. According to Oxford Pamphlet on Indian Affairs, the number of students in adult schools in the Punjab alone fell from 98,414 in 1927 to 5,000 in 1937. The number of adult schools in Punjab fell from 3,784 in 1927 to 189 in 1937. Practically this was the stage when Adult Education Programme had come to exist only in the name. The formation of popular ministries in 1937, gave Adult Education not only a new life but also a new orientation. The governments of the States, led by the Congress Party, accepted adult education as a responsibility of the government.

The most notable event before Independence, which had an impact on the future development of adult education movement, was the founding of the Indian Adult Education Association (IAEA) in 1939. For the Association hence forward it became a forum for exchange of views and opinions on adult education. It began to impress upon public bodies and the Government about the importance of adult education and the need for well thought out policies.

Although during 1937-42, the provinces made some progress in educating the adult masses, yet Punjab took the lead for doing so. Whereas the country as a whole made 70% advance in literacy in the decade 1937-41, in Punjab it was 140%.

The movement of adult education received a set back during the period 1942-47 because of (i) Second World War, (ii) Quit India Movement, (iii) Communal tension in India created by various political parties. It was after Independence, the attitude of Government towards adult education began to broaden the base of education to include not only the upper echelons and the professional classes of society, but also the poor sections including scheduled castes and scheduled tribes and the exploited section of society i.e. women. In 1949, a nation wide programme of social education was proposed for illiterate masses wherein 50% illiteracy was to be removed in a period of five years. However, it remained a paper tiger and inspite of wide ranging efforts since then the number of illiterates in India has continued to increase year after year. It is for the first time in the history of India in 1991 that the number of literates (52%) has outnumbered the number of illiterates in this country of the size of a sub-continent. However, in absolute number during 1951-81, illiterate persons increased from 300 million to 437 million. It will, however, be disheartening to note that inspite of the fact that in 1991,

India could boast of the fact that it contained majority of literates, the number of illiterates too increased in absolute numbers. It has also been hypothesised, in the world perspective that illiteracy has a positive correlation with the increase in population and thus one of the methods of controlling the population increase is the removal of illiteracy. It can further be hypothesised that it might be one of the strong reasons that increase in number of illiterates had been accompanied by the increase in population. As per 1991 Census, the number of literates (aged seven and above) is 352 million against 324 million illiterates. In 1991 Census, the literacy rate for males is 63.96 while the corresponding figure for females is only 39.42.

In Punjab, literacy rate in the age-group of 15-35 years in 1961 was 28.80% which for males and females was 39.9% and 16.9% respectively. In 1971 census was 33.67% which for males 40.38 and females 25.90%. The literacy percentage 40.86% in 1981 which for males and females was 47.16% and 39.69% respectively. Literacy rate in age group above 7 years in 1991 census was 57.14% which for males and females 63.68% and 49.72% respectively. It is, however, heartening to note that it is above the all India figures.

On October 2, 1978, National Adult Education Programme (NAEP) was launched. The target of the programme was to cover by 1984 the entire illiterate population the 15-35 age group (estimated to be 100 million in 1976) by mobilising all possible resources at the central, state and local levels. The Central Government in its Draft Plan 1978-83 earmarked Rs. 2,000 million (200 crores), accounting for 10 per cent of the total educational budget, for the programme. This was in addition to the financial support to be offered by the states and voluntary agencies.

The conceptual framework of the NAEP has been concretized around three aspects of its programme contents:

- literacy and numeracy, at a level which would enable learners to continue to learn in a self reliant manner.
- functional development, functionality being viewed as the role of an individual as a producer and worker, as a member of the family and as a citizen in the civic and political system.
- social awareness, including an awareness of the impediments to development, of laws and government policies, and the need for the poor and illiterate to organise themselves in pursuance of their legitimate interests and for group action.

In 1986, the Indian Government announced its new Education Policy. It envisages that adult education would be a means for reducing, economic, social and gender disparities. The programme will lay emphasis on skill development creation of awareness among the learner's of the national goals, of development programmes and for liberation from oppression. It would be a phased time bound programme, covering 40 million by 1990 and another 60 million by 1995. The past programmes had suffered due to excessive dependence on administrative structures, and lack of involvement of the mass organisations, media and educational institutions. This imbalance will be corrected by involving mass organisations and the entire educational system; all development departments "will be expected to utilize the adult education programme for the furtherance of their objectives".

A mass functional literacy programme was launched on May 1, 1986 involving 200,000 national social service students and 100,000 non-NSS students in the Universities. The student volunteers are expected to teach 2-5 adults illiterates each in the neighbourhood according to their convenience. Similar groups of illiterate population would be covered through projects like each-one-teach-one by volunteers.

The universalisation of primary education and rate of literacy are inter-linked, because lack of universalization continues to add to the number of illiterates. The number of illiterates has been increasing largely due to inadequate provision of universal elementary education in the age group of 6-11 years, a large rate of drop-out and population explosion.

To begin with, its broad framework was structured at the Fifth National Conference of IAEA held in Rewa from December 29 to 31, 1947. The conference brought out clearly the atmosphere created by Independence and its impact on adult education movement. The Conference, defined the concept, stating that:

"adult education is larger than literacy and literacy should not be regarded as the best or the inevitable starting point of adult education in the prevailing circumstances of the country. Adult education must aim at enabling the common man to live a richer life in all its aspects - social, economic, cultural and moral. For this purpose, adult education must definitely envisage all adult centres, as social centres, interested primarily in providing social, recreational and cultural facilities for the people and must endeavour to develop their powers of initiative, judgement and integrity as citizens".

A more cleared definition given by the UNESCO: "The term adult education denotes the entire body of organised educational processes, whatever content, level and method, whether formal

or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical professional qualification and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Adult education embraces all forms of educational experiences needed by men and women according to their varying interests and requirements, at their differing level of comprehension and ability, and their changing roles and responsibilities throughout life".

As laid down in the Development of Adult Education: Aspects and Trends (UNESCO) "adult education has come to be recognised as necessary for everyone and as fundamental aspect of the right to education which was vital to individual self-fulfilment as to social development and progress".

According to Mukerji (1964), "Adult education may be defined as very broadly as to include all instructions, formal or informal imparting to adults. In India, adult education has two aspects:

- (a) Adult literacy i.e. education to those adults who never had any schooling.
- (b) Continuation education of the adult literate".

In countries like India, where the number of literates has only marginally crossed the number of illiterates, for the first time in India according to the Census of 1991, the adult illiteracy can be attributed to those who are illiterates from generations, those who have dropped out of the educational channels and also those who become literates but later on lapsed back to illiteracy. However, it might not be possible to conduct one study by an individual researcher who has only limited resources to embrace the total problem. It is thus desirable that one of those aspects be explored in a systematic way in one investigation. It can, however, will be conceptualised that the problem of those who either by virtues of being either illiterate by generations or those who have dropped out of the educational channel for one reason or the other and become illiterates and got into the trap of adult education, but again dropped out of it, was more serious and needed to be explored scientifically.

A drop-out is usually understood to be a participant leaving a course without accomplishing the programme's objective. In literacy programmes, use of the term implies that learners have been unsuccessful in mastering the

fundamentals of literacy, and that the instructional effort made this consequently been a failure as far as they are concerned. It is, however, possible that drop-outs have achieved the personal objectives that led them to enrol in the course and are therefore leaving it with a sense of success rather than of failure.

Various operational definitions of the drop-out have been developed by individual literacy programme to suit their specific objectives. The resulting diversity is such that one has to be very cautious when comparing drop-out statistics from different programmes.

Bhandari and Mehta (1973) defined a persister as one, "who joined the literacy or functional literacy class and continued to participate in it for a period of at least three months (out of six month course) or has a minimum of 50 per cent attendance in the classes.

Griffith (1964) emphasized the need for research on problems of institutional growth and development and recommends sorely needed research to help adult educators increase understanding of the processes by which institution adapt or fail to react to environment changes.

With few exceptions none of the researchers in the field of adult education focussed his attention on the comparative

study of the characteristics of rural adult drop-outs and persisters. In the present times when the importance of adult education is being recognised more emphatically and government is trying to make it a tool for the development efforts, the programme needs to be evaluated for the benefit of drop-outs, so that some more concrete steps are taken to rope them in it. One of the methods to do so is to study as to how those who drop-out of the adult education programme and also those who present in it differ with each other. The investigator having the rural background, being interested in the adult education programme and rural uplift become interested to study the characteristics of those who drop-out of the adult education programme and those who persist in it decided to conduct one such investigation.

## 6.2 The Problem:

A Comparative Study of the Characteristics of Rural Adult Drop-outs and Persisters.

## 6.3 Operational Definitions of Important Terms:

Adults: The term 'Adult' has been variously defined. The Sargent Committee was of the view that for the purpose of adult education, an adult is a person between the age group of 10-35 years. The Indian Education Commission (1964-66) had recommended that persons between the age group of 15-45 years should be covered under the adult education programmes.

In present study, the term "Adult" implied all those individuals who were participating in the adult education centres.

Drop-outs: The term drop-out is generally used for a pupil who leaves the formal primary school before completing V standard. Sometimes the term drop-out is used for a participant who leaves course without accomplishing the objectives of the programme. In the present study, the term drop-out is used for those learners who had not attended the classes more than 20 days during the period of six months.

Persisters: The term persister is used for a pupil who joined the literacy or functional literacy class and continued to participate in it for a period of at least three months (out of six months course) or has a minimum of 50 per cent attendance in the classes. In the present study, the term persister is used for those learners who had joined the literacy class and continued to participate in it for a period of at least three months (out of six months course).

#### 6.4 Objectives:

1. To study the characteristics of rural adult drop-outs and persisters in relation to their age.
2. To study the characteristics of rural adult drop-outs and persisters in relation to their marital status.
3. To study the characteristics of rural adult drop-outs and persisters in relation to their family structure.

4. To study the characteristics of rural adult drop-outs and persisters in relation to their income.
5. To study the characteristics of rural adult drop-outs and persisters in relation to their caste.
6. To study the characteristics of rural adult drop-outs and persisters in relation to their intelligent.
7. To study the characteristics of rural drop-outs and persisters in relation to their sex.
8. To compare the characteristics of married and unmarried rural adult drop-outs and persisters.
9. To compare the characteristics of rural adult drop-outs and persisters having joint families and those having nuclear families.
10. To compare the characteristics of low income group, average income group and high income group of rural adult drop-outs and persisters.
11. To compare the characteristics of scheduled caste and non-scheduled caste rural adult drop-outs and persisters.
12. To compare the characteristics of more intelligent, average intelligent and less intelligent rural adult drop-outs and persisters.
13. To study the sex differences of rural adult drop-outs and persisters in relation to their age, marital status, family structure, occupation, income, caste and intelligence.

14. To compare the characteristics of rural adult drop-outs and persisters of lower age, middle age and higher age group.
15. To study the characteristics of rural adult drop-outs and persisters in relation to their occupation.

#### 6.5 Delimitations:

1. The study will be delimited to 400 adult education students.
2. It will be delimited to age, marital status, family structure, income, caste, sex, intelligence and occupation.
3. It will be delimited to Ludhiana district only.
4. It will be confined to the adults who had attended the centres during the last 5 years.

#### 6.6 Method and Procedure:

A sample of 400 adult learners consisting of 200 males and 200 females, half of whom were drop-outs and the other half were persisters, were selected from the eight Adult Education Centres, being run by the Panjab University, Chandigarh in Ludhiana District of Punjab, by random sampling technique.

A self prepared and duly validated questionnaire was constructed and used to collect the data by establishing contact with them. It was scored and statistically treated to work out the value of  $X^2$  and also significance of difference between the means at the first stage. The data so treated was arranged in respect of the different variables i.e. sex, caste,

marital status, family structure, occupation, economic status, age and intelligence and tabulated in different tables. It was analysed and discussed systematically and results reported in a scientific way.

#### 6.7 Conclusions:

The overall picture of the data pertaining to the persisters and drop-outs did show that on most of the variables i.e. facilities, situation, opinion and co-operation of different sections of the society, the situation was almost identical with both male and female adult learner persisters and drop-outs in all the eight centres of adult learners situated in Ludhiana District of Punjab and looked after by the Panjab University, Chandigarh. The situation these centres did indicate that the centres had many inherit weaknesses.

It was also noted that persisters had an edge of better facilities over drop-outs. However, it will not be possible to conclude that better facilities could be the reasons for making the adult learners as persisters as this fact had not been projected so clearly. Needless to say that with the improvement of facilities figures of persisters may also undergo a change.

The data pertaining to occupations was not scattered on many occupations. Only 5 were businessmen and 5 were engaged in household activities. All other were landless agricultural labour. It was thus decided not to explore the persistence and drop-out on the basis of occupation.

- 1.a) In the total sample sex was not an important variable to discriminate the persistence and drop-outs phenomenon.
  - b) In the scheduled caste sample sex was not an important variable to determine the persistent and drop-out phenomenon.
  - c) In the backward classes sex was not an important variable to determine the persistent and drop-out phenomenon.
- 2.a) In the total sample marriage was not an important variable to discriminate between the drop-out and persistent phenomenon of different sexes.
  - b) In the widows and widowers sex was not an important factor to determine the persistent and drop-out phenomenon of different sexes.
  - c) In the legally separated groups, sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.

- d) In the divorcees sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
- 3.a) In the total sample the type of the family was not an important variable to determine the drop-out and persistent phenomenon of different sexes.
- b) In the joint families sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
  - c) In the nuclear families sex was not an important variable to determine the persistent and drop-out phenomenon of different sexes.
- 4.a) In the total sample age as a variable did not discriminate between the persisters and drop-outs of different sexes.
- b) In the comparison of male persisters and drop-outs, the group of persisters was of significantly higher age.
  - c) In the groups of aged 30 years and above adult learners sex was not an important variable to determine the persistent and drop-out phenomenon.
  - d) In the groups of aged 23 to 30 years adult learners sex was not an important variable to determine the persistent and drop-out phenomenon.

- e) In the age group 15 to 22 adult learners, sex did discriminate between the male and female persisters as well as drop-outs. On the variable of persistence females had fared better than male adult learners. However, on the variable of drop-outs the males had acquired significantly more drop-out phenomenon indicating thereby that females had lesser tendency to drop-out.
- 5.a) In the total sample income as a variable did not discriminate between persistent and drop-out phenomenon of different sexes.
- b) In the above average income groups, having monthly income of rupees 2001 and above, income as a variable did not discriminate the persistent and drop-out behaviour of both the sexes.
  - c) In the average income groups, having monthly income between rupees 1000 and rupees 2000, income did not discriminate the persistent and drop-out behaviour of both the sexes.
  - d) In the below average income groups of those who had monthly income below rupees 999, the income as a variable did not discriminate between the persistent and drop-out functions of both the sexes.

- 6.a) The comparison of total male and total female groups on the basis of intelligence did reveal that females group was more intelligent and had fared better than males on persistence function.
- b) The male drop-outs did not discriminate on drop-out phenomenon with the female drop-outs grouped on the basis of intelligence.
- c) The comparison of male persisters and drop-outs grouped on the basis of intelligence did reveal that male persisters group had displayed more persistence and had significantly more intelligence than male drop-out group.
- d) In the comparison of female persisters and drop-outs, grouped on the basis of intelligence, the persistent group had displayed that they were more intelligent than the drop-out females.
- e) When the male and female groups were arranged on the basis of above average intelligence, average intelligence and below average intelligence the groups did not discriminate with each other on the basis of sex.

#### 6.8 Suggestions:

It can be treated in two different segments i.e. Suggestions for Implementation of the Findings and also Suggestions for Further Investigation.

##### a) Suggestions for Implementation of the Findings of the Investigation:

Except for the variables of age and intelligence, and that two in a few comparison no other variable was reported to have discriminated between adult persisters and drop-outs. It is thus recommended that non-formal education facilities be extended in a strong way so that more facilities are created to rope in the adult illiterates and also to retain them in the adult education channels.

The data, in the study has indicated that it was mostly composed of the landless agricultural labour and most of them were kept so busy by the landlords that they either hardly get the time to attend the adult education programme or drop-out during the peak seasons. There is a need that proper legislation for getting work out of such a labour for some limited hours of work will go a long way to provide opportunities to continue to participate in the adult education programme, once they are roped into it. This aspect needs to be further explored by the legal and agricultural aspects in such a way that it does not effect the agricultural production but provides educational opportunities to adult illiterates at

the same time. In the recent past, the Government has come up with a scheme of either mid day meals or provision to provide food grains in lieu of it to primary class students in schools. If some such scheme can be framed for the adult learners, it will go a long way to attract them to become literates at least. Once they get literacy and it becomes functional for them, there is every probability that they will get enlightened with awareness, which will put them on the right path of adult education programme too.

The improvement of physical facilities, learning material, better trained and motivated teachers will also proved to be an asset for the improvement of adult education programme as the place of learning should be attractive rather than repulsive. It can be done if the ~~if~~ community comes out in favour of such a programme in a stronger way. In fact, whenever and wherever, adult education programme has become a success in the world, one of the factors responsible for it was the community participation in it. In case the rural community becomes conscious towards it, the problem of drop-outs will comparatively be solved in an effective way as even the employers of the landless agricultural labour will also become more liberal to allow the facilities to their labour to continue in the adult education programme too. The community can also provide them with the impetus of honouring those adult learners who continue to get education and motivate others to do so, in village level functions

The Government can also introduce some incentives to motivate the landless agricultural labour to continue in the adult education programme by way of granting them loans, ration, electricity etc. on priority basis to those who are literate in preference to those who are illiterate. This will go a long way to rope in the adult illiterates on the path of adult education and also to continue in it in a systematic way. Some cash prizes can also be introduced to provide incentives to those who are persisters so that those who drop-out are motivated to continue in the channel for becoming more aware about it.

b) Suggestions for Further Investigations:

The present investigation has been carried out on a limited data of 400 adult learners located in one pocket of Punjab. It will throw more light and in a better way on the characteristics of persisters and drop-outs, if it is carried out on a well scattered and well spread larger data in Punjab. It was too possible to carry out such an investigation even on the sample of those who drop-out of the complete literacy mission in the state. The larger sample studies can be conducted either by way of allocation of some major research projects by University Grants Commission or by Indian Council of Social Sciences or by National Council for Educational Research and Training or by Indian Adult Education Association or by the National Literacy Mission. Needless to say that

it will be beyond the limitations of individual investigator for want of limitations of time and money at his disposal.

The present investigation has been conducted on the population of one district of Punjab, it will be better if some more studies on persisters and drop-outs are carried on on the sample of other districts. It could be possible to carry out such more investigations on the sample of other states and union territories so that clear picture of these variables on these characteristics could be worked out on different social structures. In Punjab also the customs, traditions, labour hiring conditions of agricultural labour also differ in all the three regions i.e. Doaba, Majha and Malwa. There is a need that firstly more such studies should be carried out on the area of Malwa, where the present investigation has been carried out. Then such investigations be carried out in other regions i.e. Doaba and Majha. Then such studies be conducted on the mixed sample of all the three regions so that a clear cut picture of the characteristics of drop-outs and persisters could be worked out. This will go a long way to take effective steps to decrease if not to eliminate the phenomenon of drop-out.

Dropping-out of the adult education programme is a country wide phenomenon. It is thus advisable that such investigations should be carried out on all India sample of rural people so that these characteristics as they effect the different people in different states and also on all India

pattern be investigated. It will give some better indications of these characteristics and their role on persistent and drop-out behaviour of adult learners.

The present investigation has been carried out on the population of rural Punjab. It will be better, if some more studies are conducted on the urban areas of Punjab as drop-out phenomenon also exist amongst the urban people. It may be possible that urban illiterates may have different affects of these characteristics and to work out these characteristics in the behaviour of rural adult may be an other interesting phenomenon. In the urban areas also, it may change with different occupation also. In the cities, there can be household servants, cooks, watchman and other categories of people. In addition, there might be persons living in city slums who may have different types of reactions of these characteristics. In the cities of Punjab, now one can find labour from different states and provinces, so much so that in some pockets like Patiala, Jalandhar and Ludhiana labour from Southern States can also be located. These groups will have different types of outlook, different types of reactions of these characteristics and also different types of drop-out and persistent phenomenon. In order to have a look on these characteristics on Punjab pattern, a good many such studies will have to be carried out on rural as well as urban Punjab.

Only seven characteristics have been studied in the present investigation. There can be a good many other economic and non-economic other factors which might be effecting the drop-out and persistent phenomenon. The effect of religion, land holding, traditional occupation can also be made the subject matter of the investigation.

One vital area which needs to be explored scientifically in the investigation is to study these characteristics and their affect on the variables of persistence and drop-out amongst those who had never been to primary schbols and also those who had attended such institutions. It has now been increasingly realised that in India and especially in Punjab, the primary education system and adult education programme are working on cross roads. When the adult education programme is trying to decrease or to eradicate illiteracy from the mother land, the primary education system is adding more numbers to it by virtue of its weaknesses. This will firstly bring out the number of those who had never been to school and secondly to find out if these characteristics have same or different effect upon persistent and drop-out phenomenon of adult learners. It could, however, be hypothesised that dropping-out from the Adult Education Centres, was more significant for those who had already dropped-out of the primary education classes than with those who had never attended the primary classes at school level.

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# APPENDIX - I

## ਪ੍ਰਸ਼ਨਾਵਲੀ

ਸ਼ਾਲਾ ਸਿੱਖਿਆ ਕੇਂਦਰ ਦਾ ਨਾਮ ਅਤੇ ਪਤਾ \_\_\_\_\_

1. ਸਿੱਖਿਆਰਥੀ ਦਾ ਨਾਮ \_\_\_\_\_

2. ਪਤਾ \_\_\_\_\_

3. ਲਿੰਗ \_\_\_\_\_

ਪੁਰੁਸ਼/ਇਸਤਰੀ

4. ਵਿਆਹ ਸਬੰਧੀ ਵੇਰਵੇ \_\_\_\_\_

ਵਿਆਹਿਤ/ਅਣਵਿਆਹਿਤ/ਤਨਾਕ-ਮੁਦਾ  
ਵਿਧਵਾ/ਵਿਧੁਰ/ਕੰਵਾਰਾ

5. ਉਮਰ \_\_\_\_\_

15 ਸਾਲ ਤੋਂ 22 ਸਾਲ

25 ਸਾਲ ਤੋਂ 30 ਸਾਲ

30 ਸਾਲ ਤੋਂ ਉਪਰ ਉਮਰ ਦੇ

6. ਪ੍ਰੀਵਾਰ \_\_\_\_\_

ਸੰਪੂਰਨ ਪ੍ਰੀਵਾਰ/ਇਕਰਗ ਪ੍ਰੀਵਾਰ

7. ਕਿੱਤਾ \_\_\_\_\_

ਸੇਵਾਯੋਗੀ/ਮਜ਼ਦੂਰੀ/ਵਪਾਰੀ

8. ਮਾਸਕ ਮਾਮਦਨ \_\_\_\_\_

1000/- ਤੋਂ ਘੱਟ

1000/- ਤੋਂ 2000/-

2000/- ਤੋਂ ਉੱਪਰ ਮਾਮਦਨ ਵਾਲੇ

9. ਜਾਤੀ \_\_\_\_\_

10. ਪਰਮ \_\_\_\_\_

1. ਕੀ ਤੁਸੀਂ ਪਹਿਲਾਂ ਨਵੇਂ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
2. ਕੀ ਤੁਹਾਨੂੰ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵੱਲੋਂ ਪੜ੍ਹਾਈ ਵਾਲੇ ਕੋਰਸ ਦੀ ਸਹੂਲਤ ਮਿਲਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ
3. ਕੀ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿਚ ਤੁਹਾਡੇ ਬੈਠਣ ਵਾਲੇ ਕੋਰਸ ਦਾ ਪ੍ਰਬੰਧ ਹੈ ? ਹਾਂ/ਨਹੀਂ
4. ਕੀ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿਚ ਪਾਠ ਵਾਲੇ ਪਾਠੀ ਦਾ ਪ੍ਰਬੰਧ ਹੈ ? ਹਾਂ/ਨਹੀਂ
5. ਕੀ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿਚ ਬਿਜਲੀ ਦਾ ਮਾਮ/ਪ੍ਰਬੰਧ ਹੈ । ਹਾਂ/ਨਹੀਂ
6. ਕੀ ਤੁਹਾਨੂੰ ਪੜ੍ਹਾਉਣ ਵਾਲੇ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿਚ ਯੋਗ ਅਧਿਆਪਕ ਨਿਯੁਕਤ ਹਨ ? ਹਾਂ/ਨਹੀਂ
7. ਪ੍ਰਿਵਾਰ ਦਾ ਮੁੱਖੀਕੋਣ ਹੁੰਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
8. ਕੀ ਪਿੰਡ ਦਾ ਮੁੱਖੀ ਹਮੇਸ਼ਾ ਮਰਦ ਹੀ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ ?  
ਇਸਤਰੀ ਦਾ ਸਥਾਨ ਹਾਂ/ਨਹੀਂ
9. ਕੀ ਔਰਤ ਤੇ ਮਰਦ ਦੇ ਅਧਿਕਾਰ ਬਰਾਬਰ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ ? ਹਾਂ/ਨਹੀਂ
10. ਕੀ ਔਰਤ ਨੂੰ ਪੂਰਨ ਅਜ਼ਾਦੀ ਦੇਣੇ ਚਾਹੀਦੇ ਹੀ ? ਹਾਂ/ਨਹੀਂ
11. ਕੀ ਪਿੰਡ ਵਿਚ ਇਸਤਰੀ ਸਭਾ ਹੋਣੇ ਜ਼ਰੂਰੀ ਹੈ ਜੋ ਕਿ ਸਮਾਜ ਭਤਾਈ ਦੇ ਕੰਮ ਕਰੇ । ਹਾਂ/ਨਹੀਂ
12. ਕੀ ਔਰਤ ਨੂੰ ਪੜ੍ਹਦਾ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ।  
ਲੜਕਿਆਂ ਦੀ ਪੜ੍ਹਾਈ ਹਾਂ/ਨਹੀਂ
13. ਕੀ ਲੜਕਿਆਂ ਨੂੰ ਜ਼ਰੂਰੀ ਪੜ੍ਹਾਉਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
14. ਕੀ ਲੜਕਿਆਂ ਨੂੰ ਘਰੇ ਦੂਰ ਪੜ੍ਹਨ ਭੇਜਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ

### ਖਾਣਾ ਪਾਣੀ:-

15. ਕੀ ਦੁੱਧ ਘਿਉ ਦਾ ਜਿਆਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
16. ਕੀ ਖਾਣੇ ਵਿਚ ਮਾਸ ਤੇ ਅੰਡੇ ਦੀ ਵਰਤੋਂ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ

### ਪਹਿਰਾਵਾ:-

17. ਕੀ ਹਮੇਸ਼ਾ ਸਾਦਾ ਪਹਿਰਾਵਾ ਪਹਿਨਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
18. ਕੀ ਪਹਿਰਾਵੇ ਵੱਲ ਵਿਸ਼ੇਸ਼ ਧਿਆਨ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ

19. ਕੀ ਪੁਰਾਣੇ ਰੀਤੀ ਰਿਵਾਜ ਚੰਗੇ ਹੁੰਦੇ ਹਨ ? ਹਾਂ/ਨਹੀਂ
20. ਕੀ ਵਿਆਹ ਤੇ ਸ਼ੁਰੂਤ ਇਕੱਠ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
21. ਕੀ ਹਰਕੇ ਸਮਾਰੋਹ ਤੇ ਇਕੱਠ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ

ਸਮਾਜ ਨਿਕ ਵਿਰੁਧ

22. ਕੀ ਸਭ ਨੂੰ ਕੋਈ ਨਾਲ ਗਲ ਮਿਲ ਕੇ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
23. ਕੀ ਵਿਅਕਤੀ ਹਰ ਕੰਮ ਇਕੱਠਾ ਕਰਨ ਸਕਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ

ਆਰਥਿਕ:

24. ਕੀ ਤੁਸੀਂ ਖੇਤੀ ਬਾੜੀ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
25. ਕੀ ਤੁਸੀਂ ਵਿਪਾਰੀ ਹੋ ? ਹਾਂ/ਨਹੀਂ
26. ਕੀ ਤੁਸੀਂ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
27. ਕੀ ਤੁਸੀਂ ਲੋਕ ਹੀ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
28. ਕੀ ਤੁਸੀਂ ਘਰੇ ਹੀ ਕੰਮ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

ਖੇਤੀ:

29. ਕੀ ਤੁਹਾਡੀ ਸਾਰੀ ਜ਼ਮੀਨ ਉਪਜਾਊ ਹੈ ? ਹਾਂ/ਨਹੀਂ
30. ਕੀ ਤੁਸੀਂ ਖੇਤੀਬਾੜੀ ਵਿਭਾਗ ਵਲੋਂ ਦਸੀਆਂ ਹਏ ਨਵੀਆਂ ਫਸਲਾਂ ਬੀਜਣਾ ਪਾਏ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

ਮਜ਼ਦੂਰੀ:

31. ਕੀ ਤੁਸੀਂ ਖੇਤੀ ਵਿਚ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
32. ਕੀ ਤੁਸੀਂ ਕਿਸੇ ਕਾਰਖਾਨੇ ਆਦਿ ਵਿਚ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

ਵਪਾਰੀ

33. ਕੀ ਤੁਸੀਂ ਆਪਣਾ ਵਪਾਰ ਕਿਸੇ ਸਾਕਾਰੀ ਸੰਸਥਾ ਦੇ ਸਹਿਯੋਗ ਨਾਲ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

ਆਪਣੀ ਨਿਰਧਾਰਤ:-

34. ਕੀ ਤੁਸੀਂ ਆਪਣੀ ਆਮਦਨ ਤੋਂ ਸੰਤੁਸ਼ਟ ਹੋ ? ਹਾਂ/ਨਹੀਂ
35. ਕੀ ਤੁਹਾਡੀ ਪਹਿਲੀ ਤੁਹਾਡੀ ਆਮਦਨ ਤੋਂ ਜਿਆਦਾ ਹਨ ? ਹਾਂ/ਨਹੀਂ

36. ਕੀ ਤੁਸੀਂ ਕੁਝ ਖਰਚੇ ਦੇ ਹੱਕ ਵਿੱਚ ਹੋ ? ਹਾਂ/ਨਹੀਂ
37. ਕੀ ਤੁਸੀਂ ਆਤਮ ਨਿਰਭਰ ਹੋ? ਹਾਂ/ਨਹੀਂ
38. ਕੀ ਤੁਸੀਂ ਕਿਸੇ ਸੰਸਥਾ ਜਾਂ ਹੋਰ ਵਿਅਕਤੀਆਂ ਤੋਂ ਨਿਰਭਰ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
39. ਕੀ ਤੁਸੀਂ ਆਪਣੀਆਂ ਲੋੜਾਂ ਪੂਰੀਆਂ ਕਰਨ ਵਾਸਤੇ ਸਰਕਾਰੀ ਬੈਂਕਾਂ ਜਾਂ ਕੋਆਪਰੇਟਿਵ ਬੈਂਕਾਂ ਤੋਂ ਲੋਨ ਲੈਂਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

### ਜੀਵਨ ਪੱਧਰ

40. ਕੀ ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਦੀਆਂ ਤੁਹਾਨੂੰ ਸਾਹੀਆਂ ਸਹੂਲਤਾਂ ਪ੍ਰਾਪਤ ਹਨ ? ਹਾਂ/ਨਹੀਂ
41. ਕੀ ਤੁਸੀਂ ਆਧੁਨਿਕ ਮਸ਼ੀਨਰੀ ਦੇ ਵਰਤੋਂ ਵਰਤੇ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
42. ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਕਿੱਤੇ ਤੇ ਸੰਤੁਸ਼ਟ ਹੋ ? ਹਾਂ/ਨਹੀਂ
43. ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਪੂਰਖਾਂ ਦੇ ਕਿੱਤੇ ਨੂੰ ਚੰਗੇ ਨਵੇਂ ਕਿੱਤੇ ਨੂੰ ਅਪਨਾਉਣਾ ਚਾਹੁੰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

### ਧਾਰਮਿਕ

44. ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਧਰਮ ਪੁਰਾਣੇ ਕੋਡ ਵਿਸ਼ਵਾਸ ਰੱਖਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
45. ਕੀ ਤੁਸੀਂ ਸਭ ਧਰਮਾਂ ਨੂੰ ਬਰਾਬਰ ਸਮਝਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
46. ਕੀ ਤੁਸੀਂ ਮਾਨਵ ਸਭ ਧਰਮਾਂ ਨੂੰ ਮਾਨਤਾ ਦਿੰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
47. ਕੀ ਤੁਸੀਂ ਬਾਹਰੀ ਪੱਖਾਂ ਵਿਚ ਵਿਸ਼ਵਾਸ ਰੱਖਣਾ ਚਾਹੁੰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
48. ਕੀ ਜਾਦੂ ਟੂਣਿਆਂ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
49. ਕੀ ਸਾਪੁ ਸੰਤਾਂ ਨੂੰ ਮੰਨਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
50. ਕੀ ਭੂਤਾਂ ਪਰਿਤਾਂ ਵਿਚ ਵਿਸ਼ਵਾਸ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
51. ਕੀ ਹੋਰ ਦੁਨੀਆਂ ਦੇ ਸੱਭ ਤੋਂ ਵੱਡੀ ਤਾਕਤ ਹੈ ? ਹਾਂ/ਨਹੀਂ
52. ਕੀ ਹੋਰ ਦੇ ਹੋਰ ਨੂੰ ਮੰਨਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
53. ਕੀ ਸੰਸਾਰ ਦੇ ਸਿਰਜਨਾ ਕਰਨ ਵਾਲਾ ਇੱਕ ਹੋਰ ਹੈ ? ਹਾਂ/ਨਹੀਂ

54. ਕੇ ਜਦੋਂ ਆਪਣੇ ਹਿੱਸੇ ਦਾ ਹਿੱਸਾ ਲੈਣ ਵਾਲੇ ਪ੍ਰਮਾਣੀ ਨੇ ਸਾਨੂੰ  
ਡਰਨਾ ਚਾਹੀਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
55. ਕੇ ਪ੍ਰਮਾਣੀ ਮਾੜੇ ਕੰਮਾਂ ਦੇ ਸਜ਼ਾ ਵਿਆਕਰਣੇ ਨੂੰ ਦਿੰਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
56. ਕੇ ਜੇ ਇਨਸਾਨ ਚੰਗੇ ਕੰਮ ਕਰਦਾ ਹੈ ਪ੍ਰਮਾਣੀ ਉਸਦਾ ਫੱਲ  
ਦਿੰਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
57. ਕੇ ਹਰੇਕ ਇਨਸਾਨ ਪ੍ਰਮਾਣੀ ਅੱਗੇ ਆਪਣੇ ਕੰਮਾਂ ਪ੍ਰਤੀ ਜ਼ਾਬ-ਦੋਹ  
ਹੁੰਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
58. ਇਸ ਸੰਸਾਰ ਵਿੱਚ ਜੋ ਵੀ ਹੈ ਚਿਹਾ ਹੈ ਉਹ ਸੱਭ ਏਸ਼ਵਰ ਦੇ  
ਮਰਹੂਮੇ ਨਾਲ ਹੋ ਰਿਹਾ ਹੈ ? ਰਾਂ/ਲਹਾ

### ਨੈਤਿਕ

59. ਕੇ ਕਦੇ ਵੀ ਝੂਠ ਨਹੀਂ ਬੋਲਣਾ ਚਾਹੀਦਾ ਹੈ ਰਾਂ/ਲਹਾ
60. ਕੇ ਕਿਸੇ ਦੇ ਭਲੇ ਲਈ ਝੂਠ ਬੋਲਣਾ ਠੀਕ ਹੈ ? ਰਾਂ/ਲਹਾ
61. ਕੇ ਸਦਾ ਸੱਚ ਬੋਲਣਾ ਚਾਹੀਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
- ਚੰਗਿਆਈ
62. ਕੇ ਕਿਸੇ ਵੀ ਅਨਿਆਈ ਵਿਆਕਰਣੇ ਦੇ ਔਖੇ ਸਮੇਂ ਵਿੱਚ ਮੱਦਦ ਕਰਨੀ  
ਚਾਹੀਦੀ ਹੈ ? ਰਾਂ/ਲਹਾ
63. ਕੇ ਕਿਸੇ ਵੀ ਭੁੱਖੇ ਵਿਆਕਰਣੇ ਨੂੰ ਚੰਗੇ ਖਵਾਉਣੀ ਚਾਹੀਦੀ ਹੈ ? ਰਾਂ/ਲਹਾ
64. ਕੇ ਕਿਸੇ ਬਿਮਾਰ ਦੇ ਮੱਦਦ ਲੈਣੇ ਹੋਸ਼ੀ ਸਾਨੂੰ ਤੱਤਪਰ ਰਹਿਣਾ  
ਚਾਹੀਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ

### ਸੁੰਦਰਤਾ

65. ਕੇ ਇਨਸਾਫ ਨੂੰ ਸਿਰਫ ਕਿਰਾਪਾਂ ਦੇ ਸੁੰਦਰਤਾ ਪਾਇ ਕਰਨੀ  
ਚਾਹੀਦੀ ਹੈ ? ਰਾਂ/ਲਹਾ
66. ਕੇ ਇਨਸਾਫ ਨੂੰ ਸਿਰਫ ਬਾਹਰੀ ਸੁੰਦਰਤਾ ਨੂੰ ਪਸੰਦ ਕਰਨੀ  
ਚਾਹੀਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
67. ਕੇ ਤੁਸੀਂ ਸੁੰਦਰਤਾ ਦੇ ਸੁੰਦਰਤਾ ਵੇਖ ਕੇ ਪ੍ਰਸੰਨ ਰਹਿੰਦੇ ਹੋ ? ਰਾਂ/ਲਹਾ
68. ਕੇ ਕਰਮ ਸਿਧਾਂਤ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ ? ਰਾਂ/ਲਹਾ
69. ਕੇ ਤੁਸੀਂ ਵਿਸ਼ਵ ਭਾਈਚਾਰੇ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖਦੇ ਹੋ ? ਰਾਂ/ਲਹਾ
70. ਕੇ ਹਰੇਕ ਚੰਗੇ ਸੱਚ ਨੂੰ ਚੰਗੇ ਚਾਹੀਦੀ ਹੈ ? ਰਾਂ/ਲਹਾ

71. ਕੇ ਉਨਾਂ ਨੂੰ ਤੰਗ ਕਰਦੇ ਤੁਸੀਂ ਖੁਸ਼ ਹੁੰਦੇ ਹੋ ਜਿਨਾਂ ਨੂੰ ਤੁਸੀਂ  
ਬਹੁਤ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
72. ਕੇ ਤੁਸੀਂ ਅਜਿਹੀ ਮੁਸਕਾਹੀ ਵਿੱਚ ਸੁਆਦ ਲੈਂਦੇ ਹੋ ਜਿਸ ਨਾਲ  
ਲੋਕਾਂ ਨੂੰ ਦੁੱਖ ਹੋਵੇ ? ਹਾਂ/ਨਹੀਂ
73. ਜਦੋਂ ਤੁਸੀਂ ਕਿਸੇ ਨੂੰ ਗੰਦੇ ਸ਼ਬਦ ਬੋਲਦੇ ਸੁਣਦੇ ਹੋ ਤਾਂ ਕੇ ਤੁਸੀਂ ਉਨਾਂ  
ਨੂੰ ਹੋਰ ਵੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
74. ਕੇ ਜਾਨ ਵਿਚ ਫਸੇ ਪੰਛੇ ਨੂੰ ਦੇਖ ਕੇ ਤੁਹਾਨੂੰ ਬਹੁਤ ਦੁੱਖ ਮਹਿਸੂਸ ਹੁੰਦਾ ਹੈ ?  
ਸਭਿਆਚਾਰ ਹਾਂ/ਨਹੀਂ
75. ਕੇ ਸਾਰੇ ਤਿਉਹਾਰਾਂ ਨੂੰ ਸ਼ੋਰ ਨਾਲ ਮਨਾਉਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
76. ਕੇ ਸਾਰੇ ਤਿਉਹਾਰ ਸੱਭ ਦੇ ਸਾਂਝੇ ਹੁੰਦੇ ਹਨ ? ਹਾਂ/ਨਹੀਂ
77. ਕੇ ਤੁਸੀਂ ਸੱਭ ਲੋਕਾਂ ਨਾਲ ਚਲ ਸਿਭ ਕੇ ਆਪਣੇ ਤਿਉਹਾਰ ਮਨਾਉਣਾ  
ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
78. ਕੇ ਤੁਸੀਂ ਆਪਣੇ ਲੋਕ ਨਾਲ ਨੂੰ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
79. ਕੇ ਤੁਸੀਂ ਆਪਣੇ ਲੋਕ ਗੀਤਾਂ ਨੂੰ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
80. ਕੇ ਤੁਸੀਂ ਅਜੋਕੇ ਧੂਮ ਪੜਕੇ ਵਾਲੇ ਨਾਚ ਗਾਣੇ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
81. ਕੇ ਟੀ.ਵੀ. ਅਤੇ ਰੇਡੀਓ ਘਰ ਵਿੱਚ ਹੋਣਾ ਜ਼ਰੂਰੀ ਹਨ ? ਹਾਂ/ਨਹੀਂ
82. ਕੇ ਟੀ.ਵੀ. ਦੇ ਸਾਰੇ ਪ੍ਰੋਗਰਾਮ ਹਰੇਕ ਵਿਅਕਤੀ ਨੂੰ ਦੇਖਣੇ ਜ਼ਰੂਰੀ ਹਨ ? ਹਾਂ/ਨਹੀਂ
83. ਕੇ ਹਰੇਕ ਇਨਸਾਨ ਨੂੰ ਸਿਨੇਮਾ ਦੇਖਣਾ ਚਾਹੀਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
84. ਕੇ ਪਿੰਡਾਂ ਵਿੱਚ ਆਏ ਤੇ ਨਾਟਕ ਦਿਖਾਉਣੇ ਚਾਹੀਦੇ ਹਨ ? ਹਾਂ/ਨਹੀਂ
85. ਕੇ ਇਸਤਰੀਆਂ ਨੂੰ ਆਪਣੇ ਮਿਲਜੋਲ ਵਾਸਤੇ ਇੱਕ ਵੱਖਰੀ ਸਭਾ ਸਥਾਪਿਤ  
ਚਾਹੀਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ
86. ਕੇ ਤੋਰਨਾ ਇੱਕ ਮਜ਼ਦਾਰ ਗੱਲ ਹੈ ? ਹਾਂ/ਨਹੀਂ
87. ਕੇ ਅਜੋਕੇ ਪੁੱਸ਼ ਵਿੱਚ ਪੱਛਮੀ ਸਭਿਆਚਾਰ ਦੇ ਰੇਠਾਂ ਆਪਣੇ ਪੁਰਾਣੇ  
ਸਭਿਆਚਾਰ ਨੂੰ ਖੋ ਦੇਣਾ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

88. ਕੇ ਤੁਸੀਂ ਮਨੋਜੀ ਹੋ? ਹਾਂ/ਨਹੀਂ
89. ਕੇ ਤੁਸੀਂ ਹੋਸ਼ੀ ਹਾਂਸ ਨਾਸ ਪਹਿਲ ਨਾਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
90. ਕੇ ਤੁਸੀਂ ਆਪਣੇ ਸਾਥੀਆਂ ਉੱਪਰ ਹੋਸ਼ੀ ਹਾਵੀ ਹੋਇਆ ਪਾਇ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
91. ਕੇ ਤੁਸੀਂ ਕਿਸੇ ਅਨਜਾਣ ਵਿਅਕਤੀ ਨਾਲ ਬਿਨਾਂ ਕਿਸੇ ਘਬਰਾਹਟ ਦੇ ਮਿਲ ਸਕਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
92. ਕੇ ਤੁਸੀਂ ਕੁਝ ਵਿਅਕਤੀ ਦੇ ਇੱਕਠ ਵਿੱਚ ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰ ਸਕਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
93. ਕੇ ਜਦੋਂ ਲੋਕ ਤੁਹਾਡੇ ਕੰਮ ਜਾਂ ਤੁਹਾਡੇ ਵਿੱਚ ਨੁਕਸ ਕੱਢਦੇ ਹਨ ਤਾਂ ਕੇ ਤੁਸੀਂ ਝਟ ਦੁੱਖੀ ਹੋ ਜਾਂਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
94. ਕੇ ਤੁਸੀਂ ਬਿਨਾਂ ਕਾਰਨ ਆਪਣੇ ਆਪ ਨੂੰ ਦੁੱਖੀ ਮਹਿਸੂਸ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
95. ਕੇ ਤੁਸੀਂ ਬਹੁਤ ਸਾਰੀਆਂ ਗੱਲਾਂ ਤੋਂ ਘੱਕ ਜਾਂਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
96. ਕੇ ਤੁਸੀਂ ਹੁਣੇ ਕੁਚਲੇ ਗਏ ਕੁੱਤੇ ਨੂੰ ਦੇਖ ਕੇ ਝਟ ਘਬਰਾ ਜਾਂਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
97. ਕੇ ਤੁਹਾਡੀਆਂ ਭਾਵਨਾਵਾਂ ਨੂੰ ਬਹੁਤ ਠੋਸ ਪਹੁੰਚਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ
98. ਕੇ ਤੁਸੀਂ ਚਾਲਾਕ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਆਪਣੇ ਆਪ ਨੂੰ ਬਾਕੀਆਂ ਨਾਲੋਂ ਐਖ ਵਿਚ-ਮਹਿਸੂਸ ਕਰਦੇ ਹੋ ?
99. ਕੇ ਤੁਸੀਂ ਇਤਨੇ ਬੇਇਨ ਹੋ ਜਾਂਦੇ ਹੋ ਕਿ ਜਿਸਦਾ ਸਮਾਂ ਟਿੱਕ ਕੇ ਨਹੀਂ ਬਿਠ ਸਕਦੇ ? ਹਾਂ/ਨਹੀਂ
100. ਕੇ ਜਦੋਂ ਤੁਸੀਂ ਸਕਕ ਤੇ ਤੁਹਾ ਜਾਂਦੇ ਹੋ ਤਾਂ ਤੁਸੀਂ ਬਹੁਤ ਜਿਸਦਾ ਘਬਰਾਹਟ ਮਹਿਸੂਸ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ
101. ਜੇ ਕਰ ਤੁਹਾਡਾ ਸਾਥੀ ਕਿਸੇ ਮੁਸ਼ਕਿਲ ਵਿੱਚ ਕੋਏ ਤਾਂ ਤੁਸੀਂ ਆਪਣਾ ਕੰਮ ਛੱਡ ਕੇ ਉਸਦੇ ਮੁਸ਼ਕਿਲ ਨੂੰ ਮੁਲਝਾਉਣ ਦੇ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਨਹੀਂ

102. ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਕੰਮ ਵਿੱਚ ਦੁਸ਼ਮਣਾਂ ਦੇ ਜ਼ਿੰਦਗੀ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਕਹੀਂ
103. ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਸਾਰੇ ਕੰਮ ਇੱਕੋ ਹੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਹਾਂ/ਕਹੀਂ
104. ਕੀ ਤੁਸੀਂ ਦੁਸ਼ਮਣਾਂ ਵੱਲੋਂ ਕੀਤੇ ਗਏ ਮਜ਼ਾਕ ਅਸਾਨੀ ਨਾਲ ਸਹਿ ਸਕਦੇ ਹੋ ? ਹਾਂ/ਕਹੀਂ
105. ਕੀ ਤੁਹਾਡੇ ਬਹੁਤ ਸਾਰੇ ਦੋਸਤ ਹਨ ? ਹਾਂ/ਕਹੀਂ
106. ਕੀ ਤੁਸੀਂ ਕਿਸੇ ਪਾਠ ਵਿੱਚ ਰੋਣਕ ਲਾਈ ਰੱਖਦੇ ਹੋ ? ਹਾਂ/ਕਹੀਂ



8. ਖੇਤੀ ਕਰਨ ਵਾਲਿਆਂ ਲਈ :

- (1) ਤੁਹਾਡੇ ਕੋਲ ਕਿੰਨੀ ਜਮੀਨ ਹੈ?
- (2) ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਖੇਤੀ ਕਰਨ ਲਈ ਨੌਕਰੀਦਾਰੀ ਆਧੁਨਿਕ ਮਸ਼ੀਨਰੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ
- (3) ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਸ਼ਿੱਚਾਈ ਦੇ ਪੂਰੇ ਸਾਧਨ ਹਨ? ਹਾਂ/ਨਹੀਂ
- (4) ਕਿਤੇ ਪ੍ਰਤੀ ਹੋਰ ਜਾਣਕਾਰੀ 1.  
2.  
3.
- (5) ਹੋਰ ਕਿਤੇ ਪ੍ਰਤੀ ਜਾਣਕਾਰੀ 1.  
2.  
3.

9. ਜਾਤ : ਤੁਸੀਂ ਜਿਸ ਜਾਤ ਨਾਲ ਸਬੰਧ ਰਖਦੇ ਹੋ ਉਸ ਅੱਗੇ ਟਿਕੋ

- (1) ਜਨ ਜਾਤੀ
- (2) ਅਨੁਸੂਚਿਤ ਜਾਤੀ
- (3) ਪਛੜੀ ਜਾਤੀ
- (4) ਪਛੜੇ ਕਬੀਲੇ

10. ਸਿਖਿਆ ਵਾਤਾਵਰਣ ਸਬੰਧੀ ਵੇਰਵਾ :

- (ੳ) ਬਾਲਗ ਸਿਖਿਆ ਕੇਂਦਰ ਕਿਥੇ ਸਥਿਤ ਹੈ?
- (ਅ) ਹੈਠ ਲਿਖਿਆ ਵਿਚੋਂ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਗੀਜ਼ਾਂ ਮੌਜੂਦ ਹਨ । ਉਨ੍ਹਾਂ ਅੱਗੇ ਟਿਕ (✓) ਦਾ ਨਿਸ਼ਾਨ ਲਗਾਓ :
  - (1) ਕੇਂਦਰ ਦੇ ਆਲੇ ਦੁਆਲੇ ਚਾਰਚਿਵਾਰੀ ਹੈ ।
  - (2) ਕੇਂਦਰ ਦੇ ਕਮਰੇ ਹਵਾਦਾਰ ਤੇ ਰੌਸ਼ਨੀ ਵਾਲੇ ਹਨ ।

- (3) ਜਮਾਤ ਵਿੱਚ ਤੁਹਾਡੇ ਬੈਠਣ ਵਾਸਤੇ ਦਰੀ ਜਾਂ ਤਾਵ ਬਣੇ ।
- (4) ਜਮਾਤ ਵਿੱਚ ਤੁਹਾਡੇ ਬੈਠਣ ਵਾਸਤੇ ਕੁਰਸੀਆਂ ਜਾਂ ਬੈਚ ਹਨ ।
- (5) ਜਮਾਤ ਵਿੱਚ ਅਧਿਆਪਕ ਦੇ ਬੈਠਣ ਲਈ ਕੁਰਸੀ ਮੌਜੂਦ ਹੈ ।
- (6) ਕੇਂਦਰ ਵਿੱਚ ਪੀਣ ਵਾਲੇ ਪਾਣੀ ਦਾ ਪ੍ਰਬੰਧ ਹੈ ।
- (7) ਕੇਂਦਰ ਵਿੱਚ ਬਿਜਲੀ ਦਾ ਖੋਗ ਪ੍ਰਬੰਧ ਹੈ ।
- (8) ਕੇਂਦਰ ਵਿੱਚ ਸਫ਼ਾਈ ਦਾ ਪ੍ਰਬੰਧ ਹੈ ।

(ੲ) ਪੜ੍ਹਾਉਣ ਦੀ ਸਮੱਗਰੀ :- ਹੇਠ ਲਿਖਿਆ ਵਿੱਚੋਂ ਕਿਹੜੀ ਕਿਹੜੀ ਸਮੱਗਰੀ ਮੌਜੂਦ ਹੈ । ਉਸ ਉੱਪਰ ਟਿਕ ( / ) ਲਗਾਓ ।

- (1) ਕੀ ਪੜ੍ਹਾਈ ਲਈ ਡੈਕੀਦੀ ਸਮੱਗਰੀ ਕਾਇਮ, ਕਾਪੀ,, ਪੇਨਸ਼ਨ, ਸਲੇਟ, ਸਲੇਟੀ ਆਦਿ ਮੁੜਤ ਮਿਲਦੀ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (2) ਕੀ ਪੜ੍ਹਾਈ ਲਈ ਜਿੱਤੀ ਗਈ ਸਮੱਗਰੀ ਸਮੇਂ ਸਿਰ ਮਿਲਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ
- (3) ਕੀ ਪੜ੍ਹਾਉਣ ਲਈ ਜਮਾਤ ਵਿੱਚ ਕਾਨਾ ਤਖ਼ਤਾ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (4) ਕੀ ਜਮਾਤ ਵਿੱਚ, ਚਾਰ, ਝਾੜ, ਸੀਟੇ ਆਦਿ ਹਨ? ਹਾਂ/ਨਹੀਂ

(ਸ) ਪੜ੍ਹਾਉਣ ਦਾ ਤਰੀਕਾ (ਢੰਗ) :

ਹੇਠ ਲਿਖਿਆ ਵਿੱਚੋਂ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਚੀਜ਼ (ਢੰਗ) ਦਾ ਪੜ੍ਹਾਉਣ ਵਾਲੇ ਪ੍ਰਯੋਗ ਕੀਤਾ ਜਾਂਦਾ ਹੈ । ਉਸ ਅੱਗੇ ਟਿਕ ( / ) ਦਾ ਲਿਸ਼ਾਨ ਲਗਾਓ ।

- (1) ਕੀ ਅਧਿਆਪਕ ਉਦਾਹਰਣ ਦੇ ਕੇ ਪੜ੍ਹਾਉਂਦਾ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (2) ਕੀ ਅਧਿਆਪਕ ਚਾਰਟ, ਮਾਡਲ, ਤੇ ਤਸਵੀਰਾਂ ਆਦਿ ਦਿਖਾ ਕੇ ਪੜ੍ਹਾਉਂਦਾ ਹੈ ? ਹਾਂ/ਨਹੀਂ
- (3) ਕੀ ਗਾੜ੍ਹਾ ਸਿਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਟੀ.ਵੀ. ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ
- (4) ਕੀ ਓਨਕ ਸਿਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਰੇਕੋਰ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ? ਹਾਂ/ਨਹੀਂ

(ਹ) ਅਧਿਆਪਕ ਸਬੰਧੀ ਵੇਰਵਾ: ਹੇਠ ਲਿਖਿਆ ਵਿਚੋਂ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਗੱਲਾਂ ਸਹੀ ਹਨ ਉਨ੍ਹਾਂ ਅਤੇ ਟਿਕ (✓) ਦਾ ਨਿਸ਼ਾਨ ਲਗਾਓ :

- (1) ਕੀ ਅਧਿਆਪਕ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਆਪਸੀ ਸੰਬੰਧ ਠੀਕ ਹਨ? ਹਾਂ/ਨਹੀਂ
- (2) ਕੀ ਅਧਿਆਪਕ ਦੇ ਪਿੰਡ ਦੇ ਲੋਕਾਂ ਨਾਲ ਸਬੰਧ ਠੀਕ ਹਨ? ਹਾਂ/ਨਹੀਂ
- (3) ਕੀ ਅਧਿਆਪਕ ਹਰ ਰੋਜ਼ ਜਮਾਤ ਨੂੰ ਪੜ੍ਹਾਉਂਦਾ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (4) ਕੀ ਅਧਿਆਪਕ ਜਮਾਤ ਵਿੱਚ ਲੈਣ ਆਉਂਦਾ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (5) ਕੀ ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪਿਆਰ ਨਾਲ ਪੜ੍ਹਾਉਂਦਾ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (6) ਕੀ ਅਧਿਆਪਕ ਚੰਗਾ ਪੜ੍ਹਿਆ ਨਿਖਿਆ ਵਿਅਕਤੀ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (7) ਕੀ ਅਧਿਆਪਕ ਮਿਲਣਸਾਰ ਵਿਅਕਤੀ ਹੈ? ਹਾਂ/ਨਹੀਂ

ਸਮਾਜਕ ਵਾਤਾਵਰਣ : ਹੇਠ ਲਿਖਿਆ ਵਿਚੋਂ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਗੱਲਾਂ ਠੀਕ ਹਨ। ਉਨ੍ਹਾਂ ਅਤੇ ਟਿਕ (✓) ਦਾ ਨਿਸ਼ਾਨ ਲਗਾਓ।

- (1) ਹੀ ਪਿੰਡ ਦੇ ਲੋਕ ਬਾਲਗ ਸਿਖਿਆ ਕੇਂਦਰ ਦੇ ਕੰਮਾਂ ਵਿਚ ਰੁਚੀ ਲੈਂਦੇ ਹਨ? ਹਾਂ/ਨਹੀਂ
- (2) ਕੀ ਪਿੰਡ ਦੀ ਧੜੇਬੰਦੀ ਦਾ ਬਾਲਗ ਸਿਖਿਆ ਕੇਂਦਰ ਨਾਲ ਸਬੰਧ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (3) ਕੀ ਬਾਲਗ ਸਿਖਿਆ ਕੇਂਦਰ ਦੇ ਕੰਮਾਂ ਵਿੱਚ ਗਰਾਮ ਪੰਚਾਇਤ ਹਿੱਸਾ ਲੈਂਦੀ ਹੈ? ਹਾਂ/ਨਹੀਂ
- (4) ਕੀ ਪਿੰਡ ਦੇ ਜਾਤਪਾਤ ਤੇ ਪੱਖਪਾਤ ਦਾ ਬਾਲਗ ਸਿਖਿਆ ਕੇਂਦਰ ਤੇ ਪ੍ਰਭਾਵ ਪਾਉਂਦੇ ਹਨ? ਹਾਂ/ਨਹੀਂ
- (5) ਕੀ ਬਾਹਰੀ ਵਾਤਾਵਰਣ ਕੇਂਦਰ ਦੇ ਮਹੇਲੇ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕਰਦਾ ਹੈ? ਹਾਂ/ਨਹੀਂ

ਪ੍ਰਸ਼ਨਾਵਲੀ *APPENDIX III*

ਨੋਟ: ਇਸ ਪ੍ਰਸ਼ਨਾਵਲੀ ਵਿੱਚ ਦਿੱਤੀ ਹੋਈ ਸੂਚਨਾ ਸਿਰਫ਼ ਖੋਜਾਰਥੀ ਦੇ ਖੋਜ ਕਾਰਜ ਲਈ ਵਰਤੀ ਜਾਵੇਗੀ ਤੇ ਇਸ ਦਾ ਪ੍ਰਯੋਗ ਕਿਸੇ ਵੀ ਹੋਰ ਕੰਮ ਲਈ ਨਹੀਂ ਕੀਤਾ ਜਾਵੇਗਾ। ਇਸ ਨੂੰ ਗੁਪਤ ਰੱਖਿਆ ਜਾਵੇਗਾ।

1. ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਦਾ ਨਾਮ: \_\_\_\_\_

2. ਸਿੱਖਿਆਰਥੀ ਦਾ ਨਾਮ: \_\_\_\_\_

3. ਪਿਤਾ ਦਾ ਨਾਮ: \_\_\_\_\_

4. ਪਤਾ: \_\_\_\_\_

5. ਲਿੰਗ: \_\_\_\_\_

6. ਉਮਰ: \_\_\_\_\_

7. ਤੁਸੀਂ ਕਿਸ ਜਾਤ ਨਾਲ ਸੰਬੰਧ ਰੱਖਦੇ ਹੋ:- \_\_\_\_\_

- (ੳ) ਆਮ ਸ਼੍ਰੇਣੀ
- (ਅ) ਅਠਸੂਚਿਤ ਸ਼੍ਰੇਣੀ
- (ੲ) ਪਛੜੀ ਸ਼੍ਰੇਣੀ
- (ਸ) ਪਛੜੇ ਕਬੀਲੇ

8. ਤੁਸੀਂ ਕਿਸ ਨਾਲ ਸੰਬੰਧਤ ਹੋ: -

- (ੳ) ਅਣਵਿਆਹਿਆ/ਅਣਵਿਆਹੀ
- (ਅ) ਸ਼ਾਦੀ ਸੁਦਾ
- (ੲ) ਵਿਧੁਰ/ਵਿਧਵਾ
- (ਸ) ਤਨਾਕ ਸੁਦਾ
- (ਛੱਡਿਆ ਹੋਇਆ/ਛੱਡੀ ਹੋਈ)

9. ਕਿੱਤਾ: \_\_\_\_\_

(ੳ)(ੳ) ਖੇਤੀ ਕਰਨ ਵਾਲਿਆਂ ਲਈ:

- (1) ਤੁਹਾਡੇ ਕੋਲ ਕਿੰਨੀ ਜ਼ਮੀਨ ਹੈ: \_\_\_\_\_
- (2) ਤੁਹਾਡੇ ਕੋਲ ਕੀ ਖੇਤੀ ਕਰਨ ਲਈ ਟੈਂਡੀਦੀ ਅਧੁਨਿਕ ਮਸ਼ੀਨਰੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
- (3) ਤੁਹਾਡੇ ਕੋਲ ਸਿੰਚਾਈ ਦੇ ਪੂਰੇ ਸਾਧਨ ਹਨ: \_\_\_\_\_ ਹਾਂ/ਨਹੀਂ
- (4) ਕਿੱਤੇ ਪ੍ਰਤੀ ਕੋਈ ਹੋਰ ਜਾਣਕਾਰੀ: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

(ਅ) ਕਿਰਤ ਕਰਨ ਵਾਲਿਆਂ ਲਈ:

- (1) ਪੱਕਾ ਕਾਮਾ
- (2) ਦਿਹਾੜੀਦਾਰ
- (3) ਹਾੜੀ/ਸਾਉਣੀ ਦੋਰਾਨ ਕੰਮ ਕਰਨ ਵਾਲਾ

10. ਤੁਹਾਡੀ ਕੁਲ ਮਾਸਕ ਆਮਦਨ ਕਿੰਨੀ ਹੈ: \_\_\_\_\_

11. ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਸੰਬੰਧੀ ਵੇਰਵਾ । ਵੇਰਵਾ ਭਰਨ ਲਗਿਆਂ ਸਹੀ ਤੇ ਵੱਡੀ ਉੱਮਰ ਤੋਂ ਸ਼ੁਰੂ ਕਰਕੇ ਲੜੀਵਾਰ ਸਭ ਤੋਂ ਛੋਟੀ ਉੱਮਰ ਤੱਕ ਦੇ ਮੈਂਬਰ ਦਾ ਵੇਰਵਾ ਦਿਉ ।

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ਲੜੀ ਨੰ:	ਨਾਮ	ਸਿੱਖਿਆਰਥੀ ਉਮਰ ਨਾਲ ਦਿਸ਼ਤਾ	ਵਿਦਿਅਕ ਯੋਗਤਾ	ਕਿੱਤਾ	ਮਾਸਕ ਆਮਦਨ	ਆਮਦਨ ਦੇ ਸਾਧਨ	ਹੋਰ ਜਾਣਕਾਰੀ
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12. ਤੁਸੀਂ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਕਦੋਂ ਤੋਂ ਪੜ੍ਹ ਰਹੇ ਹੋ: \_\_\_\_\_

13. ਤੁਸੀਂ ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਕਿੰਨੇ ਸਮੇਂ ਲਈ ਪੜ੍ਹ ਰਹੇ ਹੋ: \_\_\_\_\_

14. ਤੁਸੀਂ ਕਿਹੜੀ ਕਿਹੜੀ ਸਮਾਜਿਕ ਯੋਗਤਾ ਦੇ ਮੱਧਿਕ ਬੋਝ:-

\_\_\_\_\_

15. ਜੇ ਹਾਂ ਤਾਂ : \_\_\_\_\_

16. ਕੀ ਤੁਸੀਂ ਕਿਸੇ ਅਜਿਹੇ ਤੇ ਵੀ ਕੰਮ ਕਰਦੇ ਹੋ: \_\_\_\_\_

17. ਸਿੱਖਿਆ ਵਾਤਾਵਰਣ ਸੰਬੰਧੀ ਵੇਰਵਾ :-

1. ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਕਿਸ ਜਗ੍ਹਾ ਤੇ ਚਲ ਰਿਹਾ ਹੈ :-

- (ੳ) ਧਾਰਮਿਕ ਅਸਥਾਨ
- (ਅ) ਧਰਮਸ਼ਾਲਾ
- (ੲ) ਪੰਚਾਇਤ ਘਰ
- (ਸ) ਸਕੂਲ
- (ਹ) ਕਿਸੇ ਵਿਅਕਤੀ ਦੇ ਘਰ
- (ਕ) ਹੋਰ ਕਿਸੇ ਥਾਂ ਤੇ

\_\_\_\_\_

18. 2. ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਦੇ ਕਿੰਨੇ ਕਮਰੇ ਹਨ: \_\_\_\_\_

3. ਬਾਲਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਤੁਹਾਡੇ ਘਰ ਤੋਂ ਕਿੰਨੀ ਦੂਰ ਹੈ: \_\_\_\_\_

4. ਹੇਠ ਲਿਖਿਆ ਵਿੱਚੋਂ ਕਿਹੜੀਆਂ ਚੀਜ਼ਾਂ ਕੇਂਦਰ ਵਿੱਚ ਮੌਜੂਦ ਹਨ :-

- (ੳ) ਕੇਂਦਰ ਦੇ ਆਠੇ ਦੁਆਠੇ ਚਾਰ ਦੋਵਾਰੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
- (ਅ) ਕੇਂਦਰ ਦੇ ਕਮਰਾ/ਕਮਰੇ ਹਵਾਦਾਰ ਤੇ ਕੋਲਰੀ ਵਾਲੇ ਹਨ: ਹਾਂ/ਨਹੀਂ
- (ੲ) ਕੇਂਦਰ ਵਿੱਚ ਬਿਜਲੀ ਦਾ ਯੋਗ ਪ੍ਰਣਾਲੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
- (ਸ) ਕੇਂਦਰ ਵਿੱਚ ਪੀਣ ਵਾਲੇ ਪਾਣੀ ਦਾ ਯੋਗ ਪ੍ਰਣਾਲੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
- (ਹ) ਕੇਂਦਰ ਵਿੱਚ ਸਫ਼ਾਈ ਦਾ ਯੋਗ ਪ੍ਰਣਾਲੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
- (ਕ) ਜਮਾਤ ਵਿੱਚ ਤੁਹਾਡੇ ਏਠਣ ਲਈ ਕਿਹੜੀ ਚੀਜ਼ ਮੌਜੂਦ ਹੈ :-

- (1) ਕੁਰਸੀ
- (2) ਬੈਚ
- (3) ਦਰੀ
- (4) ਟਾਟ
- (5) ਫੁੱਲ ਵੀ ਨਹੀਂ

(ਖ) ਜਮਾਤ ਵਿੱਚ ਅਧਿਆਪਕ ਦੇ ਏਠਣ ਲਈ ਕੁਰਸੀ ਮੌਜੂਦ ਹੈ: ਹਾਂ/ਨਹੀਂ

5. ਹੇਠ ਲਿਖਿਆ ਵਿੱਚੋਂ ਤੁਹਾਨੂੰ ਕਿਹੜੀ ਕਿਹੜੀ ਸਾਮਗਰੀ ਮੁਫ਼ਤ ਮਿਲਦੀ ਹੈ :-

- (ੳ) ਕਾਪੀ
- (ਅ) ਪੈਨਾਨ
- (ੲ) ਕਾਇਦਾ
- (ਸ) ਸਲੇਟ, ਸਲੇਟੀ
- (ਹ) ਹੋਰ

6. ਪੜ੍ਹਾਈ ਲਈ ਦਿੱਤੀ ਗਈ ਸਾਮਗਰੀ ਕੀ ਸਮੇਂ ਸਿਰ ਮਿਲਦੀ ਹੈ: ਹਾਂ/ਨਹੀਂ

7. ਜਮਾਤ ਨੂੰ ਪੜ੍ਹਾਉਣ ਲਈ ਕਿਹੜੀ-ਕਿਹੜੀ ਨੌਜਵਾਨੀ ਸਾਮਗਰੀ ਮੌਜੂਦ ਹੈ:
- (ੳ) ਕਾਲਾ ਤਖ਼ਤਾ
  - (ਅ) ਚਾਕ
  - (ੲ) ਲਾੜਾ
  - (ਸ) ਹੋਰ
8. ਅਧਿਆਪਕ ਕਿਸ ਵਿਧੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਦਾ ਹੈ:-
- (ੳ) ਡਾਸ਼ਟ ਵਿਧੀ
  - (ਅ) ਸਹਿਯੋਗ ਵਿਧੀ
  - (ੲ) ਵਾਦ-ਵਿਵਾਦ ਵਿਧੀ
  - (ਸ) ਪ੍ਰਯੋਗ ਵਿਧੀ
9. ਅਧਿਆਪਕ ਜਮਾਤ ਨੂੰ ਪੜ੍ਹਾਉਣੇ ਸਮੇਂ ਕਿਹੜੀਆਂ ਚੀਜ਼ਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ:-
- (ੳ) ਕਾਲਾ ਤਖ਼ਤਾ
  - (ਅ) ਚਾਰਟ
  - (ੲ) ਤਸਵੀਰਾਂ
  - (ਸ) ਮਾਡਲ
  - (ੳ) ਫੋਟੋ
  - (ਕ) ਟੇਪ ਰਿਕਾਰਡ
  - (ਖ) ਟੀ.ਵੀ.
  - (ਗ) ਹੋਰ \_\_\_\_\_
10. ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੜ੍ਹਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਦਾ ਹੈ: ਹਾਂ/ਨਹੀਂ
11. ਅਧਿਆਪਕ ਸੰਬੰਧੀ ਤੁਹਾਡੀ ਕੀ ਰਾਇ ਹੈ:-
- (ੳ) ਅਧਿਆਪਕ ਰੋਜ਼ ਕੇਂਦਰ ਵਿੱਚ ਆਉਂਦਾ ਹੈ: ਹਾਂ/ਨਹੀਂ
  - (ਅ) ਅਧਿਆਪਕ ਜਮਾਤ ਵਿੱਚ ਸਮੇਂ ਸਿਰ ਆਉਂਦਾ ਹੈ: ਹਾਂ/ਨਹੀਂ
  - (ੲ) ਅਧਿਆਪਕ ਕੇਂਦਰ ਵਿੱਚ ਜਦੋਂ ਮੌਜੂਦ ਹੁੰਦਾ ਹੈ ਤਾਂ ਜਮਾਤ ਨੂੰ ਪੜ੍ਹਾਉਂਦਾ ਹੈ: ਹਾਂ/ਨਹੀਂ
  - (ਸ) ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪਿਆਰ ਨਾਲ ਪੜ੍ਹਾਉਂਦਾ ਹੈ: ਹਾਂ/ਨਹੀਂ
  - (ੳ) ਅਧਿਆਪਕ ਮਿਲਟਸਾਰ ਵਿਅਕਤੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
  - (ਕ) ਅਧਿਆਪਕ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਸੰਬੰਧ ਠੀਕ ਹਨ: ਹਾਂ/ਨਹੀਂ
  - (ਖ) ਅਧਿਆਪਕ ਦੇ ਪਿੰਡ ਦੇ ਲੋਕਾਂ ਨਾਲ ਸੰਬੰਧ ਠੀਕ ਹਨ: ਹਾਂ/ਨਹੀਂ
12. ਅਧਿਆਪਕ ਪਿੰਡ ਦਾ ਹੀ ਹੈ: ਹਾਂ/ਨਹੀਂ
13. ਅਧਿਆਪਕ ਦਾ ਨਿੱਕ ਕੀ ਹੈ: ਔਰਤ/ਮਰਦ
14. ਸਮਾਜਿਕ ਵਾਤਾਵਰਣ ਪ੍ਰਤੀ ਤੁਹਾਡੀ ਕੀ ਰਾਇ ਹੈ:-
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(ਅ) ਪਿੰਡ ਦੇ ਲੋਕ ਬਾਨਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਦੇ ਕੰਮਾਂ ਵਿੱਚ ਰੁਜ਼ੀ ਨੌਏ ਹਨ: ਹਾਂ/ਨਹੀਂ

(ੲ) ਬਾਨਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਦੇ ਕੰਮਾਂ ਵਿੱਚ ਕੁਮ ਪੰਚਾਇਤ ਉਸਾਰੂ ਰਿਸ਼ਾ ਨੌਏ ਹੈ: ਹਾਂ/ਨਹੀਂ

(ਸ) ਕੀ ਪਿੰਡ ਦੀ, ਧੜੇਈਂਦੀ ਦਾ ਬਾਨਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਤੇ ਕੋਈ ਫੁਰਾ ਪ੍ਰਭਾਵ ਪੈਂਦਾ ਹੈ: ਹਾਂ/ਨਹੀਂ

(ਹ) ਪਿੰਡ ਦੇ ਜਾਤਘਾਤ ਦੇ ਪੱਖਪਾਤ ਬਾਨਗ ਸਿੱਖਿਆ ਕੇਂਦਰ ਤੇ ਫੁਰਾ ਪ੍ਰਭਾਵ ਪਾਉਂਦੇ ਹਨ: ਹਾਂ/ਨਹੀਂ

15: (ੳ) ਪਿੰਡ ਦੀਆਂ ਕਿੱਸੀਆਂ ਪੱਤੀਆਂ ਹਨ: \_\_\_\_\_

(ਅ) ਜਿਸ ਜਗ੍ਹਾ ਤੇ ਕੇਂਦਰ ਸਥਿਤ ਹੈ ਉਸਦੇ ਚੌਗਿਰਦੇ ਵਿੱਚ ਕਿਸ ਜਾਤ ਦੇ ਲੋਕ ਰਹਿੰਦੇ ਹਨ: \_\_\_\_\_