

*Indian Journal of*

# **Adult Education**

**Proceedings of the 46th All Indi.  
Adult Education Conference**

**on**

**Strategies for Post Literacy  
in the Next Decade**



**Indian Adult Education Association**

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## **Editorial**

The 46th All India Adult Education Conference which concluded in Baroda recently was appreciative of the efforts being made to bring more and more districts under post literacy and continuing education. But felt that at certain places there is still a wide gap between literacy and post literacy phase. It stressed that there should not be any gap between the two phases. The plan for literacy and post literacy should be prepared in the beginning. It called upon functionaries both at top level and the grass root level to adopt suitable strategies to reduce the gap.

The availability of adequate space is essential for proper functioning of post literacy and continuing education centre. The Continuing Education Centres (CECs) which are being started in place of Jan Shikshan Nilayams (JSNs) should have at least two rooms to meet the needs of the neo-literates and other members of the community. The Prerak should also be full-time person with adequate honorarium to do justice to the job.

The adult education programme for women has not been effectively linked with development plans so far. The need is to provide competitive skills for employment or self-employment so that they forge ahead in the next decade as responsible agents of social change. To achieve this the post literacy programme should be closely linked with development programmes being implemented in the rural and urban areas.

To strengthen the on-going adult education programme, it is essential to conduct grass level studies to identify the needs of the target groups so that teaching/learning process becomes relevant and meaningful. The Departments/Centres of Adult, Continuing Education of Universities and other research institutions should be entrusted the responsibility to conduct such studies.

To meet the educational needs of semi-literates, educated and the elite, the Universities should organise continuing education programmes for them. For such programmes they need not be dependent on University Grants Commission for funds. These programmes could be self-supporting. Some universities have made a beginning in this direction. The need is to involve all universities in such programmes. But the programmes should be need based and should be started after interaction with the community.

J. L. Sachdeva

## 46th All India Adult Education Conference A Report

The 46th All India Adult Education Conference of the Indian Adult Education Association began its three day session in Vadadara on March 9, 1996. It was organised in collaboration with Centre for Continuing/Adult Education, M.S. University of Baroda. The theme was Strategies for Post Literacy in the Next Decade.

Inaugurating it, Dr. (Smt.) Mrunalini Devi Puar, Chancellor, MS University of Baroda, said that folk media should be extensively utilized for promotion of literacy, post literacy and continuing education. She said folk media could still sway the masses and its proper utilization would have great impact particularly in the rural areas.

She said that adult education programme should not be equated with literacy and should include education of the non-literate, semi-literate, and the educated. Dr. Puar emphasised the need to give priority to education of women so as to make them active partner in decision making and in the development of the country.

Earlier, Smt. Padma Ramchandran, Vice-Chancellor, MS University of Baroda welcomed the chief guest and the participants of the Conference.

Dr. (Smt.) Kalpana R Paralikar, Director, Centre for Continuing/Adult Education, MS University of Baroda in her opening remarks outlined the activities of the Centre which is celebrating its Silver Jubilee Year.

### Presidential Address

Prof. BS Garg, President, IAEA in his presidential address said that post-literacy and continuing education programme should be undertaken before literacy campaigns were started. This, he said, would create favourable environment for learning and would also provide motivation among non-literates to learn and acquire literacy skills.

He said that in the scheme of continuing education centres (CECs) the Prerak should be a full time person and sufficient space should be made available for the Centre. He said that the recommendation of the Ghosh Committee to add two rooms to the existing public building should be speedily implemented. He also stressed the need to establish rural libraries and the mobile libraries where there is no JSN or the CEC.

Prof. Garg also underlined the need to start newsletter for neo-literates so that their knowledge of reading and writing gets stabilised. It would also provide them current information right at their door step.

He said that Panchayati Raj Institutions should be closely associated with continuing and post-literacy education. This, he said, would also help in linking literacy with development. The community, ultimately should take responsibility of educating the masses, he concluded.

In special guest address, Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth said that the problems faced in the adult education programme should be solved during the 20th century and in no way should be carried over to the next century. He said that the universities by starting adult and continuing education programme had come closer to the people. The gap between the educated and the illiterates have been narrowed down, he said.

Prof. Parikh said that people's will was more important for achieving the desired results in adult education rather than the political will.

Shri KC Choudhary, General Secretary, IAEA proposed a vote of thanks.

### **Plenary Session**

In the first plenary session Smt. Kamala Rana, Vice-President, IAEA presented the working paper on "The Strategies for Post Literacy in the Next Decade".

The participants were divided into four groups to discuss the sub-themes of the Conference. The Groups were:

1. Role of Panchayati Raj Institutions in Post-Literacy and Continuing Education.
2. How to Link Post-Literacy with Development Programmes?
3. How to make JSNs or CECs as Community Centres?
4. Women in Post-Literacy and Continuing Education.

### **Presentation of Nehru & Tagore Literacy Awards**

#### ***Nehru Literacy Awards for 1994 & 95***

The Nehru and Tagore Literacy Awards for the years 1994 and 1995 were presented during the inaugural function.

Dr. KS Pillai, former Director, Centre for Adult, Continuing Education, University of Kerala received the Nehru Literacy Award for 1994. The citation for Dr. Pillai said that his enthusiasm for literacy was unparalleled. He visited every nook and corner of Kerala to motivate illiterates. The citation further said that he is a creative thinker and untiring writer and has written a number of books and research articles on different aspects of education.

Dr. Pillai in his reply said that India should liberate itself from illiteracy before the dawn of the 21st century. He said that people from 6-60 years should be included in the literacy programme if the education for all was to be achieved.

He said that voluntary agencies and local people should be fully involved at all stages and in all its operations. Vocational bias was essential for adult education, he stressed. This, he said, would sustain the interest and would motivate others.

Dr. Pillai suggested that unemployed youth and college/university students should be thoroughly motivated to involve themselves fully in the nation building endeavour. Teachers, he said, should act as models in extension work, working as change agents and opinion leaders.

The adult education, he said, should include conscientization of the masses and awareness against AIDS, Drug Addiction, Corruption, Nepotism etc.

The 1995 Nehru Literacy Award was presented to Shri Satya Narayan Pareek, President, Bikaner Adult Education Association. The citation for the award said that Shri Pareek has provided educational opportunities to employed workers and farmers to continue their education. He has undertaken action and applied researches.

In reply, Shri Pareek said that in the efforts made to eradicate illiteracy, the non availability of resources and the absence of political and social will have been the major bottlenecks. He said that Kerala and some other states have shown the way to achieve total literacy and the entire country could achieve it with hard work and strong will.

Shri Pareek said the National Literacy Mission could only be successful if people participate in it as they had participated in the freedom struggle.

He said that TLCs should not be confined only to impart basic literacy. They should also include health and environment education, national integration, women empowerment, prohibition and population education etc. The definition of literacy, he said, has to be widened to include all these activities.

Shri Pareek further said that in adult education the local needs should be given due importance and the curriculum should be based on the needs and interests of the people of the area. The learner should not only be the receiver but should become active partner in teaching/learning process. Shri Pareek said that illiteracy should be completely

wiped out from the country by the year 2000. Though it was difficult task but not impossible if all participate in it with will and determination.

#### *Tagore Literacy Award for 1994 & 95*

The 1994 Tagore Literacy Award for promotion of literacy among women was given posthumously to Dr. (Smt.) Ramabahen Desai, former Director, SRC, Gujarat Vidyapeeth.

The citation for the award said that Ramabahen had done meritorious work in preparing need based learning material for women and workers. She had written extensively for the neo literates and many of her books had won national awards. She had also undertaken a number of research studies.

Shri Manubhai Desai, husband of the late Ramabahen received the award.

The 1995 Tagore Literacy Award was presented to Smt. Malati Devi Choudhury of Utkal Navjeevan Mandal, Angul, Orissa. Prof. BB Mohanty, Resident Director, Indian Institute of Mass Communication, Dhenkanal, Orissa received the award on her behalf.

The citation for the award said the Smt. Choudhury initiated a series of educational programmes particularly for the women of SC and ST communities. She organised night schools for education of women. It further said that her greatest contribution had been in the mobilisation, conscientization and empowerment of women.

In her reply, Smt. Choudhury said that people should be the centre of activities in any scheme of rural education and rural reconstruction. The development depended on their employment which was again the result of education. She said that in any educational programme the have nots and those belonging to the SC & ST communities should receive the due emphasis. Adult education, she said, is a broader concept and should not be restricted to literacy per se.

#### **Zakir Husain Memorial Lecture**

Shri Bhaskar Chatterjee, Director-General, NLM in his Zakir Husain Memorial Lecture said that timely follow up measures were essential for checking lapse back into illiteracy. He said that it was absolutely essential that those who once acquire basic skill of reading, writing and numeracy make them permanent by reinforcement through post literacy programmes.

• Shri Chatterjee said that vocational-oriented knowledge was likely to be more successful than those that have merely an educational approach.

He said that NLM envisaged post-literacy programmes to be developed in the context of life long education and with the purpose of improving the quality of life of the individuals and the society at large. Post-literacy, he said, should be regarded as an integrated learning process to assist neo-literates to retain, improve and apply their basic knowledge, attitude and skills for the satisfaction of their basic needs and to permit them to continue education through self-directed process for the improvement of their quality of life, both personal and societal.

Post-literacy programme, he said, should be so designed so as to help neo-literate to attain the ability to use the newly acquired skills and make them adequately functionally literate. Post-literacy strategies as visualised by NLM envisage provision of learning opportunities in both structured and unstructured situations.

He said that National Literacy Mission in collaboration with National Open School (NOS) has developed a design for implementation of an open basic education programme for neo-literates. This, he said, would provide opportunities of continuing education to those young and adult neo-literates who were interested in pursuing learning beyond basic literacy in a non-formal mode but with the aim of acquiring recognition and qualifications equivalent to those available under the formal schooling system.

Concluding, Shri Chatterjee said that scheme for Continuing Education for Neo-literates as visualised by NLM is an attempt to provide systematic, organised and well-coordinated mechanisms to mobilise all resources in support of continuing education in the perspective of life long education.

The Lecture was read by Shri IYR Krishna Rao, Director, Bureau of Adult Education, Ministry of Human Resource Development, Government of India on behalf of Shri Chatterjee.

Shri Sanat Mehta, Chairman, Central Board for Workers Education who presided over the function said that investment in human resource always give better results than any other investment. It helps in improving the productivity of the individual which will ultimately reduce the poverty level of the country. Shri Mehta said that literacy should bring the neo-literates closer to the global economy.

Shri J.L. Sachdeva, Director, IAEA proposed a vote of thanks.

### Symposia

During the Conference three symposia were organised. They were on “Media and Communication in Adult Education”, “Empowerment of Women” and “Evaluation of Post Literacy Programmes”.

In the first symposium, Dr. Radha Mishra, Centre for Communication and Media, Home Science College, SNDT University, Pune and Ms Prasanna Kulkarani of the same Centre participated as resource persons. Prof. BB Mohanty, Resident Director, Indian Institute of Mass Communication, Dhenkanal, Orissa presided.

In the second symposium, Ms Poornima of Adult Education Department, SNDT Women's University, Pune and Dr. (Smt.) Sushma Merh, Assistant Director, Centre for Adult, Continuing Education, University of Delhi, Dr. Kalpana R Paralikar, Director, Centre for Adult/Continuing Education, MS University of Baroda, Smt. Bhavana Mehta of the same University acted as resource persons. Smt. Shobhana Ranade, former Chairman, All India Women Conference and Executive Committee Member, IAEA presided.

Dr. Ila Patel Associate Professor, Institute of Rural Management, Ahmedabad discussed the evaluation of Adult Education Programmes in India.

#### **ASPBAE and World Conference on Adult Education**

Dr. Rajesh Tandon, President, ASPBAE spoke on the role of ASPBAE in the Unesco 5th International Conference on Adult Education to be held in Hamburg, Germany on July 14-18, 1997. He also talked about ASPBAE General Assembly to be held in Darwin, Australia in December this year.

Prof BS Garg, President, IAEA in his address said that both micro and macro planning should be done in adult education. The programme, he said, should be meaningful and purposeful. Prof. Garg said that any programme would be worthwhile which leaves impact on the individual, society and the nation.

#### **Valedictory Function**

In the valedictory function the group reports were presented. Shri VS Mathur, former President, IAEA presided. He said that people's participation and initiative were essential for the success of the adult education programme. It was also essential to link it with developmental programmes so as to bring change, he said.

## Recommendations

1. The 46th All India Adult Education Conference organised by the Indian Adult Education Association and the Department of Continuing/Adult Education and Community Services, MS University of Baroda notes with satisfaction that post-literacy programme has been expanded considerably during the last 3-4 years and about 140 districts at present are in the post-literacy phase.
2. The Conference notes that at many a times there is a wide gap between the literacy and post-literacy phase. This it feels results into relapse into illiteracy and wastage of efforts and resources. It therefore, recommends, that the gap between the TLC and PLC should be reduced. The functionaries both at the top level and at the grass-root level should adopt suitable strategies to achieve it.
3. The Conference notes with satisfaction that Continuing Education Centres in every village on experimental basis are to be started soon. But it feels that the part-time Prerak would not be in a position to deliver the goods. It urges that Prerak should be a full-time person with an honorarium of not less than minimum wages prevalent in the State.
4. The Conference recommends that Jan Shikshan Nilayams/Continuing Education Centres should be provided adequate space and other infrastructural facilities to make them effective centres. There should be at least two rooms for the centre as recommended by Ghosh Expert Group.
5. The Conference notes that no concerted effort has been made to make adult literacy programme for women effectively linked with development plans. It urges that after completing the post-literacy phase the women should be provided competitive skills for employment or self-employment so that they forge ahead in the next decade as responsible agents for social change.

6. The Conference urges that post-literacy programme to be effective must be linked with economic development through active cooperation of other training institutions for vocational and technical skills. It should be closely linked with job oriented skills such as TRYSEM, IRDP, JRY and DWACRA.
7. The Conference recommends that village institutions particularly Panchayats should be entrusted the responsibility for the conduct of the post-literacy programme. It feels that involvement of school teachers, extension workers, health workers and other important village leaders is also essential for its success.
8. The Conference recommends that the neo-literates should be encouraged to continue their education and undertake open school examination so that they could get gainful employment.
9. The Conference notes with satisfaction that some districts have started newsletter to stabilise the knowledge of reading and writing of neo-literates and to provide current information to them and to the members of the family. But, it feels that all PC/CE districts should bring out newsletter so that neo-literates get opportunities for self education. But, before bringing out the newsletter the persons involved with newsletter should be oriented in editing, production and distribution so that the right message reaches the people at the right time.
10. It feels that studies at grass-root level are necessary to identify the specific needs of the target group so that the teaching/learning process gets strengthened. For this the Conference feels that research institutions and universities could play a leading role in conducting such studies.
11. The Conference feels that Universities are playing an effective role in continuing education of the masses. But, uncertainty regarding their continuation beyond March 1997 is considerably effecting their programmes. It urges upon the University Grants Commission (UGC) to announce its policy regarding continuation of the Departments/Centres of Adult and Continuing Education beyond March 1997 so that adult and continuing education becomes a permanent system in the university structure.

B.S. Garg

## **Presidential Address**

The importance of post literacy and continuing education programmes has now been universally recognised. But at many a times these programmes are not undertaken systematically and with as much care as desired. By and large the post literacy programmes are organised after the literacy drives are over and at times after a long gap. This results into relapse into illiteracy and neo-literates are left to live in ignorance and cultural deprivation. The situation has to be changed. In fact the post-literacy and continuing education programmes should be undertaken before literacy campaigns are started. This will create favourable climate for learning and would create motivation even among the non-literates to learn and acquire literacy skills.

The post literacy and continuing education programmes should aim at reinforcement and stabilisation of literacy skills; enhancement of the comprehension and

understanding of the subjects taught as part of general education; opening new avenues for learning vocational and social skills necessary for social and economic betterment and reinforcement and acceleration of the process of conscientization and communitization for securing rightful place in the socio-economic order and for sharing the benefits and opportunities made available by the advancement of science and technology.

The scheme of Jan Shikshan Nilayam (JSN) in the NLM was conceptually very sound. It was the first attempt to institutionalise adult education. But it had some basic deficiencies which proved to be bottlenecks in achieving the desired results. The multifarious activities of a JSN were difficult to be achieved by a part time *prerak* of Rs.200/- p.m. There was no proper place for the Nilayam. Had we provided permanent and sufficient space for the Nilayam and have appointed a full time *prerak*, the results would have been different?

The recent proposal of the Government of India to start Continuing Education Centres (CECs) in every village is welcome. It will solve some of the pitfalls of JSN. But many still remain unsolved. The *Prerak* again is a part time person with a poor honorarium. The budget both recurring and nonrecurring is again on a low side which will not be sufficient to carry out the multifarious activities of a CEC. It is a better to have a relook at the entire scheme of CEC so that it does not meet the fate of JSNs. Before the scheme is implemented it is necessary to organise zonal seminars to discuss the scheme in which representative of Government, non-governmental organisations and universities should be invited. The scheme should be launched on the basis of the recommendations of the zonal seminars. The proper functioning of Continuing Education Centre will be an important step in achieving the cherished goal of a learning society.

The Ghosh Committee recommendation to add two rooms to any existing public building in a village – one for library and the other for continuing education is a very important suggestion and should be implemented without delay. The permanent and sufficient space for a CEC will definitely make it a functional centre.

In places where CECs are not started, it is essential to start a village library. The libraries play an effective role in checking relapse into illiteracy. There is an unrevocable relation between literacy and the library and for the good of both this relationship should not only be maintained but strengthened. But to keep the readers interest alive in the library it is essential that there should be constant flow of new books to the library.

The mobile library also plays a significant role in the post literacy and continuing education. It provides the right book to the right reader at the right time and right at the door step. But the books in the library should be of reader's needs and interests. Areas not covered by CEC and rural library should be covered by a mobile library.

In the strategies for post literacy and continuing education, publication of a newsletter occupies an important place. It has the distinct advantage of stabilising knowledge of reading and writing and providing current information to the neo-literates and to the other members of the family right at the door step. Some PL/CE districts have started publishing newsletters. But the need is to multiply the efforts so that neo-literates get useful information for betterment of their lives. But before starting a newsletter the persons connected with the work should be properly oriented in editing, publishing and distribution so that the right message reaches the people at the right time.

A number of strategies are needed for achieving the objectives of post literacy and continuing education. The visual media can also be used for the purpose. In any programme of post literacy and continuing education the community should be the focus. If that is done it will create the necessary motivation among the non-literates also which is very much lacking. In addition to vocational courses, the training courses in health and family welfare, national integration, nutrition, human rights and environmental education would go a long way in the social and economic progress of the country.

The Panchayati Raj Institutions should be closely involved with post literacy and continuing education work. They can also fruitfully link literacy and post literacy programmes with development activities. The village panchayat should be entrusted the responsibility of starting a village library where it does not exist. Self learning opportunities will enable the people to participate effectively and meaningfully in the functioning of the Panchayati Raj Institutions.

The aim of the post literacy programme should be to ensure the continuity both of the educational and developmental processes initiated through the literacy programme. Ultimately it should be the responsibility of the community to take over the programme so that continuity is ensured and post literacy and continuing education centres should become community centres in letter and spirit.

## **Post Literacy Strategies in the Next Decade**

More than half the illiterate population in the world lives in this region. Some fundamental developments affected the problem of illiteracy in India.

1. The problem of illiteracy is growing in seriousness. The absolute number of illiterate people in the country has not come down even though the percentage of illiterates seem to be reducing.

2. The Govt. of India started the National Literacy Mission in 1988, as a result of which the programme of Adult Literacy has progressed throughout the country. It is now a major programme of National Priority. It is also beyond functional literacy because the literacy programmes now has a broader objectives with components of awareness building, improving work skills and developing learning skills – in essence all aspects of life.

3. Despite several techniques such as subject oriented approach, problem-solving approach, work-oriented literacy and conscientization, methods evolved and used over the years, the missing link was the mastery by the adult of “The magic key” to literacy. This means attaining sufficient literacy skill not to fall back into illiteracy. Prodipto Roy & JM Kapoor emphasised in “Retention of Literacy Level Four of Primary Education” (study based on 50 Primary Schools in Orissa and 50 Adult Education Classes in 50 Villages around Literacy House. Lucknow).

Over the last two decades no strategy has yet been successfully evolved which will make an adult complete his learning process to reach a “take off” stage from where he will never have to recede into illiteracy.

### **Post-Literacy in the Next Decade – A Challenge**

4. The National Literacy Mission was launched on an objective assessment of the strengths and weaknesses of NAEP. It is based on NPE evolved in 1986. Some modifications based on feed back from the States envisages a comprehensive programme of Post-Literacy and Continuing Education for neo-literates with a view to enabling them to retain and up grade their literacy skills; also for improving their economic conditions. The revised POA for an effective NPE also stipulates that “self-directed continuing

for neo-literates, charcha mandals, and such other activities. This may also include the skill development programme for personal, social and occupational development.

Through NLM Adult Literacy has definitely been placed as a top priority national programme with carefully defined objectives. Like all national level country wide programmes it has its bright and weak elements. From the beginning of the TLC the anxiety seems to be to declare many Districts as Literate. Most participants could at the end of the first phase write their names. No doubt statistics were impressive, but achievements in the real sense was minimal. Consequently Post-Literacy was a vague and weak input which did not take off in many places in the country.

The importance of Post-Literacy and its positive impact will need to focus on making it a comprehensive tool for the lives of millions who are looking forward to reducing their struggle for a better life – an increased self-confidence. People have to cope with rapid social and economic developments in the next decade. In this age of continuous acceleration of information and technology, even day to day life is bound to become progressively complicated. How can neo-literate people remove the disadvantages from their lives due to incomplete literacy?

In this context and looking to the future we have to examine the importance of adequate and intensive strategies for post literacy which are the most effective and important links between literacy and the ability of an individual to read and write almost anything and thereafter continue the learning process.

### **The Vital Issues for Post-Literacy**

- The aim of Adult Literacy is not only to make adult learning, a process of possible or probable learning but an “essential” learning and an enabling process for life. Are we moving in that direction?
- We need to redefine the objective of adult literacy in the context of NLM which should not only mean completing the text books, but enabling men and women to take full advantage of technological inputs being made available to improve quality of literacy programme and national life.
- The full coverage of literacy programme is expected to develop a power of positive thinking and motivation for action through literacy skills. Is this aspect becoming a reality?
- How effective is the management of adult literacy programme at all levels. Effective management includes systematic planning, proper selection and training of personnel, linkages with developmental agencies and systematic linkages with other organisations.

These and some other related problems the literacy programme is facing in the

villages of India need to be addressed with a view to improving the learning level of the learner quickly to avoid his/her frustration.

### **Strategy for Post-Literacy**

Planning – The unit for NLM is the District Planning TLC/PL is for the entire district. If literacy achievements are to give people a sense of confidence, a sense of liberation then adequate planning should aim at making every illiterate individual fully literate. So while the awareness and motivation stage in NLM involves a large number of people walking in procession advocating literacy for all through many villages, it is the village which should be taken as a unit for literacy. Systematic coverage of all illiterates by volunteers, voluntary organisations and educational institutions will give a definite and positive picture regarding the attainment of full-literacy in a village. It will also bring a sense of satisfaction among the people. Plan big but act small is best illustrated in the point that Tagore made in the “Swadeshi Samraj”

“I cannot take responsibility for the whole of India. I wish to win only one or two small villages. We have to enter their minds to acquire strength to work in collaboration with them. That is not easy and requires austere self-discipline. If I can only free one or two villages from the bonds of ignorance and weakness, there will be built on a tiny scale, an ideal for the whole of India” no matter what path each individual seeks for himself/herself in the future, it is the initial self-confidence that gives a head start.

Two important factors therefore which planners of Post-Literacy programme must bear in mind are:

- That learning is a process of personal growth and understanding and it takes time and patience to get internalised in a learner.
- Post literacy is the vital link which provides the channel for such a development thus preparing a neo-literate to face the challenges of life and fulfill his/her ambitions.

Steps should therefore be taken to prepare model JSNs and CECs (being planned by NLM in every village) with multi-dimensional strategies which will attract neo-literates to learn more,

Cross-checking field data will than be easier and more meaningful if planning is for a small unit.

The involvement of teachers, professors, senior college students would help in planning and implementation for post-literacy.

### **Training for Post-Literacy**

Persons responsible for Post-literacy teaching i.e. PLI and PL II and III need

to be specially trained by professional institutions and voluntary agencies experienced in teaching/learning process for neo-literates. Selection of teachers should be done carefully keeping in mind the learning needs of neo-literates. Emphasis should be placed on completion of Post-Literacy course and encouragement to the learner to continue his reading writing skills at home and through village libraries.

The PL/CEC's need to become the strong information base on health education, agricultural extension, rural income generation schemes people could understand. The pooling and dissemination of such information is necessary for neo-literates to read about and widen their choices, and ability for a better life. This function could best be undertaken by voluntary organisations preparing and encouraging neo-literates to read material prepared in a simple language within the vocabulary of the learner.

### **Post-Literacy Primers**

Post Literacy primers are being used in some districts for 30 to 40 learners for 3 or 4 months while it is a sensible planning to have guided lessons. The important point is that Post Literacy phase should be shorter to sustain the interest of the learner. Guided post-literacy also needs to be replicated in other districts. It is very important that books and audio-visuals be distributed and made available through libraries in every village. Mobile libraries could also serve a useful purpose by retaining the interest of the neo-literates especially in those villages which are not covered under CECs.

### **Continuing Education Centres**

There is urgent need to give a respectable status to centres for Post-Literacy and Continuing Education. Proper buildings need to be constructed or added to existing ones which would be probably equipped with library books, audio-visuals, information on vocational skills and other useful information that would help neo-literates understand their options for careers and interests. The reading interests of women should get special attention. The Hindi speaking states of Bihar, U.P., M.P. and Rajasthan require special attention and concentrated effort by selected and dedicated local leaders/volunteers.

### **Teaching/Learning Strategy for PL**

- Post Literacy is a very weak link in the current literacy programme in India with a few exceptions.
- The planning for a successful TLC has to plan for Post-Literacy as an equally important component of Education for All. Motivation, Planning and Implementation for Post-Literacy is very important and should start when the learner is studying Book III of TLC. This process will keep the interest of both teacher and learner and will give Post-Literacy the seriousness it deserves.
- In order to help a learner reach Post-Literacy, revision of books I, II & III has

– In order to help a learner reach Post-Literacy, revision of books I, II & III has to be completed. This will reduce the weakness of Post-Literacy phase and increase the acceptance level of the neo-literate for further learning. These steps will prevent a break in learning which generally occurs, when the teacher has not received adequate training in handling material of the learner or when the learner starts losing interest for different reasons. A proper orientation to the volunteer regarding the learner's anticipation and participation in the Post-Literacy phase will continue his/her interest in completing his learning instead of "dropping out". He will pursue his interest in finding new opportunities, projects, and schemes of his interest. A quick revision of Post-Literacy curriculum is also recommended to stabilise the base of learning for neo-literates.

– Linking Post-Literacy to economic development through active cooperation of other training institutions for vocational, technical and specialised knowledge/skill is vital to the success of Post-Literacy. Towards the success of such a linkage, intensive training of volunteers in knowledge of all rural development schemes, health services, banking facilities, loans, and information on current facilities is important. The volunteer needs to develop the ability to relate the learning process to the opportunities offered by these national/regional schemes and reaffirm the faith of the learner.

– Teaching/learning upto Post-Literacy level to be accepted and operationalised as full literacy level, TLC and PL to be considered as a continuum.

– A Post-Literacy kit to be given to each learner who completes the phase-containing interesting book on general and specific topics.

**Voluntary Organisations :** In order to achieve a fair degree of success, in addition to the efforts of District Administration, voluntary agencies engaged in literacy work to be actively involved at the Post-Literacy stage. They, based on grass-root experience can play a major role in handling the Post-Literacy phase. They have the professional expertise and experience to concentrate on this aspect as adult literacy which NLM has not concentrated on. The contribution of grass-root organisations will stabilise the effort at the field-level.

**State level Workshops :** The State/District POA need to be carefully prepared for Post-Literacy in details – laying down responsibilities for each activity to persons who will undertake to complete Post-Literacy programme whether they are distinct officials, teacher-volunteers or voluntary organisations.

**Funding :** So far adequate funding for qualitative learning material, adequate remunerations, space and timely organisational expenses have not been released by NLM. Timely release of funds is important for the success of Post-Literacy.

**A Strategy of filling up some lacunae in achieving Post Literacy :** Knowledge and skills are the foundation of personal development for an individual whose literacy level is low,

when the literacy level of millions who are struggling without adequate skills are able to achieve an adequate level for further development within a specified length of time. Attaining this level would eventually take a neo-literate upto at least the middle level or 8th class of formal education if he pursues his literacy skills to join an "open school" to complete high school.

– Planning and teaching/learning of literacy needs to be built around the assumption, missing so far, that Post-Literacy should be given as much emphasis as basic literacy and as a part of the whole-package! Teaching/learning strategy to be built around this factor.

– No district to be considered fully literate unless at least 75% of illiterates attain full literacy.

– A national level acceptance of the fact that Post-Literacy is not a "further step" to be followed after TLC, but an urgent phase of literacy without which no illiterate adult would be considered literate.

– Therefore a system, speed and satisfactory completion of literacy as integral part of the fully literate District/Block/Village.

– The present image of a person who is motivated to become literate needs to be reviewed. Doordarshan prime-time slots on literacy show a woman signing her name, young boy writing his name or a literacy song. Is that a literacy message in the true sense? We could also add to DD messages something like this:

– A young newly married woman in a village reads out a telegram/letter to the family as a result of her literacy education.

– Two young women walking out of JSN/CEC read posters being put up in the village on immunisation of children and pregnant women. Others listen as they read.

The electronic media can do wonders to mobilise millions in the country to reach out to develop many success stories of real benefits of literacy if people make themselves fully literate.

### **Special Focus on Women**

So far there is no concerted effort to make Adult Literacy programmes for women "effectively linked with development plans, and help them to be absorbed in the mainstream of national life". Literacy skills for women have to be planned and implemented in such a way that women after fully completing the Post-Literacy phase; go on to master the more difficult technical and competitive skills for employment, outside home and self-employment and forge ahead in the next decade as responsible agents of social change. Development of special written and audio visual material is the

urgent need linked directly to the economic schemes for women. Libraries need to keep special books useful for women. They need to be encouraged continuously by the volunteers to reach the take-off stage and be independent to generate fresh energy and interest in self-improvement.

Visits and interviews with rural women in Districts Gurgaon in Haryana, Ghaziabad in U.P. and Slums of Delhi bring out the weaknesses in teaching/learning methods. Most women who are regular have finished Book I and are studying Book II. They are eager learners when they find time for literacy lessons. Irregular teaching, attendance and lack of sufficient comprehension disheartens them. Only a few had started reading and writing well. Women need special attention in self-learning. Women volunteers have to be carefully selected and trained to help women complete the Post-Literacy phase in continuation of the basic literacy skills. All rural and urban schemes for women sponsored by GOI need to be integrated with literacy programme and made a compulsory part of the rural scheme/programme.

An analysis of the literacy levels of women need to be done and appropriate measures adopted to enable all illiterate women in the age-group 15-45 to complete Post-Literacy and equip them with ability to utilise the schemes specially developed for them. Availability of teaching/learning material, proper space, training of skills and financial assistance should be a priority so far as women are concerned. If reading and writing skills are made a pre-condition women will learn to complete Post-Literacy and more.

Rising population of India is reaching an alarming size. Research studies have established a strong negative correlation between female literacy on the one hand and fertility and infant mortality rates on the other. Analysis of data for 15 major states accounting for 90% of the total population of the country shows that women's literacy and education are positively associated with low population growth rates. Given this correlation, the National Literacy Mission and Family Planning Programme have incorporated the cardinal principle that fertility regulation cannot be a matter of mere promotion of contraception, but has to strongly promote the socio-economic factors such as female literacy. Obviously this alarming information requires women in the reproductive age-group to complete Post-Literacy and be able to acquire a lot of information through the printed and audio-visual material to improve their health and that of their children.

Two crucial steps for women's literacy are:

- Timeliness of the Post-Literacy phase, and its completion by specially trained women volunteers with support from other developmental agencies.
- Special support developed through health education and skill training programmes and services to sustain interest in Post-Literacy.

**Evaluation**

The NLM has planned internal as well as external evaluation especially designed for districts under TLC. Different Standards have been adopted through tests and interviews for both types of evaluations. The anxiety to make everyone literate by 2000 A.D. has confused the literacy programme at TLC level. What evaluation exercises are bringing out every month are figures that come out of computers. These figures tell us how much progress has been made in TLC in all the Districts.

What these evaluations do not indicate and we should know in order to improve the benefits and lessons from these studies is the feelings, aspirations, problems of the learner and alternative ways to approach a successful effort.

- Continuous at the grass-root level for the organisers to timely induct mid-course corrections and not depend on only one source at the end of two or three years.
- Evaluation should also be multi-dimensional i.e. taking the views of people in the field, village leaders, teachers, Panchayat members, Mahila Mandals, NGOs and other leaders whose opinions are important and whose influence matters in the community.
- Universities and local colleges should be involved in assessing the real gain of TLC and PL.

Self-assessment of the learner and confidence he has acquired to enter Post-Literacy is important. 137 Post-Literacy Projects have been sanctioned covering 157 districts upto December 1995. (Appendix I). The reporting status of these projects as per the Expert Group on Evaluation "is far from satisfactory". A process of concurrent evaluation with maximum participation from local teachers, Panchayat Mandals, local leaders including women leaders needs to be introduced for correct assessment of the success of achievement levels. Each state should select the agency for evaluation which would be continuously visiting the district/Blocks villages to discuss the ground situation and make objective assessment. An essential component of evaluation has to be the progress of knowledge and economic gains people are able to experience in the Post-Literacy phase and any visible improvement in their lives.

Strict measures need to be adopted with regard to sample size which would be at least 15% for correct appraisal. A multi-dimensional approach to evaluation of Post-Literacy will bring the correct picture and feelings of learners i.e. utilisation of potential of existing socio-economic projects in a specific area by the PL learners and creation of a demand by learners for specific programmes.

The TLC and Post Literacy must be integrated fully to the extent that the progressive learning process is not interrupted by "mopping up" operations at Post-

Literacy level. This operation has to be a "continuous process" of encouraging, motivating, enlisting and teaching while learners are reading levels I, II & III. This kind of action will also help new learners revise what they find difficult.

At all cost we have to avoid:

1. Confusion regarding the utilisation of Post-Literacy by integrating Rural Development programmes with attainment of a completed Post-Literacy level.
2. Confusion regarding the utilisation of Post-Literacy by integrating Rural Development programmes with attainment of a completed Post-Literacy level.

India would have entered the next century by the time the next decade is over. The country would require not literate but educated masses to cope with the speed and intensity needed for a meaningful contribution by each person towards a prosperous nation.

Some critical question that could be reflected upon and discussed in this Conference are:

1. How serious are we as a nation to give Adult Education/Literacy Campaign a commitment through which every adult will steer his/her own aspirations and pursue a life of personal fulfilment as an individual?
2. Based on our experiences so far have we as a nation worked out the minute details of the NLM, tested them, and made the delivery system of TLC/PL as one which shakes the apathy from the people and the programme?
3. How closely have we integrated adult literacy to the economic advancement of adult in the country at the village/town/city level for purposeful learning and a new insight into the future?
4. Are we as a nation ensuring that no adult is left out without being helped to reach a level of literacy from where he can only go ahead to reach better goals in life and never has to look back?
5. Have responsibilities and action begun to confirm the success of NLM in giving adults in the country a "fully literate status".

What we need today and now is what is illustrated by a Hebrew saying "Pray as if everything depended on God, act as if everything depended on you".

**Appendix-I**

**Post Literacy Campains in Selected Districts**  
(Position as on 14.12.95)

<i>S.No. Project Area (District etc.)</i>	<i>S.No. Project Area (District etc.)</i>	<i>S.No. Project Area (District etc.)</i>
<b>Andhra Pradesh</b>	24. Madhubani	47. Shimla
1. Chittoor	25. Dumka (Tribal)	48. Lahul & Spiti
2. Nellore	26. Saharsa	49. Kinaur
3. West Godavari	27. Bhojpur	
4. Nizamabad		<b>Karnataka</b>
5. Karimnagar	<b>Gujarat</b>	50. Dakshina Kannada
6. Visakhapatnam	28. Bhavnagar	51. Bijapur
7. BGVS AP (9 Mandals in 9 Districts)	29. Gandhinagar	52. Mandya
8. Cuddapah	30. Kheda	53. Shimoga
9. Srikakulam	31. Ahmedabad (Rural)	54. Raichur
10. Kurnool	32. Dang (Tribal)	55. Tumkur
11. Hyderabad	33. Bhuj Kachchh (Ph I)	56. Bidar
12. Rangareddy	34. Vadodara	57. Mysore Ph. I
13. Khammam	35. Surendranagar	58. Dharwad Ph. I
14. Vizianagram	36. Rajkot	59. Uttar Kannada
15. Warangal	37. Jamnagar	60. Chickmaglur
16. East Godavari	38. Amreli	61. Bellary
17. Madak	39. Sabarkanta	62. <b>Kerala</b> (14 districts)
18. Krishna		
19. Prakasam	<b>Haryana</b>	
20. Nalgonda	40. Panipat	<b>Madhya Pradesh</b>
	41. Yamunanagar	
<b>Assam</b>		63. Durg
21. Jorhat	<b>Himachal</b>	64. Narsinghpur
22. Project of Assam Sc. Society (In 8 blks of 5 dists)	42. Mandi	66. Raigarh Ph.I (Tribal)
	Mandi Ph. II	67. Raipur Ph.I & Ph.II
	43. Sirmour Ph. I	68. Ratlam
	Sirmour Ph. II	69. Betul Ph. I
<b>Bihar</b>	44. Bilaspur	70. Indore
	45. Hameerpur	71. Rajnandgaon Ph. I
23. Madhepura	46. Solan	71. Rajnandgaon Ph. I

<b>Maharashtra</b>	<b>Punjab</b>	
72. Wardha	94. Hoshiarpur	115. Tiruchirapalli
73. Sindhudurg	95. BGVS Project (Kotkapura Blk of Faridkot Dist)	116. South Arcot
74. Nanded		117. Thanjavur
75. Latur	96. Faridkot	118. Salem
76. Jalna		<b>Uttar Pradesh</b>
77. Pune (Rural)	<b>Rajasthan</b>	119. Agra
78. Ratnagiri	97. Ajmer	120. Almora
79. Parbhani	98. Dungarpur (Tribal)	121. Chamoli
80. Amravati	99. Bharatpur	122. Fatehpur
81. Amravati	100. Tonk	123. Kanpur Dehat
82. Greater Bombay Ph. I		124. Moradabad
	<b>Tamil Nadu</b>	125. Bijnor
<b>Orissa</b>		<b>WEST BENGAL</b>
83. Ganjam	102. PMT Sivaganga	126. Burdwan
84. Rourkela	103. Pudukkottai	127. Midnapur
85. Sundargarh (Tribal)	104. Kamarajar	128. Hooghly
86. Keonjhar (Tribal)	105. Kanyakumari	129. Birbhum
87. Kalahandi	106. Tirunelveli	130. Bankura
88. Angul	107. N. Arcot Ambedkar	131. N.24 Parganas
89. Bolangir	108. Madurai	132. Cooch Behar
90. Malkangiri	109. Ramanathapuram	133. S. 24 Parganas
91. Dhenkanal	110. Dindigul Anna	134. Howrah
92. Nuapada	111. Coimbatore	135. Murshidabad
	112. Nagpattinam	136. Jalpaiguri
<b>Pondicherry</b>	113. Periyar	137. U.T. of Chandigarh
93. Pondicherry U.T.	114. Tiruvannamalai Sambuvariyar	

## **Strategies for Post Literacy in the Next Decade**

The great Chinese philosopher K'uan-Tzu has said, "If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people. When you sow a seed once you will reap a single harvest. When you teach the people, you will reap a hundred harvests."

The same spirit was echoed by the great educationist and humanist Dr. Zakir Husain, when he said, "Education is the life breath of our democracy. It is education that can give us a common vision of the future that we are striving to fashion, and generate in us, the intellectual and moral energy to create it. Education alone can preserve the old values worth preserving and education alone can give us the new values worth striving for."

I feel honoured and grateful to Indian Adult Education Association for giving me this opportunity of delivering this year's Dr. Zakir Husain Memorial Lecture in this historic city of Vadodara. Dr. Zakir Husain was great educationist and humanist who not only occupied the highest position in the country as President of India but dedicated over four decades of his life to serve the cause of spreading education among the Indian masses. He was a great visionary and always emphasized the adoption of a new perspective in relation to education and culture. He supported the ideas of Mahatma Gandhi on basic education and was committed to the cause of adult education. The high ideals for which this great man lived and dedicated his life have inspired the thoughts of many of us. I am deeply grateful to the Indian Adult Education Association for having chosen such a significant subject as "Strategies for Post Literacy in the Next Decade" for this year's Dr. Zakir Husain Memorial Lecture.

When we talk of Mahatma Gandhi, we are also reminded of that great lady of literacy Dr. Welthy Honsinger Fisher, the creator of Literacy House in Lucknow. When Mrs. Fisher visited Mahatma Gandhi in 1939 after her husband's death and sought advice from him on how best she could serve the people of India. Gandhiji advised her, "What you must do Behenji, if you really want to see your ideas at work, is to go to Jamia Millia outside of Delhi. There is a man there, putting it all into action in an institution. His name is Husain."

Dr. Welthy Fisher recalled that she went at Gandhi's bidding and was warmly welcomed by the Principal of Jamia Millia, Dr. Zakir Husain. She spent two revealing days in conversation with this brilliant scholar and it was out of this inter-action that she decided that as an educator she must help the Indian villagers to learn and discover the world for themselves. And, so from out of the inter-action of these three leading luminaries Gandhi, Dr. Zakir Husain and Welthy Fisher, was born what we today know as the first formal literacy campaign of India.

### **Why Mass Education?**

The people of India have had a long and abiding commitment to literacy and learning. Unfortunately, however, India today has the dubious distinction of having the largest number of illiterates in the world. The global population of non-literates is around 900 million. One-third of them reside in India. A major problem is that while our literacy rate is increasing over time, the number of illiterates is also increasing. So enormous is the problem that it cannot be solved merely by a rapid expansion of formal schooling facilities or enrolment drives. A two-pronged approach has, therefore, been adopted: Universalisation of Elementary Education and the campaign approach to Adult Literacy. Although adult education has been receiving attention right from the First Five Year Plan, adult literacy programmes today constitute an integral part of the strategy of human resource development as well as the overall development of the country.

Literacy is one of the most important indicators of socio-economic and political development of a society. It is a major component of human resource development and is thus basic to any programme of social and economic development. In recent years, there has been a growing realisation among policy makers and planners that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people as a whole. The only way this change can be accomplished is through education. A literate society can usher in progress and prosperity quickly. Adult education and development are, therefore, inextricably linked with each other.

### **National Literacy Mission (NLM)**

Since illiteracy is a serious impediment to individual growth and the country's socio-economic progress, the Government of India have accorded highest priority to eradication of illiteracy. The launching of the National Literacy Mission (NLM) in 1988, as one of the five Technology Missions, constitutes a major landmark in our efforts to combat the evil. NLM aims at imparting functional literacy to 100 million non-literate persons in the 15-35 age-group by the end of 1997. NLM is based on the premise that literacy is an indispensable component of human resource development and an essential tool for communication and learning and for acquiring and sharing of

knowledge and information. NLM also aims to harness the advances in science and technology, and of communications and pedagogical sciences for the benefit of the deprived sections of society.

NLM is a societal mission whose success rests on mobilisation of social forces on the one hand and harnessing of technology and findings of scientific research for the benefit of the deprived sections of the society on the other. After experimenting with alternative models of adult education, NLM has today finally settled down to a model which is known as TLC or campaigns for total literacy. The Total Literacy Campaigns which started in the beginning of 1989 are rapidly gathering momentum and are also creating the desired impact. More than 370 districts in the country have been covered through total literacy campaigns and of these, as many as 160 districts have already completed the basic literacy phase and have taken up post literacy & continuing education programme as a follow up of the TLC. TLC projects so far sanctioned by the NLM are expected to cover around 130 million illiterate persons in the age-group 9-35. Around 90 million learners have been enrolled in the teaching-learning process which is being carried out with the help of over 9 million volunteers. There is now a heightened awareness amongst the literate and the educated about their role in eradication of illiteracy on purely voluntary basis and with a sense of pride and patriotism. The concrete achievement of NLM is reflected by the number of persons made literate which exceeds 53 million. It is undeniable that this phenomenal achievement has been made possible by a combination of factors. A strong political will, total and spontaneous participation of the administrative machinery, the keen concern of the State Governments for the spread of mass education, and above all, the whole-hearted participation of people from different walks of life have contributed to this. It is not known whether any country in the world has been able to achieve so much in the sphere of literacy in such a short span of time and at such a small cost.

NLM is also fully conscious of the fact that neglect of post literacy and follow-up programmes can be perilous. It is well recognised that those neo-literates who acquire basic literacy skills through the literacy campaigns may face great difficulty in retaining it and unless timely follow-up measures are taken, most of them may lapse back into illiteracy. It is absolutely essential that those who once acquire basic skills of reading, writing and numeracy make them permanent by reinforcement through post literacy programmes.

### **Towards a Definition of Post Literacy**

The term "Post Literacy" has come to have different meanings in various educational systems. In some countries the term is used loosely to include all forms of education which follow after the achievement of basic literacy. In some other countries, post literacy is defined more narrowly to simply consolidate basic literacy skills to a

level equivalent to that which would be achieved by the end of primary schooling in the formal system. In this definition, post literacy is considered as a "bridge" between primary schooling or its equivalent and further study.

The definition accepted by the National Literacy Mission lies somewhere between these two extremes. As a part of continuing education, post literacy programmes attempt to give interested learners an opportunity to harness and develop their learning potential after completion of a course in basic literacy. This is particularly important when such neo-learners have either regressed or are in danger of regressing to partial literacy. Thus, the aim of the NLM post literacy programme is to consolidate the basic literacy skills of speaking, reading, writing, numeracy and problem-solving, while at the same time, transforming these learners into an educated "whole person" who is a productive socio-economic asset to the community. The aim is to make such a person willing and able to participate actively and productively in our nation's development.

The broad perspective is that whereas basic literacy programme build both technical literacy skills and functional knowledge, what people learn to read, write and calculate becomes equally as important as technical literacy skills. All continuing education seen through this definition which we have adopted, is functional. Thus, in our vision, functional literacy is not just a programme, it is a concept signifying a technique of delivering knowledge so as to make learning relevant to living and working. In fact, in post literacy, it is the functional aspect which is the main point of concern. Therefore, we have envisioned our post literacy programme as specifically, vocationally-oriented in the knowledge that these are likely to be more successful than those that have merely an educational approach.

### **NLM's Perspective of Post Literacy**

The past experience in the country shows that although awareness regarding the importance of post literacy programmes was not lacking, they were seldom systematically organised. This has been one of the main reasons for the rather limited impact of adult education programmes implemented in the past. Post literacy programmes have, therefore, necessarily to be given as much importance as regular basic literacy programmes. Here, too, the words of Dr. Zakir Husain shine like a beacon light, "Today education has become a life-long process and continuous learning has become essential even for survival." Keeping this in view, NLM has visualised PLC as an extension of TLC in the continuum of life long education. Each TLC is to be followed by a two-year post literacy programme to be implemented in a mission mode. After a great deal of deliberations and discussions in several meetings of the Executive Committee, NLM has formulated and circulated broad guidelines for implementation of post literacy campaigns. These guidelines envisage that the three basic elements to be kept in view while planning a programme of PL&CE are:-

- (a) Identification of learning needs of neo-literates;
- (b) Provision of learning opportunities to meet the needs;
- (c) Creating a socio-economic, political and cultural ambience to sustain the learning environment.

Post literacy programmes have been conceived by NLM, not just as remedial measures to ensure retention and stabilisation of literacy skills. NLM envisages post literacy programmes to be developed in the context of life long education and with the purpose of improving the quality of life of the individuals and the society at large. From this view point, post literacy is regarded as an integrated learning process to assist neo-literates to retain, improve and apply their basic knowledge, attitude and skills for the satisfaction of their basic needs and to permit them to continue education through self-directed process for the improvement of their quality of life, both personal and societal.

NLM has permitted and encouraged a great deal of flexibility and innovativeness in designing and implementation of PLCs. Each PLC project has to take into account the competency levels reached by the learners in the basic literacy phase, their cognitive ability, their felt needs and other area-specific and socio-cultural specific dimensions. The approach most commonly followed, comprises of providing post literacy primer/graded textual material to the learners in the first phase of post literacy for guided study with the help of a volunteer instructor. This phase specifically aims at remediation, retention and consolidation of literacy skills. In the second phase, the learners are provided with a variety of supplementary reading materials and library services to help them continue learning through self-directed processes.

In practice, the post literacy strategies actually being implemented are generally a combination of different approaches, borrowing successful elements from a variety of experiences. Experience of the past few years shows that a large number of PLCs have tended to be confined to reading reinforcement or transforming post literacy centres into Jana Shikshan Nilayams and conducting library type activities. The operational strategies adopted by PLCs have at times not succeeded in ensuring that neo-literates become adequately functionally literate. One of the major concerns besetting the post literacy campaigns continues to be: how to enable the neo-literates to utilise the recently acquired literacy skills for the larger processes of development? How to link literacy skills retention with other major life concerns such as health, sanitation, population issues, women's empowerment etc. Although some of the PLCs have demonstrated commendable initiative and innovativeness in fostering linkages with public health programmes, PLCs in general are yet to evolve a systematic approach to utilisation of post literacy activities in disseminating information and messages related to such issues as public health, afforestation, population education. Another significant shortcoming of

post literacy strategies adopted so far has been the failure to design, develop and operationalise short duration vocational courses for development of vocational skills and diffusion of technology.

There is no gainsaying the fact that the post literacy campaigns implemented so far have covered considerable ground and cumulative experience has yielded valuable knowledge for the promotion of post literacy programmes in general and shaping of continuing education strategies in particular. The success of post literacy campaigns in several districts such as Nellore and West Godavari in Andhra Pradesh; Pudukotai and Kamarajar in Tamil Nadu; Nanded and Pune in Maharashtra; Dakshin Kannada and Tumkur in Karnataka; Durg and Raipur in Madhya Pradesh; and Burdwan and Birbhum in West Bengal, points overwhelmingly to the conclusion that there can be no single national strategy for achieving the goals of post literacy and continuing education. Organisational and methodological approaches, as well as curricular content have to be tailored to the particular political, social and cultural conditions prevailing. Whatever the strategies actually adopted, ways have to be found to stimulate and sustain motivation, identify priority groups of learners, make literacy functional in relation to the living conditions of the learners and of their specific goals, improve the quality of the programme offering and sustain and develop literacy skills.

### **Planning and Operationalisation of PL Strategies**

Despite the vast variations in geographic, political, socio-economic and cultural conditions prevailing in different districts, there is certain commonality of challenges which each district has to face while embarking on the course to post literacy and continuing education programmes. Each district will have to formulate and design operational strategy for implementing post literacy programmes having regard to certain basic considerations. These would include:-

- (i) Defining needs.
- (ii) Defining objectives.
- (iii) Defining the target groups.
- (iv) Initiating newer organisational process and structure.
- (v) Selecting learning methods and materials.
- (vi) Choosing content and communication media.
- (vii) Recruiting volunteer teachers/functionaries.

(viii) Training literacy functionaries.

(ix) Conducting evaluation and developing feed-back.

In formulating the right approach and operational strategy for post literacy programmes, the key to success is participatory design. This implies that for designing post literacy programmes and plan of action, the design decisions are taken democratically with all those involved e.g., learners, volunteer teachers, local leaders and project functionaries. Participatory approach encourages independent learning and motivates greater efforts. Moreover, it endows the programme with a legitimacy in the eyes of the whole community.

### **Defining Needs**

The detailed nature of basic learning needs and how best to meet them will vary over time from district to district and even within a district. In all cases, basic learning needs cannot be separate from other human needs, the definition of which must include elements that are both personal and social. The neo-literates may be interested in securing services and access to numerous anti-poverty programmes or to science or even to appropriate rural technology to improve their quality of life. Post Literacy programmes therefore, will have to be designed keeping in view the felt needs and aspirations of the neo-literates.

### **Defining Post-Literacy Objectives**

As we have outlined in our definition of post literacy, the key aim of our post literacy programme is to ensure that participants become adequately functionally literate. Adequate functional literacy is no doubt a pre-requisite for autonomous learning and the development of a learning society.

The idea of autonomous learning is a much more sophisticated concept than the idea of simply being able and willing to learn on one's own. At an autonomous stage of personal development, we see learning as leading to productivity, self-fulfillment and awareness of values. Thus, the difference between functional literacy and autonomous learning is fairly considerable. The former deals with day-to-day basic skills of functioning in society, whereas the latter concerns itself with the view that education is valuable in itself and involves the mental, physical and spiritual development of the entire person.

The ultimate aim of our post literacy programme is, therefore, to help participants become true autonomous learners in the broadest and best sense of that term. We are firm in our belief that only if most members of our society are autonomous learners can true democracy emerge and our society can achieve the goal of being a learning society.

Though post literacy has these established common objectives, these are generally in the nature of broad guidelines. One has, therefore, to move specific objectives for each area and each category of learners. One has also to ensure that all key functionaries from village to district level have a full understanding of these objectives and actively participate in the process of evolving them. Since the post literacy programmes have to be developed in the context of life long education, these have to fulfil four major goals, namely:-

**(i) Remediation**

The level of achievement of neo-literates is not uniform everywhere. There are neo-literates who are yet to reach the norm laid down by NLM. One of the main aims of the post literacy programmes should be to remedy the deficiencies of learning in the basic literacy phase and to help the neo-literates reach the desired level of achievement.

**(ii) Continuation**

The objective is to consolidate and improve the learning skills already acquired by the neo-literates with a view to making them self-reliant not only in the sphere of reading, writing and numeracy skills but in other areas of life as well. Post literacy is a bridge towards autonomous learning. To reach the stage of autonomous learning means that post literacy must facilitate transition from guided learning to a self-reliant level of learning and thus create the possibility of making a neo-literate a life long learner.

**(iii) Application**

The acquired learning skills of the learners must be reflected in different areas of their life and livelihood as well. They must learn to apply their acquired skills towards improving their quality of life. Post literacy programmes should be so designed as to help neo-literates attain the ability to use the newly acquired skills and make them adequately functionally literate. To be functionally literate implies that a person must be able to engage in all those activities in which literacy is required for the effective functioning of his or her group or community and also for enabling him or her to continue to use reading, writing and calculation for their own as well as the community's development.

**(iv) Communitisation**

The learner must discover and identify himself or herself as a part of the society at large and must feel that he or she has an important role to play collectively with others in bringing about social and economic change in the country. Post literacy programmes must help neo-literates to organise themselves for securing services under

programmes related to health, family welfare, child care, nutrition, agriculture animal husbandry etc.

### **Target Groups for Post Literacy**

The post literacy programmes should be open to everybody who takes reading and learning as a way to enrich life. However, post literacy programmes should be specifically designed to serve:-

- (a) neo-literates in the age-group 9-14 years who have completed the basic literacy course under TLC:
- (b) neo-literates in the age-group 15-35 years:
- (c) semi-literates/drop-outs from the basic literacy phase:
- (d) drop-outs from primary schools:
- (e) pass-outs from NFE programmes.

### **Organisational Strategies**

As with all other important schemes and projects, the success of PL&CE programmes also depends on the setting up of a sound organisational structure for closely monitoring the implementation of the programme and for taking quick and effective steps for overcoming any difficulty or problem. The key principle is to have a three-pillared system for project management. The three main pillars are – the administration, the representative people's committees and the full-time project structure. However, at the post literacy stage special care needs to be taken to increase the role played by academic committees or resource groups at all levels – Panchayat level, block level and the district level. Another imperative at the post literacy stage is to increasingly encourage initiative from below and facilitate community participation so that the programme may continue with community support alone.

For effective implementation of PL programmes it may be desirable to provide for the following while establishing the organisational structure:-

- (i) Setting up of Saksharata Samitis at different levels – from village to the District. Two-three neo-literates should be associated with each village/gram panchayat/ward level committee.
- (ii) There should be constant dialogue, communication and coordination among committees at different levels.

- (iii) Functionaries of the Health Department e.g. Health Assistants/Supervisors, Panchayat Raj functionaries, Headmasters of local primary schools and local library workers must be associated with Gram Panchayat/Ward level committees.
- (iv) Representatives of different mass organisations, especially of students, youth, women and ICDS workers should be included in the Panchayat/Ward Committees.
- (v) A Monitoring Committee with the convenors of Gram Panchayat/Ward level Committees, Health Assistants, Headmasters of schools and other responsible citizens as members should be set up at each Gram Panchayat/Ward level.
- (vi) Whole time workers may be engaged at block/district level to provide organisational and managerial support.

### **The Cluster as Organisation**

At the TLC stage, learning centres are organised on a principle of one volunteer to ten learners (1:10). In post literacy, especially after transaction of the PL text is completed, the volunteer is primarily playing the supportive organisational role. He assists the learners to use their newly acquired skills and confidence for continuing their learning and for improving the quality of their life. This changed role of the volunteer has a number of implications. In several Districts implementing PLCs, the concept of cluster has evolved and has been found to be useful. A cluster is generally formed by grouping together three to five earlier literacy centres. Burdwan District attempted formation of cluster with even 200-300 learners. However, an optimum cluster has about 30 to 50 learners, about 3-5 volunteers and a coordinator. Such clustering is usually done on a geographic basis but one may also attempt to have, in a large village, clusters for women and for children below the age of 14 if this is found to enhance their participation.

A cluster is not created overnight by administrative action. It emerges over time in a process of group activities. Right from the second month onward, various group activities may be planned that bring the learners and the volunteers of 3-5 centres together. As the time goes on, these activities become more regular and assume an organisational shape in the cluster. A cluster is not a substitute for learning centres. The centres, of course, co-exist and are the site of primer transaction as well as a number of other pedagogic activities. The cluster may meet at any convenient meeting place – local school, village tree, meeting square etc. The frequency of cluster meetings seldom exceeds once a week. Classes at centres in contrast may continue daily, especially, if the primers are not yet completed. The clusters must be conceived as evolving into local action groups or cultural movements in the course of time.

The cluster functions as an organisational unit for performing a number of pedagogic and mobilisational tasks. The cluster helps in the circulation of newspapers, books and other neo-literate materials. It ensures that a literate environment is maintained in the village. It conducts various group activities with the help of resource persons, for dissemination of information on various relevant aspects of life. It provides motivation and encouragement to learners to continue their learning. It acts as a forum where people discuss their problems and learn to act as a collective to improve the quality of their lives.

### **Learning Strategies in Post Literacy**

Post literacy learning strategies as visualised by NLM envisage provision of learning opportunities both in structured and unstructured situation. Structured situation refers to organised learning where primers (PL-I) or graded textual materials are transacted to gradually achieve advanced level of competencies. The aim of post-literacy primers or graded textual materials is to ensure that every learner is systematically covered so that there is no relapse and he reaches a self-reliant level of learning. Another invaluable element of learning strategy in a structured situation is introduction of suitably designed supplementary reading books for the neo-literates.

Unstructured situations refer to widely differing literacy abilities necessitating provision of wide range of reading materials suited to the needs and interests of neo-literates. A major learning strategy that is often effectively used in post literacy programme is to provide along with structured courses, unstructured reading opportunities for neo-literates to practise their literacy skills, by creating an environment rich in letters. Thus, literacy walks, wall newspapers, wall writing, posters, both printed and hand-made and library facilities can make substantial difference, especially in the letter poor environment of interior villages. All this implies a competent team at work in preparing and publishing the numerous volumes of material required. It also needs trained persons at the village who can introduce different material in the village, ensure neo-literates have access to and encourage the neo-literate to utilise and benefit from it. The habit of reading and the culture of utilising a library requires far more inputs than the mere imparting of literacy skills.

A number of methods are generally needed to provide information to the neo-literates on a wide variety of areas with the aim of creating a better awareness amongst them. Radio and Television may be effectively used for this purpose. Art forms based on the local culture, theatre and songs can also be utilised. Inviting scientists, technologists, administrators and other persons with relevant expertise to talk or to interact with neo-literates is also useful for imparting information. Slide shows, video programmes and exhibitions are also very effective media to disseminate information to neo-literates. Study tours and excursions create endless possibilities as well. One novel

and successful method of imparting information is the village parliament as being experimented in Bilaspur District or Gaon Kascheri as successfully experimented in Pune District. Group discussions will also critically reflect their reality and utilise the fund of knowledge already available with them. While planning learning strategies, especially for promoting better awareness, emphasis must be given to group activities. The experience of working and learning in a group is a goal in itself.

### **Instructional Planning for Post Literacy for 9-14 Age-Group**

For those children in the 9-14 age-group who have acquired basic literacy skills under TLC, a different post literacy strategy may have to be evolved than that relevant for the adults in 15-35 age-group. In the case of children the same "fragile" literacy can quickly and completely disappear if more durable and longer duration exposure to learning experiences are not planned. For those who have attained the prescribed NLM norms, attempts should firstly be made to enable them to join the reorganised NFE course wherever available. For others, 3 courses, each of six months' duration should be conducted. Materials designed by NCERT may be found suitable for them. The goal should be that the learners should ultimately reach the class IV standard. Records of progress in respect of each learning centre should be maintained properly and certificate issued to the successful learners. It is also desirable that post literacy learning centres catering to the children must function at least 5 days or 12 hours a week.

### **Instructional Planning for Adults (15-35 Age-Group)**

As mentioned earlier, NLM has emphasized that post literacy programmes should be organised for a duration of two years. In the light of past experience it is considered important that districts taking up post literacy programmes must draw up a comprehensive instructional plan for the entire two-year duration. The experience of successful PLCs would suggest the following approach:-

- (i) First 15-30 days should be spent for revision of lessons learnt during TLC. This would help them overcome their weakness and prepare them for studying the books prescribed for PLC.
- (ii) Two cycles, each of six months' duration, should be planned for the structured phase of the PLC. In the first cycle of six months, 150 hours out of the total 250 hours should be earmarked for learning of the core books/graded textual materials. The remaining 100 hours of the first cycle should be utilised for self-study, group discussions and debates on matters like remedial measures against common health hazards, use of electricity, preservation of environment etc.
- (iii) Each learning centre should function for 5 days a week.

- (iv) The first cycle should be followed by a package of 250 hours over a period of six months for acquainting the learners with the nuances of functional literacy. During this period, learners should be encouraged to undertake group activities in clusters, exchange experiences and ideas with one and another, participate in discussions on different socio-economic issues of common interest. Efforts should also be made during this period for kindling in them the desire for self-education and an interest for relevant vocational training.

### **Skill Development**

In keeping with the declared objectives of New Education Policy, NLM has emphasized the integration of skill development with each programme of post literacy and continuing education. It has been observed that post literacy programmes have generally been less successful in sustaining the motivation of the learners than the basic literacy programmes. One of the reasons evidently is that learners do not see any apparent reward in improving literacy skills. The solution is to link together job oriented skills and reading skills. Post Literacy workers must be able to demonstrate that the programme will contribute to economic growth and social equality which is the declared policy of the Central and State Governments. Skill development programmes should, therefore, be integrated in the post literacy programmes preferably as soon as the first cycle of transacting textual material is over. It would be the endeavour of NLM to support post literacy strategies for achieving the following objectives in close collaboration with other Departments/agencies who will be requested to share specific responsibility:-

- (a) Enabling the neo-literates to acquire skills for economic self-reliance, such skills also including managerial and entrepreneurial skills.
- (b) Organising vocational courses and short-duration skill development programmes with the assistance of educational institutions, technical experts from various departments. For this purpose, NLM may also support educational institutions to conduct their own vocational courses for neo-literates without the educational qualification being a condition precedent for admission in such courses.
- (c) Opening of additional Shramik Vidyapeeths in urban, semi urban and rural areas and promotion of more agencies/institutions in the non-formal sector for the purpose of imparting vocational skill information to the neo-literates and conducting such programmes.
- (d) Creation of enabling structure for neo-literate women to help them come together to organise economic activities as a collective group. There could be several models of collective enterprise to provide worthwhile programmes of vocational

education and technical skill development of women – e.g. women's cooperatives, Mahila Mandal, self-employed women's association.

### **What After Post Literacy?**

Post literacy campaigns are currently being implemented in only about 160 districts in the country. This means that a very large number of districts which are still implementing TLCs or which are likely to be covered through TLCs in the next one year will be taking up post literacy programmes only during the course of 9th Five Year Plan. One crucial question is how the literacy and learning environment will be sustained once the districts taking up TLCs conclude the two-year follow-up programme of PLCs as well? While formulating strategies for post literacy in the next decade, due consideration would have to be given to the continuing education needs of the learners who have participated in the post literacy programmes. The concept of life long learning is particularly relevant to this rapidly revolving situation.

The enthusiasm and confidence generated among the learners in the districts which have successfully completed both the TLC as well as PLC phases clearly points towards the need to sustain the educational process and to provide learning opportunities on a continuing basis. Literacy is not an end in itself. It is a minimal and imperative entry point to the world of information and communication. It is the foundation for life long learning and human development on which a country may build systematically further levels of education and training. The access to the world of letter and skills acquired by the neo-literates during the TLC and PLC phases, needs to be further carried forward to enable them to fully play the crucial role for their own social and economic upliftment and for the development of the country. This calls for creation of satisfactory arrangements for continuing education of neo-literates. Continuing education goes beyond post literacy. It is an indispensable aspect of the strategy of human resource development and the goal of creation of a learning society. Looking to the future, it is clear there will be far less stability in the work place and in all forms of professional life. Not only are patterns of employment changing, they demand greater flexibility of individuals in the course of their working life. The current restructuring of the economy is also showing in a dramatic way the heavy burden that such changes are likely to place on skill redistribution and occupational flexibility. The planning for continuing education for the next decade will, therefore, have to be a future oriented to promote human resource development on lines consistent with future needs. Continuing education programmes will have to be purposeful and life related. These should not only catch imagination of adult neo-literates but should also match their ambition and capability.

## **Continuing Education for Neo-Literates**

Post literacy is both a part and a process of continuing education. Its programmes and activities are designed to prevent neo-literates and semi-literates from regressing into complete illiteracy. The programme aims to consolidate the literacy acquired during Total Literacy Campaign. Post literacy programmes are vital in bridging the gap between the attainments of basic literacy and the development of true learning autonomy. In the post literacy phase, therefore, it is vitally important to develop higher skills of critical reading and to foster skills in independent problem-solving. Post literacy programmes provide the point of "take off" in a continuing education system. Without it, continuing education has little meaning for neo-literates.

NLM is fully conscious of this need and has designed a scheme of Continuing Education for Neo-Literates. This Scheme has been approved by the Government of India and has come into force from the 1st January this year. The new scheme will replace the existing scheme of Post Literacy & Continuing Education, also known as JSN (Jana Shikshan Nilayam) Scheme, which was launched in 1988 to meet the post literacy and continuing needs of neo-literates emerging from centre-based adult education programmes. The new scheme has been formulated taking into account the major findings and the recommendations made in the evaluation study report of the JSN schemes as also the recommendations made in the report of the Expert Group headed by Prof. Arun Ghosh. The main objective of this Scheme is to institutionalise continuing education for neo-literates and to provide considerable flexibility in designing and implementation of diverse kind of continuing education programmes suited to the felt needs of the neo-literates. The more specific objectives of the Scheme of Continuing Education are:-

- (a) Provision of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy.
- (b) Creating scope for application of functional literacy for improvement of living conditions and quality of life.
- (c) Dissemination of information on development programmes and widening & improving participation of traditionally deprived sections of the society.
- (d) Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norms, etc. and sharing of common problems of the community.
- (e) Improvement of economic conditions and general well-being as well as improvement of productivity by organising short-duration training programmes, orientation courses for providing vocational skills and by taking up linkage activities for

establishing direct linkage between continuing education and development activities.

- (f) Provision of facilities for library and reading rooms for creating an environment conducive for literacy efforts and a learning society.
- (g) Organisation of cultural and recreational activities with effective community participation.

The new scheme will be implemented throughout the Zilla Saksharata Samiti which would be expected to formulate a project proposal for establishment of a durable infrastructure for continuing education and for taking up continuing education programmes in the District on conclusion of the post literacy campaign. Under the scheme, ZSS has been given considerable freedom to develop its own type of programmes depending upon the prevailing socio-economic conditions, the needs of neo-literates, resources available etc. However, the scheme envisages creation of new organisational structures at the grass-root level keeping in view the need to provide institutionalised frame-work for implementation of CE programmes with active involvement and sharing of responsibility with Panchayat institutions, Mahila Mandals, educational institutions, NGOs etc. The scheme will be implemented in a decentralised manner. Funds for the scheme will be placed at the disposal of State Literacy Mission Authorities for further disbursement to ZSS.

Establishment of continuing education centres will be the principal mode of implementing continuing education programmes. Continuing education centres will essentially be community education centres. The scheme envisages setting up of one CEC for each village to serve the population of about 1500 which may include around 500 neo-literates, drop outs and pass-outs from primary schools and NFE stream. CECs will be set in clusters of 8-10 with one of them being designated as nodal CEC. The principal function of the CEC would be to provide following facilities:-

- (a) Library – A repository of learning materials.
- (b) Reading Room – A place which encourages people to read.
- (c) Learning Centre – A provider of CE programmes.
- (d) Training Centre – For short duration training programmes to upgrade skills
- (e) Information Centre – For securing information on various development programmes.
- (f) Charcha Mandal – Community meeting place for sharing ideas and solving problems.

- (g) Development Centre – For coordinating services of Government agencies and non-governmental organisations.
- (h) Cultural Centre – A place for cultural activities.
- (i) Sports Centre – For recreation and healthy living.

### **Continuing Education Programme**

NLM recognises that in the areas completing post literacy programmes, diverse kinds of continuing programmes involving alternative and innovative approaches taking into account the local conditions and resources available, would need to be promoted. The new scheme, therefore, envisages that besides establishment of continuing education centres, ZSSs will be encouraged to develop and take up implementation of target specific programmes catering to the specific needs and interests of neo-literates. Such programmes would largely be functional in the sense that these would focus on development of functional knowledge with the aim of making learning relevant to living and working. The Scheme has suggested broad contents and parameters of four such types of programmes. These are:-

#### **(a) Equivalency Programmes (EPs)**

Equivalency programmes are one type of continuing education programmes which provide an opportunity to adults and out of school children who have acquired basic literacy skills or who have completed primary education and who are willing to continue their education beyond elementary literacy for acquisition of competencies equivalent to primary or secondary levels of the formal system. EPs are, therefore designed as alternative education programmes equivalent to existing formal education. EPs designed with sufficient flexibility and innovativeness can, however, be a cost effective alternative to enable the neo-literates and all others who dropped out of the primary formal education to continue education of their choice at their own pace.

The National Literacy Mission in collaboration with the National Open School has developed a design for implementation of an open basic education programme for neo-literates. Under this programme, an attempt is being made to provide opportunities of continuing education to those young and adult neo-literates who are interested in pursuing learning beyond basic literacy in a non-formal mode but with the aim of acquiring recognition and qualifications equivalent to those available under the formal schooling system. Under the open basic education programme, the entire range of basic education i.e. up to Class VIII level has been divided into three levels - Level-A, Level-B, and Level-C. Level-A is for those who can just manage reading and writing (fragile literates), Level-B for those people with stable literacy and little beyond and Level-C for

those whose competencies are equivalent to primary course. Within this framework, the learners would be offered a large variety of choices of learning tasks and they will be free to choose from a platter of equivalent learning tasks, e.g. language, science, environment, arithmetic and vocational. The District unit or the ZSS would be main implementation agency under the guidance and supervision of state agencies i.e. State Resource Centres and State Open Schools. The programme is proposed to be introduced to begin with in 20 Districts in 4 States and later it would be extended to other States as well.

**(b) Income Generating Programmes (IGPs)**

Income generating programmes are those vocational and technical education programmes which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities. Since vast number of people in rural areas live in acute poverty this calls for development of special strategies to provide opportunities to economically and socially disadvantaged groups to engage in economic activities through acquisition of relevant vocational, technical and entrepreneurial skills and abilities. Designing of IGPs as a component of CE involves development of a variety of innovative locally relevant, employment oriented vocational courses which may be delivered in multiple non-formal modes comprising of direct contact session, demonstrations, study visits, self-learning modules, on-site training, apprentice training, distance learning or a combination of any of these.

**(c) Quality of Life Improvement Programmes (QLIPs)**

Quality of life refers to level of well being of the society and the degree of satisfaction of a number of human needs. Quality of life improvement programmes aim to equip learners and the community with essential knowledge, attitudes, values and skills to enable them to improve quality of life as individuals and as members of the community. There is a strong development focus in these programmes as these are directly concerned with helping to raise living standards and to improve life style through education.

**(d) Individual Interest Promotion Programmes (IIPPs)**

These programmes aim to provide opportunities for individuals to participate in and learn about their chosen social, cultural spiritual, health, physical and artistic interests. The focus of IIPPs is on personal development by providing opportunities for promotion of specialised individual learning interests which may lead to improvement in the quality of human resources of the society.

Enough flexibility and freedom has, however, been granted to the ZSSs to develop

their own programmes depending upon various factors such as the literacy levels of beneficiaries, needs and interests of the neo-literates, resources available, potentialities and requirements of various types of life skills, vocational and entrepreneurial skills at the grass-root level.

The Scheme of Continuing Education for Neo-Literates as visualised by NLM is an attempt to provide systematic, organised and well-coordinated mechanisms to mobilise all resources in support of continuing education in the perspective of life long education. We have just embarked on a course which till now remains untraversed. It is, therefore, quite likely that the plan and programmes as outlined may have to be further modified and recast in the future to meet unforeseen exigencies and the demands of changing situations. We are aware that this is only a beginning. To sustain, consolidate and carry forward this movement is a more formidable task that requires unflinching commitment, dedication and perseverance on the part of all concerned and depends for its success largely on the support of those people who have contributed to the success of NLM till date. Given the commitment and effort that has been exhibited at all levels, there is every reason to hope that appropriate measures will be taken to ensure further success in future.

Before I close, let me turn again to the man who founded the Indian Adult Education Association. As we endeavour to banish the curse of illiteracy from our great country, as we strain every muscle and sinew to provide education for all, let us keep before us constantly as our goal, Dr. Zakir Husain said, "A society based on the illimitable freedom of the human mind, where men will not be afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it."

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## Presentation of Literacy Awards

### Nehru Literacy Award 1994

#### *Citation in honour of*

#### **Dr. K. Sivadasan Pillai**

The Nehru Literacy Award has been instituted by the Indian Adult Education Association to recognise and honour the distinguished contribution of individuals or institutions towards the removal of illiteracy and promotion of adult and continuing education in India.

The Award for the year 1994 is being presented to Dr. K. Sivadasan Pillai for his outstanding contribution in development and promotion of adult and continuing education in the country.

Born on April 1, 1935 in Kadavoor, Quilon District, Kerala Dr. Pillai obtained the Master Degrees in Sociology, Political Science, and Education. He received the Doctorate in Education in 1967 and Associateship of the London University Institute of Education in Non-formal Education in 1976.

He started his career as a teacher in 1954; was UGC Research Scholar and NCERT Senior Fellow during 1963-68. Dr. Pillai became Lecturer in the Department of Education, University of Kerala in 1968 and Reader in 1975. He joined the Centre for Adult, Continuing Education of the University in 1980 and became its Director and Professor in 1985.

Dr. Pillai has been closely associated with the library movement in Kerala as a college student under the auspices of Kerala Grandhasala Sangham (KGS). He was the first secretary incharge of Training and Research. KANFED (Kerala Association for Non-formal Education and Development) when it was founded in 1977 as an offshoot of KGS.

Dr. Pillai's enthusiasm for literacy is unparalleled. He has visited every nook and corner of Kerala to motivate illiterates, identify volunteers and to train them. He prepared the first primer in Malayalam titled 'Saksharatha Patavathi.' He has also prepared books, periodicals, charts, posters for post literacy and continuing education for neo-literates.

Dr. Pillai was awarded Imperial Relations Trust Fellowship to do higher studies in non-formal education in United Kingdom. He has guided 11 candidates for Doctoral

Degree in non-formal education and conducted action and applied researches on various aspects of adult education.

Dr. Pillai's advice and wisdom have been sought by many institutions. He was Adviser and Resource Person in Total Literacy Campaign. He has been a member of several committees of the University Grants Commission and advisory committees on adult education of many universities.

He is the Indian National Chancellor of International Association of Educators for World Peace and Vice-President of the Indian Association for Teacher Educators. He is a creative thinker and untiring writer and has written a number of books and research articles on different aspects of education.

In appreciation and recognition of his incredible services to the cause of adult and continuing education, the Indian Adult Education Association feels privileged and honoured in presenting him the Nehru Literacy Award for the year 1994.

### **Tagore Literacy Award 1994**

#### *Citation in honour of*

#### **Late Dr. (Smt.) Ramabahen Desai**

The Tagore Literacy Award was instituted by the Indian Adult Education Association in 1987 to honour the special contribution of individuals or institutions towards the eradication of illiteracy and promotion of continuing education among women of the country.

The Award for 1994 is being presented posthumously to Dr. (Smt.) Ramabahen Desai for her pioneering role in promotion of literacy among women.

Born on November 18, 1930, Dr Ramabahen obtained her Master Degrees in Education from Gujarat University and in Social Anthropology from Gujarat Vidyapeeth. She received Doctorate in Education from Gujarat Vidyapeeth in 1985.

She started her career as a Social Worker in Textile Labour Association in 1956, became Lecturer in Primary Teacher Training College in Gandhi Ashram in 1957. She joined B.Ed. College, Gujarat Vidyapeeth in 1965 and was appointed Director of State Resource Centre in 1977 which position she continued to hold till her death.

Dr. Ramabahen had done meritorious work in preparing need based learning material for women and workers, learning kits under MPFL programme. She had

written extensively for neo-literates and many of her books have won national awards.

She had been actively involved in research and had undertaken a number of research studies particularly in basic education, curriculum preparation and follow-up material.

She had been closely associated with the National **Adult Education** Programme (NAEP) and the National Literacy Mission (NLM). She has **provided** resource support to TLC in environment building, material preparation, training, monitoring and evaluation and had campaigned for literacy in villages all over Gujarat.

Dr. Ramabehn had actively participated in a number of seminars, workshops and conferences on learning material, educational technology, women's empowerment at the State, National and International levels. She had served with distinction as member of various review and advisory committees at the state and the national level.

As a tireless and earnest worker, Dr. Ramabehn had worked with will and determination all these years. She will continue to be a source of inspiration for many in the field of adult education.

In recognition of her valuable services to the cause of adult education for women, the Indian Adult Education Association feels privileged in presenting her the Tagore Literacy Award for the year 1994.

## **Nehru Literacy Award 1995**

### *Citation in honour of*

#### **Shri Satya Narayan Pareek**

Shri Satya Narayan Pareek, mass educator, trade unionist, historian and researcher has a long and distinguished career for about five decades in promotion of education among the masses.

The Nehru Literacy Award for 1995 is being presented to Shri Pareek for his pioneering and distinguished work in literacy and mass education.

To provide educational opportunities to employed workers and farmers, Shri Pareek founded Bhartiya Vidya Mandir in Bikaner in 1948 and became its first Principal.

Recognising the role of research in development of the country, Shri Pareek undertook action and applied researches. He started Sodh Pratishthan named Ratan Bihari Mandir in 1961 and became its first Director and continues to hold that post. Shri Pareek is the editor of Research Journal entitled 'Vicharki'.

Shri Pareek was founder Secretary, Bikaner Adult Education Association (BAEA), 1965-66 and is now the President of the BAEA.

He has very actively participated in a number of State and National level adult education conferences and seminars.

In recognition of his selfless voluntary service to cause of adult education, the Indian Adult Education Association feels proud in presenting to him the Nehru Literacy Award for 1995.

## **Tagore Literacy Award 1995**

### *Citation in honour of*

#### **Smt. Malati Devi Choudhury**

Smt. Malati Devi Choudhury freedom fighter, social activist and mass educator has a long and meritorious career of over five decades in promoting education and awareness among women.

The ninth Tagore Literacy Award for the year 1995 is being presented to her for her pioneering and outstanding contribution in promotion of education and empowerment of women.

Born on 26th July, 1904 in Bengal, Smt. Choudhury had her earlier education in Shantiniketan when it was just established by Gurudev Rabindranath Tagore. Inspired by Tagore, she dedicated her life to the cause of poor and the downtrodden.

Smt. Malati Devi came to Orissa in 1927 after her marriage with Nabakrushna Choudhury to plunge herself alongwith her husband in the freedom struggle under the inspiring leadership of Mahatma Gandhi.

She initiated a series of educational programmes particularly for the women of S.C. and S.T. communities. She organised night schools for education of women in 1927.

In 1946, Smt. Malati Devi established Bajiraut Chhatravas at Angul, Orissa to

take care of education of the children of freedom fighters. At her initiative Utkal Navjeevan Mandal was established in 1948 to organise development programmes with a focus on women and children in the tribal districts of Orissa. She had the distinction of travelling on foot in almost all the tribal districts of the State.

Under the auspices of the Utkal Navjeevan Mandal, the State Resource Centre for Adult Education functioned during 1978-87.

Smt. Choudhury's greatest contribution had been in the mobilisation, conscientization and empowerment of women. She had received Jamnalal Bajaj and National Welfare Awards for uplift and welfare of women and children.

In recognition of her valuable contribution to education, enlightenment of women, the Indian Adult Education Association feels honoured in adding to the many impressive honours received by her the Tagore Literacy Award for 1995.

## ACCEPTANCE SPEECHES

### **K. Sivadasan Pillai**

I feel extremely honoured and delighted that I was selected for the 1994 Nehru Literacy Award by the Indian Adult Education Association. I accept the award with profound gratitude to the many who motivated me, supported me and collaborated with me with full confidence during the last four and a half decades in library work, uplift of the downtrodden masses, in adult, continuing, non formal education, in eradication of illiteracy and ensuring peace, progress and prosperity to people through peace education activities, awareness creation activities, training of cadres, preparation and production of materials for teachers and the taught (Instructors and learners in the nonformal sector) in the formal sector, in monitoring, evaluating, giving feedback and undertaking and guiding action and applied researches in a variety of fields.

My memory goes back to my high school days when my mother, who was a Primary School teacher and Mahila Mandal worker, initiated me to helping the downtrodden sections of the society to learn the alphabets in evening/night classes organised in our own premises. Free tuition was offered to the needy in our neighbourhood, a rural village, surrounded on all sides by the Ashtamudi lake which necessitated my travelling about 5-6 kms daily and crossing the lake in a ferry boat. This paved the way to the establishment of a local library'- Thrikkadavoor Sahitya Samajam Library & Reading Room (Reg. no. 432 of the Kerala Grandhasala Sangham) which has to its

credit Ministers, Litterateurs, Artists etc. owing much to this institute for their growth. I got into touch with Mr. P.N. Panicker, father of library movement in Kerala, and later the key figure behind KANFED, KEDES etc and one of the leading social workers of great repute in Kerala, who passed away on June 19, 1995 at the age of 85. His slogan 'read and grow' influenced me much, which later was changed to 'become literate and grow from strength to strength'. The library movement in Kerala is unique and model even to developed countries, from where luminaries come to Kerala to study the establishment and growth of the Sangham. I could work in this from 1952 to 1977 in various capacities, the major one being, as a member of its literacy expert committee formed in 1970 to organise and oversee the experimental Functional Literacy Programme sanctioned in 1970, which paved the way for ensuring an appropriate climate in Kerala for the Campaign Approach.

Initially there was no primer, handbook, guidebook, monitoring device, evaluation schedule etc. and no proper training for the literacy workers/instructors. These were felt by an evaluation team consisting of Dr. Asher Deleon, Dr. T.A. Koshy and myself which evaluated the outcome of the first experimental project run by the Kerala Grandhasala Sangham. The result was that I had to prepare the first primer 'Saksharatha Padavali' in Malayalam, based mainly on agriculture, and a second part to it 'Vayichu Valaruka' (read and grow), Handbook for Instructors on how to teach the primer, which had ample chances of ensuring numerical skills as well. The Sangham started a weekly for neoliterates 'Sakshar Keralam' which was mainly looked after by me. In addition, a neoliterate book series was started, wherein I contributed 3 books and directed many workshops for preparing such books. Training of cadres was another responsibility which I had those days. A literacy chart and an evaluation schedule was also prepared by me. Later the contribution of the Sangham in the field of literacy was compiled by me in book form, as a monograph. These works drew the attention of UNESCO, which offered the Krupskaya Award of 1975 to the Sangham. With a network of about 5000 rural libraries, the Sangham is rendering continuing education to the people of Kerala.

In 1975, I was selected by the Government of India for its Imperial Relations Trust Award with which I could study nonformal education in U.K. for one full year - 1976. I could publish a book 'Nonformal Education in Britain' from an Indian adult educator's point of view listing recommendations to Government of India and Kerala in separate chapters. These were later accommodated and implemented in our country/state. I could establish close contact with German Adult Education Association (DVV) in 1976, which again resulted in combined ventures with KANFED on its formation in June 1977, as an off shoot of the Sangham, and of the Kerala State Literary Council, headed by the State Chief Minister of which I was one of the Secretaries.

On my return from U.K., nonformal education was introduced as a elective subject at M.Ed. level and then Ph.D in Education in this area. Of the 21 Ph.Ds I could

satisfactorily guide, 11 are in the field of adult, nonformal, continuing education. M.Ed. theses in this area guided by me number about 40 out of the 75, and at Post Master's Diploma level, another 40 research reports were guided by me. In addition many personal research projects sponsored by the UGC, DAE, Govt. of India (MHRD), UNICEF were also carried out by me. I could contribute not less than 200 research papers and write-ups in leading journals - national and international and published 16 books in English of which again 8 are in Adult, nonformal education. My books in Malayalam number 25 and articles, more than 500. I was entrusted with the translation of the book 'Learning To Be' into Malayalam by the State Institute of Languages.

I was one of those who initiated the formation of KANFED, in 1977 and worked as one of its four State Secretaries all these years. It was KANFED which first put forth the idea of a totally literate village. It selected 'Ezhome', a village in Kannur District. The attempt was a great success. This happened in 1979-80; even before others thought of total literacy and campaign approach. KANFED brought out a number of primers, reference books, neoliterate books etc. Its nonformal education fortnightly was first published in January 1978 and through out these years I was its Hon. Chief Editor. Many training programmes and workshops were directed by me besides rendering resource support to the State Resource Centre, run by KANFED in Kerala and Government sponsored programmes.

The University of Kerala started its Centre for Adult, Continuing Education and Extension in Feb' 80. I was the Head of this Centre till my retirement on 31.3.95. For more than 15 years, I could secure the whole-hearted cooperation of the College Principals, teachers and students and the local people in organising adult education centres, continuing education programmes, population education clubs, planning forums, legal literacy units, mobile convocations, workshops, padyatras etc. 62000 illiterates adults were made literate and honoured them with certificates and neo-literate books. The CACEE published 12 neoliterate books and prepared another set of 12 for publication.

After the successful Total Literacy Campaigns in Kottayam Municipality and Ernakulam District, when Kerala launched its state-wide total literacy campaign in 1990, I could work as member of the Kerala Saksharatha Samathi Council, its academic core group and evaluation team in addition to working very closely with Trivandrum and Quilon District level Programmes. The Government put me as Chairman of the three member committee to identify the best district, coordinator and project officer for the Chief Minister's trophies/shields etc, which helped me study in detail during the first phase of TLC in Kerala and suggest follow-up action as well.

From the inception of a Literacy Forum in Kerala, involving active and working voluntary organisations, Government Agencies and individuals in a common

forum for eradicating illiteracy and providing post literacy and continuing education for the neo-literates through technical and practical approaches. I could work as its President and render support to upcoming literacy workers, researchers and writers. I could engage myself in peace education work from 1978 in various capacities and the IAEWP has honoured me with its Fountain of Universal Peace Award - 1994, a rare distinction conferred on very few people in India. I could extend support to the UGC in many of their committees, especially in the preparation of training manual, PM Diploma and M. Phil programme in nonformal education, in its committee for 7th plan midterm appraisal and screening 8th plan proposals.

I could associate myself with the Indian Adult Education Association for the last 20-25 years. As member of the Editorial Board of the Indian Journal of Adult Education and for one term as its chairman. I conducted Association's first Research Methodology course in Trivandrum.

Before concluding my speech let me put forth some concrete suggestions for the consideration of all concerned.

- (1) India should liberate itself from illiteracy at least before the dawn of the 21st century. Priority should be for the 15-35 age group. But all attempts should be made to expand it on either side and make it 6-60 years. If Education for All is really to be achieved, this has again to be extended. Then only we can ensure an enlightened and humane as well as learning society. Our Association and all affiliates should take keen interest in this regard and do their level best.
- (2) Total literacy campaigns and declaration should not become a farce. Premature declarations have to be avoided. In-built mechanism for continuous evaluation is needed and not a mockery type of final, external evaluation. Voluntary agencies and local people should be fully involved in Total Literacy Campaign at all stages and in all its operations. The social and financial audit as well as input-output analysis are essential.
- (3) The neoliterates have to be provided with post literacy and continuing education activities for preventing their relapse into illiteracy. Condensed courses may be organised for the needy and interested people and equivalency programmes may be launched. Those who successfully complete the course may be allowed to pursue their studies through formal or nonformal streams - upto the level they can and aspire for.
- (4) Vocational bias for continuing education is essential. These could help in boosting income and satisfaction among the participants. This will help in sustaining their interest and even motivate others. Local resources and needs.

marketability etc. may be taken into account while fixing occupational pursuits. Formation of cooperative societies, credit groups etc. may be attempted.

- (5) Akshara Sanghams (Literacy Circles) Jana Vidya Kendras etc should be commissioned in all wards and village panchayats. These have to be monitored well. An enquiry into their current functioning might reveal many pit falls to be remedied through drastic steps. Now that Panchayati Raj - Nagarpalika bills are put into use, the chances are high for their fruitful functioning.
- (6) Every effort should be made to rope in all left outs in the literacy programme. So also the unemployed youth and college/university students should be thoroughly motivated to involve themselves fully in this nation building endeavour. Teachers should act as models in extension work, working as change agents and opinion leaders.
- (7) Conscientization of the masses on 'gramasabha', 'Legal rights', 'AIDS', Drug addiction, Corruption, Nepotism, Environmental education, Population scenario, Peace education, national integration, we feeling etc should be attempted through all agencies affiliated to the IAEA and individual members should give leadership.

Let me once again thank all those who enabled me, including all the members of my family, to concentrate in this area of work and pledge to continue my task till health permits and God allows me to do so.

### **Satya Narayan Pareek**

वाग्देवी माँ सरस्वती की वंदना के साथ निरक्षरता मेटने के शुभ संकल्प को लिये हम जिस राह पर चलते हैं, वह लम्बी और थकाने वाली है। भारतीय प्रौढ़ शिक्षा संघ सहभागी राहगीरों की थकान, ऊब मेटने और द्विगुणित उत्साह से काम करने की प्रेरणा और इच्छा शक्ति को दृढ़ बनाने की दृष्टि से प्रतिवर्ष साक्षरता के क्षेत्र में श्रेष्ठ कार्य हेतु नेहरू साक्षरता पुरस्कार देती है। इस वर्ष यह सौभाग्य बीकानेर प्रौढ़ शिक्षण समिति और उसका अध्यक्ष होने के नाते मुझे मिल रहा है। अति विनम्रता के साथ उसे स्वीकारते हुए, विश्वास दिलाना चाहता हूँ कि जिस पावन ध्येय की ओर हम अग्रसर हैं, निरन्तर हम उसी पर ही चलेंगे।

मैं आनन्दित हूँ, पुलकित हूँ और भावविभोर हूँ कि आज इस पवित्र सम्मेलन में मुझे इस वर्ष के नेहरू साक्षरता पुरस्कार से सम्मानित कर मेरा उत्साहवर्धन करने हेतु आप यहाँ उपस्थित हैं। यह मेरा नहीं आप सबका सम्मान है।

मैं एक साधारण इन्सान हूँ, इससे ज्यादा कुछ नहीं। आपके प्रेम और स्नेह से जो कुछ मुझसे साक्षरता के क्षेत्र में बन पड़ा उसे मैंने किया है और कर रहा हूँ। मैं तो निमित्त मात्र हूँ। सत्यता तो यह है कि मैं किसी प्रशंसा के काबिल तो नहीं, यह सब आपका सहयोग व बन्धुत्व भावना के कारण ही कुछ कर सका हूँ।

मनुष्य का कर्तव्य है कर्म करना, फल ईश्वर के हाथ में है। गत तीन दशकों में साक्षरता के क्षेत्र में आप सबका मुझे अविस्मरणीय सहयोग प्राप्त हुआ, जिसके लिए मैं आज आप सभी का आभारी हूँ।

इस अवसर पर मुझे प्रारम्भिक काल का स्मरण आता है। जब महान शिक्षाविद् डा. मोहन सिंह मेहता, डा. मालकम आदिशेषैया के अन्तर में भावना जगी कि भारतीय जनसंख्या का अधिकांश भाग अनपढ़ है और उसे शिक्षित किये बिना स्वतन्त्र भारत प्रगति नहीं कर सकता। उनके शंखनाद पर शिक्षा प्रेमी जगे। हमारे राजस्थान में भी पुरोध्या डा. मेहता और जर्नादन राय नागर निमित्त प्रयास चालू किये, जिन्हें श्री अनिल बोर्दिया, श्री दयाल चन्द सोनी जैसे निष्ठावान कर्मयोगी मिले और शिक्षा प्रसार का आन्दोलन तीव्र गति से राज्य एवं स्वयंसेवी संस्थाओं के अनवरत सहयोग से प्रसार पाने लगा।

बीकानेर प्रौढ़ शिक्षण समिति तत्कालीन शिक्षा निदेशक एवं पूर्व शिक्षा सचिव, भारत सरकार श्री अनिल बोर्दिया की देन है। जिन्होंने बीकानेर शिक्षा निदेशालय में रहते समय इस संस्था का गठन कर गति प्रदान की और शिक्षण केन्द्रों का जाल बीकानेर जिले की चारों तहसीलों तथा गांवों में फैलाया। ग्रामीण क्षेत्रों में केन्द्र स्थापित करने में कनाड़ा का भी उल्लेखनीय सहयोग रहा और हमारी समिति निरन्तर अपने लक्ष्यों की ओर आगे बढ़ती गई।

घोषित एवार्ड का श्रेय तो समिति के पूर्व अध्यक्ष महान चिन्तक डा. छगन मोहता तथा जनरल जयदेव सिंह भार्गव को जाता है, जिन्होंने प्रारम्भिक कठिनाईयां बड़ी दृढ़ता के साथ झेलीं और कार्य प्रणाली को सीधे सपाट राह पर लगाया। उनकी पुण्याई का फल मुझे निमित्त होने से मिला है।

राष्ट्र की सम्पन्नता, शक्ति, उन्नति व प्रगति का शिक्षा से गहरा सम्बन्ध है। साक्षरता के प्रसार में समाज की सांस्कृतिक प्रगति तथा आध्यात्मिक उन्नति का मार्ग प्रशस्त हो जाता है। शिक्षा के प्रसार से ही समाज में न्याय, स्वतन्त्रता तथा शान्ति जैसे आदर्शों को विकसित किया जा सकता है।

स्वतन्त्रता प्राप्ति के पश्चात और राष्ट्रीय साक्षरता कार्यक्रम की दिशा में विधिवत प्रयास करने और राष्ट्रीय साक्षरता मिशन के तमाम प्रयासों के बावजूद भी विश्व के निरक्षरों की कुल जनसंख्या का आधा हिस्सा हमारे देश में है। यद्यपि गत वर्षों में साक्षरता के क्षेत्र में प्रगति हुई है लेकिन इसे सन्तोषजनक नहीं कहा जा सकता है।

निरक्षरता उन्मूलन के लिए अब तक जो प्रयास हमारे देश में किये गये हैं, उनमें सबसे अधिक बाधा संसाधनों की कमी तथा राजनैतिक एवं सामाजिक स्तर पर पर्याप्त इच्छा शक्ति के अभाव के कारण पड़ी है। केरल ने सम्पूर्ण साक्षरता का लक्ष्य प्राप्त कर हमारा मार्ग प्रशस्त किया है। इसके पश्चात पश्चिम बंगाल में वर्दमान, कर्नाटक में दक्षिण कन्नड़ और महाराष्ट्र में सिंधु दुर्ग, पांडिचेरी आदि ने शत प्रतिशत साक्षरता प्राप्त कर देशवासियों की सुप्त चेतना को झकझोर दिया है कि सम्पूर्ण देश से निरक्षरता को मिटाना कठिन नहीं है, बस जरूरत है प्रबल इच्छा शक्ति एवं कठिन परिश्रम की।

इस समय देश की करीब ३५० जिलों में सम्पूर्ण अभियान की परियोजनाएं राष्ट्रीय साक्षरता मिशन प्राधिकरण के अर्न्तगत संचालित हो रही हैं। आज इस बात की महती आवश्यकता है कि देश के सम्पूर्ण जिलों में सम्पूर्ण साक्षरता अभियान की परियोजनाएं प्रारम्भ हों जिससे साक्षरता के पूर्ण लक्ष्यों को प्राप्त किया जा सके।

साक्षरता के द्वारा आज राष्ट्रीय एकता स्थापित करने पर पर्याप्त बल दिया जाना श्रेयस्कर होगा, साथ ही साथ शोषण के विरुद्ध जनमानस को जागरूक करके समतयुक्त समाज का निर्माण करना भी इस कार्यक्रम का लक्ष्य होना चाहिए।

आज साक्षरता के कार्यक्रमों में लगे कार्यकर्ताओं, अधिकारियों एवं अन्य शैक्षणिक, राजनैतिक, सांस्कृतिक तथा सामाजिक संगठनों के लोगों को संकल्पबद्ध होने के साथ-साथ कठिन परिश्रम करने की जरूरत है। राष्ट्रीय साक्षरता मिशन हम सबका अपना मिशन है, मिशन को भरोसा है कि देश का हर नागरिक और हर नागरिक संगठन निरक्षरता की विषम परिस्थिति से लड़ेगा और निश्चित समय सीमा के भीतर निरक्षरता मिटाने की इस ऐतिहासिक मुहिम में शरीक होगा।

साक्षरता आन्दोलन के सम्बन्ध में जहां देशभर में अनुकूल वातावरण बन रहा है और सभी तबकों द्वारा व्यापक समर्थन के प्रयास किये जा रहे हैं, वहीं साक्षरता को लेकर अभी भी कई तरह की भ्रान्तियां बनी हुई हैं। साक्षरता मिशन की सफलता के पीछे साक्षरता की एक व्यापक परिवर्तन कामी परिभाषा है। जहाँ इसे लिखने-पढ़ने के अलावा जीवन की तमाम समस्याओं और लोगों को

सामर्थ्यवान बनाने की कोशिशों से जोड़ा गया है, हर जगह पढ़ने-लिखने के अलावा स्वास्थ्य, पर्यावरण, राष्ट्रीय एकता, नारी सबलीकरण, शराब बन्दी, जनसंख्या शिक्षा आदि अनेक मुद्दों में आन्दोलन ने हस्तक्षेप किया है। देश में अनेकों जगहों पर इसी तरह से रोमांचक अनुभव साक्षरता आन्दोलन के साथ जुड़ गए हैं। आन्दोलनों का यह अनुभव साक्षरता की हमारी परिभाषा को लगातार व्यापक बनाए जा रहे हैं।

इसी प्रकार से सांस्कृतिक उद्वेलन जो साक्षरता ने प्रारम्भ किया है उससे हमारे लोक जीवन की समृद्ध परम्परा को व्यापक रूप से मुखरित होने का अवसर मिला है। प्रसार माध्यमों द्वारा फैलाई गई अपसंस्कृति के विरोध में साक्षरता एक व्यापक जन मोर्चे के रूप में कार्य कर रहा है।

सम्पूर्ण साक्षरता को प्रभावशाली ढंग से चलाने के लिए प्रभावी प्रबन्धकीय ढांचे, पठन-पाठन सामग्री का उचित विकास, निरक्षरता उन्मूलन में लगे कार्यकर्ताओं और स्वयं सेवकों के प्रशिक्षण के उचित प्रबन्ध की व्यवस्था और प्रभावी अनुश्रवण पर ध्यान दिया जाना आवश्यक है।

देश के स्वतन्त्र होने के पश्चात गाँधीजी से एक बार पूछा गया कि स्वतन्त्र भारत में शिक्षा का क्या उद्देश्य होगा? गाँधीजी ने उत्तर दिया कि चरित्र का निर्माण करना। उन्होंने कहा कि मैं इस बात का प्रयत्न करूँगा कि विद्यार्थियों में सत्यता, वीरता, साहस तथा त्याग के भाव उत्पन्न हों। गाँधीजी सार्वजनीन शिक्षा के पक्षधर थे। वे शिक्षा में ज्ञान व कर्म को भावना से जोड़ना चाहते थे, तभी शिक्षा सार्थक एवं पूर्ण हो सकती है। श्रम के प्रति निष्ठा, इसके लिए गाँधीजी बुनियादी शिक्षा की संधारणा को महत्वपूर्ण मानते थे।

आज पूरे राष्ट्र में साक्षरता अभियान चलाया जा रहा है। राजस्थान राज्य भी इसमें पीछे नहीं है। केरल का एर्णाकुलम जिला सम्पूर्ण रूप से साक्षर बनाया गया तो उससे प्रेरणा लेकर राजस्थान में भी अजमेर, भरतपुर और डूंगरपुर जिलों को सम्पूर्ण साक्षर बनाने का संकल्प लिया गया, जिनमें पूर्ण साक्षरता प्राप्त हुई। अजमेर उत्तर भारत का सबसे पहला सम्पूर्ण साक्षर जिला घोषित हुआ। अब अजमेर में उत्तर साक्षरता का कार्यक्रम भी चल रहा है। भरतपुर और डूंगरपुर भी उत्तर साक्षरता कार्यक्रम अपना चुके हैं।

इसके अतिरिक्त वर्तमान में राज्य के १२ जिलों में साक्षरता अभियान अपनी चरम सीमा पर हैं। १० जिलों में साक्षरता अभियान अपनी प्रारम्भिक अवस्था में हैं तथा शेष जिलों को सम्पूर्ण साक्षरता में लेने की व्यापक तैयारियां चल रहीं हैं।

बीकानेर प्रौढ़ शिक्षण समिति, बीकानेर ने गत वर्ष जिले की लूणकरणसर तहसील में सम्पूर्ण

साक्षरता का कार्य सफलतापूर्वक किया। इस तहसील के १४४ गांवों के १५ से ३५ आयु वर्ग के ५५,००० (पच्चपन हजार) प्रौढ़ों को साक्षर करने के उद्देश्य से यह अभियान संचालित किया गया। अन्तिम मूल्यांकन के दौरान ६१ प्रतिशत साक्षरता उपलब्धि हासिल की गई।

लूणकरणसर सम्पूर्ण साक्षरता अभियान में शिक्षण अध्ययन प्रक्रिया ने आवश्यकता, अधिकारों और उत्तरदायित्वों के प्रति चेतना जाग्रत की है और उसे बल दिया गया है। इस अभियान में साक्षरता प्रदान करने के साथ ही इसके सही स्वरूप को भी लोगों को अच्छी तरह हृदयगम कराया गया है। इस अभियान की बुनियादी उपलब्धि में सबसे महत्वपूर्ण उपलब्धि तो यह है कि इसे राजनैतिक दलों, जनता के प्रतिनिधियों और समाज के विभिन्न वर्गों को अपने मतभेद भुलाकर समान उद्देश्यों के लिए मिलकर योजना बनाने और काम करने के लिए एक मंच प्रदान किया है। संस्था को इस अभियान की उपलब्धियों से आत्मसन्तोष है।

मैं यहाँ एक बात विशेष रूप से कहना चाहूंगा कि आप साक्षरता अभियान को स्थानीय आवश्यकताओं से जोड़ने की ज्यादा से ज्यादा कोशिश करें और साक्षरता के लिए स्थानीय मुहावरों और लोक जीवन, लोक तत्वों का सहारा लें। शिक्षा के पाठ्यक्रम इस तरह से तैयार हो कि वे बातें वहाँ के लोगों को अपनी बातें ही लगें। साक्षरता की पहुंच हो कि लोग तटस्थ न रहें बल्कि अपनी प्रतिक्रिया व्यक्त करें।

साक्षरता अभियान के माध्यम से हम अपनी संस्कृति और उनसे जुड़े मूल्यों की भी जानकारी दें, जिसके चलते आज हम यहां तक पहुंचे और जिन पर चलकर ही हम आगे बढ़ सकते हैं। लोकतन्त्र, सर्वधर्मसमभाव, सेवा, त्याग आदि हमारे परखे हुए मूल्य हैं, जिन्होंने भारत को विश्व में एक विशिष्ट स्थान दिया है।

इन सब प्रयासों के बावजूद आशा की एक किरण अभी बाकी है। हम साक्षरता की स्थिति को और अधिक बेहतर बनाने के लिए कृत संकल्प हैं। लक्ष्य है सन् २००१ तक सभी को साक्षर बनाने का। निस्संदेह यह बहुत बड़ा काम है लेकिन असम्भव नहीं।

जब हम जन-जन के माध्यम से जन-जन को जोड़कर जन आन्दोलन शुरू करेंगे तब ही साक्षरता का उद्घोष गांव-गांव, ढाणी-ढाणी में गूंज उठेगा। जब जन ही जुड़ गया तो जन आन्दोलन तो होगा ही और जन आन्दोलन होगा तो अभियान की सफलता पूरे देश में सुनिश्चित हो जायेगी।

अपने इन्हीं शब्दों के साथ मैं आप सबकी सफलता की कामना करता हूँ और प्रार्थना करता हूँ कि हमारे देश के साक्षरता अभियान में नया उत्साह, नई ताज़गी और नई रोशनी हो।

**Summary**

In our efforts to eradicate illiteracy, the non-availability of resources and the absence of political and social will are the major bottlenecks. Kerala and some other states have now shown the way to achieve total literacy and the entire country could achieve it with determination, hard work and strong will.

The National Literacy Mission could only be successful if people participate in it as they had participated in the freedom struggle.

The TLC should not be confined only to imparting literacy. It should also include health and environment education, national integration, women empowerment, prohibition and population education, etc. The definition of literacy has to be widened to include all these aspects.

Prosperity and progress of a country depend on the education and information of its citizens. Literacy education paves the way for cultural and spiritual development.

National integration is the need of the hour and this could be achieved through adult education programme. The adult education programme should also create awareness among women so that they could fight against exploitation.

Adult Education should be closely linked to local needs of the people. The curriculum for literacy be prepared in such a manner that it takes into account folktales and folklore of the area. It should enable the non-literates and the downtrodden to become active partner in the development of the country.

**Malati Devi Choudhury**

The honour of receiving the Tagore Literacy Award, which I value much, fills me with overwhelming joy and pride. I express my deep sense of gratitude to the Indian Adult Education Association for nominating me for this prestigious Award. I am extremely happy that the Award is being presented in the beautiful city of Vadodara, which has a special place in the map of India. It is the seat of education and culture, and is well known for the generosity and hospitality of its people. I have an intimate relationship with Gujarat, because my eldest daughter Uttara was a daughter-in-law of Gujarat. I am extremely sorry that I am unable to be present at the Award presentation ceremony, because of my advanced age (I am 92 now) and indifferent health. Therefore, I have requested my son-in-law, Prof. Bibhuti Bhusan Mohanty to receive the Award on my behalf.

I feel doubly honoured to receive the Award, which is named after Kabiguru Rabindranath Tagore, to commemorate his memorable achievements in bringing a

synthesis among culture, music and aesthetics in evolving and practising his unique philosophy and principles of education. Like Rousseau, Gurudev did not want purposefulness, belonging to the adult mind, to be forced upon the children in school. He believed that once purposefulness was introduced, it brought torture to the child, as it went against the purpose of nature. According to Tagore, nature was the greatest of all teachers for the child. He had tremendous faith in the educational value of natural objects. Natural events like the beautiful sunrise and sunset, blossoming of flowers and singing of birds are the learning resources for children possessing the natural gift of learning things very easily. He had a great faith in the children's natural way of learning. He did not insist on forced mental feeding as a result of which lessons become a form of torture. Gurudev considered artificial feeding of the mind to be of man's most cruel and most wasteful mistakes. According to him, the greatest possible gift for children was their own freedom to grow. Tagore also wanted the children to have another kind of freedom – the freedom of sympathy with all humanity, a freedom from all national and racial prejudices. Thus, his philosophy of education is based on the ideal of the spiritual unity of all races. Tagore's larger vision was embodied in some of the magnificent poems which he had composed, like the one, whose English rendering is as follows:

"Oh heart of mine awake, in this holy place of pilgrimage,  
In this land of India, on the shore of vast humanity.

Aryan and Adibasi, Dravidian and Mongol,  
Scythian, Hun, Pathan and Mogul,  
All have merged in the one body.

Now the West has opened her doors and is bringing her offerings,  
They will give and take, unite and be united,  
In this land of India, on the shore of vast humanity.

Come Hindu, Come Musalman,  
Parsee and Christian, one and all;  
Clap the hands of all, O Brahmins,  
and so be your hearts made holy,

Come ye who are shamed and dishonored, fill the sacred bowl  
With water that is sanctified by the touch of all  
In this land of India, on the shore of vast humanity".

Rabindranath was always following the ideal to realise, in and through education, the essential unity of man. The way in which he achieved that unity gave him a deep insight into the object of education and its problems. His various centres of education - the Bolpur School, the Rural Farm, the Institute of Rural Reconstruction at Sriniketan and Siksha-Satra and his Viswa Bharti, crystalise his philosophy of education.

which is the philosophy of an artist, of a poetic genius and of a practical educationist like John Dewey. As Malcolm Adiseshiah had said: "Later, when I began my academic career as a lecturer in Economics in Calcutta University in 1930, I heard about Rabindranath Tagore's Rural Reconstruction Programme in Sriniketan, which I and my students visited every month. There I saw an integrated effort, using education, particularly literacy learning, agriculture restructuring, engineering, sociology etc. to combat the poverty of the village people. In this multidisciplinary effort, I was stuck with the special place occupied by the Adult Literacy Programme because of its visibility and its quick responses".

I have been fortunate enough to have been deeply influenced by both Tagore and Gandhi. It was the former at whose feet I learnt and acquired some rare values and principles of education, development, art and culture, which have been the guiding principles in my life; and it was the latter who had a magic spell on me and at whose instance I plunged myself in the freedom struggle.

I came to Santiniketan in 1921 when I was sixteen. I had just passed the matriculation of the Calcutta University. My elder brother, the late Kula Prasad Sen (formerly of the Indian Postal Services) was at that time working in the villages of Surui along with a band of boys under the guidance and leadership of Nepal Chandra Roy, the well known patriotic worker. And my eldest brother, the late Pradyot Kumar Sen Gupta (formerly of the Indian Revenue Service) was studying in the Brahma Vidyalaya started by Gurudev. My mother, the late Snehalata Sen, who was then living in Calcutta, decided to come to Santiniketan and wrote to Gurudev that she wanted to come and work there. Promptly came the reply from Gurudev, asking her to come. It was just like an answer to her prayer. I came with my mother to Santiniketan and become a student of the great master - Rabindranath Tagore.

My mother was responsible for teaching English Language and English conversation to little boys and girls. Later on Gurudev requested her to take charge of the Women's Section of the Visva Bharati.

I lived in Santiniketan for a little more than six years. In those days Santiniketan was small and beautiful. We were nine girls of my age living in the hostel called Nutan Bari (new house) - Manjushree, Surckaha (who later on became my sister-in-law), Eva, Satyabati, Latika, Saraju, Tapasi, Amita (mother of Prof. Amartya Sen) and myself. We were attending classes in the open under the trees, learning embroidery, handicrafts, music, dancing, painting and gardening. Mr. Elmherst, and Englishman, was in charge of the Agricultural Institute at Santiniketan in Surul, and he used to encourage us in gardening. Mr Pearson, another Englishman, was also teaching us. It was from him that I got the inspiration to work for the tribals. Gurudev used to take classes named Balaka, when he was reading his poems from his book 'Balaka' and was explaining the same to us. Miss Stella Kramisch, who came to India at Gurudev's invitation, taught us the

principles of Indian Art and dancing. We were really happy in those days at Santiniketan.

During my stay at Santiniketan as a student, a young man of a well known family of Orissa, Nabakrushna Choudhury, came to Viswa-Bharti as a student. He came from the Sabarmati Ashram at the instance of Gandhijee, to study at Santiniketan. There were also G. Ramachandran, B. Gopala Reddy and Syed Mujtaba Ali. All of them are no more. I got engaged to be married to Nabakrushna Choudhury and left Santiniketan in 1927. This was a turning point in my life. How lucky I was to be at Santiniketan learning at the feet of Gurudev! Once my mother had written in an article entitled "Reminiscences of Santiniketan": "Malati was very happy and benefitted much from her residence at Viswa-Bharti as a student. The personal influence of Gurudev and his teachings, his patriotism and idealism, have influenced and guided Malati throughout her life".

After my marriage, Orissa became my home and my area of activity. We settled in a small village named Anakhia, now in Jagatshinghpur District of Orissa, where my husband started improved sugarcane cultivation. Apart from agriculture, establishing a rapport with the surrounding villages was our main concern. In our concept and scheme of rural reconstruction, it is the people who were at the centre of activities. Their development depended on their empowerment, which again was the result of education. We had started adult education work in the neighbouring villages. Soon came the Salt Satyagraha and we jumped at that. It was the greatest movement of mobilisation and motivation, which were the dynamic components of adult education. During the freedom struggle we were activists using the principles of education and communication in creating a conducive environment for Satyagraha. Even as prisoners in the respective jails, we continued the educational activities like teaching fellow prisoners, organising choral singing and disseminating Gandhijee's teachings.

After independence I got opportunities of translating my ideas into practice. As a member of the Constituent Assembly, and as the President of the Utkal Pradesh Congress Committee. I tried my best to emphasize the role of education and adult education in rural reconstruction. When my husband, the late Nabakrushna Choudhury became the Chief Minister of Orissa in 1951, I was assertive enough to focus the plight of the have-nots, particularly those belonging to the scheduled castes and scheduled tribes. Eventually I decided not to join politics because Gandhijee had advised that all Congress activists need not join politics, but should work for and with people with service as their goal.

Even before Independence we had established the Bajraut Chhatravas at Angul in Orissa in 1946, and the Utkal Navajeevan Mandal, also at Angul, in 1948. The Bajraut Chhatravas catered to the educational needs of the children of the freedom fighters. It is now a hostel for boys and girls coming from disadvantaged families from all over Orissa. The Utkal Navajeevan Mandal is a voluntary organisation engaged in rural

development and tribal welfare. The State Resource Centre for Adult Education, which was established at Angul in 1978 under the auspices of the Utkal Navajeevan Mandal, had done some pioneering work in adult education.

Gandhijee had said that adult education should neither begin nor end with the 3R's. I always feel disturbed when I see that we spend a lot of money and energy for achieving literacy per se.

Today at 92, when I look back, I feel as if I have not done enough and much remains to be done in the field of education. 'Education for All', so energetically and emphatically promoted by UNESCO, will not be a reality in an inegalitarian society.

Despite all these handicaps, I hoped to see a literate India. I hope that India will achieve this goal soon.

Once again I greatly appreciate your love and confidence showered upon me today.

M.C. Reddeppa Reddy

## Post Literacy : Strategies for the Next Decade

### Introduction

Post literacy is a continuation of basic literacy for retention and stabilisation of literacy skills acquired by the neo-literates either through the total literacy campaigns or non-formal education programmes. It is necessary to prevent the relapse of neo-literates into illiteracy and also fulfil their future needs and aspirations. Post literacy guides the learners from guided learning to self-learning. The present paper mainly deals with the strategies for implementation of Post-literacy activities in the next decade. Before suggesting the strategies, an insight is provided to understand the different aspects such as Need and Review of Post-literacy activities in the context of total literacy campaigns, problems in implementing Post literacy campaigns, the main aims and objectives of post literacy programme in the next decade.

### Need for Post-literacy programme

The main purpose of post literacy programme is to provide continuing education facilities which help the neo-literates to continue their learning beyond the basic literacy stage and to create a scope for application of learning for improvement of life. In the absence of post-literacy facilities and continuing education arrangements, the neo-literates tend to relapse into illiteracy as has been evident from the past experiences of our country. The post literacy programme which is to be organised in the coming decade should have the following purposes:

- \* Reinforcing and strengthening the literacy skills acquired by the neo-literates;
- \* Bringing the neo-literates from dependence-learning syndrome to self-reliant learning syndrome;
- \* Application of knowledge and skills acquired so as to improve different aspects of personal, occupational and social life;
- \* Generating and sustaining the urge for learning and to provide more learning opportunities and more reading habits encouraged;
- \* Adjusting to the changing society and gaining access not only to information and ideas but also to decisions and effective responsibilities affecting both their own future and that of the community; and

- \* Creating a learning society so that the people can participate effectively in the developmental process.

### **Present status of Post-Literacy Campaigns in India**

We have adopted the campaign approach to achieve the goals of NLM. Post-literacy has been made as an integral part of the literacy campaign itself. At this stage, it is essential to note that planning for post literacy programme must begin well before the completion of the basic literacy programme so that there is a continuity in the programme. The total literacy campaigns were completed in some of the districts and are progress in some other districts. After having completion of the literacy phase, about 137 districts have gone into post-literacy phase (Till December, 1995)<sup>1</sup>. Of them, some districts are being made systematic arrangements for post-literacy and some are lagging behind. Against the target of 176.74 lakh neo-literates, 121.55 lakhs have been enrolled and 59.41 lakhs are participating in the post-literacy programmes organised by different states such as Andhra Pradesh, Gujarat, Himachal Pradesh, Karnataka, Orissa, Maharashtra, Tamil Nadu and West Bengal. As per the recent evaluation report of DAE, the PL programmes are being performed differently in different states in the country. The states of Himachal Pradesh and Tamil Nadu are relatively performing better under PL phase, where 65.95% and 63.63% of the targetted neo-literates are participating respectively. In Karnataka and Gujarat 44.54% and 40.25% neo-literates are participating respectively. The rest of the states are lagging behind and have to make concerted efforts to accelerate the progress.

### **Review of Post-Literacy Activities in India**

The different post-literacy activities which are being undertaken in different states of India are briefly reviewed here under:

#### **Maharashtra**

The neo-literates in Maharashtra have been provided with PL primer I, a monthly magazine, supplementary reading material on different aspects, special radio talks and TV programmes, supply of daily newspaper linkage with development departments, formation of Mahila Mandals, establishment of Lok Shikshan Kendras and JSNs, etc<sup>2</sup>. The districts which are under PL stage include Sindhudurg, Wardha, Pune, Latur, Nanded and Jalna. 'Gaon Kacheri' is the special feature of Pune district<sup>3</sup>, conduct of short duration courses in poultry, tailoring, nursery, etc. in Sindhudurg, use of library and reading room of the educational institutions in Latur, formation of Mahila Mandals in Latur and Pune Districts.

#### **Andhra Pradesh**

Under post-literacy programme, some of the concerns in Andhra Pradesh are: awareness building in respect of national integration, small family norm, environmental

conservation, etc; imparting professional skills for economic development; motivational efforts for universalisation of primary education; linking the family welfare, immunisation, social forestry, legal literacy, women's empowerment, etc., with education and development. Supplying the newspapers, wall newspapers and broadsheets carrying special sections such as success stories of neo-literates as well as volunteers<sup>4</sup>.

Post-literacy programmes are being implemented differently by the districts of Chittoor, Nellore, West Godavari and Nizamabad districts in Andhra Pradesh. Jana Chaitanya Kendras (JCKs) are functioning in Chittoor and Nellore districts. West Godavari and Nizamabad have both Jana Shikshana Kendras (JSNs) and Jana Chaitanya Kendras (JCKs).

### **Gujarat**

Districts of Bhavnagar and Kheda are implementing post-literacy programme in Gujarat. The wide network of milk cooperatives participated in the PL programme. Awareness campaigns such as developmental programmes, mother and child health, enrolment drives in primary schools, establishment of rural libraries, organising vocational programmes for the neo-literates are some of the main components under PL programme in Gujarat.

### **Karnataka**

Dakshina Kannada, Bijapur, Mandya, Shimoga, Tumkur, Raichur, Bidar and Dharwar districts are implementing PL programmes in Karnataka. Karnataka has evolved a fairly sound system of PL activities which pivot around the PL centres commonly referred to as Niranthara Shikshana Kendra (continuing education centres) in Dakshina Kannada or JKK in Tumkur, JCK in Mandya or NATU Kendra in Shimoga<sup>5</sup>. Post-literacy centres are sub-divided into 'literacy groups'. Neo-literate Development Society (NDS) which assumes leadership in pursuing self-learning and group activities for neo-literates has been formed in village/panchayat/taluk/district level.

The service organisations like Mahila Mandal, Yuvaka Mandal, Yuvathi Mandals, Banks, Educational Institutions, Lions club, Rotary club, etc. have adopted the PL centres and are providing the following additional facilities to them:

1. Seating arrangements,
2. Newspapers, periodicals, etc.,
3. Conducting competitions for neo-literates,
4. Organising short-term training programmes for neo-literates,
5. Providing incentives to the volunteers,
6. Helping PLCs to organise functions, etc.

**Orissa**

Post literacy campaign is being implemented in Sundergarh district of Orissa with the involvement and participation of people's committees at different levels. Special Gram Vikas Kendras (Village Vikas Samities) which are organised at village level, are performing the functions such as literacy classes for the left-outs, Literacy circles for the neo-literates, enrolment of all school going children and ensure zero dropout, running of non-formal education centres, organising reading room-cum-library, supply of supplementary reading material, organisation of health awareness camps, etc<sup>6</sup>. For a group of four villages, there is one Jan Vikas Kendra (JVK) on the lines of JSN. The other activities under PL phase are:

1. Supply of two bridge primers and a variety of supplementary materials;
2. Supply of extension literature from development departments;
3. Production of wall newspapers; and
4. Use of folk and traditional media.

**West Bengal**

Post-literacy programme in West Bengal is being implemented in Birbhum, Burdwan and Hooghly. PL centres are established in permanent buildings for continuing education. Management of the campaign was transferred to the local people through Village Education Committees. Concurrent activities for furtherance of programmes of UPE, public health, immunisation, mother and child health are envisaged in the campaign<sup>7</sup>. Under continuing education, different courses on economic issues relating to agricultural practices, animal husbandry, co-operatives are organised to provide skills and competencies to the neo-literates.

**Tamil Nadu**

Under PL campaign, Tamil Nadu has undertaken the PL activities such as Formation of Panchayat/Village level committees, Establishing a library in each village, Conducting book collection campaigns to collect books and magazines, Established literacy walls, Supplying reading materials like posters, newspapers and specially designed books, Guiding the neo-literates to start income generation activities, integration of developmental programmes with PL programme<sup>8</sup>.

Women were taught karate as a means of self defence and to keep their bodies fit under PL programme in PMT district. Thina Thanthi, a popular Tamil Daily Newspaper brought out a weekly two page pull out called 'Arivoli Solai' on Arivoli is the special feature of PL Programme in Pudukkottai district. In Kamarajar district, six campaigns, viz., 1. Health, 2. Legal Literacy, 3. Freedom Struggle, 4. Disaster Management, 5. Small Savings and 6. Water Management in agriculture are integrated with PL

programme.

In North Arcot Ambedkar District, Literacy circles are formed in every village. During the PL phase rural libraries are provided in Ramanathapuram district in cooperation with Rajiv Gandhi Foundation, New Delhi.

### **Problems faced in Implementation of Post Literacy campaigns**

The country has very limited experience in organisation of Post-literacy campaigns. Hence there is a possibility of facing problems in implementing PL programme. Some of the problems and challenges which are being faced are as follows:

1. Lack of motivation among the neo-literates to sustain their literacy skills and continue their education;
2. Lack of adequate structures for organising Post-literacy activities;
3. Inadequate and insufficient training for Post-literacy functionaries;
4. Problems connected with the design, production and circulation of materials for neo-literates;
5. Improper and inadequate supply of post literacy material;
6. Lack of motivation among preraks due to poor honorarium and community support;
7. Poor linkages with different development departments and non-governmental organisations.

### **Aims and objectives of a post-literacy programme**

The post-literacy programme which is to be designed for the next decade should have the following aims and objectives :

1. To enable the neo-literates to retain, strengthen and consolidate the literacy skills;
2. To reinforce and stabilise the literacy skills of the neo-literates to achieve transition from the guided learning to self-directed learning;
3. To upgrade and sharpen the literacy skills i.e. reading, writing and numeracy and help the neo-literates to become independent learners;
4. To provide opportunities which may pave the way for the life long education of the neo-literates;
5. To promote the application of the previously acquired skills to actual living and working conditions;
6. To develop linkages with various developmental programmes such as

health, sanitation, immunisation, family welfare, nutrition, environmental protection, development of wastelands, training of unemployed youth for self-employment, etc., so that neo-literates begin to participate and improve the quality of their lives;

7. To impart four basic skills, i.e. life skills, survival skills, communication skills and vocational skills for the neo-literates to live effectively in the society;
8. To organise training courses in various vocations and occupations which would enhance the earning capacity of the neo-literates;
9. To help the neo-literates organise themselves to resist exploitation and fight for a better deal in society;
10. To sensitise the neo-literates on issues concerning individuals and society as a whole like dowry, child marriage, consumption of liquor, forced labour, payment of minimum wages, equal wages of men and women, etc.;
11. To develop the habit of taking part in discussion, community forums, grama sabha meetings, cultural activities using reading clubs, utilising extension services, searching for information and undertaking new responsibilities as member of community/organisation among the neo-literates.

#### **Strategies for Post literacy in the Next Decade**

The strategies that are required for effective implementation of post-literacy programme in the next decade are :

1. Motivation and mobilizational strategies to impel the target groups to the literacy skills and help them to undertake the self-education process;
2. Organisational strategies for implementing post literacy programme;
3. Training strategies for training the post literacy functionaries for a variety of tasks;
4. Strategies in preparation of post-literacy material which fulfills the needs and aspirations of neo-literates;
5. Operational strategies for organising post-literacy activities and institutions; and
6. Learning strategies for consolidation and stabilisation of literacy skills and applications of these skills for improving the quality of life.

**1. Motivation and Mobilisational Strategies**

- \* Continuing sensitisation of target group through jatha and non-jatha activities.
- \* Creating a literate environment to the use of written communication and regular encouragement of written expression.
- \* Designing diversified post-literacy activities.
- \* Undertaking door-to-door campaigns to sensitise the neo-literates about PL and CE programmes.
- \* Providing open learning opportunities for the community to participate in the learning process.
- \* Appointing of full-time workers in PL Centres and giving adequate honorarium to them.
- \* Organising training programmes for PL workers to equip them with necessary skills and competencies with regard to PL Programme, and
- \* Linkages with developmental programmes and educational programmes.

**2. Organisational Strategies**

- \* Constituting different committees at different levels for different purposes i.e. planning, execution, supervision, coordination, reporting, etc.
- \* Resource group comprising of writers, subject experts and other interested persons for preparation of PL material or for selecting from the existing literature.
- \* A team may be constituted for supervision and monitoring the PL Programme.
- \* Coordination committee may be constituted for coordination of PL activities.
- \* Research team for conducting research studies and getting feedback.
- \* Undertaking the objectives and goals of PL Programme before designing the training programmes.
- \* Selecting the training content which imparts knowledge, attitude and skills to the PL functionaries.
- \* Adopting suitable methods and materials to transact the training content effectively.
- \* Ways and methods of developing confidence among the neo-literates

to utilise the learning opportunities and materials.

- \* Bringing neo-literates together in the form of literacy circles, and
- \* Using various methods and forms of media including electronic media such as Radio, T.V., Video Cassettes, etc.

#### **4. Strategies in Preparation of PL Material**

- \* Precisely determine the learning competencies acquired by the neo-literates and should design an appropriate and differential strategy or responding to their divergent learning needs.
- \* Diversified, functional, problem-solving and environment-based PL materials are prepared or selected.
- \* Recreational topics, social and developmental issues, civics and values, culture and work-related knowledge and skills, etc., are included as content areas of the PL material.
- \* The material should be simple in language in terms of simple letters, meaningful syllables, familiar words, short phrases, simple and straight sentences, descriptive illustrations and colloquial language.
- \* The books should be graded according to the vocabulary, content and readability from the point of view of the neo-literates.
- \* The PL material should convey the message of national importance such as national integration, immunization, health and hygiene, small family norm, environmental protection, women's equality, etc.

#### **5. Operational Strategies**

- \* Organising literacy circles/shikshan kendras by the Volunteers at the village level.
- \* Establishing Jana Shikshan Nilayam/Continuing Education Centres under the supervision of prerak for every 1000 population.
- \* Linking post-literacy programmes with developmental programmes.
- \* Establishing reading clubs, rural libraries in the villages and mobile libraries for the scattered population.
- \* Publishing neo-literate periodicals such as magazines, wall papers, charts, etc., and working arrangements with leading newspaper agencies.
- \* Utilisation of open learning systems such as broadsheets, magazines, books, T V., Radio, etc.

- \* Erecting literacy walls in the villages and paying adequate attention in terms of maintenance.

## 6. Learning Strategies

- \* Guided learning through textual material such as PL primers.
- \* Self-learning through supplementary material on different life-related aspects.
- \* Organising vocational and skill development courses for the neo-literates who want to get gainful employment.
- \* Arranging guest/extension lectures by inviting the developmental functionaries.
- \* Organising group discussions and village parliament to create awareness among the neo-literates, and
- \* Conducting study tours and excursions to get the direct experience.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

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## **Editorial**

The programme of adult education has developed a great deal since the launching of the National Adult Education Programme (NAEP) in 1978. It received a further boost with the launching of NLM in 1988 and Total Literacy Campaigns(TLCs) in 1989-90. Adult Education is being increasingly recognised as an important component of development because of its close linkage with human resources. The research in adult education has a significant role to play in making the programme more effective and meaningful. Research generally helps the educators to formulate policy and provides guidance to those preparing to be professional adult education workers. It also suggests specific problems and broad areas which need the attention of research workers in order to strengthen the on-going programme.

In spite of this large scale expansion of adult education, the research has not received the attention it deserves. The dearth of adequate funds for the research studies has also resulted in less number of studies in the field.

The researches by and large conducted in the field of adult/continuing education have been historical and descriptive. To give the needed support to the adult education programme they should be related to development. There is an urgent need to carry out short-duration grass root researches so that the programme is benefitted. Research can give answer to many problems for its improvement and suggesting innovative programmes.

The ideal thing will be to have an in-built arrangement of research with each programme of adult education. The personnel concerned with the work should be appropriately trained to carry out specific tasks. Such studies will thus be area-specific and directed to homogeneous groups in terms of cultural, socio-economic status - class or caste. The need is to undertake in-depth studies rather than conducting studies with a very small sample. The National Literacy Mission(NLM) and the Directorate of Adult Education(DAE) should play an important role in organising, sponsoring and co-ordinating larger research projects of national importance.

**James A. Draper**

# **Classification of Adult Non-Formal/ Continuing Education and Training Agencies in India**

## **Introduction to the Classification**

A taxonomy is a way of classifying a phenomena within particular field of practice and study, such as adult education. The taxonomy presented here attempts to classify all possible agencies and organisations in India which are involved in offering non-formal/continuing education and training programmes for adults (see the next section for a definition of terms). The purpose of this taxonomy is to articulate the rationale and purpose of adult education and the overall and crucial role adult education plays in the functioning and development of society.

The development of such a scheme is often indicative of the professional level and degree of sophistication of a particular field, such as adult education, the social sciences as well as the physical and applied sciences. The advancement of these fields have depended upon initial and revised classification systems or theoretical mappings. "No study of adult continuing education can become 'scientific' (ie. severely examined) until it 'provides itself with a suitable technical nomenclature' (Mac Kinnon, 1985) or scheme through which it can be studied" (Lifvendahl, 1995).

Over the years, and as part of its increasing sophistication, attempts have been made to devise various classification systems of agencies within the field of adult education (for example, Griffith, 1970; Shroeder, 1970; OECD, 1977; Muti, 1994). In addition, attempts have been made to classify adult education activities according to the content being learned; the programme being offered; the teaching-learning methods being used; and the adult clientele or learning group (Griffith, 1970). As part of her article on "Trends in Adult Education Research in India", Patel (1994) used categories which described institutional settings of research, financial support for research and the areas of adult education research.

As the OECD (1977) points out "Individuals seeking to comprehend the institutional dimensions of the education field often confuse a single institutional form or a small number of diverse kinds of institutions with the full range of the field". In fact, what is required and what this current taxonomy attempts to show, is that more adults are involved in non-formal education than those pursuing education through traditional schools and traditional formal institutions of education. There is hardly any imaginable

setting in which adults do not pursue purposeful and intentional learning, that is, "education". It is important that educators and non-educators is characterised by its exciting and enriching diversity.

### **Definitions**

The following definitions and terms are used in this article, reflecting the general international usage of these terms.

#### *Learning*

- a process of interacting with, adapting to, shaping, and understanding our environment; a process of understanding ourselves.
- a process of acquiring knowledge/skills/attitudes/ values through informal experience or systematic study, both formal or non-formal.
- learning can be unintentional or intentional.

#### *Education*

- a process of managing intentional/planned/systematic learning.
- a process of organising learning toward a predetermined goal or direction (therefore does not include unintentional learning, except incidentally).
- all education is "continuing education" since it is always built on previous individual experience, not necessarily requiring literacy skills.

#### *Adult Education*

- learning is the essence of adult education.
- a process of facilitating and managing the intentional, formal and non-formal, learning of adults (but always accompanied by incidental and informal learning).
- is the facilitating, supporting, managing and understanding of the unintentional and intentional or planned learning of adults.
- refers to both –
  - (a) a field of practice and
  - (b) a field of study (eg. a discipline within the social sciences with its own body of knowledge derived from research and critical reflection).

*Note:* The definition of "adult education" as used here, is not defined by the content, skills, attitudes or values being learned (such as literacy education or professional continuing education); by any particular age group of adults; by the sponsoring agency or location of the educational programme; or by the methods of

teaching and learning being used. These are only variables for describing specific educational programmes.

A comment might be made that the above definition of adult education is too broad and all encompassing (although internationally and historically in India the tendency is to use a broad rather than a narrow definition). The same comment could be said of all fields of study, all of which use all encompassing definitions to define the field, eg. political science, sociology, economics, geology, anthropology and adult education.

#### *Formal Education*

- refers to education (that is, intentional and purposeful learning) for which one receives formal recognition for academic and/or skill achievement, for example, by being awarded a degree or diploma.

Entrance into such a programme requires a formal application, meeting predetermined standards or requirements and being officially registered by the degree/diploma granting institution. The process of the programme is regulated by policies, examinations and the awarding of grades as is the termination or conclusion of the programme. Universities, colleges and schools are primary examples of formal institutions of education.

*Note:* In addition, such institutions will frequently offer non-credit, non-formal educational programmes to adults.

#### *Non-Formal Education*

- refers to educational programmes which do not lead to the awarding of degrees or professional/occupational certification or diplomas. Such education does not preclude the awarding of “certificates of attendance” or certificates of skill achievement. There is sometimes flexibility in interpreting what is “formal” or “non-formal”.

*Note:* As can be seen from the above definitions of “formal” and “non-formal” education, by far the majority of adults are involved in forms of non-formal education as illustrated by this “non-formal taxonomy of agencies”.

#### **Observations**

From the taxonomy, a number of observations and assumptions can be made.

1. All of the categories of agencies are involved, to varying degrees, in providing some form of educational activity to adults, either for its own members, a wider public, or both. That is, all agencies are involved in the management of learning, meaning the acquisition and use of human and material resources.

2. All of the agencies are involved in more than the act of teaching. That is, they are involved in: the assessment of needs; budgeting resources (money and other resources); planning and implementation of educational programmes; selection of adult clients as well as the selection of instructors and other specialised personnel; the training of personnel; evaluation and research; selection and/or production of materials; and organising follow-up and continuing education programmes. All of these functions characterize the enterprise of adult education practice.

3. Some agencies may fall within more than one of the ten categories in the taxonomy. On the other hand, it is highly likely that most adults participate in programmes provided by a variety of agencies in order to serve their own multiple and complex needs.

4. The major factors which determine the category within which specific agencies are placed are: its source and/or diversity of funding, the primary reason for an agency's existence, and the extent to which the agency's mandate focuses on education.

5. Just knowing the content offered in an agency's educational programmes does not necessarily determine why adults are participating in the programme or even what adults are actually learning. The matter of participation and motivation are complex and is an important area of research within the field of study of adult education.

6. The persons responsible for planning and implementing a specific adult education programme may (for purposes of discussion) be placed in one of two categories, namely, "educators of adults" or "adult educators". The former refers to persons who have an expertise (and often specialized training) in a field other than adult education, eg. management, health, agriculture, accounting, engineering, policing and who realise that in order for them to achieve their mandate, they and others must be involved in some form of education. Often through trial and error, these personnel devise and implement educational programmes.

On the other hand, "adult educators" are those who have undergone a formalised programme of study, often as part of a post graduate diploma programme or a university masters or doctoral programme, which focuses on the field of study or "discipline" of adult education. Such persons will be expected to have: a detailed grasp of the body of knowledge within the field of adult education, a historical perspective and understanding of the field, and a grounding in the theory of adult learning. Hence, the adult educator is better able to understand "why" things work in practise rather than only being able to describe "what" is being done. An understanding of the theory, based on research and critical reflection, primarily distinguishes "educators of adults" and "adult educators".

## **A Note to the Reader**

The reader is urged to accept this taxonomy as working document. Although the intent for constructing this classification system is to be all inclusive of all possible agencies in India which are involved in non-formal/continuing education and training programmes for adults, there are, undoubtedly, many limitations to the system.

This reader is invited to: discuss the taxonomy with colleagues; place your own organisation within the taxonomy; develop a similar classification system for your region or state; and use the taxonomy as a working document in training programmes.

### **Classification of Adult Non-Formal/Continuing Education And Training Agencies in India**

#### **I. Government (A)**

- Agencies in this category are those which have been established by government primarily for the purpose of education/training.
- **Examples:**  
Farm and Home Programme (All India Radio); Focus-National T.V.; Hindi Directorate Correspondence Programme.

#### **II. Government (B)**

- In order to fulfil its legislated mandate, each level of government (Central, State and Municipal) depends on some form of non-formal/continuing adult education. Invariably, this will be of two kinds:
  - a) The non-formal continuing and in-service education of employees in order for them to keep up-to-date with changes in knowledge and skills;
  - b) Non-formal education and information giving programmes for the general public, for example, through publications and the mass media.
- **Examples:**  
Such government ministries as Agriculture; Armed Forces; Environment; Health and Welfare; Human Resource Development; Industries and Commerce; Interior; Labour; Prisons; and Railways.
- Both under the centre and state governments there are often special directorates or boards for the implementation of specific programmes, for example, within the Government of India: Ministry of Agriculture (Krishi Vigyan Kendras – Farmers Training Centre); Ministry of Human Resource Development (Directorate of Adult Education); Ministry of Information and Broadcasting (Directorate of Audio-Visual Publicity, Directorate of All India Radio, Doordarshan – TV); Department of Women and Child Development, Ministry of HRD (Central Social Welfare Board).

#### **III. Public Sector**

- Organisations within this category have their own directors and man-

agement, have been incorporated by Government and are influenced by government policy. The non-formal education being conducted within these organisations are in the areas of inservice, continuing and professional development of employees.

– **Examples:**

Andhra Pradesh State Electricity Board; Bhilai Steel Plant; Central Bank of India; Electronics Corporation of India; Hindustan Aeronautics; Hindustan Steel; Hindustan Petroleum Corporation; Indian Petro Chemicals Corporation; National Mineral Development Corporation; National Thermal Power Corporation; State Bank of India and some other banks.

**IV. Autonomous Quasi - Government**

– Essentially these high profile, multiple resource organisations were set up to meet the formal educational needs of children, youth and young adults. In addition, however, most of these organisations are also involved in forms of non-formal continuing education for adults, (usually a non-captive audience), for example, through extension education programmes involving students or teachers or the use of the various resources of these organisations or any combination of these. Such organisations depend largely, if not entirely, on government funds.

– **Examples:**

Andhra Pradesh Open University; Government Schools; Indian Institutes of Technology (IIT); Indira Gandhi National Open University; National Open School; Technical Teachers' Training Institutes; universities and colleges; also publicly supported art galleries and museums.

**V. Autonomous**

– An important but sometimes not a sole function of these autonomous agencies is non-formal education and training of adults. Invariably other functions of these agencies include research and consultation. Such bodies usually have their own independent board of directors which set and control policies relating to staffing and programming. Although depending on various levels of government funding, sources of revenue also come from research contracts and fees for service. These organisations could be under the centre or state governments or union territories. Under each there are autonomous, public sector and non-governmental organisations. Programmes may include an interna-

tional audience.

- In terms of funding, autonomous organisations are of two types:
  - i) Those which receive 100% funding support from the Government of India. Examples: NCERT (National Council for Educational Research and Training); NIAE (National Institute of Adult Education); NIEPA (National Institute of Educational Planning and Administration); NIRD (National Institute of Rural Development).
  - ii) Those which receive funds from a variety of sources such as central and state governments, private trusts, international agencies. Examples: Council for Social Development; Indian Institute of Education; and the various State Resource Centres.

- **Other Examples:**

Action for Welfare and Awakening in the Rural Environment; Administrative Staff College of India; Centre for Policy Research; Council for Advancement of People's Action and Rural Technology (CAPART); National Institute of Small Industry Extension Training (NISJET); Rajiv Gandhi Foundation. In addition, public schools and autonomous libraries (eg. Delhi Public Library) and other cultural institutes can be added to this category.

**VI. Private Sector**

- Agencies within this group include solely independent organisations whose primary goal is profit-making. Especially the larger of these organisations will conduct in-house, non-formal continuing education and training programmes for their employees in order to improve the effectiveness and competitiveness of the organisations. One or more persons are usually designated as staff development or human resource development personnel who are responsible for planning and implementing these educational programmes.

- **Examples:**

Educational Travel Tours; Hindustan Latex; Industrial Development Bank of India; (Institute of Management Studies and Research (recognised by the University of Bombay); Kamani Metals and Alloys; Madura Mills; Premier Automobiles; Tata Engineering and Locomotive Company; Tata Iron and Steel Company; Union Steel Industries.

**VII. Non-Government Voluntary (Indian NGOs)**

- These non-profit agencies are officially registered as Societies under

the Society's Registration Act of India or through some comparable registration at the state level. Some of these agencies could be affiliated with international organisations such as Oxfam or Action Aid or with specific United Nations bodies.

These agencies are dedicated to serving some social or educational need, constituting wide range of programmes, and usually dependent on resources, human and material, given voluntarily. These agencies usually work with a non-captive public audience (except for the non-formal education of its staff and volunteers). That is, formal membership in the organisation is seldom a prerequisite condition for participation. Such agencies are usually dependent on multiple sources of ad-hoc funds. This uncertain long-term source of funds add to the precariousness of such agencies, requiring considerable time and energy in soliciting continuing funds. This category would include community associations which have some educational programmes.

– **Examples:**

Andhra Mahila Sabha; Astha (Udaipur); Bengal Social Service League; Gandhi Peace Foundation; Indian Adult Education Association; Indian National Chapter of the International Association for Education and World Peace; Intercultural Cooperation – Hyderabad Chapter; Kasturba Gandhi Memorial Trust; Kerala Association for Non-Formal Education and Development; Literacy House (Lucknow); Princess Esin Women's Educational Centre; Seva Mandir (Udaipur)

**VIII. Non-Profit Special Interest**

- The primary purpose of the non-formal education programmes run by these charitable agencies is to serve the interests of its members. That is, membership in these registered organisations determines whether or not one is eligible to participate in these programmes. The funding of these agencies largely comes from membership fees.

– **Examples:**

Arya Samaj; Aurobindo Ashram; Central Labour Institute; Cooperative Societies; Hobby Clubs; Indian Association of Engineers; Islamic Education and Cultural Society; Junior Chamber of Commerce; Krishnamurty Foundation; Labour Unions; Religious Groups; Swami Vivekananda Society; YM and YWCA.

**IX. Non-Profit Special Issues**

- These registered charitable agencies essentially focus on a single issue and related concerns. The non-formal education programmes which it

organises includes:

- a) those which it organises for its own staff and volunteers;
- b) those aimed at the general public including publications, training programmes and using the mass media.

To a large extent, the continuation of these agencies depends on their degree of success in raising the public awareness of the issue at hand. Apart from its educational function, such agencies are often engaged in research (or in locating funds for research), service and consultation. Such agencies usually have multiple sources of funds including contributions from various levels of government and voluntary donations. The focus of the issue may link these agencies to other national and international counterparts.

– **Examples:**

Association for the Blind, Association for the Handicapped; Cancer Patients Aid Association of Bombay; Voluntary Health Association of India (VHAI).

**X. International NGOs**

- These non-profit charitable organisations have programmes within India and therefore, to varying degrees, are bound by Government of India policies. These agencies are registered under the charity society act (or the equivalent) within the countries in which their headquarters are located. The service and non-formal educational work of these agencies in India will vary in their degree of autonomy, some of which will be largely “Indianised” with a minimum of foreign intervention.

As with NGOs in general, these agencies usually include service, educational, research and consultation functions. Similarly, they may have multiple funding sources, including, in some cases, the reimbursement of expenses by the Government of India.

In general, International NGOs may be classified into two categories:

- i) Those that are basically charity organisations such as Oxfam and Action Aid but also including Lions and Rotary clubs (through their extension activities); and
- ii) Those which are multi-lateral agencies such as Unicef, UNDP, and WHO.

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**Footnote**

Since 1967, Professor James A. Draper, Ph.D. has been a faculty member within the Post-graduate Department of Adult Education, Ontario Institute for Studies in Education, the University of Toronto, Canada. He was first in India from 1964-66, as a member of a India-Canada team to establish the first extension programme in India at the University of Rajasthan, Jaipur. During this time he taught the first graduate course on adult education in India; was involved in teaching the first university diploma programme; and was on the planning committees for the first all India conference on adult education (Mt. Abu) and the first conference on university adult education (Bhopal). In 1972-73 he was the resident director in India of the Shastri Indo- Canadian Institute, at which time he was also a research scholar at the Indian Council for Social Science Research. He has returned many times to India, the most recent being 1996. His publications on adult education in India are numerous, including *Adult Education and the Social Sciences* and *Adult Education in India* (co-edited).

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## Literacy in Women's Development

In a paper on *Literacy, Women, Politics*, to be published shortly, Mrs. Lakshmi N. Menon, first Chairperson and Founder of the All-India Committee for Eradication of Illiteracy among Women (AICEIW) has observed.

"Mass illiteracy is a sin and a shame, said Gandhiji in 1922. Unashamedly this is used as a good quote,...

Although we repeat that if you educate a boy you educate an individual, on the other hand, if you educate a girl you educate a family or if mother could read the country would flourish. If the poor could read the country would progress.

Over the centuries, the status of women has changed all too slowly. Their living conditions gave them little time for leisure... Ever since the movement for women's rights began in the nineteenth century, women have demanded equality in duty and labour.....

Tradition or no tradition, women must be convinced to accept change – where is there time to learn when a women has to walk miles to carry firewood and water. In the hills, while men migrate to plains for jobs, the women are left to do the management of house and farm under physically trying conditions. When administrations make plans for development, do they think for a moment of the beneficiaries of their lofty expectations? Is it a wonder that hardly any programme could produce any results, let alone 100% ?....

There is no need to have any set programme for uplifting women. Give them education and leave them free. They will work out solutions of problems themselves....

It is not difficult to understand the relationship between women's literacy and social progress. The most backward states in India are those in which literacy is low. Infant mortality rates are high because they lack knowledge of sanitation, hygiene, nutrition etc. Development plans cannot flourish or succeed where women, roughly half the population, are kept out of the mainstream of participation....

The strength of the nation is its people and the national will can be expressed only when people can be aroused to action by means of developing their understanding. This is impossible if women are not made aware of their contribution by means of education. Literacy is the first step towards that....

The achievement of literacy is more important and necessary for the women as she is most likely to be exploited in all her arrangements with the outside world.

Literacy is not merely learning to read or write alphabets. It has many aspects, such as legal literacy, political literacy etc. In order to escape from the hardships caused by illiteracy she must be fully equipped with the instruments which she has to use for the purpose. There are many obstacles, no doubt, but nothing is impossible for the dedicated human will....

Many valiant efforts have been made to achieve literacy but without success. One is reminded of Tolstoy on the emancipation of the serf. The landlord will do everything for the serf except get off his back. Similarly, our Government will do everything except introduce compulsory education. Yet we cannot and should not ignore the recent upsurge to promote the movement for primary education through voluntary effort and voluntary organisations. One sincerely hopes that this upsurge of the people will bring about total eradication of illiteracy soon enough. But to reach no end and to travel or without end seems to be the Government's policy. We seem to be content with people's advice. 'For forms of Government let fools contest. What is best administered is the best....

There is no gainsaying the fact that democracy is the best form of government. When Walt Whitman was asked to suggest a cure for the evils of democracy, he said, 'more democracy'....

When we know that politics even at its best is a race for power in which ideals are dropped on the way, the only means of preventing it is to have an educated and sensible electorate which will act as a road block....

The time has come to push all political parties to develop a real stake in mass literacy, specially women's literacy".

These observations from Mrs. Lakshmi Menon put in a nutshell the main underlying relationships between Women's Literacy and Women's Development. The two facets are briefly examined below and an attempt is made to highlight certain aspects of immediate concern both to public policy and to responsibilities and opportunities for voluntary bodies like the AICEIW, the All-India Women's Conference, the Kasturba Gandhi National Memorial Trust, the National Council of Women and the Y.W.C.A. and, beyond them, for every significant voluntary organisation engaged in women's literacy and women's development at the grassroots community levels as well as for Panchayats in rural areas and Nagar Palikas in urban areas, now endowed with new duties under the seventy-third and seventy-fourth amendments to the constitution. The aspects stressed require, in turn, that the Central and State Governments consider afresh their current approach both to literacy and post-literacy programmes and to programmes for women's development. Since women's development and child development are intimately related, the implications also extend to child development. Necessarily, the main points requiring consideration can be stated only briefly in this paper.

## II

The failure after Independence to fulfil the Directive in the Constitution on universal elementary education for children upto 14 year of age along with the rapid growth of population under conditions of widespread disparity in development and levels of living in different regions and among different sections of the population, bears heavily in the problem of illiteracy generally and, more specially, on illiteracy among women.

The size of the problem of widespread illiteracy is evident from the following statistics from the 1991 census. There were in 1991, 329 millions illiterate persons in India, 271 million in rural areas and 49 million in urban areas, 200.5 million females and 128.4 million males. Further breakdowns and figures for schedules castes and scheduled tribes are available.

Such figures are not available separately for *Other Backward Classes*, now the subject of *Reservation policies* after the Mandal Commission's report, for whom also the issues of literacy and education are of critical importance. The relationships between Education and Castes and Tribes and between the working of the political and administrative system and Castes and Tribes and identifiable socio-economic groups generally are now close to the core of the entire democratic process in the country. They call for objective analysis by social scientists, so that long-range public policies could be developed in preference to short cuts and politically tempting populist measures, which entail their own costs.

The mistakes and failures which have occurred in pursuing adult education and literacy programmes since Independence are known. They represent serious weaknesses in planning, policy, implementation and resource allocation which have still to be corrected. It is acknowledged that the 1979 National Adult Education Programme (NAEP), though marking a step forward, was pursued tardily and the results obtained were small in comparison to the size and complexity of the task before the country. The approach of establishing *Centres* for promoting literacy, which was decried and virtually given up after 1990, did not prove adequate and some serious deficiencies were observed. Even so, in institutional terms some important steps were taken between 1979 and 1989.

Since 1990, the Central Government has pursued the approach of *Total Literacy Campaigns* (TLC) at district levels. Elaborate data and statistics are gathered and published by the Ministry of Human Resource Development. Such statistics are marked by some serious and as yet uncorrected flaws. They are likely in the end to prove misleading to the authorities themselves and, when faced by the actual results of the Census for the Year 2001, to cause considerable disillusionment. The data are faulty in as much as they do not provide the essential break-ups (rural and urban, male and female, age groups, socio-economic groups, expenditure incurred, cost-effectiveness) They are also likely to prove somewhat exaggerated on closer scrutiny. A considerable

proportion of persons and areas now being declared as "fully literate" in terms of the Primers followed are likely to be found to have lapsed into illiteracy or semi-illiteracy. The follow-up in terms of Post-literacy and Continuing Education is quite inadequate, even fleeting and spasmodic and far from being planned on sustainable lines. The so-called *Project Approach* still being implemented mainly from Delhi on quite superficial administrative lines and the *reliance on Collectors of districts as the main agents of change* have serious weaknesses. Meanwhile, the grassroots voluntary movements, inadequate and handicapped for resources and support as they were, will have suffered, in some areas beyond repair, in others still surviving against odds created with good intentions but without sufficient analysis by the Central Government itself.

The Planning Commission should have stepped in earlier to raise the relevant questions and should certainly do so before work on the Ninth Five-Year Plan is much advanced. The evaluations which have been carried out by several research institutes of the Total Literacy Campaigns in several districts have been invariably undertaken *within* the administrative Guidelines provided by the Ministry of Human Resource Development, when they should have also looked beyond and examined the premises on which the Guidelines and the implementation mechanisms underlying TLC programme are based. The Expert Group which was set up by the Government and submitted its Evaluation Report in September 1994 failed to raise the essential questions.

### III

On the development side, attention should be given to:

- Chapter 14 of the Seventh Five Year Plan (pp 310-317) on Socio-Economic Programmes for Women.
- Chapter 15 of the Eighth Five Year Plan (pp 387-405) on Social Welfare, and discussion related to Development of Women.
- Annual Reports of the Ministry of Women and Child Development for 1994-95 and 1995-96, specially sections dealing with Women's Development, Child Development, Other Grant-in-Aid Programmes, and Central Social Welfare Board.

The volume of resources now being devoted to development of women (and children) is gratifying. Institutional mechanisms like the National Commission on Women and others have become available. A variety of training programmes and training institutions are being implemented. There are specific schemes directed to target groups among women in respect of Employment, Self-Employment, Health, Education, Nutrition, Child Welfare etc. Empowerment and Equality of Women are the agreed agenda for action. The range of action initiated is extensive and good as far as it goes. But almost all the programmes are "sponsored" from above. They are all top-down in terms of flow of administrative and financed channels of authority and responsibility. The basic elements of each group, each community, planning for itself is missing. With the coming of Panchayati Raj, concepts of planning and integration in terms of the

needs of each area and each group and relations between the Centre, the States, and local levels are in need of basic and urgent change. Under the existing systems of planning, sponsorship and implementation, the leakage and waste of resources are on a scale which should be probed afresh, by the Planning Commission as well as by leading grassroots voluntary organisations.

The entire structure of public policy and action relating to women's development needs to be thought out afresh in terms of Centre-State relations as they should be under the Constitution and the responsibilities devolving on Panchayats, Nagar Palikas, and People's Voluntary Agencies. The areas in question are primarily for planning at the local micro-level, with support in resources and very broad guidance from above, even from the States, not to speak of the Centre. Voluntary organizations working for the development of women in all its aspects, including literacy, need to bring the searchlight of experience and grassroots participation and involvement to bear on action pursued within each local community. For the rest, there have to be various degrees of "Hands-Off" approaches firmly established as part of the scheme of national, state and local planning.

#### IV

Finally, it has to be stressed that Literacy, including Post-Literacy and Continuing Education have to be closely related to development. They should be focussed on Development of the Community and group concerned in all its aspects. Developmental aims of each community and group should be directed towards the reshaping of the existing literacy and post-literacy and continuing education programme. Both aspects should be designed at close to the level of the people as possible.

Women's Literacy and Post-Literacy and Continuing Education, including imparting of vocational skills and income-generating capacities, are an integral part of the processes of locally planned socio-economic development. They are essential means for such development. At the same time the development in view should enrich and guide the details of action by way of literacy, post-literacy and continuing education and training. Here, social scientists can help, but they have first to go to the grassroots and learn from the people. Then they will be better able to render practical help through their capacity for analysis and ability to integrate different complementary strands of aspiration and action.

Lalita Ramdas

## **Women and Literacy : Continuing Dilemmas – Future Challenges\***

### **Background**

When I was invited to come to Bangalore for this National Research Conference, I was excited because of the opportunity it would give me to interact with a large number of you who are practitioners in the field in which I too have spent nearly two decades of my working life. I was also interested because of my involvement over the past few years with ASPBAE (the Asian South Pacific Bureau of Adult Education) – where we have been examining the impact of **Education on the Empowerment of Women**. It was just over a year ago that Carol Anonuevo and I had occasion to meet and share some of the core ideas of this Research Study which has now become a reality.

However, I preferred to avoid doing yet another ‘Overview of Womens’ Literacy Initiatives in the NGO Sector in India’, because I feel there is enough expertise, experience and information gathered right here,, and the ‘overview’ will evolve of itself as various presentations are made and experiences shared. I have chosen instead to raise some critical questions arising out of our cumulative experience of work in this field over the past decade or more – questions that I have personally been struggling with, and which, I know, are shared by a large number of others like yourselves. I hope very much that we can leave here with some new directions and fresh insights.

### **The Past Year – Village Reality & my own new Insights**

After two decades of work in primarily urban locations, and always as a transient visitor in rural training and other programmes, the move to the village where we now live, has been in many ways the major re-education for us! This part of Maharashtra is just three hours away from the metropolis of Bombay; most of the women and girls below the age of thirty five years have studied for at least eight to ten years in school – many are graduates; they ride bicycles, wander around happily in ‘maxis’ while collecting water from the hand -pumps; and to the casual passer -by all of this must certainly add up to emancipation and empowerment. It is only when you live and begin to interact more closely that you get to realise how different is the veneer from the reality inside, and that basically attitudes and ways of thinking and behaving have not changed.

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\*Key-note address given at National Consultation on ‘Understanding Womens Literacy Efforts in Asia’ at IAS, Indian Institute of Science, Bangalore.

And the realisation, as always continues to be frightening precisely because we are living in times when we only look at the superficial outer layers. No one really wants to, nor has the time to peel those outer layers off and get into the heart of the matter. And in a sense it is this that I would like to address this morning. I am convinced that this process of reflection is all the more critical in the light of the current thrust and emphasis on Mass Literacy, Literacy for Women, Education for All as being the magic formulae which will propel us forward into a new century.

### **The Drive for Total Literacy – Some National and Global Dimensions**

Every time we think about Women and Literacy in the Indian or S. Asian context, inevitably the statistical profile overshadows all else. The background note to this meeting itself speaks of the slower rate of decrease in female literacy vis-a-vis male literacy. Last weeks headline in the Times of India screams out loud about the rising rate of absolute illiteracy in the country. Every International document points to South Asia as the **'basket case'** for literacy – (and of course for much else besides). There is no getting away from the fact that **Absolute Illiteracy** cannot be allowed to continue, and in recent years several global initiatives such as the UN International Literacy Year (ILY); the National Literacy Mission (NLM); the Total Literacy Campaigns (TLCs), and the Education for All (EFA) initiative have all served to place Literacy high on the global and national agendas.

### **The Search for Empowerment Focussed Education**

Many of us who worked at the micro level with programmes of education, especially with women and girls, found ourselves searching for strategies and methodologies which would enable us to address the critical areas of **'mass' and 'scale'**; **as also how best to integrate concerns of quality education with that of quantity and basic provision of schooling for the millions.** Certainly my own experimentation with the TLC in Delhi – perhaps the first such in an urban metropolis – was one such attempt.

But the core challenge to all of us for whom the vision of Education for women did not begin and end with mere literacy, was how to bring in that all-important factor of Empowerment? How indeed was empowerment defined? How did it fit in with the ongoing processes of learning – both in the formal and non-formal systems? And, more importantly, how could it be reconciled with the traditional roles and perceptions about women in society?

Several attempts have been made at the national, regional and global level in the direction of providing a focus on the **content** as different from the **form** of what goes on in the classroom. I would like to pick out a few of the more significant interventions at each of the levels mentioned.

Globally, it was at the 1989 Suraj Kund Conference of the ITFL (International Task Force for Literacy) that some of us spearheaded a conscious effort to examine the

'Womens' Question' in the framework of ongoing Literacy Projects and to raise key concerns as to the criticality of an empowering education. Again at the Jomtien 'Education for All' Conference of 1990 a small group of us from the ICAE linked NGOs critiqued the basic EFA documents from a gender perspective, and certainly found them wanting. The recent EFA /LCI (Largest Country Initiative), Delhi Meeting of Heads of State in 1993 had moved considerably along the road towards integrating a gender perspective – all least if one looks at the recent documentation of the Ministry of Education.

Regionally, there have been attempts made by the nodal UN bodies such as ESCAP to provide some visibility to the Gender Dimension in education. However, it has been the systematic work done by the Asian regional association of ICAE – ASPBAE (The Asian South Pacific Bureau of Adult Education) – especially in the last two years, that has provided a much needed direction to educational work in the Asian region.

At the National level there have been several efforts made by which the basic concept of an empowering education became acceptable to the policy makers and others. Specific programmes such as Mahila Samakhya, Samata – linked to the TLCs, also attempted to translate this effort from the micro to the (relatively) macro level. But even so the moves continued to be tentative, and fragmented with little or no continuity, and few if any, linkages between those who were actually implementing on the ground – a crucial factor for impact and effectiveness. The Beijing Conference and the formation of a Central Coordinating Unit has provided yet another opportunity and a focus on the crucial issue of education and empowerment.

Very briefly this is the background and context of the situation in Literacy and Education especially as it affects girls and women in this country. We need to address two central questions if we are to seriously come to terms with the problem and to put in place a long term national strategy which will bring about significant changes within the next decade.

1. Why this appalling situation after nearly half a century of planned development, extraordinary expansion of the Formal Education System, and the growth and existence of a formidable WOMENS MOVEMENT in the country?
2. What needs to be done? What strategies must we identify and adopt? From where should these initiatives arise? In short, what are the solutions?

### **The Nature of the Challenge**

a. One of the biggest difficulties about the issue of education and empowerment has been the kind of 'soft' nature of education itself. Womens groups did not seriously take up Literacy or Education per se as a top priority on their own agendas till very recently. Even today there is more excitement about Economic Issues or Violence, than there is about Education!

b. NGOs working in education, by and large, did not identify or link with the questions of Empowerment of Women or other concerns of the womens movement. In turn the womens movement did not address the fundamental problem of Universalisation of Elementary Education as essential to the long term goal of empowerment of the woman.

c. Compartmentalisation of sectors or areas of work – both in Governmental thinking, and therefore also in Donor Policy formulation – resulting in large numbers of groups working in narrow focus areas because that was how money was channelised. For over forty years there has been little or no **Integration** either of concept or programmes on the ground.

**Result:** Environment Groups did not look at womens issues; Womens groups stayed away from Mass Literacy and Post Literacy Campaigns; Health groups worked on a one point agenda and left primary schools alone; Govt. schools ran aground and foundered while NGOs spent masses of time and energies setting up parallel Non-formal systems. Meanwhile the Cinema, Electronic Media and increasingly, the Market Forces have continued their own, insidious and all pervasive forms of education which have successfully captured millions in the web of a superficial spiral of needs and products while reinforcing the more reactionary modes of thinking, especially with regard to women and gender issues.

While this might be an over-simplification of the position, in essence it sums up exactly what has been happening in the four decades of 'freedom'.

### The Nature of the Dilemma

The biggest Dilemma we face at this point is the question of how to retrieve both lost ground and lost time. Many of us in the NGO sector have grown accustomed to a particular way and style of functioning. We have convinced ourselves that we work best at the '**MICRO**' level, and although we are aware of the '**MACRO**' nature and scale of the problems, we have not been able to make that transition either intellectually or programatically. More seriously, our ability and willingness to 'network' with our own kind has tended to remain half-hearted and seriously impaired.

While the NGO sector talks about '**new Partnerships**' and '**Improving our management and professionalism**', in actual fact we have not really addressed these areas with any degree of seriousness. As a result, when faced with a possibility of intervention and accepting a large challenge in terms of numbers and scale, we tend to back-off and remain content with the micro operations. **This way we gradually abdicate and lose whatever little leverage we might have in being able to influence and transform ongoing government-run programmes. The few exceptions like Mahila Samakhya, Lok Jumbish, TLCs etc. where there have been serious attempts to work with Government while demonstrating that it is possible, have also shown that it is tough and often more frustrating than productive. And that leads to another spiral**

**of mistrust and reluctance all round.**

More than anything else, no NGO, regardless of their area of specialisation so to speak has made a conscious effort to create a country wide platform on, for and about education at all levels – **from Literacy and Basic Education to Higher Education. There are national platforms on Health, on Environment, Housing and Child Labour—but not on Education. Therefore education has become nobody’s baby.**

**And finally the question of the Content and Quality of Education needs to be addressed without delay. We are seeing a national, collective failure to address the fundamental questions of attitude, of reactionary, and orthodox patterns of thought and behaviour, and of unquestioned feudal and patriarchal value systems both in the classroom and outside.**

**The Challenges Ahead**

**If I am painting a grim scenario there is good reason for this – the situation is nothing short of alarming. So what can be done?**

I am especially happy that this group here represents a mixture of those working in education and with a focus on women. Clearly there are synergies that need to be harnessed and put to further creative action in the future. In this concluding section I would like to list out a number of concrete steps which I believe we need to take collectively in order to turn the tide.

1. Mass mobilisation of all sectors in society for quality primary education for all with a special focus on the Girl Child. This is the best insurance against Illiteracy and it should be put as top priority on the Agenda of every NGO, Govt Department, Panchayat, Corporate Body. As women interested in enabling and empowering women to gain direct access to information, knowledge and therefore creating decision making capacity, it is my increasing conviction that true interest in- and fluency in, reading and writing really develops at the school level. And all our efforts must be mobilised to enabling at least the next generation to be genuinely literate unlike as at present.

2. Leading from the above – give a call for a ten year mass campaign for primary education – like a new freedom struggle – with emphasis on quality teaching, relevant content, learning that is creative and fun, and building up a generation that is a learning, thinking and questioning citizenry.

3. Launch a National Platform or Network for Education – involving a wide cross section of people from several sectors. This is particularly critical in view of the current trends, liberalisation, Structural Adjustment Programmes, and the increasing investment by Foreign Agencies in Education in the so-called BIMARU States – i.e. Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh.

4. Mobilise a wider cross-section of citizens in support of the struggle for Women

to become literate – using the issues significant in the day to day lives of women – i.e. rising prices, water, health and education of children, the job market and employment.

Issues like public health, sanitation, garbage clearance, local environment need to be taken up in local communities by NGOs who have also been so busy with the 'larger' issues, that we have often tended to neglect the more 'mundane' things like those listed above.

For instance if we can mobilise communities to improve the atmosphere and environment of every classroom for the child in primary school. The world view of the future citizen in the country is shaped in those millions of dreary classrooms. In their present condition can they ever provide an inspiration to perform, to aspire to excellence, to create any form of aesthetic sensibility?

5. Develop a broad framework of issues, around the basic understanding of Citizenship building and ensure that all our institutions from the school level up include a more pro-active and creative way in which citizenship education can be propagated.

6. Work with all available partners regardless of political and other ideological barriers to achieve universal learning – perhaps the one non-controversial objective. It is essential that we re-think our positions on partnership building – and I am specifically talking of some of the following:

- Trade and Industry – the emerging dominant force in the new 'global' economic order
- Government sector – social welfare, education etc. at local levels – we need to re-harness their considerable infrastructure.
- Traditional womens organisations – the Mahila Mandals, Satsangs, Bhajan groups – these need to be contacted, reached out to, 'infiltrated' so to speak.
- Trade Unions
- All community based organisations

7. Understand, refine, develop and propagate the concept of a Life long Learning Society as part of Post Literacy in its widest connotation. This also calls for an understanding that as presently structured, the life of an average girl/woman in Indian society does not provide her with either the leisure or the environment that encourages her to continue to study, read or write. The need to create a 'learning environment' has been much talked about, but continues to remain an idea only.

8. Perhaps we need to set targets whereby groups of NGOs, Corporate sector and citizens can together create Community Libraries/reading rooms and ensure the provision and supply of relevant materials. In places like Thailand, local organisations like the temples, the monks, Association of Librarians etc were mobilised to set-up and run libraries etc. Perhaps we need to explore the local resources available to channelise them

in this direction.

9. A well development programme for women needs to be developed wherein their role as citizens, members of the Panchayat, can be encouraged and supported. This involves working with existing local administration and officials to orient and educate them to be more receptive to such ideas. A recent article by an IAS officer from Maharashtra published by MANUSHI eloquently portrays that more often than not, the present 30% reservation for women in Panchayats, can easily become a complete farce and a mere token.

The need to intervene at the level of the Panchayat is all the more critical given the increasing role envisaged for local self-government in almost every sector of developmental activities. Empowering women for greater political participation can only be facilitated by the right kind of education that prepares her for that role from very early in her socialisation.

10. Formulate a creative new vision on the use of Media for literacy and education. The power and potential of the present day electronic media has not been harnessed by us. Can we hire a transponder exclusively for beaming 'alternate' programmes?! Perhaps some of these ideas sound wild – but it is perhaps time to think boldly!

11. Finally, I would urge that womens groups work much more closely with men and women in achieving several of the goals identified above. The entire strategy for Empowerment of Women has to be brought onto the agendas -- both political, and personal, of the men in our society.

Ultimately, we have to strengthen, democratise, and take forward the debate on literacy and education with all of society and its structures – I believe the time is now.

Ila Patel

# **Evaluation of Adult Education Programmes in India**

## **Introduction**

Evaluation research dominates the field of adult education. Commissioned evaluation studies are important sources of information for policy planners to understand programme implementation, learning outcomes and social impact on individuals, community and society at large. Despite the significance of programme evaluation in policy planning and programme improvement, commissioned programme evaluation in India has seldom been subjected to closer scrutiny. Only a small proportion of programme evaluation studies is evaluated, specifically when their findings are found controversial or unacceptable by the sponsoring agency. Though sporadic attempts are made to present descriptive summaries of commissioned programme evaluation studies on large-scale adult education programmes (Mathur and Prem Chand 1981, Mathur and Subramaniam 1990) or to describe general trends in research in adult education (Salamatullah and Bareth 1984, Palsane and Rastogi 1986, and Bhatia 1991), no serious effort is yet made to critically review the trends in extensive literature on government-sponsored programme evaluation studies in adult education.

This paper focuses on understanding the practice of the government-sponsored programme evaluation in adult education. The first section gives a historical overview of the programme evaluation in India. The practice of programme evaluation research is briefly examined in the second section. While the final section highlights some of the salient research issues and the agenda in programme evaluation.

## **Historical overview**

In the field of adult education, programme evaluation is a recent phenomena. A cursory look at the evaluation practice in adult education in the international context during the last four decades shows that evaluation of adult education, in general, has remained a low priority area for policy planners and researchers (Bhola 1988). Marginality of evaluation research in adult education can be attributed to low priority assigned to adult education within the educational sector policies and scarce resources available for the implementation of adult education programmes.

The first major cross-country evaluation study in adult education was on the UNESCO/UNDP-sponsored Experimental World Literacy Programme (EWLP), which was implemented as a pilot project in 11 developing countries, namely, Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, and Tanzania during

1967-72. Despite the expansion of adult education in developing countries during the last two decades, it is only since early 1980s that an interest in evaluation of large-scale adult education programme has gradually emerged. Scarce resources even for the implementation of adult education programmes and the lack of intellectual infrastructure to conduct evaluation research have made it difficult for most developing countries to undertake systematic evaluation of their adult education programmes or make evaluation an integral part of these programmes. Evaluation in adult education has been brought to most developing countries as part of the technical assistance package by the multilateral and bilateral agencies (Bhola 1988: 159-60).

India has a long tradition of evaluation research in the field of adult education. Since Independence, major programmes of adult education have been routinely evaluated by the government to understand the extent to which these programmes were implemented. The practice of programme evaluation research in India can be divided into two distinct phases: the tradition of sporadic efforts in internal and at times external evaluation of adult education programmes during 1951-71, and external evaluation of large-scale adult education programmes since 1978. The underlying rationale for evaluation, who sponsors evaluation and who conducts evaluation have, however, gradually changed over the years.

Impetus to programme evaluation in adult education was given by a functional literacy project, which was launched in India in 1967 under the UNESCO/UNDP-sponsored Experimental World Literacy Programme. Evaluation interests were also carried into the Farmers' Training and Functional Literacy Project that followed. Under this project, some useful technical material on evaluation was developed, including a training guide that contained an instrument for initial survey, a list of indicators of impact, literacy test, and models for periodical reports.

The introduction of India's first nationwide programme of adult education – the National Adult Education Programme (NAEP) – in 1978 marked a beginning of a tradition of evaluation of the large-scale adult education programmes at various levels in collaboration with the national and state governments and specialised academic institutes. During 1978-85, the NAEP (renamed as the Adult Education Programme since 1980), was concurrently evaluated by seven institutes of social sciences and management and about 80 evaluation reports were brought out on various aspects of the programme. Though programme evaluation was discontinued by the central government during 1984-85, it was resumed again during 1987-88. Since the late 1980s, evaluation and monitoring of the literacy campaign has become an integral part of the National Literacy Mission (NLM) that was launched in 1988 to promote literacy on a mass scale through the campaign approach. Since then, several external evaluation and programme evaluation studies of literacy campaigns have been conducted by various research institutes and agencies.

Thus, with increased investment in nationwide programmes of adult education,

programme evaluation has become an integral part of the adult education programme. Programme evaluation is now conceived by development planners as a tool to monitor the implementation of the programme and assess its impact on the intended beneficiaries. Although programme evaluation has become diversified over a period of time, much remains to be done to improve the quality of evaluation research in order to contribute to designing and implementing relevant adult education policy and programmes.

### **The practice of programme evaluation**

Evaluation research on the ongoing programmes of adult education dominates the field of adult education research (Patel 1994). During 1978-92, the government commissioned about 88 evaluation studies to various research institutes and agencies in order to understand the processes and problems of implementation of adult education programmes and their impact on learners. Since 1988, several programme evaluation studies on literacy campaigns have been conducted by the selected institutes of social sciences and professional agencies to assess learning outcomes and the short-term impact of the literacy campaign on the community (see Directorate of Adult Education 1994 for the review).

A quick review of programme evaluation of adult education programmes reveals the following broad trends:

#### **1. A theoretical approach to evaluation**

Evaluation research in India is largely undertaken as a theoretical activity. Developing an appropriate conceptual framework for evaluation is a neglected area in the programme evaluation research in India. Most studies have failed to integrate a prior conceptual framework or theory into evaluation. Often evaluation is undertaken as a mechanical research activity. In general, the focus of most evaluation studies has remained on quick and simple appraisal of inputs and outputs of the programme without concerns for the transformative processes and the context that influence programme implementation. Unqualified claims of success or failure of a programme, based on such 'black box' type of evaluation, do not assist policy planners to improve programme implementation or formulate appropriate policy in adult education. Programme evaluation research in India can go beyond simplistic analysis of quantitative data on learners and literacy outcomes and draw from divergent perspectives of social sciences.

#### **2. Dominance of quantitative research methodology**

Quantitative research methodology is most frequently used in these evaluation studies. Very limited evaluation studies combine qualitative and quantitative research approaches. On the other hand, qualitative evaluation studies are very rare. Most of the evaluation studies are undertaken through quick appraisals and purposive sample surveys, and are less sophisticated in terms of research design. Techniques of data collec-

tion, in general, are formalised, such as structured questionnaires and interviews. Qualitative research methods of participant observation and in-depth interviews and group discussion are seldom used. Despite large-scale collection of quantitative data, most of the studies do not even systematically use descriptive statistics. Data analysis is generally restricted to rather simple presentation of data in terms of raw frequency and/or percentages. Thus, evaluation research in India is dominated by quantitative research despite growing significance of qualitative and participatory research approaches in adult education. What is needed is using multiple evaluation approaches and methods.

### **3. Crude assessment of literacy attainment**

Assessment of literacy attainment among learners is an important area of investigation in evaluation research. However, until the introduction of Total Literacy Campaign in the late 1980s, the focus of programme evaluation research was not on literacy assessment. In evaluation studies of NAEP and AEP, which had undertaken literacy assessment, literacy was assessed through crude measures, such as questions or scale developed by the researchers, or through unstandardised literacy tests. With the development of norms for evaluation of literacy attainment among learners by the NLM (Directorate of Adult Education 1992), assessment of literacy is somewhat systematised. However, reliability and validity of many evaluation studies are dubious due to the use of unrepresentative and unscientific samples and deviation from NLM norms (Directorate of Adult Education 1994: 14). Furthermore, the focus of such assessment is on declaring a person or a district "literate" than on understanding processes underlying literacy learning among adults.

### **4. Neglect of the study of gender issues in adult education**

While it has been recognised widely that the problem of illiteracy is grave amongst women in India, researchers in adult education or women's education have neither paid adequate attention to examining gender issues in adult education nor have undertaken systematic research on women's literacy (Dighe and Patel 1993). Of 88 government-sponsored programme evaluation studies, conducted by various research institutes and agencies, only two of them focus specifically on women. Thus, gender issues in adult education has remained a marginal area of inquiry in the field of adult education.

Programme evaluation studies on adult education programmes are important source of information about learners, their participation in adult education centres and learning outcomes. Most of the evaluation studies include women in the sample as learners and instructors, and sporadically highlight sex differences in enrolment in adult education centres. However, no serious efforts are made to understand the extent and nature of women's participation in adult education programmes, and the impact of adult education on their lives. Except for presenting sex differences in some of the tables, most of the studies do not even attempt to explain or analyse why such differences exist.

In summary, the focus of programme evaluation is on an overview of programme implementation in terms of inputs and outputs, and not on processes and context, which condition implementation of the programme in the field. In India, evaluation in adult education is largely undertaken as atheoretical activity. Programme evaluation has become a set of predetermined research steps that are uniformly and mechanically applied to various programmes without concern for the practical implications of programme content, setting, participants and implementing agencies. Such evaluation may provide a gross assessment of whether or not the programme works, but fails to examine the political and organisational context of the programme inputs/outputs and processes, and pinpoint the limitations of the programme.

### **Research issues and agenda**

Programme evaluation is an important area of inquiry in the field of adult education in India. However, rigorous academic research in this area is very limited. A quick review of trends in programme evaluation research shows ad hoc attempts to investigate operational aspects of adult education programmes than systematic and sustained efforts to build the foundation of evaluation research in adult education. Programme-specific evaluation as well as research in foundation areas of adult literacy can contribute to strengthening knowledge-base in adult education.

Most evaluation studies have primarily been method-oriented, relying heavily upon research methods (quantitative, qualitative, participatory, etc.) than on specific evaluation approaches in conducting evaluations. Systematic evaluation can be distinguished from informal evaluations in the area of methodology. When the focus of evaluation practice moves away from quick appraisals of programmes towards rigorously gathered evidence, evaluators must deal with the complex area of epistemology in evaluation research in adult education.

Total Literacy Campaign has emerged as an important strategy for promoting literacy on a mass scale. There are several key components of Total Literacy Campaigns which research-oriented and rigorous evaluation studies can take up.

1. With the introduction of Total Literacy Campaigns (TLCs) in the late 1980s and initial success of TLCs in some of the states in promoting literacy, the campaign approach to literacy has been perceived by development planners as the most effective means of tackling the problem of illiteracy in India. Is the TLC a cheaper and more efficient way of promoting literacy on a sustainable basis? Rigorous research on different approaches to literacy and comparative cost-benefit analysis of adult education programmes can shed light on this question.

2. Social mobilisation is an important strategy of literacy campaigns to create favourable learning environment. Do literacy classes in TLCs give better learning outcomes because of favourable environment-building within the literacy campaign? A comparative study of TLCs with different kind of mobilisation strategies can help us

understand the impact of social mobilisation and environment-building on literacy attainment. Furthermore, it is also important to study how the mobilisation strategy in a TLC has contributed to motivating women learners and volunteers and sustain their participation in the literacy campaign.

3. In the TLC, a new pedagogic approach, known as Improved Pace and Content of Learning (IPCL) is introduced for teaching literacy. How is this approach translated in literacy classes? How do the new IPCL primers improve pace and quality of literacy learning. Rigorous research on pedagogy used in literacy classes by educational researchers and linguists can help us understand the strengths and limitations of the IPCL approach for teaching literacy.

4. The TLCs claim large-scale participation of women learners in literacy campaigns. However, we know very little about the nature and extent of women's participation in literacy campaigns. Evaluation studies can examine in detail factors facilitating or hindering women's participation in literacy classes and differential levels of literacy attainment among them.

5. In TLCs, large number of students and youth have actively participated as volunteer instructors. For many of them, it was the first experience of activism. Programme evaluation can study the nature and extent of their participation and impact of literacy campaigns on their lives.

Furthermore, programme evaluation can also initiate research on some of the foundation areas in adult literacy, such as literacy learning, uses and functions of literacy, retention of literacy and so on, which are not explored in adult education research. Rigorous academic research in the following areas can help improve devising appropriate policy intervention.

1. Acquisition of literacy is assumed to bring desirable social and economic benefits, such as increased productivity, improved health, political awareness and so on. How acquisition of rudimentary literacy skills enables a neoliterate to improve his/her life? Longitudinal tracer studies and ethnographic studies can give us the answer.

2. Often development planners and evaluators take for granted that neoliterates use their newly acquired skills in their daily life. However, we know little about how neoliterates actually use knowledge and skills that they acquire in literacy classes. Detailed documentation of experiences of learners from divergent demographic and socio-economic background can be a rich source of data for understanding processes of learning and applications of literacy. Case studies or life histories of neoliterates can also help us understand the uses and functions of literacy in the daily lives.

3. Most programme evaluation studies on TLCs focus on outcomes in terms of literacy attainment and seldom examine processes that facilitate literacy learning and retention. Systematic research in this area can help devise better strategies for both, literacy as well as post-literacy and continuing education.

In summary, programme evaluation research is essentially a political activity. It is inextricably interwoven with public policy formulation and all the political forces involved in that process. We spend large amount of human and financial resources in conducting evaluations that are largely irrelevant, no matter how impeccably designed and conducted. As adult educators and academicians we must take up the challenge posed by evaluation research in adult education to gear adult education policy and programmes towards social change and social transformation.

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Arun C. Mehta

## **Development and Utilisation of Database for Non-formal Literacy Programmes and Networking of Computers\***

### **Introduction**

The World Declaration on 'Education for All' (EFA) held at Jomtien, Thailand in 1990 was based on the assumption that literacy programme promotes Human Resource Development at the mass level and it contributes to increase in investment and output per worker. Literacy was found to correlate with increased life expectancy and it contributes a great deal to control of rapid population growth. It also promotes participation of all individuals in their local communities and in the global society which helps to create environment friendly awareness. However, keeping in view low literacy and high percentage of out-of-school children in general and position of women in particular in India, it is unlikely to achieve the goals of Education for All before the turn of the present century as was envisaged in the World declaration. Based on the growth of literacy during the last decade and on the assumption of continuation of past trend into the future, it is unlikely that the status of universal literacy would be attained before the year 2027 (Mehta, 1993 & 96). Hence, rigorous efforts are needed to achieve the goals. It is thus, of great importance to make concerted efforts to bring all concerned under the umbrella of education, efforts for which can be made both under formal and non-formal sectors of education. Sporadic attempts have been made in the recent past to obtain the goals of universal primary education and literacy but still achievement of goals are far out of the sight is to further intensify by introducing innovative programmes at the grassroots level to promote education of girls and women. Any programme/project can be implemented efficiently, if management information system is effective which can also play a positive role in fulfillment of goals and objectives. Therefore, there is a need first to develop an efficient management information system with focus on non-formal literacy programme, such as, Total Literacy Campaign (TLC) so that the same can be used to monitor the programme in general and education of girls and women in particular.

### **Need for a Database**

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\*The article is largely based on 'Development and Utilisation of Database for Non-formal Literacy Programme' and 'Networking of Computers' presented in 'Workshop for Developing Literacy Resource Centre for Girls and Women in Bangladesh' held at Dhaka, Bangladesh during August 21-30, 1995.

The first stage of planning in any sector of economy is diagnosis of existing situation with particular reference to a number of indicators which may be termed as stock taking. In relation to planning for non-formal, literacy and continuing education, it is better first to diagnose literacy situation at the macro (country level) and/or micro (District and Village) level. This can be done by considering both time-series and cross-sectional data. The data, so utilised may be quantitative as well as qualitative in nature. The diagnosis exercise would help us to evolve appropriate strategies to face the problems and improve the existing position (for details see UNESCO, 1994). The diagnosis exercise may be based on both secondary i.e. census and primary sources i.e. generated through surveys and projects. Thus, for understanding of the existing situation, it would be proper to develop a database which may include information on a variety of variables both from formal and non-formal sectors of education so that out-of-school children and women who are at present not enrolled can be identified and estimated in future. Better, it would be to collect all the relevant information at the local level for effective monitoring of programme which can also help us to identify educationally weaker areas in both educationally advanced and backward districts. It would be proper to have desegregated picture with particular reference to male/female, deprived population, geographical location, etc. The database, so developed at the local level, in turn can be linked to databases at the block/district/country level. Thus, for diagnosis, databases on the following areas need to be developed:

- (i) General Demographic Indicators
- (ii) School Related Information; and
- (iii) Literacy Statistics.

Before any programme/scheme is launched, it is pre-requisite to know thoroughly the population for which the scheme is planned. Not only total population and its age and sex distribution but its rural/urban distribution is also required at desegregated level. The position of district viz-a-viz other districts in the state and block with relation to other blocks of the district needs to be analysed. Pockets within the district/block having population growth higher/lower than the state/district along with the reasons should be identified. If considerable size of Scheduled Castes and Scheduled Tribes population is available in the block/district, due attention needs to be paid. In case of elementary education, population of age-group 6-14 years is required as compared to population of 15-35 years for adult and continuing education (TLC) programme. The basic information collected under the demographic sector be further used to compute a variety of indicators, such as, sex ratio, density of population and annual rate of growth of population which can be of great help at the time of formulation of plan at different levels of planning. For better planning, reliable estimates of future population should only be used.

Under the literacy sector, both literates and illiterates over a period of time in different age-groups and educational level of literates needs to be thoroughly analysed. The literates in different age-groups should be linked to corresponding population so that

areas where illiterate population concentrate can be identified which should ultimately be linked to opening of adult centers. While collecting information, its likely use should be decided well in advance. Information should not be collected for sake of collection. Naturally, collection of information should be linked to objectives of developing database and, if focus is on girls and women, even minute information which may influence their education be collected.

Though, the specific focus of planning in the present context is on non-formal literacy programmes, it is necessary to collect information on primary education because primary schooling, literacy programmes and non-formal continuing education programmes are complementary to one other. The efficiency of primary education system is directly related to the magnitude of the problem of illiteracy. So far as the school related information is concerned, the analysis should start from the indicators which give information regarding access. Number of habitations having primary and middle schooling facilities should be first collected which should be followed by information on percentage of rural population served by the schooling facilities. Such type of information can be obtained from all-India educational surveys conducted from time to time which is otherwise not available on regular basis through annual collection of statistics. Information on access, should be followed by collection of information on infrastructural facilities available in a school/block/district. Other important information relate to schools need to be collected is enrolment and attendance pattern; and pattern of wastage and stagnation at different levels of schooling. While analysing efficiency of education system, different indicators of efficiency be computed separately for male/female, rural/urban, ST/ST/General population etc. so that they can help in identifying educationally weaker areas within a block/district.

Information on these items are already available at different levels but in disintegrated manner. It is not only that the reference period and coverage are different and data is out-dated but even the definition of such terms as, literacy, being different under different sets of data (Mehta, 1996) . Thus, while collecting such type of information, our focus should be on diagnosing the existing situation and not merely for preparation of status reports. Once the diagnosis is over, the next stage of planning is review of past plans, programmes and policies with respect to NFE and adult/continuing programmes including that of case studies of success and failure. This can be done by using both qualitative as well as quantitative analysis and by considering both government as well as non-governmental programmes at macro and micro levels.

Based on the diagnosis of the existing situation, it would be easy to identify areas where more out-of-school children and illiterates are concentrated. Interventions through innovative programmes in these areas are required. Thus, for any action based programme/project, monitoring plays an important role in effective implementation of the programme. For effective monitoring, strong Management Information System (MIS) is required. Though, MIS at different level is already in existence, but for effective implementation of National Policy on Education (1986 & 1992), literacy and continuing

education programmes, such as, total literacy campaign, existing MISs need to be integrated so that it can become a decision support system at different levels of planning. Thus, a management information system (for details see UNESCO, 1994) of non-formal literacy programme with focus on girls and women needs to be developed with following objectives:

- to collect, process, store, analyse and disseminate information
- to provide educational planners/project functionaries with reliable and timely data and information for decision-making
- to aggregate different databases and integrate them into a system
- to prepare and disseminate aggregate statistics
- to feedback information to village/block/district and project level to improve the quality of the programme and
- to provide information that would help project functionaries set norms for performance and achievement indicators and to set the criteria for success and failure.

The first step in developing an educational MIS is the identification of type of information required at different levels. Broadly, the following databases need to be developed and integrated.

*I. Learners/Participants/Students*

- Population
- Enrollment
- Class Organisation

*II. Education Personnel*

- Present Staff
- Recruitment
- Staff Development

*III. Curriculum*

- Development
- Implementation
- Evaluation

*IV. Non-Formal Education*

- Literacy and Post Literacy Programmes
- Adult Education Programmes
- Distance Learning Programmes

- V. *Physical Facilities*
  - Existing Facilities
- VI. *Finance*
- VII. *Legislation, Organisation and Administration*

### **Use of Data Bases**

The databases so generated can be used to convert information into a variety of indicators which would help planners/project functionaries to take quick decisions. This can also be done through graphic presentation including those of geographical maps. When the databases grow, the same can be used to judge the progress of programme with particular reference to:

- literacy/literates/illiterates
- out-of-school children, clientele population
- number of literacy centres
- number of learners/enrolment
- drop-out rates over a period of time
- institutions/teachers
- average daily attendance
- number of districts/blocks according to literacy levels
- information on teaching-learning material.

So far as the periodicity of different databases under MIS is concerned, it will vary from item to item and objectives behind it. It may be on regular (annual/quarterly/monthly), adhoc and sample basis which can be collected from a variety of sources and be grouped under different headings, such as, details of centre, teacher/instructor, supervisor, equipment and learning material, salary of teachers, learners, project office, media, and community support. Even, initially when a village is selected under the programme/project, a household survey needs to be conducted in order to get first hand information on education and related areas which can also generate consolidated position at different levels.

### **Networking of Computers**

The above MIS can be developed with computers or even without computers. Use of computers would naturally produce more reliable and timely information. The other important aspect of MIS is flow of information and level at which it is needed for monitoring of the programme. This can be in accordance to funds available and objectives of the programme. Computerisation of data at the local level i.e. village may be easy so as to feed the information but provision of computers to all the projects may not be feasible or even proper personnel who can handle computers may itself not

available. However, once the information is collected at the local level, the same can be initially computerised at the block level which would in turn disseminate aggregate information at the block, district and national level. More specifically computerised MIS has following additional features (DISNIC, 1990 & Directorate of Adult Education, 1989) :

- data to be processed are primarily quantitative in nature
- the volume of data to be handled and stored is massive
- fast and easy retrieval
- massive storage in compact form
- it facilitates tremendously the search, sorting and retrieval of specific information
- accuracy and uniformity of output and
- increases information flow.

If the resources are limited, the best way of sharing them is through networking of computers. The precise information available at different places cannot only be accessed but can also be manipulated under the networking. When two or more computers (or a group of computers) and computer devices are linked together on transmission lines so that information and resources can be shared is known as networking. Networking links people to people and people to information which they seek. Dot matrix/laser printers, memory, RAM, programmes and databases are some of the computer devices which can be shared efficiently under the networking. Telephones is generally used as a mode of transmission between two or more computers. Networking can be established with in an organisation or between two or more organisations may be situated at distant places through communication lines. The computers under networking have their own processing capabilities (Central Processing Unit) and they share resources 'Host Computer' (File Server) which over-all monitors the networking. The host computer may be a 'dedicated' or a 'non-dedicated' terminal. A computer is known to be dedicated, if it only control the network and cannot be used as a terminal. On the other hand, non-dedicated host computer can be used when it is not in the supervisory mode. Different computers under the network are known as 'modes/working stations'. A mode may or may not has local hard-disk but it has its own processing capability that is why it is also known as 'intelligent terminal'. On the other hand a computer without processing capability and without memory is termed as 'dumb terminal' which is used only for entering data or viewing output. The dumb terminal has a direct communication link with the host computer. If the intelligent terminal has memory, it can also be used as standalone terminals.

A number of networks both under 'Local Area Network' (LAN) and 'Wider Area Networks' (WAN) are in operation throughout the world. Arrangement of computers under networking is known as 'topology', hence networking has different topologies. BUS, RING AND STAR are some of the commonly used topologies under LOCAL Area

Network (LAN). Under LAN, two or more computers are connected directly by a cable either in a room, building, between buildings, a group of offices, colleges, campus etc. LAN reduces hardware cost, shades software, data files and peripheral devices listed above. In the BUS topology, computers are connected through single two directional communication wire whereas they are connected in a ring/circle in RING topology. In the STAR topology, several computers are connected to central computer. All of these topologies have advantages and disadvantages too but BUS topology is commonly used topology under LAN.

Under Wide Area Network (WAN), two or more computers at two distant places are linked by either telephone lines or by microwave relays/satellites. WAN not only facilitate sharing of resources and databases but it also facilitate sharing of ideas which can improve productivity and creativity of users. WAN has a wide range of applications. Air, train and hotel reservations are all done through WAN. Educational Networks and Electronic-mail are some of the other applications of WAN which are being utilised throughout the world by more than 20 million users linked to about 2 million host computers. Electronic mail which is popularly known as 'E-Mail' is the computerised version of surface mail, but it is much faster and more reliable than any other mode of communication. Each user has an electronic mail box on the host computer on which others can leave messages for later reading. These messages wait till the receiver has the opportunity to read to which the user can respond later according to his own convenience. Through WAN, a user can log-in to a distant mainframe/mini or a super computer and can use programmes and share databases which are otherwise very expensive and out of reach of common users. The faculty members, researchers, students and administrators at different places can communicate, share ideas and resources and work jointly on problems and projects. Even, an article can be drafted in one location and the same can be reviewed, corrected and commented on in another location, all in the same day. All this can be done through a PC, a tele-communication line and a modem.

Computers do not speak the same language as that of telephones. Computer produces 'digital' signals ('1' and '0') or electrical pulses whereas telephone lines transmitted human voice in the form of continuous 'analog' signals. Thus both i.e. digital to analog and analog to digital signals need to be converted which is possible through a hardware device, namely, MODEM (Modulate/DEModulate) which codes and decodes messages. The speed of transmission through Modem is measured in 'Bits Per Second' (BPS). If the speed of a modem is high, data transmission would take place at a faster speed which means less communication time on telephone. Modems can be installed either internally on the circuit board itself or externally on a serial port (9-pins) of the terminal.

### **On Line Processing**

Before the development of PCs, hardwares were very expensive, hence the computer time was very precious. It was a practice to supply data in groups or batches to

computer in order to save computer time which was possible through input/output devices i.e. card reader. The batch processing minimises computer time at the cost of accessibility to information. Thus there is a time lag in between data collection and processing. This type of processing of data is known as off-line processing. But, with the introduction of PCs, the whole scenario has changed. Managers and management demand data to be processed immediately. On-line systems have the capability of processing almost immediately and access to information is very rapid. Any change in the data are immediately reflected in the system files. That is why data generated through 'queries' are accurate, reliable and up-to-date.

### **Setting up of MIS : Some Critical Issues**

In order to establish MIS, the first step is to develop a complete plan of action which needs listing and sequencing of various activities in a logical order. Activity chart helps in timely development and implementation of MIS. The different activities may relate to preparatory work, information collection, dissemination and feedback, hardwares and softwares, training need of staff etc. Development of Data Capture Formats (DCF), periodicity, flow of information, dissemination and feedback are some of the important areas which need to be tackled carefully. In case of developing a computerised MIS on literacy, details of networking of computers at different levels need to be planned seriously. Acquisition of both adequate hardwares and appropriate softwares at different levels need to be planned and made available in time. Establishing networking through telephone lines would facilitate rapid sharing of databases and information. At the local level, the MIS so developed would become a tool of decision support system. Through networking, on-line data processing can be carried out for which selection of information (to flow) plays an important role. All the data and information generated at the local level need not be transmitted to higher levels but only selected information for proper monitoring of programme be supplied to the higher and the highest level which should be identified before the software is developed. If need be, any part of the MIS can be made accessible to any level. Otherwise, if the entire databases are passed on to the higher levels, it may adversely affect processing and managing databases would be a difficult task.

It has been observed that a huge amount of information is being collected under the present system but only part of it is disseminated at local level where decisions are taken. Thus, there is need to carefully develop dissemination plan which may also include a series of publications/documents. Periodicity and coverage of such publications should be in accordance with the need of researchers, administrators and policy makers working at different levels.

One of the important drawbacks, in most of the existing MISs is lack of coordination between different institutions engaged in the activities related to databases/information. Thus, there is a need to establish networking of these institutions which will ensure smooth collection of information at all levels. Development of software is not an

easy task which needs careful selection of databases and their inter-relationships. Software so developed should be user friendly and menu driven and be provided with on-line help which should be supplemented by a well documented user manual. Therefore, care should be taken, while selecting software development agency and preference should be given to those who has past experience of developing such softwares especially in the field of education. Training on use of hardwares and softwares is an important component of the whole exercise. Complete plan of training with respect to number of programmes to be conducted, duration of programmes, clientele group, teaching/learning material, identification of resource persons etc. needs to be carefully developed and implemented. The staff identified for MIS work and those who coordinate it at different level should be given proper training, responsibility of which can be given to the agency which develop software. Even adequate skilled staff who can handle computers may not be available especially at the lower level but the same can be trained and put on the job. Re-orientation training courses should also be planned on regular intervals. Feasibility of network establishment should be linked to the funds available for acquisition of hardwares and softwares. Keeping in view a large number of lower units (village/centre or even block), initially it may not be possible to provide computers at all levels but the same can be done in a phased manner. Even, private business houses, who are in the computer field, can be approached to arrange computers on rent basis (or free) which is successfully experimented in other countries. Maintenance of hardwares in rural areas may be a problem and there would be a time-lag between the complaint lodged and complaint attended. Continuous supply of electricity should be ensured for which uninterrupted power suppliers (UPS) may need to be initially installed at least at the level where consolidation is planned.

Some of the activities are listed below. The list is only suggestive one and many more activities can be added to this list.

*I. Preparatory Activities*

- Awareness Campaign : Need of MIS/ computerised MIS
- Legislation to enable information systems to operate efficiently and effectively
- Networking of educational institutions engaged in information collection activities
- Coordinating agencies at different level
- Over-all coordinating/nodal agency
- Budgeting of project and sources of funds

*II. Information Collection, Dissemination and Feedback*

- Listing of different activities and their logical sequence
- Development of Data Capture Formats (DCF) : Village/Centre/Super-

- visor/Project(TLC)/Teacher
  - Printing and distribution of DCF
  - Data collection agency
  - Collection of filled up DCF at different levels
  - Periodicity of DCFs at different levels
  - Logical sequence of collecting information from Village/Centre/Supervisor with periodicity
  - Dissemination of information and planning for publication of documents
  - Generation of reports: monthly/quarterly at different levels
  - Feedback system
  - Complete planning of establishment of Networking
- III. Hardwares*
- Details of hardwares configuration
  - Acquisition of Hardware at different levels : terminal, printer, modem, telephone line etc. and supply of stationery on regular basis.
  - Arrangement of maintenance of computers
- IV. Softwares*
- Development of Software on MIS on literacy: Govt./Non-Govt. Agency
  - Acquisition of other softwares/operating system
  - Coding Plans
  - Details of databases to be covered under MIS
  - Demonstration of Softwares
  - Development of Manual
- IV. Training*
- Identification of staff requirements
  - Recruitment planning : existing staff/new recruitment
  - Training on computer hardware/software, information system (MIS), MIS software
  - Training agency, number of programmes, duration, time schedule, objectives, periodicity and identification of resource persons and
  - Development of training material and reproduction and distribution

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## **A Study of the Problems of Functioning of Jana Shikshan Nilayams**

### **Introduction**

Illiteracy is a serious bottleneck in our national reconstruction and social upliftment. Even after four and half decades of Indian Independence destiny of teeming millions of illiterates are shrouded in obscurity. Developing India is still lagging behind being handicapped by mass-illiteracy, population explosion, low-techno-industrial progress and defective agricultural strategies. Side by side, rampant parochialism, communalism, regionalism, fanaticism, linguism and many other fassiparous tendencies are stumbling blocks in the progress of the country.

Jana Shikshan Nilayam (JSN) is an innovative adult education programme which facilitates the education to be more informal, interesting, continuous and life-long. From 1988 the establishment of JSN started all over Orissa with following objectives:

1. One JSN for a single G.P. which has more than 5,000 population.
2. It is both for illiterates and neo-literates with a view to making education life-long.
3. It has separate administrative organisation headed in the district by DAEC whose sub-ordinates are P.C., APO and Preraks.
4. Reading rooms, evening classes, charcha mandal, information window, communication centre etc. are chief mechanics of JSN to propagate education among illiterates, drop outs and neo-literates.

### **Rationale**

In connection with smooth functioning of JSNs there exist numerous problems. Studies conducted by Rashid (1966), Agnihotri (1974), Marriappu (1982), Sahoo (1992) revealed innumerable financial hardships, administrative and technical difficulties of adult education centers in perpetuating the objectives. The present study is an attempt to study the functional linkages of JSNs.

**Objectives**

- (i) To study the problems or logistics in terms of inputs :
  - (a) Location of JSNs
  - (b) Supply of minimum infrastructure
  - (c) Other inputs such as learners, preraks, supervisors, working hours, teaching materials, books, newspapers, journals, etc.
- (ii) To investigate into the effective working of the prime process of JSNs in terms of :
  - (a) Evening classes
  - (b) A library
  - (c) Reading room
  - (d) Charcha Mandal
  - (e) Training programme
  - (f) Cultural activities
  - (g) Sports
  - (h) Recreational activities
  - (i) Development of economic standard
  - (j) To achieve literacy, functionality and awareness
  - (k) The function of preraks
  - (i) The function of supervisors of JSN functionaries
- (iii) To evaluate the outcome of the process, finding out lacunae in JSNs functioning and to recommend suggestions for improvement.

**Scope and Limitation**

The study intended to investigate into the above objectives of JSNs of Kendrapara sub-division of Orissa. Investigators also collected information from local people; learners and functionaries of the JSNs of Kendrapara sub-division.

**Design of Study**

It was a descriptive study intended to investigate into the status-quo of JSNs and to find out lacunae in their functioning.

### Sample

A cluster-cum-multi stage sampling of 13 JSNs, 100 learners and neo-literates, 100 local people, 13 instructors (Preraks) and 10 administrators were randomly selected from entire revenue sub-division. The sample represented male and female in due proportion.

### Instrumentation

Questionnaires developed by the investigator were used as tools of study alongwith direct observation of JSNs' functions made by the investigators themselves. The questionnaire used were –

1. Questionnaire for learners (neo-literates)
2. Questionnaire for functionaries (Preraks/Administrators)
3. Questionnaire for local people.

The questionnaires prepared for learners and local people were made in simple Oriya and questionnaire for functionaries were in English for their easy understanding and correct response. The questionnaires covered all features : Input, process and output of the system of JSN.

### Analysis of Data

The data collected from learners, local people and functionaries were analysed independently and comparatively to find out percentage of the responses.

**Table - 1**  
**Location and infrastructure of JSN**

Sl. Information No.	% of Functionaries Opinion		% of Local people's Opinion		% of Learners Opinion	
	Yes	No	Yes	No	Yes	No
	1. Location	41.5	58.5	60	40	30
2. Environment	78	22	80	20	30	70
3. Reading materials	83	17	90	10	90	10
4. Library	00	100	00	100	00	100
5. T.V., Radio for JSNs	00	100	00	100	00	100

**Table - 2**

**Economic Information**

Sl. Information No.	% of Functionaries Opinion		% of Local people's Opinion		% of Learners Opinion	
	Yes	No	Yes	No	Yes	No
1. Professional education imparted in JSNs	75	25	85	15	67	33
2. Education as given to women	42	58	48	52	56	44
3. Instruction are practical and Income oriented	40	60	36	54	60	40

**Table - 3**

**Working of Information Window and Charcha Mandal**

Sl. Information No.	% of Functionaries Opinion		% of Local people's Opinion		% of Learners Opinion	
	Yes	No	Yes	No	Yes	No
1. Discussion on local Issues	75	25	59	41	80	20
2. Female education	42	5	48	52	45	55
3. Cultural functions	92	08	80	20	80	20
4. Discussion on Dowry	50	50	60	40	60	40

**Table - 4**  
**Function of Functionaries**

Sl. Information No.	% of Functionaries Opinion		% of Local people's Opinion		% of Learners Opinion	
	Yes	No	Yes	No	Yes	No
	1. Appointment	100	00	100	00	100
2. Higher educational qualification	80	20	60	40	68	32
3. Politicized	34	66	32	68	80	20
4. Dedication for social work	50	50	26	74	20	80
5. Regular Supervising	75	25	78	22	73	27

From the analyses of above comparative data the major findings were as follows:

1. In every village there was a JSN, but these were not situated at proper place. Maximum (56%) JSNs were situated nearer to the home of Sarapancha or Chairmen, being influenced politically. This instance at many places was only in pen and paper and materials were at Prerak's personal use.
2. There was an opposite view between learners and preraks-cum-local people (80% Vs. 30%) on non-availability of infrastructure to JSNs. From direct observation investigator realized that 50% JSNs lacked fundamental infrastructure, such as – light, own building, sanitation etc. and learners faced trouble in reading at centres in summer and rainy seasons.
3. No library and TV or Radio facilities (00%) were provided to any JSN. More or less working hours of JSNs were conducive to learners.
4. Regarding supply of teaching materials the JSNs were not getting them adequately and in due-time. Some got things (some chalks, books, BB, lights) once only. No further supply had been made after those were exhausted. No regular money was paid for newspaper, kerosene, cycle repair etc. The quality of supplied things were of low level whereas cost was high.
5. Though Charcha Mandals were working in many JSNs, local people were not benefitted by it as they did not give due importance to local needs, occupations, professions having practical or income orientation future (36 Vs. 64%).

6. More or less, the cultural activities like Ganesh Puja, Saraswati Puja, Independence Day were observed, by neglecting the important days like World Literacy Day, World Health Day, Environment Day, Netaji Jayanti etc. which were not known to rural illiterates and neo-literates and which could inculcate different values among them.
7. Instructions for women on their daily life were negligible. Those were less than 50%.
8. All centers were trying to educate illiterates, neo-literates and drop-outs. But the percentage of enrolment of illiterates in the sub-division was less than the percentage of increase in the number of illiterates. Lack of trained missionary-zeal-bearer-instructors (more than 70%) kept interested learners aloof of the JSN.
9. File and record-based supervision was also full with corruptions and mal-practices. Administrators were knowingly avoiding the corruptions caused by subordinates being pressurized by politicians. Thereby money and materials of JSN of a developing nation were getting misused.
10. Majority preraks were regular and were highly educated. Though some exceptional highly educated preraks tried to act democratically, their hands were tightened by higher authorities. Some also suffered from financial crisis and lack of conscious support from local people to activate JSNs.

### **Conclusions**

The above findings of the present study stressed on the following glaring implications :

1. Not being pampered by any political pressure the administrators or supervisors should act with high morale and should be impartial in locating JSNs, supplying materials to them, training the preraks and supervising different activities of JSN.
2. Preraks should be social workers and local persons with missionary zeal. They should be nominated by Village Education Committees (VEC) with due consideration to education, women, SC and ST sections of the community. VECs should supervise the activity of JSNs and government should pay adequate honorarium to preraks. They should also be properly trained.
3. Local people, learners and voluntary agencies should act co-operatively with functionaries of JSNs and government to achieve the goal.
4. All activities of JSNs should be need-cum-resource based and stick to micro-level local requirements and their practicality in daily life.

On the whole, politics should be kept aloof from this mission and as conscientious citizenary all should promise to liquidate the shame and sin of illiteracy and ignorance from our land by making this programme "A PEOPLE'S PROGRAMME".

N. Venkataiah

## **Research Priorities in Adult/ Continuing Education**

### **The Present Status of Research in Adult Education**

The concept, scope and objectives of adult education in our country have been subjected to frequent changes. The strategies of coverage, content, methods of teaching and learning of adult education programmes have been consistently changing. The requirements of the programme in terms of specifications remained vague. It is not an exaggeration to say that some times the objectives of the programme are ambitious, ambiguous and confusing. Added to these points, adult education has become the field of not only specialists in Adult Education but also the field of layman too for obvious reasons. Therefore, the status of research on adult education at present is weak. Even the meagre research work available is almost oriented to the immediate needs of the programme launched by the Government. The focus of research has been on the following aspects:

- (1) Characteristics of the learners and instructors
- (2) ✓ Needs of adult learners
- (3) Preparation of primers and other adult learning materials
- (4) Evaluation studies conducted by the Government/Private organisations
- (5) Mass media and
- (6) Achievement of adult learners in literacy (Reading, writing and numeracy), awareness and functionality – the awareness and functionality being very poor components of the programmes.

Again these studies are not found to be adequate or satisfactory because their results are either in dispute or not suggesting workable solutions.

If we analyse the research efforts made in the field of adult education, we can without any hesitation say that they have been sporadic, largely unsystematic and mostly uncoordinated. Some universities and research organisations have been conducting research studies but due to lack of structural linkages between

universities and the implementing agencies, research projects by and large have not been linked to the urgent and practical problems relating to adult education programmes. Further, relevant research findings have not been utilized for improvement of ongoing programmes for lack of adequate dissemination of such research efforts. Paradoxically on the one hand, implementing agencies have been affected by shortage of trained manpower for research and on the other hand, there is non-utilization of the potentialities of universities including students with M.A. degree in adult education and research organisations for meaningful research efforts for adult education programmes.

## 2. **Ph.D. Degrees in Adult Education – A Critical Examination**

The significance and sanctity attached to the Ph.D. degree in adult education as in other subjects have reached a farcical level. This coveted degree in recent years has lost the glory, it once had. No longer does it remain as a pursuit of hardwork, merit or intellectual exercise. Those who take research seriously comprise a small group. Despite the fact that really motivated researchers are not many and even these few have to put up with many limitations, some come up with findings that are really useful. But more often than not, their findings gather dust on the shelves in the university libraries.

Most of our research programmes in the universities are not tailored to the needs of our country. What is done is an extension or rather a duplication of what has already been done elsewhere or somewhere in the past or present in our country. Before taking up a topic for research, there should be thorough discussions at least at the university level about the scope and significance of the topic. Unproductive and irrelevant research work should be mercilessly pruned.

Let us discuss some priority areas of research in adult literacy/TLCs, adult education in general and continuing education.

## 3. **Adult Literacy/TLCs**

The TLC is to make a whole district fully literate within a stipulated period of time by following the campaign approach. It is an area specific, time-bound, action oriented, cost effective, literacy promotion programme based fully on voluntarism and people's participation. TLC's emphasis is not on mere literacy. These literacy programmes have a number of objectives apart from spreading literacy such as national integration, women's employment, universal immunisation, afforestation, alleviation of poverty, universal compulsory primary education and others. TLC's stress is more on awareness, human liberation from oppression, bondedness and functional literacy. Districts taking up literacy campaigns differ from one another in their approach and implementation strategies, depending on the priorities on the various aspects of the programme. Some of the priority areas of adult literacy/TLCs are as follows:

(1) **Planning and Management**

Surveying the area, identifying illiterates along with their occupational requirements, Strategies for mass mobilisation and communication. Strategies for ensuring sustained community participation. Management structures/organisational patterns to improve the efficiency of the programme/TLC.

(2) **Media**

**The role of media in literacy promotion**

The media and various stages of adoption process --

(a) awareness                      (b) knowledge                      (c) persuasion

(d) decision and                      (e) confirmation stages

Testing existing media materials to find their relevance to adult literacy.

The potential of community media/folk forms for promoting adult literacy efforts.

(3) **Curriculum and Teaching/Learning materials**

Learners needs and designing relevant and need based materials

Assessing learning materials for the readability, interest and gradation

The criteria set for evaluation of primers and other teaching/learning materials

Methods for designing numeracy materials

Different instructional methods adopted for literacy learning.

(4) **Motivation**

**Problem of drop-outs**

Barriers in the participation of weaker sections (Women, SCs and STs) and factors that would facilitate their participation

Incentives for attracting and retaining learners.

(5) **Training**

**Review and evaluation of existing training procedures**

Review and evaluation of existing training materials

Developing appropriate methodologies for training different levels of functionaries

Impact of various factors on the effectiveness of the training programmes

Developing participatory training models for instructors

use of electronic media for training purposes.

(6) **Testing**

Designing appropriate tools/tests to measure the achievement of learners in literacy, functionality and awareness

Establishing equivalency between formal and non-formal systems of education.

(7) **Monitoring and Evaluation**

**Effectiveness of the existing monitoring system**

Effectiveness of the Total Literacy Campaign; Evaluating teaching/learning materials; Evaluating different training programmes; Impact of TLCs on universalisation of primary education.

The extent of contribution of TLCs to education for all.

(8) **Post-literacy programmes**

(Reading needs and interests of neo-literates; Psycho-social aspects of neo-literates in relation to their personality development. Linking the basic teaching/learning materials with those reading/learning materials to foster life-long continuing education.)

The functioning of JSNs – their strengths and weaknesses

Evaluation of post-literacy campaigns – JSNs

Libraries in the service of post-literacy programmes.

(9) **Literacy and Development**

Perceptions and expectations of development agencies from Total Literacy Campaigns

Integration of population education in TLCs

Literacy as liberating force for the oppressed

Requisites of Tribal Literacy

Adult literacy – Improvement of status – Change of living standards

Female literacy programmes – their effect on their families

Impact of parental education and the progress of education of their children.

Impact of Total Literacy Campaign on the life styles of its participants

Impact of literacy on the work culture of the neo-literates.

#### 4. **Adult Education**

Other general areas of research except the adult literacy and TLCs are included under this heading.

(1) **Historical Research:** The history and patterns of the efforts made for adult education are likely to spur historical perspective. Ideas relevant as on today may be strengthened and those ideas which are unproductive and ineffective may be discarded.

(2) **Research on Life Span Development and Learning:** The unique perspectives of special groups of learners such as young adults, weaker sections (women, SCs and STs) disadvantaged groups, minorities and old adults have to be emphasised. This research effort is to be continued with life span development perspectives within specific social and cultural contexts. Holistic understanding of adult development and learning with the help of developmental psychologists, educational psychologists and sociologists be encouraged. (Examples – (1) Ageing and capacity for learning and (2) Self-directed learning).

(3) **Research on Gender Issues:** Gender differences in different cultures and the extent to which they are socially or biologically based – gender issues which are crucial in all cultures around the globe and the formation of public educational policy.

(4) **Research on Locality Issues:** The importance of locality in having different settings/situations of urban/rural/semi-urban areas influencing adult behaviour/learning.

(5) **Research on Education related to Economic and Social Development:** Disparity and uneven economic and social development – efforts required to reduce the disparity – the investments in specific types of adult education and returns on those investments – cost-benefit analysis – Establishing relationship of adult education to unemployment/employment, economic productivity, social class differences, standard of living – Evaluation of adult education public policy and finance.

(6) **Research on the Efforts of Individuals /Voluntary/Government Agencies**

Case studies comparison of the learning outcome of adult participants in different agencies – success stories and factors responsible therefor.

(7) **Research in Knowledge Systems:** The explosion of knowledge, the technology of knowledge and retrieval – the spread of this knowledge and technology to different groups of adults. New methods to be adopted to make knowledge and technology accessible to adults – Extension systems to be developed – understanding systems of knowledge including indigenous knowledge.

(8) **Research in Continuing Education**

The research on continuing education in our country seems to be very weak

though it is an integral part of adult education. Even the meagre research available in continuing education is largely descriptive in nature. The research in continuing education in its true sense is being conducted as a partial requirement for M.A., M.Phil and Ph.D. degrees in adult education and sometimes in the allied fields in the form of dissertations and project work. The research projects sponsored by the Central/State Governments, U.G.C., NCERT, ICSSR may sometimes include continuing education topics.

Sufficient quantity of research in continuing education has to be carried out especially in the universities where post-graduate course of adult education is taught or in such universities or other research organisations where experts in the field of adult education are available.

The priority areas/topics of research in continuing education are as follows:

(1) **Adult Development and Learning**

- Theories of learning
- Adult development
- Characteristics of adult learners
- Self-directed learning.

(2) **Programme Planning and Administration**

Any continuing education activity may include the following aspects: (1) Profile of participants (2) Their needs assessment, (3) Organisation and administration of programme, (4) Evaluation of the programme.

(3) **Adult Education as a Field of Study**

This may include broad issues related to the discipline of adult education and the preparation of professionals in the field of adult education.

- (i) Introducing adult education component as a restructured course.
- (ii) Developing short-term courses for district level workers and
- (iii) Conducting Certificate/Diploma/B.A./M.A./M.Phil/Ph.D. courses
- (iv) Curriculum development for courses and its evaluation are some of important areas.

(4) **Instructional Materials and Methods**

Procedures and methods for establishing relationship between the learners and content, knowledge or skill; distance education, educational technology etc.

(5) **Programme Areas**

Special subject matter for particular groups of learners.

(6) **Institutional Sponsors**

Sponsors of adult education programmes such as Government, business, industry and community groups.

(7) **Philosophical, Psychological, Social, Economic and Cultural Aspects**

Philosophical, psychological, social, economic and cultural aspects related to adult education – Rationale and principles of adult education.

(8) **Personnel and Staff**

Human resources needed to develop personnel and staff to develop adult/continuing education.

(9) **International**

Comparative studies of adult education in developed/developing/under developed countries.

(10) **Others**

Such as adult education policy studies, health education, population education, value education etc.

**Methods of Research**

A variety of methods of research – historical, survey, experimental and psychometric approaches, 'classical research' such as surveys, KAP (Knowledge, Attitude, Practice) studies, case studies, action research (feedback research), participatory research based upon a variety of approaches with an emphasis on dialogue, discussion, interpretation, collective analysis and action types etc., become important in adult and continuing education research. Qualitative as well as quantitative analysis along with suitable sophisticated statistical techniques may be used appropriately depending on the nature of the study.

**Conclusion**

The list of research areas given under different headings is no means comprehensive/exhaustive and could be expanded to cover many other areas relevant for the programme. The scholars have to bear in mind that research is essential for (a) providing better insights into problems, (b) designing innovative approaches and methods for improving the programme and (c) integrating new ideas and insights of different disciplines for making adult and continuing education a vital input for overall development and welfare of the society.

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Indira Jai Prakash

## Senior Adult Education in India – An Unmet Need and a Challenge

The United Nations General Assembly during its forty seventh session in 1992, decided to observe the year 1999 as the **International year of older persons**. This was 'in recognition of humanity's demographic coming of age and the promise it holds for maturing attitudes and capabilities in social, economic, cultural and spiritual undertakings, not least for global peace and development in the next century' (UN 1992). This decision drives home the point that it is an absolute necessity for all countries to take not only the demographic realities into consideration but also adopt changed attitude towards senior citizens. One of the global targets on aging for the year 2001 is to provide literacy education and continuing education for older persons.

Education is an inalienable human right. It adds to life and it should be made available to all irrespective of age or social condition. Adult education is seen as an integral part of life long education, a broader pattern of learning available to adults of all ages and at all stages of life. In principle, the concept of adult education acknowledges that people no matter how old, have potential for development and it provides skills and capacity for learning how to learn. Life long education is viewed as an instrument for solving problems of development. In practice, adult education stops short of covering the adult life span of people. We come across slogans of education for all, adult education, community education, social education, extension education, informal education, correspondence education, worker education and so on. But where is **Senior Education**?

In India alone, at the turn of this century there will be 150 million older people (those aged 60 and above). Is there any scheme to extend adult education to such senior citizens? Is there no way of tapping the vast human resource that lies within so called seniors who may be chronologically old but yet require new competencies and skills to improve their quality of life?

In the true spirit of lifelong education, many countries have taken up special educational schemes for elderly. Education is seen as an instrument of social change, a means of achieving social justice and as such is crucial for the well-being of the elderly in a rapidly changing social system. The demand for elderly education in central-south China led to the opening of 1,154 Universities and schools for aged with an enrolment of 103,417 students. (WUA, 1992). The training programmes include

courses of general scientific and cultural knowledge, research in the agricultural field and "experience-exchange". Extensive activities covering athletic sports, poker competitions, chinese calligraphy and painting etc. are also carried out. There are now the so called Universities of the third age to cater to the needs of the elderly in many countries.

### **Universities of the third age**

From small beginnings in France in the early seventies, the "U3A", as the Universities of the Third age are called, have spread throughout the world. The "U3A" is more a concept than an institution with a formal structure (Schembri, 1994). U3A are called Universities, because they hark back to the original concept of university education which did not provide learning in the interest of increased material production, nor the means of earning a living or making a fortune, but the pursuing of knowledge for its own sake, as personal enrichment. It is firmly believed that education confers dignity and status. It is contrary to tacit acquiescence and it makes older person aware that he is still a part of the society, a contributor not an inert dependent.

### **The Malta Experience**

Malta is a tiny island just below Italy in the mediterranean sea. In 1993, U3A programme was started on an experimental basis. Through media, extensive propaganda was given to overcome diffidence such a project is likely to meet. However, response was good and about 150 regular members attended continuously. The classes met three times a week between 9 to 11. Courses in preventive medicine, sociology for the elderly and history and appreciation of art were taught. There were non-programmed sessions to allow participants to discover interests for themselves. The ages of participants was between 60 and 88. The results were amazing. The members seemed to get a new lease of life. Many took up part-time teaching, started hobbies related to their former work, discovered new world of reading, subscribed to every activity and participated in social cultural activities. They also became more willing volunteers especially in connection with elderly in the hospitals and institutions.

The two examples cited above, one an Asian country, another a small island that is usually missed in maps – show how senior education could be organized. Senior education presents a vast unmarked territory to be charted by educationists. It is important to learn from the experiences of other countries and try to make lifelong education address itself to the latter part of life too.

It is the urgent need of the day of identify strategies for carrying out senior education programmes in a vast country like India where literacy rate is still low, where economic constraints discourage including new target groups into the existing schemes and where political will is clearly lacking. How best can senior education be included into adult education programmes? What should be the scope and coverage of such programmes? Who and how can such programmes be conducted? These are the chal-

lenges that educationist must come to grips with. One cannot deny the elderly their right to education and opportunities to make their life worth living. Medical sciences have added years to our life. It is up to education to add life to these years.

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S.Y. Shah

## Indian Adult Education: A Political Analysis\*

History of Adult Education is a fascinating field of study which for various reasons has not yet attracted the attention of Historians or Adult Educators. While the former tend to focus more on the study of political, economic and social history, the latter have hardly evinced any interest in the field. Because of this apathy towards History of Adult Education, the number of publications in this area have also remained rather limited. Mainly brought out by Western Scholars (North American and European), these publications are confined to the study of adult education in their respective countries. While the ignorance of foreign language or difficulty in tracing the source materials might have dampened their interest in traversing a much broader canvas, Tom Steele and Richard Taylor – the two British adult educators, have succeeded in bringing out a three volume mega-study on the ideology and history of intercultural relationships in the context of adult education. In the first volume (under review), they have made a political analysis of Indian adult education during colonial and post colonial period. In the second and third volumes they have examined Anglo-German links in the field of university extension and the British role in the development of adult education in West Africa since 1948.

During the early 1990's when Richard Taylor was seriously contemplating the idea of researching of the History of Adult Education in India and sought my comments on the draft proposal, I welcomed his initiative for two reasons. Firstly, ever since W.E. Styler's book on *Adult Education in India* was published by Oxford University Press in 1966, no other British Scholar had brought out a volume on Indian Adult Education, although a number of them did produce outstanding works on Indian history, society and policy in which there was hardly any coverage of adult education. Secondly, notwithstanding a handful of books on the History of Indian Adult Education, practically no one had undertaken a political analysis of adult education – perhaps with the exception of Madan L. Handa's monograph on "Adult Education and Social Transformation : A Political Analysis of Some Aspects of India's Adult Education Programme (1950-80)", published by the International Council for Adult Education in 1980. Given this background, the present publication may occupy a unique place in the existing literature on Indian Adult Education. This work is refreshingly new in interpretation.

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\*Tom Steele and Richard Taylor, *Learning Independence: A Political Analysis of Indian Adult Education*, Leicester, National Institute of Adult Education, 1995, Price £ 12.00

Mainly based on secondary sources – a limitation duly acknowledged by the authors – this study analyses and theorises Indian Adult Education within the broader social and political contexts of colonial and post colonial period. Arguing that British educational initiatives in India reflected the fractured ideological strictures of its domestic practice, this study observes that British cultural curriculum was ill suited to popular needs, and adult education in India was largely a vestigial activity till 1920's. Tracing the reasons for the failure of adult education programmes in independent India, this study highlights the massiveness of the problem of illiteracy vis-a-vis limited allocation of resources. The book also discusses some of the innovative approaches adopted by selected Indian women's and non-government organizations in educating adults and hopes that such programmes would be of great interest to western audience. Though not a stereotyped history of Indian adult education, this book does provide glimpses of the development of Indian Adult Education not through the eyes of elites but from those of down-trodden and hidden from history. Undoubtedly the herculean efforts of authors at marshalling innumerable facts and facets of Indian Adult Education and providing us with a brief account of the development of Indian Adult Education in a sleek volume need to be congratulated.

The problem of illiteracy continues to be the main focus of Indian Adult Education notwithstanding the several attempts made by official and non-official agencies for the last hundred years or so. The problem is both colossal and complex given the size of the country, its huge population, considerable regional disparity and other cultural factors like religion, caste, language etc. The reasons for failure to achieve hundred percent literacy are deep rooted and cannot be exclusively ascribed to the paucity of funds or massiveness of problem or lukewarm attitude of State as the authors observe. Apart from the perennial factors connected with the growth of population and high rate of drop-outs from the school system, one may have to trace the historical origins of the problem. As rightly remarked by Mahatma Gandhi in 1930's, India was more literate prior to the arrival of British who instead of encouraging the indigenous vernacular institutions, uprooted them and introduced new types of institutions which restricted the access to literacy. Besides, the economic policies of the colonial rulers impoverished the landed aristocracy who were providing financial support to a large number of vernacular and adult schools. The subsequent adoption of the downward filtration theory in education further restricted the growth of education in British India. Since the majority of Indians who had the benefit of education, belonged to upper castes and did not in turn educate the less privileged groups, gradually the number of illiterates increased among lower castes who were already victims of casteism and had little or no access to literacy. Surprisingly this work remains silent on these crucial issues.

Attitude of State towards adult education has undergone marked change from time to time. Whenever there was political commitment, the adult education programmes received tremendous boost. For example, it was during the regime of Janata Government that the first ever policy statement on adult education was drafted and debated in Indian

parliament. Even during the congress government, adult education received considerable priority during the stewardship of the first Education Minister – Maulana Azad who took keen interest in adult education. Some of the Indian bureaucrats have also shown keen commitment to adult education. Without a deep probe into the motives and role of Education Ministers and key officials in the development of Indian adult education, it would be difficult to do full justice to a political analysis of Indian adult education. Viewed from this angle, this work at places appears to be rather superficial and sketchy.

The authors subscribe to the prevalent view that the continuation of the problem of adult illiteracy in India is due to the dearth of resources. While it is true that Government of India's allocation to adult education have always fallen short of genuine requirements, an analysis of Planning Commissions allocation to adult education and the extent of utilisation over the years, reveal that different implementing agencies have failed to utilise the sanctioned grants. During the last Five Year Plan, (1991-96), as against the allocation of Rs.1000 crores for adult education, only Rs.500 crores (50%) were utilised. Without analysing the factors responsible for underutilisation of grants, it would be meaningless to argue for enhanced allocations or trace the reasons for failure to eradicate illiteracy to lack of resources.

India has had a long tradition of Non-Governmental Organisations (NGOs) involvement in social, cultural and educational programmes. However, it was during the Seventh Plan (1985-1990) that the Government of India took the policy decision of actively associating the voluntary sector in developmental programmes including adult education. Since then there has been tremendous increase in the number of NGOs involved in a variety of nonformal and adult education programmes. Some of them have followed radical approaches and developed innovative materials and methods. eg; the training package of the Bay of Bengal Project in Tamil Nadu, Participatory methodology of PRIA, post literacy materials of KANFED, and Bengal Social Service League, Seva Mandir, etc. Besides the international NGOs like World Literacy of Canada, Action Aid, World Vision have also funded excellent adult education projects in different parts of India. Instead of providing an overview of the growth of voluntary sector with special emphasis on the radical and innovative approaches of different NGOs, the authors have just provided a brief account of the Mobile Orientation and Training Team (MOTT) of Tamil Nadu, Education for Living Programme of Delhi, and Working Women's Forum of Tamil Nadu, which tends to give a rather limited view to the reader.

The price of this sleek volume (£ 12.00) is too prohibitive for the pocket of an average Indian adult educator. If the publisher – National Institute of Adult Continuing Education (U.K.) could tie up with Indian Adult Education Association or any other professional organization and explore the possibility of bringing out a cheaper Indian edition, then this book would be well distributed and read in India. This may also pave the way for strengthening Indo-British cooperation in adult education.

## Adult Education News

### West Zone Conference on Adult Education

Goa Chief Minister Pratapsing Rane emphasised the need to actively involve non-governmental organisations, schools, colleges, NCC and NSS students in the crusade against illiteracy. He said that adult literacy programme could not be run as a Government programme and has to be made a people's programme. By doing this, it would also become cost effective, he added.

The Chief Minister was speaking as a special guest after inaugurating the two day Adult Education Conference of West Zone organised by the Indian Adult Education Association in collaboration with the Goa University at the University Campus on May 21, 1996.

Shri Rane said that universalisation of education would help to eradicate illiteracy and said that the Government has made education compulsory for the children up to the age of 14 years which makes Government to provide schooling facility in the far flung areas of the State.

Shri Rane in his speech referred to the fast changing world of Science & Technology and emphasised that universities should provide continuing education opportunities to enable the masses to take benefit of the rapid advancement in Science and Technology.

He said that adult education is a continuous process and as in today's world one has to get abreast of happenings around the world.

Goa University Vice-Chancellor Prof. NC Nigam said that adult education should provide opportunities to every individual to lead a meaningful life in democratic set-up. This, he said, could be possible if every individual is provided educational opportunities to participate in a democratic process.

Prof. Nigam emphasised the need to provide computer awareness in the adult education programme so as to meet the challenges of the fast moving world.

Dr. JM Gadekar, Zonal Secretary, Indian Adult Education Association who presided over the function emphasised the need to link adult education with economic activities. He stressed the need to provide suitable literature for the neo literates. Self-learning opportunities be provided to the neo-literates, he added.

Earlier, Shri JL Sachdeva, Director, IAEA in his welcome address said that training programme for the volunteers has to be strengthened so as to achieve desired results from the total literacy campaigns. He stressed the need to start mobile libraries and rural newspapers to enable the masses to continue their education after becoming literate.

Shri BN Kamble, Member, Executive Committee, IAEA proposed a vote of thanks.

In the session which followed after the inaugural function, Shri JL Sachdeva, Director, IAEA presented the Working Paper. Prof. Nanubhai Joshi, Associate Secretary, IAEA presided.

Shri Sachdeva said that the environment building should be a continuous process so as to keep the motivation of the learners alive in the literacy programme. He also emphasised the need to use electronic media particularly TV to motivate both the volunteers and the learners.

Shri Sachdeva said that short term courses of two to three months with assured follow-up should be tried in place of present 200 hours programme. Many learners might be interested in a short duration programme, he opined.

## Group Discussions

The delegates were divided into two groups to discuss the following sub-themes:

1. What should be the role of Universities and Voluntary Organisations in Adult Education Programme particularly in TLC and PL/CE?
2. What should be the Strategies for Post-Literacy and Continuing Education in the Next Decade?

The Chairmen of the groups were Shri BA More, Director, Adult Education, Government of Maharashtra and Shri IM Patel, Director, Adult Education, Government of Gujarat.

30 delegates representing the States of Goa, Gujarat and Maharashtra attended the Conference. They represented the Government Departments, Universities, Colleges and the voluntary organisations.

## Recommendations

After two days of deliberations the Conference made the following recommendations:

1. The West Zone Conference on Adult Education organised by the Indian Adult Education Association in collaboration with Goa University notes with satisfaction that many districts in the States of Maharashtra, Gujarat and Goa had already achieved total literacy.
2. But at the same time the Conference notes that some districts in Gujarat, Maharashtra and Dadra & Nagar Haveli have women literacy level below the national average. It stresses that special efforts should be made to promote literacy among women

in these districts so that they also become active partners in the development of the country.

3. The Conference notes with regret that role of voluntary agencies in promotion and implementation of literacy programme has been minimised with the launching of the TLC. It urges that well established voluntary organisations (VAs) should be associated with the entire programme from the planning to the implementation stage.

4. The Conference feels that desired results could be achieved if there is a close coordination and cooperation among the government agencies, voluntary organisations and the universities.

5. The Conference notes that mobile libraries have played a significant role in self education of the masses in the past. It urges that mobile libraries should be started in those villages which will not be covered by the Continuing Education Centres (CECs) in the first phase. But the books in the mobile libraries should be of reader's needs and interests.

6. The Conference recommends that TLC districts should allot specific areas to universities and VAs for literacy, post-literacy and continuing education and should be suitably funded for the purpose.

7. The Conference stresses that the University Departments of Adult, Continuing Education and Extension and NSS should work in close collaboration so that the services of the students are meaningfully utilised for literacy during the vacation period.

8. The Conference feels that grass root research studies are essential to strengthen the on-going programme of adult education. It urges that universities being academic institutions should be involved to conduct such studies. The future shape of the programme should be based on the findings of the research studies.

9. The Conference is of the firm view that planning for post literacy should start in first phase itself so that there is no time gap between the literacy and post-literacy phase.

10. The Conference recommends that NLM should take expertise of universities and voluntary organisations in preparing literacy spots for electronic media so as to motivate the learners and volunteers towards the programme. It feels that there is a need to change the present spots so as to motivate and inspire both the volunteers and learners.

11. The Conference recommends that post literacy and continuing education programme should be entrusted to village panchayats and they should be provided funds for the purpose.

### **IAEA Starts Computer Education Programme for Women**

The Indian Adult Education Association with assistance from Central Social

Welfare Board (CSWB) has started recently a Computer Education Course for women at its headquarters in New Delhi. The objective is to make women of weaker sections self-reliant.

Two courses of six months duration will be organised in a year.

The Course was inaugurated by Shri BS Garg, President, IAEA. He said that the programme will make women economically independent and economic independence will be an important setp in their empowerment.

23 women are attending the first course.

### **Newsletter on Literacy and Population**

The Documentation Centre on Literacy and Population Education of the Indian Adult Education Association has recently brought out first issue of its quarterly newsletter titled "Newsletter – Literacy and Population".

It contains news and information on population education in developing countries. It reports on activities under the project, shares global facts on population education. It has also a feature on studies/reports and documents on literacy and population education.

### **Success Stories TLC**

The Indian Adult Education Association (IAEA) proposes to bring out a publication which will enable the readers to assess and appreciate the positive impact of the literacy and adult education programme on the lives of the learners, their families and the community at large. The main focus of the study will be on learning through participation of volunteers and learners.

The objective is to spread success stories to areas where promoting literacy is proving difficult and to create positive attitude towards the programme.

The IAEA seeks cooperation of researchers, practitioners, field workers, teachers and resource persons in collecting authentic, true and correct reports on the achievements of literacy/adult education programme and how these achievements of literacy/adult education programme have led to social change and social transformation.

We request our readers to look for such success stories, inform us or write out short and crisp account, for possible inclusion in the proposed compilation.

### **National Workshop on Population Education**

The Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Govt. of India organised a National Workshop on Population Education at Kodaikanal, Tamil Nadu on May 27-28, 1996.

It was inaugurated by Shri Bhaskar Chatterjee, Joint Secretary (AE) and Director-General, National Literacy Mission. After the inaugural session some SRCs shared their experiences of field operational seminars organised on zonal basis.

The theme of the Conference was discussed in four groups:

1. Identification of major thrust areas in the third phase of the Population Education Project (1997-2001).
2. Future Strategies for Integrating Population Education in Adult Education Programmes – Identification of New Approaches, especially in the Context of Post-literacy and Continuing Education Programmes.
3. Expansion of Population Education Project in the next phase – Modalities for Facilitating Innovative and Experimental Projects.
4. Organisational Structure at the National, State and District Levels and the Operational Strategies for Implementing the Project particularly at the field level- Implications for Training and Orientation of Functionaries.

About 30 participants representing SRCs, State Directorates of Adult Education participated in the two-day meet.

Shri JL Sachdeva, Director, IAEA attended.

### **National Seminar on Population and Reproductive Health**

Population Foundation of India organized a two-day National Seminar on Policy Directions and Strategy of Action in Population and Reproductive Health recently in New Delhi as part of its Silver Jubilee Celebrations.

There were five plenary sessions. The first three sessions were on Demography, Policy and Plans, Reproductive Health, and the other two on Management and Programme Administration, and Political Support.

Dr. (Mrs.) Najma Heptulla, Deputy Chairman, Rajya Sabha delivered the valedictory address. She said that the population problem should be tackled on a war-footing. All political parties should make a commitment to the success of the population control measures. Small family norm, development, status of women, environment all formed part of a comprehensive issue which posed a challenge before the nation, she emphasized.

Prominent political leaders, administrators, policy makers, demographers, management specialists, social scientists, representatives of national voluntary organisations and international agencies participated in the Seminar.

### **Satyen Maitra No More**

We regret to announce the sad and untimely demise of Shri Satyen Maitra, Hony. Director, State Resource Centre for Adult Education, Bengal Social Service League in Calcutta on June 5, 1996.

Shri Satyendra Nath Maitra was the recipient of Nehru Literacy Award (1972) for his outstanding contribution in promotion and development of Adult Education in the country.

He was the founder editor of Chalti Jagat a Bengali news periodical for neo-literates and of Janashiksha Parasange a journal for enhancing awareness about education among the people.

Shri Maitra was conferred D. Litt (Honoris Causa) by Rabindra Bharati University in 1995.

He was a member of various Committees and Boards set up by the Planning Commission and the Ministry of HRD.

The IAEA deeply mourns his death and conveys its condolences to the bereaved family, BSSL and the SRC, West Bengal.

**I.A.E.A. BOOKS IN ENGLISH**

	<b>Rs.</b>	<b>US \$</b>
1. Total Literacy By 2000 edited by KC Choudhary & J L Sachdeva	40.00	5.00
2. Directory of Adult Education Institutions in India (1993)	30.00	5.00
3. Development of Human Interests by Dharm Vir (1993)	40.00	4.00
4. A B C of Non-Formal Education by K.S. Pillai (1993)	40.00	4.00
5. Approaches to Total Literacy edited by BB Mohanty & J L Sachdeva (1992)	30.00	4.00
6. Each One Teach One--Laubach's Materials and Methods edited by S Y Shah (1991)	75.00	9.00
7. Strategies for Literacy in International Literacy Decade edited by J L Sachdeva (1990)	15.00	2.00
8. Adult Education - A People's Movement edited by J C Saxena & J L Sachdeva (1990)	50.00	6.00
9. Fifty Years of IJAE : Articles and their Authors compiled by J L Sachdeva and Subhash Dua (1990)	45.00	6.00
10. Mass Movement for Adult Education by B R Patil (1989)	30.00	4.00
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13. Adult Education - A Focus for the Social Sciences by James A Draper (1989)	20.00	2.50
14. National Literacy Mission--Problems and Prospects edited by J C Saxena & J.L. Sachdeva (1989)	15.00	2.00
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25. Unity in Diversity : Role of Adult Education edited by S C Dutta (1985)	10.00	2.00
26. Development Work among Rural Women : A Guide Book by Krishna Bai Nimbkar (1985)	10.00	2.00
27. Adult Education Research in India by Salamatullah & S D Bareth (1984)	40.00	7.00
28. Towards a Comprehensive Adult Education Programme edited by S R Mohsini, J L Sachdeva & Asha Vohra (1983)	30.00	7.00
29. Research in Adult Education edited by S C Bhatia & B R Patil (1983)	25.00	7.00

Orders may be sent to  
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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates the activities of various agencies--Governmental and voluntary, national and international--engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on, and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for Women's Literacy, for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudth Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.

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*Indian Journal of*

# Adult Education

- **Functional Literacy, Workplace Literacy and Vocational Education**
- **Perception of Learners and Volunteers about IPCL Primers**
- **Distance Education in European Countries**
- **Suggestions of Field Functionaries on Total Literacy Campaign**



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**Editorial**

The World Conference on Education for All held in Jomtien, Thailand in 1990 adopted a Declaration which proclaimed "Every person - child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. Their needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."

After six years of Jomtien Declaration we are not even nearer to the goal of achieving education for children by 2000. About five decades ago, we pledged to provide free and compulsory education to all children upto the age of 14. But we still have problem of large percentage of school dropouts and pushouts. The reasons may be many but unless education content and techniques are linked to learners needs and concerns there will not be much progress. Therefore, we need to take a hard look at the various schemes of universalization of education.

In the education of adults, the efforts by and large have been to provide literacy education to non-literates and post-literacy to neo-literates. But literacy learning does not lead to economic benefits and capacities to imbibe new skills. This may be an important reason for non-demand of literacy from adults. The demand could be created if literacy learning is made part of various development schemes launched both in rural and urban areas. This linkage has been stressed many a times but not much has been achieved in this regard. The need is to act speedily for attaining meaningful linkage.

With increase in life expectancy, the adults will have long years of productive active life and work ahead of them. This requires concerted efforts to provide learning opportunities to all adults. But, this could be possible if infrastructures and institutional arrangements for delivery of educational services throughout the lives of adults are developed.

**H.S.Bhoia**

## **Functional Literacy, Workplace Literacy and Technical and Vocational Education : Interfaces and Policy Perspectives**

Future is, by definition, unknown. In that sense of the future, we can not say much about the future in general or say anything in particular about trends in continuing technical and vocational education that might appear somewhere in the future. But then while the future is unknown, it is not pre-determined. We do not have to sit around and wait for the future to descend upon us. In fact, with all its ambiguity and amorphousness, part of the future lies in the present and is, therefore, accessible to our manipulative devices. In the very process of reflecting on the future, and planning and preparing for it, we influence the future in important ways. In this sense of the future, we do not merely have to speculate about the future, we can do something about it. We can indeed make and remake the future. In our particular area of concern, that is, continuing technical and vocational education, we can choose to re-direct certain existing trends that we think are leading us in the wrong direction. We can underline and support some other trends, and work to establish and maintain some new trends. Thereby, we can change the future of technical and vocational education.

The kind of trend analysis suggested in the preceding is no different from what is often referred to as policy analysis. It is fair to make this connection between trend analysis and policy analysis because policy too is in its objectives futuristic—not in the sense that it anticipates the future but rather that it experiments with the future by designing and implementing futuristic policy scenarios.

### **Framing and Firming the Discussion**

The policy analysis which is the subject of this paper will involve comparative analysis and assessment, and projection in the future of trends in continuing technical and vocational education and will be conducted within the framework of certain conceptual and social categories, in turn, rooted in particular values and assumptions. These are now described below :

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This paper presents a synthesis of a monograph of the same title, published as part of UNEVOC Studies in Technical and Vocational Education, No. 5, UNEVOC International Project on Technical and Vocational Education, UNESCO, Paris, June 1995.

**The Necessity of a Global Perspective**

It makes sense that a paper prepared for an international symposium on future trends in continuing technical and vocational education under the aegis of Unesco should be written from a global perspective. There are, however, deeper reasons for assuming this vantage point. We live today in a world of diversity but a world which nonetheless is dominated by the themes of westernization and modernization. The development discourse in the West is replete with demands for higher and higher relative R & D expenditures, creation of high-paying jobs in the economy and the training of personnel for those high paying jobs, and all that, of course, leading to increased productivity to compete with other nations in the same one league of Hi-tech economies. Too often, we seem to forget that on the other side of the North, there is the South, and that there is the East across from the West. The realities and the needs, and the probable solutions of the problems of the poor are forgotten.

In our discussion of the future of technical and vocational education, we must expand our focus to bring in view the concerns of all the peoples, encompassing the whole range of clients and constituencies both in the developed and the developing world, in rural and urban areas, within formal and informal economies, both in agriculture and industry—of both genders, men and women and even “working” children who are a tragic social reality in many areas of the world. We must disabuse the development elite in the South of the view that the modernization model is their only hope. In any case, they should at least know that modernization need not be equated with the acquisition and use of technology in production of goods and services.

**The Social Reproduction of Labour**

It has to be understood that in inventing calendars and patterns of socialization, and systems and sequences of education and training, we seek to prepare the coming generations to both inherit and renew the multiple cultures in which we ourselves were born. An important stream within the mainstream of inheriting and renewing cultures is “the social reproduction of labour” that ensures that all that needs to be done for the perpetuation and progress of societies actually gets done. Thus, technical and vocational education is not just a matter of running technical schools with some sort of technical and vocational curriculum content. It is serious business and can be better understood within the higher category of the social reproduction of labour for the society with truly far-reaching consequences.

### **An Expanded Concept of Work and Vocations**

The preceding conceptualizations demand that we expand our very conception of work. The concept of work will have to break out of the mould of institutionalization and technologization, and must, at the same time, be expanded to include work in the deinstitutionalized (i.e., informal and nonformal) settings. This will also mean that we have to think of many new vocations located not necessarily on the mechanized farm or the factory floor but rooted in the community ranging from teacher, mentor, health worker, bard, community tree planter, water pump repairman, to nurse's aide.

### **Multiple Settings and Actors for the Delivery of Instruction**

With the expanded concept of work, will have to come an expanded conception of where, how and by whom the youth and adults will be prepared for work. Educational preparation for work has to include not only formal education (FE) settings but alternative formal education (AFE) settings such as distance education facilities, and media packages as well. Nonformal education (NFE), and informal education (IFE) settings will be used also. That would mean covering a whole array from universities and technikons to distance education institutions, to functional literacy and workplace literacy programs, to old-style apprenticeships.

### **Lifelong Learning, a Necessity**

With the fast ever-present changes in life and work, preparation for life and work will never be complete. Obviously no education will ever be terminal.

### **The Necessity of Print (i.e., Literacy) in Preparation for Work**

The two important defining vectors of societies in our times are the spread of science and technology and the emergence of a culture of print, each making and remaking the other, and in the process continuously re-inventing the world we live in. The social reproduction of labour--through making work and preparing individuals for such work--have come to be squarely placed within the space defined by these two axes of technology and print. Work has become technologized and that has led to the institutionalization of work. Preparation for work without some facility with print, that is, literacy of a reasonable level, is today will-nigh impossible, irrespective of where we live and work.

The informal training and socialization for worker roles will for ever remain a mix of the verbal, visual, and written communication. In today's culture of print,

however, it is now more and more the case that for effective delivery of Education and Training for Work (ETW) in educational and other institutional settings, and for the performance of work afterwards, the printed work has come to be absolutely necessary. All cultures have become print cultures, more or less. All modern institutions, both sacred and secular are premised today on literate governors, managers, and leaders—and the led. Literacy is woven in the woof and texture of societies, developed and developing, in all of the institutions of societies—economic, political, social, educational and cultural.

### **Existing Institutional Arrangements for the Delivery of Technical and Vocational Education**

Policy analysis is invariably a matter of institutional analysis as well. These questions must be asked: What institutions or, more or less regular organizational arrangements, exist to deliver the social goods and services promised by the policy initiative such as education and training work? and How should the existing institutions be redesigned and renovated or what new institutional arrangements must be added for the delivery of social goods and services promised to the people?

Of the many possible programmatic formats of ETW which have been tried and tested around the world (and others that may be developed in the present or the future), we have chosen three program formats: (i) Functional Literacy (FL), (ii) Workplace Literacy (WPL), and (iii) Technical and Vocational Education and Training. The choice is by no means idiosyncratic. The three programs together constitute the bulk of ETW initiatives in almost every country on the globe.

### **Formal Technical and Vocational Education: Preparation for Work**

The history of education as preparation for life and work goes far back in time. All cultures have sought both to educate their governing elite, and to train their workers. The governing elite have learned from their private tutors or governesses, or gone to grammar schools and universities. Workers have been sent to technical and vocational schools or tracked into the vocational stream within common schools. As we will see later, technical and vocational education everywhere in the world continues to have a class bias. Social reproduction and labour reproduction seem to have become one and the same.

Up until the beginning of the twentieth century, labour was socially reproduced

through apprenticeships. Quite often the apprentice came from the family or the extended family or from those who had married into the family. The present century saw school-based and postschool-based arrangements to train legions of workers needed for the burgeoning industrial order. By mid-century, the nature of industrialization itself had changed. The post-industrial, Hi-Tech society needed workers that needed not only technological training but also some understanding of science underlying technology. Technical and vocational education became a permanent theme of discussion in educational policy discourse.

### **Institutional Arrangements and Responses**

Three basic institutional arrangements have been used for the delivery of technical and vocational education and training: (1) Formal schools, (2) Postschool vocational training institutions, and (3) enterprises both industrial and commercial (King 1994).

1. Formal school. In developing countries where most children may leave school after the primary grades, some technical and vocational education may be offered to children in the primary grades in the form of practical vocational knowledge, some manual skills, and now some elementary business methods. Technical and vocational education and training appears, however, more commonly at the secondary levels in three different forms: (i) vocational courses offered within the general stream of secondary or higher secondary education; (ii) a single comprehensive upper secondary school may offer more than one general education streams, several vocational streams linked to several vocational clusters; and a technician line; and (iii) separate vocational and technical schools may run alongside the general secondary school after nine years of being educated together in the compulsory school. (This is at least the pattern in Western Europe). Today diversified secondary education with several vocational options is in disfavour but upper technical streams are fast expanding in countries where large numbers of technicians are needed with the fast-changing technology of work (Foster 1965; King 1994; World Bank 1991).

2. Postschool programs of technical and vocational education. In developed countries, these postschool programs of technical and vocational education arrangements include community colleges of U.S. and the technical institute of U.K. In addition some special provisions may be made, for example, youth employment programs implemented in Europe and another now afoot in South Africa. Latin America offers excellent examples of postschool arrangements in the form of national training agencies such as SENA (Servicio Nacional de Aprendizaje / National Apprenticeship Service) of Colombia functioning under

the jurisdiction of the Ministry of Labour and funded from payroll levies on industrial and commercial enterprises. These agencies enjoy strong involvement by employers and offer a wide range of training courses to serve highly varied constituencies. In most other developing countries, however, postschool may mean postprimary programs with the objectives of teaching income generating skills in the informal economy in rural or urban settings often under the initiative of NGO's (King 1994).

3. Work-based training in enterprises. The successes of Germany and Japan in the work-based vocational training programs have, since the late 1980s and early 1990s, sparked a new interest in such apprenticeship training programs. Neither the German experience of dual training to learn both the vocational technique and its scientific basis, from attendance in two separate but interconnected institutions, nor the Japanese experience of individualized attention to the worker within total quality control circles, has been easy to repeat in other settings. An evolutionary approach is now widely recommended which suggests that in early stages of industrialization when the private sector in a country is too small and too little diversified, governments may be better off providing training in vocational schools or postschool centers. When economies become advanced enough industrially, then the government could assume the policy-oriented role of standard-setting and monitoring and leave the tasks of technical and vocational training to the private sector (King 1994).

### **Functional Literacy**

Functional literacy (also called work-oriented literacy) was a child of development, born in the Third World. Its newest manifestation may be literacy integrated with income generation.

The argument that was won by the economic utilitarians at the 1965 conference in Teheran went like this: The maps of illiteracy and poverty are congruent both within and across nations. Literacy was necessary for learning new skills for increased productivity both on the farm and in the factory and thereby the essential tool in alleviating poverty. Yet the poor did not see the need for literacy. Why not then make the literacy-productivity-income connection clearly articulated and completely visible? Why not combine literacy learning with learning economic skills and thereby make literacy motivational in and of itself? The poor are hungry and hunger was an acutely felt deprivation. Therefore, learning skills that would enable people to produce food or to earn money to buy bare necessities of life would be extremely motivational.

Another Unesco document elaborated the concept of functional literacy thus:

“Briefly stated, the essential elements of the new approach to literacy are the following: (a) literacy programmes should be incorporated into and correlated with economic and social development plans; (b) the eradication of illiteracy should start within the categories of populations which are highly motivated and which need literacy for their own and their country’s benefit; (c) literacy programmes should preferably be linked with economic priorities and carried out in areas undergoing rapid economic expansion; (d) literacy programmes must impart not only reading and writing, but also professional and technical knowledge, thereby leading to fuller participation of adults in economic and civic life; (e) literacy must be an integral part of over-all education plan and educational system of each country; (f) the financial needs of functional literacy should be met out of various resources, public and private, as well as provided for in economic investments; (g) the literacy programmes of this new kind should aid in achieving main economic objectives, i.e., the increase in labour productivity, food production, industrialization, social and professional mobility, creation of new manpower, diversification of the economy” (Unesco, Asian Model 1966, p.97).

The preceding quotation has a significant ideological load as it seeks to promote not just economies of developing nations, but also a particular type of global political economy. It also has implications for overall planning, inter-departmental cooperation in program development, curriculum development, organization of delivery, methodology of teaching and learning and assessment.

Functional literacy was an educational policy response to development in the rural areas of the developing world. It seeks to bring to adult farmers, men and women bypassed by the school and the vocational school, development-related knowledge, attitudes and skills to enable them to grow more from their fields and to improve their lives in other ways.

### **Workplace Literacy**

Functional literacy, also called work-oriented literacy, discussed in the preceding section stands on two legs: literacy, and functionality in economic work. Workplace literacy, to be discussed below is, once again, literacy meant to be functional in the workplace—in a business firm or factory. Both these literacies have arrived at the same point, though, historically, they started from two different bases. Functional literacy started with an initial pre-occupation with literacy and then sought to incorporate in itself functional skills for higher productivity

thereby seeking to make literacy motivational for learners. Workplace literacy started with a pre-occupation with productivity and then added literacy, often higher-level literacy, to increase productivity in the workplace. Those in workplace literacy programs were not necessarily illiterate, they were, however, functionally illiterate. It has been rightly said that the problem in developing countries is illiteracy; but in developed countries the problem is functional illiteracy.

Workplace literacy can be rightly called the child of international economic competition, and born on the factory floor of America. America it seemed was losing in economic competition to the Japanese and to the Europeans. Business leaders of America talked about cost overruns, employee turnovers, wastage and equipment breakdowns, customer dissatisfaction and, as a consequence, of their inability to compete. Some others talked of their fears about the emergence of a two tiered society by the year 2000—one group willing and able to work, the other lacking in skills and unemployable at any level (Philippi 1988).

In the meantime, some employers have found it in their enlightened self-interest to expand the conception of workplace literacy. Some workplace literacy programs today go much farther than those narrowly focussed old-style workplace literacy programs to broad scale, humanistic programs that may cover not just the worker but the worker's family.

While not all workplace literacy programs serve historically disadvantaged groups, in many cases the constituencies and beneficiaries of workplace literacy happen to be women and minorities—Blacks, Hispanics, Vietnamese, Cambodians, Haitians and others. In terms of workplaces it is a wide range from food services, hospitals, to security firms, banks, and assembly plants.

#### **The Policy Analytic Questions**

In a policy perspective, three interrelated questions must be asked and then, depending upon their answers, affirmative and corrective actions must be undertaken. The three questions are: are the policies, and programs spawned by those policies, principled? Are they professionally sound and supportable? and Are they practical?

The normative criterion of being principled would lead to some of the following questions: Is the recruitment of trainees to technical and vocational education programs fair, or is such recruitment based on social class or race? On the other hand, is it possible that the technical and vocational education track in schools is serving, perhaps, as the only channel of upward mobility for the

lower classes and the often excluded racial groups? Again, is recruitment to various vocations and levels of responsibility gender biased? In an international perspective, is technical and vocational education and training and subsequent employment serving the interests of international capitalism to the detriment of economic interests and health of people and the environment of the country? The same set of questions can be asked in regard to workplace literacy programs provided by industry or commercial establishment.

Functional literacy programs, which historically have been offered to adult men and women in rural areas, to be principled, would not blindly promote cash crops at the cost of food crops that might enhance the foreign exchange reserves of the state but may also bring malnourishment to families and alcoholism to the family heads who may spend cash on buying beer rather than nutritious food for the family or furnishings for their homes. Again, functional literacy training should not reinforce existing patterns of gender inequality and exploitation by offering training to rural males when family gardens are in fact cultivated by females or denying women credit when they are the ones who need it for agricultural inputs.

The normative criterion of being professionally sound and supportable would, again, lead to a series of questions: Is there conceptual clarity among organizers about technical and vocational education, workplace literacy, and functional literacy; and clear understanding of the implications of these concepts in regard to curricular content, program development, implementation, institutionalization, sustainability, and possibilities of networking and interfacing with other programs of education and development? In the area of technical and vocational education, is tracking, if tracking must be done, fair? Does it come too early? Is the tracking once done absolutely irreversible? Are the instruments of evaluation used in tracking professionally defensible? Are they free to race, class, language and gender biases?

Is there appropriate clustering of skills to expand learners choices or are there too many specialisms? Do programs exist for connecting schools with future employers? Does the training as provided actually get trainees specific jobs without imprisoning them in narrowly specified work spaces? Are the components of culture and technology well balanced and well integrated? Are the curricula of both culture and technology educational enough, challenging enough, and rich enough in insights that are transferable to other settings of life and work?

In workplace literacy, and functional literacy programs are the curricular components of literacy and functionality well integrated? Is there a rich variety

of instructional materials amenable to self-paced individual study? Are the materials culturally sensitive and pedagogically effective? Is teaching done in a framework of mutuality and trust? Is awareness and empowerment given due place in the curriculum? Does the curriculum increase the personal effectiveness and social skills of trainees outside the workplace away from the farm? In other words, does the program join increased productivity with personal empowerment?

The normative criterion of being practical would compel the following questions: Can the program as designed be delivered? If the program is being tested as a pilot, is it possible to take it to scale? What configurations, and networks among individuals, groups, institutions and communities will have to be developed for its adoption, adaptation, incorporation and implementation? How would the existing institutions be reinvented and renewed? What linkages will have to be created and maintained? What resources will be needed by innovators to promote its dissemination and what resources will be needed by adopters to incorporate it?

It is not possible within the scope of this paper to be able to systematically apply each of the above listed criteria to the three different institutional arrangements for the delivery of ETW. We will be satisfied with the listing below the trends that we think must be reinforced for the development of technical and vocational education that is principled, professionally sound and practical at the same time.

**A Policy Agenda: or  
The Trends Deserving of Support**

Continuation of business as usual and doing more of the same will not help. In fact it is sure to make matters worse. We may be moving toward a dead-end because there is not enough of institutionalized and technologized work to go around to satisfy all who need and want to work, and this situation may never change. To create work for all; and to educate and train all for the work they need and want to do is a challenge requiring the deepest of commitments and the most imaginative thinking from us all. There has to be the unleashing of a big and bold process of multiplication, complementation and supplementation of the institutions and initiatives in creating work and in preparing for work that we already have available.

The already institutionalized arrangements for preparation for work in the formal sector (through Technical and Vocational Education) and in the nonformal sector (through Functional Literacy and Workplace Literacy programs) must be

renovated, and integrated for best results. In the short run, the distinctions between general education and technical and vocational education must be bridged. Lifelong Education must be taken seriously which means that there should be multiple points of entry and exit from and across all systems of vocational education, both formal and nonformal. No stage of education should thus be terminal.

But the changes within the existing system of Education and Training for Work (ETW) while necessary and helpful, will not work without changes in the superstructures of values and the frame factors that are national and international in scope. We do need a new world order that can change dependency to genuine interdependence among nations and can accommodate cultural, religious, and economic diversity. We need new models of development rooted in particular cultural contexts. These models must be built on a mix of the local and the global and of mass and craft production, on concepts of good life that are not imperial but humane, rooted in authentic aspirations that dignify individuals rather than making them mere consumers of goods, making use of environmental resources defined by an ethics of frugality, and definition of individual egos and desires disciplined by social responsibility to those around us and others yet to be born.

The following concrete action points are suggested:

1. Those in the policy making culture of education and development and concerned particularly with the social sector handling education and training for work should learn to deal with the larger and the more over-arching theoretical category of "social reproduction of labour," a process that all societies must engage in with more or less self-consciousness and more or less systematically.

2. Associated with (1) above those in policy making culture of education and development should work with the larger and the more over-arching category of Education and Training for Work (ETW) which, depending on the context, may include but should not be equated with Technical and Vocational Education as currently conceptualized or delivered.

3. Policy makers and planners of ETW, especially those working at the international level should get into the habit of using a truly global perspective that accommodates the labour reproduction needs of industrialized, newly industrialized and non-industrialized societies; of both formal and informal subsistence economies; and of groups disadvantaged for reasons of gender and race.

4. The perspective recommended above will require that new concepts of work, outside the institutionalized settings of army, industry, medicine, business,

church and formal education are developed and promoted. Concomitantly, new socially and economically productive roles and vocations will have to be invented, among them, community managers of the commons, community tree planter, ombudsmen and arbiters, health maintenance people and those working in diet and nutrition, nursing and teacher aides, water development and anti-pollution people, and many others. The general principle should be that no old work or a vocation is cut unless there is new work or a vocation to take its place.

5. Policy makers and planners should expand opportunities of ETW delivered in out-of-school settings and through nonformal education methods using a multiplicity of media and materials. Wherever and whenever possible, literacy should be made central (though not necessarily primary) in the process of delivery of education and training for work. Extreme care should be taken in ensuring that the non-literate is not put in double jeopardy of disadvantage.

6. All ETW should have a generic core of social and scientific-technical skills that are transferable across jobs on the floor, in workplaces and specializations.

7. For those interested in credit for ETW, completed modules, projects and programs should be created so that these groups can be enabled to do so through a national mechanism of testing and accreditation.

8. The current trend of planting a set of generic scientific and technological competencies within all general education and making such "vocationalized" general education up to the higher secondary grades available to all youth should be sustained and strengthened.

9. Effective use should be made of all necessary and appropriate technology in the delivery of ETW by producing a variety of print materials, tape packages, videos, and science kits. A variety of institutional arrangements and organizations should be developed for the delivery of instruction as at distance.

10. Community polytechnics and tool sheds should be established in rural and urban communities, particularly in the developing areas of the world for use in the shed, or for rent-free loan for use at home, to upgrade the use of relatively modern tools and technology in the work around the house and in the fields. Arrangements for technology transfer and exchange of skills among individuals, families and communities should also be established.

11. People in communities should be taught "to work for themselves" and

such work should involve both earning income and saving. Food production of some sort must be an essential part of this working for oneself combined with learning improved skills of food preservation. Income saving skills such as repairing clothes, shoes and furniture, should be taught to help learners to save money.

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**Kuldip Puri  
Navleen Kaur**

## Perception of Learners and Volunteers about IPCL Primers

National Literacy Mission envisages to make large number of people literate in the shortest possible time. As a sequel to it the concept of Improved Pace and Content of Learning (IPCL) emerged. The IPCL approach centres around two aspects (a) Effective management of literacy programmes, and (b) Improved pedagogic inputs. These aspects have been taken care of in the literacy campaigns. The present study delimits itself to improved pedagogic inputs.

The teaching-learning materials for basic literacy prepared under the IPCL approach have the following salient features : These include a set of three primers; each primer integrates literacy, numeracy, exercises and drills, unit tests and a certificate to be given to the successful learners; ensures periodic assessment of the progress of the learners; achievement of the learners is comparable all over the country; comprises of core content (national integration, empowerment of women, observance of small family norms, conservation of environment, population education and development of scientific temper) and locally relevant issues (developmental programmes and schemes, geographical and ecological aspects, folklore and legends, local heroes, festivals and specific community needs); interesting treatment of the content which is descriptive and suggestive, invokes the thinking process among learners and enables them to discuss the issues independently.

The present study relates to Punjabi primer, titled 'IK Kadam Sakhtra Val' Volume I, II and III developed on the IPCL concept. These are being used in literacy campaign districts of Punjab namely Faridkot, Hoshiarpur, Ropar, Sangrur and Ludhiana. These primers have generated lot of interest and excitement in these literacy campaigns. This inspired the reserchers to make a systematic endeavour to know the perceptions of learners and volunteers about the physical appearance of the primers; the role of illustrations in primers; difficulties faced by the learners in acquiring reading, writing and numeracy skills; role of inbuilt evaluation tests; and analysis of the content of the lessons in the primers.

**Method**

Through Descriptive Survey method of research, the opinions of Volunteer Teachers and Neo-learners were ascertained. A sample of 369 neo-learners, out of which were 48 male and 321 female neo-learners and 118 Volunteer Teachers including 52 male and 66 female volunteer teachers, were taken. The neo-learners and volunteer teachers were selected randomly from seven blocks of Faridkot district.

A set of three questionnaires was designed for eliciting opinions from neo-learners and volunteer teachers.

**(A) Questionnaire on Efficacy of Primers (for neo-learners)**

This consisted of six items. These items are related to the appearance of Primers, size of letters of alphabet, state of illustrations, identification of difficult areas in learning, acceptability and non-acceptability of lessons included in the primers.

**(B) Questionnaire on Efficacy of Primers (for Volunteer Teacher)**

This questionnaire consisted of 10 items viz appearance of primers, role of illustrations, difficulties faced while teaching, reading, writing and numeracy, relevance of inbuilt tests, identification of topics/areas of learners curiosity to learn more, knowing choices of new topics to be included in and excluded from the primers and inviting suggestions for further improvement in primers.

**(C) Lessons Content Checklist**

A checklist was developed to draw information regarding the lessons content from the Volunteer Teachers. The checklist is based on eight variables namely, Interest, Relevance to Life, Thought Provoking Quality, Comprehension, Quantum of Additional Information, Syntax, Word Selection and Inquisitiveness.

The responses were analysed by using frequency counts and percentage.

**Results**

On the basis of analysis and interpretation of the data, the following conclusions have been arrived at. (see tables I & II)

Majority of the respondents (76%) have found the appearance of the primers as 'Attractive'. A fairly large number of respondents (79%) have endorsed the size of letters printed in the primers as most appropriate. Around 90% of the respondents have expressed their liking for Illustrations. To a majority of the respondents (64%) the illustrations appear to be helpful in initiating discussions in the classroom. Another sizeable number of respondents (30%) felt that illustrations help the learners in recognizing words.

Learning of Reading Competency poses difficulty to a small number of learners. Out of these, maximum number of respondents (58%) identified 'reading new words by joining letters and matras' as the most difficult area. 21% of the respondents experienced difficulty while learning reading competency in the identification and learning of vowel signs.

A considerable number of respondents faced difficulty in learning writing skill. 33% of the respondents found difficulty in expressing their ideas in writing without any help. Dictation proved to be a problem to 27% of the respondents. Another 27% respondents found difficulty in learning shapes of letters and writing words.

There has been an impression on the basis of certain evaluation results that learners score lesser in writing skill and fair very well in reading and numeracy. But this study reveals that numeracy is an area found most difficult to learn by maximum number of respondents. Out of these 70% of the learners have faced difficulty in learning multiplication and division. The remaining respondents have identified addition with 'carryover' and subtraction 'with borrowing' as a problem area.

The inbuilt tests have been identified as a source of providing continuous feedback on the progress of the learners and instilling a sense of accomplishment among them. Significantly, the tests have not been perceived as the factors creating panic among the learners.

TABLE-I  
RESPONSES OF NEO-LEARNERS TO QUESTIONNAIRE ON EFFICACY OF PRIMERS  
(IN PERCENTAGES)

S.No.	ISSUE	RESPONSES	MALES	FEMALES	TOATAL
1.	Appearance of Primers	-Attractive	61	83	79
		-Ordinary	37	16	20
		-Not good	02	01	01
		-Good	00	00	00
		-No Response	00	00	00
2.	Size of the letters of Alphabet	-Most Appropriate	57	85	79
		-Very large	39	13	18
		-Small	04	02	03
		-No Response	00	00	00
3.	Place of Illustration	-Good	89	90	90
		-Not Impressive	11	05	06
		-Not Needed	00	04	03
		-No Response	00	01	01
4.	Difficulty Areas in Learning Skills	-Difficulty in Reading	15	10	11
		-Difficulty in Writing	46	21	25
		-Difficulty in Numeracy	26	62	55
		-None	13	08	09
5.	Most Favoured	MALES			
		-Alcoholism and Drug Addiction	52		
		-Universal Brotherhood	41		
		-Law and Justice	41		
		-Equal Rights for Women	35		
		-Scientific Temper	30		
		-Panchayati Raj	28		
		-Welfare Schemes	26		
		-Right of Education for All	26		
		-Supplementary Diet for Children	26		
		-Unity in Diversity	24		
		-Immunization	24		
		FEMALES			
		-Immunization		58	
		-Alcoholism and Drug Addiction		55	
		-Law and Justice		51	
		-Right of Education for All		44	
		-Scientific Temper		41	
		-Equal Rights for Women		40	
		-Universal Brotherhood		39	
-Unity in Diversity		34			
-Panchayati Raj		33			
-Right Age at Marriage		30			
-Environmental Conservation		30			
-Folk Tales		29			

TABLE-II

RESPONSES OF VOLUNTEER TEACHERS TO QUESTIONNAIRE ON EFFICACY OF PRIMERS  
(IN PERCENTAGE)

S.NO	ISSUE	RESPONSES	MALES	FEMALES	TOTAL
1.	Appearance of Primers	-Attractive	50	80	73
		-Good	38	04	12
		-Ordinary	13	00	03
		-No Response	00	16	12
2.	Role of Illustrations	-Help in Recognizing Words	63	20	30
		-Help in Initiating Discussions	50	66	64
		-Not Impressive but useful	00	00	00
		-Irrelevant	00	00	00
		-No Response	00	16	12
3.	Difficulties in Reading Competency	-Identification of vowel signs	63	08	21
		-Identification of Letters	00	12	09
		-Reading New Words by Joining Letters and Matras	38	64	58
		-Reading Sentences	00	00	00
		-No Response	00	16	12
4.	Difficulties in Writing Competency	-Shapes of Letters	25	16	18
		-Writing Words	13	08	09
		-Dictation	50	20	27
		-Creative Writing	00	44	33
		-No Response	00	16	15
5.	Difficulties in Numeracy	-Multiplication and Division	75	68	70
		-Addition with 'Carry over' and Subtraction with 'Borrowing'	38	24	27
		-Counting Numbers	00	00	00
		-Simple Addition and Subtraction	00	00	00
		-No Response	00	16	12
6.	In-built Evaluation Mechanism	-Routine exercise of no use	13	16	15
		-Instill sense of accomplishment among learners	63	08	21
		-Continuous Feedback on progress of learners	25	76	64
		-Creates panic among learners	00	00	00
		-No Response	00	00	00

S.NO	ISSUE	RESPONSES	MALES	FEMALES	TOTAL
7.	Issues of Learners Curiosity	<p>MALES</p> <ul style="list-style-type: none"> <li>-Alcoholism and drug addiction 50</li> <li>-Immunization 38</li> <li>-Small family norms 38</li> <li>-Welfare Schemes 25</li> <li>-Scientific Temper 25</li> <li>-Agriculture 25</li> <li>-Right age at Marriage 25</li> </ul> <p>FEMALES</p> <ul style="list-style-type: none"> <li>-Immunization 60</li> <li>-Welfare Schemes 33</li> <li>-Alcoholism and Drug addiction 27</li> <li>-Equal rights for Women 20</li> <li>-Small family norms 20</li> <li>-Agriculture 20</li> </ul>			
8.	Choices of Topics to be covered in the primer	<p>MALES</p> <ul style="list-style-type: none"> <li>-Inflation and price rise 35</li> <li>-Agricultural practice 30</li> <li>-Human rights 30</li> <li>-Interpersonal family relations 25</li> <li>-Social evils 25</li> <li>-Law and Justice 25</li> <li>-AIDS 10</li> <li>-Democracy and value oriented politics 10</li> </ul> <p>FEMALES</p> <ul style="list-style-type: none"> <li>-Vocational Information 33</li> <li>-Folk songs and stories 25</li> <li>-More on women issues 20</li> <li>-Interpersonal family relations 20</li> <li>-Cooking 20</li> <li>-Interior Decoration 15</li> <li>-Sewing and embroidery 15</li> </ul>			

It was revealed that lessons included in the primers are of interest to the learners and correspond to their life situations. The lessons have the potential to evoke the thinking process in the minds of the learners and also to inculcate in them the spirit of inquiry. All the lessons offer new information to the readers which adds to their previous quantum of knowledge gained by them through rich life experiences.

The words used in the lessons belong to the active vocabulary of the learners. Some of the respondents have felt that here and there the sentence construction is complex in nature. The paragraphs tend to be a bit longer than desired. The complex sentence construction, sometimes have led to difficulty in comprehending the messages given in the lessons.

**Nawal Kishor**

## **Distance Education in European Countries**

The increasing population, unquenched desire of learning, technological revolution and limited infrastructure of conventional institutions have led to the emergence of distance mode of education across the world. The system being highly cost effective may cater to the very large segment of the population. European countries have a very long history and association with this mode of education. They are continuously engaged in the research and development of distance education. This paper deals with the scenario of distance education in the major European countries.

### **The Concept of Distance Education**

In the comprehensive 1994 American Study "Teleconferencing and Distance Learning" distance education is defined by Lane as "The term distance education refers to teaching and learning situations in which the instructor and the learner or learners are geographically separated, and therefore, rely on electronic devices and print materials for instructional delivery. Distance education includes distance teaching - the instructor's role in the process and distance learning - the students role in the process."

Distance education is a form of education characterised by

- \* the quasi-permanent separation of teacher and learner throughout the length of the learning process
- \* the influence of an educational organisation both in the planning and preparation of learning materials and in the provision of student support services
- \* the use of technical media print, audio, video or computer to unite teacher and learner and carry the content of the course
- \* the provision of two-way communication so that the student may benefit from or even initiate dialogue
- \* the quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meeting for both didactic and socialisation purposes.

**Distance Education in Europe**

In Europe distance education is considered to have two parts - distance education and distance training. Distance training is usually used for the non-university part of the field that is not directed to children. In German this is known as Fernunterricht. Distance education is usually used for the university level or higher level of education. In German the university part of the field is usually referred to as Fernstudium. It has been stated that at least 70% of distance education provision worldwide falls within the area of distance training rather than university level programme. In European countries also out of a total enrolment of distance system around 79% was in the area of distance training. Distance education or training is imparted by the government institutions or the private institutions (known as proprietary). The proprietary provision may be either certified or registered institutions or non-certified institutions. In fact, prior to 1970 most distance education institutions were known as proprietary. The main exceptions were the government distance training colleges in New Zealand, France and Australia. Since 1970, there has been a marked shift from private to public provision. A major focus of this has been the high profile Open Universities developed in the 1970s, 1980s, and 1990s in Europe and overseas.

Most of the programmes run by open universities and university departments worldwide are for certificates and diplomas rather than degrees, and might be considered to be part of training provision. Hence, the study of distance training has the general acceptability of the courses of study for the technical and vocational qualifications.

**France**

There is no open university in France. At the university level distance education courses are provided by 22 centres de Tele-Enseignement, that is small offices within conventional universities. The 22 centres created a federation in 1987 called the Federation Interuniversitaire des Enseignements a Distance, which is supported by registration fees from the centres. Most of the French distance educational institutions do not award direct diplomas or degrees to students. They prepare students for taking examinations. Another glaring facts of French distance education system is that there is no difference between the regular students and distance students. Both take the same examination and the same degrees or diplomas are awarded to them.

France is a world leader in distance training. The French National Distance Education Centre (CNED) is an ideal model for a distance training institution

especially for developing countries. It is Europe's largest educational provision by the government and one of the most important distance education centre in the world. It has 3,50,000 registered students. The strengths of this model are the government commitment to distance education and training at all levels and the professional skills of production staff available for courses at all levels.

The proprietary distance training sector in France is represented by 150 organisations (unofficially 200). 30 of the leading colleges like EDUCATEL, l' Ecole Universelle, l' Ecole Chez soi are grouped in an association called the Chamber Syndicate Nationale d' Education Distance (CHANED). A very wide range of courses are offered by the members especially in official government examinations.

## **Netherlands**

In Netherlands open learning and distance training are clearly distinct concepts in educational provision. Open education is defined as all types of provision which offer educational opportunities for students without requiring an entrance qualification. Dutch open education focuses on second chance education and primary job qualifications for all. Distance training is all educational provision without face to face interaction between students and teachers as the main means of communication.

The open university was created in 1984 at Heerlen. The establishment of full fledged open university is a clear example of an explicit Dutch educational policy of offering adults educational opportunities. The provision of second education has been an important national priority with open institutions being established from school to university levels. When the Dutch Government set up the open university it did not allow other Dutch Universities to enter into the field of distance education so there are no dual mode universities in the Netherlands nor distance education departments of conventional universities.

As far as distance training is concerned, there is a substantial public provision of further education courses at a distance, subsidised by the state and usually recognised by professional associations. The major proprietary distance training institutions are members of the Vereniging van Instellingen Van Schriftelijk Onderwijs (VISO). Only institutions which are recognised by the Dutch Ministry of Education can become members. There are 16 members. Some of the **leading** distance training providers in the EU are members of VISO. They **provide** wide variety of courses including university level programmes.

**Spain**

The open university Universidad Nacional de Education a Distancia (UNED) was established in 1972. UNED is Europe's largest distance teaching University. The university is equivalent in every way to conventional universities in Spain. Its degrees are of equal status like the conventional universities. It offers discipline based career without electives. Students are able to transfer credit between UNED and other universities.

Distance training is provided through both the public and private institutions. Nearly 3,00,000 students per year enrol in distance training courses from the proprietary sector in Spain. Well known institutions are the Centro de Estudios a Distancia in Sebasial (CCC) Centros de Estudios a Distancia (CEAC) in Barcelona. Most of the Spanish schools have enrolments or branches in South and Central America and in other European countries where there is a large Spanish population. The main schools are represented by a national organisation with offices in Madrid and Barcelona called Association Nacional de centres de Ensenanza a Distancia (ANCED).

**United Kingdom**

The United Kingdom has both an open university and a wide provision of open and distance learning courses from conventional universities especially the former polytechnics. The open university became operational in the year 1971 at Milton Keynes. The annual enrolment was over 1,00,000 per year with students studying in undergraduate, postgraduate programmes and the open Business School for Managers. The UKOU has largely solved the status problem that has been a feature of many other distance education system for adults. The university has broken new ground in distance education by the quality, complexity, and comprehensiveness of its learning materials both print and non-print. The materials are widely used by both distance learners and the learners from the conventional institutions. 25 of the conventional UK universities who offer open and distance educational programmes are grouped in the Open Learning Foundation. This was set up in 1990 by a range of UK polytechnics to provide services in the area of open learning. The open polytechnic foundation has now become the open learning foundation. The open learning federation does not enrol students. It provides services to help its members achieve their open learning objectives. Besides, a number of other UK universities also offer distance education courses.

Apart from the open polytechnic, the UK government sponsored two distance training institutions i.e. the open tech and the open college. Manchester Open Learning in the Manchester College of Arts and Technology (MANCAT) is one of the largest open learning provider. The United Kingdom is covered by a range of open learning and distance training providers of a wide varieties of courses. Here, the distinction between open learning and distance training is hard to establish. A wide range of providers are in competition with each other for survival and for the market. The corporate management training providers provide resource-based in-company training with free-lance tutors who work in the company for in-depth sessions on an occasional basis. The Association of British Correspondence Colleges (ABCC) in London is the trade grouping of the proprietary distance training provider in the UK. The Council for the Accreditation of Correspondence Colleges (CACC) is the UK accreditation body for proprietary providers with 44 members in 1994.

#### **Germany**

There is no official statistics on the provision of distance education courses from conventional German Universities. In Germany planning for Open University began in the mid 1960s. The planning received a boost in 1965 when the volkswagen foundation funded a distance education research and materials development centre known as the German Institute of Distance Education. The Fern universitat was established in the year 1975 at Hagen with modern facilities to impart education by distance mode.

The promotion of distance training in Germany received an important impetus in 1969. As a result, two government institutions for distance training was created. The distance training institutions in Germany are : Deutsches Institut fur Fernstudien, Fernfachhochschule (AKAD), Funk-und Telekolleg, Privater Fernunterricht. The first three institutions classified as official provision from semi-government sources. The annual enrolment for these institutions are estimated to about 1,00,000. 45 private distance training institutions are members of the Dentscher Fernschulverband ev (DEV). The courses of the members are accredited by the Staatliche Zentralstelle fur fernunterricht (ZfU) in Koln.

#### **Belgium**

There is a centre for Open Higher Education, known as Studiecentrum Open Hoger Onderwij (STOHO). This is the central institution of a consortium of Flemish Universities and other institutions for higher education in Flanders and Brussels. It was set up in 1987 and is sponsored by the Flemish community. It is based on a network of universities and higher education institutes. The role of the stoho is the programming and production of courses, the coordination of

regional support services, international cooperation and the promotion of distance education in Flanders. Official provision of distance training in Wallonia and French speaking Brussels is organised by the Enseignement a Distance de la communaute Francophone de Belgique. Enrolment is heavily subsidised and is regarded as being practically free. There is considerable activity in distance training from the banking, insurance and computer manufacturing industries. The commercial distance training providers has about 20 operators.

**Denmark**

A lot of university level institutions, like the university of Copenhagen the Copenhagen Business School, offer courses with a distance education structure. There are extensive plans for distributed learning and technology supported learning. There is a large provision of distance training from technical training colleges, teachers training institutes, technical institutes etc.

**Italy**

The largest providers of university level distance education courses in Italy is the Universita degli studi di Roma III followed by the Consorzio per l' Universita a Distanza. The Consorzio per l' universita a Distanza has also a contracted distance training programme. The proprietary distance training was dominated by two major institutions l' Accademia of Rome and La Scuola Radio Elettra of Turin.

**Sweden**

The Swedish Association for Distance Education (SADE) was founded in 1984. Its members are comprised of various institutions and other agencies in distance education. A separate section for higher education was established including all the universities and university colleges to enable representation of appropriate SADE member institutions in EADTU. These universities are degree granting state institutions recognised by the Swedish Government. Distance education is an integrated, departmental activity mainly carried out on a small scale in a dual-mode structure.

**Austria**

Zentrum fur Fernstudien (ZFUL) is an institution for distance learning at the university level. It is a part of the university of Linz and therefore integrated in the national structure of higher education. Cooperation with the German Feruniversitat in Hagen ensures its programmes for Austrial students.

**Finland**

The Finnish Association for Distance Education (FADE) is an association for distance education institutions or organisation which offer higher education at a distance and includes 10 universities and university colleges. FADE was founded to coordinate cooperation at a national level and to promote international cooperation research work and training in areas of distance education. Distance education activities in Finnish Universities are usually organised by the centres for continuing education which work as an integral part of the conventional universities. All Finnish Universities are state owned.

**Norway**

Distance education has an integral position within the Norwegian education system. It originated in a state recognised private distance education institutions, and gradually, over the latter years more and more conventional state institutions began to offer such courses. The Norwegian Association for Distance Education (NADE) is an association for 21 Distance Education degree granting organisations. The private institutions are governed by special legislation. NADE cooperates with Norwegian Executive Board for Distance Education (SOFF), which represents all universities and colleges of higher education in Norway.

**Conclusions**

European countries have a long history of distance education. In Europe, about 79 percent of total enrolments of distance learners falls into the category of distance training. France, Spain and Netherlands are the leading countries for distance training enrolments. In fact, distance training in Europe generates the massive resource. Of late, the focus is shifting towards the internationalisation of distance education programme. Strong communication facilities coupled with the effective networking structure have facilitated the distance education institutions to impart education at the international level.

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**Seema Budhani  
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## **Communication Support for Training Rural Youth in 'TRYSEM'**

India has achieved significant growth and progress during last four decades of planned development. But, it has moved only marginally towards the eradication of poverty, unemployment and illiteracy. The population explosion has made the task more difficult. Progress in a country of India's size and diversity depends up on the participation and full involvement of all sections of people.

Rural youth has tremendous vitality which needs to be explored and exposed to a forward looking approaches, motivations, clean vision and perspective for the good and welfare of the community. Having realised the importance of role of youth in national development, the government focussed its attention to promote their cause by way of providing necessary safeguards to enable them to take up employment in their disciplines suitable to thier aptitude. Special attention has been given to provide them technical skills and training in various crafts through the 'Training Rural Youth for Self-Employment' (TRYSEM) as a component of Integrated Rural Development Programme (IRDP). Studies on these line indicate that trainees did not have the same training needs as they had different subject-matter likings and varied initial knowledge possessed by them. Selected extension teaching methods viz: lecture, printed material followed by group-discussion and slide tape presentation have significant gain in knowledge and retention of knowledge. Similarly younger women gained more knowledge than older ones, when exposed to the message through combination of media.

Keeping these things in view, the present study was carried out with the following specific objectives:

- a. To study characteristics of trainees.
- b. To seek opinion of trainees regarding organization of training programme.
- c. To study constraints and extent use of communication material/methods.

### **Methodology**

The study was conducted at the People's College, Haldwani, District Nainital U.P. This college provides training under TRYSEM scheme. Established in 1961 on the pattern of folk high school of Denmark for imparting vocational training

for those who could not get a chance for formal schooling, the people's college is a polytechnique with a difference. It gives practical mass education to the less developed tribal and hill people and provides professional skills training. All the programmes under TRYSEM are being conducted under five groups viz' scientific group, textile group, traditional-artisan group, agro-based group and service group. Textile group was purposely selected for the study as this group has sizeable number of both male and female youths. Textile group comprised of nine trades viz' Handloom, textile printing, hosiery, Wool knitting, Ready made garments, raxene material making, wool artisan, tailoring and cutting and wool artisan by Takli. A total of 45 trainees were studied in three trades viz' Textile printing (5) Tailoring and cutting (25) and Hosiery (15). Variables viz' age, education, possessed skill, interest, communication methods, constraint etc. were studied.

### **Major Findings**

Most of the participating trainees (77.78%) were in the lower age group (18-25) years and were educated up to the level of high school. However, 20% respondents were graduate also.

The study revealed that most of the trainees (68.89%) did not possess any kind of 'How to do' knowledge with respect to their trade before joining the training programme. Those who possessed some kind of knowledge belonged only to the tailoring and cutting trade. Nearly half of the trainees (46.67%) found their respective trade work highly interesting. When questioned for reasons for participation in the training programme 48.89% trainees expressed their preference for self-employment as well as home improvement.

Reaction of trainees on duration of training, appropriateness of time, difficulty in getting raw material and stipend, attitude of trainees towards training and trainers were also studied. Majority(86.67%) found the present duration of five months as appropriate. All the trainees favoured increase in per day training hours from 4 to 5 or 6 hours. They were given a stipend of Rs.75.00 per month and also raw material required for their trade. Most of them faced difficulty in getting stipend (64.44%) and raw material (75.56%) because of irregularity and poor quality respectively. On usefulness of training 37.78% trainees reported as very useful and 62.22% as useful, no body termed it as useless.

### **Some constraints of the training**

Trainers reported' lack of audio-visual equipments' (57.78%) followed by 'lack of skill in trainers' (51.11%). Lack of skill in the trainer included use of difficult words, foreign dialect and unfavourable attitude towards the trainees.

Since audio-visual material and skilled trainers are the most essential requirements for any learning situation, specially in an audience with low level of understanding, therefore, inadequacy of these material and skill must have adversely affected the proper learning of skill in their respective trades. Besides, this, another important variable 'training equipment' was reported by 48.87% trainees as constraint to the training programme. Other constraints as reported were 'varied educational level', 'lack of class room', 'physical facilities and 'cultural imcompatibility'.

**Table 1**  
**Distribution of respondents on the basis of constraints**  
**in the training as reported by them.**

S.No.	Particulars	Frequency	Percentage
1.	Lack of skill in the trainer	23	51.11
	(i) Unclear voice	-	-
	(ii) Foreign dialect	12	52.17
	(iii) Use of difficult words	17	73.91
	(iv) Unfavourable attitude of trainers towards training	13	56.52
2.	Lack of training equipment	22	48.89
3.	Lack of audio-visual equipments	26	57.78
4.	Lack of class room facilities	20	44.44
5.	Cultural incompatibility	15	33.33
6.	Varied educational level	20	44.44

Various communication methods/materials were used in the training to some extent as reported by the respondents. These were; lecture with black board, discussion, question answer session, dictation, visuals and demonstration.

Demonstration was mostly (86.67%) used method of teaching, which is first in the 'mostly used' category followed by lecture with black board (57.78%). 'Visuals' were reported to be first in the 'moderately used' methods. 'Dictation' and 'question answer session' were incidently placed at 2nd place having equal percentage. 'Discussion' was the least used method followed by question answer session, dictation and visuals.

**Table 2**  
**Communication methods/material used in the training as reported by the respondents**

Sl. No.	Communication methods/material	Mostly used			Moderately used			Least used		
		Frequ-ency	%	Rank	Frequ-ency	%	Rank	Frequ-ency	%	Rank
1.	Lecture with black board	26	57.78	II	19	42.22	III	-	-	-
2.	Discussion	-	-	-	17	37.78	IV	28	62.22	I
3.	Question answer session	-	-	-	22	48.89	II	23	51.11	II
4.	Dictation	-	-	-	22	48.89	II	23	51.11	II
5.	Visuals	-	-	-	24	53.33	I	21	46.67	III
6.	Demonstration	39	86.67	I	6	13.33	V	-	-	-

As regards the preference of trainees towards communication methods/material used in the training programme, most of the trainees preferred demonstration (84.44%) followed by 'lecture with black board' (60%). Mostly preferred methods were visuals (62.22%), 'question answer session' (55.66%), 'dictation' (48.89%), 'lecture with black board' (33.33%), 'discussion and demonstration' (13.33%). However, least preferred methods were; 'discussion' ( 66.67%), 'dictation' (55.54%), 'question answer session' (44.44%), 'demonstration' (37.78%) and lecture with black board (6.67%).

**Table 3**  
**Preference of communication methods/material used**

Sl. No.	Communication methods/material	Mostly used			Moderately used			Least used		
		Frequ-ency	%	Rank	Frequ-ency	%	Rank	Frequ-ency	%	Rank
1.	Lecture with black board	27	60	II	15	33.33	IV	3	6.67	V
2.	Discussion	-	-	-	8	17.78	V	30	66.67	I
3.	Question answer session	-	-	-	25	55.56	II	20	44.44	III
4.	Dictation	-	-	-	22	48.89	III	25	55.56	II
5.	Visuals	-	-	-	28	62.22	I	17	37.78	IV
6.	Demonstration	39	86.67	-	6	13.33	VI	-	-	-

**Conclusion**

Trysem trainees were of higher age group and were literate at one or the other level. Most of the respondents did not possess any kind of skill of their respective trade before joining the training programme.

Constraints reported by trainees include lack of audio-visual equipment, lack of training equipment and lack of skill in the trainer. Lack of class room facilities and varied educational level were also some of the constraints. The use of communication method/material was poor. Commonly used methods/material were 'Demonstration' followed by 'Visuals' and Discussion'. However, only few methods were used in the class room situation. Trainees preferred Demonstration at the most followed by 'Visuals' and Discussion'.

Since the status of communication support in the training was poor, therefore, there is a need to use communication methods/material more in single or in combination. Lack of skill in the trainer's served as a constraint, to overcome this barrier only skilled training personnel should be engaged to ensure better learning of skills on the part of the trainees. Trainers should also make use of discussion and visual to serve as a good learning aid but rarely used.

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## **Suggestions of Field Functionaries on Total Literacy Campaign of Chittoor District, AP**

### **Introduction**

Realising that the centre-based approach for adult and non-formal education for several decades failed to achieve total literacy and universal elementary education, the National Literacy Mission (NLM) started Total Literacy Campaigns (TLCs) for achieving total literacy within shortest possible time. Ernakulam in Kerala succeeded in achieving Total Literacy within a span of one year. This success paved the way for adoption of Total Literacy Campaign (TLC) approach for eradication of illiteracy in other parts of the country. The TLCs, PL/CE are now being implemented in more than 400 districts throughout the country. Chittoor district of Andhra Pradesh is one of the districts adopted under TLC and which has also achieved the total literate status. However, the story of success is not uniform in all the areas of the district. As a result of this, still some of the areas are lagging behind in its efforts in eliminating illiteracy. Efforts are now being made to identify the reasons for this situation and new strategies are being planned to improve the situation.

As a first step in this direction, enquiries were made to identify the actual reasons for this situation by contacting the actual participants, functionaries, community etc. The outcome of this enquiry also revealed that, the above categories of people can also help in improving the programme in the backward areas by providing the suitable remedial suggestions for overcoming the bottlenecks of the programme. However, after detailed discussions it was felt that obtaining suggestions from the functionaries will be more beneficial than any other groups as this group is well aware of all the activities of the TLCs and has thorough knowledge about the plus and minus points of the programme. Hence, the present study was formulated to elicitate the suggestions of the functionaries for improving the programmes in the backward areas.

### **Methodology**

#### **(1) Locale and Sample**

Chittoor district is one of the first districts to implement TLC in the State of Andhra Pradesh. It has 66 mandals. The sample of the present study was chosen from the areas where the programme was not so successful. One

hundred and twenty field functionaries were selected at random as sample from the above pockets taking Chittoor district as universe of the study.

### **(2) Tool**

In order to elicitate the suggestions of the field functionaries for the improvement of the TLC in backward areas, the enquiry method was adopted and the list of the suggestions were collected from the field functionaries by requesting them to write down the suggestions. In addition to the above, the personal characteristics of the field functionaries were also collected to identify the profile of the functionaries. This information was generated to bring out the relationship if any between the personal characteristics and the suggestion pattern of the functionaries.

### **(3) Procedure**

In order to review the performance of the campaign, the field functionaries who meet once in a month in their respective divisional headquarters were requested to give suggestions for the improvement of the programme. Before collecting the information, a good rapport was established with the field functionaries by the investigators and explained to them about the purpose of their visit and requested them to write down their suggestions for the improvement of the programme on a plain paper. Further they were also requested to incorporate their personal information in it.

The information (suggestions) thus generated was pooled together and prepared a list of suggestions provided by the field functionaries and percentages were also calculated. In order to bring out the most important suggestions given by the majority of the field functionaries, the criteria of mean  $+1/2$  S.D. (Standard Deviation) was utilised. The list of suggestions are given in table II.

## **FINDINGS OF THE STUDY**

### **(1) Characteristics of the Sample**

The sample selected for the study were classified according to their background and presented in Table-I.

**TABLE-1**  
**Characteristics of the Sample**

S.No.	Variables	Groups	Number	%
1.	Sex	Men	81	67.50
		Women	39	32.50
2.	Age	Young	70	58.33
		Middle	37	30.33
		Elders	13	10.83
3.	Education	Low	20	16.66
		Middle	49	40.83
		More	51	42.50
4.	Experience	Less than 5 years	56	46.67
		5-10 years	38	31.67
		More than 10 years	26	21.66
5.	Caste	*F.C	51	42.56
		**B.C	41	34.17
		***S.C/S.T	28	23.33

\* Forward Castes, \*\* Backward Castes, \*\*\* Scheduled Castes/Scheduled Tribes.

It is clear from the above table that two-thirds of the selected sample are men and only one-third of them are women. Age-wise classification shows that majority of them are younger in age group and only thirteen of them are having more than forty five years of age. Education point of view, an equal number of them are having Inter and Graduation and only one-sixth of the sample are having less than SSC qualification. Experience-wise nearly half of them are having less than five years of experience and one-fifth of them are having more than ten years of experience. Caste-wise classification of sample reveals that very few of the sample belongs to SC/ST.

The above analysis shows that functionaries from women and unprevalised sections were low in their representation and efforts must be made to represent these groups in larger numbers at various levels of administration so that they can motivate and retain the illiterates of these groups.

The major suggestions identified were effective motivation of illiterates, providing adequate infrastructure facilities at the centres, incentives for the

participants, honorarium for volunteers and creating awareness about the education among the people. In addition to the above, the items, priority in Government sponsored welfare benefits to the participants, effective supervision and provision of vocational skills to the participants were found to be the moderate common suggestions among men and women functionaries.

In addition to the above, it was also found that some of the suggestions were found to be closely related to the sex of the functionaries. The items viz., priority for volunteers in Government employment, supply of teaching-learning materials in time, and village leaders support for the programme were found to be major suggestions associated with men functionaries. In addition to above, the men functionaries also checked the items: more co-operation from political leaders, strict implementation of compulsory education, highlighting the benefits of the education among the masses, providing incentives to the volunteers and village co-ordinators, utility of audio-visual aids in the centres activities, organisation of cultural and entertainment programmes as moderate suggestions for the improvement of the programme.

On the other hand women were closely associated with eight suggestions. Out of these five items viz., eradication of superstitious beliefs, highlighting the benefits of the education, providing incentives to the volunteers and village co-ordinators, utility of audio-visual aids in centres activities, organisation of cultural and entertainment programmes were found to be major suggestions and three items viz., eradication of communal differences and hatred, village leaders support to the programme, shouldering the responsibilities of the youth towards the community were found to be moderate suggestions.

It is clear from the above, that the functionaries believed that quality of the programme can be enhanced by bringing the backward areas on par with areas which have achieved total literacy by eliciting the effective participation of the grass root level workers by providing incentives, honorarium, and priority in Government employment as a reward for their hard work. From learners point of view, they have also suggested some incentives may be given to them, suitable strategies may be adopted for motivation of learners, supply of learning materials in-time, utility of audio-visual aids in teaching-learning process and provision of minimum physical facilities at the centres for attracting and retaining the learners in the centres for a longer period.

In addition to above, the functionaries felt that eradication of superstitious beliefs, elicitation support of political and village leaders, creating awareness with regard to the importance and benefits of the education for the common people and regular organisation of cultural and entertainment programmes will also improve the performance of the programme in the backward areas and for the promotion of total literacy among the community as a whole.

**Table II**  
**List of the Suggestions**

S.No.	Suggestions	Checked by the Total Sample %	S.No.	Suggestions	Checked by the Total Sample %
1.	Effective motivation of illiterates	19.17	18.	Providing incentives to the volunteer and village coordinators	17.50
2.	Support from political leaders	10.83	19.	Eradication of communal differences and hatred	6.67
3.	Providing adequate infrastructure facilities in the centres	24.17	20.	Effective implementation of family welfare programme	10.83
4.	Promoting functional ability among village coordinators	0.83	21.	Effective supervision by the officials	12.50
5.	Provision of incentives to the participants	38.33	22.	Instruction should be based on individual differences	5.83
6.	Provision of honorarium to the volunteers	38.33	23.	Solving the social problems	5.83
7.	Priority in government employment for volunteers	14.16	24.	Encouraging illiterates to attend the centres by the family members	4.17
8.	Government Welfare benefits to the participants	15.00	25.	Provision of vocational skills	12.50
9.	Supply of teaching learning materials in time	21.67	26.	Educated should come forward to help the programme	3.33
10.	Strict implementation of compulsory education for school going children	10.00	27.	Village leaders should support the programme	15.83
11.	Creating awareness about the education among the people	23.33	28.	Utility of audio-visual aids in centre activities	17.50
12.	Encouraging women participation in literacy activities through incentives	7.50	29.	Organisation of cultural and entertainment programmes	15.83
13.	Eradication of superstitious beliefs among the people	8.33	30.	Age of the marriage should be implemented effectively	0.83
14.	Highlighting the benefits of the education among the masses	19.17	31.	Shouldering the responsibility of the youth towards the community	5.00
15.	Awareness about the disadvantages of illiteracy	5.83	32.	All the educational institutions should be closed to enable the students to participate in the programme	0.83
16.	Teaching should be based on needs and interests of the people	9.17	33.	Suitable and compulsory training for all the volunteers	5.00
17.	Creating proper understanding among women about education	4.17	34.	Centres should be located either in school or temple	0.83
			35.	Illiterates should not be ill-treated	3.33

Apart from the above, the functionaries also moderately suggested that enlightening the youth about their responsibilities towards community, eradication of communal differences and hatred, implementation of family welfare programme, compulsory education for school going children, effective supervision will also improve the programme.

### **Conclusion**

The Total Literacy Campaigns are being implemented with an intention to eradicate illiteracy at a shortest possible time through voluntary and popular participation. In spite of its innovativeness, and its success, the rate of success is not uniform throughout the district. In order to build-up the tempo of the programme uniformly in all the areas, suggestions from field functionaries were invited. The collected suggestions were classified as major, moderate and minor suggestions. The major suggestions identified and which require immediate attention were effective motivation of illiterates, providing adequate infrastructural facilities at the centres, provision of incentives to the participants, provision of the honorarium and incentives to the field functionaries, supply of teaching-learning materials in time, creating awareness about benefits of education among the masses and utility of audio-visual aids in the centre activities.

If the suggestions are taken into consideration, there can be qualitative and quantitative improvement in the programme.

## **Basic Education in Asia: Coping with a Changing World**

Asia contains two-thirds of the world's population and includes some of the world's biggest, smallest, richest and poorest countries. While East Asia has an enviable record for high and sustained economic growth of between 6-10 percent annually, South Asian countries such as Bangladesh, Nepal and Bhutan are among the world's least developed nations.

What is the key to the East Asian success stories, and what prevents some countries from taking off? According to the Human Development Report 1996, education is the key. This is illustrated by the stories of Pakistan and the Republic of Korea; both countries had similar incomes per capita in 1960, but Pakistan had a primary gross school enrolment ratio of 30 per cent while that of the Republic of Korea was 94 per cent. As a result, the per capita gross domestic product (GDP) of the latter grew to three times that of Pakistan over twenty-five years, says the report.

"Economic growth and human development must move together in the long run, if both are to succeed," commented James Gustave Speth, head of United Nations Development Programme (UNDP) when the report was released in mid-July 1996.

### **Declining poverty**

The Republic of Korea belongs to the club of "the economic tigers" that includes Thailand and Malaysia. These countries, together with the rapidly developing nations of Indonesia, China, and Viet Nam, have invested substantially in education in the past decades and virtually achieved universal primary education. As a result, the incidence of absolute poverty in East Asia has fallen from a third of the population in 1970 to a tenth in 1990, according to a 1995 UNICEF report. Indonesia, for example, invested between 12 and 18 per cent of total government expenditure in education over the past twelve years, increasing the adult literacy to 84 per cent today, up from 67 per cent in 1980.

However, South Asia is the only region in the developing world where education expenditure as a percentage of gross national product (GNP) has not increased since 1990. Although primary enrolment jumped from 135 million in 1990 to 157 million in 1995, countries such as India, Pakistan and Bangladesh continue to have large numbers of out-of-school children and illiterate adults. In Pakistan and Bangladesh, only half of all men and a quarter of all women are

literate, and in India 66 per cent of men and 38 per cent of women can read and write, according to UNESCO's World Education Report 1995.

"In certain countries, it almost seems as if the feudal system wants illiterates to stay that way in order to preserve their relation of dependency," said Namtip Aksornkool, programme specialist in UNESCO. She stressed that the gender gap in education is widening in Asia, despite remarkable progress in education in East Asia.

### **Reaching the unreached**

To overcome the inertia of conventional school systems, various innovative programmes, often run by non-governmental organizations (NGOs), have mushroomed in the region. In India, night schools run by the community give children who are working or who dropped out of school a second chance to get an education. A programme in Thailand enables children in rural areas to complete a three-year vocational certificate course while they are earning a living. An NGO in Bangladesh, Saptagram Nari Swanirvar Parishad, has helped thousands of women to improve their self-esteem, to study, to start their own business and to become independent. Specific groups such as girls, street children, refugees, prisoners and children with special needs are also increasingly reached through specially tailored education programmes.

"More and more countries are now exploring how these non-formal programmes can get accreditation equivalent to that of the formal education system," Aksornkool said.

Governments are also overhauling their education systems. In India, the successful District Primary Education Programme (DPEP) has boosted primary schooling by mobilizing communities, emphasizing decentralized management and promoting capacity-building at national and local levels. The programme takes a holistic view of elementary education and addresses issues of content, process, quality and equity in education. Today, DPEP covers forty-two districts in seven states and will expand to a further sixty-eight districts.

Distance education is increasingly recognized as having important potential to reach the unreached. Millions of learners are now educated in Australia, Bangladesh, China, India, Indonesia, New Zealand, Pakistan and Thailand through printed self-instructional materials supplemented by radio, television and new information technologies. The Philippines uses radio to reach out-of-school children; in Thailand, television programmes teach farmers how to improve their agriculture techniques; and the Republic of Korea has opened thirty local television stations for educational purposes. Distance education is also being successfully used to upgrade the qualifications of teachers without pulling them out of

classrooms. China, for example, has trained 1.2 million teachers through television broadcasting.

Another area in rapid expansion is early childhood development (ECD), which is essential not only for preparing boys and girls for school, but also for providing children and mothers with community-based services to meet their basic needs. A unique initiative in India, the Integrated Child Development Service, benefits some 18.6 million children and mothers, providing children aged 3 to 6 with pre-school education and their mothers with health and nutrition information. New initiatives in Bangladesh, Indonesia, Laos, Malaysia, Pakistan and Viet Nam target the poor and underprivileged, especially girls in rural areas, and are mainly run by local communities and NGOs. China is aiming to provide pre-school education to 60 per cent of all children, and ECD programmes in Thailand already cover around 45 per cent. In Australia and New Zealand efforts are being made to introduce family literacy programmes, which develop literacy skills of parents and children, thus strengthening the critical link between the education of adults and their children.

#### **High drop-out rates**

However, enrolment figures of children attending school do not indicate whether basic learning needs are being met, the quality of education is adequate and the required learning is relevant. "We need to know more about the outcomes of education," said Minda C. Sutaria, Director of the Regional Centre for Educational Innovation and Technology of the Southeast Asian Ministers of Education Organization (SEAMEO INNOTECH). She stressed that one of the greatest challenges is to link education with learners' concerns and experiences, such as health, sanitation, nutrition and work.

A recent document of the Education for All Forum, an inter-agency watchdog body that monitors and promotes basic education, concludes that drop-out and repetition has actually worsened in Asia over the past five years. In some South Asian countries, less than half of all children who start Grade 1 reach Grade 4. In Myanmar, for instance, only 34 per cent of primary pupils reach Grade 5.

"The rapid expansion of education to the fringes of rural areas has failed to attain the quality that usually exists in urban settings," said Victor Ordonez, director of UNESCO's Bangkok office. "The reasons are lack of adequately trained personnel, inability to provide adequate resources for learning and a system that is insufficiently flexible to meet all needs."

To address quality issues, Indonesia launched a new programme in 1991 focusing on higher qualification requirements for future teachers and retraining 85 per cent of the country's more than 1 million teachers. China, Myanmar and

the Philippines have adopted systems of continuous monitoring of educational quality, and in South Asia several countries are seeking to overcome shortages of textbooks to improve learning achievement. Bangladesh, for example, is engaged in an enormous effort to provide free textbooks to all pupils in Grades 1 to 5.

## **Demands for new skills**

Experts agree: improving education systems and making them more flexible is crucial in order to sustain positive economic trends in East Asia. "The rapid economic growth has put severe strains on manpower supply," said the Organisation for Economic Co-operation and Development (OECD) in a 1994 report on Asia. "The concept of skills market is coming to replace that of labour market, drawing attention to the increasing levels of skill and competence required for the new and expanding knowledge-based and knowledge-dependent industries."

In Malaysia, Thailand and Indonesia, primary education is being extended from six or seven to nine years, curricula are regularly revised in order to meet new demands, and programmes focus more on skills-oriented training. Some school systems now include "work experience" in the curriculum, and links between industry and technical colleges have emerged in countries such as Australia and New Zealand.

In Thailand, where some 70 per cent of the labour force is made up of those who have had no formal education beyond primary school, needy students in Grades 7 to 9 get financial support to encourage them to continue their education.

However, the OECD report stressed that unless countries in the region invest more in adult education programmes and retraining, large numbers of illiterate and low-skilled adults will be unemployed and unemployable.

"Governments must realize that the pressure from modern industrialized society makes adult education as important as the education of children," commented Ordonez. "For adults to survive in the 21st century, they must be able to continually absorb the new technologies and information they need."

*Unesco EFA 2000*

Information on these aspects was collected from the departments/centers of Adult and Continuing Education established in different universities. A comprehensive questionnaire was prepared for the purpose and it was mailed to 103 universities/deemed universities involved in the programme. Nine questionnaires were received in the first response. First reminder was sent after thirty days. Thereafter twelve more questionnaires were received. Fourteen questionnaires were received after second reminder. In all thirty seven questionnaires were returned from eighteen states and one union territory. This constitutes about thirty six percent response.

#### **FINDINGS AND DISCUSSIONS**

##### **Involvement in Continuing Education Programme**

The study revealed that more than eighty per cent universities were involved in the continuing education programme.

##### **Starting of Continuing Education Programmes**

The information obtained about the year of starting of continuing education programme when compared with the year of establishment of departments/centers/units in the respective university revealed that some universities started the said programme immediately after the establishment of the department/center/unit whereas other universities took several years for starting the programme. The details of the gap period in starting of continuing education programme in different universities and the establishment of the departments/centers has been presented in the table No.1

The table shows that only in twenty two per cent universities continuing education programmes started within one to two years of establishment of their respective departments/centers/units. More than 55 percent of the universities took more than five years to start the continuing education programme. About one-third universities took more than 8 years to begin the programme. The information on this aspect could not be calculated for five universities as four universities could not provide the year of establishment of their respective departments/centers/units whereas one university did not state the year of starting of its continuing education programme.

**Table No. 1**  
**Gap period in starting of Continuing Education programme and Year of establishment of respective Departments/Centers**

S.No.	Gap Period	No. of Uni- versities	Percentage
1.	Less than a year	x	
2.	Between one to two years	07	22.58
3.	Between three to five years	02	06.45
4.	Between six to eight years	07	22.58
5.	More than eight years	10	32.26
6.	Information not available	05	16.13
	Total	31	100.00

**Post Literacy and Follow up Programme**

Various experiments in adult literacy have shown that neo-literates if do not use their newly learnt skills of reading and writing they fall back to illiteracy. Hence, efforts are being made to help the neo-literates to continue their education.

**a) Involvement in Post Literacy**

The information obtained about the involvement of universities in the post literacy and follow-up programme revealed that seventy eight percent universities, i.e., twenty nine were carrying out follow up and post literacy programme. The departments/centers in eight of the universities stated that they were not involved in the said programme.

**b) Gap in starting of Post Literacy and starting of Literacy work**

Information regarding the year of starting of the post literacy work when compared with the year of starting of literacy work revealed that in more than 50 percent universities post literacy work started after two years of starting of literacy programme. The details have been presented in Table No. 2

**Table No.2**  
**Gap period in starting of Post Literacy and starting of Literacy work**

Gap Period	No. of Universities	Percentage
Between one to two years	09	31.04
Between two to five years	04	13.79
Between five to eight years	06	20.69
More than eight years	06	20.69
Information not available	04	13.79
Total :	29	100.00

The table shows that in about thirty percent universities post literacy and follow up programme started within two years of starting of literacy work. A further perusal of the table suggests that in about one third of the universities post literacy work started between two to eight years of starting of the literacy work. About twenty percent of the universities took as many as eight years for starting the programme. Information on this aspect is restricted to only twenty five of the universities as one of the universities did not provide the year of starting of literacy work while other three did not provide the year of starting of the post literacy and follow up programme.

## II) The Scheme of Jan Shikshan Nilayams

The performance of universities regarding the scheme of Jan Shikshan Nilayams was studied in the following terms :

- a) the number of J.S.N.'s allocated.
- b) the targets achieved in establishment of J.S.N.'s by the universities.
- c) the activities performed by the J.S.N.'s.

### a) Allocation of J.S.N.'s

The study revealed that of the thirty seven universities, J.S.N.'s were allocated to only twenty seven (73 percent) of the universities. In 10 universities no J.S.N.'s were allocated. In the 21 universities 183 J.S.N.'s were established. On an average each university established eight J.S.N.'s.

**b) Target achieved in establishment of J.S.N.'s**

The details of the targets achieved by the universities in terms of percentage of J.S.N.'s established have been presented in the table given below :

**Table No.3**  
**Targets achieved in establishment of J.S.N.'s during 1992-93**

S.No	Targets Achieved	No.of Uni- versities	Percentage
1.	Hundred percent	14	51.85
2.	Between fifty to seventy four percent	01	3.71
3.	Between twenty five to forty nine percent	03	11.11
4.	Between one to twenty four percent	03	11.11
5.	None J.S.N. established	06	22.22
	Total	<u>27</u>	<u>100.00</u>

The table shows that about fifty two percent of the universities were able to achieve hundred percent targets. About forty five percent of the universities could not establish even the fifty percent of J.S.N.'s allocated to them. Of these, six universities could not establish any J.S.N.

**Activities performed by Jan Shikshan Nilayams**

Jan Shikshan Nilayams are supposed to perform a number of activities. The details of universities conducting different activities alongwith the number of J.S.N.'s conducting a particular activity have been presented in the table below:

**Table No. 4**  
**The number and percentage of J.S.N.'s performing different activities**

S.No	Name of activities	No.of Uni- versities	No.of J.S.N.'s	Percentage
1.	Post Literacy	20	120	65.57
2.	Library	20	110	60.10
3.	Reading Room	19	104	56.83
4.	Sports and Adventury Act.	19	117	63.93
5.	Recreational & Cultural Act.	19	107	58.46
6.	Information Centre	16	57	31.14
7.	Charcha Mandal	15	154	84.15
8.	Simple short duration trg.	14	108	59.01
9.	Communication center	13	84	45.90
Total		155	961	

The table shows that Charcha Mandals were organised in maximum number of J.S.N.'s. As many as eighty four percent of the total J.S.N.'s established by the Universities had been conducting this activity. However, only fifteen universities were conducting this activity in their J.S.N.'s. The reason of organisation of this activity in the maximum number of J.S.N.'s inspite of being conducted by only fifteen universities may be perhaps that universities organising this activity have established large number of J.S.N.'s. The table further reveals that post literacy, library, reading room, sports and adventury activities and recreational and cultural activities were the most common activities of the J.S.N.'s as they were being performed by more than ninety percent of universities and were being conducted in more than fifty four percent i.e. hundred J.S.N.'s. The use of J.S.N.as information center does not seem to have gathered sufficient popularity as this activity was being conducted in thirty one percent of J.S.N.'s only.

## **II Continuing Education Courses**

Under the continuing education programme universities are also expected to organise trainings and workshops for improving skills of the local population which are relevant for the common people and which can be used by them for increasing their income.

Some universities conduct these programmes at both university and community levels while some organise them at only one level either university or community.

The study revealed that out of thirty seven universities under study only twenty and sixteen conducted these short term training programmes during the years 1991-92 and 1992-93 respectively.

The study also revealed that during the year 1991-92, twelve universities conducted the programmes both at university/college and community levels. Four universities conducted at university/college only and other four at community level only.

In the year 1992-93, only nine universities conducted the programmes at both university/college and community levels while two universities conducted these at only college/university and five universities only at community level.

It is evident from the above findings that the lesser number of universities have organised these trainings and workshops during the year 1992-93. It was also found that the number of courses organised at university level reduced by about 23 percent and community level by 19 percent during the year 1992-93. This may be due to the change in financial inputs for these programmes during the year 1992-93. Uptil 1991-92, Rs.2500 were allocated for organising one course. This amount was reduced to Rs. 1500 in the year 1992-93.

The number of courses organised by these universities during the year 1991-92 and 1992-93 alongwith the average number of courses organised per university has been presented in table given below:

**Table No. 5**  
**Number of Continuing Education Courses conducted during**  
**1991-92 and 1992-93**

		1991-92		1992-93	
		No. of courses at			
		Univer- sity level	Commu- nity level	Univer- sity level	Commu- nity level
1.	No. of continuing education courses conducted	99	219	76	177
2.	No. of universities involved	16	16	11	14
3.	Average number of continuing education courses conducted	6.18	13.68	6.9	12.64

The table shows that on an average six to seven courses were organised by the universities involved at university/college campus and about thirteen to fourteen courses were organised at communities during the periods under study.

Though the number of universities organising these programmes declined in the year 1992-93 but from the table it is clear that average number of courses organised by the universities involved have remained more or less the same. Stability in the average number of courses organised inspite of the resource crunch may be considered as the indicator of the popularity/demand of such courses at least in certain parts of the country.

**CLIENTELE FOR CONTINUING EDUCATION PROGRAMMES**

Under the continuing education programme, U.G.C. expects the universities to carry out a wide range of awareness and knowledge based programmes and also short term vocational programmes. Thus universities cater to various kinds of clientele under continuing education programme. Four categories of clientele were identified based on the following criteria :

- a) Socio-economic background
- b) Educational status
- c) Family roles
- d) Special groups

**a) Clientele based on Socio-Economic Background**

Based on socio-economic background four types of clientele were identified. The table given below presents the number of universities carrying out the programmes for the different types of clientele and the number of programmes organised for them during 1991-92 and 1992-93 :

**Table No. 6**  
**No. of Universities organising Continuing Education Programmes alongwith the number of Programmes organised for Different Clientele based on Socio-Economic Background**

S.No	Type of Client	No. of Universities	Percent	No. of Programmes organised		Average No. of Programmes organised	
				91-92	92-93	91-92	92-93
1.	Rural	15	48.38	143	56	9.5	3.73
2.	Slum dwellers	09	29.03	04	04	0.4	0.4
3.	Scheduled Caste	13	41.93	89	41	6.8	3.1
4.	Scheduled Tribe	07	22.58	11	16	1.5	2.2
5.	Others	03	9.67	12	04	4	1.33

The table shows that maximum number of universities (48 percent) were organising continuing education programmes for rural population followed by scheduled castes (41 percent), slum dwellers (29 percent) and scheduled tribes (22 percent).

The fifteen universities found conducting programmes for rural population organised 143 programmes during the year 1991-92 and 56 programmes during the year 1992-93, i.e. on an average about 10 programmes per university during 1991-92 and about 4 programmes per university during 1992-93. This indicates a reduction of more than 50 percent in the number of programmes organised for rural population during 1992-93.

The number of programmes organised for scheduled caste too has been reduced from 89 in 1991-92 to 41 in 1992-93. This may be due to the reduction of funds during the year 1992-93 for continuing education programme. There was an increase in the number of programmes organised for scheduled tribes during 1992-93. The nine universities which reported conducting these programmes for slum dwellers organised only 4 programmes during 1991-92 and also 4 programmes in 1992-93 as well.

**b) Clientele based on Educational Status**

Based on educational status, five types of clientele were identified. The table 7 provides the details of the number of universities carrying out the programme for these types of clientele alongwith the number of programmes organised for them during 1991-92 and 1992-93.

**Table No. 7**  
**Number of Universities organising Continuing Education Programmes**  
**alongwith the number of Programmes organised for Different Clientele based on**  
**Educational Status (n=31)**

S.No	Type of Clientele	No. of Universities	Percent	No. of Programmes	
				91-92	92-93
1.	Illiterates	11	35.48	07	-
2.	Neoliterates	13	41.93	47	20
3.	Semi educated	10	32.25	48	48
4.	Educated employed	09	29.03	42	25
5.	Professional	06	19.35	03	07

The table shows that maximum number of universities i.e. thirteen universities organised continuing education courses for the 'neoliterates'. Eleven, ten, nine and six universities organised courses for the illiterates, semi educated, educated employed and the professionals respectively.

The table further shows that eleven universities organising courses for the illiterate group organised only 7 courses in the year 1991-92. None of the programme was organised in the year 1992-93 for this group. The number of courses organised for the neoliterates and educated employed too came down significantly in the year 1992-93. The table further shows that on an average about five courses were organised in each year for semi educated group for which the number of programmes organised in the years under study too remained nearly the same. The number of courses organised for the professional group alone increased by more than 50 percent, i.e. from three to seven in the year 1992-93.

**c) Clientele based on Family Roles**

Based on the family roles, four groups of clientele were identified. The number of universities carrying out the continuing education programmes for these clientele groups and the number of programmes organised for them during the year 1991-92 and 1992-93 has been presented in table no 8 :

**Table No. 8**  
**Number of Universities organising Continuing Education Programmes alongwith the number of Programmes organised for Different Clientele based on Family Roles**

S.No	Type of Client	No. of Universities		No. of Programmes	
		91-92	92-93	91-92	92-93
1.	Children	04	12.90	82	14
2.	Parents	05	16.12	42	-
3.	Housewives	11	35.48	23	36
4.	Old aged	02	6.45	-	-

The table shows that eleven universities were involved in organising continuing education courses for the housewives followed by five, four and two for the parents, children and the old aged respectively. The table further shows that the universities involved in organising programmes for these groups of clientele organised 82, 42 and 23 courses for the children, parents and housewives respectively. The number of courses organised in the year 1992 fell down to fourteen for the children and no programme was organised for the parents. The data shows that the number of courses organised for the housewives in the year 1992-93 increased by about fifty percent, i.e. from 23 to 36. The data further reveals that the universities involved in programmes for the old aged did not organise any programme in the year under study.

#### **SUMMARY**

More than eighty percent of universities under study were found implementing the programme. About one third of them took more than eight years to begin the programme. Post-literacy and follow up work was being carried out by seventy eight percent of universities. Only thirty percent of them were able to start this activity within two years of start of literacy work.

Jan Shikshan Nilayams were allocated to seventy three percent of universities. Out of these 24 universities twenty one had established J.S.N.'s. On an average, each university established eight J.S.N.'s. Charch Mandals, post literacy, sports and adventury activities were found to be important activities of J.S.N.'s. Twenty and sixteen universities conducted short term training courses during 1991-92 and 1992-93 respectively.

The number of courses organised at university level reduced by 23 percent and community level by 19 percent during the year 1992-93. This could be attributed to the change in the financial inputs for these courses in the year 1992-93. Among the clientele studied under the J.S.N.'s. more importance was paid to rural and scheduled caste population. Based on the family roles more importance was paid to housewives. Very few programmes were organised for illiterates and professionals.

## **Adult Education News**

### **Tarlok Singh and Kamalini Bhansali Get Nehru and Tagore Literacy Awards**

The Nehru and Tagore Literacy Awards for 1996 have been awarded to Shri Tarlok Singh, ICS (Retd.) of New Delhi and Prof.(Smt.) Kamalini H Bhansali of Maharashtra.

The Awards instituted by the Indian Adult Education Association are announced every year on the eve of International Literacy Day.

Shri Tarlok Singh, former Member of the Planning Commission has been selected for the 30th Nehru Literacy Award for his outstanding contribution in planning, development and promotion of adult education for over five decades. He has worked extensively on the role of adult education in reducing poverty and bringing social change.

He was closely associated with Professor Gunnar Myrdal in Stockholm University, Sweden. He was Deputy Executive Director for Planning in UNICEF, New York from 1970-74.

His writings include 'Poverty and Social Change'; 'Towards an Integrated Society'; and 'India's Development Experience'.

Shri Tarlok Singh was the first Chairman of the Indian Association of Social Science Institutions during 1979-81. He is the Editor of Social Science Journal, IASSI quarterly.

He has been closely connected with All India Committee on Eradication of Illiteracy among Women (AICEIW).

Prof.(Smt.) Kamalini H Bhansali, former Vice-Chancellor, SNDT Women's University, Bombay has been selected for the 10th Tagore Literacy Award for her pioneering role for over three decades in promotion of continuing education and life-long learning for women. She has written comprehensively on adult and continuing education including the book "Sign-Posts for a Learning Society".

She has participated in a number of national and international conventions/seminars on women's education, non-formal education and gender related issues.

### **New Thrust Areas in Adult Education in the Ninth Five Year Plan**

The Indian Adult Education Association organised a Symposium on New Thrust Areas in Adult Education in the Ninth Five Year Plan at its headquarters in New Delhi on August 08, 1996. 35 participants representing the States of Bihar, UT Chandigarh, Delhi, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, West Bengal attended.

Smt. Lajwanti Shrivastava, Chairman, Haryana Social Welfare Advisory Board was the Chief Guest on the occasion.

In his welcome address, Shri JL Sachdeva, Director, IAEA said that emphasis so far has been on literacy only. This, he felt, was not enough. The continuing education needs of different sections of the society should also be met. In the Ninth Five Year Plan all these aspects have to be taken care of, he added.

Shri Sachdeva said that Total Literacy Campaigns were now in operation in over 400 districts and it was right time to take quick appraisal of the entire TLC programme so that the programme in future should be based on the suggestions/recommendations made by appraisal team.

Shri BS Garg, President, IAEA in his address said that political will and bureaucratic determination were two essential elements for the success of the adult education programme. He said that inclusion of adult education in the technology mission was an important achievement because the success of the other technology missions was dependent on the education and training of the beneficiaries. He stressed the need to integrate the literacy programme with other development programmes so that it could achieve the desired results.

During the discussion the following suggestions were made:

- 1) The education of the women should be urgently linked with development programmes so that women while becoming literate should also get economic independence. This would lead to their empowerment.
- 2) NGOs initiative and creativity should be recognised and they should be involved in the programme from the planning to the implementation stage.
- 3) The reporting of the programme has been false since the start of the adult education programme and it continues in substantial measure even now. There was an urgent need to check false reporting. The concept of social audit requires to be introduced.
- 4) Area approach should be adopted and more emphasis should be given for the involvement of ex-servicemen, housewives and other dedicated people in the area.
- 5) The evaluation of the adult education programme should be given to the institutions working in the field of adult education i.e. NGOs, universities etc. The present emphasis on involving the Institutes of Management Studies for evaluation should be changed.
- 6) There has not been demand for literacy so far and environment strategy has to be changed so that people start demanding literacy.
- 7) Literacy per se has limited value. It should be effectively linked with some income generating/supplementation skills so that the new literates

could use these for raising their living standard and improve their quality of life.

- 8) TLC should not be the only approach for the entire country. Alternative approaches for different areas should be encouraged.
- 9) Panchayats should be actively involved in the adult education programme and also provided funds for the purpose.
- 10) The TLC implementation has by and large, remained unconnected with developmental schemes/programmes. Efforts should be made so that adult education programme could be linked with development and appropriate linkages should be forged. This should be achieved even if it needs change in strategy.

Smt. Shrivastava in her address said that implementation of educational/ social welfare programme has been poor so far and all efforts should be made so that implementation becomes as good as the planning of the programme. She stressed the need to actively involve the housewives in the literacy programme.

She emphasised the need to involve local leaders in the programme and opined that with their active involvement, the entire programme would get a boost.

### **International Literacy Day Celebrated**

President Shankar Dayal Sharma said in New Delhi on September 8, 1996 that an effective way of motivating the people to participate in the movement for literacy was to tailor the schemes and programmes to the specific requirements and needs of the people.

While addressing the gathering at the 30th anniversary of the International Literacy Day celebration, Dr. Sharma said: "It is essential to transmit the message of literacy in the language and specific cultural idioms and forms of various regions. This calls for a subtle strategy whose core thrust is uniform throughout the country - the teaching of the three R's - but which is flexible enough to adapt itself to the circumstances and conditions prevailing in different regions."

He was of the opinion that once interest and enthusiasm were generated in the minds of the people, and "here is a groundswell in the demand for literacy, more than half the battle is already won." He was of the view that an essential pre-requisite for success in achieving the goal was to make literacy "a felt need of the people. Our people must demand literacy and treat it as a necessity of life." He said that an awareness must be generated that life is meaningless until each and every individual of the society is literate.

Dr. Sharma also called for a greater role of panchayati raj institutions in meeting the targets of literacy in the country.

Education should be viewed as a means of empowerment and a measure of preventing exploitation of the sections, he added.

On this occasion, the President also felicitated the districts Belgaum in Karnataka and Dumka in Bihar for their splendid work in the promotion of literacy and presented them the Satyen Maitra memorial national literacy awards 1995-96. He also presented prizes to the winners of the national poster, essay and photography competitions.

Others who spoke on the occasion included Union Minister for Human Resource Development S.R. Bommai and Minister of State for Education Muhi Ram Saikia.

In his address, Mr. Bommai emphasised the need for the devolution of responsibility of sanctioning literacy projects and monitoring them upon the States. "The Government has already covered 401 districts under the literacy campaign and it is no longer possible for the Centre alone to oversee a programme of this magnitude", he said.

Two books were released on the occasion.

### **Education for All : Mid-Decade Appraisal**

The Mid-Decade Meeting of the International Consultative Forum on Education for All was held in Amman, Jordan in June 1996. The Forum brought together more than 250 participants from 75 different countries, a cross-section of policy-makers, researchers, specialists in education and representatives of aid-agencies.

The Working Document of the Conference indicates that in 80 per cent of the developing countries, primary enrolments have been growing since 1990 in spite of on-going economic hardship. The number of 6 to 11 year-old children out of school has declined and should continue to do so by the year 2000. However, the same document indicates that in most regions the gender gap in primary school enrolments has not been reduced much. It also points out that drop-out continues to be a major problem in all developing regions, especially in sub-Saharan Africa, South America and South Asia, where less than 80 per cent of all children who start Grade 1 reach Grade 4. In conclusion: progress has been made, but not as much as expected, and a serious acceleration is needed if we envisage providing basic education for all in the foreseeable future. As indicated in the final communique: *"there is no reason for complacency but a need for more forceful and concerted action, informed by sound research, information and analysis, with attention to results."*

## Highlights of the Conference

Some of the priority concerns of the conference were as follows:

**Resources** : In most developing countries, educational expenditure as a percentage of GNP has been rising since 1990, but it is not easy to say to what extent basic education has benefitted from this rise. Furthermore, the Least Developed Countries (LDCs), which suffer most from debt burden, economic crisis and adjustment policies, fell further behind during this period.

**Role of the teacher** : Although the importance of the role of teachers in basic education was stressed at Jomtien, it was noted that their conditions of service have continued to deteriorate in many countries. The teacher has been undermined by low wages and poor working conditions. The need for investing more in the teacher was emphasized as a top priority for reaching EFA goals and in particular for improving the quality and efficiency of the existing education systems.

**Out of school education** : Too often, the message of Jomtien has been translated as the urgent need for putting more children in primary school. Other forms of education and other target groups (out-of-school youngsters and adults) did not receive enough attention. Many interventions at the Conference recalled that there are still some 900 million illiterates in the world, two-thirds of which are women. Investments in adult education are investments in development and in the education of entire families. The urgency to find innovative ways to make education more responsive to the needs of youth at risk, facing rising levels of unemployment, was also emphasised.

**Looking beyond basic education** : There has been a tendency to focus on basic education in a narrow way. The Conference reminded that basic education should not be seen as a ceiling, but as a minimum. Investments in basic education will only be productive if effective links to other levels of education (secondary and higher education, as well as teaching training and technical and vocational training) are fully taken into account.

***Renewed partnerships*** : The spirit of partnership has to be sustained and broadened to include all elements of society: voluntary and community organizations, religious groups, the business sector, the media, and others. International donors must also play their role as partners in the EFA movement. Considerable concern was expressed about shrinking funds for development aid and the extent to which this might affect aid for basic education. The international donor community was invited to match national efforts with increased international support, better co-ordination and greater responsiveness to country priorities.

**Concluding statement ....**

The Conference ended with a renewed commitment to achieve *education for all*. As Richard Jolly said in his concluding statement: "*The goals of Jomtien have proved their worth. Let us build on the achievements of the last six years and accelerate them over the next five, and over the next fifteen. For that is what it will take.*"

*IIEP Newsletter*

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates the activities of various agencies--Governmental and voluntary, national and international--engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on, and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for Women's Literacy, for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudth Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.

*Indian Journal of*

# **Adult Education**

- **Philosophy of Adult Education**
- **Literacy Accelerates the Pace of Development**
- **Literacy for Development and Development for Literacy**
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Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeographed, Xeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin, on foolscap size paper. Footnotes and references should come at the end and not on every page.

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**Editorial**

The programme of eradication of illiteracy at the national level started about two decades ago with the launching of National Adult Education Programme (NAEP). In this period the programme has seen too many and quick changes. The Total Literacy Campaigns (TLCs) which proved to be affective in the earlier phase have slowed down considerably in States with low literacy rate, having a less efficient system of primary education, abject poverty and facing acute economic problems.

The programme is seen as a centrally sponsored programme with a very low initiative and enthusiasm from the State Governments. The programme can't succeed without explicit commitment and total involvement of State Governments. The involvement of the community and the participation of voluntary organisations is also essential if the programme is to give desired results. Well established and genuine NGOs involvement can bring the programme closer to the people and ensure better participation and in achieving the goal of achieving total literacy in a shorter period. But these organisations can function effectively if the support of the Central and State Governments is made available to them and provided all facilities for smooth conduct of the programme.

The democratically formed Panchayati Raj Institutions should also be involved in literacy campaigns. They will have flexibility in responding to varying local conditions and will also be helpful in getting people's participation at the grassroots level and make literacy a felt need. If the demand for literacy is generated, the task becomes easier.

The Ernakulum model should not be a model for the entire country. Multiple strategies are needed for a vast country like India. The adult education should become a people's movement in letter and spirit and should not merely remain a Government sponsored programme.

**James A. Draper**

## **Action with Meaning**

### **Introduction**

It is our values or philosophy which gives meaning to our actions. Therefore, a discussion of our philosophy of practice is more than an academic exercise. We may not be conscious of it but each day we live our philosophy. Philosophy encompasses the meaning, principles, values and attitudes that structure our beliefs and guide our behaviours in our work as well as in the world of our daily life.

But as practitioners, to what extent do we articulate and understand these values, assumptions, beliefs and attitudes which guide us? Our individual or collective philosophies are the basis upon which we defend and practice what we do. The way in which we perceive and deal with issues are determined by our beliefs.

Many questions which practitioners ask challenge their beliefs. For example:

- On what basis do we argue that one teaching method is preferred over another?

- Why do we believe that developing curriculum materials with the involvement of students is better than the development of text books written by experts?

- Why does the criteria for evaluating our programmes, imposed upon us by a funding agency, sometimes conflict with our feelings of how our student-centred programme should be evaluated?

- What type of relationship do we wish to develop between instructors and students? Between our agency and its surrounding community?

- In our training programmes, what determines what we will teach?

What criteria do we use and what qualifications do we look for when selecting instructors to work in our programmes?

What determines the words we use to describe our programmes?

This article begins by looking at how our behaviour raises philosophical questions and encourages us to reflect on and articulate our personal philosophy, and how this is expressed in our work.

This is followed by a description and discussion of five general philosophical orientations, all of which are evident in the broad field of adult education : liberal, behaviourist, progressive, humanist and radical. The relevance and practice of these in adult education is then illustrated. The next section discusses how our values as educators are expressed in our daily behaviour and language. The importance of language and the need to take our words seriously follows. Finally, we see that values and assumptions are integral to the way in which we plan, implement and evaluate our programmes.

NOTE: "Adult Education", as used in this article, refers to any conscious effort made by adults to engage in some aspect of learning (e.g.the learning of content or subject matter", values or attitudes; and skills). The definition is not confined by: what is being learned (e.g.literacy education or professional continuing education) any particular age group of adults; the sponsoring agency; the location of the educational programmes; or the methods of teaching and learning being used. These are only variables for describing specific educational programmes.(Draper, 1996)

### **What Do We Mean When We Talk About Philosophy?**

It is a human tendency to feel that what we do is rational, that there are reasonable explanations for our behaviour, that we are right in what we think and do. We do not usually articulate these feelings. We just take them for granted. Our philosophy of life, those beliefs and values which guide us in our work and in our relationships with other, are an integral part of our identity that we seldom question. But can they also limit our perceptions? Are there other views to listen to and benefit from? Are the assumptions we make about the educational needs of others really a projection of our own values? How do we know?

All of these are philosophical questions. Being able to answer these and many other questions helps us to understand and implement the programmes in which we are involved, including the identification of training needs, curriculum planning, delivery, evaluation and the selection of teaching materials. Philosophy affects them all.

The Random House Dictionary (1987) defines philosophy as "A system of principles for guidance in practical affairs; the rational investigation of the truths

and principles of being, knowledge, or conduct.” Articulating our personal philosophy helps us to understand why we behave and think as we do. Furthermore, it helps us to understand the consequences of our behaviour and the influence our philosophy has upon others. It helps us to be consistent but also challenges us to question our inconsistency. It can help us in communicating with others, provided we take care to openly express our values and assumptions. It may help us defend our actions: “I use this teaching approach because it express the philosophy I believe in.”

Being able to articulate our preferred philosophy also helps us to be more professional as adult educators. That is, it helps us to describe our behaviour through a thoughtful and theoretical point of view. The generalist practitioner is often only able to describe what is done, not why. Articulating our beliefs and values also helps us to bridge theory and practice; to more clearly see the relationship between education and society, and the various social, economic, political and cultural forces which influence adult education.

Our philosophy influences our practice, and practice illuminates our philosophy. Rooted in our individual history and the history of society, our philosophy is always personal yet it identifies us as members of a group. Focusing on our explicit beliefs helps us to both utilize and create knowledge, especially when we are open to understanding the beliefs of others.

### **The Indian Context**

Philosophical thought and writing have deep roots and a long history within the Indian cultural and spiritual context, (Altekar, 1938; Keay, 1938). “Philosophy in Sanskrit or Hindi is known as “Darshan” which means a knowledge of the truth..... or the real world..... and is an attempt to conceive and present an inclusive and systematic view of the universe... Radhakrishnan has defined philosophy as a critical exposition of reality.” (Chaube and Chaube, 1981)

Radhakrishnan goes on to say that “Philosophy is committed to a creative task. Although in one sense philosophy is a lonely pilgrimage of the spirit, in another sense it is a function of life.” According to him”.... the function of philosophy is one of analysis and clarification, like any form of inquiry, its method is empirical, experimental and analytic.” (Rathore, 1989)

Within the Indian context, Seetharamau’s (1978) commentary is worth noting when he says “Philosophy in India emerged as a result of reflection over the experiences and problems of everyday living.”

Most writings on adult education in India, for example, *Adult Education in India* (Bordia, Kidd, Draper, 1973) are based on assumptions about human nature, upon particular perspectives about the world and society, about the capabilities of people to learn, about what is to be valued. That is, these writings portray in one way or another particular philosophical views. Sometimes these are clearly stated, for example, "Purposes and Philosophies of Adult Education" (Beder, 1990). At other times these elements need to be uncovered through analysis and interpretations. But they are there !

### **Labelling Our Philosophies**

In their book, *Philosophical Foundations of Adult Education*, Elias and Merriam (1984) discuss five philosophies: liberal, behaviourist, progressive, humanist and radical. What follows is a brief description and comparison of each and their link to adult education. Note: The reader should not think of these as absolute. There is overlapping between these orientations.

### **Looking At A Liberal Philosophy**

Arising out of early Greek thinking, the purpose of liberal education was to develop a person's intellect and morals (the distinction between right and wrong) and to develop the ability to make wise judgements. The intent was to liberalise the human spirit through the development of rational and critical thinking capacities. This is still the intent of liberal arts programmes in universities today. The student is usually guided by an authority figure, a teacher who was conversant with the content. Being teacher-centered, the dominant teaching method was the lecture. The liberal tradition was intended to be a discovery of the self with external assistance, and what a person learned was expected to be reflected in their everyday life. The early history of education, for instance, often had a moral overtone focusing on the reading of the holy scriptures or the classics.

The relevance of this orientation to adult education programmes is value which it places on the quality of the philosophical and moral content which is being read, presenting to the reader new and relevant ideas which often go beyond the classroom. The liberal tradition attempts to teach people to think, to reason, to question, and to emerge in timeless reflections and discussions about justice, truth and goodness. For example, "Radhakrishnan's philosophy is an appeal for restructuring the human societies on the principle of truth, freedom and equality" (Rathore, 1989).

**Looking at Behaviourist Philosophy**

This philosophical orientation aims to change behaviour in the direction of pre-determined stated objectives. The goal of behaviour modification or conditioning is teacher-directed and teacher-rewarded. The student is led through a sequencing of learning modules towards an ultimate goal which can be measured. Competency based training is a prime example of this philosophical orientation, where the outcome and the means for reaching it are pre-programmed. Reaching this end goal is all important. This philosophical orientation is sometimes criticised since the student gives up a degree of freedom, putting himself or herself in the hand of another person in order to reach a predetermined goal which, it is presumed, has some value to the student. While the student and the teacher enter into a kind of contract with one another, this task-oriented approach to education often ignores the previous experience of the student and the choices of learner response may be limited.

This approach to adult education is practised in India in many programmes where, for example, the student's goal is to prepare for an examination leading to a formal certification or where one is taught to master specific sequentially arranged skills such as learning to use a computer. A great deal of training programmes, for example, within business and industry, the Indian army and Government continuing education programmes are based, to a considerable extent, on a behaviourist philosophy.

**Looking At Progressive Philosophy**

Beginning in the early part of this century, this philosophy grew out of a socio-political North American context characterised by industrialisation, utilitarian values, the expansion of vocational training, capitalism, citizenship education and language training of new immigrants, as well as the increasing predominance of the scientific method and rational thinking (left brain) in objectively explaining human behaviour. These values were reflected in the public schools which were often isolated from the daily life of the community and characterised by an authoritarian approach to education, focusing on facts and memorisation.

A reaction against this authoritarian approach was an attempt to progress towards an education which would introduce new attitudes, ideas and teaching methods. That is in, John Dewey's words "when science denotes not simply a report of the particular facts discovered about the world but a general attitude toward it as distinct from special things to do- it merges into philosophy". (Seetharamu, 1978).

The intention of the progressive philosophy was to free students to value the experiences they already had; to make education relevant and applicable by developing skills of problem solving and by using a scientific method to discover knowledge through field trips and projects. The teacher became the organiser and guide. Education became more democratised and more focused on the pragmatic, and was seen to be both experimental as well as experiential.

This progressive approach had a profound influence on the practice and theory of adult education. Individual experiences were valued, encouraged and to be shared. Participation in one's own learning with degrees of control over what is learned and the idea of human developmental potential took on a new depth of meaning.

This philosophy also helped to raise questions about the social responsibility of institutions such as schools, universities and private industry. Beginning with an assessment of learner's needs, this approach to education was seen as an instrument of social change. Much of the spirit and practice of this progressive philosophical approach is seen today in many adult education programmes in India, especially those which are community based.

### **Looking At Humanist Philosophy**

The progressive philosophy focused on the social context of individuals and their ability to promote social change. The humanist philosophy differs because it focuses on personal growth and self actualisation. It arose out of an 18th century reaction against the authority of traditional institutions and the anonymity of industrialisation which was thought to dehumanize the individual. Viewing individuals holistically, humanistic philosophy valued the intrinsic, intuitive (right brain) ethical sense of people and their willingness and ability to take responsibility for their own learning through a process of self-direction, self-evaluation and self-actualisation.

This approach focused on encouraging people to explore the depths of their feelings, building self-concept, and valuing human life. The goal was to maximise human potential, building on the innate goodness of the individual with the support of empathetic teachers as facilitators and partners in learning who were themselves on the quest of self-discovery. This philosophy is especially evident in adult education programmes today which value learning as a process and which encourage discussion and self-discovery. Efforts to humanise the workplace border on implementing some basic humanistic values into the working conditions and relationships in places where people work.

Humanist thought abounds in Indian literature. "Humanism is that philosophy which asserts that man is the centre and measure of all activities in the world. Humanism believes that man is quite able to find solutions to his problems on the basis of intelligence...."(Chaube and Chaube, 1981). Raj's (1989) article on Jayaprakash Narayan is titled "A Man Centred Philosophy : Reflections on J.P's Concept of Man, emphasising "J.P's humanistic philosophy."

In his book "The Humanist Tradition in Indian Educational Thought", Saiyidain (1966) names such thinkers as Gandhi, Iqbal, Azad, Radhakrishnan, Zakir Husain and Tagore (also see O'Coinnell, 1995). Rathore (1989) refers to Radhakrishnan as "A towering humanist and a rational philosopher". Saiyidain (1962) devotes one of his chapters to the topic of "humanising the educational system". In referring to Swami Vivekananda, Sharma (1980) comments that "his philosophy of life" began with "the basic needs of human beings," emphasising that Vivekananda's philosophy was "intensely humanistic."

#### **Looking at Radical Philosophy**

Based initially on Marxist-socialist ideas, the radical educational philosophy set out to produce free and autonomous persons by liberating them from oppression. The first step is to "raise their consciousness" about their daily life experiences. In doing so, people describe their 'world' (their community and surroundings), exposing those forces which they believe prevent them from reaching their potential.

To free themselves from oppressive elements, it is important for people to discuss these elements in groups. First, they articulate and critically examine their "world" (for example, their workplace), then they plan actions to gain greater control (power) over their lives, thus changing the system which they believe to be the cause of their oppression. Being involved in the process of change provides people with a shared vocabulary. The radical philosophy, more than any of the other orientations, acknowledges that adult education is a political process. The goal is to change the power relationships between individuals and groups.

Groups which gather to discuss their social issues are examples of this philosophical orientation and out of this process people may realise the need to develop various skills such as literacy. On the other hand, such programmes are sometimes used to bring people together to discuss political and economic issues and education becomes a secondary focus. This philosophy attempts to democratise and humanise society by questioning its assumptions and myths. The process is often guided by a participating facilitator-teacher. Dialogue and the

development of a critical consciousness are essential elements in the process. Improving the quality of life and extending the choices in people's lives is another goal.

This philosophy is one that is frequently misunderstood in both its interpretation and application. Too often people think of this as a method only and not as a philosophy. In fact, it is both. One can practice the radical philosophy in any human situation, for example, in examining the sources and form of power in one's family or one's workplace. Depending on the tolerance level of those who have power, this process can lead to mutually constructive and peaceful changes, which in themselves may extend the tolerance for change.

The radical philosophy makes reference to the "colonising of the mind" which refers to the labels which are often used to describe people, such as troublesome, inferior, un-intelligent, lazy, immoral, stupid. Frequently internalised by those who are labelled, these labels often result in negative self-concepts. Sadly, there are all too many examples of the dehumanizing effect of blaming the victim, of labelling people who are illiterate, unemployed, poor or disabled. Often the first task of an education programme is often to begin, not with the teaching of content or skills, but to focus on eliminating negative internalised labels, in order to revive individual self-esteem and dignity. Only then can education provide an open door to learning.

Paulo Freire is probably best known as a proponent of this philosophical orientation, believing that "no education is neutral" and characterized by such concepts as social action, empowerment and "participatory research". Within India Divekar (1996), for example, writes about "Empowering the Employee" through such means as training and development. Social action and the labouring poor (Lewis, 1991), Development with people...(Fernandes, 1985 A), Social Activists and Peoples Movements (Fernandes, 1985 B), Building on the Base (Astha, 1991) and many other case studies would be examples of the radical philosophy in action in India.

#### **Philosophically Where Do We Stand?**

Given the above description of the five philosophical orientations applicable to adult education, an instructor in a programme might begin by asking : Which orientation best describes my approach to education? Do the methods I use in my work match with what I say I am doing?

A similar question can be posed as well for the employers, planners and managers who are associated with these programmes. Quite naturally, these

persons may see themselves in more than one of the philosophical orientation, depending on the context in which they are working. "Sometimes I do things this way but at other times another approach seems to be more appropriate." In practice there are seldom clear and rigid boundaries. The application of these philosophies are situational, often determined by educational goals (which may conflict with each other), the resources and time available, and especially by the content, skills or attitudes to be learned.

The comparative value of the five orientations can be useful to those responsible for the different sections of an educational programme. Each orientation is determined by the purposes to be achieved. There are specific expectations of students and teachers in each orientation. Each is also characterized by predominant methods for teaching and learning and is described by key concepts.

### **Understanding Our Own Philosophical Orientation**

In an attempt to understand the essence of each philosophical orientation and as a way of assessing our own teaching philosophy, the adult educator might ask:

What is the role of social change in each orientation?

Does our philosophy focus on perpetuating the status quo or in bringing about constructive change? Change from whose point of view and to what ends?

Does the programme value experiential learning, questioning and exploration, and the interaction with other in working toward the achievement of educational goals?

Are these processes stated explicitly as intended outcomes of the programme? Or is the programme focussed on the achievement of pre-determined end goals, such as in a behaviourist philosophy? Or Both?

How is the individual (as compared with the group) valued in the programme? Is the focus of the programme on individuals competing with each other or are individuals encouraged to interact, share, cooperate and support each other in their learning?

Is the assessment of individual learning consistent with the stated goals of the educational programme? Is the evaluation done by the student or by an authority figure? Or is evaluation a cooperative effort?

Are individuals expected to learn solely through rote memorising, (expected to repeat what has been presented to them) or are they encouraged to submit their accumulated learning to a process of critical reflection?

Gaining a familiarity with the alternative philosophies, educators can understand more clearly what they are doing and why. They may become more aware of and value alternative approaches to planning educational programmes. If nothing more, an awareness of these orientations might minimise contradictions while at the same time clarify goals and outcomes of a programme. Each philosophical orientation has its place within the rich diversity of adult educational practice. With experience, the educator will know when to use a particular method or practice a particular philosophy.

Sometimes it might seem that there is a contradiction between a person's general philosophical approach to teaching (which may be humanistic) and the need to apply a different philosophical approach (behaviouristic) for a particular situation. Sometimes short term goals such as acquiring basic knowledge and preliminary skills can be achieved best through "behaviourial objectives" yet the long term goal may be to make use of those acquired skills in creative ways.

Flexibility is more important than rigid adherence to a particular philosophy or method. The effective educator is able to orchestrate all the variables of a programme without losing sight of the overall goal of holistic human development.

### **The Importance of Language In Expressing a Philosophy**

A philosophy is expressed through people's attitudes and behaviour but also through the language which they use to describe what they do. Is the practitioner's language genuine? That is, are current terminologies being used but neither understood nor practised? For example, it is relatively easy to use current terminology, such as "learner centred" or "community based" or "self directed learning" without really knowing the meaning of these terms or the implication of practising them. The words used by the radical philosophical orientation, words like "power", "social change", "empowerment" and "critical consciousness" are in vogue today but are they understood in the context of local action?

An adult education programme might encourage its participants to become more self-directing, to offer their suggestions on how things might be done differently, to value and encourage creativity (which begins with constructive criticism about how things are currently done) and to build a "team environment."

The achievement of such goals expose the power and political relationships between people and nurtures individual critical faculties, helping to bring about degrees of social change.

Each philosophical orientation has key words that describe its main focus. For example, what are the different meanings of such words as facilitator, instructor, teacher, guide and tutor?

Much of the vocabulary used in adult education today is now taken for granted. Some has been rediscovered from past usage and some has come from a radical philosophy within a Third World or developing nations context. For example, we speak of equity and justice as the real end goals of education. Value laden words such as freedom, exploitation, struggle are also used. The end goal of education may be the empowerment of the individual, or education may be seen as a synonym for self-reliance, for liberation, for independence. Although seldom stated explicitly, all education programmes are expressions of an ideology, a philosophy, and kind of vision.

From the language we use and from the goals we develop, we can speak of generic and philosophical goals for education. In an educational programme, not only content and subject matter are being taught. We know that adult students are also reacting to the programme's environment, developing attitudes about the subject matter, reacting to the teaching methods being used and becoming aware of how they are perceived and treated.

#### **A Generic Approach to Training and Teaching**

In the midst of this discussion of philosophical stances in adult education, it may be useful to pause and describe some generic educational goals which transcend all educational programmes, that is :

The development of the communication skills of listening, speaking and writing.

The valuing of learning as a lifelong process.

The development of skills to retrieve and store information.

The building of positive attitudes about oneself as well as developing the skills of critical thinking.

The practitioner needs to consciously teach for these goals. They will not automatically come about. All too often the absence of an articulated philosophy tends to narrow rather than broaden the stated goals of education. Comparing the different approaches to education, the practitioner can imagine :

Perceiving the student learner as one who is dependent on others for direction, compared to one who is interdependent/independent and self-directing.

An educational programme which is subject-matter centred compared to one which is task, problem or self centred.

A programme which students enter because of external or imposed force as compared with one in which the student voluntarily and enthusiastically participates.

A programme which has been planned by an authority figure or expert, such as a teacher specialist, as compared with one in which the planning is democratised and includes wide participation and involvement of the adult students.

Which philosophy does your programme portray? How do we balance short term and long term goals? Our philosophy of teaching and learning can be enhanced by being more precise with the vocabulary we use to describe what we do.

## **The Need for a Dialogue on Philosophy**

Where is the place of the educator as learner in the educational programme? Is education to focus only on learning immediate skills or does it include goals which help people become more socially responsible and more critically reflective? Does our educational philosophy help people to reflect on possibilities and to make choices?

We know that education is not a neutral enterprise but involves both political and philosophical decisions, and influences all aspects of an education programme from its original inception to the teaching and evaluation of it. We know that particular philosophies, based on assumptions about human nature, can help to democratise an educational programme and society. There needs to be a compatibility of management and infrastructure with the philosophy which we expound and want to emulate in the "classroom".

We know that our philosophy, like culture and values, is learned. Our philosophy may encourage us to seek partnerships with student learners, with the

community and with other organisations. Or it may encourage us to remain closed. We know also that the force which influences our behaviours are real and may conflict with our preferred way of behaving. For example, a funding agency may impose a quantitative model of evaluation upon a programme which values qualitative outcomes of learning. Similarly, organisational policies may be incompatible with the philosophy of a workplace education programme. How do we philosophically handle these and other contradictions?

Finally, we know that our philosophy is an expression of an ideology. By understanding our values we maximised the rationality of our behaviour. Our philosophy is the foundation upon which we act. These are the rudders which steer us through our daily life and which determine how we will teach and behave in countless other ways. A philosophy is not a theoretical thing that other people possess. It is the profound understanding which provides meaning for each individual.

#### **A Note to The Reader**

This brief articles on philosophy should be seen as a working document. Using it and discussing its contents with colleagues and with adult students can have a continuing education value for all parties. A discussion on philosophy can often arise when formulating the objectives for a programme, selecting the methods to be used, or determining how the programme will be evaluated.

Being familiar with the different philosophical approaches which are available to and practiced by adult educators may help to professionalise the field of adult education and add to effectiveness in practice. What seems to be more important is that each educator personalise ones preferred philosophical practice and at the same time be aware of other philosophical practices.

As a way of facilitating discussions, including use in training programmes, participants might want to make comparisons between the five philosophical orientations presented in this article (or additional or combined orientations) with reference to the following: .

1) What is the primary purpose of each orientation, comparing these to the purpose of your own specific educational programme?

2) What is the role and description of the adult learner primarily characterized by each orientation (not forgetting your own place as a learner in the process)

3) What is the primary role and description of the teacher as expert/authority figure or as a manager/organiser/facilitator/coordinator? Each orientation has its own vocabulary and expectations.

4) What are the key concepts or words which particularly characterise each orientation? e.g., rational/intellectual or behavioural objectives; problem solving; experiential; consciousness-raising.

5) What are the various methods which predominate a particular orientation, e.g., the lecture method; programmed instruction; activity and experimental; experiential and self-directed learning; or the use of group discussion?

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**S.Y. Shah**

## **Literacy Accelerates the Pace of Development : Indian Scenario**

Role of literacy in development has been much discussed and debated in India and abroad. Whether literacy precedes development or follows; literacy cannot be separated from the development process. In fact, they are intrinsically related and there is a dynamic interplay between the two at various levels of society. However, it has been recognised that literacy alone cannot deterministically engineer development though it is almost impossible to conceive development without literacy which is an enabling or accelerating factor. Different literacy programmes implemented in India since 1950's and their impact on various indicators of social development substantiate the thesis that literacy can accelerate the pace of development. Since literacy is relative to the context and conditioned by prevalent socio-political scenario, its effect cannot be studied without an examination of development goals vis-a-vis literacy content, strategies and structures devised by the policy planners.

This paper is attempted in two parts. In part one, changing concepts and connections of literacy and development in India since 1950's have been discussed with a view of delineating their meaning and operational strategies. Part two examines how literacy initiates, accelerates or influences different parameters of individual, social, economic and political development. This is attempted mainly with the help of different reports and evaluation studies brought out by the Directorate of Adult Education, Government of Indian from time to time.

### **Changing Concept and Connections of Literacy and Development**

Over the past fifty years numerous operational and philosophical definitions of literacy and development have emerged. Keeping in view the changing priorities of India's developmental goals and influences of international bodies like the United Nations and the World Bank, the concept of literacy and development have undergone tremendous transformations. Although the significance of literacy as an instrument of galvanizing and mobilizing the masses and arousing community consciousness and participation for bringing about social change was highlighted by our national leaders, literacy did not receive due priority during 1950's when it remained as an integral part of the Community Development Programme. While the concept of development revolved around building factories, industries and dams, the focus of literacy was on enabling the common man to live a richer life

in all its aspects and instilling civic consciousness among masses. During 1960's when a direct correlation emerged between education and economic growth, the emphasis of literacy programme shifted from civic to functional literacy. It was felt that literacy, if it is worthwhile must be functional. It was argued that one of the reasons for the failure of many development schemes like agricultural production, family planning, cooperative, Panchayat institutions was the lack of functional literacy among the rural masses. The concept of functional literacy was translated into Farmers Training and Functional Literacy Project and implemented in 144 districts during 1968-77. The pilot evaluation study conducted by the Directorate of Adult Education in 1970 revealed the utility of the programme in contributing to agricultural production by raising the knowledge and awareness of farmers. During 1970's, Functional Literacy for Adult Women project was implemented with a view to accelerating the participation of adult women in the developmental efforts of local community and bringing about attitudinal change among them. This project also proved the efficacy of functional literacy as a tool for accelerating the pace of development.

The concepts of development and functional literacy were subjected to criticism by development workers during 1970's. While development came to be seen in dimensions other than economic, the focus of literacy was on arousing the critical consciousness of people. The emergence of Janata Government in 1978 brought about a radical shift in the concept of literacy and development. The new government put more emphasis on redistributive justice and eradication of illiteracy. The National Adult Education Programme developed by the Janata Government put equal emphasis on literacy, functionality and social awareness and visualized adult education as "a means to bring about a fundamental change in the process of socio-economic development". The subsequent governments during 1980's also recognised the role of literacy in development. It was felt that development should not be just about factories, dams, roads but should centre around the development of human resources. By the 1980's broader definition of literacy as being central to human development had been accepted. Emphasis was put on people's right to literacy as a component of development itself. In fact, human development became central to India's developmental effects. Importance of literacy was reiterated by the National Policy on Education (1986) which envisaged that adult education would be a means for reducing economic, social and gender disparities and nation as a whole would assume the responsibility for providing resource support. Working out the implementation strategies, the Programme of Action recommended that "emphasis in adult education programme should be on skill development and creation of awareness among the learners of the national goals, of development programmes, and for liberation from oppression." Subsequently when promotion of literacy became an important

national mission, the document on National Literacy Mission (NLM) specified that the objective of NLM would be to impart functional literacy to 80 million illiterates in 15-35 age group by 1995 through a variety of means and with the active involvement of all sections of society. The concept of functional literacy envisaged under NLM was much broader than the earlier and included the following four aspects:

(i) Achieving self reliance in basic numeracy, (ii) becoming aware of the cause of one's deprivation and moving towards amelioration of conditions through organisation and participation in the process of development, (iii) acquiring skills to improve the economic status and general well being and (iv) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms etc. This expanded concept of functional literacy has been termed as developmental literacy in view of its coverage of all aspects of human life and emphasis on the promotion of national concerns. Thus developmental literacy is defined as literacy for all round development of human beings and nations. By enabling individuals to lead enlightened, productive and socially conscious lives, developmental literacy aims at the development of the nation as a whole. With the change in the concept, the operational strategies were also modified to make it a mass movement through total literacy campaigns. With the successful culmination of Ernakulam District Total Literacy Campaign in 1989, the campaign strategy spread widely. Today over 400 districts have taken up literacy programme. Of the 86 million illiterates exposed to literacy programme, about 53 million have become literate with the help of 10 million volunteers. The gigantic efforts have raised the percentage of literacy in India from 43.57 in 1981 to 52.21 in 1991.

#### **Quantitative Dimensions**

Literacy programmes primarily aim at improving the quality of human capital which is very vital for the development of any nation. Over the years, different types of literacy programmes and projects have been implemented by official and non-official agencies in India. Of these, Gram Shikshan Mohim (1961-71) and the total literacy campaigns of 1990's have made significant contributions in quantitative and qualitative terms. During 1961-71, it was estimated that Gram Shikshan Mohim, succeeded in imparting literacy to 44,57,972 males and 50,96,566 females which made a significant contribution to the total literacy rate in Maharashtra, which jumped from 29.8 to 39.2. The Total Literacy Campaigns launched in different states/U.Ts. showed that upto March 1994, as against the target of 581.91 lakhs, 203.42 lakh became literate. (49.76%). Some of the states which have shown remarkable progress were: Maharashtra from 1.56 to 16.57 lakhs, Tamil Nadu from 5.03 to 15.18 lakhs, West Bengal from 42.44 to 54.39 lakhs.

**Adult Literacy and Universalisation of Primary Education (UPE)**

Universal literacy cannot be achieved without giving equal importance to adult literacy and universalisation of primary education. Literate parents would not only enrol their children in schools but also ensure their retention. Educational statistics since 1950 shows that highly literate state and districts have higher enrolment ratio for 6-14 age group and lower drop-out rates. While highly literate states like Kerala, Pondichery, West Bengal had an enrolment ratio of 102.45, 141.79 and 125.31 for classes I-V, in Bihar and Uttar Pradesh which had lower literacy rate recorded lower enrolment ratio- i.e. 81.70 and 81.39 respectively.

Total Literacy Campaigns launched in Pondichery, Tamil Nadu, West Bengal have shown that the successful operation of literacy campaigns have invariably led to an increase of enrolment in primary schools. The evaluation reports have shown that in Burdwan district of West Bengal, of the 1,52,836 children of 6-9 age group 1,30,790 were enrolled after the TLC. While in Hoogly, primary school enrolment rose from 1.23 lakh in 1989 to 1.27 in 1990 and 1.82 in 1991; in Birbhum district, there was about 25% increase in the enrolment and attendance in primary schools. Sumanta Banerjee during his field visits to Burdwan observed that the rate of enrolment in primary schools had gone to such an extent that classes had to be conducted in the open courtyards. Similar positive trends in the enrolment of primary education have been noted by Nitya Rao in Pondichery and Pasumpon district, where literacy workers not only launched "Back to School" campaigns to boost up the enrolment of children but even surveyed the reasons for school drop-outs. In Pondichery, Visalakshi Tangappa-an headmistress of a government girls high school opened a separate section for never enrolled ragpickers. The spread of literacy not only sensitised the parents but also the officials of Education Departments towards the cause of Universal Primary Education.

**Literacy-individual transformation and development**

Transforming effects of literacy on individuals have been well studied. The writings of Frank Laubach, H.S.Bhola, Yusuf Kassam, Julius Nyerere and Lakshmidar Mishra have extensively discussed the role of literacy in the development of individuals. Jack Goody who proposed the "technology of intellect" hypothesis states that literacy (particularly writing) changes the mentalities of new literates thereby transforming their mode of perception, memory and ability to argue. Literacy, by focussing on individual behaviour promotes socialisation and cultivation of modern values and softens the resistance to change. Frank Laubach who worked for the cause of literacy in more than one hundred countries during 1937-77, noted that "literacy begets new faith and new vision

in the learner; it destroys his sense of inferiority and frustration; it stirs him to new self-reliance, makes him feel that he belongs to the class of society that triumphs over difficulties....it gives him a new sense of mastery over his fate...It pulls him from the edges of society where he has lain stagnant mentally into the currents where he will be swept onwards as a part of the great, moving course of human history.” These observations have been supported by several studies. In *illiterates No More: The Voices of New Literates From Tanzania*, Yusuf Kassam records and analyses eight dialogues illustrating the growth in personal confidence of neoliterates who commented that earlier they were carrying a small lantern; (and after literacy) they felt that they have got a pressure lamp which radiated more light and confidence.

The evaluation reports of Gram Shikshan Mohim and the recent Total Literacy Campaigns have documented several cases of individual transformation and development. The series of success stories published by the Directorate of Adult Education of Government of India are full of individual case-studies testifying to the development of personality traits like assertiveness, confidence gaining and improved self-esteem in neo-literate. Michale Tharakan who evaluated the Ernakulam District Literacy Campaign observed specific behaviour changes in 363 cases: (See Table below) :

<b>Behavioural Changes Notified by Instructors in Learners</b>	
	Cases Reported
Improvement in the way of speaking	30
Controlled consumption of alcohol	26
Stopped consumption of alcohol	20
Began to eat green leafy vegetables	1
Maturity in behaviour	45
Sense of unity	5
Sense of personal hygiene	16
Systematic and regular habits	60
Stopped chewing pan	8
Controlled chewing pan	8
Started showing respect to officials	16
Stopped smoking	14
Controlled smoking	23
No fundamental change	19
No bad habits to begin with	2
General improvement	70

Source: Michael Tharakan, *Ernakulam District Total Literacy Campaign*, p.48.

A detailed report on the three phases of a literacy training camp organized by Astha in Udaipur has reported the development of self confidence among women participants. Field reports on Pondichery and West Bengal literacy campaigns have also mentioned the striking transformation in the personality of new literate women.

As Julius Nyerere observed, a man develops himself through education, which by broadening his mental horizon widens his choices and capacity to take decisions. Since decision decides direction and direction decides destiny, literacy enables adult to take control of their destiny. When adults acquire the ability to shape their life, it not only enables them to bring about desired changes in their own lives but also provide proper guidance to younger generation. Thus as Freire observes literacy enables the adults "to read the world by reading the word"

**Literacy, Health and Population Control**

Numerous studies indicate that literacy is strongly associated with higher levels of health and longevity of self, children, better nutrition and lower levels of fertility and Infant Mortality Rate. Different indicators of social development in India during 1951-1991 brings out this relationship very clearly. (See Table below) :

<b>Social Indicators of Development for India (1951-91)</b>					
<b>Item</b>	<b>1951</b>	<b>1961</b>	<b>1971</b>	<b>1981</b>	<b>1991</b>
Literacy Rate	16.67	28.30	34.45	43.57	52.21
General fertility rate (live births per thousand women of child-bearing age)	N.A	201.0	192.0	154.0	140.9
Contraceptive prevalence (number of users in '000)	N.A.	N.A.	1.963	3.809	17.905
Death rate (number per thousand)	22.8	19.0	14.9	12.5	9.8
Infant Mortality rate (per thousand live births):	182.5	135.1	129.0	110.0	80.0
Life expectancy at birth: Overall (Years)	32.1	41.3	45.6	54.4	59.9
Number of literates (in million)	-	105.52	161.41	235.73	359.28

Source: EPW Research Foundation, Economic and Political Weekly, May 14, 1994 Prem Chand; Statistical Database For Literacy, National Institute of Adult Education, 1993, vol.II.

While literacy rate increased from 28.30 to 52.21 during 1961-91, general fertility levels and Infant Mortality Rate declined from 201 to 140.9 and 134.1 to 80 respectively. Inter state comparisons brings out this relationship more clearly. Kerala state in which the overall literacy rate is 86.81%, being the highest not only in India but comparable with that in some advanced countries, also has the lowest IMR-17 per thousand as against the country's average of 80. It also has the lowest proportion of married females in the age group 15-19, and a very low death rate of 7 compared to 30.5 in Bihar.

Adult literacy projects implemented by Ram Krishan Mission Ashram in Calcutta during 1952-93, brings out the positive relationship of literacy and other indicators of socio-economic development. (See Table below).

<b>Literacy and Development</b>				
<b>Year</b>	<b>Literacy %age</b>	<b>Income(monthly)</b>	<b>IMR</b>	<b>Employment</b>
1952	5%	Rs.150-200	110	Day Labourer
1961	50%	Rs.700-800	64	Day labour + craft
1971	65%	Rs.900-1200	50	Cane, bamboo, paper crafts & drawing & painting.
1981	75%	Rs.1500-1800	14	Crafts, employment in private and/or Public Sector
1993	80-89%	Rs.2000-3000	11	-do-

Source: Literacy And Vocational Education: The Narendrapur Experience National Literacy Mission. n.d, p.15.

To-day there is enough evidence to show that high literacy rates specially high female literacy rates are associated with low rates of population growth. Kerala is an outstanding example where high (specially female literacy rates) have gone hand in hand with not only low rate of growth of population but with superior performance in terms of a number of health indicators such as Infant Mortality Rate, death rates, sex ratio and so on. In sharp contrast abysmally low female literacy rates are associated with high population growth rates as well as performance in terms of health indicators in the BIMARU states, namely, Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. For example, in Bihar and Rajasthan which have the lowest female literacy rates-20.84% and 23.10%, the

decadal increase in population (1981-91) remains high- 33.49% and 28.07% respectively. Kerala which has achieved the highest female literacy rate of 86.93% in 1991, has also registered the lowest decadal growth of population- 13.98 during 1981-91.

The impressive achievement made by Kerala State is a demonstration of salutary effect of the spread of literacy among the people accelerating the attainment of development goals. With a high density of population and below national average per capita income, Kerala has achieved the highest life expectancy of 66 years. Kerala's population growth rate has dropped from 2.26% per annum to 1.31% during the last two decades. It becomes evident that levels of achievement in literacy, population growth, life expectancy and infant mortality are all inter-related and are also mutually reinforcing.

The importance and need for integrating the components of education and health has been emphasised by the National Health Policy (1982) and National Policy in Education. The National Health Policy states that "the public health education programme should be supplemented by health, nutrition and population education programmes in all educational institutions at various levels. Simultaneously efforts would require to be made to promote universal education specially adult and female education without which various efforts to organise preventive and promotive health activities, family planning, maternal and child health care cannot be achieved." This point has been further endorsed and elaborated by the National Policy on Education.

World Bank Studies in 29 Developing Countries have shown that infant and child mortality rates are in inverse proportion to the level of education of mothers and that each year of schooling for girls and women's literacy means further reduction of IMR and lower birth-rate. A study conducted by ICMR in 1990-91 on "Immunisation programme and Maternal and Child Health" in the States of U.P., M.P., Rajasthan and Bihar has shown that the immunisation status of children of literate mothers is better than that of illiterate mothers both in urban and rural areas. Reduction of sickness arising from lack of hygiene, malnutrition, and superstitious practices has also been noticed in families which have literate women members.

It has been observed that literate fathers and mothers are less likely to contact venereal disease and AIDS. Literate mothers are much likely to practice environmental sanitation, saving their families from cholera, malaria and other pestilences. A study on the impact of the population education integrated into the contents of literacy primers for adult learners showed that there was not only an

increase in awareness of public health and family welfare services among the learners but also a 137% increase in the use of public health and family welfare facilities. As Bhola observes, "Literacy is not an elixir for perpetual youth nor panacea for all ills". However it does makes good health and longevity more likely.

The question of environment is also closely connected with education. It has been observed that environmental awareness and achievement in environmental conservation and preservation, increases in direct proportion to the increase in the literacy level of a country. In the National Environment Awareness Campaigns organised by the Ministry of Environment and Forest, Government of India during the year 1990s, it has been observed that the maximum number of proposals for organising environmental activities are received from the states where the literacy rate is quite high. In the sphere of unconventional energy resources also, women's literacy and education have proved to be strong supportive factors. In Ramnathapuram, 1500 smokeless Chullahs have been installed by the neoliterate women's organisation. In Karnataka, literacy galvanized 570 village residents into recognising environmentalism as a panacea for their ills and they "donned the mantle of environmentalists".

#### **Literacy and Socio-Economic Development**

The relationship between the level of literacy in a society and the economic, social and political development of that society has been strongly argued by many. Based on extensive visits to different TLC districts and interaction with neoliterates, Shri Lakshmidar Mishra, the former Director General of National Literacy Mission has documented the innumerable ways in which literacy accelerated the pace of development in Indian society. He noted that in several villages of Andhra Pradesh, where the campaign has been successfully conducted, untouchability and feuds on account of caste and communal strifes have become issues of the past. The campaigns in Mehabubnagar and West Bengal have promoted social, emotional and even linguistic integration. Literacy campaigns in Andhra Pradesh, and Karnataka motivated neoliterates to fight against the evils of alcoholism. The anti-arrack agitation of Nellore by neoliterate women showed that literacy plays a significant role in raising the consciousness of learners. To quote Laskshmidar Mishra, "the literacy campaigns have not only brought Government and people more closer but also provided an ambience for all the progressive elements of society to come together and set up grassroot level organizations for initiating a variety of developmental programmes". In Mizoram, literacy facilitated access to developmental messages over radio and television. In several TLC districts, specially in Latur, Pondichery, Pudukotai, Ramnathapuram several Mahila Mandals and Women Development organisations came up. The

literacy campaign in Pune paved the way for setting up of 1976 mahila mandals. (Literacy-Pune Experience, 1992) These organisations conducted grass root level meetings and propagated the idea of gender equality and worked for the empowerment of women. In general, peoples organizations provided an opportunity for neoliterate to engage in developmental and social welfare work, thereby giving a boost to the government programmes aimed at the amelioration of poor and development of nation.

It has been observed that literacy heightens political awareness and would enable people to participate more effectively in civic affairs. The evaluation of Ernakulam literacy campaign showed drastic fall in invalid votes; during 1984-89, the number of invalid votes came down from 12683 to 7857. In several TLC districts, neoliterates started demanding better civic amenities like street lights, schools and primary health centres.

Effects of education, specially literacy and numeracy on crop-yields and other physical measure of farm outputs are positive and statistically significant. A survey of 18 studies conducted in low income countries showed that farm productivity increased on an average by around 7% as a result of farmers completing four years of elementary education rather than none. The research studies conducted by Choudhury and Shri Prakash have shown the positive correlation between literacy and productivity. The farmers Training and Functional Literacy projects implemented in different parts of India during 1967-77 have demonstrated the positive impact of literacy on farm productivity.

#### **Some Structural Constraints**

No doubt, India has made significant strides in various fields and launched several successful literacy campaigns in recent times. Although literacy did initiate and influence changes in social-economic and political areas, it has not fully accelerated the pace of development. While it may be partly due to the inherent limitations of literacy programmes, to a great extent it is due to the limitations of our socio-political system. It is said that atleast four years of primary education is needed for retention of literacy skills and upto six years to develop more open attitude towards innovations and change. (Josef Muller) The short duration of current basic and post literacy programme seems to be a limitation in bringing about significant changes. Besides, the contents of literacy primers and methods of literacy instruction also remain far from satisfactory as noted by studies conducted by Anita Dighe, Kamala Bhasin, Krishna Kumar etc. In place like Pondichery, Nellore, where literacy primers were well designed, there were remarkable awakening among learners which were not appreciated by the State. Since literacy is contextual, it cannot show result without congenial structural conditions and dismantling of age-old social-economic and political structures and adopting redistributive justice as the goal of our development.

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Lalita Ramdas

## **Adult Education in India - Lost Opportunities and New Challenges**

### **The Question and the Context**

“General Elections in the Worlds Largest Democracy” April/May 1996  
“Peoples’ Verdict” - A Hung Parliament- No mandate to any single party !!”

The massive exercise of conducting elections in this country with over 50 to 60 % of the 580 million registered and eligible voters actually exercising their franchise (85% in the state of Kerala was an exciting phenomena indeed! Certainly our elections provided ample evidence of a democracy that is struggling to iron out the glitches, the shortcomings and the manipulation that have crept in over the years.

For a country that is poor, that has nearly half the world’s population of illiterate persons, and huge numbers of out of school and working children - elections provide perhaps the only real forum of expression of the peoples’ will.

### **A Peoples’ Agenda ?**

The basic message to our leaders is that we have had enough of your unfulfilled promises; enough of your in-fighting and machinations to continue to hold power and privilege; we want you to listen to our problems and find solutions; we are not really impressed or bothered by the ideological positions, the names and the symbols.

In a country where widespread poverty, lack of the very basics like employment, drinking water, power, housing, education and health, and rapidly deteriorating environment, affect the quality of life of millions of the poorest, it is a devastating commentary on the inability of any political party to address these fundamental issues and to put these before the people in a way that these can become the main agenda for action in the coming decade. On the contrary, most parties have revived the most obscurantist tendencies of casteism, feudalism, fundamentalism, the gender bias in their actual practice and even those who profess a stronger social concern, have not been able to extricate themselves from the legacy of their ideological theories and develop a more pragmatic and adaptable approach which is relevant to the changing times.

One of the greater ironies of this current election is that despite the undeniable potential of the Panchayati Act, the pledges made at Beijing by the country that fielded possibly the largest official (largely parliamentarians) and non-official delegations in this region-we are seeing perhaps the lowest number of women being given tickets-and every single party stands guilty on this score. The actual practice of democracy at the smallest unit of governance-the Panchayat, is itself urgently in need of critical review and overhauling, before it can truly claim to be the fountainhead of grassroots democratic practice. For the most part the Panchayats are patriarchal, feudal and undemocratic-with little or no community participation. And of course it must be borne in mind that in a country as vast and pluralistic as India, there are vastly disparate constituencies with widely differing agendas, perceptions and needs - real or perceived.

#### **A Role for Adult Education and Educators?**

On the one hand, it is a truth universally acknowledged, that it is not in the real interest of any political party to build a truly strong, critical, and articulate electorate - and that it is in fact much easier to keep the masses available as basically a Vote Bank that can be bought or manipulated'.

On the other hand, there has also been a huge vacuum in the "continuing education" of the politician and elected representatives - who have been allowed to criminalise politics at will over these four decades with little effective pressure from the sections like the NGOs who claim to be the conscience or voice of the people'.

The constitution makers and the leaders of the movement for Independence had provided a huge and limitless canvas on which the shaping of the new nation could have been developed. We, the inheritors did not rise to the challenges and the immense dimensions of that task of nation building and citizenship education-but assumed simplistically that task would take care of itself by the mere achievement of so-called independence.

And it is precisely in this area of raising the critical consciousness of a nation and its people that the Adult Education movement in this country could have achieved so much-given the kind of spaces provided by our Constitution. It is a matter of regret that the Adult Education movement has allowed itself to fall into a largely status-quoist mode-where the broad definition of Adult Education continues to be synonymous with Adult Literacy in its most prosaic interpretation; and where the process of 'education' or 'influencing' the mind-sets and behaviour patterns of the people, has in fact been usurped by a huge array of other agencies and sectors.

To my mind, the vast and active network of adult education providers could and should have played or be playing, the key role in developing platforms, networks and policy analysis thrusts, whereby a pro-active role for community is both encouraged and enabled. Indeed, in many parts of the world, it is this strong and motivated segment of civil society - the community organisations, community colleges, cultural and sports clubs and associations, et al, which often provide an organisational base and an underpinning for basic grassroots democracy.

#### **Adult Education for Universal Primary Education and Basic Literacy**

Yet again - in countries like ours, it is the Adult and Continuing Education Departments at Universities and among NGOs - which ought to have played a pro-active role in pushing ongoing efforts towards achieving Universalisation of Primary Education. The reality is that the sectors work in almost complete isolation of each other and in the post independence period, there has scarcely been any significant involvement of the university sector in either the universalisation process or the battle against illiteracy, with a few notable exceptions.

Similar opportunities for education and consciousness-raising exist in almost every single aspect and segment of national social, political, and economic policy and practice. However with the tendency to stick to a worms-eye rather than birds-eye picture; micro rather than macro view; and working in compartments rather than an integrated approach; the 'NGOs, the Universities and the formal Adult Educators on the whole have played a limited role in influencing public policy and public opinion alike - except in small pockets and on specific often local issues.

#### **The Challenge Today - Hamburg 1997 - Seizing the Moment**

If there is one thing on which there would be the great segment of consensus it would be that there is disillusionment, disappointment and often, despair, at the general state of events in society as a whole. While there are undoubtedly wonderful things taking place silently and effectively at the micro level right across the board - even these are seldom noticed nor disseminated, with a view to building a movement for hope and creating models for alternate development.

It is for all these and reasons and more, that I believe we are at a moment of history that provides both provocation and opportunity to re-visit, re-define and re-energise Adult Education as a potentially dynamic force which can be a profoundly effective tool for the kind of transformation that is so desperately

needed in society. UNESCO's upcoming Conference on Adult Education scheduled to be held in Hamburg in July 1997 provides precisely that historic opportunity for many of us at the national, regional and global levels to use as a possible lever with which to begin the process of reflection and redefinition.

### **The Need for a Nationwide Dialogue**

For us in India it is essential that we use this moment for a process of critical reflection as to the priorities and possibilities in which the adult education movement as a whole can engage, hopefully emerging with an agenda which is at the same time visionary, imaginative, dynamic and audacious! The UNESCO Conference Background Document has identified about ten themes - Key issues - around which they are organising activities and panels and workshops. These only provide a broad framework. As things stand right now most of the responsibility for running many of the workshops has been assigned/taken by groups who are primarily in Europe and the North. There is an urgent need for the movement in the south to volunteer and organise some of the key workshops and panels - especially where it concerns issues such as Poverty, Human Rights, Peace, Structural Adjustment and Globalisation, and Democracy, Citizenship Building, Gender and the Political Economy of Education, and the twin concerns of Fundamentalism and Communalism which are part and parcel of a so-called national political agenda.

Before this however, all those concerned and working in the broad sector of education at the national level must be able to come together around our own issues and identify potential areas for action. It is also a moment for bringing together a number of diverse players in the field so that the EFA slogan 'building new partnerships' does indeed go beyond a slogan and convert itself into a movement. There are today a mind-boggling array of sectors and organisations which do in fact provide 'Adult Education' in the broadest sense of the word. These range from Government Programmes and the traditional University Departments and NGOs, to a host of others including youth clubs, religious groups, computer education cells, technical and other training 'shops', sports and other associations, womens groups, environment agencies and activists, media and so on. Most of these actually deliver/conduct Adult Education in the broadest sense of the word. But very few of them actually call themselves by that name in any formal sense of the word. The challenge to those of us who have worked in the field for many decades is how best we seize the opportunity and the call of the times and get down to the creation of a new force and the designing of a new agenda and plan of action for the decade ahead of us bringing together many of these diverse actors into a powerful movement. Just as coalition building

seems the hardest thing for our political leadership, is it in fact feasible for other sectors to develop common agendas and work collectively - or is this yet another pipe dream?

Most significantly - it is a moment for us to identify at least those who are willing to build alliances and partnerships around some form of commitment of the Constitution of India - which alone has the potential to provide a common focus and acceptable value base. In a country that lives simultaneously in a feudal historical timewarp as also in Cyberspace - we have to be able to agree on a minimum common Platform.

#### **Some Immediate Actions**

- Plan Brainstorming sessions preferably in five zones for a start and then at the national level.
- Identify key groups and individuals - from a range of sectors.
- Identify core issues, concerns and prioritise broad areas where adult education can be used as an effective tool and medium.
- Chalk out a short term, mid-term and long term plan of action.
- Set up a national Co-ordination committee and appropriate zonal and state level action groups, building wherever possible on existing formations and structures.
- Begin a dialogue with Government and Political Parties.
- Centrally involve national media in opening up a debate in all regional languages and diverse forums.
- Establish linkages with similar processes in the region/other regions through appropriate networks.
- Motivate and involve a cross section of high school and college youth, teacher federations, including the Anganwadi, Balwadi, and other teachers, open-minded trade unions, industry and other organised bodies, including the education/training wings of the military and para military forces.

## **Literacy for Development and Development for Literacy**

Gunnar Myrdal (1969) in his book 'Objectivity in Social Research' writes: "There is a tendency for all knowledge, like all ignorance, to deviate from truth in an opportunistic direction". In his view, the conceptions of underdevelopment, development planning as reflected in scientific and popular economic literature, and described in the Plan documents of developing countries, are heavily biased towards a direction that is basically opportunistic. Therefore, the policy conclusions are not based upon ideas and principles that are realistic. The rediscovery of the importance for development of education is nothing new to the educationists, and classical and neo-classical economists like Adam Smith to Alfred Marshall had appreciated it. According to Myrdal, "Marshall even warned against a translation of the factor of education into financial terms of investment and output. It can only block the way to realistic and relevant research of the role of education in development. This problem has to be attacked primarily in relation to the concept of education and its impact on attitudes and institutions, in particular those of economic and social stratification, and the impact of these factors back upon education". These are the real problems of the role of education in development, which are actually evaded in the investment-in-man formula.

The notion that physical investment is the engine of development has been questioned by an increasing number of economists, according to whom, development, particularly in the developing countries, is primarily an educational process. Myrdal (1970) echoes the voice of Mahatma Gandhi when he says: "Unfortunately much education in these countries is now even plain miseducation and apt to raise impediments for development". The World Bank, in its Education Sector Working Paper (1974) has commented that "education central to development strategies is the full use of resources available - above all the human resources. This means that all parts of the population must receive education and training of some kind so that they can participate in the development process as more productive workers, being able to play their roles effectively as citizens, family members, leaders and groups involved in cooperative community action". For Julius Nyerere (1968), development has a purpose, and that purpose is the liberation of man. He says: "We talk a good deal about economic development - about expanding the number of goods and services, and capacity

to produce them. But the goods are needed to serve man; services are required to make the lives of men more useful as well as more fruitful. Political, social and economic organization is needed to enlarge the freedom and dignity of man. Always we come back to Man - to Liberated Man - as the purpose of activity, the purpose of development". Another Tanzanian educationist, Paul Mhaiki (1979), says that development is centred on peoples and therefore, education must go hand in hand with development projects.

### **No Correlation**

There is no viable correlation between what the schools and colleges teach and what life needs. Some critics consider the formal education system as outdated and ineffective and advocate for its abolition; yet others propose that since schools must be brought closer to life, they should be suppressed. Both Reimer (1970) and Illich (1970), architects of the de-schooling doctrine, say that the school is not capable of giving the pupils knowledge and that they should have equal rights with their teachers: the pupils themselves should be able to determine what and how they learn. Yusuf O. Kassam (1977) considers the assault on formal schooling as multidimensional. It is held that schools teach largely useless and irrelevant knowledge to the young; that they kill the desire to learn in children and alienate them from their society; that they are isolated from the community; that they stifle creativity and the development of an inquiring mind; that they are examination ridden, and so on. Formal schooling perpetuates "a hierarchy of power and privilege in society" of maintaining the control of the ruling elite, of promoting class stratification and discriminating against the working and underprivileged class.

How has the school developed during different periods in different societies? School, derived from the Greek 'skhole' means leisure; was originally a place of rest where instruction was given in reading, and this necessitated the presence of a master in a classroom. Instruction was carried on through a unipolar process in which knowledge flowed from the master to the pupils in a strict and authoritarian atmosphere. The situation still prevails in many countries of the world.

### **Education in Asia**

Education in Asia developed out of a similar pattern. The Chinese mandarins had a great respect for the written word. The Chinese educational system, charged with the responsibility of training the State officials, was initially more open and liberal, but later became very formal and rigid. Lifelong training was

the most important feature of education in ancient Persia. In ancient India, the boy used to be sent to the Gurukula or Ashram where he used to live with his Guru and set in tune with the Ashram life. All the activities in the Ashram, including the disciple's services for the Guru, were directed towards one goal and that is the education of the disciple. This system of education was existing in India even prior to 500 BC. The Gurukula or Ashram, besides being a centre of education, was also a centre of **spiritual learning** for the pupils. Under the Buddhist system of education, emerging "as a reaction against the Brahmanical doctrine of caste and their monopoly of education", the monasteries became the centre of learning. Both the Gurukula and the Buddhist systems were equally rigid, and were satisfying the requirements of the community. In his book, 'Education in India', A.L. Nudaliar writes, "It would not be correct to say that education during this period was purely of an intellectual style and did not take note of the requirements of the community. The education imparted to the Kshatriyas and Vaishyas, although it included the study of the Veda, to a certain extent also took note of the requirements of these communities to pursue their technical skills".

In ancient Greece and Rome, schools were highly respected and their ideals were to "form harmonious personalities with balanced intellectual aesthetic and physical development". The educational system was designed for and confined to the elites.

#### **Informal Education in Africa**

The traditional African education is best described by Julius Nyerere (1968) as follows: "The fact that precolonial Africa did not have 'schools' - except for short periods of initiation in some tribes - did not mean tht the children were not educated. They learned by living and doing .... Education was thus informal; every adult was a teacher to a greater or lesser degree. But this lack of formality did not mean that there was no education nor did it affect its importance to society".

The church and education, with few exceptions, meant one and the same thing in Europe in the Middle Ages. Education was capable of adapting itself to the particular purposes of princes and merchants, clerks and warriors. During the Muslem rule in India, the system of education went through a lot of changes. Mosques were established all over the country and they became the centres of instruction and of literary activity. Medieval education in Europe, Asia and Latin America responded to the requirements of the feudal societies and religious ideas.

**Continuous Dialogue**

Over the last few years, there has been a continuous dialogue about the crisis in education. Philip H. Coombs, in his 'The World Educational Crisis', raises the problem of escalating costs as the major element in the crisis; and Everet Reimer also warns that "no country in the world can afford the kind of education it wants in the schools". There is also the crisis of confidence in the school system. In 'Education for Self-Reliance', Julius Nyerere (1968) has analysed the educational crisis in Tanzania as follows: the schools did not relate to society; they dealt in arcane knowledge rather than in the transmission of practical skills; their urban, consumerist and anti-manual work values made them appear as passport centres for the fortunate few who escaped from rural poverty and they did not serve the purpose of Tanzania".

Gandhi's Basic Education system was both a curative as well as preventive measure for similar drawbacks in the Indian educational scene in the thirties. In Gandhi's own words, "The higher he (the student) goes, the farther he is removed from his home, so that at the end of his education, he becomes estranged from his surroundings". W. Santeza Kajubi, in his stimulating paper 'Is the School an Obsolete Institution?' says that the most serious limitation of the school in developing countries is that it can reach only a small proportion of the school population and that the result is often a small powerful elite on the one hand, and an uneducated important majority on the other. Ronald Dore, while quoting a document of the Sri Lanka Ministry of Education, indicates the same kind of problems: "It is widely felt that the highly 'academic approach' associated with present school curricula tend to alienate pupils from the realities of the employment situation ..... They learn little about the productive possibilities of agriculture, horticulture and small scale industries and partly for this reason seek white collar work." Such criticisms against the school system apply to most of the Third World countries.

**Close Ties**

Efforts have been and are being made to make the schools more relevant to the needs of their communities. As the Faure Commission (1972) observes in 'Learning to Be'; "The establishment of close ties between schools and their milieu is a top priority in countries which view the education system as a vast mass movement, where each individual who has received an education has a civic duty to teach those which have been denied learning opportunities". This is particularly so in the context of the Cuban literacy campaign and in the Democratic Republic of Vietnam with its dynamic people's education programme.

Leon Vanderveers, in a document entitled 'Educational Reform - People's Republic of China', writes: "The linking of educational institutions to the dynamic sector of society, whether in the economic sense, the production sector or in the political one that of the proletariat, is designed to create conditions of the most complete interdependence of every teaching unit and the socio-economic collective on which it depends, in such a way that one and the same spirit quickens productive work on the one hand, and on the other the new culture that is farming. The main formula for this interdependence is a triple alliance, which at every level organically unites first the revolutionary representatives of the proletariat, then the political and military leaders and finally the teachers and learners".

Galena Guilavogui, a former Minister of Pre-University Education and Literacy of Guinea, discussing on the basis of the educational reform in the Republic of Guinea, says: "The school has become the prolongation of our society's economic, social, cultural and historical programme .... This means that the school in Guinea does more than instruct - it takes over the education in depth of the country's youth in the ways of revolutionary progress and lies in all school activities with productive work, with the task of transforming nature through bold educational methods, and above all makes ideology as the science which must dominate, guide, justify and orientate all efforts in the acquisition of the diverse techniques which are no more than the media through which the ideology works. At each level, therefore, the school takes its place in the life of the local community, and fits into its regular curriculum its own contribution to the development of the locality.

The success of the community schools in accelerating the community development programme in the Philippines is well known.

#### **Education and Social Change**

There is also another view that too many untenable claims have been made for education. The school has continued to assume many new responsibilities. Besides acting as the guardian, mentor and instructor of the pupils under its charge, it has accepted responsibilities for the families and the social and the religious organizations in the community. According to this school of thought, education by itself, can not bring about social change. As Philip H. Coombs (1973) remarks: "Put differently, the lesson is that any one vital ingredient of development (such as education) standing by itself has low productivity, but when it is fused with complimentary ingredients in a favourable setting, its productivity - and theirs - is greatly increased". He further emphasizes the

approach that education is not to be viewed as a development objective in its own right, but as a powerful and necessary means for achieving other development objectives under conditions of rapid social and economic change. This approach, although appreciated in many Third World countries, has not been put into practice effectively. In many parts of the Third World, the schools and communities are isolated from each other. The curricula followed in the schools do not reflect the needs of the communities, and it is a paradox that many parents and community leaders do not favour any curriculum reform. Most of the teachers engage themselves in village politics and encourage factions within the communities, thus helping to widen the gap between communities and school. Neither the communities themselves, nor the teachers realise and appreciate the educational and financial resources of the communities. Therefore, the school in many instances, is yet to become a miniature community of the future.

### **Rediscovery**

While the term 'Nonformal Education' is new, the thing itself is not. It is the rediscovery of an old and tested truth that education takes place in a multiplicity of locales, that it involves discussion and mutual sharing rather than lectures and discussions, that it is continuous with all of one's life and it can be tailored to the needs of different ages, groups and professions in society. Even today, both in the developing and the developed countries, the major part of a person's education takes place outside the four walls of a class room. It will be safe to guess that a small proportion of all that an educated man has learnt in terms of concepts, skills and information comes to him through formal sources. V.V. John (1976) says that "when it comes to the more imponderable consequences of education, such as what it does to the character and attitudes of the educated, as distinguished from the conscious proficiencies acquired, the contribution that nonformal learning makes would normally be greater than anything that formal education could claim credit for. There is a hidden curriculum beyond school, far more encompassing than anything that school consciously or otherwise provides".

It was in October 1971 that UNICEF asked the International Council for Educational Development to look into the following question through a broad research study:

"What might be done through nonformal education -- in addition to transforming and strengthening the formal schools -- to help meet the minimum essential learning needs of millions of educationally deprived rural children and adolescents and to help accelerate social and economic development in rural areas?"

Philip H. Coombs, with the assistance of Roy C. Prosser and Manzoor Ahmed, conducted the study, from which emerged the report, 'New Paths to Learning - for Rural Children and Youth'. Coombs adopted from the very beginning "a concept of education that equates it broadly with learning, regardless of where, when or how the learning occurs", and defined nonformal education "as any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives".

Nonformal education uses strategies appropriate to the need. The main advantage of nonformal education to society are its flexibility, its responsiveness, its costs, its liability to respond to specific learning needs and the immediate applicability and practicability of its outcome. Alan Davies (1985) says that in nonformal education the participants' learning can either be mediated by a teacher or assisted by a facilitator or manager of learning, the participants' experience and perception of their own needs are often more important than knowledge. Philip Coombs found that many of the programmes defined as nonformal education were not originally conceived of as 'educational'. Except for the programmes like literacy, correspondence education and vocational training, which have a close resemblance to formal schooling, other programmes originally came under such rubrics as social and health services, community development, agricultural extension and cooperatives. He observes that "nonformal education embraces educational components of programmes designed to serve broad development goals, as well as more academic objectives (e.g., literacy)".

### **Learning Society**

In the learning society of the future, nonformal education can provide a variety of educational opportunities to many more people and thereby reduce the mass-elite gap. Farmers, workers, small entrepreneurs and others who have never been to school - and perhaps never will - can get useful skills and knowledge through nonformal education, and thus contribute to their own and their nation's development. Secondly, nonformal education can play its role as continuing education and act as a supplement to formal schooling for the large number of primary and secondary school leavers, dropouts and pushouts with a view to train them for productive employment. Thirdly, nonformal education can help to upgrade the skills and competence of those who are already employed, it is recognised that through nonformal education intended learning occurs in activities that are not called 'education', for example, community development, planning, agricultural extension, health services, etc., of which education is an essential process and learning is an important outcome.

Education is an essential component of every development service in society. Every development service requires the understanding, appreciation and participation of the people whom it is meant to serve, and this is achieved only through education - not formal, but nonformal and informal. Development does not take place in an oppressive or exploitative environment. Men and women have to be liberated from such an environment so as to be active participants in development. Education has to contain a style of teaching which, in itself, is intrinsically liberating. This, in a nutshell, is Paulo Freire's pedagogy of the oppressed. In Freire's hands, literacy is a weapon for social change. Lyra Srinivasan (1977), while interpreting Freire, says that he "traces the root causes of apathy and ignorance to class oppression and to what he sees as the mistaken paternalism of society as a whole. The class structure of present-day society, he claims, does not encourage or equip the poor to know and respond to the concrete realities of their world. Rather, the oppressed are kept locked into a situation where the development of their own critical awareness and response is practically impossible. This he calls the culture of silence of the dispossessed". Another key feature of Freire's pedagogy of the oppressed is the concept of 'conscientization' - "a word coined to describe the arousing a man's positive self-concept in relation to his environment and society through a 'liberating education' which treats learners as subjects (active agents) and acts not as objects (passive recipients)".

Lyra Srinivasan (1977) says that although many educators are not in agreement with Freire's socio-political orientation, his concept of conscientization and problem posing education have greatly influenced the principles underlying a number of nonformal education programmes. Various conscientization techniques such as the use of pictures to represent life situations which the learners easily identify and which provoke them to reflect on their own reality, or the use of generative themes and meaning-loaded words leading to critical reflection have been adapted and adopted by several nonformal education projects. As Paul Mhaiki (1979) put it: "Political mobilization and education for development are essential when dealing with the issue of development for the masses and when the objective of the government is the creation of a democratic egalitarian society. Socialist countries place great importance on political mobilization and education in order to arouse the consciousness of the masses for action. This explains why democratization of education, eradication of illiteracy and successful adult education programmes flourish more in socialist developing countries than in capitalist developing countries. Gunnar Myrdal (1970), in his book 'The Challenge of World Poverty', poses a similar question: "How is it possible to do anything substantial in the field of adult education before the inegalitarian social and economic structure in most of the underdeveloped countries is broken down by

radical reform or revolution?" Julius Nyerere also says the same thing: "For although political and social stability are necessary to any real national or personal freedom, so too is change .... A very great change in our economic well-being is necessary before we can meet the responsibilities of national freedom.... What freedom has our subsistence farmer? He scratches a bare living from the soil provided the rains do not fail; his children work at his side without schooling, medical care, or even good feeding. Certainly he has freedom to speak and to vote as he wishes. But those freedoms are much less real to him than his freedom to be exploited. Only has his poverty is reduced will his existing political freedom become properly meaningful and his right to human dignity become a fact of human dignity. This essential economic change will not, and can not, take place in isolation. It depends upon, and it brings, social and political change".

Cherie Hart (1990), in the article entitled 'The Making of the Human Development Report', says tht high income alone is no guarantee of success, that even countries at lower income levels can achieve impressive human development. Mahbub ul Haq (1990) says: "Income is not the sum total of human life. GNP does not convey the state of human well-being. It is but one reflection in a complex prism". The Human Development Report, which in a true sense, represents a UN system-wide initiative, identifies the areas where social data, at the country level, is either missing or incomplete. Other deficiencies in statistics include such areas as nuitrition, literacy, social expenditures, and distribution of social services by income groups. According to Dr. Haq (1990), "This Report will stir a great deal of controversy, as did the idea of GNP (Gross National Product) in the 1940s..... Economists argued then and now that GNP conceals a great many things. You can produce a lot of guns and luxury goods, and you can destroy your environment and still have a high GNP. Critics will claim that our index does not capture all aspects of human development. All we are saying is that this Report incorporates human choices other than income and consequently is a step in the right direction".

Reginald Herbold Green, in his paper entitled 'Adult Education, Basic Human Needs, integrated Development Planning: Some issues of Strategy, Programme, Policy' says that the basic purpose as well as the basic instrument of development is man and universal education of adults and of pupils is both a critical end of, and a necessary means to, development. "If that be so", he says, "then adult education should be a strategic element in integrated national planning in its formulation, articulation, implementation and review phases. This may appear to be stating a truism but the history of the last thirty years suggests that it is not one which has informed the consciousness of national decision takers or citizen planners and adult educators, much less of technical assistance personnel and

least of all of international agencies. Certainly there have been exceptions: Cuba, China, Viet Nam and Tanzania, for example, do not fit the standard model of middle and of low priority to largely artifactual adult education programmes of very limited scale and relevance and/or of commitment to preserving the status quo and providing safety valves instead of liberating the illiterate, isolated adults to struggle for change in the system as well as its secondary details".

### **Learning Systems**

Adult education accelerates the growth of a learning society. Every society has its own learning systems. As John Lowe (1975) put it: "All the agencies in society which are in a position to stimulate learning, whether or not education is for them an incidental rather than primary aim, must be mobilized. These include, among others, the church, the mass media, publishers, libraries, museums, art galleries and community centres". As has been mentioned in the outline of the National Adult Education Programme, the learning process of adult education "involves emphasis on literacy, but not that only; it also stresses the importance of functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterate". The policy statement on the National Adult Education Programme emphasizes that "all programmes of adult education and literacy must be followed up by effective arrangements for continuing education - which would include library services, group discussions and other forms of organised learning, reactivation of group cultural activities and festivals, and community action". 'National Literacy Mission', the policy document of the Ministry of Human Resource Development, Government of India, (1988) states that literacy promotion has been identified as a national Mission "with a view to applying technology and scientific research for the benefit of the deprived sections of society and the areas which are critical to the country's development". It is a Societal Mission and for the achievement of its objectives, "there is a political will at all levels". The document further states that "a national consensus can be created for mobilisation of social forces, and mechanisms can be created for active participation of the people through energisation of their latent potential with the ultimate objective of promoting a qualitative change in their living and working conditions". The Mission objective was to impart functional literacy to eighty million illiterate persons in the 15-35 age-group - thirty million by 1990 and additional 50 million by 1995.

### **Functional Literacy**

In 1962, A. Curle had proclaimed that countries are underdeveloped because most of their people are underdeveloped, having had no opportunity of expanding

their potential capital in the services of society. This concept clearly dominated the thinking at the World Conference of Ministers of Education on the Eradication of Illiteracy, held at Tehran in 1965, where one Commission summed up the concept as "literacy combined with vocational training and leading to a quick rise in individual productivity". A major conclusion was that "Adult education (and literacy in particular) should not be confined to elementary reading, writing and arithmetic, but should also include both general cultural subjects and a vocational preparation in which account is taken of the opportunities for employment and the better use of local natural resources and which would lead to a higher standard of living".

The notion of development-linked functionality had remained at the heart of the Experimental World Literacy Programme (EWLP) which was organised by UNESCO in eleven countries (Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syrian Arab Republic and United Republic of Tanzania), as an unprecedented international effort to come to grips with a pressing educational problem. Briefly, the idea of functionality was to "combine literacy and numeracy with a programme of education in basic vocational skills directly linked to the occupational needs of participants. At the third International Conference on Adult Education held at Tokyo in 1972, the Director-General of UNESCO drew a balanced lesson from EWLP and gave a broad perspective to the notion of functionality. In his concluding remarks, he had said: "We do think that the idea of functional purpose ought to be kept in education since education is not an end in itself, and by insisting on its functional purpose we emphasize the relationship which exists between education and society's needs and between education and the motivations and aspirations of the individual which, as you know, have been too long disregarded".

In the context of India's National Literacy Mission, Functional Literacy implies: "achieving self-reliance in literacy and numeracy; becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization, and participation in their process of development; acquiring skills to improve the economic status and general well-being; and imbibing the values of national integration, conservation of the environment, women's equity, observance of small family norms, etc."

Malcolm S. Adiseshiah, Unesco Acting Director-General, in his Opening Address to the International Advisory Committee for Out-of-School Education, which had met at the Unesco headquarters in December 1970, had said: "There never was a time a line when all learning could be acquired in childhood and youth. But equally there has never been a time as yesterday and today when

*this trust has been in danger and being denied.* Today our world is witnessing explosive changes - yet school systems have tended to remain closed and terminal circuits. Now the old truth - the need for lifelong learning - has reasserted itself, and our task is to find ways of translating the acceptance of an idea into the establishment of real opportunities for all men and women to pursue their learning. .... But the most important lesson learnt by us is perhaps the importance of the whole environment, for acquiring, retaining and applying the skills of literacy".

### **Human Resource Development**

Research studies and experiences around the world show that literacy affects human resource development by dramatically increasing children's participation in primary education, reducing infant mortality, accelerating success in child care and immunisation, reducing fertility rate, and in improving the self-image and self-confidence of women.

There is a definite relationship between literacy and development. It has been seen that with only three exceptions, no country where per capita income exceeded US\$500 had literacy rates under 90 per cent. There are five aspects of development in respect of which literacy seems capable of playing a particularly vital role: modification of economic and social structures, economic diversification, industrialisation, rural development and the achievement of higher productivity. There is also a connection between literacy and technological development. Technological development creates favourable working conditions and requirements for adaptability on the part of the workers, both in the fields of agriculture and industry, which can be met only by people who are literate. Therefore, literacy has a dual role to play in providing the knowledge and in creating the attitudes which will enable the adult population to play their part in an environment marked by rapid technological progress. Literacy is also a factor in changing the environment, when its function is considered in a wider perspective, i.e., literacy as an agent of social transformation.

### **The Ernakulam Experiment**

A unique experiment in mass literacy under the National Literacy Mission was the Total Literacy Campaign launched in the district of Ernakulam in Kerala. It was an unprecedented experience to see and perceive the mass movement launched for the campaign. The campaign used different strategies formulated for motivating the learners, creating awareness in them and in popularising the message of literacy. In the words of K.R. Rajan (1991), the District Collector of Ernakulam, "It was the many novel characteristics introduced in the programme,

for the first time anywhere, that were responsible for the unparalleled success of the campaign. The greatest achievement was the whole-hearted involvement of the entire government machinery of the district, the active participation of the local bodies and the willing support of the voluntary agencies. Such an integrated approach resulted in the mass movement in which three million people of the district became proud partners. .... The mass movement for Total Literacy launched in Ernakulam district was instrumental in bringing about an attitudinal change in the illiterates and making them realise fully the disadvantages if they remained illiterate and convincing them of the benefits of becoming literate". Some of the visible social impacts of the Ernakulam TLC were liberation from liquor addiction, reduction in crimes, change in voting process and reduction in school drop-out rates.

The Ernakulam model, unfortunately, has not been replicated in other states of India. The Hindustan Times, in its editorial captioned 'Illiteracy drive', published on 10/11 June 1994 writes: "The high degree of motivation among learners and instructors as also the role played by the voluntary agencies which were the keys to the success of literacy campaigns in Kerala, are precisely missing in the northern belt. The failure in the field of literacy has to be seen in the wider context of the failure of the universalisation of elementary education and failure to make qualitative changes in education itself".

A six-member expert group, headed by Professor Arun Ghosh, constituted by the Union Ministry of Human Resource Development in 1994, has recommended that the concept of 'total literacy' at 80 per cent level of success should be given up, for a target centred approach would lead to manipulation of figures. Instead, the objective should be to seek to achieve high success rates rather than total literacy. According to the Committee, a success rate of 50-60 per cent among the identified non-literates should be considered a good one. The Committee has also recommended that resources should be utilised to make the 9-45 age group literate rather than the higher age groups. The Committee is of the view that a National Education Mission should be constituted to put into proper perspective the complex inter-relationship existing among literacy, education and social development.

### **Pace of Development**

Pace means the rate of movement, and 'Pace of Development' means the rate of progress of development. It has been established elsewhere in this essay that literacy is related to development and it promotes development. To be able to accelerate the pace of development, literacy, instead of becoming 'literacy per se' should be broad enough to be contained in a dynamic programme of adult education with a strong component of functional literacy.

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JL Sachdeva

## **Literacy Campaigns - Problems and Prospects**

With the introduction of Total Literacy Campaigns (TLCs) in the year 1989 and initial success of TLCs in some districts in promoting literacy, the campaign approach to literacy has been pursued at district level as the most effective means of tackling the problem of illiteracy in India. Over 410 districts are implementing literacy campaigns at present. Out of these 166 are in the post literacy phase and about 100 districts have entered continuing education stage.

The literacy campaigns which started smoothly are now facing problems particularly in the Hindi belt. Operation Restoration has been launched in 45 districts in eight states. The paper looks at the problems faced in implementing literacy campaigns and what should be the priorities in implementation of literacy, post-literacy and continuing education programmes in the next few years.

### **Motivation of Learners and Volunteers**

The motivation of learners still continues to be a major problem. The average non literate has little attraction for literacy. He/she does not think that there will be any change in his/her life style by becoming literate. The large scale unemployment among the educated is a big demotivating factor. His desire for learning, usually depends on satisfaction of his primary and basic needs (food, shelter, clothing).

In TLC special emphasis is given to environment building. It aims at motivating two sets of people i.e. non literates to become literate and the educated to become volunteers so as to give time and efforts to accomplish goals of literacy campaigns. But the pertinent question is whether the non literates feel motivated and have started demanding literacy? In a few of the case studies of some TLC districts conducted by the Society for Participatory Research in Asia (PRIA) it has been observed that the demand for literacy has not been created at many places. Similarly, it has been found that volunteers on their own are not coming forward to teach non literate adults. Existing education departments are mostly relied upon to provide volunteers for running the campaigns. If the teachers and students are working under an order of the education department rather than their own enthusiasm and commitment than the zeal for literacy is definitely missing. At many places the volunteers have to be changed. This results in poor teaching and learning because the new volunteers

are untrained. Only in districts where the political parties and their cadres were fully involved, highly motivated volunteers with high level of formal education were available in large number to do the job. This is particularly true of Kerala and in some parts of West Bengal.

To get volunteers who would run literacy centres for six-months without remuneration or rewards seems to be a very difficult task. In an atmosphere when Government gets everything done on payment basis, why the literacy workers should do it on missionary mode?

The electronic media particularly TV is a powerful media to motivate volunteers and learners. Its spots were earlier on motivation of volunteers. Recently, TV has started showing some spots to motivate learners too. This is a good beginning and should be continued. But some feed back studies are needed to find out the impact of TV spots on volunteers and learners. This is all the more necessary because TV is quite an expensive media.

### **Training**

The training of the functionaries has been a weak link since the launching of National Adult Education Programme (NAEP) in 1978. Without effective and meaningful training the workers do not get the necessary confidence, competence and commitment to undertake this work.

But under TLC, the training has become more weak though the guidelines for TLC states that training strategy requires meticulous care at all levels. The case studies of ten districts across the country conducted by PRIA sometime back observed that leaving one or two districts, no systematic effort was made to create training teams which work together in planning a particular training event. In many cases, the RPs and MTs arrived at training site on the morning of training programme without any plan for how to work together to conduct the programme. This effected the quality and effectiveness of the training, the study observed.

Some other shortcomings observed in the training programmes are:

- a) Training of KRPs and MTs in some cases even the VIs is conducted without having the needed primer. This significantly affects the preparation of VIs in their ability to use the primer in the teaching of non literates.
- b) Students of class VII to XII are major segment of the VIs, their ability to use the IPCL method and the Primer for engaging adult non literates in a dialogue of awareness raising is limited largely due to the absence of emphasis on this component during their training itself.

- c) By and large the dominant training method is lecture by "Experts". This is further compounded by the presence of large numbers at one location at a time. These lectures more or less acquire the form of public meetings.

These are some of the serious shortcomings of the training programmes which require immediate attention because the success of the Adult Education Programme depends on effective and meaningful training programme.

#### **Involvement of Teachers and Students in TLC**

The students can play an effective role in literacy if they are properly motivated, awarded academic credits, or given adequate incentives. To think of their participation without rewards and incentives is a wishful thinking. Both school and college students should be involved. The school students from class 9 to 11 can be effectively utilised for adult education work. The experience in Delhi and other places has shown that school students if properly motivated can definitely produce good results. The school students are close to the teachers and principal and if they take interest and inspire them, they can work with mission and zeal. Similarly, to get the teacher's meaningful involvement, it is essential that some incentives should be considered for them also. Once the teachers take the work seriously, they can motivate and inspire the students. Incentives to volunteers are now being considered by the Government. This will definitely give boost to this programme. But the incentives should be adequate so as to motivate volunteers and keep their interest alive for six months or so. The incentives for teachers also require serious consideration.

#### **Role of Universities and Colleges**

The universities and institutions of higher education have to play a significant role to achieve the aims and objectives of NLM. Some of their roles can be:

- 1) Providing support in planning and conduct of literacy survey
- 2) Mobilising resources for the systematic implementation of the programme
- 3) Organising training programmes for different level of functionaries
- 4) Developing tools, techniques and strategies for monitoring and evaluation
- 5) Providing support in designing suitable follow-up activities like identifying learning needs of neo-literates and developing materials for them
- 6) Organising continuing education for the semi-literates, literates and the educated.

The need is to specify their role and to involve them effectively in this programme.

### **Role of Voluntary Agencies in Adult Education**

The voluntary agencies can play an important role as they are aware of the grassroots realities and are nearer to the community. They can contribute both in creating environment and teaching of non literates. They can also provide support in producing reading material for the neo-literates. They can conduct programmes which are devoid of rigid control or dependence.

The district collector is a key person in the TLC. He/she has heavy multiple burdens and is liable to transfer for a variety of reasons. To depend entirely on him/her for eradication of illiteracy may hamper the path to achieve total literacy. The grassroot voluntary agencies engaged in adult education work in many cases have been left on the wayside. The ideal thing will be to allot certain areas to voluntary agencies in total literacy campaign districts. They have to be properly funded if norms set forth for making a person literate are to be achieved.

The Zilla Saksharta Samitis which are registered under Societies Registration Act can't be categorised as umbrella voluntary agencies because the Chairmen and Secretaries in most of the cases are officials i.e. Collectors and the District Adult Education Officers (DAEOs) respectively.

### **Post-Literacy Primers**

In some districts post-literacy is being provided through post-literacy classes for 30-40 learners, for a period of two to three months. Post-Literacy primer called (PL 1) is being used. The question is whether continuation of a centre for a further period of three to four months desirable. The period of learning was reduced to six months (200 hours) under IPCL in place of twelve months programme earlier. This was done to attract more learners because many were not interested in a year's programme. Adults want to learn quickly. To make it again a nine months programme may not be a step in the right direction. How can attendance of 30-40 neo-literates be ensured in a post-literacy centre? Longer the duration, lesser is the attraction for the non-literates.

### **Jan Shikshan Nilayams**

The National Literacy Mission has laid great stress on institutionalising post-literacy and continuing education. It says to derive maximum results from the eradication of illiteracy a nation-wide network of continuing education centres will be established thru' new institutional structure, better utilization of existing

infrastructure, open distance learning. It provided for establishment of Jan Shikshan Nilayams all over the country in a phased manner. But the progress has been very slow upto now.

About 18,000 JSNs are functioning at present in the country. Most of the JSNs are with State Governments and a few with voluntary agencies and universities. They are slowly and gradually being phased out.

Though JSN is conceptually sound but its implementation has been poor so far. The money provided for a JSN is too low to undertake any worthwhile activity. The Prerak who is the main functionary of a JSN gets an honorarium of Rs.200 p.m. only. It is difficult to get a competent and committed person for this small amount. In a JSN there is no provision for rent. It is again difficult to get suitable accommodation free of cost on a permanent basis. The JSNs at many places are in the residences of the Preraks which do not provide congenial atmosphere for running a JSN and in no way can be considered a satisfactory arrangement.

### **Continuing Education**

Some of the districts have completed two years of Post-Literacy and Continuing Education (PL/CE). To sustain the learning environment, a scheme of continuing education for neo-literates has been framed by the Government of India. The scheme in addition to institutionalization of continuing education, tries to provide flexibility in designing and implementation of diverse kind of continuing education programmes suited to the felt needs of the neo-literates. It has classified the continuing education programmes broadly into four categories:

- i) Equivalency Programmes (EPS) - designed as alternative education programmes equivalent to existing formal, general or vocational education.
- ii) Income Generating Programmes (IGPS) - to help participants acquire or upgrade vocational skills enabling them to take up income generating activities.
- iii) Quality of Life Improvement Programmes (QLIP) - these aim to equip the learners and the community with the essential knowledge, attitude, value and skills both as individuals and members of the community.
- iv) Individuals Interest Promotion Programmes(IIPP) - These provide opportunity for individuals to participate in and learn about their own chosen social, cultural, spiritual, health, physical and artistic interests.

**Continuing Education Centre (CEC)**

The new scheme envisages implementation of continuing education programmes for neo-literates through Zilla Saksharta Samitis with freedom to develop programmes according to the needs of neo-literates and prevailing socio-economic conditions. It envisages setting up of one Continuing Education Centre (CEC) for each village to serve the population of about 1500 which may include 500 neo-literates, dropouts, passouts from primary schools and NFE stream. CECs will be set up in a cluster of 8-10 with one of them being designated as nodal CEC. The principal function of the CEC would be to provide the following facilities:

- a) Library
- b) Reading Room
- c) Learning Centre - For CE programmes
- d) Training Centre - For short-duration training programmes to upgrade skills
- e) Information Centre - For various development programmes
- f) Charcha Mandal - Community meeting place for sharing ideas and solving problems
- g) Development Centre - For co-ordinating services of government agencies and non-governmental organisations
- h) Cultural Centre
- i) Sports Centre

The budget for a CEC is Rs10,000 recurring and Rs10,000 non-recurring. The honorarium of Prerak has been fixed at Rs.300 p.m. while it was Rs.200 for JSN. While establishing CEC, the shortcomings noticed in JSN should not be repeated. There should be a permanent place for the Centre and a full-time Prerak for the Centre. Rs.300 as honorarium for CEC will not attract competent and dedicated persons to do the job. To get adequate space for a CEC the Ghosh Expert Group's suggestion to add a minimum of two rooms to any existing village building in every village - be it a Primary School or ICDS Anganwadi or a Primary Health Centre or any other community building - one for library and other for continuing education should be implemented. The CEC should also not be starved of funds as has been the case with JSN. The recurring and non-recurring expenditure should be such that it could meet the salary of a full-time prerak and to undertake meaningful activities for successful running of a centre.

The new scheme also envisages that besides CECs, ZSS will be encouraged to develop and take up implementation of target specific programmes catering to the specific needs and interests of neo literates. Such programmes would largely

be functional to develop functional knowledge with the aim of making learning relevant to living and working conditions. But to get meaningful results the income-generating programmes should be linked with development schemes to enable the adults to upgrade their skills and to increase their income level.

### **Mobile Libraries**

The villages not being covered under CEC should be covered with a mobile library. It may be done through a bicycle or a van. It will enable the neo-literates to continue their education and to select books of their own choice. The books in a mobile library should be rotated from time to time so as to keep reader's interest alive. It will also encourage self-learning.

### **Newsletter For Post-Literacy and Continuing Education**

Newsletter can also play an important role in post-literacy and continuing education. It is an important mean to cater to the needs of a particular group and area. Every Block should start a Newsletter of its own. It has distinct advantage over the books, pamphlets, leaflets because in a Newsletter different types of information can be given while a book or pamphlet may cover one or two topics only.

The Newsletter will not only stabilise the knowledge of reading and writing but will also raise awareness of the neo-literates by providing them current information at regular intervals. It will also help in boosting psychology of neo-literate. He/she will feel important after receiving something in his/her name by post after becoming literate. The newsletter will have another advantage. It will serve as a family magazine in which other family members may also take interest. Some districts have started publishing a Newsletter. The need is to multiply the efforts so that neo-literates not only get an opportunity for self-learning but also get useful information for their betterment.

The strategies for Continuing Education in the next decade should be such which not only provide opportunities for neo-literates to learn but also enable community as a whole to participate in the learning process. It should not only enable the neo-literates to improve the quality of life but also help them to acquire new skills or upgrade their old skills so as to be economically better off.

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**Kusum Vir**

## **Continuing Education for Development**

The Third Regional Workshop on Continuing Education for Development was held in Kuala Lumpur, Malaysia for the key functionaries of 16 Members States of UNESCO to understand the concept, principles and values of continuing education and to develop skills and attitudes, to plan and manage continuing education systems, and to train continuing education personnel in their countries.

The main objectives of the workshop were:

- \* To examine, delineate and elaborate the role of continuing education for development, especially focusing on life-long education and human resource development.
- \* To promote continuing education programmes and application of APPEAL Training Materials for the development of continuing education personnel (ATLP-CE) in the participating countries.
- \* To promote national follow-up activities focused on improving programme development strategies for continuing education in the participating countries.

### **Definition of CE**

Continuing Education is, by definition, a broad concept which includes all kind of learning opportunities all people want or need outside of basic literacy education and primary education.

There are two prerequisites for effective life-long learning. The first is that adults need to be literate and that literacy skills must be at a sufficiently high level to permit autonomous learning. The second prerequisite is that there has to be a rich educational environment with a wide and diverse range of opportunities for individuals to undertake the various learning projects needed throughout adult life. In other words, there should be as many agencies and facilities as possible providing programmes and resources to enable all literate citizens to continue to learn. All literate adults should have immediate and effective access to these programmes and resources.

As more people become involved in life-long learning and improve their educational standards and way of life, more will be involved in social decision making at all levels. Development plans will come to reflect what people want and need based on their reasoned understanding of potentials and limitations. In this way a truly sustainable development is likely to emerge. It is recognised that Human Resource Development (HRD) and life-long learning is the same thing.

When communities are literate, Continuing Education emerges as a way to reach the goals of a learning society.

The definition implies the following:

Continuing Education is for literate youth and adults.

It is responsive to needs and wants

It can include experiences provided by the formal, and non-formal education sub-sectors and by informal learning.

It is defined in terms of "opportunity" to engage in life-long learning after the conclusion of primary schooling or its equivalent.

**Appeal Training Material for Continuing Education Personnel (APLP-CE)**

Six types of Continuing Education Programmes were identified:

1. Post-Literacy Programmes
2. Equivalency Programmes
3. Quality of Life Improvement Programmes
4. Income-Generating Programmes
5. Individual Interest Programmes
6. Future Oriented Programmes

1. Post-Literacy Programmes aim to maintain and enhance basic literacy, numeracy and problem solving skills, giving individuals sufficient general basic working skills, and enable them to function effectively in their societies.

The main objectives of post-literacy programmes are:

- a) retention of already acquired literacy skills;
- b) improvement of literacy skills;
- c) application of literacy skills for individual and community development.

2. Equivalency Programmes are designed as alternative education programmes equivalent to existing formal general or vocational education.

3. Income-Generating Programmes help participants acquire or upgrade vocational skills and enable them to conduct income-generating activities. IGPs are vocational continuing education programmes delivered in a variety of contexts and which are directed in particular towards those people who are currently not self-sufficient in a modern world, that is persons at or below the poverty line.

4. Individual Interest Promotion Programmes provide opportunities for individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests. IIPs aim at promoting and strengthening

learning activities which promote leisure utilization, life improvement and self-actualization. The activities can be categorized into hobbies, cultural activities, self-reliance activities, sports and activities for promotion of personal development. IIPs are common in more developed countries.

5. Quality of Life Improvement Programmes aim to equip learners and the community with the essential knowledge, attitudes, values and skills to enable them to improve quality of life as individuals and as members of the community.

Quality of life refers to the level of well-being of the society and the degree of satisfaction of a number of human needs.

QLIPs include aspects from some of the other programmes, and there is an overlap between the last three types of programmes mentioned. Distinction between IIPs, IGP and QLIPs depends upon the motivation and purpose of the learners. If a person attends a course with the motive to advance her career and income, it can be classified as an IGP of her, but if she attends the same course for self-development, it can be categorized as an IIP or QLIP.

6. Future Oriented Programmes give workers, professionals, regional and national community leaders, villagers, businessmen and planners new skills, knowledge and techniques to adapt themselves and their organisations to growing social and technological changes, in particular the rapid technological development.

Eight volumes of exemplar manuals, the ATLP-CE have been developed by UNESCO. Six of the volumes deal with the CE programmes while the first volume gives an overview of Continuing Education and the last volume discusses the concept of Community Learning Centres which is the main implementation structure of CE at local level. The volumes have been translated and adapted in 9 countries in Asia.

## **VOLUME 8**

Community Learning Centres have emerged as key institutions for the delivery of continuing education. A Learning Centre is defined as Local Education Institution outside the formal education system, for villagers or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life. One characteristics about Learning Centres is that they are for every citizen and are adapted to the needs of all people in the community. The most important aspect of the Centres is their programmes; that they are well adapted to the needs of the community and flexible and cater to the needs of adults as well as youth.

**Qualities of a Good Continuing Education Programme**

1. Responds to and enhances the interests of participants;
2. Allow active participation;
3. Brings direct benefits to the participants;
4. Is action oriented and developmental;
5. Time-bound to achieve specific-targets and yet open-ended enough to allow for further growth;
6. Is multi-dimensional in approach;
7. Allows creativity to flow;
8. Culturally relevant;
9. Uses non-formal adult learning principles;
10. Integrates into the development vision of the country;
11. Is flexible enough to allow participation of people from all walks of life;
12. Is cost effective;
13. Encourages and utilizes local wisdom;
14. Is self-sustaining;
15. Promotes the development of other related interests.

**New Scheme of Continuing Education in India**

The new scheme of Continuing Education replaces the existing post literacy and continuing education scheme of Jana Shikshan Nilayams which was launched in 1988 in India to meet the post literacy and continuing education needs of people. The main objective of the new scheme is to institutionalize continuing education and provide considerable flexibility in designing and implementing diverse variety of CE programmes suited to the felt needs of the people. Programmes under CE have been classified broadly into four categories, namely equivalency programmes, income generating programmes, quality of life improvement programmes and individual interest promotion programmes.

**Planning for Developing New Continuing Education Programmes in India**

A large number of CE programmes meant for different target groups like farmers, women, non-literate population, youth and out of school children are in existence, but these are being offered by different ministries, departments and agencies. There is need to have a holistic and co-ordinated view of various CE programmes. Besides, there is need to conceive, operationalise and implement future oriented programmes leading to total human development. Since, individuals are at different levels of development and are engaged in different economic activities, separate programmes shall need to be launched for different target groups.

**Clientele Groups**

- Neo-literates, dropouts, passouts from primary schools and NFE stream.
- Workers and professionals engaged in different occupations/professions.
- Farmers/Industrial Workers
- Parents and other family members (Family Life Education, Aids Education).
- Consumers (Consumer Education, Legal Literacy) and other people of the community.

In a learning society each individual has to grow with the changing realities of the society. He/She is required to upgrade his/her knowledge and skills relating to different roles he/she has to perform i.e. the role of a house holder, consumer and resource generator.

**Activities Proposed with regard to the National Plan**

i) To develop a policy framework for continuing education and development of blueprints on Action Plan of different types by State Governments; development of CE materials and training of CE personnel.

ii) Organisation of regional workshops to finalize the policy framework for Continuing Education and development of blueprints/action plans by the State Governments.

**Curricula**

Curricula for continuing education need to be designed more flexibly, since in most cases CE courses do not need to be as carefully structured in terms of graded competencies and standards as for basic literacy. The exceptions are post-literacy and equivalency CE programmes which do need to be organised in carefully sequenced learning steps.

**Bijender Singh**

## **Extension Talk : An Innovative Extension Teaching Method**

Man is bestowed with a gift of speech. He communicates with others in different situations to fulfil his needs and interests. But all the communications in the form of gossips, chit-chatting and loud talks are not planned. Hence, such talks cannot become extension talk. It is basically different from other talks and discussions. The extension talk can be defined as a “verbal explanation (or presentation or communication) to a group of people to impart knowledge by activating the listeners”.

Extension talk is different from the lecture method. In lecture most of the time flow of information is one way i.e. from communicator to receivers and interaction between the communicator and receivers or audience is very less. On the other hand, the flow of information in extension talk is two-way and the interaction between communicator and receiver is much higher as compared to lecture method.

In training programmes, when we are mostly dealing with the adult learners, extension talk is the most suitable and effective method for transfer of know-how. The adults always possess some knowledge and experience, hence they should not be treated as passive listeners. They must get sufficient opportunity to participate so that their valuable experiences and knowledge could be utilized and their doubts can be cleared immediately. So, extension talk should be the preferred method, instead of lecture, while dealing with the adult learners in training sessions.

### **Planning of Extension Talk**

Planning for an extension talk should be done well in advance. The following elements should be given due consideration.

#### **Audience**

Number and type of the trainees, their characteristics, background and experience, cultural and social environment, their knowledge of the subject, level of education, their needs and interests etc. would be very useful to the trainer in organising the talk and in making alterations in the subject matter, whenever needed.

**Objective**

The subject matter and the mode of presentation would very much depend upon the purpose of the objective of the session and the end results desired to be achieved by the session. The approach will vary depending upon whether the trainer would like to impart knowledge, to change attitudes or to create interest or awareness etc. The objective should be specific, well defined, measurable and achievable in the given times.

**Content**

The subject matter should be valid, authentic, factual and applicable. It should be related to the objective and understandable. It should be collected from the various available sources. It should pass through the process of informative reading, selective reading and final reading keeping in view the specificity of the topic, need and interest of the audience and available time.

**Steps**

The finally selected content should be divided into some meaningful units or steps so that the learners can understand and retain it.

**Order**

Different steps or units must be arranged in a particular order or sequence. The order or sequence may be based on the following principles: (i) known to unknown (ii) simple to complex (iii) concrete to abstract (iv) observation to theory and (v) general to particular.

**Duration**

In order to match the final content with available time the contents in each step or unit may be further divided into essential, desirable and possible. The essential parts in each step are must and should be given by all means. If time permits and need persists, desirable information can also be given and if there is still time at the disposal of the Communicator then possible information can also be covered.

**Division of Extension Talk**

Extension talk can be divided into four main parts. (1) the introduction (2) the body, and (3) the conclusion or summary and (4) questions or recapitulation. Leave out any part and the talk is not complete.

## **1. The Introduction**

The initial part of your session is brief opening to capture the audience's attention. About 10% of the available time can be utilized for motivating the audience. The introduction may be (i) a humorous anecdote, success story, a severe challenge, a serious question or anything else to capture the interest of the group (ii) salient features of the topic in brief without giving details (iii) importance of the topic in statistical and economic terms (iv) brief preview of the session and linkage of the present topic with the previous one.

## **2. The Body**

The central theme of your session unfolds in its body. Here the message or subject matter is delivered in detail. The content should be according to abilities and needs of the learners. Three-fourth (75%) time is utilized for this part of the talk. While presenting the subject matter trainer should try to create a thought provoking situation and to achieve this purpose, he/she should follow these points:-

- (i) Divide the message into meaningful units and put these units into a systematic order.
- (ii) Identify essential, desirable and possible parts of the subject matter in each important step.
- (iii) Use short sentences and simple language. A simple language has less chance of being misunderstood. It is to be remembered that the trainer's role is to make difficult things simple and not the reverse.
- (iv) Develop specific support information for each main point. Support the major ideas or sub-headings with relevant examples, illustrations, and anecdotes, outside experiences, readings etc. to make the presentation logical and interesting.
- (v) Frame different types of questions to involve learners and to increase their participation.
- (vi) Prepare/arrange and test variety of visual aids, examples, illustrations and statistics can all be emphasized and made more understandable by the use of visual aids. Visual aids also can highlight and summarize each point as it is made, as well as show the relationship of one point to another.

Properly used, visual aids can be very effective. People enjoy watching somethings besides the trainer. A visual presentation caputres their eyes as well as their ears. The more attention a trainer can focus on the subject, the more successful the session will be.

These visual aids can include the projected aids such as overhead projector transparencies, handmade slides and photographic slides. The extension talk can be visualized by using a number of simple visual aids also such as Flip Book (having variety of charts - full suspense charts, strip teaser charts, window charts, shutter charts, spiral charts etc.) Flannel strips, flannel graph, magic envelope, magic triangle, flash cards, graphs, models, samples/specimens and real objects etc. These visuals should be integrated properly into the various parts of the talk.

### **3. Summary**

If your talk is having several parts it will be advisable to summarize frequently each part before starting a new part rather than do it at the conclusion of your presentation.

It is always useful to prepare a summary in advance and to put it down in the talk outline for reference. It helps the trainer to have a better grasp of the talk if he has once written out the summary for it. It also helps audience to crystalize the ideas. Five percent of the available time be utilized for this purpose.

Rather than reiterate the major points in precisely the same words, a slight rewording or rephrasing is always in order. Summary should be brief, precise, logical and easy to remember. The actual words "In conclusion" or "to summarize" give the audience a clue that the speaker is ready to finish.

Finally a word about "thank you" to your audience for their interest and attention is also in order.

### **4. Questions**

After giving summary and conclusions the trainer should asks some questions from the audience for recapitulation. The learners should be asked to reply these questions.

In this way the trainer can get the feed back that to what extent he/she has been successful in achieving the objective. Rest of the 10% time may be utilized for this purpose. The questions should be directly related to the content input made in the talk. These questions should be framed well in advance and written in the talk outline.

**Presentation of Extension Talk**

- (i) The trainer should be on time for the talk and check for visual aids and other necessary teaching and physical arrangements.
- (ii) Increase Interest/Motivation of the audience by giving an effective introduction of your topic. Make the objective clear.
- (iii) Present your subject matter step by step in a systematic order. For this take help from the talk outline by glancing at it as and when required. Except for rare occasions don't read from a prepared manuscript.
- (iv) Avoid cliches, jargon and offending language. Use short sentences and simple and familiar language. Don't criticise the learners.
- (v) Your presentation will be more effective if you allow involvement or participation of the listeners. It will increase their retention and remembrance. So use different types of questions to get the audience to take active part in the session.
- (vi) To focus the attention of the learners on the subject make effective use of different types of visual aids. A visual presentation captures their eyes as well as their ears.
- (vii) In extension talk the trainer has some specific quantity of material to cover. He/she should provide enough time to cover each point thoroughly and have thorough discussion but should keep full control of the situation.
- (viii) In some sessions humour may involve naturally. If it is comfortable for you, encourage an informal atmosphere of humour. Humour relaxes the participants and enhances learning.
- (ix) Speak loud enough so that everyone can hear but not too loud. Vary the pitch of your voice so that you do not sound the same all the time (boring). Use pauses and silences effectively to emphasize a point and to encourage learner's reaction.
- (x) Use gestures, postures and movements effectively. However, avoid distracting body language. Maintain eye contact with different segments of the audience, which in turn improves the effectiveness of the talk. Watch out for distractions. Try not to turn your back. Avoid play with the chalk, ruler, keys etc. Be well balanced from emotional point of view.
- (xi) Appear confident, comfortable and enthusiastic about your role as a trainer and about the content you are presenting. A sincere feeling of enthusiasm quickly draws out the same feeling from the audience. Answer the questions satisfactorily and confidently.
- (xii) Place yourself so that you do not finish too early or too late.

- (xiii) Sum up your subject in intermediary stages. At last summarize what has been covered in the whole session and restate essential points to ensure reinforcement.
- (xiv) Ask questions from the learners to recapitulate. Try to know to what extent you have been able to achieve the objective of your talk.

### **Types of Questions**

To involve your participants or to increase their participation different types of questions can be used as a important tool.

#### **(i) Direct question**

This type of question is aimed at one person for example, "What are some ways we can improve sales in this region?" Although it may elicit a response, It can also be dangerous in that potential respondent may be embarrassed if he or she does not know the answer. Moreover, as soon as the instructor calls an individual by name, there is a natural tendency for other participants to stop listening.

#### **(ii) General Questions**

This type of question is also known as indirect question or overhead question. As contrasted with the direct question this type of question is presented to the entire group. So it involves all participants. For example, "What are a couple of ways we can increase sales?" is an indirect question. Hopefully, a quick response or two may be forthcoming. However, the experienced trainer knows that quick responses may not necessarily follow. So be prepared. If there are no verbal responses, merely pause for a few seconds, then watch for a non verbal clue that might suggest someone has an idea.

#### **(iii) Reverse Question**

In this type of question the trainer returns back the question to the learner who has asked this question. The learner is encouraged to reply the question himself. This technique is generally used where the communicator has got the impressions that the learner knows the answer of this question or that he can reply it fully or partially.

#### **(iv) Pass on Question**

In pass on question the trainer passes on the question asked by one learner to some other member from the group. The question is passed on to a person who can answer this question very well. This type of question is very effective tool to increase the group participation and to utilise the group expertise. When

someone from the audience replies a question all the members become more attentive.

### **Asking Questions**

How to ask a question is an art. The trainer should be well versed about this. He should remember the following points:-

1. Talk clearly and loud enough.
2. Choose the words carefully. Avoid the use of unfamiliar and ambitious words.
3. Make the question short.
4. Make intention, clear and synchronize the gestures with words.
5. After asking question wait for sometime.

A good talk is measured not by what the communicator put into it but by what the learners get out of it.

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**D. Lakshmiraju**  
**M.S. Nataraju**

## **Role of Farm Women in Decision Making on Farm and Home Aspects**

Farmers these days are exposed to many innovations in agriculture and are called upon to take timely and judicious decisions with respect to farm and home affairs. For systematic and successful implementation of educational programmes it is necessary to know who plays dominant role in decision making and how the decisions are shared between husband and wife. Keeping this in view, the present study has been contemplated to know the decision making pattern of rural women with the following specific objectives:

- 1 To assess the decision making pattern regarding farm aspects.
- 2 To delineate the decision making pattern about home aspects.

### **Methods of study**

The investigation was carried out in Chintamani taluk of Kolar district of Karnataka. Anur and Kodadvadi villages of Chintamani taluk were purposively selected. A sample of twenty five farm women from each village were selected randomly. The data were collected from these respondents using a pretested interview schedule developed for the study by personally interviewing the respondents in an informal atmosphere. The collected data were analysed using frequencies and percentages and the results are discussed in the following paragraphs.

### **Decision making pattern regarding farm aspects**

It was encouraging to note that joint decisions were taken by both husband and wife regarding seven aspects out of 15 farm aspects delineated under Table 1. namely care of animals (80%), fixing of time of agricultural operations (88%), deciding on crops to be grown (82%), investment on farm (70%), storage of grains (70%), buying farm implements (72%) and post harvest operation (70%). It was quite discouraging to note that 'husband alone' took decisions regarding important farm operations like selling of farm produce (92%), taking farm loan (80%), selection and use of fertilizers (80%), harvesting operations (76%), spending of income (72%), use of non-farm labour (70%), selection of crop varieties (60%) and marketing.

**Table 1**  
**Decision making pattern about farm activities**

Aspects	Wife alone		Husband alone		Wife and Husband	
	Number	%	Number	%	Number	%
1. Storage of grains	15	30.0	-	-	35	70.0
2. Care of animals	10	20.0	-	-	40	80.0
3. Taking loan for farm	04	8.0	40	80.0	06	12.0
4. Selling of the farm produce	03	6.0	46	92.0	-	-
5. Spending of farm income	04	8.0	36	72.0	10	20.0
6. Buying of farm implements	04	8.0	10	20.0	36	72.0
7. Application of non family labour	05	10.0	35	70.0	10	20.0
8. Deciding crops to grow	03	6.0	06	12.0	41	82.0
9. Fixing the time of agricultural operations	06	12.0	-	-	44	88.0
10. Investment on farm	07	14.0	08	16.0	35	70.0
11. Selection of crop varieties	04	8.0	30	60.0	16	32.0
12. Selection of fertilisers	04	8.0	40	80.0	06	12.0
13. Harvesting operations	06	12.0	38	76.0	06	12.0
14. Post harvest technologies	05	10.0	10	20.0	35	70.0
15. Marketing aspects	08	16.0	30	60.0	12	24.0

The involvement of women was very meagre in taking decisions on all farm activities in general and activities which involve finance knowledge, skill and managerial aspects in particular.

**Decision making pattern regarding home aspects**

It was observed that regarding the 15 home aspects considered for the study, husband and wife have jointly decided about 10 aspects, which is a welcome change (Table 2). These aspects were health and hygiene practices (92%), home improvement (80%), taking and giving loan (62%), savings (60%), religion practices (60%), selection of occupation for children (64%), payment of dowry (54%), marriage of children (52%), Husband alone has taken decision regarding family planning (96%), marketing of produce (92%), purchase of home appliance (80%) expenditure pattern (60%) and selection of suitable match for children (56%). However, wife's role as decision maker was very limited in some very important home activities. It was surprising to note that women were not allowed to take decisions regarding home aspects though it was her domain.

**Table 2**  
**Decision making pattern about home activities**

Activities	Wife alone		Husband alone		Wife and Husband	
	Number	%	Number	%	Number	%
1. Marriage of children	4	08	20	40.0	26	52.0
2. Payment of dowry	4	08	19	38.0	27	54.0
3. Selection of suitable match	5	10	28	56.0	17	34.0
4. Education of children	4	08	10	20.0	26	52.0
5. Selection of occupation for children	3	06	15	30.0	32	64.0
6. Expenditure patterns	4	08	30	60.0	16	32.0
7. Taking and giving loan	4	08	15	30.0	31	62.0
8. Saving for future	2	04	18	36.0	30	60.0
9. Construction of house	5	10	17	34.0	28	56.0
10. Purchasing of home appliances	4	08	40	80.0	06	12.0
11. Marketing of produce	4	08	46	92.0	-	-
12. Family planning	2	04	48	96.0	-	-
13. Religious practices	10	20	10	20.0	30	60.0
14. Home improvement	4	08	06	12.0	40	80.0
15. Health and hygiene practices	4	08	-	-	46	92.0

### Conclusion and Implications

The present study conducted to know the role of farm women in decision making on farm and home activities revealed that the participation of rural women in decision making process of various farm and home activities was very much restricted. On the other hand it was farm men who took decisions on major activities. Shared decisions were observed in case of more number of home activities than farm activities. Lack of awareness, less knowledge, lack of free time, differential treatment might be some of the reasons for this kind of gender discrimination. Though their participation and contribution in all farm and home operations is higher farm women were neglected to a greater extent while taking important decisions on farm and home activities.

This calls for organisation of intensive educational activities by the concerned agencies to make the women aware about new technologies on agriculture and allied subjects using appropriate media. Rural women should be given greater access to institutional support in terms of credit, technical assistance and land adjudication. They should be encouraged to participate in income generating activities based on resources and skills that are readily available to them. There is a need for training to make women more aware of their rights and opportunities in order to facilitate their access to market information, advisory services and credit.

## **ADULT EDUCATION NEWS**

### **North Zone Conference on Adult Education**

A two-day North Zone Conference on Adult Education which concluded in Shimla (HP) on November 3, 1996 emphasised the need to actively involve school teachers in motivating the students and in teaching the non-literates. But, it felt that their effective involvement could only be possible if incentives were provided to them.

It recommended that universities and well established voluntary agencies should be allotted separate areas in TLC districts to achieve total literacy. This, it felt, would accelerate the process of promoting literacy in the country.

The Conference was convened by the Indian Adult Education Association in collaboration with Centre for Adult, Continuing Education & Extension, Himachal Pradesh University in Shimla on November 2-3, 1996. 30 participants from Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir and Punjab participated. They represented the Government agencies, Zilla Saksharta Samitis, SRCs, SVs, Universities and voluntary agencies.

The Conference recommended that Mahila and Youth Mandals should be closely associated with this programme and in places where they do not exist, people should be helped to form such organisations.

Inaugurating the Conference Dr. Anil Wilson, Pro Vice-Chancellor, HP University said that teachers should not only impart literacy to the non-literates but also give information, knowledge and wisdom to both non literates and the literates. In the post literacy and continuing education, he said, sensitization of the non-literates and the literates on happenings around them should be emphasised. This, he said, was essential in transmission of information.

Shri BS Garg, President, IAEA in his address said that senior citizens should be closely associated with the programme. He said that they were more committed to the cause and should invariably be involved in the adult education programme. Shri Garg said commitment, will and action were essential to make the programme successful.

Prof. CL Kundu, Vice-Chancellor, HP University in his address said that adult education was a vital input in development of the country and could go a long way in accelerating the pace of development.

Prof. Kundu said that research could play an important role in raising the level of adult education in the country. He said that universities should be helped to undertake action-oriented research programmes in adult education.

Smt. Kamala Rana, Vice-President, IAEA and President of the North Zone in her presidential address stressed the need for inter-personal communication to motivate the people for literacy programme. She emphasised the need to plan adult education at micro level. She said that Haryana, HP and Punjab were progressive States but the literacy was not as high as in Kerala. The need was to study the causes of low literacy in these areas so as to come out with micro plan to raise the literacy levels in these progressive states.

Shri KC Choudhary, General Secretary, IAEA in his introductory remarks said that zonal conferences organised by IAEA were playing an important role in highlighting the zonal problems and in creating public opinion for adult education. He said that non governmental organisations could play an important role in creating awareness among the masses.

Earlier, Smt. Sudesh Negi, Assistant Director, Centre for Adult, Continuing Education & Extension, HP University welcomed the participants.

Shri NC Pant, Joint Secretary, IAEA and Secretary, North Zone proposed a vote of thanks.

### **Plenary Session**

In the plenary session, Shri JL Sachdeva, Director, IAEA presented the Working Paper. He said that voluntary agencies and the universities should be involved in preparation and production of reading material for neo literates, conduct of training programmes and in research and evaluation. He said that well established voluntary agencies should be provided separate funds to undertake the programme in addition to the assistance provided to Zilla Saksharta Samitis (ZSSs).

Shri Sachdeva emphasised the need to start newsletter for neo literates at the block level so that they get an opportunity to stabilise their knowledge of reading and writing and also get current information on regular basis.

## **Group Discussions**

The delegates were divided into two groups to discuss the following sub-themes:

1. What should be the role of Teachers and Students in TLC?
2. What should be the role of Universities and Voluntary Organisations in Adult Education Programme particularly in TLC and PL/CE?
3. What should be the Strategies for Post-Literacy and Continuing Education in the Next Decade?

The Group Chairmen were Shri KL Zakir, Chairman, Shramik Vidyapeeth, Chandigarh and Dr. AL Rahi, Assistant Director, Department of Adult, Continuing Education and Extension, Kurukshetra University, Kurukshetra.

## **Recommendations**

1. The North Zone Conference on Adult Education organised by the Indian Adult Education Association in collaboration with Centre for Adult, Continuing Education & Extension, Himachal Pradesh University in Shimla on November 2-3, 1996 notes with appreciation that Adult Education programme has expanded considerably in the recent past and 410 districts out of the 527 districts in the country are in the TLC, PL/CE phase at present.
2. It recommends that teachers should be actively involved in the programme. But to get their meaningful participation it is essential to provide them incentives like additional increment, certificates and special leave etc.
3. The Conference recommends that the Prerak for the Continuing Education Centre should be selected only from the students and others who have worked for TLC.
4. It recommends that teachers of both schools and colleges should be involved in the production of material for neo literates which should be need and interest based.
5. The Conference feels that school students of only class 9th and 11th should be involved in literacy programme. But it feels that their participation will be effective if they are provided adequate incentives like 5 to 10 marks in the board examination or weightage for admission in the technical courses.

6. The Conference feels that students can play an important role in environment building like slogan writing, nukkar nataks etc. They can also provide an important service in motivating the dropouts to join the schools or non-formal education centres.
7. It recommends that universities and well established voluntary agencies should be allotted separate areas in the TLC districts to achieve total literacy. This it feels will accelerate the process of promoting literacy in the country.
8. It recommends that universities be entrusted responsibility in research and evaluation so as to strengthen the on-going programme and to give new direction to the future programme. The universities should also be involved in the training of adult education functionaries and production of literature for neo- literates.
9. The Conference feels that the technical and agricultural universities have produced enough material which could be profitably used by neo-literates. But that could only be possible if material is simplified.
10. The Conference recommends that the Government should take initiative in encouraging the local leaders to form their own organisations where they do not exist at present. The existing organisations particularly the Mahila and Youth Mandals should be associated with this programme.
11. It feels that official agencies alone can not undertake PL/CE work effectively. This work, it feels, should be given to Panchayats and local voluntary agencies.
12. Under PL/CE the Conference recommends that short-term courses for augmenting the skills for self employment should be organised. For this the technical Institutes should work in close collaboration with CEC to provide professional skills for PL/CE beneficiaries.
13. The Conference recommends that programmes for raising standard of living should be organised so as to bring changes and improvement in the life style of the neo-literates.
14. The Conference recommends that each PL/CE districts should start a newsletter so as to stabilise the knowledge of reading and writing and to provide current information to the neo-literates. But it feels that the persons involved in the production of the newsletter should be given orientation in editing, production and distribution of the newsletter. The neo- literates should also be encouraged to write for the Newsletter.

15. It recommends that teacher for Adult Education work should be appointed in each school so that they could be made responsible to eliminate illiteracy in the area covered by the school.

### **National Workshop on Documentation in Population Education**

The Indian Adult Education Association (Documentation Centre on Literacy and Population Education) organised a five-day National Workshop on Documentation in Population Education in New Delhi on November 26-30, 1996. 21 participants representing 14 states attended. They represented the State Resource Centres (SRCs), National Institute of Adult Education (NIAE), and NGOs.

Shri HO Tewari, Director, Directorate of Adult Education, Government of India was the chief guest at the inaugural function. In his address, Shri Tewari said that the SRCs should provide resource support to Zilla Saksharta Samitis so that they could effectively link population education messages in literacy programmes. There was an urgent need of compiling systematic information regarding adult and population education work being done by various agencies and SRCs could play an important role in this regard, he added.

Shri Tewari said that SRCs should conduct research on integration of population education with literacy programme so that new strategies could be formulated for meaningful linkage of the population education with adult education.

He said that there should be networking of information among the SRCs and the Documentation Centre on Literacy and Population Education (DCLPE, IAEA) could play an important role in making the system operational. The SRCs, he said, should develop resource capabilities at the district level so that the population education message reaches at the grass root level. Literacy should become part of life of the individual for his social and economic betterment, he concluded.

Earlier, in his welcome address, Shri JL Sachdeva, Director, IAEA said that the population education material had increased considerably in the recent past and the need now was to disseminate it in response to the needs of users. The incharge of the Documentation Cell in the SRCs thus required training/orientation in use of professional tools and techniques to tackle the information flow and its application. The need was to provide deeper skills in processing and transferring information and providing more aggressive information service, he emphasised.

The Workshop, he said, would sensitise the main functionaries of Population Education Cells in the SRCs on the need for creating meaningful, effective and functional documentation and information service, will help to establish a systematically operational information network system and resource sharing mechanism. It would also prepare the state functionaries in imparting skills to functionaries at district level in handling documentation work.

The Workshop discussed the subject under following sub-themes:

1) Population Education Project in Retrospect and Prospect; 2) Documentation Centre on Literacy and Population Education : Expectations and Achievements; 3) Methods and Techniques of Documentation; 4) Power of Information and Information Sciences (Information Repackaging & Dissemination and Information Networking & Clearing House Services); 5) Identification of Gaps in Information & Documentation Efforts; 6) Acquisition & Sources of Population Education Materials - How to collect and use information for various purposes; 7) Assessing Information Needs, Interests & Requirements of Learners; 8) Formulation of Acquisition Plan of Population Education Materials; 9) New Information Technology; 10) Annotations, Abstracts, Extracts : Their Utility and Place in Information Sharing; 11) Formulation of Plans for Documentation, Information Service & Clearing House at each PEC; and 12) Providing Resource Support to Districts by PECs/SRCs and DCLPE.

The resource support was provided by Dr. JP Gupta, Additional Director-cum-Project Coordinator (PEP), Directorate of Adult Education; Prof. PB Mangla, Prof. JL Sardana and Dr.(Smt.) SP Singh of the Department of Library and Information Science, University of Delhi; Dr. KG Tyagi, Director, National Documentation Centre, ICSSR and Prof. HK Kaul, Director (Library), India International Centre.

Study visits to Documentation Centre of NCERT and Indian Council for Social Science Research (ICSSR) were made during the workshop.

In the valedictory session Smt. Kamala Rana, Vice-President, IAEA was the chief guest. In her address, she said that stabilisation of population was the need of the hour and new information technology like Fax, E Mail should be used to share information with practitioners. But the information should be authentic, she stressed.

Dr. JP Gupta gave away certificates to the participants.

**Recommendations**

After five days of deliberations, the workshop made the following recommendations:

1. The five-day National Workshop on Documentation in Population Education held in New Delhi on November 26-30, 1996 recommends that a computerised package on literacy and population education be developed at the national level by the DCLPE, IAEA. This should be linked to each SRC. It should include information on world-wide literacy; present national scenario on literacy; books/journals available on literacy/POPED. This package should be updated from time to time.
2. The Workshop recommends that each SRC should procure/purchase computer with printer and modem to cope with the information revolution.
3. A grant of Rs.50,000/- yearly should be earmarked for each SRC for purchase of books and journals and for dissemination. For procuring material each SRC should seek institutional membership of organisations which publish materials on Literacy and Population Education.
4. A post of Librarian-cum-Documentation Officer should be created in each SRC.
5. The SRCs should mutually exchange their publications but the regional language publications should contain a brief description in English.
6. The Workshop recommends that NLMA should direct each ZSS for sending its publications, quarterly progress report and vital statistics to the concerned SRC and each SRC in turn should share information with ZSS, DIET and DRU and the DCLPE.
7. A Documentation Cell at each SDAE/ZSS/DRU should be created for procuring documents and other materials and for their dissemination to the concerned functionaries.
8. It recommends that an orientation programme should be organised for Librarians/Documentation Officers of SRCs/SDAEs/ZSSs/DRUs at the regional level.
9. The Workshop recommends that each SRC should organise once a year a Workshop in which all academic staff members should be asked to present a paper on thrust areas on Literacy and POPED. This, it felt, was essential for professional development of the staff.

10. It recommends that SRCs should develop a directory each of experts and resource persons and materials on Literacy and POPEd. The directory at the national level should be prepared by DCLPE, IAEA.
11. The Workshop recommends that each SRC should conduct a need-assessment survey in and around the State before establishing the Documentation Centre. This it feels will help in obtaining relevant and appropriate reading material.

### **UNESCO Literacy Prizes**

The following have received Unesco Literacy Prizes for 1996:

The Mini-Schools Project in Haiti which provides education to the most disadvantaged living on the outskirts of the capital, Port-au-Prince; the State Crusade for Adult Education in Mexico; the efforts by the Ministry of Defence and Aviation in Saudi Arabia to eradicate illiteracy and provide adult education for armed forces and their families; and UNESCO Club Dibwa Dia Ditumba in Zaire for actively combating illiteracy and providing schooling for over 52,000 children and young people.

### **39 pc rural population under poverty line**

Staggering 16 per cent of the rural population of India have access to less than Rs.3 a day which is less than the price of potatoes. Another 18 per cent are slightly better off - they can scrape together Rs.5 a day.

The National Council of Applied Economic Research, after four years of study of 33,000 rural household in 16 States looking at 300 parameters has come out with a human development profile of rural India that should shudder down the spines of development authorities.

The 1994 report, which was released in Bhopal recently at a Government of Madhya Pradesh/UNDP workshop on State level Human Development Reports reveals that 39 per cent of the rural population is living below the poverty line or earning less than Rs.2,444 per capita per year. It may be recalled that the Planning Commission about a year ago had claimed that the population living below the poverty line was 19 per cent and not 36 per cent. Subsequently it had to retract. According to the Government those earning less than Rs.11,000 a year are said to be below the poverty line.

According to the NCAER survey, however, the all India annual income in Village India is Rs.4,485. In Orissa and West Bengal, which have never been included in the BIMARU category, the annual per capita is Rs.3,028 and Rs.3,157 respectively. It is considerably lower than Bihar's Rs.3,169, UP's Rs.4,185, MP's Rs.4,166 and Rajasthan's Rs.4,229.

Experts who had gathered at Bhopal said Orissa and West Bengal should be included in the list of Bimaru States so that they could receive the special attention needed to bring them out of the poverty trap. A great deal of surprise was expressed at the low income and high poverty level of West Bengal, a State that had introduced panchayati raj or people's rule at the grass root as far back as 1978.

The survey shows that 55 per cent of the rural population of Orissa is living below the poverty line and in West Bengal 51 per cent of the population is in the poverty trap. Dr. Abusalef Shariff, principal economist and head of the Human Development Programme Area - NCAER, says "the poor are everywhere - even behind palaces. They are frightened, ignorant, insecure and lack direction. They survive without knowing where the next meal will come from and their families are not cohesive units." Poverty like beauty cannot be defined.

The highest per capita in rural India is in Punjab Rs.6,380, followed by Haryana - Rs.6,368. But even these affluent States have pockets of rural poverty. Thirty two per cent of the rural poor in Punjab and 27 per cent in Haryana live below the poverty line. The survey shows relatively higher poverty estimates from Punjab which most people will find unacceptable, says Mr. Shariff. This could be because of the high proportion of wage labour from Bihar and UP - many of who have formed migrant slums, says Dr. Shariff.

Within poor households, children, the elderly and women have less access to resources than the man and are poorer.

Poverty can also be measured by the poor's access to piped water, electricity, 'kutcha' or 'pucca' houses and the public distribution system. A staggering 55 per cent of the rural population of the country still live in kutcha houses. Despite the Government's much touted schemes for electrification, barely 16 per cent of the rural homes in West Bengal and about 19 per cent in Orissa have electricity.

Though about 50 per cent of the rural households in the most backward States have potable water, pipe water supply is still like manna from heaven in most villages.

### **National Conference of State Resource Centres**

A 3-day National Conference of State Resource Centres was organised by the National Literacy Mission (NLM) in New Delhi on September 23-25, 1996. It was attended by the Chairpersons of 11 SRCs, 22 Directors and 8 senior professionals from the SRCs and 6 State Directors of Adult Education. In all, over 65 persons took part in the deliberations.

The agenda for the Conference discussed the relationship of the SRCs with other agencies at the State and National level; Need for synchronization of the Plan of Action of SRCs with TLCs; Evolution of Model Plan of Action for SRCs; Discussion on major thrust areas like Training, Post-literacy and Continuing Education, formulation of guidelines to streamline administrative and financial matters, identification of indicators for evaluation of SRCs, and support system needed for the involvement and sensitization of Panchayati Raj functionaries.

During the Conference, four key note addresses were delivered by Shri Muchkund Dubey, Chairman 'Aadri' - SRC, Bihar; Shri RS Kumat, Chairman, SRC, Rajasthan; Shri Govind Bhai Rawal, Chairman, SRC, Gujarat; and Shri CG Rangabhashyam, Chairman, SRC, TN.

The Conference noted that coordination at the state level was quite lacking. To make it operational and effective it recommended that the Director of Adult/Mass Education in the state will hold meeting every month which will be attended by representatives of leading voluntary agencies, Director, SRC and Secretaries of Zilla Saksharta Samitis (ZSS). In the monthly meeting the monitoring of the campaign will be reported and action needed to strengthen, eliminate weaknesses, if any, will be taken jointly.

It also urged the SRCs to step up its efforts to enrich, strengthen and support the measures initiated for post literacy by literacy campaign organisers.

**B.R. VYAS IS DEAD**

Shri BR Vyas, Member, Executive Committee, Indian Adult Education Association and former Additional Director of Education, Government of Delhi died in New Delhi on December 8, 1996. He was 70.

Shri Vyas was associated with adult education for over three decades and had acted as a resource person in a number of National Seminars and Conferences on Adult Education. He had received training in adult education at the University Institute of Education, Oxford (England).

He had written extensively on different aspects of adult education.

The Indian Adult Education Association deeply mourns his death and conveys its condolences to the bereaved family.

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**R.S. MATHUR NO MORE**

We profoundly regret to record the death of Shri RS Mathur, Documentation Officer, Documentation Centre on Literacy and Population Education, Indian Adult Education Association in Ghaziabad, U.P. on November 11, 1996. He was 60.

Shri Mathur retired as Additional Director and National Project Coordinator (Population Education), Directorate of Adult Education, Government of India in 1995.

Shri Mathur had worked as resource person in various national and international Seminars/Workshops. He was honorary consultant to the National Literacy Mission (NLM).

Shri Mathur specialised in monitoring and evaluation and had written extensively on the subject.

The Association deeply mourns his sudden and untimely demise.

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