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Andragogy - its Origin and Usage

Dialogue and Critical Awareness for Community Transformation

Income Generation through Skill Development in Continuing Education

Hardspots of Reading, Writing and Arithmetic in Adult Learning.

प्रौढ़ शिक्षा

Indian Adult Education Association

Content

The Indian Journal of Adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. The Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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TABLE OF CONTENT

OUR CONTRIBUTORS

James A. Draper is Professor Emeritus, Adult Education, Ontario Institute for Studies in Education of the University of Toronto, Canada.

Veena Jain is Senior Lecturer, District Resource Unit, District Institute of Education and Training, Old Rajendra Nagar, New Delhi.

Kusum Vir is Joint Director, Directorate of Adult Education, Ministry of Human Resource Development, Govt. of India, New Delhi.

Ron Dultz is a Researcher from Reseda, USA

MBM Avoseh is Lecturer, Department of Adult and Non formal Education, University of Nambia.

M.Soundarapandian is Reader in Rural Industries and Management, Gandhigram Rural Institute, Deemed University, Gandhigram, Tamil Nadu.

Rameshwari Pandya is Lecturer and **Indrani Lahkar** is Research Investigator, Department of Home Science, Extension & Communication, Faculty of Home Science, M.S. University, Baroda.

Editorial

Learning is an essential component of Education. It is the process through which education takes place. Therefore, 'Right to Education' is coterminus with 'Right to Learn

Education is a human right, but priorities in education vary greatly. While compulsory education upto the age of sixteen prevails in many countries, in a large part of the world, the urgent need of the hour is to achieve literacy. Another objective in education, as maintained in the 26th Article in the Universal Declaration of Human Rights, has a universal validity, and it is the "full development of the human personality and the strengthening of respect for human right and fundamental freedoms."

The fourth International Conference on Adult Education, held in Paris in 1985, recognises that" the right to learn is now more than ever a major challenge for humanity." The Conference Declaration goes on to identify it as a "fundamental human right whose legitimacy is universal: the right to learn can not be confined to one section of humanity; it must not be the exclusive privilege of men, or of the individualised countries, or the wealthy classes, or those young people fortunate enough to receive schooling. The Conference reaffirms the importance of the right to learn, while elaborating its meaning as follows: "The right to learn is the right to read and write; the right to question and analyse; the right to imagine and create; the right to read one's own world and to write history; the right to have access to educational resources; and the right to develop individual and collective skills."

'Learn' is the key word, according to the fourth International Conference on Adult Education, because, the act of learning is at the centre of all educational activities, and it is learning which "changes human beings from objects at the mercy of events to subjects who create their own history." If war is to be avoided, we have to learn to live in peace and learn to understand one another.

Reiterating that the right to learn is a fundamental human right, the Paris Conference on Adult Education "calls on all countries to implement this right and to create the necessary conditions for its effective exercise by all by making available all necessary human and material human resources, rethinking educational systems along more equitable lines, and finally, drawing on the resources that have been successfully developed by various communities" and urges all organisations, both governmental and non-governmental, " to work with the United Nations, UNESCO and other UN Specialised Agencies to promote the right on a world scale."

The fifth International Conference on Adult Education (CONFINTEA), held in Hamburg in July 1997, under the auspices of UNESCO and its partners, discussed

adult education and learning as the key to the 21st Century, around five objectives: to acknowledge the critical importance of adult learning; to forge worldwide commitments to the right to learn of adults; to exchange experience on present provision and needed developments; to recommend future policy and priorities and adopt a Declaration on Adult Learning and on Agenda for the future; and to promote international cooperation.

Marc-Laurent Hazoume, writing on 'Adult Learning and the Challenges of the 21st Century', says: "Education for all, as UNESCO has emphasised, is an indispensable prerequisite for fulfilling all the other preconditions for a culture of peace. But for such sharing, and the necessary equity in education to be established, other conditions have to be met, among them the effective resolution of the language question yet again. The right to education also means, in fact, the development of languages, which must in due course lead to gradual creation of a literate environment, which is the path to eradicate illiteracy. Mastery of knowledge in all fields will not otherwise be achieved."

The International Commission on Education for the 21st Century, whose Chairman was Jacques Delors, in its report to UNESCO, (Popularly knows as Delors Report, 1996), observes: "The concept of learning throughout life thus emerges as one of the keys to the twenty-first century." The Commission has put greater emphasis on the four pillars that it proposes and describes as the foundation of education. Learning to live together, Learning to know, Learning to do, and Learning to be. All the above four pilliars were contained in the Gandhian system of education, conceived and developed by Mahatma Gandhi as Nai Talim or 'Basic Education' in 1939. The Education Commission, in its report titled 'Education and National Development' (1964-66), headed by Dr. D.S. Kothari, observed: "It was revolt against the sterile, book-centered examination-oriented system of education that had developed along traditional lines during several decades of British rule. It created a national ferment, which may not have transformed the quality of education at the primary stage, but which has certainly left its impact on educational thought and practice in a much wider sphere."

The Learning Society of the future has to be "founded on the acquisition, renewal and use of knowledge." The Delors Report states: "As the development of the 'Information Society' is increasing the opportunity for access to data and facts, education should enable everyone to gather information and to select, manage and use it." This means that fundamental education should be extended, worldwide, "to the 900 million illiterate adults, the 130 million children not enrolled in school and the more than 100 million children who drop out prematurely from school", whose fundamental right is education.

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James A. Draper

Andragogy - its Origin and Usage

(Andragogy and adult education (frequently used synonymously) reflect the involvement of adults in learning. This article presents an overview of the origin and early usage of the term andragogy as it evolved in Europe and in North America. In doing so, a number of issues are identified, the varying uses of the term are described, and the influence of these historical developments on the theory, practice, and identity of present day adult education in Canada are emphasized. The article concludes by making a number of interpretive reflections on the implications this evolution and debate on the concept has for today's field of practice and search for identity. – Author)

Evolution of the concept andragogy is integral to understanding the development of adult education as a field of practice. In this article, the term adult education might have been used in place of andragogy, as historically and presently the terms frequently are used synonymously. Andragogy has been selected for the title of this article because it illustrates the classical root of the development of adult education, and also provides a link between North America and Western Europe. In Canada, the graduate programme in adult education at the University of Montreal has traditionally used the term *androgogie*.

Another reason for using the term andragogy stems from an underlying assumption within graduate programs in adult education in Canada: that graduates should have a basic appreciation and understanding of the development of ideas, theory, programmes and concepts relating to their chosen field of study and practice. For example, graduates should be familiar with such organisation as the Mechanics' Institutes, the Women's Institutes, the Workers' Educational Association, the Antigonish Movement, the National Farm Radio Forum, as well as with such concepts as the social gospel, mathetics, lifelong learning and community development. Being familiar with the evolution of andragogy is the foundation for professionalism in adult education.

This article uses andragogy as a vehicle to illustrate the issues which adult educators perceived and grappled with over the years, in defining their specialized field of practice and theory, which gives meaning to contemporary practice. The concepts we use are important to our professional history — for example, the use of andragogy by adult educators to distinguish their practice from pedagogy (the traditional education of children. Much of the struggle to develop an appropriate vocabulary and to understand the intentional learning of adults had been a philo-

sophical as well as a methodological one, and therefore has generated debate among practitioners.

Historical Reflections

The history of non-formal education for children and adults, it as old as the history of human beings. Learning and education are synonymous with living, and people have always organised their learning in order to survive, to understand, and to create. *Education* as used here refers to organised or intentional learning.

Origin of the Concept and Terminology

In the 1700s and into the 1800s, a number of forces and factors influenced the way in which learning was organised and also the content and location for that learning. These factors included: the industrial revolution and the mobility of people from rural to urban areas, to work in factories and other non-traditional occupations; the increasing technological sophistication of navigation, war, and commerce, the number of private societies that were established to educate the masses of society, many of whom were illiterate (such as the Society for Promoting Christian Knowledge, the Society for Encouraging the Industriour Poor, and the Society for the Diffusion of Useful Knowledge). Various organizations were being established during this time, all of which had an educational component, such as the Mechanics' Institutes (1825 in England), cooperatives, trade unions, correspondence societies, and the development of university extension programs.

All of these and other activities helped to extend the educational opportunities for the working masses of society (including the opportunities to become literate, at least to the point of being able to read the scriptures). The rapid increase in educational programmes for adults meant that more planners of these programmes were in a position to observe the characteristics of adults as learners, as well as the factors which motivated adults to learn, the values placed on knowledge, and the ways adults used knowledge. Nevertheless, in the early beginnings, the teaching done in the majority of these adult programmes paralleled the way in which children were generally taught, often using an authoritarian and lecture approach.

One of the first detailed descriptions of these new adult schools, and probably the first history of English adult education, was given in the book by Thomas Pole, a medical doctor who was, among other things, a member of the Bristol, England, society for teaching the adult poor to read the Holy Scriptures. His book, published in 1814, was called *a History of the Origin* and *Progress of Adult Schools*: it provided "an account of some of the beneficial effects already produced on the moral character of the labouring poor; and considerations on the important advantages they are likely to be productive of to society at large." The book included an appendix containing rules for the governance of adult school societies, and the organisation of the schools. Pole laments that

> benevolent individuals, or preceding generations, have exerted themselves for the education of youth; but that these exertions have been inefficient or

too limited, is proven by the great proportion of the labouring poor, arrived to years of maturity, who have suffered, and are still suffering inexpressible loss in respect to their mental concern, from the lamentable ignorance which still prevails amongst them. (p.i).

Pole was among the first persons to note the phenomenon of adult education and its role in society, and coined the term *adult education* to identify the phenomenon.

During Pole's time elementary education was regarded as an act of charity, and during this time and with varying motives there was a vigorous initiation of charity schools and the provision of inexpensive devotional literature, for adults and for children. These and other programmes later became the foundation upon which theories of popular education for adults were eventually based.

In 1833 the term andragogy was coined by Alexander Kapp, a German grammar school teacher. The term was intended to describe the educational theory of the Greek philosopher Plato. Selecting the Greek root of the term andragogy was intended to make a distinction between the teaching of adults as opposed to pedagogy, the teaching of children. The term reflected the various programmes for adults being established during this period, although it appears that *andragogy* and *adult education* were used synonymously.

Perhaps the most innovative and far reaching institution created during these times was the Folk High School, founded by Bishop N.F.S. Grundtvig (1783-1872) of Denmark. Warren (1989) points out that Grundtvig conceived these schools for adults as a reaction against the system of education of children and the irrelevant of education to living a productive life. Warren comments:

The 'black schools' of Denmark..... resembled the German model which forced people up or out of the system in accordance with their success in emotionless logic and endless memorization channelled all too often through foreign Latinity. This tyrannical combination,. Grundtvig asseverated, would stifle rather than enlighten the human development of any soul. (p.216)

Warren continues:

Since the kind of schools envisioned by Grundtvig did not exist, they would need to be created. In these folk high schools, students would be encouraged to bloom rather than be educated to conform. (p.216)... Lectures mostly must be discarded bacause students were there not only to be taught by teachers but to teach their instructors in turn. (p.217)

Warren goes on to compare the andragogical assumptions of American adult educators and those of N.F.S. Grundtvig, and notes the major effect which Grundtvig's thinking had on E.C. Lindeman, referred to as the father of adult education in the U.S.A.

Davies (1931) points out that, "Grundtvig had a rooted aversion to teaching methods which consisted in criticising and theorising without reference to con-

crete experience" (p.89). He further elaborates on Grundtvig's thoughts on education:

With the period of youth, from eighteen onwards, there comes, according to Grundtvig, the moment of "spiritual creation' which gives the educator his (or her) richest opportunity. Hence, the process of education would be incomplete, and would fail to a great extent of its effect, unless the claims of this period were taken into account, and schools established to give young people, not a technical or vocational education, but an 'education for life', and one which would fit them to go on educating themselves after they left the school. (p.87).

The folk high schools, intended primarily to provide peasants with education, spread initially to other Scandinavian countries and then elsewhere. They have greatly influenced the development of a philosophy relating to the education of adults.

Influence of Humanistic Social Philosophy

A number of simultaneous forces which were taking place in the 1800s profoundly influenced the thinking about adult education in the next century. The tendency to compare the education, needs, and experiences of children and adults; a reaction against authoritarian, void-of-life, rote memory; and the lecture approach (characteristic of the pedagogy of the times) encouraged a number of people to think of education for adults as different from the education of children. The development of thinking about adult education as essentially non-formal was, in part, a reaction against perceptions of formal education.

Other, sociological forces were in evidence as well. A humanist philosophy was increasingly being expounded during these times, and this philosophy influenced those who were involved in conceptualising the practice of adult education. The philosophy helped to provide an alternative to the traditions of pedagogy, which an increasing number of adult educators were looking for. The Enlightenment of the 18th century was a protest against forces threatening humanity, such as industrialisation which represented the mechanization of mankind, as well as political forces which threatened cultural identity. These were the early years of the social sciences as we know them today. The growth of these social sciences, including adult education paralleled the continued growth of the humanities.

The humanistic philosophy focused on the dignity and autonomy of human beings. It expressed itself as a revolt against authority and developed a holistic view of people. In educational practice, it became learner/student-centred; it encouraged learners to be self-directing, to see their potential; and it believed that individuals should be, and should want to be, responsible for their own learning. The humanist assumption was that people have a natural tendency to learn and that learning will flourish if nourishing, encouraging environments are provided. The process or journey of the educational experience itself was being valued, and the role of 'teacher' and 'student' were being re-examined and described, such that the

teacher frequently came to be seen as a facilitator and also as a recipient learner. These humanistic ideas developed over time, but they paralleled the development of educational thoughts about adults as learners.

Griffin (1987) observes that by the end of the 19th century, "ideas and concepts of adult education could be thought of primarily as an exercise in applied adult learning theory in a social context" (p.159). Griffin explains:

The origins of adult learning discourse can be traced to nineteenth century social and political thought, notably to varieties of sociological functionalism, political liberalism, and theories of progress and change. These ideas, unlike those of other, school-oriented education theory, had not been transformed by ideological conflicts in the public sphere. As a result, there was scope for a much more systematic analysis of adult education in relation to alternative social policy models, thereby bringing it into line somewhat with our approach to other social policies of welfare or redistribution, with which adult education is often, in practice, linked (p.159).

This concept of learning within a humanising social context provided the impetus for expansion in usage of both the concepts and the terminology of andragogy during the early to mid 20th century.

Andragogy in the 20th Century

Eugen Rosenstock, a German social scientist and a teacher in the Academy of Labour in Frankfurt, is credited with re-introducing the term *andragogy* in 1924. He urged that a separate method and philosophy be used for adult education and claimed that it was insufficient to translate pedagogical concepts into an adult situation. Knowles (1984) explains that Rosenstock advocated "The teachers should be professionals who could cooperate with the pupils; only such a teacher can be, in contrast to a 'pedagogue,' an 'andragogue' (p.80).

As with the development of new thought, a number of events increasingly focused on adult education as a field of practice as well as a field of study, meaning that adult education was developing its own body of knowledge and research. One can note, for instance, the 1929 World Conference on Adult Education held in England, sponsored by the World Association of Adult Education. The conference was intended to encourage international cooperation in adult education.

International Expansion of Adult Education and Usage of the Term Andragogy

In 1947, a division of adult education within UNESCO was established, followed over the years with world conferences on adult education in 1949, 1960, 1972, 1985, and 1997. The 1960 event took place in Montreal, reflecting Canada's visibility and leadership in the international field. In 1964 UNESCO launched the Experimental World Literacy Programme. In 1965, the UNESCO international committee for the advancement of adult education accepted Paul Legrand's report recommending the endorsement of the principles of lifelong education. The estab-

lishment of the International Council for Adult Education in 1973 and the various events it has organized since then, and the development of graduate departments of adult education or andragogy in most regions of Canada contributed to the specialisation of adult education. Kid and Timus (cited in Husen and Postlethwaite, 1985) point out, in the *International Encyclopedia of Education*:

In some countries, indeed, particularly in Europe,, the term '*andragogy*' has been coined.... Its use has been strongly resisted in some parts of the world, but in most countries where adult education is established as a field of practice, the area covered by andragogy is nevertheless recognised as a distinctive field of study (p.100).

Similarly, speaking about socialist states, Livecka (cited in Husen and Postlethwaite, 1985) says, the need to develop principles and practices appropriate to adult education led to the formulation of the concept of andragogy. Research and study in Yugoslavia, Hungary, and Poland have concentrated on the development of its theory and application. In other socialist states, although andragogy may not be accepted term, theoretical research has concerned itself with the same problems, notably the place of adult education in a system of lifelong education and the place of adult education in socialist thought and life. (p.175).

Also writing in the *International Encyclopedia of Education*, and cited by Husen and Postlethwaite, A. Krajnc of Yogoslavia (now Slovenia) points out that andragogy. has only achieved general acceptance in a few European countries — Poland, the Federal Republic of Germany, the German Democratic Republic, the Netherlands, Czechoslovakia, and Yugoslavia. It also appears sometimes in other professional literature, for example in UNESCO documents. In English-speaking countries the adoption of the term has, on the whole, been resisted. Such penetration, as it has achieved in the United States, has been greatly assisted by Malcolm Knowles' advocacy. (p.267).

W. Rokicka, documentalist with the UNESCO International Bureau of Education (in her personal communication with Shirley Wigmore at the Ontario Institute for Studies in Education) writes that although the term andragogy is found in some UNESCO documents, UNESCO does not recommend the usage of the term andragogy and seldom uses it in its publications.

In spite of resistance in some quarters, the term andragogy has a relatively wide-spread usage in some quarters, as illustrated in a study undertaken by Claude Touchette (1982), a professor of andragogy at the University of Montreal. He elaborates on the diversity of the term, pointing out that "the term *andragogy* is synonymous with the term *adult education*." Touchette points out that whereas the French-language publication of UNESCO's Fourth Conference on Adult Education, held in Paris in 1985, uses the term *andragogy* in the broader sense, the English version uses the term *continuing education* (p.26). Touchette goes on to report that:

According to directory data, 17 universities out of 95 (that is 18%) teach andragogy. These universities are located in Italy, Sweden, Poland, Yugoslavia, Quebec, The Dominican Republic, Tanzania and India. No mention is made of universities in Venezuela, Peru, Costa Rica, Germany and the Netherlands, which also have andragogy programmes. For most of these universities, as for Quebec, the meaning of the term *andragogy* encompasses all dimensions of the phenomenon of adult education and cannot be reduced to a single methodology or approach, as certain English-language publications suggest. This wide definition is derived from the German and Yugoslavian conceptualizations of andragogy. p.27).

Drawing a Sense of commonalities among Differences in Terminologies

Perhaps one of the most extensive theoretical discussions on andragogy written in Europe is the article by Ger Van Enckevort (1971), who was with the Dutch Centre for Adult Education. In his article "Andragology: A New Science" he cites the characteristics of andragogy specified by Professor Ten Have, and claims that *andragology* "is a social phenomenon of a specific kind (p.44).... cannot be considered as merely an application of the behavioural sciences and/or of sociology (p.45-46)... [and] is an effort to break down the separations between the different forms of andragogical action and theory" (p.46).

When speaking of approaches to theory building and research in adult education in East Europe, a Canadian, Jindra Kulich (1984), points out that adult education in the East European countries is viewed very broadly so as to include formal, non-formal, and cultural educational programmes. He also points out, "A spirited debate has been going on in Central and Eastern Europe since the late 1950s as to the place of the study of adult education in the system of the social sciences" (p.128). Kulich also points out that Polish authors vary considerably in their position on the use and relationship of andragogy and pedagogy. Some argue that "andragogy is an independent science, drawing on many social sciences and it has close ties with pedagogy" (p.129). But Kulich says that the terms adult pedagogy and andragogy are used "interchangeably to denote the study of education, self-education and training of working youth and adults" (p.128). In these writings one can note that there is some agreement on andragogy being a science, sometimes viewed within the social sciences. Kulich concludes by saying:

The term adult pedagogy is quite common in East European writing and, although illogical in terms of the definition of pedagogy as the education of children and youth, prevalent elsewhere, is consistent with a Central and East European view of pedagogy as the all-embracing science of education. (p.135).

There is a great deal of literature which relates to the discussions about the meaning and place of andragogy but only a few more examples will be given. The Andragogy Group (1981) at the University of Nottingham in England speaks of pedagogy with adults versus andragogy and goes on to elaborate on the assumptions on which they base their continuum, the poles of which are traditional and

progressive education. Within the African context, Kabuga (1977) voices the opinion that, "education in any society... which employs the techniques of pedagogy is oppressive, silencing and domesticating ... and is premised on the authority of the teacher as well as on a static culture" (p.1). However, he says, andragogy is "premised on a dynamic culture" (p.2) and the application of andragogy is relevant and meaningful in education at all levels.

Finally, Savicevic (1968) concludes that andragogy is "A relatively independent scientific discipline within the general science of education. This means that andragogy is not a 'branch' of pedagogy, although it is an integral part of the general science of education. However, a sharp line cannot be drawn between pedagogy and andragogy, because they both study the education process in various fields" (p.52). The next section carries this debate to North America.

The Andragogy Debate in North America

In 1926 Lindeman published "Andragogik: The Method of Teaching Adults" in the *Worker's Education Journal* and also published his book *The Meaning of Adult Education*. The following year, Anderson and Lindeman published *Education through Experience*. Although these publications introduced the term andragogy to North America, it was not popularised until over four decades later.

In *The Meaning of Adult Education, Lindeman* (1926/1961) proclaimed his belief in the humanising aspect of education.

The resource of highest value in adult education is the learner's experience. If education is life, then life is also education. (p.6)... The best teaching method is one which emerges from situation-experiences. (p.115). . The first step toward liberation is taken when an individual begins to understand what inhibits, frustrates, subjugates him [or her]. We learn to be free when we know what we desire freedom for and what stands in the way of our desire. (p.46)

He also expressed his perception of education for adults as distinctly purposeful:

My conception of adult education points toward a continuing process of evaluating experiences, a method of awareness through which we learn to become alert in the discovery of meanings. (p.85)... Orthodox education may be a preparation for life but adult education is an agitating instrumentality for changing life. (p.104)... Teachers of youth assume that their function is to condition students for a preconceived kind of conduct; teachers of adults, on the other hand, will need to be alert in learning how the practical experiences of life can enliven subjects. The purpose of adult education is to give meaning to the categories of experiences, not to classifications of knowledge. (p.123).

Although Lindeman wrote about *Andragogik*, reflecting a European influence, in his major writings he uses the term *adult education*, implying that he perceives the terms to be synonymous. In his writings he also reacts against ortho-

dox pedagogic education and searches for an in-depth alternative and idealistic method of educating adults.

The Progressive Philosophy Underlying the Introduction of Andragogy in North America

Particularly during the early 20th century, in Canada and the United States, a progressive philosophy was developing, which paralleled the introduction of the concept of andragogy (in Europe) and the humanistic philosophy which it implied. This progressive philosophy promoted the attainment of freedom through understanding, and the relationship of education to one's daily life. Educators saw progressivism as a way of democratizing knowledge; they valued a problem solving and learner centered approach to education, valued the experience of learners, and placed a great deal of emphasis on the experiential and also the experimental contribution it made to education. Education was seen as an instrument of social change and the teacher was perceived as being a facilitator of change and growth. As with the humanistic philosophy discussed earlier, progressive and other forces worked together to break the traditional monopoly on knowledge.

The social, geographical, political, and economic context withen Canada, at any given time, determined not only what adults learned, but why and how. New paradigms of practice were being created through such activities as the Antigonish Movement, the Mechanics' Institutes, the Workers' Educational Association, the Women's Institutes, the Banff School of Fine Arts, Frontier College, and the expansion of university extension programmes. All of these programmes (see Draper, in press) and many more were intended to extend the opportunities for adult learning; to introduce innovative ways of organizing and delivering educational programmes, dealing with the economic and other realities of daily living; and to humanise society. The writings of Fitzpatrick, Corbett, and Kid illustrate these changes, as does Coady's (1939) book *Masters of Their Own Destiny*.

In the United States, through his 1970 publication, *The Modern Practice of Adult Education: Andragogy Versus Pedagogy*, Malcolm Knowles drew serious attention to andragogy in the North American context. In it he presented his initial perception of pedagogy and andragogy as separate and opposing educational ideologies, saying that pedagogy is based on a now obsolete premise — that is, the idea that the purpose of education is to transmit culture. The title of chapter three of his book poses his thoughts at that time: "Andragogy: An Emerging Technology for Adult Learning — Farewell to Pedagogy." Knowles' 1970 theorising states that andragogy differs from the assumptions about child learning, on which traditional predagogy is based, in four distinct ways:

An adult's self-concept moves from one of being a dependent personality toward one of being a self-directing human being; he [sic] accumulates a growing reservoir of experience that becomes an increasing resource of learning; his readiness to learn becomes oriented increasingly to the developmental tasks of his so-

cial roles; his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. (p.39). A critical examination of these and other points made by Knowles shows that all of the above assumptions can be applied to children and youth.

By the middle of the decade, Knowles modified his thoughts from those expressed in 1970. In the second edition of his book, published in 1980, Knowles writes that "Andragogy is simply another model of assumptions about learners to be used alongside the pedagocial model of assumptions" (p.43). He now refers to *pedagogy* as the body of theory and practice on which teacher-directed learning is based and *andragogy* as that which is based on self-directed learning. The pedagogical orientation is characterised by dependent concepts of the learner, subject-centeredness, a formal authority-oriented climate, planning primarily done by the teacher as the authority figure, and evaluation being primarily done by the teacher. The andragogical orientation would be the opposite of these as poles on a spectrum.

Following Knowles' 1970 publication came in 1972 *A Trainers Guide to Andragogy*, a United States Department of Health, Education and Welfare publication. The andragogical process is referred to and described: The development, organization, and administration of programs in applied andragogy involves continuous circular application of the following seven steps, namely, setting a climate for learning, establishing a structure for mutual planning, assessing interests, needs and values, formulating objectives, designing learning activities, implementing learning activities, and evaluating results (reassessing needs, interests and values) (pp.10-11). Later in this publication, when discussing "andragogy — a balance of freedom and control," it is stated that, "The educational model of andragogy is based on the psychology of William James and the educational theory of John Dewey both of which envision man [sic] as capable of directing his own destiny" (p.91). This statement is interesting, since much of Dewey's writings were about progressive education for children.

Stimulation of Critical Discussion and Research

Knowles' original and subsequent writing sparked considerable discussion from this colleagues in Canada and the United States. Houle (1972) was one of the first persons to give a critical response to Knowles, taking the position that learning and education are essentially the same for children and adults:

If pedagogy and andragogy are distinguishable, it is not because they are essentially different from one another but because they represent the working out of the same fundamental processes at different stages of life. (p.222).

Similarly, Brundage and MacKeracher (1980) say, "To the extent that adults and children are different, learn in different ways, and need to be helped to learn in

different ways, it is appropriate to discuss andragogy and pedagogy as separate issues. To the extent that adults and children are similar, the dichotomy is inappropriate" (p.6).

More recently, there followed in the *Journal of Adult Education* a series of articles expressing the opinions of various adult educators. Yonge (1985) comments:

A Pedagogy-Andragogy difference cannot be justified by focusing on teaching and learning. When the Pedagogic and the Andragogy are viewed as two modes of human accompaniment, the critical differences between them become clear. The Pedagogic involves an adult accompanying a child so the latter may eventually become an adult. The Andragogic involves an adult accompanying another adult to a more refined, enriched adulthood. Thus, there is a difference in the participants and in the aims. Both agogic events involve a relationship of authority, but Pedagogic authority rests on a different base and is of a different character than Andragogic authority. These differences qualify the meaning of everything that occurs in these contexts: e.g. the 'same' teaching strategy will have a different meaning in these two types of situations. (p.166).

Yonge does conclude, however, that andragogy should not be used as a synonym or substitute for adult education, which he says is much broader than the use of andragogy in his paper (p.13).

Also in the *Journal of Adult Education*, Elias (1979) argued that there is ho important difference between teaching children and teaching adults, which he illustrated by critiquing Knowles' original five assumptions about andragogy. McKenzie (1979) responded to Elias' thoughts and presented a philosophical position that assumes an existential difference between adults and children. Davenport and Davenport (1985a) published "A chronology and analysis of the andragogy debate" and conclude, "it is time for the andragogy debate to move to a higher level" (p.158). That same year (1985b) they published "Andragogical-Pedagogical Orientations of Adult Learners: Research Results and Practice Recommendations." Carlson (1989) points out that "Knowles appropriates the term for his own purposes ... he cast aside the humanistic European definition of andragogy... and redefined andragogy as 'an emerging technology for adult learning' (p.225).

In "A Critical Theory of Adult Learning and Education," Jack Mezirow (1981) outlines a charter for andragogy. He says that "andragogy, as a professional perspective of adult educators, must be defined as an organized and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners" (p.137). Mezirow goes on to present a 12-point charter of andragogy, of which the first three points are cited here. A theory of adult learning and education is intended to:

1. progressively decrease the learner's dependency on the educator;
2. help the learner understand how to use learning resources — especially

the experience of others, including the educator, and how to engage others in reciprocal learning relationships; and

    3.   assist the learner to define his/her learning needs — both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing his/her perceptions of needs. (p.137).

Viability of Andragogy as a Theory

In recent years in North America, questions have been raised about the viability of andragogy as a theory. Merriam (1988), for instance, discusses the term under the heading of theories of adult learning and goes on to say: "The best known 'theory' of adult learning is andragogy. It is based upon four assumptions, all of which are characteristics of adult learners... This theory has given adult education 'a badge of identity' which distinguishes the field from other areas of education" (P.189). However, Merriam comments: "It has also caused more controversy, philosophical debate, and critical analysis than any other concept/theory/model proposed thus far ... Since he [Knowles] no longer claims andragogy to be unique to adults." In her writings about adults as learners, Cross (1981) comments:

Whether andragogy can serve as the foundation for a unifying theory of adult education remains to be seen. At the very least, it identifies some characteristics of adult learners that deserve attention. It has been far more successful than most theory in gaining the attention of practitioners, and it has been moderately successful in sparking debate; it has not been especially successful, however, in stimulating research to test the assumptions. Most important, perhaps, the visibility of andragogy has heightened awareness of the need for answers to three major questions: (1) Is it useful to distinguish the learning needs of adults from those of children? If so, are we talking about dichotomous differences or continuous differences? Or both? (2) What are we really seeking: Theories of learning? Theories of teaching? Both? (3) Do we have, or can we develop, an initial framework on which successive generations of scholars can build? Does andragogy lead to researchable questions that will advance knowledge in adult education? (pp.227-228).

In theorizing about andragogy as a relational construct, Pratt (1988) develops an interesting model of dependency - competence and states some andragogical presuppositions, arguing that:

Andragogy and pedagogy can better be compared and understood if we consider the variations in learner dependency with respect to specific situations and attempt to analyze the type of teacher = learner relationships best suited to those variations. Thus, both andragogy and pedagogy may partly be defined via the nature of relationships that develop out of situational variations and the characteristics of learner dependency. (p.164).

Similarly, Joblin (1988) helps to deal with the empirical questions that are raised in comparing the andragogical and pedagogical approaches, pointing out that "Arguments, then, can be presented that both defend and refute the notion that adults

are more self-directed than children and youth" (p.122).

In examining the North American literature on andragogy, one can only conclude that the metamorphoses of the concept continues. It has been referred to as a theory of learning, as a philosophical position, as a political reality, and as a set of hypotheses. In the extensive listing in the database of the U.S. Education Resources Information Center (ERIC) clearinghouse on adult, career, and vocational education, the term andragogy has also been referred to as a learning system, a technique, a process, a set of principles, a method, a new technology, a model, and "a process oriented toward problem solving" (Brown, 1985). In fact, andragogy was only adopted as an ERIC descriptor in 1984, but not without debate on the appropriateness of the root of the term, and its gender bias. A flavour of this debate is illustrated by Mohring (1989) in a paper called "Andragogy and Pedagogy: A Comment on Their Erroneous Usage." Mohring comments:

Using andragogy to stand for educating adults and pedagogy for educating children is etymologically inaccurate. Although pedagogy derives from 'pais', meaning child, from antiquity pedagogy also stands for education without reference to learners' ages. Andragogy derives from 'aner', meaning adult male, not adult of either sex. Given the efforts to eliminate "sexist" words, why introduce a new one? We would be served better by using English than by using etymologically inaccurate Greek. If Greek is desired, 'teleios', not 'aner', is the Greek word for the English 'adult'. Andragogy should yield to teleiagogy, thereby including adults of both sexes. (p.i).

Feelings continue to be mixed about the term andragogy, and the debate continues. Not all of the debate is as critical as Hartree (1984):

Whilst in a sense he [Knowles] has done an important service in popularising the idea of andragogy, it is unfortunate that he has done so in a form which, because it is intellectually dubious, is likely to lead to reflection by the very people it is most important to convince. The debate surrounding andagogy may have served to bring it to the public eye, but it is also likely to damage its credibility. (p.209).

Tennant (1986) expresses similar feelings as those expressed by Hartree:

Moreover, it is important to abandon some of the myths about adult learning which have general currency.. the myth that our need for self-direction is rooted in our constitutional makeup; the myth that self-development is a process of change towards higher levels of existence; and the myth that adult learning is fundamentally (and necessarily) different from child learning. (p.121).

Podeschi (1987) comments that there is confusion about andragogy in the American adult education field and that this is partly explained because "theoreticians who debate andragogy are caught often in an unconscious complexity about the kind of issue in which they are involved: empirical proof or philosophical premise" (p.14).

In his article "Andragogy after Twenty-Five Years" Pratt (1993) sets out to answer one central question: What contribution has andragogy made to educators' understanding of adult learning? He comments:

For some, andragogy has been a prescriptive set of guidelines for the education of adults. For others, it represents a philosophical position vis-a-vis the existential nature of adults. For still others, it is an ideology based on beliefs regarding individual freedom, the relationship between individual and society, and the aims of adult education .... Andragogy has been adopted by legions of adult educators around the world and has influenced the practice of adult education across an impressive range of settings. Very likely, it will continue to be the window through which adult educators take their first look into the world of adult education. (p.15) Pratt concludes, "while andragogy may have contributed to our understanding of adults as learners, it has done little to expand or clarify our understanding of the process of learning. We cannot say, with any confidence, that andragogy has been tested and found to be, as so many have hoped, either the basis for a theory of adult learning or a unifying concept for adult education" (p.21).

The next and last section summarises and presents some reflections on what has been presented in this paper.

Summary and Reflections

The Early Years

Pole was the first to write extensively about the phenomenon of adult learning; he coined the term adult education, in 1814. His writings emphasized that there was a need to extend the opportunities for adult learning (initially focusing on moral education and reading the Christian scriptures). It was not enough, he said, for society to focus only on the education of children. Kapp coined the term andragogy, meaning the education of adults, as compared to pedagogy. Grundtvig continued the criticism of the authoritarianism of pedagogy and the irrelevance of what was generally taught in the schools, especially to young adults. He spoke of the need for a philosophical shift in educational thought, such that experience was valued, and that there was a need to develop innovative methods in educating adults. He expressed the idea of "education for life." Out of his efforts came the Danish Folk High Schools (primarily providing non-formal education for young adults who needed an education at a higher level than elementary school).

A humanist philosophy was being expounded during these times, as a revolt against authority. This philosophy focused on the dignity and autonomy of human beings, and continued to search for and develop alternative methods of teaching adults. By the end of the 19th century, a discourse on adult learning had begun.

The European Perspective

In the 20th century, *andragogy* was reintroduced. Rosentock urged a separate method and philosophy for adult education. The International Encyclopedia noted

the similarities of meaning of adult education and andragogy, as fields of practice. Adult eduction was also seen as a distinctive field of study, reflected in the various university graduate programmes which were being established.

Krajnc held that adult education and andragogy were synonymous terms. Touchette's international study supported this view and concluded that andragogy encompasses all dimensions of the phenomenon of adult education and cannot be reduced to a single methodology. Van Enckevort argued that adult education was not merely an application of the behavioural sciences but was a separate field. In his international writings, especially on Eastern Europe, Kulich places the study of adult education as a theory or science within the social sciences. He reported that adult education was to be viewed broadly, to include formal, non-formal, and cultural educational programs. Savicevic also saw adult education in broad terms and as a separate discipline. However, a negative stereotype of pedagogy prevailed, as part of the struggle to legitimize adult education as a distinct field of practice and study.

The North American Perspective

Grundtvig greatly influenced Lindeman as did humanist and progressive thought. Lindeman (and others) theorised about adult learning in terms of the role of experience, the factors which inhibited learning, and the application of knowledge and self-evaluation, as ways of distinguishing - at least ideally — between the education of adults (andragogy) and the education of children (pedagogy).

Knowles was introduced to andragogy by a colleague from Europe and perpetuated the dichotomy between andragogy (adult education) and pedagogy. In contrast, Houle viewed pedagogy and andragogy as representing the same fundamental processes, albeit at different stages of life. Yonge saw the two concepts as representing different modes of human development. Tennant even argued that andragogy promoted some myths about adult learning. Pratt's view was that what adult and child education hold in common is situational variations and characteristics of learner dependency.

Reflections

A discussion on andragogy is not irrelevant to the metamorphoses of adult education in Canada. Beginning in the 1700s in Western Europe, attempts were made to describe the practice of adult education and to distinguish it, at least theoretically, from pedagogy, the traditional education of children. Adult educators began to observe that using these formal traditional approaches to education (pedagogy in schools and universities) did not necessarily work, especially in non-formal educational settings for adults. They began to ask "Why?" and "What should be?" As a way of communicating what was perceived to be different about the education of adults (and since part of the distinction was to contrast the education of adults with the education of children), it seemed natural that early adult educa-

tors would look for a word which was grounded in the classical Greek language, as with the origins of pedagogy. Hence the term andragogy was coined.

The early uses of andragogy were intended to contrast (often more ideally than in practice), a philosophical difference between the methods used to teach adults and the methods used to teach children. The perceived voluntary act of learning was an important influencing factor which led adult educators to explore alternative approaches to organising learning. Such educators also acknowledged the importance of the learning process, apart from the content to be learned. Humanistic and humanitarian forces greatly influenced the initial meaning given to andragogy. Adult educators also began to recognize and articulate the importance which experience had when adults engaged in education, the things which motivated adults to learn, and the ways adults retained their learning through application and practice.

The evolution of andragogy was carried into the North American scene by Lindeman, although he generally used the term adult education. In his early writings, Knowles perpetuated the differences between pedagogy and andragogy (preferring this term rather than adult education) and to a great extent defined andragogy by what it was not, compared to pedagogy. That is, pedagogy was seen to represent formal schooling, it was authoritarian, other directed learning and subject matter oriented. Andragogy, on the other hand, represented a less authoritarian, out of school education, an inner or self-directed form of learning which was problem or project oriented, a learner centered approach to learning, and was essentially non-formal. Andragogy had a goal of changing the status quo and, therefore, was linked to social change and liberalisation.

In today's context, these distinctions between andragogy and pedagogy are essentially theoretical and present a false dichotomy. In retrospect, the debate seems naive and ignores the attempts by pedagogues to seek alternative methods' for teaching children. All one has to do is to examine the reality of practice in educational programs for children and those for adults to see that each represents all variations for organizing learning. All of the philosophical traditions, be they liberal, behaviourist, progressive, humanistic, or radical (see Elias and Merriam, 1984) are witnessed in educational (formal and non-formal) programs for adults and children. Some settings in which adults (and children) learn are authoritarian, others humanistic; some are directed by outside forces, others are self-directed by individual learners; some programmes do not allow for individual interpretation or value the experience which the learner brings to an educational setting, others do allow for these things; and so on. The method used in an educational setting is relative and contextual.

Although the debate in Europe shifted away from defining andragogy (adult education) by what it was not (compared to pedagogy), the popularising of andragogy in North America by Knowles focused on the differences between these two terms,

emphasizing the humanistic characteristics of andragogy and ignoring the humanistic character of pedagogy. If andragogy is defined as being humanistic and progressive then how is adult education defined if the two terms are not synonymous?

Much of the debate on andragogy and pedagogy seems to imply that there is a simplistic consistency in human development — for example, it is not experience alone which sets adults apart from children nor is it even accumulated experience (as this also applies to children) but the kind of experience which one has. In some situations, children have far more experiences and knowledge than adults. The debate, as presented here, also ignores the immense amount of non-formal education engaged in by children, or the extent to which adults commit themselves to formal education. Both approaches span the lifetime of individuals. Mezirow's charter of andragogy, one might argue, applies just as well to children as to adults.

Is andragogy a theory, as argued by some? If so, what is the theory? From the data presented in this article, there is a strong evidence that andragogy/adult education are not theories of learning. However, from the field of study of adult education (e.g. university graduate programme come theories, principles and assumptions which help to explain and understand (adult) learning.

It is intentional learning which is the essence of adult education/andragogy. Therefore, one can argue that the generic definition of adult education/andragogy is not determined by the content, skills, attitudes or values being learned (such as literacy education or professional continuing education)l; 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. The key to which philosophical orientation is most appropriate at a given point in time is determined by the intent of the adult learner and the time and resources available.

Over the years, adult education has come to be viewed as a process of facilitating and managing the intentional (formal and non-formal) learning of adults (always accompanied by incidental or informal learning). A criticism might be made that the above view of adult education is too broad and all encompassing (although internationally and historically the tendency has been to use a broader rather that a narrower definition). The same comment could be said of other fields of study, all of which use "all-encompassing" definitions to define their fields (e.g., political science, sociology, economics, geology, anthropology and psychology).

In conclusion, tracing the metamorphoses of andragogy/adult education is important to the field's search for identity. In searching for meaning (historically and contemporarily) adult educators have had to engage in debate, to create and refine the terms which they use, as well as to strengthen the theoretical base of their field of practice and study (through research) within the social sciences. The search for meaning has also been an attempt to humanise and understand the educational process.

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Veena Jain

Hardspots of Reading, Writing and Arithmetic in Adult Learning

It is universally recognized that literacy is essential for the development of any country. Modernisation, better per-capita income, success of development programmes, alleviation of poverty, better health status, women's emancipation, population control and national integration can not be achieved without a minimum level of literacy on the part of the masses. Eradication of literacy has been one of the major concerns of the government of India since independence.

Many programmes had been launched and many approaches had been tried out to eradicate illiteracy from the country. The NAEP of 1978, the NPE of 1986, the NLM of 1988 and the ongoing total literacy projects in the context of Education for All are the efforts in this direction. The NLM has laid down specific levels of literacy to be attained by all the learners so as to reach a level of literacy which is viable, retainable and useful. These levels are known as NLM Literacy Norms. Any level below the NLM literacy norms would be of little use. And no compromise should be made in the matter.

Available data from many reviews, reports and status studies reveal that till date much stress was laid on enrolment and not on retention and achievement of minimum levels of literacy, which depends on many factors like interest and motivation of the learners as well as volunteers, regular attendence of learners, skills and competence of the volunteer instructors, adequate availability of scientifically prepared and graded teaching-learning material or certain hardspots of reading, writing and arithmetic while reading the primers.

It has been a common experience that many adults find difficulty in differenting between 'matras', writing conjunct syllable, solving addition and subtraction and problems of carrying over and they dropout in between or before achieving the minimum level of literacy.

Therefore, a need was felt to simplify the process of adult learning by identifying the hardspots of reading, writing and arithmetic and to facilitate the process of adult learning by suggesting various remedial measures for these hardspots. So, a project was undertaken to identify the hardspots of Reading, Writing and Arithmetic in Adult Learning.

Objectives of the study:

Some of the main objectives of the study are as follow:
1. To identify the hardspots of Reading in Adult learning.
2. To identify the hardspots of Writing in Adult Learning.

3. To identify the hardspots of Arithmetic in Adult Learning.
4. To suggest suitable strategies/methods/teaching aids to facilitate/improve the learning of these hardspots.

Hypotheses:

Based on the objectives the following hypotheses were formulated.

1. Adult learners do not significantly identify the hardspots of reading, while they learn.
2. Adult learners do not significantly identify the hardspots of writing while they learn.
3. Adult learners do not significantly identify the hardspots of arithmetic while learning.

Methodology: Sample for the study comprised 45 volunteer instructors and 30 adult learners from 2 voluntary agencies and one government school. An interview schedule for adult learners, a questionnaire for volunteer instructors and T-9 tests of the literacy Primer-Meri-Kitab-Part-III were the tools used for the study.

Procedure:

First of all the area was surveyed to know the names of voluntary organisations who are receiving grant-in-aid for literacy activities. The investigators came to know that two voluntary organisations, namely, Deepalaya Plan Project and Dr. A.V. Baliga Memorial Trust were receiving grant-in-aid from the government of India for promotion of literacy.

"Deepalaya Plan Project" was active in the District West, and was running adult education and non-formal education centres in its operational area. It had 15 instructors on its roll working for adult literacy. So, a questionnaire consisting of 53 questions was developed and administered to them and their responses were recorded. The first nine questions in the questionnaire were about the personal data of the volunteer instructor, next 15 questions were from Part-I of the primer, and the next 17 questions were from Part-II of the primer and the last 12 questions, were from part-III of the primer 'Meri Kitab'.

Dr. A.V. Baliga Memorial Trust was working for the Total Literacy Campaign in Mangolpuri area of the District North. The investigator contacted the project officer of Dr. A.V. Baliga Memoria Trust, with a request to administer the questionnaire on the volunteer instructors. 15 volunteer-instructors could be contacted and were administered the questionnaire. Their responses were also recorded in the questionnaire itself.

The District Resource Unit (DIET), Rajinder Nagar, had also organised training programme for student volunteers of the Government Girls Senior Secondary School, Rajinder Nagar, during the year 1992-93. These volunteers were trained under the Mass Programme for Functional Literacy (Each one Teach One) and they were teaching adult illiterates in their neighbourhood. 15 student volunteers of the government. Girls (composite) Model Senior Secondary School, Rajinder

Nagar, were also administered the questionnaire and their responses were recorded.

In this way, the responses of 45 volunteer-instructors to the questionnaire were recorded to identify the hardspots of reading, writing and arithmetic in adult education.

During the next phase, 30 Adults learners were interviewed according to the interview schedule developed for them. In the questions in the interview schedule, the learners were asked to tick whether they had understood the specific content of the primer fully, partly or not at all. They were also asked to answer the questions related to comprehension of the content and the kind of difficulty faced by them in comprehending the difficult contents of the primer. For this purpose, the investigator again approached the Deepalaya Plan Project and Dr. A.V. Baliga Memorial Trust to have a talk with their adult learners who had completed their literacy course. Only 9 adult learners of Deepalaya Plan Project and 21 adult learners of Dr. A.V. Baliga Memorial Trust were identified and interviewed accordingly. They were asked 19 questions according to the interview schedule developed for adult learners, and they were also asked to do 13 test items prepared on the basis of all the three parts of the primer, 'Meri Kitab'. Their responses to these test items were recorded and the additional information given by them was also noted down. In this way 30 learners were interviewed according to the interview schedule.

Finally the investigator collected 30 T-9 tests of the third primer done by different adult learners of Dr. A.V. Baliga, Memorial Trust. These test papers were scrutinized thoroughly to identify the hardspots of reading, writing and arithmetic in attaining the NLM Literacy Norms.

Analysis and Interpretation of the Data:

Data obtained through questionnaire, interview schedule, test items based on assumed hardspots of reading, writing and arithmetic and T-9 test of the 3rd primer were analysed, and it was found that certain portions of the content were not easily understood by the adult learners. The percentage of learners facing the difficulty in learning 3Rs varied for different identified hardspots. This could be due to individual differences among the adult learners or due to other environmental factors.

A detailed report of the analysis is presented below:-

Primer 'Meri Kitab' Part I

a. According to all the volunteer-instructors, their learners were not able to write ऋ at all till they completed the literacy course. 37% of the volunteer-instructors reported that their learners had difficulty in pronouncing ऋ especially when it fell in the middle of the syllable. While taking the interview of the adult learners, it was also found that 60% of the learners, could not read अं.

b. According to 100% of the volunteer-instructors, their adult learners were not able to differentiate between the sounds of ड and ढ ण and न, and श and ष. It

was also found that adult learners very rarely used the consonants ण, ष, and ढ़. Instead they used न in place of ण, श, for ष and ड for ढ़. Accordingly, 75% of the volunteers reported that their learners could not read and write क्ष, त्र and ज्ञ, 50% of the volunteers reported that their learners found difficulty in differentiating between the sounds of ज and झ, ट and ठ, ड and ढ and क्ष and छ.

c.   Only 11% of the volunteers reported that their learners found difficulty in differentiating between the sounds of ब and भ. Less than 10% of the volunteers reported that their learners were confused between the sounds of इ and ई, and they could not read अं.

d.   Regarding counting from 1 to 100, 47% of the volunteers reported that their learners could not do the dictation of numbers (KATVA GINTI). Usually they wrote the numbers in reverse order, such as, 86 as 68 or 37 as 73. They also got confused when asked to write 69, 79, 89 etc. Of course these learners were able to write numbers in the serial order.

Primer 'Meri Kitab' Part II

a.   Most difficult area in the second primer, as reported by all the volunteers, was the use of conjunct र e.g. in words like चर्चा, प्रधान, भ्रम.

b.   All the volunteers reported that their learners were confused about putting ँ and ं.

c.   96% of the volunteers reported that their adult learners could not read and write conjunct syllables properly. At times they read the word having conjunct syllables correctly but while writing, they write the full syllable instead of the half.

d.   82% of the volunteers reported that their learners could not read and write the words having 'matra' correctly.

e.   40%-67% of the volunteers said that their learners just mixed 'matras' ी, or ि and ु or ृ, ो and ौ while reading and writing the words using these 'matras'.

f.   When the volunteers were asked about the reading skill of their learners, 3% volunteers informed that their learners do read, but when asked to read word by word by putting fingers, they were not able to read by putting fingers, they were not able to read the exact words as they memorised the lines through rote memory.

g.   When asked about the numeracy skills of their learners, 67-70% of the volunteers informed that their learners were unable to do the sums of addition and substraction and carrying over of numbers.

h.   About the "TABLES MEMORIZATION SKILL" 100% of the Volunteers said that they could not learn the table through the method given in the primer, but

when the traditional method was adopted, they could memorize the tables. Of course, individual differences were there.

i.   As their table memorization was very weak, they could not do the multiplication sums. Most of the adult learners requested the volunteers to leave this part of the primer as it was very difficult.

j.   67% of the volunteers informed that they could not understand the different signs of division e.g. "÷"or 9/3 etc. but they only understood the sign of division as") (". As their tables were weak, so their division was also weak.

k.   Only 33% of the volunteers said that their learners could not understand the concept of decimal, while doing addition and substraction of rupees and paise and they forgot to put decimal also while doing the sums using decimal.

Primer 'Meri Kitab' Part III

In the third part of the primer, difficult content areas were "Measurement of weight" and "Time", letter writing, application writing and filling of forms.

89% of the volunteers informed that their learners were good at using the old measures of weight and length, but they were unable to understand the new measures of weight and length. They reported that their learners understood that one 'Ser' was equal to one Kilogramme and one 'Gaz' was slightly less than one Metre, but their learners could not understand the concept of 'Quintal' and 'Hectare' etc. 56% of the volunteers told that some of their learners were ignorant about the time concept also.

82%-100% of the volunteers informed that their learners were very weak in writing letters, applications and filling of forms. They could copy the letters after seeking guidance from the volunteers and they could write after seeking guidance from volunteers, but independently they were not particular about the, starting and ending of letter. They were not at all confident in writing addresses on the letters.

About application writing, they were also not confident and they just surrendered themselves by saying that they did not know whom to write and what to write. "You write for us and we will copy" was their attitude.

About filling Bank Forms and Money Order Forms, they found the Forms to be complicated and did not try to fill them.. Only a few of them were able to understand that their names were meant to be put in the name column, and so they wrote their names accordingly.

Findings: The main findings of the study were as follow:

Hardspots of Reading

1.   Mistake in the pronounciation of short vowels namely अ, इ, उ as they usually pronounce them as आ, ई, and ऊ respectively.

2.   Difficulty in pronouncing the vowels ऐ and औ.

3. Wrong pronounciation of those words where consonants have been used in words like रेणु and वीणा.

4. Inability in reading conjunct consonants क्ष, त्र, and ज्ञ.

5. Difficulty in reading those words where conjunct syllables have been used in words like भाग्य, लज्जा and वाक्य.

6. Wrong pronounciation of those words where "र" has been used in different forms in words like खर्चा, ग्राम and ट्रक. Inability in pronouncing the 'Matra' of "ऋ" correctly when used in the middle of the syllables in words like कृपा and मातृ.

7. Inability in differentiating between the sounds of different matras such as ि, ी, ु, ू, े, ै, ो, ौ leading to mis pronunciation of words having these matras.

Hardspots of Writing:

1. Could not copy the syllables "ऋ", and "क्ष" correctly.

2. Could not write the consonants of similar sounds correctly as they write "ज" for "झ" or ट for ठ, श for ष, for ण, छ for श, ड for ड़, ढ for ढ़.

3. Often do mistakes in writing the conjunct syllables in words like अच्छा, बस्ती, दफ्तर, डाक्टर.

4. Often confused is using "ँ" or "ं" or while writing the words like ऊँचा, दंगा, गाँव, कंधा etc.

5. Could not write those words correctly where "र" has been used in different forms, e.g. words like खर्चा, प्रकाश, इन्दु, भ्रम , etc.

6. Could not discriminate between the sounds "ऋ" and "र" when these were used in the middle of the syllables e.g. words like गृह, ग्रह.

7. Could not discriminate between the sounds of a long vowel and a short vowel, leading to mistakes in writing words like सीता, साधु, पैसा, औरत, ऐनक.

8. Find difficulty in writing short letters, application, forms, filling money order forms or Bank forms independently.

9. Could not write with proper spacing.

10. Could not write in a straight line.

11. Their dictation of words and sentences was also very weak.

Hardspots of Arithmetic:

1. Unable to do dictation of numbers especially numbers like 59, 69, 79, 89 etc.

2. Unable to do the sums of addition of carrying over numbers.

3. Unable to do substraction of carrying over numbers.

4. Their table memorisation was very weak.

5. Find difficulty in doing the sums of multiplication.

6.   Unable to do the division sums.
7.   Did not understand the new units of measurement of length and weight.
8.   Could not do the addition and substraction of rupees and paise in writing.

Implications of the Study:

The implications of the study are as follows:

1.   This type of study could be helpful to the volunteers, project coordinators and programme planners for effective implementation of the programme.

2.   To suggest some suitable strategies and methods for facilitating the adult learners in order to improve the hardspots of reading, writing and arithmetic.

3.   To develop the strategies and methods already suggested for improving the hardspots of reading, writing and arithmetic.

4.   To adopt the developmental strategies and methods regularly in the adult literacy classes.

5.   To develop and the suitable teaching aids in the adult literacy classes in order to improve the hardspots of reading, writing and arithmetic.

6.   To develop media supported institutional strategies to adults.

Recommendations:

The recommendations of the study are as follows:

1.   Similar studies should be conducted in other areas for identifying the similarity and dissimilarity of the study.

2.   General usage/speech of the adult learners on these hardspots have been analysed for giving effective feed-back.

3.   Comparative studies have to be taken in order to identify the hard spots of reading, writing and arithmetic depending upon their locality, age, and so on.

Kusum Vir

Income Generation·through Skill Development in Continuing Education

Continuing education takes place beyond initial education. This is a lifelong process of further enhancing human empowerment for achievement of better and higher quality of life. In Continuing education a mechanism is to be evolved to develop individualism and self-direction of learning through a variety of educational programmes, which will ultimately lead to self-development and improved quality of life.

Objectives of Continuing Education

The National Literacy Mission has launched, in December 1995, a scheme of continuing education for neo-literates to cater to the further educational needs of millions of neo-literates who successfully complete the literacy stage in several districts all over India. Continuing education programmes, under the Scheme, are taken up only in the districts that have completed both the TLC and PLC phases, and where the external evaluation of the TLC·has been conducted.

The Scheme aims at providing an institutionalised mechanism for continuing education through Continuing Education Centres (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their needs and aspirations. The objectives of the scheme of Continuing Education include the following:

(i) Imparting of literacy skills to residual illiterates;

(ii) Provisions of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy;

(iii) Creating scope for application of functional literacy for improvement of living conditions and quality of life;

(iv) Dissemination of information on development programmes and widening and improving participation of traditionally deprived sections of the society;

(v) Creation of awareness about national concerns, such as national integration. health and hygiene, conservation and improvement of the environment. women's equality, observance of small family norms, etc. and sharing of common problems of the community.

(vi) Improvement of economic conditions and general well-being as well as improvement of productivity by organising short duration training programme. orientation courses and providing vocational skills and by establishing direct linkages between continuing education and development activities.

(vii) Facilities for library and reading room for creating an environment condu-

cive to literacy efforts and a learning society.

(viii) Organisation of cultural and recreational activities with effective community participation.

(ix) Imparting basic literacy skills to drop-outs, fragile literates and others.

Strategy

Whereas the Total Literacy Campaigns provide a uniform educational content for all sections of the society, the continuing education programme would contain diverse and alternative programmes which would be suitable for a wide cross-section of people, such as neo-literates seeking to continue their education; school drop-outs/pass-outs seeking to achieve equivalence in formal education; and other persons in the community seeking to enhance their vocational/functional skills.

Continuing education programmes would be attuned to the felt needs and demands of specific groups of learners taking into account the local conditions and resources. Such programmes would be largely functional in the sense that these would focus on the development of functional knowledge with the aim of making learning relevant to their living and working conditions.

For these purposes the establishment of continuing education centres and launching of target specific, need-based and innovative programmes such as Equivalency Programme (EPs), Income Generating Programmes (IGPs), Quality of Life Improvement Programmes (QLIPs) and Individual Interest Promotion Programmes (IIPPs) could be taken up. .

The scheme of Continuing Education also provides the opportunities to undertake diverse activities involving alternative and innovative approaches to cater to the needs of the learners taking into account the local conditions and the resources available. Under the scheme, continuing education programmes provide an opportunity to integrate learning, working and living. These three aspects of personal development must develop together, so that the overall quality of life improves and the society as a whole becomes a learning society.

Present Status of Continuing Education

Presently the scheme is in the initial stage of implementation. It provides a learning continuum to the efforts of the Total and Post-Literacy Programmes.

Under the Scheme, the main thrust is given to setting up of Continuing Education Centres (CECs) which will function as the focal point for providing learning opportunities such as library, reading room, learning centre, training centre, cultural centre, sports centre, information centre and other programme centres. For a group of 8-10 CECs, there is a nodal CEC to monitor and oversee the activities of other CECs. Ideally, there is one CEC to serve a population of 1500 to 2000 with

a relaxation in the population criteria in sparsely populated areas.

The continuing education programme is being implemented under the aegis of Zilla Saksharata Samities (ZSSs), through the District, Block and Gram Panchayat level committees, which are responsible for overseeing the continuing education programme in the entire district. The broad approaches, on which the CE programme is built, include the component of flexibility in implementation strategies, sustainability of the programme in the long run, community participation and integration of development activities through establishing linkages with other development programmes to facilitate economic activities.

Income Generation through skill development in continuing education

According to the APPEAL approach, IGPs are those vocational continuing education programmes which are delivered in a variety of contexts and directed particularly towards those people who are currently not self-sufficient in the modern world, that is those persons at or below the poverty line.

The Continuing Education scheme mainly aims at development of human resources to improve the quality of life of the people. Under the scheme, the Continuing Education Centres will provide a variety of learning opportunities to neo-literates and will assist them to undertake different kinds of skill development programmes for income generation, taking into account the local needs, local conditions and resources.

Earlier experiences indicate that not many people have shown sufficient interest to participate in literacy programmes which focus on literacy alone. This is because literacy alone has not improved their income raising capacity. To obviate this difficulty, skill development programmes have now been included in the revised scheme of continuing education on the assumption that the skills acquired would enable the participants to engage in gainful employment. Even this may not help them as much as expected because most of them may find it difficult to become involved in income generating activities without the follow-up support services for placement either in wage or self-employment. Income generation programmes are to be made successful, so that functional literacy, skill development and follow-up services, particularly credit facilities need to be arranged as integral parts of IGPs. Seed money, revolving funds, training funds and cooperative banks (with rural people as shareholders) are some of the ways for extension of credit facilities. This integrated approach has two benefits: it encourages people to participate in literacy and post-literacy development programmes on a wider scale, and it ensures their absorption in appropriate income generating activities.

Components of Skill Development

Learning needs of the people for IGP are developmental, managerial, entre-

preneurial skills and skills needed relating to obtaining credit, processing of raw materials, organising production, maintaining quality, finding market outlets, forming cooperatives and introduction of new and appropriate technology.

The major components of skill development need to be selected from among the following to meet the specific needs of the diverse target groups:

a) **Functional literacy:**

This comprises basic literacy, numeracy and social awareness with emphasis on health, nutrition, hygiene, sanitation, safety, first aid, eco-systems community technology and basic science in the context of the life of rural people, their problems and opportunities.

b) **Application of literacy:**

The emphasis is usually on village organisation, management, leadership, cooperatives, rural banking, technological change, world of work and employment opportunities.

c) **Occupational theory**

This covers input requirements, processes, products and related technology.

d) **Basic occupational skills:**

These focus on increasing capacity and skills to carry out income generating activities effectively.

e) **Higher order occupational skills:**

Higher order occupational skills will increase productivity and quality control using modern tools and processes at proficiency level.

f) **Enterpreneurial skills:**

These may include technical input, personnel management, marketing and finance.

g) **Follow-up technical and support services:**

These may include rural enterprise projects, credit facilities and cooperatives.

On the basis of the above, skill development programmes may be organised for the following clientele groups.

- *Neo-literate groups*: require functional literacy and basic occupational skills and follow-up support services.

- *School dropouts*: need upgrading of literacy, occupational theory, basic occupational skills and follow-up support services.

- *Traditional craftsmen*: require upgrading of literacy, higher order occupational skills, enterpreneurial skills and follow-up support services.

Skill development programmes may be understood basically from two angles: (i) Developing new skills for the target groups for undertaking specific income generation activities. (ii) Upgradation of existing skills of the clientele group. The former deals with an activity based on the locally available resources and which could be organised as development of new skills for supplementary income

generation for those persons who are downtrodden, underserved, landless labour or poor people. The later emphasises the upgradation of existing skills of the people in their present occupations. This is, indeed, a challenging task for the people who would take up this issue in the CECs. It requires the experts of various trades, based on the types of occupation people are generally involved in for their livelyhood.

Basic Steps

To appreciate these two types of programmes under IGP, the following steps may be taken up before introducing them in the CECs. In case of supplementary income generation by providing new skills, the socio-economic conditions of the people are to be studied thoroughly, as suggested below:

1) To study the occupations of the people and their income level.

2) To analyse the socio-economic and educational backgrounds of the people in their locality.

3) To select an income generation activity that meets manpower demands and the needs of the people in the best possible manner.

4) To study the dynamically changing market and employment trends in the given locality.

5) To derive policy support from on-going socio-economic and educational programmes and projects.

6) To develop the curriculum methodically defining the objectives and content in action terms.

7) To develop appropriate learning strategies and ensure availability of physical, material and human resources.

8) To establish linkages with development departments and other local organisations.

9) To organise training programmes for groups by experts.

10) To monitor and evaluate the activities at every stage of implementation.

11) To assess quality and relevance on the basis of applicability of skills to local conditions and situations for income generation.

12) To provide follow-up services and support towards inducting the participants into gainful or self-employment.

Steps for Development of IGPs

Steps	Approaches	Organisation	Implementation
Preparing the community for change and development	* By creating awareness and motivation * By providing functional literacy/upgrading of literacy * By encouraging savings	Through formation of occupation-wise groups and subgroups	

and fund formation

Developing occupational skills	Through development of basic and higher order occupation skills, including entrepreneurial skills, and related occupational theory	* Community based occupational training centres * Agriculture demonstration farms * Livestock development farms	* Using local leadership facilities & resources * Developing occupation related curriculum with community participation Adopting learning by doing and demonstration approaches
Providing follow-up services	* For self-employment * For wage earning * For enlarging and enriching products/ services/businesses of those already employed	Through * Placement * Credit facilities * Cooperatives * Marketing outlets	

Developing CEC for IGP

	Steps	Action
1.	Needs Analysis	Assess present level of income of target group. Analyse socio-economic situation to identify potential income generating activity. Assess current level of skills and knowledge of the target people.
2.	Objective Setting	List objectives of the IGP in terms of new skills to be acquired and levels of income,to be attained.
3.	Specifying Contents	Specify the knowledge, skills and attitudes to be acquired by the neo-literates/CEC participants in line with the set objectives. Arrange materials into a logical series of competency.
4.	Delivery	Select appropriate organisation/person(s) for facilitating skills development of the target participants. Organise training programmes, learning workshops or courses suiting the needs and timing of CEC participants.
5	Learning and Follow-up Activities	Ensure smooth delivery of the courses and participation of the people. Follow-up qualitative achievement of the course(s). Establish linkage with the relevant local organisation(s) for technical and resource support.
6.	Assessment	Arrange assessment of achievement of expected skills, knowledge and attitude to undertake IG activities. Final assessment could be based on goods/or services delivered.

| 7. | Programme evaluation | Plan studies on the income levels of the target participants in line with the set objectives in their socio-economic context. |

Resource Need

Resources may be necessary for providing skill development/vocational training, as in the following:

1. Products of IGPs
2. Facilities/tools/equipment
3. Raw materials
4. Expertise/resources
5. Training materials
6. Local case studies
7. Resources for managing income wisely.

Implementation Strategy

In this regard, perhaps, a beginning could be made by training the master craftsmen, master technicians and include them among the master trainers who could prepare the neo-literates for certain vocational trades about which they have already got a fairly good understanding. They could also be involved by the State Resource Centres (SRCs) in preparing the need-based curriculum and materials which could be vetted by experts in the trades concerned. This will enable them to improve their skills and optimally function in their own trades, vocations.

However, strategy of prioritization will have to be followed while deciding on the vocations and skill development programmes to be covered at the continuing education stage, and only those where skill of literacy also gets strengthened may be taken up. Networking with agencies working at the district level for providing vocational courses/skills can thereafter help in designing need-based courses. This will also solve the problems associated with provision of equipment, tools and materials needed to practise trades. For this purpose, SRCs/NGOs may prepare materials and modules of training and the Technical Institutions, agencies and other bodies could lend their support by providing equipment like graters and pruners, which may perhaps be difficult to be arranged by educational institutions. But, certainly, at the initial survey stage, need assessment work in respect of trade/ vocation and profile of neo-literates could be prepared and this should be given a concrete shape during the post-literacy phase itself, so that, by the time the continuing education programme starts, modules and materials are ready and support departments/agencies/institutions and their contributions are available at the CE stage in providing vocational support for skill development programmes.

The skill development/vocational courses for the neo-literates may contain more of practicals and less of theory to enable the persons to be more perfect in their functional ability. The adult education departments are not the first institutions to develop curricula for the vocational courses. Many other institutions have

already prepared need-based vocational curricula which may be adopted/adapted in Continuing Education.

It may not be possible to get the adequate number of instructors for imparting skill development training. It is desirable to train adequate number of resource persons/master trainers for each of the vocation/trade identified through some vocational institutions, so that, they may provide the resource pool to train the preraks who, in turn, will conduct the vocational training of neo-literates at Continuing Education Centres. However, if possible, experts from identified vocations/trades may also be requested to collaborate in such training programmes.

In planning such activities, a cafeteria approach may provide a good option, so that only those who are qualified and who really wish to go for a vocational stream, can join it. Thus, the learners/neo-literates, not the training programme, remain at the focal point. District Literacy Units can provide technical support to neo-literates regarding the types of courses available and how to take advantage of these. They may be 'selective' in identifying the neo-literates who really need such help through vocational courses.

Ron Dultz

An Imparter of Knowledge

Besides having a large quantity of knowledge in their areas of expertise, usually far more than their students have, teachers also know such things as how to effectively organise the subject matter they instruct; what the preferred learning tools and resources are in their areas of expertise, and how best to access them; and can likely suggest some effective learning procedures within their areas of expertise. A teacher who has all these skills would certainly seem qualified to impart knowledge to students, which is the primary function of teachers in today's schools.

In today's schools, a good teacher is regarded as a trusted and infallible guide capable of leading his or her students along a treacherous mountain trail that leads to knowledge, or safely through an unmarked wilderness of confusing concepts and unrelated data. This view of the teacher's role establishes the teacher as one who is all-seeing and all-knowing; and the final authority on the content of what is to be learned, as well as the procedures for learning it. What, if anything, is wrong with this concept of teaching?

I believe, the problem with this concept of teaching is that the mental make-up and natural response patterns of the learner are not being taken into account; or, if acknowledged, are not being taken seriously enough. Unless the learner is feigning attention or participation, teaching is always an intrusion (either welcomed or unwelcomed by the learner) upon the order and content of the mind of the learner. I believe that one of the primary responsibilities of the teacher is to respect and catter to, a mental make-up and natural responce patterns of the learner. The responses of the learner determine the value of both what is taught and how it is taught.

There can be nothing more personal in a person's life than the contents of his or her mind. I believe that no one has the right to intrude upon the order or content of a person's mind without being given at least tacit permission each step of the way. I believe that the points at which the learner's interest in what the teacher is offering wanes, or ceases altogether, the teacher should grant the learner immunity from instruction. To be effective, teaching must be a collaborative effort between the teacher and learner; and when the learner ceases to be a willing partner in that collaboration, further instruction can only breed resentment in the learner. In other words, teaching should be done by invitation only. As the prominent American educator, John Holt, has said, "Uninvited teaching does not make learning. For the most part, such teaching prevents learning."[1]

This truth is best seen in the conversation patterns between people. When two people are talking to one another, each is temporarily extending a welcoming ear to the other. However, this can change quickly. One moment we are pleased or

satisfied with an ongoing conversation in which we are a participant, and the next minute we are bored with it or simply have had enough of it. We then disengage our self, or pretend a lingering interest out of courtesy for as short a time as we can manage. But we always know the precise points at which it is no longer comfortable or appropriate for us to remain engaged in the conversation; and if we were compelled to continue in the conversation beyond the point of our choosing to, we would resent it greatly.

I believe that the natural response patterns of people are the key to establishing sound teaching and learning practices. To be happy and productive learners, students require flexibility to shift the focus of their attention at will, and to change their degree and manner of involvement at will, in their learning activities. When permitted this degree of learning flexibility, students may challenge a teacher's reasoning, or express disappointment or disinterest in a teacher's lectures or offerings. In the process of doing so, they may be sparked in a different learning direction equally as valuable as the one suggested by the teacher, but of greater personal significance. Let me give an example.

While attending college, I recall times when I was in disagreement with my teacher's ideas, or radically branched off from them in my thinking. Often I was unable, or unwilling, to stay focused on the professor's subject or line of reasoning; but it sometimes aroused in me interest in another direction. Once that interest was aroused, I felt an obligation to respond to it, and resented it when class demands upon my time prevented me from doing so. In a class I was taking in behavioral psychology, I found the impersonal approach to the human repugnant; but in opposing it, I stumbled upon the works of Abraham Maslow in the college library. I wanted time to pursue reading and research related to his work, and I wanted to discuss his ideas in class. However, since that was not permitted, and since I had similar problems in other classes, I stopped attending the college. I'm sure many learning careers were cut short for similar or comparable reasons, simply because the natural response patterns of the learner were not encouraged in the classes.

A couple of years ago, I attended a large beginning computer class. It was a twenty-week, Saturday course, with optional four or eight hours attendance. Everyone worked from the same step by step self-study book, which was the basis of the course. The age range of the class was from high school to senior citizens. The teacher was concerned that the younger students make something of themselves, and occasionally gave the whole class a pep talk about not wasting time in class. The teacher's role was as a problem solver when students ran into difficulties understanding the book, or their computer. It appeared that every student was a willing participant who wanted to become knowledgeable in the usage of the computer; but the students were not willing and eager participants at every moment, or to the same degree, or with regards to the same aspects of what they were learning.

Their interest increased or waned as their reactions dictated. At the points at which their interest waned, their participation lessened or stopped altogether. When their interest picked up, their participation increased. This is as it should be. When their interest waned, some of the students resorted to playing Solitaire on their computers, or doing other non-class-related activities on their computers. Were they wasting time, or just attending to their personal needs? I believe, they were attending to their personal needs; and that, luckily for them, the teacher for the most part turned a blind eye to these activities because he realized, perhaps instinctively, that uninvited teaching does not make learning.

Recently I attended a one-session class in critical thinking in which the teacher, Kathy. B, was a facilitator, learning along with her students. The students were given the opportunity to be coequal with the teacher in guiding the direction of the class, and eagerly seized that opportunity. Even though the teacher was much more informed on the subject than the students, the input of all the participants created the structure of the class and guided its direction. Certain leaders emerged from the class because they held the strongest opinions on the subject. The best ideas dominated the session. No one knew the direction the class would ultimately go in, including the teacher. Besides participating as a coequal learner, the teacher sometimes offered ideas or questions to keep the discussion moving; but it was only when the participation of the students died down, and seemed in danger of coming to a halt, that she felt obligated to lead.

Kathy's role as a teacher in the class on critical thinking was non-authoritarian and non-intrusive. I believe that whole subject areas could be addressed in the same way, at all grade levels; and that, if properly planned and executed, students could move along in their learning quite effectively without the pressure of grades, monitoring or assignments to interfere with their natural learning inclinations and natural response patterns. In this scenario, the teacher would cease being an imparter of knowledge, and would become a sharer of knowledge. The students would be free to tap into the teacher's knowledge for their own purposes; and would be encouraged to determine the direction of their studies as well as the style of their participation in class. The teacher would be flexible to the students' changing needs, and would make sure the class is a haven for diverse learning interests and approaches.

Can such a learning and teaching model be as effective as, or more effective than, traditional methods of schooling? If it is thought that the objectives of schooling should be rote memorization, improving one's grade point average and excelling in examinations, probably not. But are humans supposed to serve facts or are facts supposed to serve humans? In other words, must the student be subservient to the learning process, or should the learning process be subservient to the needs and wants of the learner? Do we want a more human or less human or less human system of education? I believe, teachers should teach to the whole person, instead

of trying to mould the student into patterns of learning to fit the requirements of a prescribed curriculum. I believe, the objective of teaching should be to personalise and individualise the learning process so that it can nurture each student's development as a whole person; and for that purpose, traditional methods of schooling are inappropriate. The idea that the best, or the only, way to learn is via a prescribed curriculum which is transferred to students in predetermined increments by an imparter of knowledge should be challenged and critized because it reduces education to a mechanical procedure in which our humanness and individuality are compromised or deleted. Traditional methods of education mistakenly assume that the learner must be channeled by others'in order to learn effectively. However, if we take a more responsible approach, and assert that people enjoy learning, and are eager to learn when their talents are challenged, their interests are addressed or their curiosity is piqued, and require only appropriate learning conditions and adequate learning opportunities to excel at learning; then a totally a different picture of education emerges, and a more human approach to education than is readily available in most of our schools is called for.

¹Learning All the Time by John Holt

M.B.M. Avoseh

Dialogue and Critical Awareness for Community Transformation

Introduction

In the face of persistent rural underdevelopment in most African and other Third World countries, existing strategy for rural transformation needs to be radically revised. There is need, therefore, to inject new ideas to power the efforts for effective rural transformation.

The contention of this paper is that such ideas, however, must focus unmistakably to action which they seek to direct. Socrates had used dialogue to stimulate critical thinking within the Athenian community that was faced with a lot of socio-economic and political problems. It was a combination of theory and practice in adult education. In recent times in adult education, the most universal and possibly the most productive shift in theory and practice in the 20th century, is the idea of Paulo Freire. As a community activist, Freire, like Socrates, employed dialogue as the basis for critical awareness in community transformation. This paper analyses the Freirean dialogues within the context of community transformation.

Dialogue and Community Existence

The dialogue of Socrates was developed and used to create critical awareness in the Athenian community of his time. Athens of Socrate's time was ruled by corrupt and inefficient politicians. The situation was such that the quality of human life had been badly affected. The problem was further compounded by the activities of the sophists at the time which had encouraged a high level of moral degeneracy. Socrates felt that the best way to tackle the problem within the Athenian community was to "open the eyes" of the people to the reality of the situation. He, therefore, engaged in dialogue with his fellow Athenians as a way of combating the negative influence of the activities of the sophists on both the intellectual and moral life of Athens. Socrates, among other things, was irked by the level of moral degeneracy of the Athenian society. What they called the "good life" was anything but good. Socrates was interested in putting the good life into society; that is, he was keen on improving the quality of human existence within the Athenian community. A proper education of the people by way of creating awareness was the means to attaining this objective. His basic tool was dialogue.

The Socratic method of dialogue was called "midwifery" to express his intentions of helping others to produce true ideas in their minds which can guide them to proper or right conduct within the community. The true ideas which dialogue helped the people to deliver were for a practical end. The practical end was

for the people to live the good life within the community. One major advantage of the Socratic dialogue is that it seeks to bring out the best in every individual, that is, appealing to the individual's ability to reason. It stimulates thinking and irresistibly puts pressure on the other person to speak his/her mind, and to rely on reason rather than on emotion. In short, Socrates's dialogue was an art of forcing minds to freedom. It is, in Fanon's (1963) words, a way of "allowing the birth of their intelligence". Nelson also stressed the significance of the Socratic dialogue when he observed:

> Socrates was the first to combine with confidence in the ability of the
> human mind to recognize philosophical truth and the conviction that
> this truth is not arrived at through occasional bright unremitting, and
> consistent thinking lead us from darkness into its light (Nelson: 1977)

Thus, for Socrates, dialogue was to make the individual realize his/her intellectual ability (critical awareness) and to use this ability to improve the quality of life in the community.

Some two thousand years after Socrates, the importance of dialogue in the human community was echoed again by another social philosopher Paulo Freire established dialogue as an all-important method of solving the complex socioeconomic and political problems of his native Brazil. The Freirean dialogue is of special significance to most Third World situations, because of the similarity in the type of degree of problems in Brazil of Freire's time and present Third World situations.

The social, economic and political problems in Brazil (especially in the rural communities) were so pronounced that the ordinary people had embraced the "culture of silence". Freire felt that the people needed to be transformed, that is, liberated from this situation through education. Education in this sense is a process of transformation, a way of awakening the critical consciousness of the people to the realities of their community and their existence. Dialogue was the tool for attaining this goal. He, thus, equated dialogue with education for critical awareness. Freire established dialogue as an educational method because it leads to freedom and empowerment of people. the society which he hopes to improve was "dehumanizing" and it imposed the "culture of silence". Like most of our communities in Africa, the rural community in Freire's Brazil was a setting where a few elite controlled the economic and political power of the community at the expense of the masses of the people. Social injustice was part of everyday life. The ordinary people had lost their economic, social and political power as well as their voice to say the truth. Majority of them had embraced fatalism. The situation had reduced the value of human existence, reducing the individual to be a mere object, a spectator in the world. That was in Freire's Brazil, but it also perfectly similar to the present situation in most African countries. Freire's main concern was the value of human existence. For this existence to be meaningful and truly human individual

members of the community must be in a position to voice their minds, i.e., to contribute ideas and be in a position to transform their world. The use of true words is the foundation for the realization of this objective. Dialogue is, therefore, a necessary condition for authentic human existence because human beings, according to Freire, cannot be built in silence, but in word, in work, in action and reflection. Consequently, the right to say true words, to generate ideas and to create knowledge, should not be the exclusive reserve of a few privileged members of the community, but, rather, everyone has the right to say true words, to think, to act and to transform. Hence the use of words between and among individuals has to take place as an encounter in which there is mutual respect for the right and freedom of the other person within the community. This makes dialogue an existential necessity which imposes itself on the community as a criterion by which every individual's significance is measured via the level of critical awareness. Anything short of this imposes the culture of silence which is the negation of a true human existence. Dialogue as conceived and used by Freire is a process of developing the element of critical awareness which is a must for community transformation.

The Freirean Dialogue

Freire insists on certain conditions which must be present for any dialogue to serve as a social vehicle for transforming the world.

Those conditions include the following:

| Love | humility |
| faith | hope |

Mutual responsibility and empathy

These conditions are not arbitrary; each play specific roles in lubricating the dialogic machinery. Love is the principal condition. Love here is an act of courage which is also a commitment to the liberation of individuals within the community and the transformation of the world. According to Freire, "if I do not love the world—", life—and men' — I cannot enter into dialogue. (Freire uses the words world, Life and Men synonymously). Love is thus the foundation of true dialogue without which there can be no dialogue, because those who hate each other cannot engage in dialogue.

If we grant role of love in dialogue, then all other conditions enumerated by him fall into place. Based on love, the criterion of humility requires us to eschew intellectual self-sufficiency and not see ourselves as the infallible custodians of knowledge, current ideas and truth. We, as community workers should be humble enough to believe that people of the rural community are not "empty" heads, and they too can generate ideas. If we, as community transformers, are humble enough, we would be able to have faith in the rural dweller's ability to contribute meaning-

fully towards finding solutions to the problems of the community. Faith leads to hope among those engaged in dialogue. True or liberating dialogue cannot exist in the absence of hope. Hopelessness is a sign of surrender to the problems posed by the world; it is a form of silence. Hope rises when individuals realize their inadequacies and try, in the company of other individuals, to fight for a better future where the community fully realizes its potentials and is made more human.

The criteria of trust, mutual responsibility and critical thinking follow necessarily from our acceptance of the conditions of love, faith, humility, and hope. Trust is established as the dialogue progresses. The establishment of a horizontal relationship of mutual trust between participants (in our own case between community workers/transformers and the members of the community) brings a very close and enduring partnership. Finally, and equally important is the criterion of empathy which enjoins us to put ourselves in the other person's position. By so doing, we easily share the other person's ideas and feelings. In adult education the community transformer shares the community's ideas and teaching. Thus, with the criterion of empathy each person attempts to feel with the other person in order to get a deeper meaning of what the other person says. This ensures a smooth and horizontal flow of communication rather than a communique or directive. Any dialogue incorporating the elements analyzed above must necessarily lead to critical thinking, to awareness creation and the opening of the "eyes of the mind".

Dialogue and Conscientization

Conscientization as popularized by Paulo Freire is a method of human liberation. It is a process of growing and developing in awareness. Its focus is to know and transform reality. People come to know reality by struggling to deepen their awareness, and by critically becoming conscious of their living conditions. It is in this respect that conscientization aims at liberating society from dehumanizing conditions by making individuals engage in conscious actions to transform society. As a method of critical awareness, it aims at developing a person's dignity. For Freire, conscientization is a process of self-change or self-transformation of the oppressed or marginalised group. The process of conscientization is to aid liberation and transformation by contributing to the people's understanding of their situation in critical terms.

Conscientization as a process of developing critical awareness is not what A does for B. That is, the creation of critical awareness cannot be done by proxy. Each person increases his or her level of critical awareness by himself or herself in the company of other individuals. It is in this respect that dialogue is a condition without which there cannot be critical awareness.

A person's critical capacity grows out of dialogue about the everyday situations of the community about which he/she has the insights to contribute. Dialogue enables individuals to deliberate on meaningful situations related to their existen-

tial experience. Dialogue enables them to perceive things from different points of view. Thus, dialogue helps them to give new meanings to the world. It is in this respect that dialogue is truly established as an agent of conscientization. Conscientization employs dialogue to relate critical reflections on past action to the continuing struggle for a better community. thus, dialogue helps to deepen the level of critical awareness through the problem-posing questions and analysis among interlocutors. It is within this relationship that those involved in dialogue dominate the world; at least their immediate community for the liberation and empowerment of the oppressed masses. It is within this relation that the culture of silence is destroyed and a praxis for freedom provoked by critical awareness is established.

Conscientization and Community Transformation

Dialogue, we have noted, dovetails with Conscientization at the point of critical thinking. This critical element perceives reality as a process and transformation rather than as a static-entity. It is a way of opening the eyes of the mind and allowing the emergence of the awareness of our full humanity.

For the community worker, therefore, there is need to be truly humanistic and revolutionary. The object of the community worker's action is the reality to be transformed by him together with members of the community. Anything short of this will be indoctrination and anti-revolutionary. Most community workers often fall prey to the "banking" line of planning a program content from the top down. They approach the farmers, rural dwellers or even urban masses with projects which have been designed in line with their own view of the world and not that of the people. This approach does not carry the people along and does not help in developing the element of critical awareness. Rather, it seeks to win the community over to the side of government no matter how ugly that side is.

For consciousness - arousal to manifest and to propel development, community workers must see themselves as revolutionists whose role is to liberate, and be liberated, with the people. This makes the people transforming beings. As transforming and creative beings, the people in their permanent romance with the environment produce material goods, social institutions, ideas and concepts. This is the method of consciousness raising, which is aimed at the empowerment of the people and at helping them to acquire new knowledge and develop new skills to develop their community. Conscientization for transformation thus redefines and relocates development so that it can no longer be the preserve of professional community workers in the air-conditioned offices, who send communiques from above to those below or from those who know to those who do not know.

Conscientization for community transformation presents community development as an on-going activity and a continuing process which emphasizes the importance of the ordinary people as agents of development.

So, be in the area of literacy, building of infrastructure, political activities or

economic programs, the people are the primary sources of ideas and knowledge. The task of the community worker is to stimulate and to act as a midwife in delivering these ideas and knowledge. This is tasking and requires all the conditions enumerated for true dialogue. To create critical awareness our community workers must allow the plurality of voice, and discuss. Plurality of voice, according to Freire, opens the door to the rich elements of the people's culture.

Because dialogue makes use of language and language cannot be separated from our culture, the use of dialogue them, is using the people's culture to arouse critical awareness of the reality of their community. This is the essence of conscientization in community transformation.

Conclusion

I have tried in this paper to provide a theoretical base for the practice of creating critical awareness for community transformation. Community transformation, we have reasoned, is a process of liberation and empowerment. I have tried to underline the importance of dialogue in the process of creating critical awareness. The use of dialogue by both Socrates and Freire was directed at concrete social problems, that is, the need for moral, social, political and economic transformation of society.

Dialogue, we have discovered, recognizes the intellectual ability of every person to make positive contributions to solving the problems of the community. Dialogue, then, is the process of developing the length of critical consciousness which is a condition without which there cannot be any meaningful transformation of whatever community. What this paper says is that without the people there can be no dialogue, there can be no critical awareness, and without critical awareness community development and transformation will continue to be a mirage especially in Africa.

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M. Soundarapandian

Needs and Interests of Neo-Literates in Post-Literacy Reading Materials

Human resources are essential for all development work and planning. From this point of view, education is, no doubt, considered as a capital input. The illiterates lack awareness. They suffer from poverty, disease and ignorance. A feeling of complete isolation is overpowering them, subjecting them to political and economic deprivation. The educational system does not contribute towards production. It has neither provided skilled farmers to the villages, nor developed in children a sense of respect for work, resulting in the shattering of rural economic development.

Our institutional education has failed to produce citizens who could successfully embody the national ideals such as secularism, socialism and solidarity, and who could combat anti-national activities like communalism, regionalism and linguism. The Government has launched the schemes of Total Literacy Campaign and Post-Literacy Campaign, which are expected to remove the shortcomings of institutional education.

The Post-Literacy Campaign (PLC) is a continuation of the Total Literacy Campaign (TLC), with the following main objectives:

i)   To provide facilities to the neo-literates for stabilisation, reinforcement and upgradation of learning acquired during the TLC.

ii)   To expand the services to those illiterates who are not covered by TLC.

iii) To enable the semi-literates to achieve literacy levels as per the NLM norms.

iv)   To impart purposeful and job oriented education which bridges the gap between learning and living so that the learner is well equipped in his or her own profession.

v)   To disseminate information on the various developmental agencies involved in welfare programmes and obtain the assistance of various functionaries of the developmental agencies at the literacy centres, so as to impart vocational training to the learners.

vi)   To motivate parents to send all their children to school with the main intention of reducing the school dropout rate.

vii) To create a forum for discussion and dissemination of information on immunisation, family welfare and social forestry etc.

viii) To organise cultural and recreational activities for the benefit of neo-literates.

ix)   To organise environmental building activities to make people realise the need for education.

x)   To coordinate the activities of non-formal education programme to cover the

9-14 age group.

The State Resource Centre provides practically all the resource services to get the programme started.

It produces reading materials which confirm to the needs of a wide heterogeneous age group of neo-literates.

The present study attempts to analyse the needs and interests of the neo-literates in post literacy reading materials in Madurai district of Tamil Nadu.

Methodology

This is a descriptive, analytical and empirical study of the resource materials supplied to the neo-literates. It was restricted to the Usilampatti division which is one the four divisions of Madurai district. The Usilampatti division covers six Panchayat Unions, namely, Usilampatti, Sedapatti, T. Kallupatti, Kallikudi, Thirumangalam and Sellampatti. Three Panchayat Unions were selected for the study were from the blocks having the highest number of PLC centres in the Usilampatti division. The three sample Panchayats from each block were selected based on the same criteria. Of the nine sample Panchayats, 135 neo-literates (15 neo-literates from each Panchayat) were also randomly selected for the interview purpose. The respondents were interviewed with a pre-tested questionnaire.

The study covered the PLC period of Madurai district from May 1993 to December 1994. Secondary data and other relevant material on PLC were collected from the District Arivoli Iyyakkam Office, Madurai. The field survey was conducted for a period of two months.

Results and Discussion

1. PLC in Madurai District:

Post-literacy Projects for Madurai district were sanctioned in May 1993 to cover 1.80 lakh neo-literates. As much as 1.35 lakh neo-literates were reported to be enrolled. About 1.08 lakh learners attended PLC as on May 1994. The approved cost for the post-literacy campaign was Rs.1.46 crores of which an amount of Rs.0.97 crores was sanctioned by the National Literacy Mission and Rs.0.49 crores by the State Government.

In Madurai district, each Panchayat Union has one Block Project Coordinator (BPC), two Assistant Project Coordinators (APC) and one Office Assistant for the implementation of PLC at the block level. There is a library in each panchayat maintained by the Panchayat Coordinator. The Panchayat Coordinator also coordinates and supervises the centres (vattam) in the Panchayat area. Generally each Panchayat covers three to four centres which is guided by the Vatta Vazhikatti (circle guide). The vattam functions twice a week.

Regarding the venues for the PLC centres in Madurai district, the study revealed that 34 per cent of the respondents attended classes in the houses of the

circle guides, 24 per cent at the neighbouring school campus, 27.4 per cent at community centres and 14.08 per cent under street lights. The survey threw light on inadequacies in infrastructural facilities. Proper lighting facilities were found lacking in seven per cent of the community centres. School buildings in rural areas had no lights at all. The study also found that, on an average, nearly 25 neo-literates attended each PLC centre. Female respondents were inspired much by the PLC.

2. *Socio-Economic Profile of the Respondents:*

The following conclusions were drawn from the socio-economic profiles of the respondents included in the study:

a) Most of the respondents belonged to the age group of 15-35 year which clearly elicits the fact that the materials published should suit the age group targetted.

b) It was found that most of the respondents were female. Hence attention should be focussed on women's issues. It is recommended that the curricula should be more gender sensitive and offer materials relevant to their environment and interests.

c) The study also clearly illustrate the fact that nearly 40 per cent of the surveyed respondents were below the poverty line. Hence, information on various developmental agencies involved in welfare programmes and welfare schemes available for their benefit should be disseminated through the materials.

d) Since most of the respondents belonged to the category of labourers and agricultural labourers, articles containing knowledge on modern technology and innovative strategies in the field of agriculture, legal informations pertaining to wages and other significant issues should be highlighted.

e) The survey also revealed that most of the respondents belonged to the backward/SC/ST category. Therefore, it would be appropriate to furnish details on reservations available for them in colleges/universities and job preferences for SC/ST people.

3. *Distribution Pattern of Reading Materials:*

The distribution pattern of reading materials in the Madurai district is illustrated in chart-1.

Under the post-literacy campaign in Madurai district, reading materials are supplied from publishers to Arivoli Valar Kalvi Maiyams (AVKM) through the District Arivoli Office and Block Project Coordinators. The AVKMs are established in each Panchayat which covers two to four vattams or literacy circles. The AVKMs and Panchayat Coordinators are fully responsible for the distribution of reading materials to the PLC centres. The circle guide circulates the materials among the neo-literates and maintains the records for the materials.

In Madurai district, newspapers (Malai Malar-Tamil), monthly magazines (Thulin and Ariga Ariviyal) primers and 61 books were supplied to the PLC cen-

CHART-1

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                    ┌─────────────────┐
                    │ Block Project   │
                    │ Coordinators    │
                    └─────────────────┘
┌──────────────┐  ┌─────────────────┐  ┌──────────────┐
│ District     │  │ Panchayat Union │  │ Panchayats   │
│ Arivoli      │  │ Office          │  │ (AVKM)       │
│ Office       │  │                 │  │              │
└──────────────┘  └─────────────────┘  └──────────────┘
┌──────────────┐  ┌─────────────────┐  ┌──────────────┐
│ Publishers   │  │ Assistant       │  │ Panchayat    │
│              │  │ Project         │  │ Coordinators │
│              │  │ Coordinators    │  │              │
└──────────────┘  └─────────────────┘  └──────────────┘
                                       ┌──────────────┐
                                       │ Village      │
                                       │ Vattams      │
                                       │ (PLC Circles)│
                                       └──────────────┘
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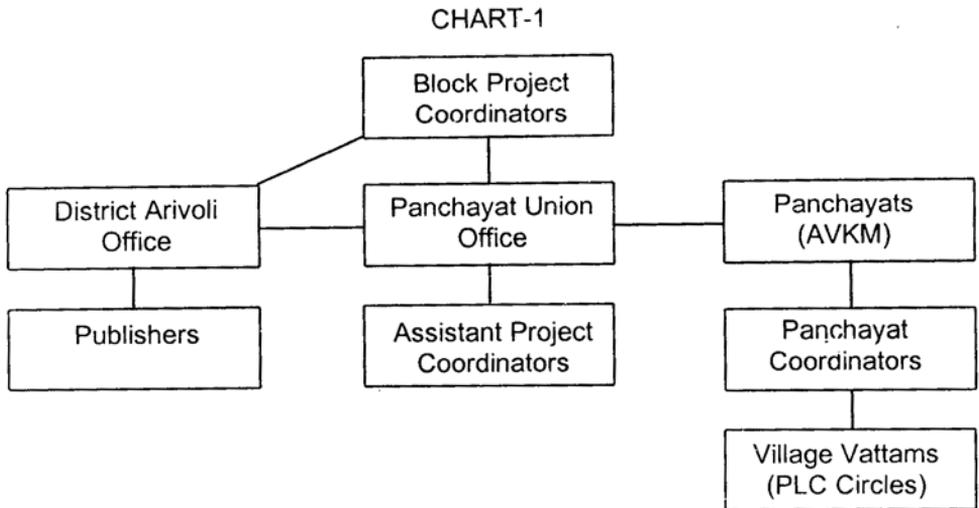
tres.

4.   Needs and Interests of the Neo-Literates:

According to the National Literacy Mission, the materials prepared for the neo-literates should adopt a scientific approach Eminent educationalists, subject matter specialists, language experts, research workers and experienced persons should be involved in the committee. Based upon proper evaluation results, the committee should recommend appropriate subject matter for the neo-literates.

The materials published should keep in view the local needs, language, dialect and culture of the people. Efforts should also be made to produce appropriate follow-up materials, like books and other written materials, bulletins, newsletters, periodicals, and wall posters.

a)   Newspaper

To keep the neo-literates well informed on current affairs of the country and the world, newspapers were supplied to the PLC centres The Tamil daily Maalai Malar earmarked a page for Arivoli news, titled 'Arivoli Thendral', covering stories on science and technology, weekly news round up, literacy movement news and a section for readers contributions.

The present study found that nearly 37 per cent of respondents were not exposed to newspaper. In this context, analysis of factors enlighting their motivation to make use of this information system was also made. Among 63 per cent of the respondents who read newspaper, 44.4 per cent of the respondents read it regularly and 17.78 per cent only occasionally. On further analysis of the reasons for not availing the information service (newspaper) it was found that:

i)   Most of the learners were ignorant of the books specially written for them which were available at the Centre.

ii)   Copies of books and newspaper were not sufficient.

iii) Most of the neo-literates had no time to read the newspaper.

Regarding the opinion of learners on newspaper reading nearly 20.24 per cent declared it as useful, 82.14 per cent as interesting and 57.14 per cent as satis-fying. The Table-1 reveals that majority of the neo-literate read Daily Thanthi and Dhina Malar. In their opinion, the language used in these papers was simple and easily understandable by the learners. This paper also covered stories, illustrations with pictorial representations which created interest among the neo-literates. In addition three books containing short stories, tit-bits and other interesting news were received as supplement thrice a week with the paper. The newspaper was found to be very popular among the respondents surveyed. It was suggested that popular newspapers like 'Daily Thanthi' and 'Dhina Malar' be supplied to the centres to disseminate information on current affairs, entertainment and other areas of interest.

Table-1 **Interesting Newspapers of Neo-Literates**

Sl. No.	Name of the Newspaper	No. of Neo-Literates willing to read the newspaper				Percentage
		T. Kallu-patti	Kalli-kudi	Thiru-mangalam	Total	
1.	Daily Thanthi	14	15	9	38	28.15
2.	Dhinakaran	6	3	6	15	11.1i
3.	Dhina Mani	4	6	2	12	8.89
4.	Dhina Malar	7	14	9	30	22.20
5.	Theekathir	4	5	13	22	16.29
6.	Evening Papers	8	1	2	11	8.15
7.	Others	2	1	4	7	5.19
	Total	45	45	45	135	100.00

Source: Computed from primary data.

b)   Magazines

Under the PLC in Madurai District, two monthly magazines were subscribed, namely, Thulir and Ariga Ariviyal. Thulir is a monthly magazine published by the Tamil Nadu Science Forum with financial assistance from the National Council for Science and Technology Communication, New Delhi. 'Ariga Ariviyal' is a monthly magazine focussing on scientific issues, published by Thavathiru

Kundrakudi Adigalar in PMT district. The study found that only 12 per cent of the respondents were exposed to these magazines and the remaining 88 per cent had not read the magazines. The reasons which inhibited their motivation were mainly due to the difficulty in understanding the scientific terms. The opinion of neo-literates about the monthly magazines is given in Table-2.

Table-2. **Opinion of the Neo-Literates about the Monthly Magazines**

Sl. No.	Opinion of Neo-Literates	No. of Neo-Literates	Percen- tage	Rank
1.	Difficult to understand Scientific terms	26	83.87	1
2.	Easy to understand scientific terms	5	16.13	7
3.	Books provides useful and interesting news on science	5	16.13	7
4.	Easy to read	19	61.29	2
5.	Creates changes in the approach on health	16	51.61	3
6.	Science news are not relevant to practical life	11	35.48	5
7.	Covers entertainment items	12	38.71	4
8.	Have no impact on readers	4	12.90	6

Source: Computed from primary data.
Note: Total number of respondents : 135
Number of Neo-Literates who read magazines : 31.

The list of interesting monthly/weekly magazines to neo-literates are pre-sented in Table-3. From the Table, it is inferred that a majority of the neo-literates were interested in reading "Ananda Vigadan" (26.67 per cent) followed by "Kumudam" (14.81 per cent) and Kungumam (13.33 per cent). Only a negligible few constituting 4.44 per cent of the respondents were willing to read the monthly magazines, 'Thulir' and 'Ariga Ariviyal' (5.19 per cent). It is suggested that a copy of the weekly magazine "Ananda Vikadan" be subscribed to each Arivoli Valarkalvi Maiyams.

c)   Primers
The post-literacy primers which are supplied included-Post-Literacy Primer-I, Eatiki Potti and Yarukku Ethu Thevai in Tamil. The survey revealed that the

The Table 4 describes the inservice training provided by six DIETs of the selected seven. From the available data it is understood that the Thrissur DIET provided training for more persons and Malappuram DIET trained only a few persons. Details of the Kannur DIET are not available. All DIETs organised seven-day inservice training programme for Saksharatha workers. A total of 3433 persons already had obtained training from this branch DRU.

d. Activities in NFE

DIET conducted any specific activity related to NFE. In this regard, DIETs did not cater to the functions as envisased, in the DIET Guidelines (1989).

Conclusions

The results of the study are as the following:

1.   All DIETs are now functioning with inadequate staff in DRUs. measures should be taken immediately to strengthen all DIETs with sufficient human resources.

2.   Activities organised by DRUs in AE and NFE are not satisfactory. More attention should be given for organising need based courses. For this, field interaction activities should be organised and more persons attracted to the DIETs.

Lack of proper planning is also one of the major defect, Hence, courses should be planned in advance and are made as attractive as possible. Effective evaluation of the programmes should be conducted to rectify the defects and to take necessory remedial mesures. Activites of District Primary Education Programme (DPEP) are now hindering the activities of DRUs. At least the staff of DRUs and Preservice Teacher Education (PSTE) should avoid doing such works to give more attention in their respective fields.

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The 61 books supplied to the neo-literates could be categorised under 6 main headings, such as health and environment, vocational development and employment, national integration, entertainment, legal and general awareness. The present study on the interest of the neo-literates on the 61 books supplied revealed that of the 61 books supplied by the PLC, 21 books were interesting and were found to be useful to the neo-literates. The books included titles 10 on health and environment, 4 on vocational development and employment, two on national integration and one on legal awareness. The titles and the classification of the books considered to be useful and interesting are given below:

Sl.No.   *Category and Title of Books*
I.   **Entertainment**
           1.   Kanbom Karpom
           2.   Nari Sonna Satchi
           3.   Vidukhathai Podalama?
           4.   Anda Panamum Paniyara Mazhayum

II.   **Health and Environment**
           1.   Neerinal Paravum Noigal
           2.   Saleyum Irumalum
           3.   Naam Yaen Noivai Padugirom?
           4.   Kalavin Kavalai
           5.   Paen Thollaikku Sigitchai
           6.   Thel Kadikku Muthaluthavi
           7.   Sathunavu
           8.   Kudineerai Pathugappathu Yeppadi?
           9.   Sugathara Kazhivu
           10. Maramum Siruvanum

III.   **Vocational Development and Employment**
           1.   Arasu Nalathitta Uthavi Vazhikatti
           2.   Grama Kaithozhil
           3.   Vangi Thantha Vazhvu
           4.   Kalam Valaruppu

IV.   **Legal Awareness**
           1.   Pengalum Sattamum

V.   **National Integration**
           1.   Neruvin Vazhvile
           2.   Suthanthira Poratta Thalaivargal

Suggestions:

The following are some major recommendations on the basis of the study:

1. It is suggested that reading materials should impart literacy skills to persons belonging to the economically and socially deprived sections of the society.

2. The materials should sent the interests of adults to achieve tangible progress. The literacy materials should be based on the interests of the adults.

3. Assistants should be employed in each panchayat to distribute the reading materials to the Centres and to help the neo-literates in reading the books.

4. More than two copies of books, magazines and newspapers should be distributed to the Centre to solve the problem of non-availability of reading materials.

5. Legal advisers, rural development officers and primary health centre workers should be invited to the PLC centres and periodic interaction sessions with the learners should be held to clarify their doubts.

6. Emphasis should be given on having books on farming, spinning, carpentry, poultry farming and other crafts. The contents of the books should cover the following aspects:

a) Identifying the availability of raw materials in the locality,

b) Feasibility of producing the identified products,

c) Technical skills, and

d) Marketing facilities.

7. Talents of the key resource persons, writers, poets and cine artists should be fully utilised to propagate the message of literacy with the goal of promoting a learning society.

Rameshwari Pandya, Indrani Lahkar

Games in Teaching and Learning

Education brings the individual out of the grip of personal inferiority, releasing him from the relationship of dependency, and sub-service and allocates a new status and potential.

Nearly two-third of the population in India are illiterate even after five decades of independence. They have not been able to acquire even a necessary minimum education during the childhood, due to various reasons.

The primary aim of literacy programme is not only to provide people with the skills to cope with the written words in everyday life, but to enable them, to gain greater freedom, to make choice to have a better grasp of real life, to enhance personal liberty and to have other sources of knowledge. What is fundamental in the literacy process is to invite people to discover that it is important for them not to read alienated history but to make history.

Playing games is a very old form of learning. The child first comes to understand the meaning of a rule – that a rule must be obeyed by all while playing a game with others, where if the rule are broken, the game does not proceed further. Play through educative games have a tremendous influence in the learning process.

The project worker decided to under take the children from 9 to 13 years of age from the Municipal Schools of Baroda to impart literacy skills through the use of literacy games, because the dropout rate is very high during the primary stage, and there is a great need to introduce new and interesting ways to attract the students to join classes and continue their education.

Project Objectives

1.   To get ten sets of games ready for reinforcing the selected concepts of literacy and numeracy included in the Literacy Primer (Text).
2.   To use games as a method for reinforcing concepts of literacy and numeracy among the children of primary schools of Baroda.

Project Plan

The project aimed at using the games to reinforce literacy skills of reading, writing and numeracy in the primary schools of Baroda, through the use of games. Different stages of the project were as follows.
*   Identifying the beneficiaries.
*   Selecting the games
*   Estimating budget for making the games

* Getting the games ready for the project
* Conducting motivational activities to develop rapport with the group
* Conducting test to check the level of literacy
* Using the games for teaching
* Conducting test to check the reinforced concepts.

The project worker conducted a survey of the primary Municipal Schools of Fatehgunj. This area was under the Sayajigunj ward numbers 3, 6, 7 and 10. From these selected schools, a group of primary school students were identified who were going to school but still did not have the literacy skill. Along with these children, a few dropout children from Parsi Agyari in Kamatipura area of Fatehgunj were also selected. Thus, all the children were from Fatehgunj area.

The project worker collected ten sets of literacy games from the Department of Home Science Extension and Communication, Faculty of Home Science, M.S. University, Baroda. These games were prepared and validated by Zaveri (1996).

Table 1: **Contents Covered by Each Game in the Literacy Project:**

	Name of the Games	Contents Covered
1.	Card matching	Names of the flowers, vegetables and sense organs
2.	Cross word puzzle	Names from the literacy primer
3.	Mathematical puzzles	Simple to complex addition
4.	Akshar Pushtak	Words from literacy primer
5.	Sentence making	Phrases from the literacy primer
6.	Clock wheel	Numbers from 50 to 1,00,00,000
7.	Map arrangement	Map of India with capital and important cities and rivers
8.	Matching table	Tables from 1 to 10
9	Measurement game	Area measurement
10.	Fraction game	Measuring fraction

The estimated cost of ten sets of literacy games was Rs.10,000. For getting the games ready a carpenter was contacted, and the project worker explained to him in detail about the games.

Motivational Activities

The project worker had planned a series of motivational activities so as to make the teaching learning experiences more interesting. The various activities were planned not only to motivate the children but also to make them aware about the following areas:

* Health and Nutrition
* Moral Education
* Art and Craft

Health and Nutrition

Children are the most crucial segment of our population. Their health and nutrition status will determine the quality of our future. The project worker planned various programmes on nutrition, disease and sanitation Illustrative talks were given through charts, slides and filmstrips, with commentaries given in Hindi by the project worker. The volunteer helped in clarifying doubts of the children. All the slides and filmstrips were borrowed from the Department of Home Science, Extension and Communication, Faculty of Home Science, University of Baroda.

Table 2: **Areas Covered in Health and Nutrition**

Areas covered	Activity	Teaching Aids
1. Nutrition, "What food to eat"?	Educational talk	15 slides, charts
2. Deficiency disease	Educational talk	12 slides, charts
3. Healthy and unhealthy living conditions	Educational talk	Slides

Teaching aids like charts, slides and filmstrips were used besides the talks to provide a situation near to reality so that they get the ideas readily. These aids helped in holding attention, create interest and increasing permanency of learning.

Moral Education:

Moral education can be defined as the organisation of experiences to affect the moral reasoning or behaviour of the children. As Nanda (1997) suggested the need for moral education in colleges and schools, he had prescribed the remedy as a cure for corruption in society and government, holding the later responsible at least partially for the decline in morality and perhaps crisis of character too.

The fact remains that there is an overall decline in the morals as people in public life are seldom seen to show the way. So, the project worker attempted to create a positive environment and encourage the active participation of the children by Role Playing and Story Telling with the help of Flash Cards and Puppets. An animated film "Mina Hasi" was shown to the children. It was a cartoon film which told the importance of literacy and how a girl named Mina faced problems for not being able to read and write. The film also showed that people could get

cheated if they were illiterate. Teaching Aids like flash cards and films were used for making spoken words clear and attract the attention of the learners.

Art and Craft:

There was a need to provide a healthy programme of recreation to the children, so that their leisure time was utilized for creativity.

Therefore, the project worker planned certain creative activities of "Art and Craft" like cap making, card making, vegetable printing and flag making. These activities were planned so that the children learn to utilize their leisure time in creative work. There is a saying: "life is not a sum to be solved but a painting to be painted".

All the children of the literacy class belonged to slums where their was a total lack of opportunities for them to indulge in creative work due to poverty Hence, the project worker planned art and craft activities for the children so that their creativity increased and the children devoted their leisure time in constructive work instead of roaming aimlessly. Motivational activities and playing with the games were organised. Literacy classes were conducted for five weeks from September to October 1997. The daily activities were planned for two hours for literacy from 8 am to 10 am. The five weeks' plan had the classes of reading, writing and numeracy, along with motivational activities. The project was implemented with two different groups, namely, the School dropouts from Kamatipura area, Fatehgunj, and the Primary school students, from Ward No.26, Fatehgunj.

After teaching the children with ten sets of games for five weeks, the project worker conducted the test with the same tool in order to check the reinforced concepts.

Result and Evaluation of the Project

The project TO PROMOTE LITERACY IN THE PRIMARY SCHOOL OF BARODA THROUGH THE USE OF GAMES was also evaluated to find out as to what extent it was successful. The project worker, therefore, decided to conduct two tests:

(a)   First test before imparting the Literacy and Numeracy skills through the use of games, to ascertain the level of their knowledge.

(b)   Second test after imparting the Literacy and Numeracy skills through the use of games, for five weeks, to find out to what extent the Literacy and Numeracy skills had been acquired by the children.

The test paper carried a total of sixty marks which included writing, reading and writing and numeracy.

Table 3: **Distribution of marks in each section**

Sr.No.	Literacy Skill Tésted	Question Number	Total Marks
1.	Writing	1, 2, 3	17
2.	Reading and Writing	4, 5	10
3.	Numeracy	6, 7, 8, 9, 10	33
	Total	10	60

1.   Background Information:

Table 4: **Percentage distribution of the respondents according to age.**

Sr.No.	Age in Years	Frequency F	Percentage %
1	12	19	20
2.	11	10	10
3.	10	13	13
4.	9	14	14
5.	8	12	12
6.	7	14	14
7.	6	12	12

Table 4 indicates that the majority of the respondents were between the age of 9 to 12 years.

Table 5: **Percentage distribution of the respondents according to sex:**

Sr.No.	Sex	Frequency F	Percentage %
1.	Female	55	58.5
2.	Male	39	31.5

It is seen from Table 5 that a majority of the respondents were females and only forty one per cent were males.

Table 6: **Percentage distribution of the respondents according to the occupation of father:**

N = 94

Sr.No.	Occupation of Father	Frequency F	Percentage %
1.	Sweeper	25	26
2.	Lorry Puller	23	24
3.	Bus Driver	8	8
4.	Watchman	8	8
5.	Painter	6	6
6.	Rickshaw Driver	6	6
7.	Carpenter	5	5
8.	Truck Driver	5	5
9.	Vegetable Seller	5	5
10.	Shopkeeper	3	3

It is revealed from Table 6 that majority of the respondents' fathers were lorry pullers and sweepers.

Table 7: **Percentage distribution of the respondents according to the occupation of mother:**

N=94

Sr.No.	Occupation of mother	Frequency F	Percentage %
1.	Housewife	34	36
2.	Part-time servants	26	27
3.	Sweeper	18	19
4.	Kite maker	10	10
5.	Shopkeeper	8	8

It is revealed from Table 7 that majority of the respondents' mothers were housewives.

Results of the Test before Reinforcing Concepts of Literacy through Games

This section deals with scores obtained by the primary school children and dropouts before reinforcing the concept of literacy through games.

Table 8: **Distribution of respondents according to overall scores obtained in the test:**

N=94

Range of Overall Scores Obtained	Frequency F	Percentage %
0-3	91	96
4-7	3	3

It is seen from Table 8 that overall higher majority of the respondents scored between the range of 0-3, which shows that the respondents had low literacy and numeracy skills.

Table 9: **Distribution of respondents according to the scores obtained in literacy skill**

N=94

Range of Overall Scores Obtained in Literacy Skill	Frequency F	Percentage %
0-3	94	100
4-7	--	-
8-11	-	-

It is seen from Table 9 that all the respondents had scored between 0 to 3 in literacy skill which showed that the respondents hardly know how to identify alphabets and more words using them.

Table 10: **Distribution of respondents according to the scores obtained in numeracy skill**

N=94

Range of Overall Scores Obtained in Literacy Skill	Frequency F	Percentage %
0-3	90	95
4-7	4	4
. 8-11	-	-

It is depicted from Table 10 that majority of the respondents had scored between the range of 0-3 in numeracy skills, which indicated that they had low level of literacy skills.

Results of the Test after Reinforcing the Literacy and Numeracy Skills

Table 11: **Distribution of the respondents according to the overall scores obtained**

N=60

Range of Overall Scores Obtained	Frequency F	Percentage %
7-27	19	31
28-48	34	56
49-55	8	13

It is seen from Table 11 that a little more than half of the respondents had scored between the range of 28 to 48 after the reinforcement of literacy and numeracy skills through games which showed that games had been effective in imparting literacy and numeracy skills.

Table 12: **Distribution of the children according to the scores obtained in literacy skill**

N=60

Range of Overall Scores Obtained in Literacy Skill	Frequency F	Percentage %
2-12	19	31
13-23	22	36
24-27	20	33

It is depicted from Table 12 that majority of the respondents had scored between the range of 13 to 23, in literacy skills after reinforcing literacy skills through games, which indicated that literacy games were effective in imparting literacy skills.

Table 13: **Distribution of the respondents according to the scores obtained in numeracy skill**

N=60

Range of Overall Scores Obtained in Numeracy Skill	Frequency F	Percentage %
2-12	18	30
13-23	35	58
24-33	7	11

It is revealed from Table 13 that more than half of the respondents had scored between the range of 13 to 23 in numeracy skills after learning through the games, which indicated that numeracy games were effective in imparting numeracy skills.

From the above results it was seen that games had been an excellent medium in imparting literacy and numeracy skills to the primary school children.

Children showed great interest in learning through games rather than traditional parroting of words as was the case in Municipal schools.

Conclusions:

Such projects can be conducted in different primary schools. There is a need to create more awareness regarding the educational value of games. As games enabled the students to see the consequences of their actions in winning or losing, while playing the games. Games as a method of teaching made learning interesting clarified concepts, increased understanding and helped in retention and reinforcement.

The teachers should be trained to use educational games for teaching. Similarly, they should be trained and motivated to use various methods and materials to make the teaching learning situation interesting for children.

Recommendations:

1. The primary schools should adopt more and more interesting methods of teaching the children besides teaching simple reading and writing, in order to make the class interesting.
2. Children are more interested in learning through teaching aids like flash cards, charts, films, filmstrips and slides.
3. A similar project can be taken up in another community using the same learning material.
4. The literary games should be made in wood to have more strength and durability.

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Book Review

LEARNING and FREEDOM, by John Robert Shotton, Sage Publications India Pvt.Ltd., New Delhi, 1998, pp 212, Price Rs.295.00.

'LEARNING and FREEDOM' is a unique book on Indian education. John Robert Shotton, Deputy Director at the Centre for Overseas and Developing Education at Homerton College, University of Cambridge, who was a visiting fellow at the University of London Institute of Education, in 1993-96, was based in India during the same period, and has done a pioneering work in studying the Indian educational scene as a scholar and a critic, The result is this outstanding book. The author says in the Preface to the book that it "does not attempt to provide a comprehensive account and critique of educational development since 1947," and it is more "a consideration of challenging issues that only rarely surface in the educational debate, which in the final analysis relate mostly to ideas surrounding learning and freedom in schooling."

Shotton's study of Indian education, as reflected in the book, has been most methodical. He has started his study by laying his hands on, and studying, all the policy statements on education formulated by the Government of India. In the Preface to the book, he says: "First, education has been afforded the status of a basic human right through which personal development, both material and spiritual, can be realised. Second, it has been given a cultural role where sensitivities and perceptions that contribute to national cohesion can be refined. Third, education has been viewed as the motor to generate power for different levels of the economy. Fourth, it has been seen as an important branch of social policy through which a more equal society can be achieved." These four general concerns have influenced the development of policy and practice in education in India since Independence. And Shotton's scholarly study and analysis have also treated the four concerns as the premise to which he comes again and again through the development of the book.

Through four chapters, namely, Scanning Educational Provision, Access and Achievements in India; A New Departure in Indian Education; Models for Change; and Towards the Twenty-first Century, the author has presented a critical, yet sympathetic, study of the Indian educational system, and has juxtaposed the same with the educational systems of other developing countries. His starting point has been the right to education as one of the most important human rights, as the concept has been the main focus on the international stage in recent years.

Although Shotton says that his book relates mostly to ideas surrounding learning and freedom in schooling, yet he has treated very extensively the other aspects of Indian education, both nonformal and informal. He has described in the book some of the most successful literacy projects launched in India at different times since Independence.

While the first chapter of the book scans the educational provision, access and achievement in India, the second chapter describes and reflects upon a new

departure in Indian education by highlighting the "Guru Shisya Parampara, a product of the Vedic age", and the educational philosophies of Sri Aurobindo, Rabindranath Tagore, M.K. Gandhi and J. Krishnamurti, which suggest India's rich educational and cultural heritage. According to the author, "the premise must be accepted that much learning is caught and not taught, particularly ethical attitudes and social behaviour. This can be to some extent from peers, but more from adults that it takes place best in conditions where there is not too great an authority barrier, It is imperative that in schools students perceive their teachers as members of the same human race and that the teachers should not consider themselves superior, only more experienced. A corollary of the authority/control role of teachers implies a removal of all inessential rules for behaviour, leaving only those actions which are anti-social to be checked. All this in turn could make a profound difference to the relationships that exist in schools." Many practical examples of 'theory' have been described in an interesting way in Chapter two.

The third chapter describes in detail many models for change. Under the 'Learner-Centred Literacy Projects', it describes the Jan Vigyan Manch, Bihar, Dungarpur Total Literacy Campaign, Rajasthan; Ernakulam Total Literacy Programme, Kerala; Total Literacy Campaign, Tamil Nadu; and the Total Literacy Campaign, Haryana. The 'Rural-Based Development Education Schemes' described in the book include the Charvaha Vidyalaya, Turki, Bihar; PROPEL, Maharashtra; Shiksha Karmi Project, Rajasthan; and the Lok Jumbish Project, Rajasthan. The Experimental Schools projected in the book are Mirambika, New Delhi; Krishnamurti Foundation, India; Neelbagh School, Andhra Pradesh; Deepalaya Education Society, New Delhi and the Bhubaneswar School, Orissa.

Shotton takes the readers to other models for change in Africa and Latin America. Julius Nyerere's 'Education for Self-reliance', Foundation for Education with Production (FEP) which originated in Botswana and Paulo Freire's Political Literacy in Brazil.

The last chapter titled 'Towards the Twenty-first Century', besides being futuristic in its contents, has certain gems like the concept of three Cs of successful education, which are: Curiosity, Courage and Confidence.

The book has many Tables and Figures containing very authentic and useful data to support its contents. It has two Appendices and an exhaustive list of References at the end of each chapter and a select Bibliography at the end of the book.

With all these positive features of the book, one comes across lapses in copy editing (or printing ?), such as the following: ·

a capital N in the third line (page- 130), a comma after # 'However' in the 13th line (page- 131), use of the word 'About' in the last paragraph, third line (page- 145) and the spelling of Bhubaneswar as 'Bhubanes-war' (page- 146).

The book has a good cover design although the letters appearing in reverse on the light greenish-grey cover suffer from necessary contrast.

In short, it is a very interesting and readable book on Indian education.

— B.B. Mohanty

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Content

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, Proudh 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.

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Beijing and Women : Platform for Action

Literacy and Rural Development

**TV Viewing Behaviour of Illiterate and
Neo-Literate Rural Adults**

**Curriculum Development for Refresher Courses in
Adult Continuing Education**

Managing Urban Literacy Programme

प्रौढ़ शिक्षा

Indian Adult Education Association

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The Indian Journal of Adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. The Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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Contributions and other correspondence regarding advertisements, subscription rates etc. should be addressed to the Executive Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi 110 002, India.

TABLE OF CONTENT

Our Contributors

Dr. (Mrs.) Indu Grover is Professor and Head, Department of Extension Education College of Home Science, C.C.S. Haryana Agricultural College, Hisar - 125 004.

Mrs. Vandana Kumari Jena is Director Adult Education, Department of Education, Ministry of Human Resource Development, Shastri Bhawan, New Delhi - 110 001.

Mr. Nasim Ahmad is Assistant Education Officer in Department of Education, Ministry of Human Resource Development, Govt. of India, New Delhi - 110 001.

Dr. Michael S. Ownueme is Associate Professor of Educational Foundations of the University of Benin, Benin city, Nigeria.

Dr. Vandana Chakrabarti is Director, Department of Continuing and Adult Education and Extension Work, SNDT Women's University, Mumbai - 400 020.

Dr. Jasraj Kaur is Lecturer in Education, Department of Correspondence Courses, Panjabi University Patiala, and **Dr. Amrit Kaur** is Professor and Head, Department of Education and Community Service in the same University.

Mr. M. Selvan is from the Centre for Distance Education, Bharthidasan University, Trichy - 620 024.

Ms. Pratibha Tiwari is Scientist Sr. Scale, Food and Nutrition Division VII, Outreach Programme, Central Arid Zone, Assam.

Mr. A.B. Ogunwale and **Mr. E.A. Laogun** are from Department of Agricultural Sciences and Rural Development, Faculty of Agricultural Sciences, Laiable, Akinkola, University of Nigeria.

Editorial

The gunfire may have died down in Kargil, but our bureaucracy and media are still in a war mode. The media have been overdoing everything related to Kargil. During the height of the conflict it evoked a war hysteria in the country. Patriotic songs, composed with latent elements of propaganda, and rendered in cheap tunes, flood the channels of Doordarshan. If this sort of over publicity continues for long, it would have a negative effect on our people, particularly those living in the rural areas. They would have the erroneous idea that peace can be achieved through war.

Professor Ritchie Calder, who teaches international relations at the Edinburgh University, says, "War, always an absurd way of resolving (or not resolving) disputes has become patently crazy. Indefensible on moral grounds, it has now become intolerable on rational grounds." Leo Tolstoy had addressed the world in a clear denunciation of war. In his book 'The Kingdom of God is Within You', he had written, "It is often said that the invention of terrible instruments of destruction will put an end to war: war will destroy itself. That is not true. As it is possible to increase the means of slaughter, so it is also possible to increase the means of bringing men... to submission."

UNESCO was born out of the second World War. The preamble to UNESCO's constitution says: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Adult education has a distinct role to play in conveying these ideas to people in languages they would understand through multiple approaches.

Indu Grover

Beijing and Women: Platform for Action

It was over two decades ago that the global community affirmed gender equality as a central development concern. During these years four world conferences have been held __ in 1975 at Mexico, in 1980 at Copenhagen, in 1985 at Nairobi and in 1995 at Beijing. In response to the demands of the women's movement and the United Nations mandates, national governments and international development agencies have adopted special policies and measures to promote women's advancement. The Nairobi Conference had adopted the forward looking strategies with main themes of the decade for women as equality, development and peace and proposed general strategies and recommendations for creating greater opportunities for equality for women. The Beijing conference, a follow up of the Nairobi World Conference, enriched and framed the basic strategy document charted out in Nairobi. The twelve sets of measures adopted unanimously are unown as the Platform for Action to be vigorously pursued over the next five years. These are as follows:

1. **Poverty**: Women, especially in rural areas continue to be more impoverished than men, and appropriate measures need to be taken to reverse the situation. Limited economic opportunities are accorded to women while discriminatory practices continue. Recommended actions include formulation of national development policies that back up the efforts of women in overcoming poverty; encourage women for owing means of production; develop programmes to enable women to own and manage production units and follow up impact of programmes on social and economic position of women.

2. **Education and Training**: Education is a key component for development. In several countries there are various impediments that hinder women's education. The recommended actions include giving equal opportunities to girls, as are available to boys, in primary and secondary education; implement measures which would reduce female illiteracy and ensure greater involvement of girls and women in science and technology, in vocational training, and in continuing education.

3. **Health**: Women's health is at a much poorer state than that of men while they have specific needs during pregnancy and lactation period that should be addressed. The recommended actions include providing affordable health care to meet the special needs of girls and women; advise couples to take joint responsibility in determining strategies that minimize sexually transmitted diseases and contracting HIV/AIDS.

4. **Violence**: Women and girls are subject to physical and sexual violence, psychological abuses as beating, rape, sexual harassment, forced pregnancy and forced abortion. The recommended actions include adopting new laws and enforcing existing legislations aiming at eliminating violence against women; providing counselling services to violence victims; taking positive measures against armed forces or any other state agents for acts of violence against women and fighting against illegal transportation of girls and women.

5. **Armed Conflict**: Women often do not have any role in decisions leading to armed conflicts, yet they shoulder the burden of maintaining families under such circumstances. The recommended actions include work towards limiting military expenditures; ensure involvement of more women in peace and security tasks; give particular care and protection to displaced women and those living in conflict situations.

6. **Economic Participation**: Women make a substantial contribution while their work does not get the attention and value it deserves. Further, women have limited opportunities to upgrade their professional knowledge and skills and augment their financial resources to start business. The recommended actions include devising mechanisms which would enable women to have better representation and involvement in economic decision making; improve working conditions; equal pay for equal work; business advice and training; support from financial institutions; and formation of business organisations.

7. **Power Sharing**: Women need to assume senior posts and leadership positions in organisations and political fora. The recommended actions include development of mechanisms that enable women to assume leadership positions; and ensure a greater representation of women in key posts in various organisations and unions.

8. **Women Focused Institutions**: Countries need to have institutions with adequate resources and political support whose exclusive concern is with analysing needs, potentials and achievements of women and promoting their rights. The recommended actions include establishment of effective women focused institutions; analysis of possible impact of policies on women; promotion of systematic collection, analysis and dissemination of data related to various aspects of women's endeavours.

9. **Human Rights**: Human rights refer to privileges which humans should enjoy. Women may have rights guaranteed by law, but are often unable to exercise them fully. The recommended actions include full protection in implementation of all internationally recognised human rights agreements; developing programme for creating awareness and ensuring that women are treated as fairly as men in all judiciary bodies.

10. **Mass Media**: In most countries, mass media provide a distorted picture of women, their roles and contribution. The recommendations include increasing women's involvement in senior posts in mass media; develop guidelines and programmes to present women's views, achievements and constraints in a balanced manner; train women to make greater use of mass media technology and establish groups for monitoring progress of presenting women in media.

11. **Environment**: Women are responsible for collecting fuel, water and managing home activities. Depletion of natural resources puts additional demand on labour of women, while their are rarely involved in environmental decision making process. The recommended actions include creating opportunities for women to actively participate in planning and implementation of environmental projects; incorporate women's concerns for environmental changes in development programmes; and devise mechanisms to improve environmental policies from women's perspective.

12. **The Girl Child**: Girls are often treated as inferiors and less privileged with customary discriminatory practices. The recommended actions include strict enforcement of law which ensures equal opportunities for girls in inherritance, education, training; eliminating negative attitudes and practices both at home and outside; and protection of safety and security of girls from all forms of violence and exploitation.

Vandana Kumari Jena

Literacy and Rural Development

It has been universally acknowledged that literacy is inextricably linked to development. Literacy is not only one of the key indicators of socio-economic and political development, it is also a major component of human resource development. In India literacy has been a national priority ever since it became apparent that illiteracy is one of the major bottlenecks in India's development. With little access to information, modernisation and communication and virtually no access to minimal survival tools the non-literates remain helpless victims of poverty, deprivation and exploitation. There has been a growing realisation among policy makers and planners that development will never become self-sustaining unless there is a change in the attitudes, values, knowledge and skills of the people as a whole. The only way this can be accomplished is through education. Literacy is virtually the precondition for an individual's evolution and national development. A literate society can usher in progress and prosperity quickly.

India has placed poverty alleviation and rural development higher than literacy on the national agenda. This has led to the launching of poverty alleviation and income generation programmes like the **Integrated Rural Development Programme (IRDP), Jawahar Rozgar Yojana (JRY), Training of Rural Youth for Employment. (TRYSEM) Scheme for Development of Women and Child in Rural Areas (DWCRA).**

However, not all these poverty alleviation programmes have been an unqualified success because the beneficiaries who are the poorest of the poor are unable to appreciate the schemes and their objectives. Being unlettered, they are not able to separate the schemes properly in order to maximise the gains. Besides, being illiterate they are often cheated out of their rightful share of subsidy or loan.

It is now universally accepted that developmental efforts like family welfare, health, sanitation and agriculture are bound to fail if the population is not literate and that literacy is a pre-requisite for successful development. That is why India's most literate state Kerala is also the one with the lowest fertility rates and low female mortality.

India's Demographic Profile

In a country like India which has the world's second largest population (860 million as per the 1991 Census) and the largest number of illiterates (330 million, 1991 Census) the problem assumes gigantic proportions. India's literacy rate was a mere 18.33 per cent at the time of independence. It has reached 52.1 per cent in

1991. While literacy percentage in India has grown at a rate of approximately 8 per cent per decade here has been no commensurate decrease in terms of the number of illiterates. *India had over 300 million illiterates* as per the 1951 census and even after the literacy rates have risen to 52.1% per cent in 1991, there are 330 million illiterates. Of these, over 110 million fall in the 15-35 age-group which is the productive and reproductive age-group, and the target of India's developmental efforts. India has been unable to effectively contain its population and the population growth rate at 1.8 per cent, which is still too high.

The population problem has other dimensions. First, there is a wide gender gap between the male and female literacy rate. While the male literacy rate stands at 64 per cent, the female literacy rate is a mere 39 per cent. There is equally an imbalance between the rural and urban literacy. While 70 per cent of India's population continues to live in its villages, the rural literacy rate is a mere 44.69 per cent compared to the urban literacy rate of 73.08 per cent. The female literacy rate in rural areas is even lower being only 30.62 per cent. While some states in the Indian Union like Kerala and Mizoram have a literacy rate of over 80 per cent, states like Rajasthan and Bihar have a literacy rate of 38-39 per cent only. In fact 48 per cent of India's illiterate population lives in the four major Hindi-speaking states of Bihar. Madhya Pradesh, Rajasthan and Uttar Pradesh where the literacy rates range between 38-44 per cent.

India's women, the Scheduled Castes and Scheduled Tribes and other backward classes, which are the underprivileged sections of society, are the target of India's adult education programme. As a majority of them live in the villages, the literacy efforts have an impact, both direct and indirect, on rural development.

Correlation

In the past fifty years India has followed the path of planned development which has resulted in economic growth and reduction of poverty. In 1977-81 rural poverty declined from almost 50 per cent to around 36 per cent and urban poverty from 40 per cent to 33 per cent. By 1994 rural poverty in India was 39 per cent and urban poverty 30 per cent. However these national aggregates mask the wide variation existing among states. Four states- Andhra Pradesh, Haryana, Kerala and Punjab managed to reduce income poverty by more than 50 per cent. Others were less successful, and today 50 per cent of India's rural income-poor live in three states; Bihar, Madhya Pradesh and Uttar Pradesh, which are also the three of the four major Hindi speaking states, where 50 per cent of India's illiterates live.

Adult education was not high on the national agenda immediately after independence, as the nation was grappling with the problems of poverty and there was the need to accelerate the pace of progress by undertaking the road to industrialisation. From the First Five Year Plan onwards, adult education was linked to rural development.

National Literacy Mission

The National Literacy Mission, which was set up in 1988, is one of the most concerted efforts so far to promote literacy in the country. It is based on the premise that literacy is an indispensable component of human resource development. It aimed to harness the advances in science and technology and in communications and peda- gogical sciences for the benefit of society. The National Literacy Mission today imparts literacy to persons in the 15-35 age-group through the campaign mode.

The Total Literacy Campaigns which are implemented through Zilla Saksharata Samitis exemplify an interactive and a communicative process of management and implementation. The Mission has established important milestones by bringing 448 districts under the fold of literacy campaigns. The coverage in terms of targeted number of non-literates exceeds 130 million. Approximately 72 million persons have been made literate.

The National Literacy Mission seeks to impart 'functional literacy' to non- literates. Functional literacy implies imparting of skills of reading, writing and arith- metic which have a bearing on a person's life. The environment building stage which is crucial to the success of the literacy campaign emphasises this aspect to the neoliterate who invariably asks the question, 'Literacy for What?' The truth is that in India literacy is not the felt need of the people. Employment is. And only if literacy can be seen to lead to the economic betterment of the people, it has a chance of success.

It is obvious that in the literacy campaigns the emphasis is on functional lit- eracy. Even today when a neoliterate, be it a vegetable or milk vendor, petty trader or housewife, is asked about the benefits of literacy she or he usually says that she or he is not cheated in the market place; is able to get the small change; has gained in terms of mobility, is able to read the number of the buses or is able to maintain his or her accounts. All these in turn improve his or her productivity as a worker and enables him or her to take up a trade or a vocation.

Although at the basic literacy stage the primers emphasise several aspects of rural development like better agricultural practices, consolidation of land holdings, rural credit, equal pay for equal work, women's rights etc., it is at the post-literacy stage that links between literacy and rural development are sought to be forged through 1) dissemination of information and awareness creation and 2) organisation of the neo-literates with the aim of carrying out economic activities in such a man- ner so as to result in the conferment of ownership rights of assets (like quarries poultry units, food/ fruit processing units etc.) to them so that they become member of the collective.

The literacy campaigns at the post-literacy stage seek to disseminate informa- tion about the various rural development programmes through post-literacy material on the various developmental schemes. The Jana Chetana Kendras or post-literacy

centres act as Information Windows for the neo-literates. Even more crucial, at the time of the selection of beneficiaries, many District Collectors give preference to the neo-literates to enable them to overcome their economic backwardness and to come above the poverty line.

Learning facilitates the development of the Individual and the community and thus results in rural development, but literacy has distinctly helped to strengthen land literacy and watershed management. It has resulted in community participation and revitalising of Panchayati Raj Institutions, facilitation of rural credit, setting up of co-operatives and most importantly women's empowerment. In India the attainment of literacy has led to land literacy. The environment-building mechanism of Kalajathas, Nukkad Nataks (Street Plays), Padayatras, (marches) and slogan writing, is used to generate consciousness for environmental protection, land conservation and water conservation.

This is in a way as useful to the villagers as alphabetic literacy. Indian villagers are predominantly land-less agricultural labourers, sharecroppers, tenant cultivators and small and marginal farmers. Here people make a realistic assessment of their present system, strengthen their technology base, evolve local land development plans and labour for it. Practically a factual appraisal of the local environment and needs is achieved through Participatory Resource Mapping, taken up after the literacy and related science popularisation campaigns. The volunteers who are selected from the local community produce thematic maps essentially of the status of terrain features, land use and water utilisation community facilities.

Land Resource Mapping was first successfully used in Kerala where the move from alphabetic literacy to land literacy was made. The campaign was modelled on the literacy campaign and aimed to supplement group farming. It was felt that there was a limit to increasing productivity through efforts like group farming without addressing the acute problem of degradation of land and water resources. There were 25 pilot programmes launched in Kerala. It has been taken up on an experimental basis in other States as well.

The land literacy programme has also been followed by a Participatory Water Shed Development Programme. The watershed, which by definition is a well defined area from which the entire water drains through one and only one outlet, is a definite eco-region. The approximate unit of the programme is a micro watershed approximated to a village (the lowest administrative unit) covering around 500 hectares. A group of ten such watersheds would be the project area. The actual planning, decision making and implementation of the programme is done through a watershed committee selected by the watershed association consisting of all the householders of the village/ panchayats of the householders. About 85-90 per cent of the funds are to be given to the committee by the Zilla Parishad or the District Rural Development Authority.

A unique experiment in promoting basic literacy and animal husbandry was undertaken by the Rural Litigation and Entitlement Kendra (RLEK), a Dehradun-based voluntary-organisation which worked among the Van Gujjars, a nomadic community of Uttar Pradesh. Educating the Van Gujjars was not an easy task as they live in the depths of the jungle and follow a nomadic life style. Hence, the RLEK hit upon the idea of creating a forest academy of sorts.

In October 1993, an innovative literacy programme was launched across parts of Western Uttar Pradesh and Himachal Pradesh targetting Van Gujjars belonging to the 15-35 age-group. In order to bring literacy at the door-steps of the Van Gujjars, 350 highly motivated teachers were trained in batches and deployed in the Van Gujjar settlements.

Literacy helped them in two ways. First, the Gujjars learnt to read road signs, billboards and registration numbers of heavy vehicles, many of whom zoom past Dehradun after killing their cattle. Even more important, Van Gujjars, who because of their inability to read and write used to be exploited by milk traders who often doubled up as money lenders, now started maintaining accounts. About 19,000 of the target population have acquired the basic literacy skills.

To maintain the continuity of education during summer when the Gujjars trek to the upper reaches of the Himalayas, these voluntary teachers join the Quafilas (caravans). Similarly they move down to the plains along with the Gujjars with the onset of autumn.

The learning material for Gujjars was designed in the form of three primers called "Naya Safar" (or New Journey). These primers incorporate in it lessons on co-operative systems, social harmony, improvement of the environment, significance of conservation, cattle breeding, milk production and marketing.

During the post literacy stage workers produce a series of literature to enable the farmers to take benefit of the latest agricultural practices. Extension officers from the Department of Agriculture provide extension services to farmers. Information about high yielding variety seeds, better agricultural practices, uses of ferti-lisers and pesticides is imparted to farmers. Television programmes on farming are shown. Radio talks on all aspects of farming are organised. Most of these activities are a legacy of the Farmers Functional Literacy Programme of 1967-68 which has preceded the Literacy campaigns and which aimed at the popularisation of high yielding varieties of seed through literacy.

After the onset of literacy campaigns efforts have been renewed to enable small farmers to take up new farm practices. In Solan, Himachal Pradesh, the farmers were encouraged to give up cultivation of traditional crops and take up floriculture.

Literacy campaigns in India have largely been successful in imparting skills to the people. While the traditional trades were knitting and sewing for females there

were the electricians' trade, photography and masonry for males. However, with the success of the campaign approach for literacy, the traditional roles are breaking down. Women have started accepting non-traditional roles. The women of Banda district learnt how to repair handpumps.

Neo-literate women have formed thrift groups and these habits of savings have enabled them to get away from the clutches of the traditional money lenders who charged them exorbitant rates of interest. In Nellore, Andhra Pradesh, thrift groups called "Pudupu Laxmi" were formed where each woman contributed at least one rupee every day from her meagre earnings. Perhaps it was peer pressure or perhaps it was their knowledge that such soft loans would only be possible if there was repayment, but the fact is that there were no defaulters and today such thrift groups generate lakhs of rupees.

Conclusion

The Indian experience of post literacy programme in which linkages with rural development are sought to be made is mixed. Districts like Durg (Madhya Pradesh) have successfully meshed a 'Literacy to Health' programme with post-literacy campaigns. Districts like Bilaspur (Madhya Pradesh) have experimented successfully with land resource mapping and watershed development. Districts like Solan (Himachal Pradesh) have launched a environmental pollution drive by launching a crusade against polythene bags while districts like Dumka (Bihar) and Pudukottai (Tamil Nadu) have accelerated the process of women's empowerment by allowing women to take up non-traditional vocations.

However, the experience of post-literacy is not uniform, but varies from district to district depending on the imagination, commitment and capability of the District Literacy Society and the District Collector who heads it. Thus, while there are pockets of success where communities stand invigorated after the literacy campaigns, there are also districts where the campaign flounders after the basic literacy phase because, the post literacy campaign does not capture the imagination of the neo-literates.

A dearth of good functional literature in regional language is also a constraint. While the State Resource Centres do bring out books on various aspects of rural development most of this literature is available in Hindi or English and not in the regional languages.

Another problem is that while vocationalisation is a major thrust of literacy campaigns, there has been no systematic effort to link it with learning needs of the neo-literates as has been done in some other countries. While women in the post-literacy phase are taught stitching, there are usually no manuals on stitching and no books on dress-designing for neo-literates which would not only enhance their skill but help them keep in touch with the written word. Reading skills and vocational

skills are compartmentalised without there being a conscious effort to strengthen the vocational skills through the written word.

In order to ensure that the gains made in course of the literacy and post-literacy campaigns are not lost, the National Literacy Mission will necessarily have to plug the existing lacunae and loopholes and help in the creation of a learning society whose members will enjoy learning for its own sake, for their economic betterment, for community participation and collective action which in turn will foster a dynamic model of rural development.

Nasim Ahmad

Managing Urban Literacy Programme

Adult Literacy has been a national concern by fits and starts for more than sixty years. These programmes have seen more changes than other development programmes in such a short span of time. Some of the important programmes implemented for eradication of illiteracy among adults in post-independence period in India includes Social Education Programme (1951); Maharashtra Gram Shikshan Mohim (1959); Farmers' Functional Literacy Programme (1967); Non-Formal Education (1974); Polyvalent Adult Education Centres (1978); and Functional Literacy for Adult Women (1978). Nationwide efforts in the field of adult Literacy were started in 1978 under the National Adult Education Programme (NAEP) in terms of Rural Functional Literacy Project (RELP) and Mass Programme of Functional Literacy (MPEL). A massive campaigning for adult Learning was Launched by the National Literacy Mission (NLM) in 1988 to import functional Literacy to 100 million illiterate persons in the 15-35 age group by 1999. NLM adopted the "campaign mode" approach to achieve the goal of functional Literacy.

The Learners appear to have been perceived, in all these programmes, as large categories differentiated in terms of sex (male-female) to a large extent and, place of residence (rural-urban-tribal) to a lesser extent. In fact, all major adult education programmes implemented so far, primarily focussed on eradication of illiteracy from rural areas. Polyvalent Adult Education Centres in the form of "Shramik Vidyapeeths", however, provide continuing education to the urban workers. Mass Programme of Functional Literacy (MPFL) upto a certain extent have had urban coverage. The impact of policy planning of education in general and adult education programme in particular during the last two decades shows that the decadal increase in rural literacy rate is higher than that of urban literacy rate. The decadal increase in rural-literacy rate during 1971-1981 was 6.15 per cent as against the Urban-Literacy rate of 4.63 per cent, while the decadal increase in rural-literacy rate during 1981-91 was recorded as 8.69 per cent as against the urban literacy rate of 5.88 per cent.

The programme implementation process of the campaign mode literacy programmes adopted by the NLM since the 1990s also indicated the success of the programme in rural areas. However, the Literacy Campaigns in the urban areas have not generated the desired results. In such a scenario, it is a felt need to initiate the efforts to evolve specific strategies for promoting urban literacy programmes in addition to the strengthening of literacy activities in other areas. In fact, the brain storming processes are now beginning to be activated towards such issues as literacy in urban areas as distinct from literacy in rural areas since their respective environments are significantly different.

For better understanding of the concept of urban literacy and its management in the Indian context, it seems essentially important to assess some important factors such as urban population trends, urban literacy scenario via-a-vis literacy campaigns being implemented in the urban areas and the perceived constraints in urban literacy campaigns, countrywide.

Urban Population - A profile

India is experiencing an unprecedented increase in urbanisation leading to the emergence of unwieldy metropolitian cities. In terms of percentage of population in urban areas. India is by no means a highly urbanised land. With three-fourth of its population residing in rural areas, India remains predominantly a rural country. However, the fact that India had in absolute terms, a total urban population of around 218 million in 1991, makes her the second most urbanised country in the world. Gradually India is likely to possess what will be world's largest urban population in the coming years. As per the UN world population prospects, in 1995, 27 per cent of the population of our country were living in urban areas. Next only to the United States of America, India has the largest urban population in the world.

As per the 1991 Census, there are 3768 urban agglomerates in the country, out of which 299 are class I urban agglomerates/cities having the population of one lakh and above. There are 23 metropolitan cities with the population of one million and above. 70.66 million people, roughly one-third of the total urban population, live in these 23 cities. There are four mega cities each with a population of 5 million and above they are Greater Mumbai, Calcutta, Delhi and Chennai. 17.13 per cent of he total urban population live in these four cities.

Every big city in India has become the centre of social, political, cultural, economic and industrial activities offering enhanced, and sometimes better employment opportunities. These cities have, thus, become the major centres for migration from rural areas causing the rapid growth in population. Several investigations have indicated that there are three basic determinants of internal migration in India. These are: employment, predominated by males; family movement, by males and females in about equal proportion; and, marriage, which is primarily dominated by females.

The Bhopal city appears to have the fastest growth during the last 40 years which has increased its population by ten times. Most of the class I urban agglomerates in India have increased by more than three times during this period.

Urban Literacy Scenario

While about three-fourth of the urban population is literate, the absolute number of literates in urban areas, as per the 1991 census, as 49.03 millions. It is a fact that the number of illiterate population in rural areas (279.84 million) is nearly six times higher than that of urban areas. The ratio in absolute number of clientel groups attending adult literacy programmes (15-35 age group) living in rural areas in com-

parison to urban areas, however, could be substantially less than six times since the migration of this age group of population from rural to urban areas is comparatively highest due to economic compulsions.

It is evident from the Census reports that there are vast disparities in literacy situations in terms of demographic, geographic and sociological factors. The trends of literacy situations in various States/UTs and urban agglomerates could be assessed on the basis of 'literacy rate' and 'percentage of urbanisation' of the population. Based on this criteria, the States/UTs could be grouped as under: '

- Literacy rate + 70 per cent and urbanisation + 50 per cent - Lakshadweep, Chandigarh, Delhi and Pondicherry.

- Literacy rate + 70 per cent and Urbanisation less than 50 per cent - Kerala, Mizoram, Goa, A and N Island and Deman and Diu.

- Literacy rate between above 'National Average' and Below 70 per cent and urbanisation between 25 to 50 per cent -Maharashtra, Tamil Nadu, Gujarat, Manipur, Punjab, West Bengal and Karnataka.

- Literacy rate between above 'National Average' and below 70 per cent and urbanisation below 25 per cent - Himachal Pradesh, Nagaland, Tripura, Sikkim and Assam.

- Literacy-rate below 'National Average' and Urbanisation + 25 per cent - Andhra Pradesh.

- Literacy-rate below 'National Average' and urbanisation less than 25 per cent - Meghalaya, Orissa, M.P., Arunachal Pradesh, U.P., D and N Haveli, Rajasthan and Bihar.

Statistical data of 1991 census reveals that in the States/UTs where the percentage of urbanisation of population is more than 50%, the literacy rate is more than 70%, which is substantially high as compared to the national average. States/ UTs having the percentage of urbanisation less than 25 per cent represented a literacy rate below the national average. States/UTs having the urbanisation between 25 to 50 per cent recorded a literacy rate above the national average, but below 70 per cent. However, the statistical data of some of the States/UTs does not indicate the correlation between percentage of urbanisation and literacy rate. The State of Kerala having 89.8 per cent literary rate in 1991 with top ranking in literacy among the States/UTs had the urbanisation percentage of 26.4. Similarly, the States/ UTs such as H.P., Nagaland, Tripura, Sikkim and Assam recorded the literacy rate above national average, while the percentage of urbanisation is just between 8.7 to

17.2. Andhra Pradesh represented the literacy rate below national average in 1991, while the urbanisation was more than 25 per cent.

In terms of individual urban agglomeration units, out of 299 class I cities with a population of one lakh and more, 67 cities have a literacy rate of 80 per cent. 21 cities have the literacy rate of less than 60 per cent and about 5 cities have the literacy rate of 52.4 per cent, which is less than the national average. The literacy rate in 4 Mega Cities of India in 1991 was; Greater Mumbai (82.42), Chennai (81.53), Calcutta (77.10) and Delhi (76.24). The highest literacy rate of 96.58 per cent was recorded in Kottayam Urban Agglomerate of Kerala, in 1991, and the lowest rate of 34.95 per cent in Sambal Municipal Board of Moradabad district of U.P.

Massive efforts have been initiated to achieve the target of making 100 million illiterate persons literate through mass campaign approach under the aegis of the National Literacy Mission (NLM) since the early 90s. As many as 450 districts of the country consisting of rural and urban areas have so far been covered under the Total Literacy Programme till October, 1998. Total Literacy Campaigns in some cities like Howrah including 24 paraganas, Hyderabad, Kochi, Indore, Madurai and Visakhapatnam were launched in 1991-92 or before. During 1994-96, all other major cities such as Greater Mumbai, Delhi, Chennai, Ahmedabad, Kanpur, Lucknow, Nagpur, Surat, Vadodra, Bhopal and Ludhiana have been covered under the Total Literacy Programme. A rough assessment of the achievements of the total literacy campaigns in urban areas in terms of the absolute number of illiterate persons made literates does not appear to be very encouraging. The cities of Kochi, Hyderabad, Indore, Coimbatore and Madurai, however, are the exceptions. The outcome of the TLC Programme in these cities is quite substantial. A very slow progress of the Literacy Campaigns is reported in some of the major cities such as Greater Mumbai, Delhi, Chennai, Kanpur, Lucknow, Nagpur, Surat, Bhopal and Ludhiana. The campaigns have tended to stagnate after progressing reasonably well for some time in these cities. In some cities such as Calcutta, Bangalore, Pune, Jaipur, Patna and Varanasi, campaigns have remained a non-starter despite considerable enthusiasm evinced at the initial stages. Like-wise, the programmes initiated in other urban areas did not achieve the desired results.

Perceived Constraints in Urban Literacy Campaign:

Not so many research studies, concurrent/final evaluation reports are available to throw light on the nature of the problems and difficulties encountered by the urban literacy campaigns. A National Conference (Dec.1996) on the subject organised in Mumbai (National Conference on Urban Literacy in Indian context December 1996) has generated consensus on the various issues related to the unique features of urban literacy. Based on the insights drawn from the deliberations in the conference and experiences shared on urban literacy campaigns following factors could be the perceived constraints in literacy campaigns in the urban areas which

needs to be tackled to minimize the barriers in successful completion of urban literacy campaigns.

Low proximity with the social profile of urban settlement

The comparative outcomes of literacy campaigns between rural and urban areas clearly indicate that the existing strategies of literacy campaigns have the proximity with the social profile of the rural base, which is by and large homogenous in nature. In contrast, the urban social profile, especially the urban-slum profile is highly haterogenous in nature. Most of the illiterate urban people live in urban-slum settlements. The insight drawn from numerous studies reveals that the urban setting in general and the urban slum setting in particular represents a unique sociological profile. The urban setting is characterised by large number of people. The urban setting is characterised by large number of people, high densities, great diversity and hetrogenisity of characteristics and concerns of people; high degree of mobility, a relatively high incidence of anonymity; conflicting lifestyles in close proximity; cultural richness; concentration of material resources; ease of communication and geographic mobility; and coexistence of fludity and rigidity in institutional and personal behaviour. Urban scene is also characterised by several critical problems like high growth rate, over crowding, high density, rapid proliferation of slums and a pronounced lag in ameliorating the housing shortage.

The heterogenity in social profile of urban situations restricted the process of mass mobilisation, which is a key component of the campaign mode of adult literacy programme.

Weak organisational and management structure

Organisational and management structure, generally preferred for programme implementation of literacy campaigns is primarily designed to match with the existing administrative set up in the district. Various levels of organisational and management structure used in literacy campaigns of District, Block/Mandal, Nayaya Panchayat, Gram Panchayat have been developed to utilise the existing administrative structure of the District authorities along with the representatives of the local bodies, social activist groups and individuals. However, in urban areas, various parallel administrative structures are in existence which are dealing with a wide range of urban requirements. The coordination among these administrative agencies is very poor. The organisational and management structure designed for implementation of literacy programmes in the mega cities is not able to attract the attention of any administrative agency other than the agencies dealing with education. For instance, in most of the mega cities, the Department of Education and its allied agencies are primarily responsible for implementation of literacy programmes in the cities, and the role of the department dealing with urban slum development work is negligible. Similarly, the representation of the community in organisational and man-

agement structure of literacy programmes in urban areas is also very poor at all levels.

The weak organisational and management structure for the literacy campaigns in the urban settlements leads to stagnate the progress of the programme even after proper efforts are made by the implementing agencies.

Time constraints and conflicting priorities

Occupation wise, the adult literacy group in urban setting usually comprise casual wage Labourers, mill workers, petty traders, semi-skilled workers, cleaners, drivers and other unskilled workers engaged in low paying occupations. These persons, generally commute long distances to reach their work places every day, for which a lot of time is consumed. In most of the unorganised occupational sectors, the working hours are also much longer. In such a situation, even the potential learners are not able to spare time for attending literacy classes situated very close to their residences. Moreover, the allocation of time for literacy classes conflicts with the priorities of earnings one's living and running one's household in most of the urban areas.

Loose bonds between Volunteers and Learners

The concept of volunteer services for literacy programmes is not materialised in most of the urban areas. Residential clusters having the concentration of illiterates are also lacking in providing the volunteer services of the literate/educated masses within the clusters due to various reasons. In most of the cities, the services of students and teachers are being utilised for conducting the literacy classes. Majority of the students/teachers do not belong to the area and they are treated as outsiders. There is a lack of social and emotional bond between these volunteer instructors and the learners which results in a mechanical relationship between the volunteer instructor and the learner. The drop-out rate in both the categories is also very high. The loose bond between volunteers and learners in most of the urban areas results in the stagnation of the teaching-learning process of the literacy programmes.

Lack of urban based literacy primers

It is evident from the literacy campaigns being implemented in so many districts in the country that very few efforts have been made to develop urban based primers for the urban areas. The idea of district specific primers is preferred. Some efforts have been made to develop urban based primers and other teaching learning material for mega cities. The project of development of primers for urban industrial workers is an appreciable effort for promoting urban literacy.

Operational strategies for urban literacy campaign: Some views

The illiterate population is generally concentrated in urban-slum pockets in

almost all the mega cities. The social profile of urban slums needs to be examined *minutely before formulating urban literacy strategies*. Numerous studies on the characteristics of urban slums develop a consensus on various issues related to the specific features of the slum-dwellers. The studies reveal that the urban slums appeared to be moving towards acquiring the status of a community in its sociological sense. The slum population appear to demonstrate a sense of solidarity.

Adult Literacy programme is likely to generate better result in the work situations rather than in the residential areas. The women appear to have better chances of forging the links that constitute a community than their menfolk. Educational efforts in urban slums would generate better results if an "integrated strategy for education of women and children" could be adopted. The older women and men in urban slums appear to provide opinion building leadership in most matters. This could be gainfully utilised for promotion of the goal for Education for All.

Based on the insight obtained from various studies/seminars and field realities, the following are the suggestive measures for sustainable and result oriented literacy campaigns in urban areas:

* Area of operation for literacy programmes at micro-level could be identified in accordance with the typology of slum settlement in the city. Active coordination needs to be established among various departments dealing with slum development schemes.

* Adult literacy programme is more meaningful to the slum population when it is related to homogenous groups like street children, pavement dwellers and migrant workers.

* Electronic media appears to be effective in mobilising the slum dwellers to opt for literacy programmes.

* Teaching-learning material in terms of primars, follow-up books and other usual material could be specifically designed for urban slum population with due emphasis on basic urban issues such as migration, employment, sanitation, health, nutrition, civic rights, rationing and water supply.

* Due emphasis should be given to identify urban based skills for unskilled/ semi skilled target groups. The skill development programmes could be linked with the literacy programmes.

* More effective monitoring and evaluation systems could be developed with proper representation of the agencies dealing with slum development programmes.

* Shramik Vidyapeeths, State Resource Centres and other such agencies should run some innovative pilot programmes for urban literacy for developing suitable operational strategies for managing urban literacy programmes.

Michael S. Onwueme

Planning Education without Facts:
The Nigerian Case

The state of Nigerian education at all levels has been of grave and growing concern to educationists, planners and policy executors. The National Policy in Education (NPE) which appeared more than two decades ago and which became the catechism for direction in education calls for re-evaluation and reassessment. The success of the policy as regards implementation called for doubt shortly after its take off.

Fourteen years ago, a panel of educationists produced a blue print assessing the implementation of the national policy while identifying the problems militating against it. (See NERA Vol.4, No.1, 1984). Nwagwu identified the various constraints as:

Establishing Basic facts, (b) Relating education to Assessed Manpower needs, (c) Improvement Required in Administrative Capacity (d) Unqualified and Under-qualified Teachers and (e) Obtaining Finance (NERA 1984:48)

Lack of data to guide implementation is considered as most significant in educational delivery. The purpose of this paper is to address the effect of this lack of data on our past and current educational systems from an historical perspective.

Historical Antecedent: Universal Primary Education

The Universal Primary Education programme which began in the Western Region in 1955 under the Government of Action Group was considered an educational revolution which brought spectacular expansion of primary education. Despite the merits of the programme problems quickly emerged. According to Fafunwa:

> The government officials under-estimated the figures expected at the initial stage: it wad originally estimated that some 492,000 would be enrolled in 1955 rising by 100,000 annually, but more than 80,000 were registered. This caused anxiety among parents whose children had no school to attend (Fafunwa 1974:168).

The same problems attended the programme in Eastern Region leading to the collapse of the scheme. The Universal Primary Education of 1976 under the aegis of the Federal Government did not fare better than its forerunner of the 1950s. The cause of the problem in the implementation of the Universal Primary Education Scheme could be attributed to planning. The failure of similar scheme, though at

regional level would have guided the Federal Government. It was presumed that the *time and circumstances of the two programmes were different*. While regional governments embarked on the scheme in the 1950s with limited financial resources and data to guide them, the Federal government in the 1970s had the resources for such a big programme considering the fact that it was the era of oil boom. The Universal Primary Education programme ran into problem not only for lack of funds but for shortfall of manpower and facilities.

> of the projected 60,000 additional teachers, only 48,780 had been trained. The shortfall, increased by the unexpected increase in enrolment was made up by emergency measures such as appointment on contract of retired but healthy teachers ... employment of auxiliary teachers. Classrooms were in short supply and resort was made to accommodation in temporary classroom, town and community halls, churches and even shades of trees (Taiwo 1982:174).

Adesina has identified the constraints to implementing educational plans. These are the politicisation of knowledge, over-estimation of the resources that would be available for implementation, under-estimation of cost of implementing the plans, over-reliance upon external assistance and dependence on hopelessly inaccurate statistics for projection of enrolments and costs (Adesina, 1988:94). These constraints are the common features of governmental programmes not only in education but even in the implementation of national development plans.

Politicisation of Education

The MacPherson Constitution of 1951 among other things brought about the regionalisation of education. It also marked the politicisation of education at all levels of our educational system. Education became a veritable instrument for political propaganda and featured prominently in party manifestos. The Action Group and the National Council of Nigerian Citizens, the leading parties in the Western and Eastern regions respectively used the Universal Primary Education in the 1950s to promote party interests. The Action Group which ideologically was socialist-oriented saw education as a means for mass mobilisation for political and social engineering. The National Council of Nigerian Citizens could not but imitate this mass oriented-education if only to remain a viable political option in the Southern part of Nigeria. Technical experts and politicians could not agree on the planning and the execution of such education programmes. Data were unavailable for planning such crucial areas as projection of enrolment. Sources and availability of funding, personnel and infrastructural facilities. Political expediency dictated the pursuit of the educational programmes instead of the professional advice of experts in and outside government.

Regional Universities

The Ashby Commission Report of 1959-60 marked the beginning of the expansions of higher education in Nigeria. The commission recommended the production of 30,000 and 50,000 senior and intermediate manpower respectively during the period of 1960-1970. It also proposed the establishment of three Universities at Enugu, Zaria and Lagos. (Nwadiani, 1993:1). The implementation of the Ashby Report saw the beginning of regional universities. Nsukka opened a few days after Nigerian independence represented Eastern regional effort. Universities of Ife (now Obafemi Awolowo University), Ahmadu bello and Lagos were established in 1962. Ife represented the Western region. If represented the Western region, Ahmadu Bello, the norther region, while Lagos was under the aegis of the Federal Government. Even though the University of Ibadan was in the Western regional capital, it was also a Federal Government establishment which did not meet the political purpose of the western region in providing higher education for its constituents. The University of Benin, the last of the regional Universities established in 1970 was the political offspring of the Mid-West Region.

Creation of States

General Gowon created twelve states in 1967 altering the regional structure of the country. One of the reasons for the creation was to give minority groups within the former regions a fair share in the economic and social development, bringing in the politics of even development of different ethnic cleavages. As soon as the states were created, the new states began to demand universities of their own. Before the demands were met, General Muhammed came to power in 1975. He created seven more states bringing the number of states to nineteen. Muhammed, by a military order, established seven new universities in Calabar, Ilorin, Jos, Maiduguri, Port-Harcourt and Sokoto and declared all other existing universities to be federal universities, thus taking their regional status from the States (Onwueme 1991:33). The Federal Government also proclaimed that all Federal Universities were to be tuition-free for students. It is significant to note that these changes in the expansion of Universities were hardly planned. The cost to government, provision of infrastructural facilities, recruitment of personnel and other matters relating to university administration were left to government officials to work out. The main concern of government was political. It has met the social demand of her constituents for university education. The present problems of university enrolment in the face of limited facilities in the midst of economic recession, gross underfunding and the intractible problem of graduate unemployment are consequences of lack of planning.

State of Universities

During the Second Republic some State Governments embarked upon creating provision of universities for their states. It was claimed by 'educationally advanced' states that their students were denied admission to Federal universities in

the wake of the implementation of the Federal government policy of quota system. Quota system meant that, in admission of students to higher institutions controlled by the Federal government, such state in the federation is allocated a certain number of students to be admitted. Actuated by political consideration rather than by economic and academic realism, these states established universities. The expansion of universities and enrolments have been phenomenal in the last thirty-four years:

> From a figure of 1,395 students in 1960 in two institutions, enrolment rose to a total of 180,871 in 31 institutions, over 30 years... (Higher Education in the Nineties and Beyond, 1991:176)

State universities have not taken up properly due to problems ranging from inadequate funds, staffing, teaching and research facilities and physical infrastructure. The universities are offering the same courses and even more than the older and more established Federal universities.

The Ashby Report on Higher Education which came out on the eve of Nigerian independence in 1960 was the only document on high education for many years. The phenomenal expansion of Universities and higher institutions in the 1970s and 1980s went far beyond Ashby's projections. In fact Ashby's Report, it has been claimed, was based on inaccurate data (Adesina, 1982). In spite of this growth of higher institutions no efforts were made to undertake a comprehensive study of Nigerian's higher education until nearly four decades with the commission of Longe's Report of 1991. Obviously the plans on Higher Education after Ashby were based on old and unreliable data.

The 6-3-3-4 System Revisited

When the National Policy on Education appeared in 1977, the Universal Primary Education (UPE) had taken off a year earlier. It was declared that:

> ...Primary education will be free and universal throughout the country, while from 1979, it will become compulsory. Under the scheme, primary education will last six years and primary school will admit children aged six or who will be six before the end of the calendar year (Taiwo, 1982:17).

The planning and projection of this great educational programme were not based on standard census data. The exact number of children of school age was not known, the background of children and the socio-environmental constraints that would pose a problem to parental response to the programme were not considered. Enrolments and response differed from state to state and from local to urban areas, the Northern and riverine states offering the lowest response (Taiwo, 1982).

The Junior Secondary School in the National Policy was to encourage a high transition from primary to secondary. It has been found that in some states transition

rate was high especially where secondary education was free. The implementation of the Junior Secondary School programmes was uneven across States and party lines. For instance, Introductory Technology which formed an important bedrock of the JSS curriculum has not been introduced in rural areas where there is no electricity. The equipment are either lying idle in schools, or have been stolen or left to the mercy of the elements.

The Senior Secondary School (SSS) were to lead students to core academic courses in Arts and sciences with stronger emphasis on science. Significantly, data have not been available regarding enrolment in Science and Arts. The poor teaching and learning of science subjects in secondary schools have been pointed out by researchers. (Akrofi, 1986:22) and have been attributed to inadequate science teachers, lack of science equipment and laboratories and underfunding of science programmes. The implication of this state of low science student output is that universities cannot meet the mandatory 60:40 ratio of admission of science and humanities students into Universities. Educationists and University administrations have observed with increasing concern about the shortfalls in admission of science students to university programmes across the country. Nwadiani noted that:

> the humanities/science admission ratios for 1983-1984, 1984-1985, 1985-1986 and 1986-1987 were 54 to 46; 55 to 45; 60 to 40; 54 to 46 respectively (Nwadiani 1992:94)

If the shortfalls of science bound students are to be reversed there is need to go back to the planning table and work out the requirements for the revival of science education at the lowest level of our educational system. Science and technology are critical areas of need for national development.

Conclusion

This study addressed the problems which our different educational policies and programmes have faced at the various stages. The failures of our well conceived policies have been due to lack of planning. Facts are not available to guide planning and execution. Whatever is the nature of the educational programme and the social and political motives that inform them, it seems to me that government, in order to succeed, should heed the wise counsel of the Holy Writ:

> If anyone of you decides to build a tower, will he not first sit down and calculate the outlay to see if he has enough money to complete the project? He will do that then not being able to complete the work... (Luke 14:29).

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Vandana Chakraborti

Curriculum Development for Refresher Courses in Adult Continuing Education, Extension and Field Outreach

The Expert Committee on Adult and Continuing Education constituted by UGC has recommended that several Departments of Adult Continuing Education, Extension and Field Outreach, who are in the third phase, should conduct refresher courses for lecturers/project officers of these departments. It is expected that each of these refresher courses offered by different departments/centres in the universities will have their own focus depending upon their strengths. However, there is need for a curriculum with common core elements: with room for diversity to reflect the comparative advantage of different centres. There is a need to discuss in detail and identify "common core" elements. It is extremely important that refresher courses conducted by various departments/centres situated all over the country have a unity of purpose by following core curriculum directed by the objectives of the programme and covering the basic elements of continuing education, adult literacy, population education, extension and field outreach programmes, but at the same time, leaving room for each centre to include such other elements that would reflect its comparative advantage. It is important that everyone who completes the refresher course should have a certain core of knowledge no matter in which department/centre she/he is trained.

Continuing Education

The Hamburg Declaration on Adult Learning (July 1997) rightly points out that if humanity is to survive and to meet the challenges of the future, informed and effective participation of men and women in every sphere of life is needed. Adult Education is viewed as both a consequence of an active citizenship and a condition of full participation in society. It is seen more as a right and a key to the twenty first centuries. "Adult learning encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory and practice based approaches are recognized, (Hamburg Declaration on Adult Learning 1997).

UGC 1X Plan Guidelines for Adult Continuing Education, Extension Work and Field Outreach (ACEEFO) have envisaged the important role of change agents for the Departments/Centres of ACEEFO. The guidelines have mentioned two types of continuing education courses.

(i)   Continuing education for those who have had the benefit of university education but need to return to the university either for updating knowledge or skills or acquiring new skills. These could include groups already employed, who need to improve their employability. The courses could be short-term diploma/certificate courses.

(ii)   Continuing education courses for those who would not normally be entrants to the university. The courses for this group could include skill based income generating courses, awareness based courses, individual interest promotion courses, equivalency programmes and quality of life improvement courses. They could also include entrepreneurship courses or training for grass-root workers and activists.

Proficiencies to be developed by staff of department/centres of ACEEFO

(i)   Choosing a clientate

(ii)   Conducting need survey

(iii)   Curriculum development for specific courses

(iv)   Developing resource lists

(v)   Certification of courses

(vi)   Monitoring and evaluation of courses.

While developing these proficiencies many related issues such as improvement of accessibility and quality of courses, participatory curriculum development, stimulating and sustaining interest of the clients, promoting gender-sensitive approaches, effective feed-back and openness for change etc. have to be dealt with.

Literacy

The UGC IX Plan Guidelines of ACEEFO (1997) point out that there are 224 universities and 8631 colleges in India catering to 6.4 million people out of over 900 million people of the country. At the other end of the spectrum are large masses of people who are deprived of any tangible benefits of the educational system. India's literacy stands at a poor 52 per cent and female literacy at 40 per cent. It is necessary to understand the relationship of literacy with development and the responsibility of institutions of higher education in developing programmes for the total population related to the socio-economic development of the country.

The Departments/Centres may participate in the literacy programme at various levels. The college and university students can participate in the Total Literacy Campaigns by taking up activities such as survey, environment building, teaching learning, etc. under the supervision of their teachers. The staff of Departments/Centres of ACEEFO can assist in monitoring and evaluation of the programme. In fact, several Departments/Centres all over the country are presently taking up various responsibilities in the TLC of their District. Several of them have conducted external and concurrent evaluation of the literacy and post literacy campaigns.

Proficiencies that need to be developed are:

(i) Survey

(ii) Environment building

(iii) Teaching learning

(iv) Monitoring

(v) Evaluation

(vi) A thorough understanding of the schemes in the area of literacy.

While doing this, several emerging issues have to be dealt with such as supervision and monitoring of the students and the learners, out-of-pocket expenses of teachers/students, net-working with government and NGOs, relationship with ZSS, DAEO etc.,

Extension Work and Field Outreach

According to the UGC's IX Plan Guidelines for ACEEFO (1997), the departments/centres should function as focal agencies who would initiate and facilitate extension programmes, in academic departments. All the departments should have, in their academic courses, an element of extension. Thus, subjects such as Sociology, Psychology, Geography, Physics, Chemistry, Botany, Pharmacy, Home Science, etc., should have elements of extension in each. Further, students should also get an opportunity to participate in the community outreach activities of the universities and colleges which include responsibility to reach out to the society, whether it be specific disadvantaged groups (eg. bonded labour, child workers, street children etc.) or geographical community such as urban slum or a village.

Proficiencies to be developed are:

(i) Survey

(ii) Identification of problems and issues

(iii) Community organisation

(iv) Networking

(v) Problem solving

(vi) Social action

The aim of the refresher course is not to develop the department staff into community organizers or social activists, but to introduce them to the above concepts. These could be dealt with more elaborately in theme based refresher courses.

Population Education

The UGC initiated population education activities through Population Education Clubs (PECs) in colleges in 1983. This was done to create awareness regarding various population issues among college students and through them in the commu-

nity. The task of training, monitoring and evaluation of these clubs lies with the departments/centres of ACEEFO. It is therefore, necessary that the staff of the department/centres acquaint themselves with population issues. This is particularly important in the light of the recommendations of the International Conference on Population and Development (ICPD), held in Cairo in 1994. In view of the paradigm shift recommended in the plan of action of ICPD, 1994, all those connected with population education programmes must re-orient themselves so that changes can be brought about in the content of activities conducted by PECs.

Knowledge to be imparted in the following areas are:

(i)   ICPD Recommendations and Plan of Action

(ii) Concepts of reproductive health, gender issues, AIDS, drug abuse, environment issues, population and development issues and quality of life issues.

Net Working

The nature of work of these departments of ACEEFO calls for extensive networking with Government bodies and NGOs. As a result, the staff must have adequate skills in oral and written communication in conducting meetings and keeping minutes etc. They must also have adequate knowledge about the agencies with which they need to network. The most common amongst these will perhaps be NLMA, SLMA, ZSS, DAEO, SRC, ICSSR, Rural Development department of the Government of India, Department of Women and Child Development, Zilla Parishad and Municipal Corporation etc. The department must be acquainted with the work of local NGOs. The schemes of TLC, PLC, CE, TRYCEM and DWACRA are relevant to the department's activities and should be known to the staff.

Research

There is a need to develop skills in research. Representatives of UGC Standing Committee on Adult Continuing Education visited various Departments/Centres all over the country in 1997 and found that the staff of these departments needed to improve their research skills. The departments generate a lot of useful primary data which remains unused and scattered.

The following proficiencies to be developed in the staff are:

(i)   Conducting surveys and procuring a data-base on the community/locality in which programmes are concentrated.

(ii) Identification of training needs

(iii) Impact studies

(iv) Evaluation studies

(v)   Process documentation of various activities

The staff should also be trained in writing research proposals to be forwarded to funding organisations.

Management

The multifarious activities to be conducted by departments/centres for ACEEFO can lead to chaos, confusion and loss of direction unless they are properly managed. Some training in the following management skills will certainly be useful for the staff.

(i)   Planning (including identifying goals, setting objectives to reach the goals, devising logical, goal-directed programme structures).

(ii) Organising (including assigning responsibilities and delegating authority).

(iii) Staffing (selecting and appropriate training of persons involved in the various activities).

(iv) Budgeting

(v)   Supervising

(vi) Monitoring

(vii) To make sure that work is progressive as per plans and specifying corrective action in the event of failure to achieve objectives.

Apart from the seven areas mentioned above, there is a need to know the international events taking place in this field and develop an international perspective. If possible, an opportunity must be given for training in computers and use of internet. Both university and college guidelines of UGC (IXth Plan) must be discussed in detail. During the refresher courses some time must be allotted for observation visits to the field. The entire training programme must be participatory and interactive. The participants must also be given ample opportunity to learn from each other.

Jasraj Kaur
Amrit Kaur

TV Viewing Behaviour of Illiterate and Neo-Literate Rural Adults of Punjab

Mass media play a vital role in development. In fact mass media and the process of development have an interactive effect on each other. On one hand, mass media influences development and on the other, development especially technological, facilitates the use of mass media. Among the mass media, TV is the most widely used medium. With the launching of the Satellite Instructional Television Experiment (SITE) in 1975, a wide variety of programme for adults were started which aimed at promoting family planning, improving agriculture, improving health and hygiene in rural areas and develop occupational skills among them. Since then, numerous programme are telecast which cater to the personal, economic, social and political needs of rural adults. It has thus become very important to examine the programmes viewed by rural adults, their preferences for different programmes, preferred day for viewing TV, viewing time per day and other aspects of their TV viewing behaviour. In view of this, the present study was designed to compare the TV viewing behaviour of rural illiterate and neo-literate adults of Punjab. The study is confined to rural adults because there are a wide variety of TV programmes telecast by Jalandhar Doordarshan. The Jalandhar station of Doordarshan started functioning in 1973 and it telecasts programmes on agriculture, health and hygiene, environmental pollution, sanitation, family planning and problems of old age. These programmes are very popular among rural adults. None of the investigators who have tried to find out the TV viewing behaviour of adults (Since, 1971; Sadamte, 1975; Sadamte and Sinha, 1979; Reddy, 1986; Joshi and Laharia, 1992; Rao, 1992; Tiwari, Singh and Rath, 1997) has compared the TV viewing behaviour of illiterate and neo-literate adults. Singh (1971) studied the factors which influence the viewing behaviour of the farmers towards agricultural programmes on television in Delhi villages. Sadamte (1975) found that viewing behaviour of the farmers significantly correlated with their social participation, media exposure, localite, cosmopolitaness and their attitude towards TV. Sadamte and Sinha (1979) explored the Krishi Darshan viewing behaviour of farmers and information comparison of television with other sources of farm information. Reddy (1986) conducted a study on Doordarshan viewing behaviour of farmers in Mahbubnagar. Andhra Pradesh. Thomas and Tiwari (1986) studied the TV viewing behaviour of urban women of Baroda city by taking a sample of 115 families. They tried to find out the programme preferences of the urban women and their relative preference for movies, plays, documentary, quiz programmes, dance programmes and talks and discussions. They found that all the

respondents preferred entertainment programmes. Joshi and Laharia (1992) studied the farm telecast viewing behaviour of farmers. Rao (1992), by taking a sample of 250 (162 male. 88 female) rural adults from five selected villages of Pune region in Maharashtra, studied the frequency of viewing TV, relationship of TV viewing with economic status of the viewers, preferred programmes and difference between the viewing behaviour of male and female adults. Tiwari, Singh and Rath (1997) by selecting a sample of 55 viewers from two villages of Bareilly district of Uttar Pradesh studied the opinion of villagers regarding the 'chaupal' programme in relation to their socio-economic status and viewing frequency. The present study is designed to compare the TV viewing behaviour of illiterate and neo-literate adults.

Methodology

Sample

The sample includes 400 rural adults of Punjab, 200 illiterates (100 male and 100 female) and 200 neo-literates (100 males and 100 females) randomly selected from two districts of Punjab, namely Faridkot and Hoshiarpur.

Tools

Questionnaire for 'Assessing the TV viewing Behaviour of Rural Adults and Socio-economic Status Scale' was used to equate illiterate and neo-literate adults.

Statistical Analysis

Chi square test was used to compare the responses of illiterate and neo-literate adults.

Results and Discussion

Modalities of TV Viewed by the Adults

Among the illiterate rural adults 15 per cent were using large black and white TV, 55 per cent were using small black and white TV, 23 per cent were using small colour TV and 7 per cent were using large colour TV. Among the neo-literates, the corresponding figures for using large black and white, small black and white, small colour and large colour TV were 15, 56, 21 and 8 per cent respectively.

Forty nine per cent of both illiterates and neo-literates were viewing TV at home, 35 per cent of both illiterate and neo-literate adults were viewing TV in neighbour's houses, 8 per cent of illiterates and 7 per cent of neo-literates were watching TV at Panchayat Ghar and 8 per cent of illiterates and 9 per cent of neo-literates were watching TV in shops. This shows that illiterates and neo-literates were viewing TV at quite similar places.

TV Viewing Time Per Day

In the case of male adults 45 per cent of illiterates and 57 per cent of neo-literates were viewing TV for two hours or less, whereas 55 per cent of illiterates and 43 per cent of neo-literates were viewing TV for more than two hours. No statistically significant difference was found in the TV viewing time per day of illiterate and neo-literate males ($x^2 = 2.86$).

Among the female adults, 51 per cent of illiterates and 55 per cent of neo-literates were viewing TV for two hours or less whereas 49 per cent of illiterates and 45 per cent of neo-literates were viewing TV for more than two hours. No significant difference was found between illiterate and neo-literate females regarding the TV viewing time per day ($x^2 = 0.34$).

When the data for males and females were combined it was found that 48 per cent of illiterates and 56 per cent of neo-literates were viewing TV for two hours or less whereas 52 per cent illiterates and 44 per cent neo-literates were viewing TV for more than two hours. No statistically significant difference was found in the TV viewing time per day of illiterates and neo-literates ($x^2 = 1.28$). The average TV viewing time per day for both groups was about 2 hours and 20 minutes i.e. about 16 hours per week. It is worth mentioning that as reported by Deeson (1987) an average Briton spends 25 hours a week in front of the TV set and as reported by Comstock (1991) in U.S.A. male and female adults spend 29 hours and 34 hours respectively and younger adults view TV for about 1« hour less than the older adults. In a later study Comstock (1993) reported that TV viewing in United States has always been inversely associated with socio-economic status.

Time Most Preferred to Watch TV

In the case of both illiterates and neo-literates, males preferred evenings and females preferred afternoons whereas morning was the least preferred time for both the groups. No statistically significant difference existed in the percentage of illiterates and neo-literate adults preferring morning ($x^2 = 0.38$), afternoon ($x^2 = 0.14$) or evening ($x^2 = 0.00$) to watch TV.

Most Preferred Day for Viewing TV

In the case of both illiterate and neo-literate adults, Thursday was the most preferred day for viewing TV which was followed in descending order by Sunday and Saturday. While comparing the most preferred day for viewing TV for illiterate and neo-literate adults, no statistically significant difference was found between illiterates and neo-literates regarding any of the days of the week i.e.

Monday   Tuesday Wednesday Thursday   Friday   Saturday   Sunday

($x^2 = 0.10$) ($x^2 = 0.40$) ($x^2=0.14$) ($x^2=0.12$) ($x^2 = 0.04$) ($x^2 = 0.00$) ($x^2 = 0.00$)

This means that no difference existed between illiterates and neo-literates regarding the preferred days for viewing TV.

Most Preferred TV Programme

In the case of illiterate adults the most preferred programme was historical (22%) which was followed by entertainment (20%), advertisements (13%), religious (12%) news (7%), sports (6%), `Krishi Darshan' (6%), cultural (5%), `Mera Pind Mere Khet' (4%), educational (3%), and `Miti Di Mahak' (2%). The corresponding percentages for the adults were 18,17,6,8,13,7,4,7,5,12 and 3 respectively. Thus, in the case of both illiterate and neo-literate adults the most preferred TV programme was historical followed by entertainment. As reported earlier, Thomas and Tiwari (1986), on their sample of urban women, has found that for all their respondents, the most preferred programme was entertainment.

On comparing the most preferred programme by illiterate and neo-literate adults no statistically significant difference was found regarding any of the programmes i.e. historical ($x^2 = 0.40$), entertainment ($x^2 = 0.24$), advertisements ($x^2 = 2.58$), religious ($x^2 = 0.80$), News ($x^2 = 1.80$), sports ($x^2 = 0.06$), `Krishi Darshan' ($x^2 = 0.40$), cultural ($x^2 = 0.32$), `Mera Pind Mere Khet' ($x^2 = 0.10$), educational ($x^2 = 2.70$) and `Miti Di Mahak' ($x^2 = 0.20$).

Responsiveness of Illiterate and Neo-literate Adults to Various Questions Asked in the TV Programmes

Among the illiterate adults, 10 per cent males and 5 per cent females were sending responses to various questions asked in TV programmes. Among the neo-literate adults, 70 per cent males and 15 per cent females were sending responses to these questions. Among the males, more neo-literate than illiterate adults were sending responses ($x^2 = 45.00$, $p < 0.01$) and in the case of females also, more neo-literates than illiterates wee responding to various questions asked during TV programmes ($x^2 = 5.00$, $p < 0.05$). In the combined group of males and females also, more neo-literates (85%) than illiterates (15%) were sending responses to various questions ($x^2 = 49.00$, $p < 0.01$). This finding is quite logical because literacy skills help the neo-literates to communicate in the written form.

Areas of Utility of Knowledge Gained Through TV Programmes

In the case of illiterate adults, the most commonly mentioned area of application of knowledge was personal life (70%), followed by economic betterment (60%). In the case of neo-literate adults, the most commonly mentioned area of use of knowledge was social welfare (95%), followed by improvement in family conditions (40%). Areas mentioned more frequently by illiterates than neo-literates adults were personal life and economic prosperity, the chi-square values being 16.00 ($p < 0.01$) and 6.00 ($p < 0.01$) respectively, whereas social welfare was indicated more frequently by neo-literates than illiterates ($x^2 = 49.78$, $p < 0.01$). No statistically signifi-

cant difference was found between illiterates and neo-literates regarding the use of knowledge gained through TV programmes for the betterment of family ($x^2 = 1.12$).

Motivating others to view TV Programmes

More neo-literates (75%) than illiterates (25%) indicated that they had motivated others to view TV programmes ($x^2 = 50.00$, $p < 0.01$). More neo-literates than illiterates were providing motivation for viewing TV to children ($x^2 = 8.76$, $p < 0.01$) and younger adults ($x^2 = 15.00$, $p < 0.01$). No statistically significant difference was found in the percentage of illiterates and neo-literates adults in providing motivation to older adults ($x^2 = 1.66$).

The most frequently given reason while motivating others to watch TV in the case of illiterate adults was entertainment (11%), followed by description of developmental plans (10%) and miscellaneous reasons (4%). In the case of neo-literate adults the most common reason given was developmental plans (40%), followed by entertainment (23.5%) and miscellaneous (11.5%). Thus, while motivating others to watch TV more neo-literates than illiterates gave the following two reasons __ developmental plans ($x^2 = 18.00$, $p < 0.01$) and entertainment ($x^2 = 4.52$, $p < 0.05$).

Persons with whom Illiterate and Neo-literate Adults Like to Watch TV Programmes

More illiterate than neo-literate adults liked to view TV programmes alone ($x^2 = 17.52$, $p < 0.01$), whereas more neo-literates than illiterates wanted to view TV programmes with their family members ($x^2 = 18.00$, $p < 0.01$). No statistically significant differences were found between illiterates and neo-literates regarding their desire to watch TV programmes with their spouse ($x^2 = 2.28$) and friends ($x^2 = 0.28$).

Conclusions

It may be concluded that (i) there is no difference in the modalities of TV being viewed by illiterate and neo-literate rural adults; (ii) there is no difference between illiterate and neo-literate adults regarding the place where they view TV; (iii) for both males and females there is no difference between illiterate and neo-literate adults pertaining to TV viewing time per day, most preferred day and most preferred time to view TV; (iv) for both illiterates and neo-literates the most preferred programme is historical, followed by entertainment; (v) male and female neo-literates send responses to questions asked in the TV programmes more frequently than their illiterate counterparts; (vi) for illiterates, the most commonly mentioned area of use of knowledge gained from TV is personal life, which, for neo-literates is social welfare; (vii) as areas of utility of knowledge gained through TV, illiterates mention more frequently than the neo-literates the area of personal life and economic prosperity, whereas social welfare is indicated more often by the neo-literates than literates; (viii) more neo-literates than illiterates motivate others to view TV

programme; and (ix) illiterates like to view TV alone whereas the neo-literates like to view TV in the company of members of the family.

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M. Selvam

Dropout of Distance Learners: A Case Study

Distance Education System (DES) has revolutionised the present mode of education. The growing population of a country demands a system of education which brings the learning to the door steps of the learners. As a result, the major percentage of the population living in remote areas, working in the offices and involved in business and agriculture gets benefitted. The credit for undertaking the experiment of conducting correspondence courses fo the first time in India goes to the University of Delhi (1962). At the close of 1983, there were 29 institutions offering education through the distance /open mode. The Hand Book of Distance Education (1986) prepared by the Association of Indian Universities reveals that there were 46 institutions, including 5 Agricultural Universities and 2 Science and Technology Universities, offering correspondence/open education. As on date, there are seven open universities of which one is at the national level (IGNOU, New Delhi) and others are state level universities (Andra Pradesh, Rajasthan, Maharashtra, Gujarat, Bihar and Madhya Pradesh). In addition to this, 49 formal education institutions have correspondence/open education units.

A Brief History of Centre for Distance Education

The Bharathidasan University was established in February 1982 under an Act of the Government of Tamil Nadu as an affiliating University. It was recognised by the University Grants Commission in 1985. It is a member of the Association of Indian Universities. The Centre for Distance Education. (CDE), Bharathidasan University, established in 1992 offers several professional, undergraduate and post-graduate courses at different PCP centres all over the southern states.

Problems of Learners

The DES is operated with the help of four actors (Institutions, Learners, Public and Government). Each actor may have its own problems and these problems may vary from actor to actor. This study seeks to identify the problems encountered by the most significant actor of the DES namely the LEARNER. The learners are responsible for the existence of the system. Hence, their point of view contributes substantially to the successful operation of the DES in the country. As consumers, their appraisal of the system's output is valid. In terms of input, they contribute their time, cost/fee etc., Therefore, it is apparent that the success of DES is synchronised with the satisfaction of the learners by solving their problems

related to the learning process. In this study, one of the serious problems prevailing in the DES is identified as the dropout of learners.

A higher incidence of dropout rate is observed in the DES than in the formal education system. The term "dropout" means different things to different people. Considering the question of students' dropout at the global level, educationists have identified the following factors to determine the concept.

1. **Non - Completion of Final Registration:** Student did not complete final year registration.

2. **Withdrawal Rate:** Students registered but did not sit in the term-end examinations.

3. **Failure Rate:** Students sat at the term-end examinations, but did not gain a course credit.

4. **Overall Wastage Rate:** It included both withdrawal and failure.

Statement of the problem

The dropout problem is faced by almost all Distance Education Institutions. This results in a huge wastage of money, time and efforts. The dropout pattern can be explained as a tug-of-war between certain push factors which force the learners to leave the DES, and certain pull factors which lead them to enroll. The present study aims to identify the factors which are responsible for learners dropout form DES, so that, appropriate steps can be taken to reduce the number of dropouts in future.

Hypothesis of the Study:

Distance learners are different by their age, income, sex, occupation and social status. Hence, their perception of DES will also be different. In the light of the above observation, the hypothesis of the study is that the six of learners and status of Course are independent of the factors which influence the dropout of learners from the Distance Education System.

Methodology of the Study:

The Centre for Distance Education, Bharathidasan University, was taken as the subject of the study. In order to collect primary data from the learners through questionnaire, they were classified on the basis of sex and status of Course. From the available list of candidates who dropped from CDE, about 150 learners giving equal representation for sex and status of Course were chosen. The questionnaire, after pre-testing and pilot study, was mailed to them. 100 completed questionaries were taken into account for further analysis of the study. The learners who dropped

out from the CDE, during the academic year 1996-97, were covered in this study.

Many studies have been conducted to identify the reasons for large scale dropouts from the DES. However, theses studies have not given concrete ideas to solve this problem. The views of experts and researchers in the field of Distance Education need to be given here to understand the various factors responsible for dropout of distance learners from the DES.

Woodly[1] et al. (1983) enumerates the reasons for some students succeding while others dropping out from DES. The author acknowledged the complex interplay of push and pull factors for the dropout level. The push factors encourage the students to continue while pull factors lead them to withdraw. The following are the push and pull factors identified.

Push Factors	Pull Factors
– Wants a degree to get promotion	–Wants to spend more time with family.
– Likes to finish something which was started.	–Course is very difficult.
– Very much interested in the Course	–Fees are high.
– Spouse is very much encouraging to continue.	–Course does not have tutor facility.
– Allowed time -off for summer school	–P/T degree course available near by.

Mani's[2] study identifies the following eight factors responsible for dropout from DES in the University of Madras.

- Family circumstances
- Late despatch of lessons
- Lack of proper guidance
- No library facility
- Transfer to other place
- High fee rate
- No academic help, and
- Lack of variety of teaching methods.

Murali[3] (1993) found that the reasons for dropping out from the DES in the University of Madras based on a survey conducted among women respondents, are as follows:

- Marriage
- Ill -health

– Less retentive power in studies

– Poor concentration power

– Promotion in job leading to more work,

– Husband disagrees with continuing the studies

– Burden of work at home

– Unable to attend the seminar, class, and

– Unable to get enough teaching work

The above select studies are useful to understand the background of learners who had dropped out from the DES and also the various factors responsible for such dropout. The findings of the above studies are used as models for this study.

All the factors that are identified for the present study are classified under the following seven major heads:

1. Psychological Factors

2. Family Factors

3. Social Factors

4. Occupational Factors

5. Health Factors

6. Educational Factors, and

7. Institutional Factors

Each major head of factors responsible for learners' dropout from distance education, can further be classified below as revealed from the responses of learners. Accordingly, the psychological factors include the sub-factors namely, 'no intention for further study', 'less retention/memory power', 'inferiority complex' and 'teasing by others'. In the case of family factors, it could further be classified as 'more time required for the care of children', 'other kinds of commitments to the family', 'heavy family expenditure', 'scarcity of money/poor income' and 'no motivation from family'.

The various sub-divisions of social factors are: 'family restriction', 'marriage', 'non co-operation of spouse', 'objection by family members and 'objection by relatives'. The occupational group of factors includes 'heavy office work', job and promotional opportunities', 'transfer from one post to another', 'transfer from one place to another' and 'assignment of additional responsibility. The sub-factors of 'physical handicap', 'personal ill-health', 'children's ill health and elders' ill-health are included under health factors.

Educational factors include 'high standard of syllabus', 'no library facility', 'lack of comprehension of the subject', 'lack of job orientation', 'no facility to discuss the subject with peers' and 'difficult examination system, while the insti-

Table - The factors Responsible for Learners Dropout (Based on Sex and Status of Course)

Sl. No.	Particulars	Positive Respondents						Ranks	
		Sex			Status of Course			For Each Group	For Total
		Male	Female	Total	U.G.	P.G.	Total		
1	2	3	4	5	6	7	8	9	10
I.	**Psychological Factors**								
1.	Less retention/memory power	39	35	74	30	49	74	1	2
2.	Inferiority complex	34	30	64	29	35	64	2	3
3.	No intention for further study	25	35	60	24	36	60	3	7
4.	Teasing by others	20	35	55	25	30	55	4	8
II.	**Family factors**								
5.	Heavy commitments to the family	40	42	82	40	42	82	1	1
6.	No motivation from family	23	38	61	32	29	61	2	6
7.	Heavy family expenditure	20	25	45	22	23	45	3	11
8.	Scarcity of money/poor income	22	20	42	21	21	42	4	13
9.	More time required for the care of children	10	29	39	19	20	39	5	14
III.	**Social Factors**								
10.	Family restruction	19	24	43	18	25	43	1	12
11.	Marriage	17	20	37	17	20	37	2	15
12.	Objection by family members	11	20	31	20	11	31	3	18
13.	Non co-operation of spouse	10	16	26	16	10	26	4	19
14.	Objection by relative	8	10	18	8	10	18	5	22

Contd...

1	2	3	4	5	6	7	8	9	10
IV.	**Occupational Factors**								
15.	Lack of promotional opportunity	30	22	52	20	32	52	1	9
16.	Assignment of additional responsibility	17	25	42	20	22	42	2	13
17.	Heavy office work	19	20	39	18	21	39	3	14
18.	Transfer from one post to another	16	21	37	26	11	37	4	15
19.	Transfer from one place to another	11	22	33	20	13	33	5	16
V.	**Health Factors**								
20.	Elder's ill – health	15	17	32	12	20	32	1	17
21.	Children's ill – health	20	11	31	15	16	31	2	18
22.	Personal ill – health	12	10	22	10	12	22	3	21
23.	Physical handicap	4	8	12	5	7	12	4	23
VI.	**Educational Factors**								
24.	High standard of syllabus	33	31	64	30	34	64	1	3
25.	Difficult exam system	39	23	62	30	32	62	2	5
26.	No library facility	30	31	61	29	32	61	3	6
27.	Lack of comprehension of the subject	22	30	52	32	20	52	4	9
28.	Lack of job - orientation	24	22	46	22	24	46	5	10
29.	No facility to discuss the subject with peers.	22	20	42	21	21	42	6	13

Contd

1	2	3	4	5	6	7	8	9	10
VII. Institutional Factors									
30.	Delay in the despatch of study materials	38	25	63	31	32	63	1	4
31.	High tuition fee	14	18	32	17	15	32	2	17
32.	No proper response to personal enquiry	15	16	31	20	11	31	3	18
33.	Improper public relation of officials	15	10	25	10	15	25	4	20
34.	Non-despatch of study materials	5	7	12	7	5	12	5	23

Source: Primary data

Note: 1) - x^2 Value for sex: 36.428, df: 33, Accept N.H.

Note: 2) - x^2 value for status of course: 32.033, df: 33, Accept N.H.

Note: 3) - Since df >30, $2x^2$ - 2 v-1 is used as N (0,1)

tutional factors consist of 'delay in the despatch of study materials', 'non-despatch of study materials', 'no proper response to personal enquiry', 'no proper response to written communication', 'improper public relations of officials' and 'high tuition fee'.

Analysis of Factors Responsible for Learners' Dropout:

Table on next page shows the various factors responsible for learners' dropout from DES. The following interpretation is made on the basis of the responses from learners of both sexes. There are 34 factors identified under seven heads. All of them, in one way or other, are responsible for learners' dropout from CDE. They are rearranged in the above table according to the rank order for each group.

As far as psychological factors are concerned, 'less retention/memory power' ranks first with 74 respondents, while 'teasing by others' ranks fourth with 55 respondents. In the case of family factors 'heavy commitments to the family' occupies the first place (82), while 'more time required for the care of children' occupies the last place (39).

With reference to social factors, the top ranking factor is 'family restriction' (43) while the low ranking factor is 'objection by relatives' (18). In the occupational group of factors, 'lack of promotional opportunity' gets first rank with 52 respondents while 'transfer from one place to another' gets last rank from 33 respondents.

Dropping out on health grounds is an important factor. The above Table reveals that 32 respondents cite 'elders ill health' as a serious factor forcing them to dropout, while for 12 respondents 'physical handicap' is the reason for dropping out. Among the educational group of factors, the first and the least ranking factors are : 'high standard of syllabus' and 'no facility to discuss the subject with peers, respectively. Among the institutional group of factors, 'delay in the despatch of study materials' is stated to have affected 63 respondents, while 'non-despatch of study materials' is stated to be the reason for dropping out by 12 respondents.

An overall analysis of the above Table reveals that of the 34 factors, the top most one is 'heavy commitments to the family' and this is followed by sub-factors like 'less retention/memory power', 'inferiority complex' and 'delay in despatch of study materials'. On the other hand, factors which affected less number of learners in their study are 'Physical handicap' and 'non-despatch of study materials'.

In order to solve the serious problem of 'heavy commitments to the family', the following solution may be feasible. Members of the learners' family may come to their rescue by lessening the burden of work and also by extending the necessary support. The second and third ranking problems i.e, 'less retention/memory power' and 'inferiority complex' are of a psychological nature. Hence they can be solved only by offering psychological training to the learners.

The fourth serious problem, viz., 'delay in the despatch of study materials' is concerned with institutional group of factors for which the solution rests with the CDE. The management of CDE has to ensure the despatch of materials in time to the learners. Similarly the fifth serious problem is 'difficult examination system' coming under the educational group of factors for which defects in the Indian educational/examination system is to be blamed. This could be rectified through serious discussion by academic experts and educational administrators.

Testing of Hypothesis:

The above Table reveals that the calculated value is less than 1.96 (after normal approximation) and therefore we accept both Null Hypotheses. Therefore, it is concluded that both sex and status of Course (under-graduate or post-graduate) are independent of the factors which influence the dropout of learners from Distance Education System.

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Pratibha Tewari

Involvement of Females in Decision Making Process in Rural Sector of Parts of Thar Desert

The world economic profile reveals that women represent 50 per cent of world's population, 30 per cent of official labour force and perform 60 per cent of all working hours. They receive 10 per cent of the world's income and own less than one per cent of the world's property (Devadas and Rajgopal, 1993). In India, rural women form an essential part of the mainstream agricultural production. According to an estimate, 83 per cent of women in labour force participate in agricultural operation including animal husbandry and allied activities, thus contributing substantially to family and as well as national economy (Jain and Shukla, 1988).

In India, female literacy rate is only 39.19 per cent as compared to 64.02 per cent for the male population (Chauhan, 1996). The scenario of female literacy in *Thar* desert region of Rajasthan (which includes 12 arid districts of western Rajasthan viz., Ganganagar, Hanunamgarh, Bikaner, Churu, Jhunjunu, Sikar, Jaisalmer, Jodhpur, Nagour, Pali, Barmer and Jalore) is still more gloomy. As per the 1991 census records, the over all literacy rate in this part of the country is amongst the lowest bracket (Tewari 1997a). Of the total population (aged 7 and above) of the region, the literacy rate across all the twelve districts worked out to be 35.78 per cent. The literacy rate of the male population was 52.24 per cent and that of the female population was only 17.70 per cent. The situation of literacy rate in rural sector of the region is pathetic. The overall literacy rate of the rural population was worked out to be 29.45 per cent, the male and female literacy rates being 45.14 per cent and 10.69 per cent, respectively. The very low level of female literacy, coupled with low level of skills, lead to low level of employment and low wages. Consequently, their economic status gets lowered, affecting their general status, and thus, they get pushed behind in the process of participation in decision making, which is an unavoidable feature of family management, which ultimately determines its quality. (Mohanty and Samantaray, 1997).

While dealing with the nebulous subject of rural women in decision making process in family management, Sharma and Singh (1970) and Mohanty and Samantaray (1997) found that women assume some role of responsibility in those decisions which are economically less important and with which they are physically attached. The *Thar* desert region of western Rajasthan is composed of closed

societies, and conservatism and tradition strongly prevent womens' educational and economical development (Tewari, 1997 a). The gender identification of 'male' and 'female' work as strong impediment to female participation in vital family management process. The present paper, which is based on case studies of two villages in parts of the *Thar* desert region of Rajasthan, attempts to examine the involvement of rural folk in making crucial and essential decisions in the process of family management in such tradition bound closed societies.

Methodology

Two villages, viz., 'Doli' and 'Jhanwar' (Jodhpur district) were selected for the study. Both the villages were located in south-west of Jodhpur city the former at a distance of 14 km and the later at 18 km. 120 married farm women (47 from village Doli and 73 from village Jhanwar) formed the sample. This sample was selected "through probability proportional to size" method. Ten per cent households were surveyed in each village.

A suitable schedule was developed to survey the quantum of involvement of males, females, or both in households in the context of decision making process to manage the family affairs. Pre-testing of the schedule was carried out by administering it on 20 per cent participants. It was observed while protesting, that though hundreds of decisions are taken in day to day family management process, there are five major activities which have great impact on overall family management. These five activities constitute two types of decision making patterns, viz., crucial and essential decisions. The crucial decisions as categorised by participants were: sale and purchase of property, gold and other valuables, and marriages of children. Education of children, sale and purchase of livestock and farming related materials, and distribution of food, milk, etc., amongst family members were categorised as essential decisions. The schedule was revised accordingly for executing the survey involving all the 120 participants. The survey was conducted in such a way that all the caste groups living in the selected villages get proportionate representation so as to exclude any caste bias in data collection. As the majority of respondents were illiterate, the schedule was administered through interview procedure where all the freedom was given to respondents to express the quantum of involvement of various decision-makers in the context of identified crucial and essential decisions taken in family management process. The data were analysed by following standard procedures.

Results and Discussion

The data on education level of respondents are summarised in Table 1. The majority of respondents (84.2%) were illiterate; only few respondents were found to be functionally literate (3.3%). Of the remaining respondents (12.5%), 10.8 per cent had the exposure to initial years of schooling and 1.7 per cent were educated upto middle school level. Mohanty and Samantaray (1997) in their study related to

educational status of women and its impact on decision making behaviour found that the level of education of women played a major role as far as their involvement in decision making process in family management activities was concerned.

From the data gathered in the present investigation, it was apparent that the most crucial decision of family management process (i.e. sale and purchase of property, gold and other valuables) was mostly (67.5%) taken by male members in the household (Table 2). However, in some families such decision were jointly taken by the concerned male and older female members. Female members did not play an independent role in such a vital issue.

In the case of marriages of children, another identified crucial decision, the trend of decision making pattern was more or less similar. However, females also shouldered the responsibility of decision making (17.5%) independently to a certain extent in this regard. When the data pertaining to both the crucial decision making patterns was subjected to Chi-square Test, the values were found to be highly significant. This indicated that in socio-economic set up of rural areas of this part of *Thar* desert, male members played dominant role in taking crucial decisions giving very little scope for females to take such decisions independently.

As mentioned earlier, education of children, sale and purchase of livestock and farming related materials, and distribution of food and milk, etc. amongst family members were classified as most essential decisions of family management process by the respondents. Excepting the decision involving distribution of food, milk, etc. amongst family members in which the concerned female members assumed a dominant role (81.7 female were found to be taking these decisions independently), the other essential decisions were taken by male members, and up to some extent jointly by the concerned male and female members. In fact, the distribution of food, milk, etc. amongst family members were non-consequential decisions, and that is why, the decision making process in this respect appeared to be thrust upto the female members. However, the Chi-squire test demonstrated the significant difference among the local of participation of males, females and both, while taking essential decisions. The data clearly reflected that the concerned male members dominated the scene while taking the essential decisions for family management in house holds.

From the ongoing discussion it is discernible that irrespective of types of decisions, male members in rural households of this part of *Thar* desert dominated the process of decision making. The female members in rural households in this part of the country were in fact never empowered to take decisions independently in family management process, even when their work participation rate in agriculture and animal husbandry sectors, which are the mainstay of village population, was as high as 60-70 percent and 80-85 per cent, respectively (Tewari, 1997 b). But their strong role as inner wheel can not be denied in taking crucial as well as essential decisions.

When the responses of literate and illiterate respondents were analysed independently, an altogether different picture emerged (Table 3). A majority of literate respondents (females) equally shared the crucial and essential decision making processes of home management with their male counterparts (except that of essential decision pertaining to distribution of food, milk, etc., amongst family members). When these trends were compared with the responses of illiterate respondents, it was evident that crucial and a majority of essential decisions were taken by concerned male members in households. Illiterate females did not share the decision making process with their male counterparts as found in case of literate females. When the data for each decision was individually subjected to the Chi-square Test, the differences in decision making behavioural pattern between the literate and illiterate groups of respondents were highly significant (except that in case of essential decision related to distribution of food, milk, etc. amongst family member). Essential decisions related to distribution of food, milk, etc. amongst family members, which were in fact in consequential decisions, pre-dominantly taken by concerned female members in households in both the groups of respondents ($X^2 = 0.34$: not significant).

Thapar (1964) described the role of woman in this part of country as : "*She never be independent, her father has authority over her in childhood, her husband has authority over her in youth and in old age her son(s) has (have) authority over her.*" Still today the role of rural woman in this region is no better than what has been described more than three decades back. The deep rooted adherence to social custom, coupled with natural adversities (like inhospitable climate, low productivity of land, etc.) and complex web of ignorance poverty and backwardness in traditionally male dominated social environment appeared to be responsible for inferior status of females in households, which in turn has direct negative impact on participation of concerned female members in decision making process in family management, so vital for family welfare in social, physical, physical, financial and psychological fronts.

The root cause of all these ills lies in very poor literacy rate in rural population in general and female population in particular. This is also substantiated by the fact that when responses of literate and illiterate respondents were analysed independently in the present case, the situation of male and female participation in decision making process was quite different in comparison to the data which was analysed in general. The rate of participation in decision making process in family management literate respondents was significantly better than by illiterate respondents.

Conclusion

The level of income, education, employment, health, social status of the family to which one belongs, the role played by women in the family and community

are certain parameters which reflect the status of women in the society. In fact, the quantum of involvement in decision making process related to family management activities can serve as a better indicator of status of females in households, which in turn determine their status in the society. The poor involvement of concerned female members in decision making process related to family management affairs in rural population of the *Thar* desert region of Rajasthan can be improved by making them literate through suitable adult education programmes. Some special efforts are needed in this direction, especially in this part of the country.

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Table 1 : **Education level of respondents.**

Education Level	Number of respondents	Percentage of respondents
Illiterates	101	84.2
Studied, 1st - 2nd standard	7	5.8
Studied, 3rd - 4th standard	3	2.5
Studied, 5th - 6th standard	3.	2.5
Studied, 7th - 8th standard	2.	1.7
Only functionally literates*	4	3.3

*Only functionally literates refer to those respondents who know reading and upto some extent writing also but, did not attend any formal schooling (Two of them were neo literates).

Table 2 : **Percentage involvement of decision-makers in the process of some crucial and essential decision making in home management activities as perceived by the respondents.**

Decision	Male	Female	Both	X^2
Crucial				19.34***
Sale and purchase of property, gold and other valuables	67.5 (81)	1.7 (2)	30.8 (37)	
Marriages of Children	50.0 (60)	17.5 (21)	32.5 (39)	
Essential				183.66***
Education of Children	66.7 (56)	3.3 (36)	30.3 (28)	
Sale and purchase of livestock and farming related materials #	62.5 (56)	5.0 (36)	32.5 (28)	
Distribution of food, milk, etc. amongst family members	10.8 (56)	81.7 (36)	7.5 (28)	

***Significant at .005 level of *probaility
#Farming related materials refers to seed, fertilisers, minor farm implements, etc. Figures in parentheses indicate absolute number of respondents.

Table 3 : **Percentage involvement of decision-makers in making some important crucial and essential decisions in home management activities as perceived by literate and illiterate respondents independently.**

Decision	Literates			Illiterates			X^2
	Male	Female	Both	Male	Female	Both	
Crucial							
Sale and purchase of property, gold and other valuables	21.1	10.5	68.4	76.2	0.0	23.8	28.59***
Marriages of Children	5.3	21.1	73.6	58.4	6.8	34.7	16.69**
Essential							
Education of Children	15.8	10.5	73.7	76.2	2.0	21.8	26.84***
Sale and purchase of livestock and farming related materials #	15.8	21.1	63.1	71.3	2.0	26.7	26.91***
Distribution of food, milk, etc. amongst family members	10.5	79.0	10.5	10.9	82.2	6.9	0.34NS

*Significant at .005 level of probability; NS= Not significant

Farming related materials refers to seed, fertilisers, minor farm implements, etc.

A.B. Ogunwale
E.A. Laogun

Extension Methods for Dissemination of Improved Farm Practices: A Case Study of Oyo-State Agricultural Development Programme

It is commonly felt that our extension programme has not achieved the desired success in increasing the agricultural production since independence. Although research centres in the country have demonstrated that it is possible to grow high yielding crops by using improved varieties of fertilizers, agro-chemicals, and high plant population, most farmers have been unwilling or unable to adopt the resulting technologies. One of the reasons for low efficiency of our extension service is due to the improper selection and use of different extension methods for extending improved agricultural practices.

Clark and Akinbode (1968) identified both mass media and interpersonal sources of information as means of communication with the rural populace. Lionberger (1960) reported that television could be effectively used in conjunction with group meetings. Jain (1968) and Hussain (1964) concluded that among the extension methods used by block extension personnel, demonstration was the most effective method for dissemination and adoption of improved agricultural practices. While, Kidd (1971) established that mass media sources constituted about 15 per cent of the channels used to reach farmers by extension service in Nigeria.

Extension service constitutes the disseminating or transfer agency, and the farmers constitute the utilization system (Akinbode, 1988). Thus, the job of extension personnel in this context is very complex and crucial. But our knowledge of extension methods being used for disseminating improved farm practices is quite inadequate. In view of this, this study was designed to examine the extension methods being used for disseminating improved farm practices by village extension agents in Nigerian Agricultural Development Programmes.

Methodology

This study was conducted in the Oyo-State Agriculture Development Programme; now merged in Oyo and Osun Agricultural Development Programmes, with their headquarters at Shaki and Iwo respectively. The six zones i.e. Ibadan, Iwo, Osogbo, Ogbomoso, Oyo and Tede were used for data collection.

Since the extension methods already being used by the extension agents in the field were to be studied, an investigative research design was employed. The extension methods were studied in relation to their frequency of use for improved farm practices. Data for the study was collected from village extension agents (VEAs). The training centres of the extension agents and the fortnightly training meeting (FNT) in the six zones were used for administering questionnaires, which were taken home by them and returned during the following fortnightly training meeting. The questionnaires were pre-tested and revised accordingly for actual data collection.

Three-stage simple random sampling technique was used for the selection of extension agents. At the first stage, four areas were selected from each zone at random, and from the selected areas, two blocks were selected randomly. Then, five cells were randomly selected to get village extension agents at cell-levels. In all, 150 extension agents constituted the sample size for the study.

The use of tables showing frequencies and percentages was employed in analysis. A set of scores which represents the frequency of use of various extension methods was subjected to 'Analysis of Variance (ANCVA) Statistical test. It was hypothesised that there was no significant difference in the frequency of use of various extension methods employed by extension agents.

Results and Discussion

The extension workers indicated all the avenues they used for disseminating farm information and technologies to farmers in the programme. The avenues mentioned are presented in Table 1.

The findings revealed that small plot adoption trials (96.67%): farmers' fortnightly training meetings ((95.33%): and Farmers contact programme (87.33%) constituted the three most used avenues for disseminating farm information and improved technologies by extension agents. On-farm adaptive research sites (32.67%): the programme registered farmers (31.33%); Extension drama/playlet (28.00% 0; blackboard news (24.67%); leaflets and folders (18.67%) and fellow-village level workers (15.33%) were used.

Other avenues that were also used for disseminating farm information and technologies (t) farmers included special short training programme (7.00%); programme research workers (4.67%); subject matter specialists (3.33%); and Monthly Technology Review Meeting (2.00%). However, no extension worker indicated the use of the following: media, radio, television, magazine and newspapers as means of disseminating agricultural information and technologies in the programme.

The extension workers were further asked to indicate various communication channels with farmers. Their responses were collated and tabulated in Table 2. It is

apparent that small plot adoption trials (98.00%): Visits to farms and homes (97.33%); farmers training meetings (90.37%); group meetings of farmers (66.00%); and face-to-face contact (82.00%) were the most frequently used channels of communication with the farmers.

Field trips and visits (52.00%), came next, followed by farmers' field days and exhibition (26.00%); blackboard news (24.00%); publications such as posters. bulletins and pamphlets (19.33%); extension drama/playlet (18.00%); radio broadcasts (12.00%) and television programmes (8.67%) came last in the descending order of use. These findings were in accordance with the findings of Kidd (1971) and Willians and williams (1972). The findings also revealed that there was little use of the following media: blackboard news, publications, extension drama and playlet, radio and television, while there was no use of agricultural film shows and mobile open broadcasts in the programme.

The extension agents were asked to mention their points of contact with farmers. It was revealed that the field extension staff had established contacts with farmers at village level. Fortnightly schedule meeting (98.00%); demonstration plots (87.33%); farmers villages (83.33%); farmer farm sites (76.67%) and contact farmer's farms (71.33%) were the five most used points of contact with programme farmers only a few extension agents indicated the use of on-farm shed (14.00%) and meeting of cooperative organisations (11.33%) as their points of contact with farmers. This implies that the extension agents worked through visits to farmers' fields and homes.

Sources of Farm Information

The extension agents were specifically asked to indicate various sources of farm information available to farmers. Their responses were collated and tabulated in Table-3. It is evident from the table that the four most recognised available sources of farm information to farmers were extension agent's visitation (88.67%); farmers contact programme (85.33%); small plot adoption trial sites (83.33%); and farmers' training meetings (65.33%).

Other sources of information indicated by extension agents were farmers field days and field trips (42.00%); agro-chemical and farm input centres (3.67%); blackboard information (24.67%); Extension drama and playlet (19.33%) and radio and television broadcasts (14.00%) in the decreasing order, No extension agent indicated mobile open broadcasts and agricultural film show as available sources of information to farmers.

Frequency Of Use of Extension Methods

The frequency of use of various extension methods was investigated. The

responses of village extension agents were collated and tabulated in Table-4. It is apparent that visit to farms and homes (60.00%) was the most frequently used method. This was followed by personal contact (55.33%); small plot adoption trials for methods and result demonstrations (82.00%), and addressing farmers in group (32.00%). Extension drama and playlet, tours and field-trips and farmers field days and exhibition came next. While agricultural film shows and publications came last in the descending order of frequency of use.

The responses in frequency of contact with farmers revealed that 150 extension agents (100%) used to visit farmers fortnightly, 8 extension agents (5.33%) used to visit farmers as required, while those who reported paying extra visits to them accounted for only 9.5 per cent. This implies that there were regular scheduled visits to farmers by extension staff to advise and teach farmers about improved agricultural practices.

Analysis of Variance for Frequency Scores

The frequency scores of nine extension methods mentioned by extension agents were subjected to Analysis of Variance (ANOVA) in order to test the Null hypothesis that no significant differences exist between their means. The summary of Analysis of Variance is presented in table-5. With Fcal = 0.852 and F tab at 0.05 = 3.4, we can reject the null hypothesis. Thus, the alternative hypothesis that significant differences exist among the frequency scores of the extension methods was accepted.

Summary and Conclusion

The study was conducted to identify various extension methods used for dissemination improved farm practices in agricultural development programme. The findings revealed that the most frequently used extension methods by extension agents were small plot adoption trials, visits to farms and homes; farmers training meetings; group meeting of farmers; and personal contact. Other methods used included field trips and visits, followed by farmers' field days and exhibitions. There was little use of the following media: radio, television, blackboard news, publications such as posters and pamphlets, and extension drama and playlets.

However, the magazines, newspapers, agricultural film shows and mobile open broadcasts were not used for the dissemination of improved practices. Thus, small plot adoption trials, personal contacts, farmers' meetings and group discussions at demonstrations were the main avenues for disseminating improved farm practices. There was significant difference in the frequence of use of various extension methods employed by the extension agents in the programme.

Implications of Findings for Agricultural Extension Service

The study revealed that the use of mass media such as agricultural film shows, mobile open broadcasts, radio and television has not yet been institutionalized as sources of farm information. Studies in some other areas have shown that mass media could be relied upon as quick and efficient means of informing farmers of new developments in agriculture. Thus, information may be delayed with the absence of mass media in the programme.

The emphasis on personal contacts though professionally good, may limit the extent of coverage, if not supported by other extension methods. Farmers may be dissatisfied with the extension agents, if they do not meet them frequently. The provision of adequate transport facilities is very imperative to maintain constant visits of extension agents to farmers. Thus, the use of a combination of extension methods that are appropriately selected for target audience is recommended.

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Table 1: **Frequency and Percentage Distribution of Avenues for Dissemination of Agricultural Technologies used by Extension Agents. N = 150.**

	Avenues for Dissemination	Frequency	Percent
1.	Radio and Television	0	0.00
2.	The Programme Research Officers	7	4.67
3.	The Programme Registered Farmers	47	31.33
4.	Leaflets and folders	28	18.67
5.	Magazine and Newspapers	0	0.00
6.	Special Short Training Programme	11	7.00
7.	Farmers Fortnightly training meetings	143	95.33
8.	Monthly Technology Review Meeting	3	2.00
9.	Blackboard News	37	24.67
10.	Fellow village level workers	23	15.33
11.	Programme Contact Farmers	131	87.33
12.	Small Plot Adoption Trials	145	96.67
13.	Extension drama/playlet	42	28.00
14.	On-farm Adaptive Research	49	32.67
15.	Subject Matter Specialists	5	3.33

Source: Field Research Survey, 1991.

Table 2: **Frequency and Percentage Distribution of different Communication Channels with Farmers Used by Extension Agents. N = 150.**

Communication Channels		Frequency	Percent
1.	Visit to farms and Homes	146	97.33
2.	Face-to-face Personal Contact	123	82.00
3.	Group meetings of farmers	129	86.00
4.	Small Plot Adoption Trials	147	98.00
5.	Farmers Training Meetings	136	90.67
6.	Extension drama Playlet	27	18.00
7.	Farmers field days and exhibition	39	26.00
8.	Field trips and field visits	78	52.00
9.	Agricultural film shows	0	0.00
10.	Publications e.g. Posters, Bulletins and Pamphlets	29	19.33
11.	Mobile Open broadcast	0	0.00
12.	Radio Broadcast	18	12.00
13.	Television Broadcast	13	8.67
14.	Blackboard News	36	24.00

Source: Field Research Survey, 1991.

Table 3: **Frequency and Percentage Distribution of Sources of Farm Information Available to Programme Farmers as Indicated by Extension Agents. N = 150.**

Sources of Farm Information		Frequency	Percent
1.	Extension Agents Visitations	133	88.67
2.	Farmers' training, meetings	98	65.33
3.	Area Offices	27	18.00
4.	Programme Contact Farmers	128	85.33
5.	Radio Broadcast	21	14.00
6.	Mobile Open broadcast	0	0.00
7.	Agro-chemical and farm input centres	49	32.67
8.	Farmers field days/field trips	63	42.00
9.	Small Plot Adoption, Trials (SPATs) Sites	125	83.33
10	Blackboard Information	37	24.67
11.	Extension drama and playlet	29	19.33

Source: Field Research Survey, 1991.

Table 4: **Distribution of Frequency of Extension Methods Employed by Village Extension Agents. N = 150**

	Extension Methods	Most Frequent Actual No. of VEAs	Frequent Actual No. of VEAs	Less Frequent Actual No. of VEAs
1.	Visit to farm and homes	90	48	4
2.	Face-to-face Personal Contact	83	65	0
3.	Small Plot Adoption Trial (Method and Result demonstration)	43	83	12
4.	Addressing farmers in groups	43	54	19
5.	Extension drama playlet	29	83	33
6.	Agricultural film shows	12	23	107
7.	Tour and field trips	25	50	69
8.	Publications	4	44	83
9.	Farmers' field days and Exhibitions	19	62	54

Source: Field Research Survey, 1991.

Table 5: **Summary of Analysis of Variance for Frequency of Use of Extension Methods**

Source of Data	d.f.	Sum of Square	Variance Estimate	Focal	Ftab	Decision
Between group	2	1533.74	766.87	0.852	3.40	Reject
Within group	24	21590.44	899.60			Ho
Total	26	23124.18				

Source: Field Research Survey, 1991.

Adult Education News

Report on School Drop-Outs

The Standing Parliamentary Committee on Human Resource Development, in its report has deplored the incidence of primary school drop-outs in the country.

The report states that even after the end of the Eighth Five Year Plan (1996-97), 6.3 crore children in the age groupof 6-14 years are still out of school majority of which belong to SCs and STs in rural areas. the Committee has underscored that the drop-out rate negated the norm of universalisation of elementary education which was accepted as a national goal as far back as 1950.

According to the committee, drop-out rate in classes I to V is more than 60 per cent in four states -Bihar, Arunachal Pradesh, Sikkim and Tripura. The drop-out rates in classes I to VIII is more than that of Classes I to V. This is more than 70 per cent in Bihar, Manipur and Sikkim.

To remedy it. the report stresses the need to convince the teachers and administration about the need for correct enrolment figures, issuing guidelines for regular monitoring of absent students, and making planned efforts to ensure continued partiipation of everychild in the school to prevent dropping out. The task of monitoring the enrolment retention and progression registers should be assigned to the Village Level Education Committees. It also averred on the need to revamp the non-formal education centres which are being run all over the country.

Sachdeva Retires

Shri JL Sachdeva, Director, Indian Adult Education Association (IAEA) retired from the services of IAEA on attaining the age of superannuation on May 30, 1999.Shri Sachdeva joined IAEA in 1962 as Librarian, later on promoted to Documentation Officer, Deputy Director in 1983 and Director in 1985.

A warm farewell was given to him on June 11, 1999. Prof. B.S. Garg, President, IAEA apreciated his devotion and dedication to the Association. Shri KC Choudhary, General Secretary recalled various incidents during 37 years of his services to IAEA and Adult Education Movement.

Prof. Garg honoured him with a shawl and shrifal. Smt. Veena Mahajan, Office Suprintendent presented a bouquet on behalf of the staff of the Association. Shri RN Mahlawat, Treasurer, IAEA also appreciated his services.

Fifth UNESCO-ACEID International Conference, December 13-16, 1999, Bangkok

The Fifth UNESCO-ACEID International Conference on Education is being organized this year by UNESCO's Asia-Pacific Centre of Educational Innovation for Development (ACEID), in collaboration with the Office of the National Educational Commission of Thailand, the Hong Kong Institute of Education, and Education Victoria, Australia.

The topic for this year's Conference is "Reforming Learning, Curriculum and Pedagogy:Innovative Visions for the New Century" which urgently needs addressing and by persons with a contribution to make to assisting the Conference to meet the objectives set for it.

The objectives of the Conference, and all other pertinent matters, can be found at **http://www.escap-hrd.org/aceid.htm**.

For further details please contact UNESCO Regional Office for Asia & Pacific, Box 967, Prakanong Post Office, Bangkok - 10110, Thailand. E-mail : UHBGK. Internet: UHBGK@UNESCO.ORG

Most illiterates in India : FICCI report

The facts speak for themselves. One out of every two Indians is an illiterate, constituting the largest percentage for any country. About 40 per cent of men and 60 per cent of women above 15 years' of age are illiterate, posing a serious threat to the socio-economic development of the country, according to a Federation of Indian Chambers of Commerce and Industry (FICCI) report. At least 40 per cent of the population does not meet the minimum caloorific value levels needed for sustaining life. the figure could be higher, at 50 to 60 per cent, if poverty was defined in less conservative terms, as being without access to and control over basic productive resources needed for a dignified life, the report adds.

A large part of the populace remains cut-off from the mainstream of development, despite the fact that the number of teachers had increased five-fold and number of schools and missions for universalisation of primary education and adult literacy three-fold, it said.

The FICCI report regretted that the country had the largest illiterate population of 424 million in the world. It said the goal of universal basic education remained elusive, though the directive principle stipulated free and compulsory education to all children till the age of 14. Nearly 35 million children still remain out of school.

However, this did not imply that there was no progress in the field of literacy. the adult literacy rate nearly trebled to 52 per cent in 1991 from 18 per cent in 1951. In the case of female literacy, the figure had increased to 43 per cent in 1991 from 9 per cent in 1951-52. The gender gap had been closing with female literacy increasing faster than male literacy. The report, quoting official sources, indicated that enrolment at the primary level has risen considerably. The difficulty lies in the task of providing universal elementary education, since the country spends less than 4 per cent of its GNPon education.

Content

Orders may be sent to
INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, New Delhi - 110002

Content

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, Proudh 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

Adult Education and Human Rights for Women
Adult Education and Economic Development
Role of DIETS in the Adult Education Programme
Effective Communication with Adults

प्रौढ़ शिक्षा

Indian Adult Education Association

Content

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The Indian Journal of adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. the Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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. Mimeograhped, Zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2". margin, on A4 size paper. footnotes and referenes should come at the end and not on every page.

All correspondence should be addressed to the Editor, Indian Journal of Adult Education, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi 110 002, India.

TABLE OF CONTENT

Our Contributors

Kunja Kusum Kakati is Sr. Lecturer, B.H. College, Howly, Assam.

A. K. Saha is Co-ordinator (Training), NSS Training and Orientation Cetnre, Continuing Education Programme, IIT Kharagpur and **Abhijit** is Senior Lecturer, Department of Anthropology, Vidyasagar University, Medinipur.

Rajesh Kumar and **Harbans Singh** are respectively Research Scholar and Senior Lecturer, Department of Education, H.P. University, Shimla.

B.S. Vasudeva Rao is Project Officer, Department of Adult and Continuing Education, Andhra University, Visakhapatnam.

M.C. Paul is from Adult, Continuing Education and Extension Unit, School of Social Sciences-I, Jawaharlal Nehru University, New Delhi.

P. K. Abdul Gafoor and **TC Ayishabi** are Readers in Education, University of Calicut, Kerala.

F.E.O. Omoruyi is Lecturer, Department of Adult Education and Extra Mural Studies, Faculty of Education, University of Benin, Benin City, Nigeria.

Editorial

8 September is the last International Literacy Day of this millennium.

The commencement of the International Literacy Year (ILY) was from 1 January 1990. This was an introduction to the International Literacy Decade with many promises and more challenges. The ILY was able to create a public awareness on the magnitude of illiteracy in the world. Such and awareness has to be translated into strengthening existing literacy structures and creating new ones, so that their efforts now, and in the coming decade, can be accelerated towards education for all. This can be achieved by cooperative efforts of international, regional, national and local organisations. The ILY's unique contribution has been a collaboration of this kind resulting in considerably improving non-governmental cooperation throughout the world.

"International cooperation with regard to literacy", according to Malcolm Adiseshiah, "has a supplementary role and is, therefore, of the second order of priority in the fight against illiteracy. The first priority is the national decision to reduce and eliminate illiteracy, involving the planning of the literacy campaign, mobilising the needed national and local resources, creating the technical and human resources to sustain the literacy and post-literacy phases and making both phases part of the national educational and developmental efforts. Literacy is thus first and essentially a national imperative, and cooperation from international sources-multi-lateral, bilateral and intergovernmental and non-governmental - has to support and supplement this national effort."

All over the world, there are many non-governmental organisations deeply involved in literacy and adult education programmes. In India the pioneering efforts of Gandhi and Tagore had shown the way for the growth of voluntary groups who were, and are, acting as activists in the field of adult education and rural development. Such voluntary groups have grown into organisations which are closer to the actual realities at the grassroots level, and have become active partners of the government in eradicating illiteracy. This is the picture in many countries of the world. Such organisations have helped in the formation of national non-governmental organisations. As has been said by Adiseshiah, international non-governmental efforts are necessary to support the national non-governmental organisations. There is need for South-South as well as North-South cooperation. There is also a need to recognise common interests in literacy, which extend beyond

ideological or political differences, so that lessons can be drawn from the success stories of literacy and adult education efforts. In other words, such successes are to be widely publicised. This is a public relations function.

Non-governmental organisations should play their role effectively in the following areas : Information Exchange, Networking, Paticipatory Research, Comparative Studies on Adult Education, Training, Seminar and Conferences, and Colaborative Projects. The outstanding publication entitled 'International Literacy Year : A Practical Guide for Non-governmental Organisations' lists five major objectives for the ILY, which hold good for the coming decade also. These objectives are : Increasing action by government, increasing public awareness, increasing public participation, increasing cooperation and solidarity among governments, and increasing cooperation within the UN system and among non-governmental organisations.

The year 2000 is round the corner. Federico mayor, UNESCO Director-General had posed the following questions on the International Literacy Day of 1998 : "What will be the state of education as the new millennium dawns? Will literacy be on the point of being vanquished or will adult illiterates still be numbered in hundreds of millions? Can we really look forward to that date when an estimated 890 million of our fellow human beings cannot even read or write? Will it be possible to talk of scientific literacy or of 'computer literacy' when basic literacy is still out of the reach of so many?" These questions are still valid today, when we are about to enter the twenty-first century.

....

Kunja Kusum Kakati

Adult Education and Human Rights For Women

Human Rights are the natural rights of all human beings irrespective of their sex. At present, efforts are being made by the world community to find out adequate measures for the promoting and protecting human rights. The United Nations General Assembly adopted the Universal Declaration of Human Rights on 10 December 1948, according to which, all men and women are entitled to civil, political, economic, social and cultural rights without discrimination based on sex. The preamble of the U.N. charter reaffirms the faith in the dignity and worth of human beings along with equal rights and privileges for men and women. Besides, right to survival, protection and devlopment are recognised as the basic rights of every child without any gender discrimination.

The Constitution of India also made provisions for the protection of Human Rights for all citizens through Fundamental Rights and Directive Principles of State Policy. Besides, new enactments and amendments in laws in favour of women and setting up of National and State Human Rights Commissions are some of the measures taken in this regard.

But violation of the rights for women and girl child has become a common phenomenon around the globe espcially in the developing countries like India. In spite of being a Member State of UN and having a variety of legal and constitutional provisions for removal of any gender discrimination, in India humiliation, exploitation and torture (physical or mental) are rampant for majority of women in every walks of life (home, workplace and society). Atrocities on women like rape, kidnapping, molesation, dowry death and infanticide are increasing day by day. Aborting a female foetus is the easiest method of deprivation of a girl child from her right to be born. Besides, overload of domestic activities, early marriage of girls and restrictions imposed to social activities are some of the potent examples of Human Rights violation for women, which go unrecorded. Like other parts of India, women in Assam are also facing these problems, and are not getting adequate opportunities to enjoy their rights and privileges in real life situations.

Table 1

Women Related Case in the Police Districts of Assam
(1991-1995.)

1	Kidnapping	640
2	Rape	595
3	Dowry demand	413
4	Murder of women	282
5	Torture	275
6	Dowry death	65

Source : Secondary data

The Table 1 gives examples of only registered cases of violation of women's rights, but there are innumerable cases which are not registered. So, it is the immediate need of the womenfolk to be armed with new ideas, new skills, new attitude and new values of life to survive in the modern world which is possible only through their education and awareness. After 50 years of independence women in our country are still lagging far behind men in respect of literacy (M- 63.9% F - 39.4 : 1991).

An attempt has been made in this paper to ascertain how far adult education programmes in our country are creating awarness of different aspects of life (social, political and economic) among the women learners establishing their claims for equality in the enjoyment of their basic rights.

Objectives :

1. To study the level of awareness of the neo-literate women about social, political and economic issues.

2. To study the extent of enjoyment of the rights and privileges by the neo-literate women.

3. To study the source of information about Government provisions.

4. To suggest remedial measures to improve their awarness.

Characteristics of Sample :

Age composition :-	i)	Lower - (below 20 years.)	25 (31.26%)
	ii)	Middle -(20-30 years.)	20 (25%)
	iii)	Higher -(30 and above)	35 (43.75%)
		Total =	80 (100)

Total family income per month	i)	Rs. 300-400	42 (52.5%)
	ii)	Rs. 400-500	20 (25.00%)
	iii)	Above Rs. 500	18 (22.5%)
		Total =	80 (100)
Caste	i)	General	48 (60.00%)
	ii)	Schedule caste	32 (40.00%)
		Total =	80 (100)
Marital status	i)	Married (husband living)	50 (62.5%)
	ii)	Unmarried	27 (33.75%)
	iii)	Widow	3 (3.75%)
		Total =	80 (100)

Study areas : The study has been conducted in rural areas of Barpeta district of Assam. Assam is one of the seven North Eastern States of India having the literacy rate of 53.42 percent with a male-female break-up of 62.34 percent and 43.70 percent respectively (1991). Although female literacy rate in Assam is higher than the all India average, yet, it occupies only the 22nd position among the States and Union Territories of India.

Table 2

Literacy rate (%), 1991
(7 yrs. and above)

	Total	Male	Female
India	52.11	63.86	39.42
Assam	53.42	62.34	43.70
Barpeta district	34.21	41.64	26.30

Source : Statical Handbook, Assam, 1991. Published by Directorate of Economics and Statistics, Govt. of Assam.

Barpeta district has an area of 3245 sq. km. with a population of 13.83 lakhs (1991), among whom 93 percent are village dwellers. It is one of the educationally backward districts of Assam as the literacy rate stands at 34.21 percent only. The difference between male and female literacy is quite significant as it is 41.64 percent for males and 26.30 for females. As per the National Source Book, 1991, out of a population of 11.15 lakhs in the district belonging to the age group of 7 years and above there are about 5.5 lakhs illiterate population between the age group of 7-45 years.

Samples were drawn from Barpeta Road Adult Education Project which was one of the four projects of Barpeta district. It covered two Development Blocks, namely, Goverdhana and Bhawanipur. Adult education programme has been functioning in the district under SAEP (State Adult Education Programme), with the similar objectives of NAEP (National Adult Education Programme). At present, the 17th phase of the programme is running. It is the last phase as it has been replaced by TLC (Total Literacy Campaign) since September 1997. Those women were selected for this study who have completed the course during the 15th phase of the programme (1994). In that phase, there were 62 male and 38 female centres having 3000 learners with a male-female break-up of 1860 and 1140 respectively. Out of those female learners, 80 (7%) were purposively selected who had achieved literacy skills fully.

Methodology : The present study has been carried out adopting a survey method. Although both primary and secondary data have been used, yet, it is mainly based on primary data collected through firsthand information form the respondents with the help of a structured questionnaire. The information schedule has been confined only to such issues relating to their awarness of different social, politicial and economic issues, Books, Journals and official records were also used as sources of secondary data.

The information thus collected has been analysed with the help of frequencies and percentages.` Cross analysis of data has also been presented in some places as per the age, family income, caste and marital status of the respondents.

Results and discussion : Findings of the investigation have been presented in the following pages :-

1. **Social Awarness**   Table 3

Items	Responses		
	Yes	No	Total
1. Constitutional provision for equality between boys and girls in educational facilities	30 (37.5)	50 (62.5)	80 (100)
2. Property rights of women and girls	35 (43.75)	45 (56.25)	80 (100)
3. Birth control provision	65 (81.25)	15 (18.75)	80 (100)
4. Small family norms	70 (87.5)	10 (12.5)	80 (100)
5. Proper age at marriage	20 (25.00)	60 (70.00)	80 (100)
6. Widow remarriage	38 (47.5)	42 (52.75)	80 (100)
7. Dowry Prohibition Act	25 (31.25)	55 (68.75)	80 (100)
8. Legal provision of divorce	28 (35.00)	52 (65.00)	80 (100)

Source : Survey findings
Note : Figures in the paranthesis indicate percentages.

The items presented in the Table 3 have a significant role to play in the lives of every woman in the exercise of her rights and privileges in society. But unfortunately, a great majority of the respondents in the present investigation answered negatively about their knowledge of these vital issues of life. Only 37.5 percent of them are familiar with the provision of the knowledge of properety rights for women and girls. It is interesting to note that they were neither getting equal share of property nor willing to claim it. Although dowry has been regarded as a worst form of social eivil, only 31.25 percent of the respondents came to know about Anti-Dowry Act passed by the government   In spite of giving legal sanction for widow marriage more than 52 percent of the sample of neoliterates were not having any knowledge about it. Although divorce was not the expected norm of society, yet, it was thought to be better than an unhappy union. But 68 percent of the respondents were not aware of this provision. They did not prefere divorce because of their lack of economic security. Age at marriage for a girl has been fixed by the government to be 18 yrs. Violation of this rule is punishable under law. But only 25 percent of the respondents have knowledge about it.

The remaining 75 percent completely ignorant of it as a result of which they were not able to resist a child marriage. It again led to the deprivation of the girl child from her right to education and development.

The only remarkable impact that could be noticed was the awareness of the neoliterates in adopting different birth control devices like Copper-T and oral contraceptives etc - (81.25%), and their eagerness to limit their family size (87.5%)

Cross tabulation of data shows that lack of awareness about the legal and constitutional provision are more visible among the unmarried ST women belonging to the lower age group with lower level of income.

2.   Political Awarness   Table   4

Items	Responses		
	Yes	No	Total
1. Knowledge of leading political parties	13 (16.25)	67 (83.75)	80 (100)
2. Knowledge of reservation for women in, Panchayts and Nagar Palikas	11 (13.75)	69 (86.25)	80 (100)
3. Knowledge of voting age	10 (12.5)	70 (87.5)	80(100)
4. Casting of vote in any election	60 (75.00)	20 (25.00)	80 (100)
5. Selection of education by herself	0	60 (100.00)	60 (100)

Source : Survey finding
Note : Figures in the parantheses indicate percentage.

The democratic framework of India requires active participation of all people irrespective of sex in the country's policymaking for which everyone must be politically aware. There is no legal and constitutional bar against women in this regard. It is rather remarkable that Government has made provisions for reservation of 33 percent seats at all levels of Panchatats and Nagarpalikas through the 73rd and 74th Constitutional Amendment Act, 1992. But unfortunately 86.25 percent of the respondents did not have any idea about this provision. A great majority of them, consisting of about 84 percent, reported their ignorance about the

names of the leading political parties. The highest number of them upto the extent of 87.5 percent did not know the minimum age of voting and the age to contest in the elections. It is a matter of great surprise that in spite of casting votes by 75 percent of the respondents in elections (Panchayat/ general), none of them could select the persons themselves. It had been decided either by their husbands/fathers or by other male members of the family or by the village headman who is also a male.

Lack of awarness in political matters was more acute among the married ST women who were in the third category of income and belonged to the middle age group in comparison to the general caste women.

The small portion of respondents who showed awarness about the leading political parties, provision of reservation for women and voting age reported that they came to know all these not from the adult education centres, but from the village politicians and from their husbands or fathers and neighbours. Thus, political awarness was still negligible among the women of rural areas and the role played by the adult education was not remarkable.

3. Economic Awarness   Table 5

	Items	Responses		
		Yes	No	Total
1.	Knowledge of income generating activities	41 (51.25)	39 (48.75)	80 (100)
2.	Knowledge of reservation in rural devlopment programme	30 (37.5)	50 (62.5)	80 (100)
3.	Knowledge of Mahila Samriddhi Yojana	15 (18.75)	65 (81.25)	80 (100)
4.	P.D.S. (Public Distribution system)	60 (75.00)	20 (25.00)	80 (100)

Source : Survey finding
Note : Figures in the parantheses indicate percentage.

At present attempts are being made by the government to make our women-folk economically viable by providing different kinds of income generating activities. Mahila Samriddhi Yojana has also been launched to encourage

the habit of saving along with the public distribution system (PDS) of essential commodities. In this connection, adult education centres were the important media through which awarness could have been created among the learners. It is also one of the important objectives of the programme to help the learners to take advantage of the development schemes. But the informations presented in the Table 3 shows that only 51.25 percent of the respondents were familiar with the schemes of income generating activities like JRY, DWCRA etc., and the remaining 48.75 per cent were completely ignorant about it. Similarly, a great majority of them, consisting of 62.5 per cent showed their negative responses about the resveration facilities for women in the rural devlopment programmes. In spite of having an urge for independent income and personal savings, a larger portion of the respondents (81.25%) could not get such opportunities because of their lack of information. Yet, a comparatively better impact had been noticed upon the awarness of PDS (75%), as most of them were getting Janta clothes, wheat, flour, rice, kerosine, etc., at a subsidised rate.

Cross analysis of data shows that ST women belonging to the middle age group in the second catagory of income, and who were married, developed more awarness about these facilities than the general caste women.

Those women who showed awarness of these facilities, reported that bank officials and panchayat workers were playing a major roles in this regard than the adult education centres.

From the foregoing discussion it becomes evident that in this age of information explosion, the adult education programmes in our country has only little impact upon the neo-literate women in creating awarness of different avenues of life which are most important in strengthening their claims for equal rights in the society. Although the programme achieved a grand success in providing knowledge to great majority of the respondents about family planning methods and small family norms, yet, the role played by the programme as source of information in other social, political and economic aspects were not significant. Besides, low self esteem, inhibition to show eagerness to learn and lack of interest of the neo-literates to broaden their mental horizon were some of the major causes of their absence of knowledge. Most of them were not ready to relinquish their traditional sub-ordinating positions in the society.

Suggestions :

1. In the above circumstances, an environment should be reated through the adult education programmes, and with this active cooperation of the voluntary organisations to improve self-confidence and self -image of the womenfolk so that they come forward to take full advantage of their rights.

2. Legal literacy and the provision for economic security should be at the core of the agenda for adult education.

3. Wide publicity should be given through people's media and cultural programmes (theatre, street play) about the legal provisions in favour of women.

4. Adult education functionaries should be well equipped with necessary information to be given to the learners.

5. As the mental development of women is conditioned by society's expectation, the role expectation from women as the only homemaker and child bearing agent should be changed, because legislation alone will not be able to change the self preception of women unless it is accompanied by a corresponding change of attitude towards women by the society. It is only then that they will be able to survive the modern world.

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A.K. Saha

Abhijit Guha

Adult Education and Economic Development the case of Medinipur

Maximization of farm income is not the only goal of adult education. It is also concerned with preparing a person to have a quality of life which will be innovative as well as reflective.

If maximization remains the only goal inevitably, there will develop stresses-social, political and psychological which can diminish the satisfaction of living. P.G.H. Hopkins has pointed out that "rapid industrialization and urbanization, a sudden switch from a subsistence to a money economy, a revolution in agrarian techniques, the whole attempt to telescope industrial revolution into a few years - all this could spell disaster to the social fabric". Thus, we will have to consider the other issues connected with such a change. The 1950 UNESCO declaration on Adult Education says: "People should be encouraged to feel pride and dignity in their own cultural heritage ..... and be encouraged to understand and promote change".

The role of adult education, therefore, should be twofold. First, it should help to develop motivation so essential for renewal, and simultaneously, it should provide an element of change. There must be a balance between economic development and a desirable social change. Adult education can provide a bridge between the two.

The change must be purposeful. We invite such a change which would incorporate new ideas within the social fabric.

The main objective of adult education is, therefore, to create an environment where vast millions of creative men and women will be able to "meet the challenge of new opportunities, will produce more efficiently more goods and services and who will consume more wisely".

In India, even after 50 years of our liberation from foreign rule, the basic idea of modern agriculture failed to reach the main stream of rural population. We have also failed to help the growth of desired social change, and the reason may be attributed to several things, especially and most important of them being, mass illiteracy. This evil fact has not only been

instrumental for the failure of the growth of agriculture to its desired level, but it has also failed to bring forward an understanding towards social rights and responsibilities, so important to create good citizens in our society. There may be many factors responsible for such a retarded growth of rural life. Fatalistic attitude, fear of ridicule, absence of outside contact, orthodox decision making process and the like have Created a strong resistance to change. The net result : our society lost flexibility and continuity. Now we need a renewal. A renewal that will help economic development and also help to sustain the basic values of life. Renewal depends upon a few important factors like motivation, commitment and conviction, which will eventually help us to understand the values we live by and the things that give meaning to life.

Adult education, including mass literacy and functional literacy can play an important role in this respect.

Adult Education

The first argument that we face is whether universal education for the young in formal schools is not sufficient for bringing in such a motivation. The answer is; so long as we do not infuse in the minds of the adults a regard for education and its gifts, the young will never find a conducive environment at home and the new ideas received by him at the school will evaporate in no time in such an alien atmosphere.

Secondly, can we wait for that long period when formal school education would reach every young man and woman? Let us look at the position of the Medinipur District, having an area 14081 sq. km. Out of a total population of 83,49,890 only, 10.1 percent live in cities and the vast majority of 89.9 per cent live in villages, and 19 urban centres suport 10.1 per cent of the population. The literacy rate in Medinipur is 69.89 percent and the growth rate of female literacy is 24.6 percent, which is the highest in India. This means about 30.1 percent of the people are still illiterate. Adequate number of primary schools, and high schools for boys and girls have not been established during the last 50 years. We can not expect any progress in any direction, be it social change or economic development, when 2.56 million people remain in the darkness of illiteracy in one single district. This alone provides sufficient justification to think seriously about adult education.

Thirdly, with the expansion of education for the young, certain fundamental issues face opposition. Adult education can tackle this problem

and help in the smooth transition from tradition to modernity. Joyce Carry very rightly said, "Prejudice, Superstition, Fear and Ignorance must be attacked in their strongholds-the adult mind".

We remember the day, when Dr. S.N. Sen, Vice-Chancellor of Calcutta University, handed over the diplomas to the first batch of neo-literates at the annual meeting of the Medinipur District Council held at Kharagpur. All the faces beamed with joy as if a new horizon has appreared before them. We are sure that the recollections of that day will remain as the most precious memory of their lives. J. L. Mc Cairl wrote in the community Development Bulletin (Sept. 1953), "Becoming literate as an adult... is spiritual experience in some ways related to the emergence and growth of personality. People are uplifted by it and are made aware of their power to alter their environment by individual and group action". Finally, we can say that adult education can enable a man or a woman to live fuller life - an active life - a life worth living. The methods and contents of adult education can vary with the circumstances and to the specific need.

Mass Literacy

This is the first step in adult education. Nearly all the subjects can be included in the text which are linked with the real life of an adult citizen. It begins with the thrill of learning and in expanding vocabulary. Simple arithmetic is added to it. The text can include even basic ideas of family planning. If adult education is, as expressed by Edward Hutchinson, "organised provision to enable men and women to enlarge and interpret their own living experience", then mass literacy campaign is a very important and useful tool to achieve this. By the thrilling adventure of discovering one self through written communication, an adult individual gets new confidence. He can share the joy of a school going young. The barrier between the tradition and innovation is broken. Overnight he finds himself as a responsible citizen and an important participant in the nation's development programme. Lastly, we must remember that mass literacy is the beginning and the first step in the field of adult education. It is only a means, not an end. From here the vocational education of the adult begins.

Vocational Education

This is the second major objective of adult education. The training of adult in technical and vocational skills through literacy forms an important part of adult education. In the Functional Literacy Programme, literacy is integrated with the occupation of an adult so as to develop his skills as a

producer. It is a more comprehensive training when an adult is helped to become a good producer (in his or her own occupation) and a good citizen. In any development project having specific socio-economic objectives, the success depends entirely upon the degree of active participation and involvement of the people. So functional literacy can help in training the participants with the necessary knowledge and skill so that they can act more efficiently. Let us take one example - growing rice. With the introduction of the high yielding varieties of paddy, the economic possibilities of the major rice growing areas have taken a new dimension. Now we need to train farmers with the necessary knowledge and skill, so that they can apply the same correctly in their fields. Functional literacy programme can play its role here. Adult education through functional literacy will help to increase the productive capacity of an illiterate adult through work-oriented literacy training. But here also functional literacy has to be dynamic enough to incorporate the solutions of the maladies of the high yielding varieties within the context of environmental sustainability.

Social Education

This is the most important objective of adult education, and particularly so, for the developing nations. It is the process of educating adults so that they can meet the obligations and become responsible citizens. It helps them to fit in properly in the community. It includes health, child and maternity welfare, recreation and a cultural activities, home life, training in citizenship and in economic efficiency. Social education gives more stress in the development of community feeling, local initiative, cooperation and self help.

Planning for Adult Education

Before we go into the details of planning adult education programme in an extensive scale, we can ponder a little over the expected economic benefits.

Let us admit first that it is very difficult to measure or specify the economic benefit. The question - what monetary value can be obtained from a film show on hygiene to a group of adults - is unanswerable, but the answer can be found in Albert Mayer's statement in 'Pilot Project, India', "It is now seen to be continuously and increasingly true that government investment in intensive rural development work is paid for over and over again in tangible economic returns..... This tangible return must be added, of course to the important and indispensable intangibles which make this improvement

possible and are the guarantee of its 'built in' continuity and performance".

The economic role played by functional literacy is more evident. The acquisition of new vocational skills through functional literacy affects the general confidence and productivity. This, in turn, helps in increasing rural income. Professor Lewis (Social and Economic Studies, June, 1961) has said:, "Education for children is fine, but its potential contribution to output over ten year is small, compared with the potential contribution of efforts devoted to improving adult skills.... The quickest way to increase the productivity in the less developed countries is the train the adults who are already on the job".

We need not elaborate to suggest that in our country when 2.56 million people, out of a total population of 8.4 million of a single district, and that too a major rice growing district, are still illiterate, no amount of money is too large to be spent for adult education.

An adult literacy centre needs a monthly expenditure of about Rs. 250.00 only. This includes teacher's honorarium of Rs. 150.00, besides the cost of kerosine oil and other expenditures amounting to Rs. 100.00 only. Each such centre can train 30 adults in a year. It costs the nation Rs. 100.00 only to make an adult literate. The figure may be little more for functional literacy.

Present arrangement to tackle the problem of mass illiteracy is negligible in the district of Medinipur. According to the latest status report on literacy movement in Medinipur, district, which shows 89 percent (61.27 lakhs) literate persons at the end of March 1996, several shortcoming have been admitted. There were, 1) Lack of motivation at various levels, 2) Remarkable failure in sending the primary school dropouts to the literacy centres, 3) Failure to run PLP centres, 4) Lack of coordination at all levels and finally, 5) Lack of political will it may also be mentioned here that among the three pioneering districts, Bardhaman, Birbhum and Medinipur, the first two have involved the local universities, whereas the Medinipur District authority could not involved the Vidyasagar University and IIT-Kharagpur in the overall planning and implementation of literacy programme in the district. The picture may not be very much different in other districts. In this context, we should not hesitate to question the huge expenditure behind the maintenance of governmental bureaucracy. A little bit of sacrifice by the government officials and ministers could have helped the district authorities to give some grants

for those literacy centres.

It is suggested that instead of running literacy centres scattered everywhere, certain areas may be selected where intensive literacy campaigns my be organised. There should be one literacy centre for every two villages in such specified areas. As soon as the entire population is made literate, the centre should move to the next selected village and the old centre should be converted into a library centre for the neo-literates so that their newly acquired knowledge do not get rusted.

Only the Medinipur district needs the opening of at least 500 literacy centres every year. It will not cost more that 10 lakhs of rupees every year. This includes charges of supervision. Even a crore of rupees for this purpose is not a big investment.

Help, suggestions and active participation may be sought from local social workers and social welfare organizations. Non - Official organisations dedicated to the task of eradication of illiteracy should receive support from the Government in a liberal manner. These are bodies formed by local social workers and they understand and sympathise the problem much better.

The human potential of the school, college and university students under the N.S.S. Programme can be very suitably utilized. Students from the Engineering Universities can also take up functional literacy programmes. These students can very successfully help the local village artisans to improve their trade. A village potter spends approximately 50 per cent of his working time and energy in driving the potter's wheel manually. A fractional horsepower motor can save him from this waste. An engineering student can help him with necessary technical details. Same is the case of a black smith or a carpenter.

Individual effort is not less important. This can be best expressed in the language of Mrs. Charlotte Wiser. "I have learned that although one individual can reach only a limited area, he may be creating interest and desire to serve in others whose influence will extend far"

In conclusion, we may summarize the role of adult education in economic development as follows :

1)   It provides education in basic skills capable of interpreting living experience e.g. literacy and arithmetic.

2)   It provides training in vocational skills e.g. functional literacy (agricultural, technical, managerial etc.)

3)   It creates a psychological climate, which helps the growth of motivation, and a will to change.

4)   It develops confidence, self help and community feeling and a sense of collective responsibility.

5)   It brings froward in the mind of an adult an awareness of living a fuller life.

6)   It saves the rural social system of mutual help and reciprocity from the invasion of cruel mercenary individualism which often results from rigorous pursuit of maximization of income.

For such benefits, the nation should arrange greater investment in this field instead of spending more for the defence budget. According of George Marshall "the most valuable capital is that invested in human beings".

Rajesh Kumar
Harbans Singh

Literacy Movement in Village Community in Himachal Pradesh : An Impact Evaluation

The National Literacy Mission (NLM) was launched on 5 May 1988 to eradicate illiteracy by 1995. The implementation of the literacy campaign under the auspices of NLM during the period 1988-1998 has shown different levels of success mainly due to the voluntary efforts, though there has been reluctance on the part of the bureaucracy and the Zila Saksharta Samithis (ZSSs) to involve voluntary organisations in an effective manner. In order 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 (Mohanty, 1996). Since the quality of life of the neo-literates has shown improvement, it was felt that longitudinal study is a better method to evaluate the impact of literacy programme (Sengupta, 1992). It has been reported that women had fared better as compared to men, in the overall performance of the learners. This might be due to the regular attendance of women in literacy centres as compared to men (Seetarama, 1997). In this regard, the presidential remarks made in the 47th All India Adult Education Conference held at Hardwar in November 1997, are noteworthy :

Literacy, Post-literacy and Continuing Education programme during the next century should be a coordinated effort of all the development agencies, government structure, voluntary agencies, corporate sectors, and above all, a sense of commitment of all individuals (Garg, 1997).

Hence, the present study is a humble endeavour in this directions to focus on the perceptions of neo-literates and left-outs (illiterates) regarding the literacy and development issues. It is noted with a sense of gratification that Himachal Pradesh has made remarkable progress in literacy as a result of responsive government efforts and sincere initiatives of the Himachal Gyan Vigyan Samithi. However, the level of success shows variations across the districts, and within each district, across the community development blocks and panchayats. So, the present study is an endeavour to gauge the impact of literacy on the village community.

Objectives

i   To study the perception of neo-literates and left-outs towards the impact of literacy campaign on individual and the community.

ii.   To study and compare the perceptions of neo-literates and left-outs towards literacy and development.

Methodology

The present study was conducted in a few villages covered under two panchayats in Mashobra block of Shimla district to gauge the impact of literacy on the individual and the community. The case study approach was followed under the descriptive method. So, the village community was taken as a social unit for case study because of the fact that :

community life means more than communities and common interests as well as sharing government, school systems, transportation facilities, health care, industrial prosperity and depression, recreational facilities. (Young, 1996)

The data were collected personally by the investigator with the help of a Family Survey Schedule developed by the Rajya Gyan Vigyan Kendra (RGVK) and used by the ZSSs in the field work with the panchayats as a sampling unit. The total number of neo-literates and illiterates to be called left-outs covered were 17 and 71 respectively, and, hence, the analysis is based upon the responses of these subjects. The data so collected, were suitably tabulated to have frequencies and percentages.

Findings

A qualitative approach of analysis was followed in the present study to find out certain socio-demographic features of neo-literates and illiterates who were interviewed during the survey.

Changes in Life Style

The neo-literate group in the village community depicted changes in life style in certain aspects, as given in Table-1.

TABLE I

Changes in life style among Neo-literates
Following Literacy Campaign

Sl. No.	Change	Change in lifestyle	
		Number	Percentage
1.	Hygiene	10	58.82
2.	General Awareness	6	35.29
3.	Improving skill	1	5.88
4.	Encouraging Cooperation	5	29.41
5.	Good Education for children	8	47.05

The table I shows that hygiene and good education for children were the main changes reported by 58.82 per cent and 47.05 per cent of neo-literates respectively, and as may as 35.29 per cent and 29.41 per cent of neo-literates expressed that general awareness and encouragement were other two changes, which occurred because of literacy. Thus, it is evident that the strong inclination of neo-literates was towards hygiene and good education for children.

Role of Literacy in promoting Voluntary Action

The views of the neo-literates and left-outs with regard to role of literacy in promotion of voluntary action in the village communities are given in Table II.

TABLE II

Views of Neo-literates and Left-outs regarding the role of Literacy
Campaign in promoting Voluntary Action.

Sl. No.	Views	Neo-Literates		Left-Outs	
		Number	Percentage	Number	Percentage
1.	Perceptible Role	6	35.27	-	-
2.	Little Role	3	17.65	2	2.82
3.	No Role	8	47.06	69	97.18
	Total	17	100.00	71	100.00

It is clear from the above table that only 35.29 per cent of neo-literates perceived a perceptible role of literacy campaign in promoting voluntary action in community life. On the other hand, 97.18 per cent of left-outs i.e. illiterates have reported no role of literacy campaign in promoting voluntary action.

Literacy Campaign and Caste System

The Table III reveals that there is a perceptible change in 58.83 per cent of neo-literates' behaviour regarding belief in caste system, as compared to only 32.40 per cent of left-outs. Also 35.29 per cent of neo-literates viewed little change in their behaviour towards caste system.

TABLE III

Effect of Literacy Campaign on Caste System

Sl. No.	Views	Neo-Literates		Left-Outs	
		Number	Percentage	Number	Percentage
1.	Perceptible Change	10	58.83	23	32.40
2.	Little Change	6	35.29	15	21.13
3.	No Opinion	1	5.88	33	46.47
	Total	17	100.00	71	100.00

It may also be observed that 46.47 per cent of illiterate respondents did not opine about any effect of literacy campaign on caste system.

Participation in Community Work

The neo-literate and left-out respondents described some of the activities of community work in which they participated. The percentage of occurrence is shown in Table IV.

TABLE IV

Participation of Neo-literates and Left-Outs in Community Work

Sl. No.	Views	Neo-Literates		Left-Outs	
		Number	Percentage	Number	Percentage
1.	Road maintenance	7	41.17	19	26.76
2.	Construction of Roads	2	11.76	18	25.35
3.	Water Resources	5	21.41	4	5.63
4.	Plantation	-	-	20	28.16
5.	Nashabandi	2	11.76	5	7.04
6.	School cleanliness	1	5.88	5	7.04

It is evident from the above Table that 41.77 per cent of neo-literates and 26.76 per cent of illiterates has participated in road maintenance, whereas 11.76 per cent of neo-literate and 25.35 per cent of left-out respondents had participated in the construction of roads. Further, 21.41 per cent of neo-literates indicated participation in cleaning the water resources, whereas 28.16 per cent of left-outs showed participation in plantation activities. The other activities such as nashabandi and school cleanliness were performed by only a few of respondents.

Sensitivity to Village Problems

The responses of neo-literates and left-outs were classified for different problems of village life which are listed in Table V.

TABLE V

Perception of Neo-literates and Left-Outs (illiterates)
regarding village problems

Sl. No.	Views	Neo-Literates		Left-Outs	
		Number	Percentage	Number	Percentage
1.	Mahila Mandal	3	17.64	7	9.85
2.	Roads	13	76.47	34	47.88
3.	Health Centre	6	35.29	25	35.21
4.	Anganwadies/ Schools	4	23.52	14	19.71
5.	Unemployment	3	17.64	1	1.40
6.	Alcholism	2	11.76	-	-
7.	Threat of wild animal to crop	3	17.64	8	11.26
8.	Post Office	2	11.76	3	4.20
9.	Bank	1	5.88	2	2.80
10.	Water	14	82.35	43	60.56

The response pattern of neo-literates and left-outs regarding village problems reveals that 82.35 per cent of neo-literates and 60.56 per cent of illiterates have been more sensitive to the problem of water, whereas 76.47 per cent of neo-literates and 47.88 per cent of left-outs have been more sensitive of the problem of roads.

The problem of health centre has been listed by 35.29 per cent of neo-literates and 35.21 per cent of left-outs. 17.64 per cent of neo-literates reported about the problems of Mahila Mandals, unemployment and threat of wild animals to crop. The other problems of Anganwadi school, alcholism, post-office and bank were mentioned by the neo-literates with somewhat higher magnitude as compared to the left-outs.

Role of Government and Non-Government Organisations in Community Work

The Table VI clearly reveals that 21.41 per cent, 17.65 per cent and 25.53 per cent of neo-literates have appreciated the role of organisations in literacy and education, library movement and additional reading material for children respectively. Also, 21.41 per cent of neo-literates have not appreciated the role of cooperative life and none of them has responded about income generation and skill development activities. Further, 25.81 per cent, 22.58 per cent and 19.35 per cent of illiterates have appreciated the role of governmental and non-governmental organisations, namely, in the area of literacy and education, cooperative life and skill development respectively.

TABLE VI

Perception of Neo-literates and Left-Outs regarding role of Government and Nongovernment Organisations in Community Work

Sl. No.	Views	Neo-Literates				Left-Outs			
		Applicable		Not Applicable		Applicable		Not Applicable	
		No.	%age	No.	%age	No.	%age	No.	%age
1.	Income generation activities	-	-	-	-	3	9.68	4	16.00
2.	Skill development	-	-	-	-	6	19.35	5	20.00
3.	Cooperative life	-	-	5	21.41	7	22.58	5	20.00
4.	Literacy and education	5	21.41	-	-	8	25.81	4	16.00
5.	Library movement	3	17.65	-	-	4	12.90	4	16.00
6.	Additional reading material for children	4	25.53	-	-	3	9.68	3	12.00

The perceptions regarding income generation and additional reading material for children have been appreciated by 9.68 per cent of left-outs, and not appreciated by 16 per cent and 12.60 per cent respectively.

20 per cent of illiterates have not appreciated the role of government and non-government organisations in the area of skill development and cooperative life. Only 16 per cent of the left-outs have reported non-appreciation of the role of these organisaitons in the areas of literacy and education and literacy movement respectively.

Conclusion

The above findings of the present study emphasized upon the following :

1.   There has been a change in lifestyle of neo-literates who have been more conscious about hygiene and good education for children and encouragement for cooperation.
2.   Literacy campaign had a limited impact on neo-literates only, and not on the illiterate masses.
3.   There has been a change in the behaviour pattern of neo-literates who have been less caste conscious as a result of the literacy campaign.
4.   Participation in the community activities seems to be restricted to road construction and maintenance (might be bacause of income generation activities in rural areas) and cleaning of water resources, which were positive signs of development.
5.   The neo-literates have been found to be more sensitive than the left-outs (illiterates) with regard to various problems of the village community.
6.   The role of government and non-government organisations has been perceived to be quite appreciable by neo-literates and left-outs in the area of literacy, education and allied issues such as library movement and additional reading material for children.

Implications

In the light of the above conclusions, it may be suggested that :

1.   Intensive mopping up operations including planning, resurvey and re-estimation of neo-literates, literates and drop-outs/left-outs be carried out in the area for :

-   literacy retention programme.

-   skill development programme.

-   participation in development activities to draw benefits from government agencies.

- participation in community development/social welfare activities for improving quality of life.

2. There is a need for training of voluntary workers and other functionaries of reorient themselves for promoting the cause of a literate society by promoting voluntary action in education and development.

3. Voluntary action as an Action Research Model may be given a fresh look by the Himachal Gyan Vigyan Samiti (HGVS) and the State Resource Centre (SRC) to make it a model programme for literacy and development.

There is need to evolve areas specific and culture specific research studies to evaluate the impact of literacy campaigns on socio-political and economic life of people. There may be action based studies to find-out the causation of success and failure of literacy campaigns in different parts of Shimla district, as well as in the particular state of Himachal Pradesh.

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B. S. Vasudeva Rao

Evaluation of Total Literacy Campaign in Nellore District, Andhra Pradesh

The Total Literacy Campaign (TLC) was organised in Nellore district, Andhra Pradesh, from February to October 1991. The success and effectiveness of the TLC was assessed by an internal evaluation conducted by the Zilla Saksharata Samiti (ZSS), Nellore. This involved the administration of 10 tests and the performances on the 3rd, 6th, 9th and 10th tests were taken into consideration for declaring the literacy rate. The internal evaluation results showed that out of the 2,38,173 learners on whom the tests were administered, 2,27,468 learners had obtained an average score of more than 50 on the above mentioned tests. Further, 1,78,093 learners had been declared as neo-literates, i.e., they had obtained an average score of 70 or more on these 4 tests. A total of 49,375 learners were declared as semi-literates, i.e., they had obtained an average score between 50 and 69. Finally, 10,705 learners had completed the 3 primers but had to succeeded in the tests.

The external evaluation of Total literacy campaign in Nellore district was taken up by the author on behalf of the Department of Adult and Continuing Education, Andhra University, Visakhapatnam.

Objectives

The objectives of the study were to assess the literacy achievement and literacy rate of the district by conducting tests on a sample of learners. The views and opinions of the learners regarding important issues were also to be examined.

The study was conducted on six mandals of the district, selecting two from each of the three revenue divisions. The mandals selected were Bogulu and Kavali, from the Kavali division, Indukurpeta and Muthukur from the Nellore division and Tada and Venkatagiri from the Gudur division. The sample of learners was selected from 8 to 9 habitations of 5 panchayats from each mandals. In this manner, a total of 1170 learners were covered in the study. This included 209 from Indukurpeta mandal, 188 from Muthukur mandal, 216 from Tada mandal and 172 from Venkatagiri mandal.

Apart from the learners, data was also collected on 80 field investigators, 218 instructors, 98 drop-out instructors, and 208 drop-out learners. These groups were included to obtain a comprehensive picture of the Total Literacy

Campaign. Five separate questionnaires were developed and administered on the five respondent groups. The biographical information about the respondents' sex, age, caste, religion, marital status, occupation and income was collected initially. The details regarding the other sections included in each of these questionnaires is presented below.

The field investigators' questionnaire included sections relating to their opinions regarding the learners, performance, response of the people and contribution of Akshara Deepam.

The learners' questionnaire included, apart from the Reading, Writing and Arithmetic tests prepared as per the NLM guidelines, sections relating to their perceptions of the benefits of literacy, facilities at the Centre, teaching methods and post-literacy activity.

The drop-out learners' questionnaire included sections relating to the reasons for their discontinuation, perceived benefits of literacy and teaching methods and material.

The instructors' questionnaire was more exhaustive and included sections relating to literacy programmes, benefits of literacy, Akshara Deepam, publicity functioning of the centres, training, teaching, obstacles faced during the programme and suggestions for improved instruction.

The drop-out instructors' questionnaire included sections relating to the reasons fro their discontinuation, opinions regarding the Akshara Deepam programme and teaching methods.

The field investigators were given a one-day orientation on the various questionnaires, and data was collected from the various respondents under the supervision of the faculty of the Department of Adult and Continuing Education, and the ZSS core persons.

The profiles of the various samples of respondents were prepared taking into consideration their biographical data. The literacy performance of the learners was assessed by estimating the percentage of learners. It obtained a score which was more than 20 on the Reading test, and equal to or more than 15 on the Writing and Arithmetic tests. The literacy rate of the learners was assessed by estimating the percentage of learners who had passed the Reading, Writing and Arithmetic tests (as per the cut-off marks specified above) and had also obtained a total score equal to, or more than, 70. These values had been stipulated by

the National Literacy Mission Authority in 1992. The literacy performance and literacy rates were estimated for each of the six samples of learners from the various mandals as well as the total sample of learners. The influence of the learner's age, sex, caste, religion, marital status, occupation and income on his literacy performance and literacy rate was also examined.

Percentage analysis was carried out to examine the respondents' opinions regarding the various issues included in the questionnaires. Percentage were calculated after eliminating respondents who had not provided any answer to a specific issue. For certain issues, two responses were considered as a single one while estimating the percentage.

Major Findings

The major findings of the evaluation study are given below :

Field Investigators

1. The field investigators evaluated the learners' performance as good/ satisfactory.

2. They felt that the response of the people towards the Akshara Deepam programme and its results was encouraging.

3. They felt that the programme had made significant contributions towards increasing the awareness of the learners towards various community development activities.

These findings indicate that the field investigators had a positive attitude towards the programme and its benefits.

Instructors

1. The instructors had a very good awareness of the literacy programmes and had a positive attitude towards the same.

2. They felt that literacy would benefit the learners in their overall development, both individually and socially.

3. Though the involvement of the instructors in the Akshara Deepam programme was limited, they felt that adequate publicity had been made about the programme.

4. *They felt that the centres were functioning well and the facilities were* good, but cooperation from others was not so encouraging.

5. The instructors agreed than they had received adequate and usefull training.

6. They were using the Word method for teaching, but were not making personal efforts to improve the quality of teaching. The lessons were rated as good.

7. They had not reported any significant obstacle that seriously hampered the programme.

8. They felt that training imparted could have been more comprehensive and interactive.

These findings indicate that the instructors had positive opinions regarding the Total Literacy Campaign and had made their contributions towards the success of the campaign.

Learners

The findings regarding the learners' performance i.e., performance on the Reading, Writing and Arithmetic tests and their literacy rate are presented separately. The learners views and opinions relating to certain issues are also presented.

Literacy Performance

1. The maximum percent of learners from all mandals taken together, and those from the separate mandals, had passed the Arithmetic test as compare to the Reading and Writing tests. The only exceptions were the learners from Bogolu and Tada mandals who had performed better on Reading as compared to the Arithmetic and Writing tests.

2. A mandal-wise comparison indicated that the sample of learners from Bogolu mandal constituted the highest percentage of those passing the Reading and Writing tests. Muthukur mandal Learners had performed best on other mandals. Learners from the Kavali and Tada mandals had performed relatively poorly on all the three literacy performance tests.

3. Female learners had performed better than male learners on the Writing and Arithmetic Tests.

4. Muslim and Christian learners had performed better than Hindu learners on the Reading and Writing tests.

5. Married learners had performed better than unmarried learners on the Reading and Writing tests.

6. Learners who were housewives, or were earning an annual income between Rs. 5000 to Rs. 7000 had performed slightly better then their counterparts in the occupation and income groups on all the three tests.

These findings indicate that the writing skills of the sample of learners from Nellore district were relativley poor. It is all the more significant in the case of learners from Kavili and Tada mandals. Secondly, the learners' sex, religion, marital status, and income significantly influence their performances on the Reading and Writing tests. The Learners' caste and to some extent their age and occupation did not seem to have a significant influence on their literacy performance.

Literacy Rate

1. Only 57.08 percent of learners from all the mandals had attained literacy as per the NLM norms.

2. A mandal-wise comparison indicated that the literacy rate was the highest among the learners from Bogolu mandal. The literacy rate was very low in the case of Kavili and Tada mandals.

3. Learners who were females, or aged between 26 and 35, or belonged to scheduled castes, or those who was Christians, or married, or housewives, or earn an annual income between Rs. 5000 to Rs. 7000 had a better literacy rate as compared to their counterparts in the respective groups.

4. The literacy rate was low in the case of learners from the fishermen community.

These findings indicate that the literacy rate of the sample of learners from Nellore district was slightly more than 57 percent. Learners from Bogolu mandal had a good literacy rate, while those from Tada had a lower rate. All

the biographical variables of the learners considered in this study had an influence on their literacy rate.

Learners' Views and Opinions

The findings relating to the learners' perceptions of the benefits of literacy, facilities at the Centres, instructors, and teaching methods and material are provided below.

1. Female learners perceived the benefits of literacy better than their male counterparts.

2. A higher percentages of learners aged between 16 and 25, or belonging to scheduled castes, or working as labourers perceived the benefits as compared to their couterparts in the respective age, caste and occupation groups.

3. The facilities at the centres, the instructors' behaviour and efficiency were rated as good and the monitoring of the centres by others was generally rated as good, excepting for monitoring by local organisations.

4. The learners were following the Word method of teaching, they find the lessons to be useful, and were willing to continue education however, only 38.99 percent felt that the teaching aids were effective.

These findings indicate that the sample of learners from the Nellore district were appreciating the benefits of literacy, they were satisfied with the facilities at the centres, found the instructors' performacne satisfactory, liked the teaching method, found the lessons usefull of were willing to continue further education. it can be concluded that the TLC had achieved its objectives. The only requirements were effective monitoring by local organisations and better teaching aids.

Retention of Literacy Performance

Retention of literacy performance was assessed by comparing the total scores on the internal and external evaluations of the total sample of learners. The total score on the three tests was taken into consideration to estimate the retention of literacy performance.

1. There was a loss in retention of literacy performance in the total sample of learners, as well as in those from different mandals and the male and female learners.

2. The loss in retention was more in female learners as compared to male learners.

3. The loss in retention was maximum in the case of learners from Kavali mandal, and the least in the case of learners from Bogolu mandal.

4. The loss in retention was most likely due to the relatively poor performance on the writing test.

Influence of Jana Chaitanya Kendras (JCKs)

The findings regarding the influence of JCKs on the literacy rate and perception of the benefits of literacy are presented below.

1. Higher percentage of learners who had achieved literacy as per the NLM norms had attended the JCKs, as compared to those who had not attended the same.

2. Learners who had attended the JCKs appreciated the long-term benefits of literacy.

These findings indicate that JCKs and continuing educaiton programmes were serving their purpose effectively.

Drop-out Learners

1. Work commitments of the learners and the instructors' performance were the two most important reasons for discontinuation listed by the drop-out Learners. More or less the same reasons had been reported by the different sex and age groups of drop-out learners.

2. The benefits of literacy were clearly perceived by the drop-out learners.

3. Though the lesson were considered good, the drop-out learners felt some indadequacy regarding the teaching method (the Word method).

These findings indicate that apart from personal reasons, the instructors performance and the teaching method might have some role to play in the drop-out learners discontinuing from the Akshara Deepam programme.

Drop-out Instructors

1. The reasons for the drop-out instructors discontinuing from he programme were not limited to any particular category. However, the disinterest of the learners and the work commitments of the drop-out instructors were reported more often as the reasons for discontinuation.

2. They believed that literacy would definitely produce positive benefits for the learners.

3. Though they felt that the lessons were good, there was some disagreement regarding the teaching methods.

These findings indicate that drop-out instructors might have opted out of the programme for personal reasons. However, the learners' interests and the teaching method might have been responsible to some extent.

Conclusion and Inferences

The major conclusions that can be drawn from the evaluation study are the followings :

1. The literacy rate of Nellore district (based on the sample of 1170 learners) stands at 57.08 per cent, as per the NLM norms. Compared to the literacy rate provided in the 1991 census, this represents an increase of 10 per cent.

2. The arithmetic and reading skills of the learners are very satisfactory. the problem seems to be with the writing skills. This is understandable to some extent, because considering that most learners do not get an opportunity to practice their writing skills in their every day activities as much as utilising their reading and arithmetic skills. In other words, the learners very often utilise their reading and arithmetic skills, for reading newspapers, magazines and counting money etc. The most frequent writing practice done by them would be signing their names if necessary. Nonetheless, it must be stressed that writing skills of these learners were not upto the mark and efforts must be made to improve the skills.

3. The learners's sex, religion, marital status and income significantly influenced their performance on the literacy performance tests as well their literacy rate.

4. The learners appreciated the benefits of literacy, they were satisfied with the facilities at the centres and the instructors' performance. However, the monitoring by local organisations was far from satisfactory.

5. The JCKs had played a pivotal role in sustaining the literacy achievements of the learners. Special mention was to be made of the mini granthalayas established for use of the learners.

6. The drop-out learners appreciated the benefits of literacy, but their own commitments and, to some extent, the instructors' performance and the teaching method were responsible for their discontinuation from the programme.

7. The main reasons for drop-out instructors discontinuing from the programme were work commitments, disinterest of learners, and, to some extent, the Word method of teaching.

On the basis of these conclusion, it can be inferred that the Total Literacy Campaign in Nellore district has been successful. The literacy rate of the district had gone up by 10 per cent. The ZSS, Nellore, had done a creditable job in making the campaign successful. It had motivated the learners, instructors, government officers, non-government organizations, politicians and others to actively participate in he Akshara Deepam programme. Publicity had been done effectively and a conducive environment was created to sustain the interest of the learners. The efforts of the Jana Vijnana Vedika and its volunteers have borne fruits. The Academic Committee of the ZSS had taken great pains to make the lesson relevant and useful. The JCKs have achieved their objective of making the learners realise the long-term benefits of literacy, for individual as well as community development. However, it must be mentioned that local organization' participation needs to be improved. Finally, the instructors should be given comprehensive and interactive training and effective audio-visual aids to be provided to make TLCs more successful.

M. C. Paul

Dimensions of Non-Formal Education in Bengal during the Bengal Renaissance : A Sociological Exploration

The great renaissance which surfaced in Bengal in the late nineteenth and early twentieth centuries was characterised by a remarkable creative outburst of literary, artistic, cultural and ideological achievements. The crystallization of this socio-cultural movement in the prevailing environment of Bengal forced the leaders of renaissance to the question of non-formal education among the illiterate adult masses of Bengal which had hitherto been not attended to by the colonial government whose interest was to serve its own purpose.

The leaders* during the renaissance era realised the importance of involving the people meaningfully to achieve social and political transformations. The illiterate masses were to be made literate and enlightened. This would inculcate in them the spirit of tolerance and a sense of justice. Moreover, they wanted the masses to have the spirit of nationalism devoid of servility. Non-formal education programmes for adult masses denote a process that eradicates illiteracy and imparts the spirit of independence and knowledge of justice and change.

Moreover it was intended to help them understand their rights and duties towards the society and the nation as well. Therefore, the terms non-formal education and mass education are synonymously used here as both have flexible curriculum.

During the great Bengal renaissance the non-formal education programmes for adult masses became one of the important instruments of change, its potential role in nation building, socio-economic awareness and change, however, got only lip service from the colonialists. The colonialists did not take much interest in non-formal adult education. They followed a laissez-faire policy on social and religious matters. The recommendations of various Education Commissions contituted from time to time under the pressure of socio-political movements in regards to non-formal education for adults had been brushed aside or were not implemented in the true sense of the term. On the whole, the Britishers were largely unresponsive to social, political and economic aspirations of the people

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* For example, leaders like Vidyasagar, Bankim Chandra Chatterjee Akshay Kumar Sarkar, Haribar Chattorpadhyay, Raj Narayan Basu, Bhudev Mukherjee, Bashipada Banerjee, Naba Gopal Mitra, Jyotindra Nath Tagore, Chandra Nath Basu, Keshab Chandra Sen, Shantimoy Roy, Pulin Behari Das, Bipin Chandra Paul and others.

of India. their policy was not to enlighten the natives of India but to mainly dominate them to satisfy commercial interst[1] But this insensitive policy and action-orientation could not go unchallenged for a long time by the emerging forces that were brought up by the former.

Indigenous Non-Formal Education for Adults

The indigenous education programmes for adults was deeply rooted in the "great tradition of learning and scholarship" in Bengal. Non-formal education was imparted through Kathakata (story telling related to great Indian Epics and mythological stories of ethical values), Kabigan (folk songs), Jatra (folk theatres), Mela (fair), etc. It is said that during the thousand years preceding the colonical conquest, Bengal enjoyed long periods of autonomy and linguistic unity. This had helped the emergence of common bengali culture at the village level integrating and assimilating the mainstream ideas of Hindus, Muslims and other primitive folk practices. But this indigenous system of non-formal education was forced to die due to the contradictions and anarchy brought in by the colonial education policy along with the growing domination and impoverishment of the people of Bengal under the colonial rule.

The non-formal education programme for adults was not at all exotic in Bengali tradition. In many cases, the non-formal school was unstructured. It had neither huts nor benches, nor proper teaching aids. Both the gurumahashay (teacher) and his learners used to sit on the mats spread under the tree or in the Chandimandap (courtyard of temple) or in the dalan (out-house of the rich). The gurumahasay (teacher) generally happened to be the Brahmin (higher caste) Priest of the village. He usually conducted the classes twice a day in mother tongue: once in the morning and again in the afternoon or evening to impart education on ethical and practical aspects of life including the 3R.[2] The gurumahasays (teachers) however, were very poorly paid either in cash or in kind according to the convenience and capacity of individual learners. The quality of these non-formal schools was generally between poor and fair. Whatever might be the status and conditions of this non-formal system of adult learning in Bengal, it could not be denied that it rendered useful service to the illiterate masses for generations.

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1   C.E. Travelyan. On the Education of the people of India, Orient Longman; 1838, P.187; see also. Sumit Sarkar, The Swadeshi Movement in Bengal. People's Publishing House: Delhi, 1973, pp. 23-24; Suresh Chandra Ghosh, Education Policy in India since Warren Hastings, Naya Prakash:Calcutta. 1989, p.3

2   A Mukherjee, Reform and Regeneration in Bengal, Calcutta. 1968, p.2, see also Lal Behari De, Bengal Peasant Life, Calcutta 1979, p.55; 5 Nurullah and J.P. Naik. A Students History of Education in India, mechmillan publishing House: Calcutta. 1971, p.22; Sumit Sarkar, op. Cit. pp. 22-23; Satish Sabherwal "Segmentaion and Literacy". Economic and Political Weekly, Annual Number, 1991.

In fact the East India Company's education policy of 1813 surfaced a controversy between the Christian missionaries and the state machinery over the control of modern formal education in this country. Controversy between the orientalish and the anglicists also arose, one section favoured the spread of oriental formal and non-formal learning in mother-tongue and the other section favoured modern English education so that they could enter the "modern" professions. It is said by Raja Rammohan Roy that the Bengal peasants and villagers were "inocent, temperate and moral in their conduct as the people of any country whatsoever"[3] During the 19th century renaissance period, a certain section of Bengalis wanted to spread non-formal education among the people only upto a level, so that their "class interest" could be maintained. The colonial rulers supported the stand of this section of society as it helped them fulfil their dual goals: to keep the illiterate masses ignorant: and to encourage and spread English education among the upper and middle classes so that they might enter the white collar jobs and become babus/bhadraloks. The Indian Association played a significant role in shaping and crystallizing the interest of the British and the emergent bourgeois class in Bengal. However, in course of time, the latter came in direct conflict with the colonial ruler's vested interest and developed new techniques of organised political agitation and movements in Bengal.

This phenomenon had encouraged the growth and expansion of non-formal educational activities by the well-intentioned people like Iswar Chandra Vidyasagar, Bankim Chandra Chatterjee, Madhusudan Dutta, Girish Chandra Ghose, Akshay Kumar Dutta, Hem Chandra Banerjee, Swarna Kumari Devi, Mir Mosharaf Hussain and a host of others. All of them trieds to infuse among the illiterate masses, through non-formal education programmes, the spirit of patriotism and nationalism. These educational programmes included components of awareness about the oppression, suppression and exploitation by colonial rulers and the landlords as well. Various novel ways were used to make the people of Bengal aware of the colonial rulers intentions and oppressions. Many theatre or drama groups were formed to publicly display the highly charged sentiments. For instance the staging of Dinbandhu Mitra's drama, Nil Darpan, produced a great upsurge among the illiterates of Bengal. On the other hand, it also attracted a sense of displeasure and contempt from the colonial rulers. Because this drama helped educating the illiterate adult people against the horrible oppression of the European indigo-planters. As a result, these oppressed and illiterate indigo-peasants of North Bengal were brought together against the European indigo planters. For example, the organisation of non-formal educational activities by Wahabi Rafique Mondal

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3.   R.C. Majumder, Glimpses of Bengal in the Nineteenth Century, 1960, p.8.

was a great help in this direction. The Biswas brothers (Bishnu Charan and Digambar) also organised the poor peasants through the instrument of drama. The drama, Jamidar Darpan (Mirror of landlord), created a sense of awareness generated by this drama had also created commotion among the rich landed gentry of Bengal. The drama had tremendous educational awareness potential. It depicted the naked exploitation and repression of poor peasants by the Bengali landlords and the heroic resistance of the peasants against the latter. Many Journalists like Akshay Kumar Sarkar also championed the cause of poor illiterate peasants against the repression and high handedness of the colonial government, Indian landlords and European indigo and tea-planters.[4]

The spread of non-formal education activities in rural Bengal brought to fore an upsurge of nationalism during the renaissance period. Many folk artists, creative poets, writers, novelists, lyricists, musicians, and dramatists composed folk songs, novels, folk stories, Kavigans (lyrical songs of poets). Jatras (operas) in popular dialect and in lyrical and satirical style to focus on the contemporary socio-economic conditions and Political exploitations of Bengal by the colonial rulers. For instance, a village poet of Malda (North Bengal) Maulavi Sheikh Idris Ahmed, composed lyrical poems on the virtues of poor peasants who were the life and blood of village economy but bonded to the repressive and oppressive zamindari system. Having tremendous educational value, these poems were highly appreciated by the illiterate peasants and poor people as all these made them aware of the social reality and goad them to find a direction to change their conditions.[5]

Initiative by Various Associations

Inspite of the machinations of British colonialists and their agents, the spread of non-formal education was quite good. For example, during 1860, Raj Narayan Basu, the grndfather of Indian nationalism and a Bharmo Samaj leader, established a night centre for the illiterate industrial workers in Midnapore. In 1863, Peary Charan Sarkar also opened an industrial school at Barasat for the illiterate young and adult women belonging to the working class. They

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4. Atul Chandra Gupta, Studies in Bengal Renaissance, National Council of Education: Calcutta, 1958, p.431; Sushobhan Sarkar, Bengal Renaissance and other Essays, people's Publishing House: Delhi 1970, pp. 35-62.

5. R.P. Dutt, India Today, Bombay, 1947, p.255; R.C. Mahumday, Glimpses of Bengal in the Nineteenth Century, Calcutta, 1960, p. 32; Lal Behari De, Op. cit, pp. 9-17; Aparna Basu, Essays in the History of Indian Education, concept publishing House, new Delhi, 1982, p. 65; G. Mukhopadhyaya, Mass Education in Bengal (1882-1914), Calcutta, 1984, p.58; Tanika Sarkar, Bengal 1928-1934, Oxford University Press: Delhi, 1987, p.44.

were imparted vocational training courses besides elementary reading, writing and arithmetic.

In 1864, at the initiative of the philanthropists of Uttarpara (West Bengal), a young social worker, Harihar Chattopadhyay, established Uttarpara Hitakari Sabha (Welfare Society of Uttarpara) to spread relevant and meaningful education among the women and young illiterate peasants of Howrah, 24-parganas and Hoogly districts. For instance, he opened a novel peasant school at Malka village in the vicinity of Uttarpara in 1863. This school or centre imparted need-based agricultural education to the adult peasants along with literacy. Initially it was functional with twelve illiterate peasants. Later on their number swelled to more than forty. Pandit Raj Kumar Bhattacharyya, a teacher of this peasant school, used to impart education on general properties of matter, flowers and plants, utility of manures to plant life and other allied subjects for the benefit of peasant community. Similarly several other Sabhas (associations) were active in different parts of Bengal in spreading the need-based non-formal education among adult illiterates namely Bakarganj Hitaishini Sabha (Bakarganj Welfare Society), the Paschim Dacca Hitakari Sabha (West Dacca Welfare Society), etc.[6]

During 1866-67, with the active cooperation and support from W.S. Atkinson (the then D.P.I. of the Government of Bengal), Bhudev Mukherjee the then Additional Inspector of Schools) set up thirty five night schools/centres for the illiterates. This was the positive endeavour in popularising non-formal education among the illiterate peasants of Bengal. Adult workers and young peasants who could not attend formal school in their early childhood as they generally used to help their parents in activities related to agriculture, were encouraged to attend non-formal night schools during leisure time. The enthusiastic villagers and peasant learners on their own used to provide maintenance cost for these popular schools either in cash or in kind. The average age of these learners was nineteen years. They belonged to poorer peasant community and landless backward agricultural labourers families. The curriculum consisted of 3Rs, i., e, reading, writing and arithmatic in these schools. On an average, twenty learners used to attend each night school. These schools helped spread literacy among the poor and illiterate peasants of rural Bengal who never had a chance to attend the regular formal schools due to non-availability of educational facility in their villages. Moreover, they were never encouraged by the colonial rulers to participate in education as the latter believed in Macaulay's filtration theory of education. The colonial government sanctioned a paltry

6.   H.A. Stark, Vernacular Education in Bengal (1813-1912), Calcutta pp. 138-41; Usha Chakraborty, Condition of Bengal Women around Half of the 19th Century, Barhdar Press: Calcutta, 1963, p.42.

sum of only one rupee per month to the teachers/instructors of these night schools towards lighting charges, cost of teaching aid, remuneration, etc.

By 1868, Bhudev Mukherjee opened altogether 250 night schools for the illiterate peasants and day-labourers in different districts of Bengal like Burdwan, Bankura, Midnapore, Murshidabad, Kushtia, Jessore and Nadia. About 4500 peasants and agricultural labourers were enrolled. They regularly attended the night classes by paying a nominal fee either in cash or in kind. Those who were unable to pay in cash, used to contribute their physical labour in maintaining and running these night schools. Half-a-day's labour of an adult was considered equivalent to two annas which was sufficient for one month's tution fee for attending night schools. This shows the level of conviction and interest of the poor illiterate peasants of Bengal for non-formal education programmes. The medium of instruction was in mother tongue.[7] The night schools were the off-shoots of the existing pathsalas (Primary Schools) which were not able to cater to the needs of poor peasants. Some of these night schools were closed down as the colonial government resorted to heavy cut in the already meagre budgetary grant. It is said that the colonial government was not interested in the promotion and spread of night schools catering to agricultural and industrial workers.

So, a few phollanthropists like Sashipada Bannerjee opened a few night schools or centres for the workers with a view to educate and empower them to improve their wretched condition. Keshab Chandra Sen, a Brahmo leader and a protagonist of women's education, started a non-formal education centre exclusively for women illiterates under the partonage of Bharat Sanskar Sabha (Indian Reform Society). As many as twentyfour women from economically backward sections regularly attended the classes. The curricula consisted of science, geography, mathematics and Bengali language. The Brahmo leader challenged the Education Policy of colonial government and warned that the latter should not shirk the responsibility of spreading education among the poor and illiterate sections of society of Bengal. With the help and cooperation of other Brahmo youth, Keshab Chadra Sen opened another night school in 1870 for adult workers, artisans, shop-keepers and maid-servants in Baranagar situated in the northern suburab of Calcutta. Many jute mill workers of Baranagar attened it, where they learnt, along with litracy the workers rights and duties.

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7.   J. Long, Adam's Report on Vernacular Education in Bengal and Bihar. Home secretariat Press; Calcutta, 1868, p.39, G. Mukhopadhyaya, op. cit. pp. 49-50.

Annual Mela (Fair) and Spread of Non-formal Education

A group of young patriots like Raj Narayan Basu, Naba Gopal Mitra and Jyotirindra Nath Tagore formed the Partiots Association (1869) to uphold and fight for the national cause in every walk of life by organising every year the Annual Fair, popularly known as Hindu Mela (Fair) on the last day of Bengali year. Their aim was to educate the ordinary people. All types of social and cultural programmes composed of patriotic songs, poems, discussions, debates and lectures/speeches were organised. All these non-formal education programmes disseminated among the people the awareness of political, socio-economic and cultural conditions of not only Bengal but also the whole of India. The organisers also used to invite people from outside Bengal. Indigenous folk arts, music and other artistic performances including martial arts were also organised during the Mela (Fair). The adult masses interested to learn self-defence skills were taught the same. A good number of creative literatures and books written in Bengali and Sanskrit languages were used to promote literacy, awareness and spirit of self-help among the people, especially the illiterates and semi-literates. The exhibition of arts and craft items from other parts of India like Kashmir, Benaras, Lucknow and Jaipur were also an attraction in this annual Mela (Fair). All these had significant educational value.

Chandranath Basu, one of the organisers of this Mela (Fair), advocated strongly the spread of swadeshi (nationalist awakening) and political awareness among the illiterate peasants. He felt that the peasants would have to be made aware of the same so that they could participate wholeheartedly in the national awakening movemnts. that was why they periodically organised these types of programmes during the renaissance period.

It will not be out of palce to add that this mela (fair) had directly led to the formation of The Indian National Congress in later years. In other words, the first National Conference of 1883 was the logical outcome of this educational Annual Mela (Fair). However, when the Indian National Congress was formed, the popular leaders of Bengal, involved in the organisation of Annual Mela (Fair), were sidetracked. They were neither consulted nor involved in the formation of the Congress party. Therefore, the formation of the Indian National Congress came as a big surprise to the popular nationalist leaders of Bengal in those days.[8] Some upper caste ladlords, traders and intellectuals having links with the colonial rulers were not associated with

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8.   Susobhan Sarkar, op.cit., p.52.

the Mela (Fair) for obviour reasons. They did not appreciate the advocacy of non-formal awareness programmes among the peasants and industrial workers as they thought this might encourage the latter to demand land reforms to alleviate their distress and oppression. Secondly, they also feared that the colonial government might cut the educational grants for English education. In fact, the upper caste ladnlords and the English educated intellectuals were pleading for English education so that their offsprings could enter the white-collar government services and professions like law, medicine, teaching, journalism and the like. For them, English education became both an instrument of social mobility and status, because, under the New Charter Act of 1833, the colonial government opened the gate of subordinate government services and similar other jobs to English education Indians.[9]

However, the spread of non-formal education could not be scuttled by the colonialists and the upper caste landlords as education was firmly rooted in rich cultural and educational traditions of Bengal. Non-formal education centres were opened in the later part of the nineteenth century also, with the help and coordination of some enlightened philanthropists and nationalist leaders of Bengal. For example, thirteen non-formal education centres were set up in Giridhi-Barakar-Raniganj coal belt alone in 1887-88. More than 772 coal miners attened these centres. Two centres out of the thirteen, exclusively catered to the needs of illeterate women. Two night schools were also opened for the benefit of coal miners who were not in a position to attend the formal schools during day time. Along with other well-wishers, the Raniganj Coal Association also supported these non-formal education centres with finance collected from working class people and their children as well.

As already mentioned, the Brahmo leaders, reformers and workers of the 19th century Bengal took increasing interest and set up night schools for illiterates. They realised that without education, the national awakening and reconstruction were not possible. Need-based curricula having the subjects of arithmatic, science, carpentry and literacy was there. For instance, the Sevak mandali (a group of workers) organised non-formal night schools in Calcutta, Naihati and Bankura in 1903. the Brahmo youth helped and cooperated in setting up a few libraries and reading rooms in different parts of Bengal. They rendered freee service to the people who came to utilise these facilities. With the support of the Brahmo Samaj, Mohammad Habibullah opened a night school in Baranagar area in 1908 to impart free non-formal education to 57 illiterate mill workers. Subjects like Bengali, Urdu, Persian, English and Arithmatic were taught.

9.   H.A. Stark, op.cit. pp. 132-40; P. Sinha, Nineteenth Century Bengal, calcutta, 1965, p.43; Susobhan Sarkar, op.cit. pp.22 47-49; G. Mukhopadhyay, op.cit. pp. 67-84.

During 1908, a few Nava Vidyalayas (New School) were also set up by the Brahmo leaders especially for the illiterates. These centres were kept open both during the day and night to facilitate the learners to attend these non-formal education centres.[10]

In 1909, under the able guidance of Sibnath Shastri, a group of dedicated Brahmo youth started non-formal education centres for the under-privileged and depressed classes and lower castes like Mali, Malo, Jhalo, Namasudras in Dacca, Bakerganj, Noakhali, Mymensingh, Tipperah, Rangpur and Jessor districts of East Bengal. These centres were opened and functioned despite strong opposition and protests from the people of higher castes and landlords belonging to these districts. Most of these centres were located in villages where the depressed and lower caste groups were in majority. They also organised non-formal education centres for the women beloning to lower castes and depressed classes in villages like Berash of Dacca district, Malliat in Audha and Kaminidanga in Jessor district, and Kherihari of Bakerganj district of East Bengal. After joining the Ramkrishna Mission in 1907, Sister Nivedita also mobilised the illiterate women of Hindu Zenana (confined to homes) and opened non-formal education centres for them.[11]

Swadeshi Spirit and Non-formal Education

It was noted earlier that since the days of the Annual Mela (Fair), the Swadeshi (nationalism) spirit became increasingly all pervasive in Bengal. Curzon's Master plan to destroy the nascent spirit of nationalism by resorting to partition of Bengal infused militant nationalism among the people who opposed tooth and nail the machination of colonialists. As a result several organisations and Samities (societies) sprouted in different parts of Bengal. They tried their level best to educate the masses and inculcate in them the spirit of patriotism to achieve the ultimate objective of liberation from the colonial shackle and subjugation. Keeping this vital objective in mind, they organised non-formal education classes and other awareness programmes in different parts of rural and urban Bengal. For instance, the Swadesh Bandhab Samiti of Faridpur; the Sadhana Samiti, the Suhrid Samiti of Mymensing patronized by Brajendra Kishore Roy Choudhury; the Annushilan Samiti of Dacca organized and patronised by Pulin Behari Das and Bipin

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10. Atul Chandra Gupta, op.cit; p.85; Gopal Ghosh, Indian Trade Union Movement, Part 1, Calcutta, 1961, p.46; Usha Chakraborty, op.cit., p.50 Susobhan Sarkar, op.cit., p.43.

11. G. Mukhopadhayay, op.cit., p. 137; M.C. Paul, "Women and Development of Adult Education in Colonial Bengal: A Sociological Exploration", Indian Journal of Adult Education, Vol. 52, Nos. 1&2, April-June, 1991; see also M.C. Paul, "Colonialism and women's Education in India", Social Change, Vol 19, No. 2, June 1989.

Chandra Paul opened several non-formal education centres which imparted in mother tongue the socio-political Swadeshi awareness education among the rural illiterate masses of Bengal. They used novel participatory techniques and non-formal methods like group discussions, informal interactions, haat-meetings (in weekly market places), mela (fair) exhibitions, etc. The basic aim was to raise the socio-economic and political consciousness of the people so that they could be free from teh shackle of colonialism and bring about change in their lot.

It may be noted that even the so-called political detenus held by the colonial government came forward to promote non-formal education programmes to enhance the socio-political awareness of the illiterates. For instance, the exiled Jugantar (activist), Shantimoy Roy, organised non-formal night school in inaccessible forest areas of Sunderban island. His basic purpose was to impart Swadeshi (nationalists) education, including literacy, among the adult illiterates of Sunderban area against the British Raj. Ancther Anushilan Samiti activists, Satyendra narayan majumdar of Rajshahi, started non-formal literacy centre among the hill tribes of Terai, the scheduled caste and Rajbangshi peasants during the first quarter of the twentieth century renaissance period. Since 1915, the Bengal Social Service League had also started the non-formal education programmes during this period among the adult illiterates of Bengal in right earnest so that they could fulfil to an extent their hopes and aspirations of life.[12] They were very much aware that illiteracy among the people was a curse and stumbling block in nation's economic and social development. Moreover, in the absence of literacy, the people's cultural and spiritual advancement would not be possible.

In 1907, Rabindra Nath Tagore opened one Brahmacharyya Ashram at Bolepur in co-operation with Brahmabandhab Upadhyay to develop and promote the spirit of patriotism among the youth and adult masses.

As mentioned earlier, the Swadesh Bandhab Samiti organised ten non-formal education centres in Barisal. The teachers were drawn mostly from the political activists and/or the dismissed government servants whose services were terminated due to their active participation in the Swadeshi (Nationalist) movement and other political agitations against the British Colonialist. These centres were maintained and ran exclusively by mustibhiksha (collection from the people) and voluntary donations from the villagers either in cash or in kind. Similarly, adult education schools/centres were also opened in Dacca, Sonarang, Mushiganj, Mymensing, Comilla, 24-paraganas, Maldah and Gauripur. These non-formal education centres used to impart awareness education and Swadeshi spirit along with literacy. Some of these schools also imparted vocational training to adults in carpentry and blacksmithry. Adults from poor and middle class families joined these education centres

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12.   G. Mukhoadhaya, op.cit., p. 127; Tanika Sarkar, op.cit., p. 123.

which used to be open during the night also so as to facilitate the adults to participate in these centres.

The non-formal education movement led by diverse groups of nationalist leaders during this period, became a cause of anxiety to the colonial rulers. They tried to impose a total ban on the cultural and educational activities of these centres organised by the nationalist forces to educate the illiterate masses. The use of folk-songs, folk-lores and folk-theatres (Jatras) not only entertained the people but it also helped tremendously in the development of awareness among the ignorant masses about the socio-cultural and political messages in all these activities. For example, a disciple of Aswini Kumar Dutta of Barisal, Mukund Das inspired and stirred the poor illiterate masses by his lyrical nationalist songs. several Jatra (opera) parties emerged during this period had contributed a lot in raising the consciousness of the poor boatmen, peasants, and villagers as well.

These non-formal education programmes organised in many districts of Bengal played an important role in the development of the swadeshi movement during the renaissance period even though it was short-lived. The scrapping of the partition of Bengal in 1912 and constant police action against nationalist leaders brought a change in political agitations, but it could not destroy the role of non-formal education among the illiterate masses of Bengal,[13] even though to a great extent all these developments affected the non-formal education programmes during the firs three decades of the twentieth century.[14] The magnitude of illiteracy among adults during the beginning of the twentieth century colonial Bengal was immense. As already mentioned, at the dawn of colonial rule Bengal had a broad-based indigenous non-formal education system with utilitarian curruculam consisted of reading, writing, arithmatic and accountancy, together with Puranic (sacred) tales and heroic legends.[15] The patronised western English education crated English educated babus (elite/gentleman) among the upper castes and classes of Bengal. It was this situation that kept the ordinary people out. In other words, the colonial rulers neglected the spread of non-formal education and the western education did not touch the people of lower state. The colonical rulers' policies of education and economic exploitation plunged the masses into ignorance and servility. They cared little to solve the magnitudinal problem of illiteracy among the masses of Bengal. This had forced Rabindra Nath Tagore to remark, "The strength of the government lies in the peoples' ignorance and the government knows it, and will, therefore, always oppose true enlightenment .... while it is spreading darkness, pretends to be busy with the enlightenment of the people".[16]

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13. G. Mukhopadhyaya. op.cit., p.128
14. Ibid; p. 134
15. H.A. Stark, op.cit., p. 120.
16. Rabindra Nath Tagore' Rabindra Rachnavali, vol. XI, Vishwa Bharati: Calcutta, p. 558.

P. K. Abdul Gafoor
T.C. Ayishabi

Role fo Diet's in the Adult Education Programme - An Evaluation

District Institutes of Education and Training (DIETs) are now functioning in the different parts of our country for the overhaul of primary education and adult education. Despite our achievements in various fields, a low literacy rate among the people is a great concern today. Realsing this disastrous situation, NPE (1986) had envisaged the strengthening of adult literacy activities in the districts through DIETs.

Each DIET should have a District Rsource Unit (DRU), which is entrusted to carry out various adult education and nonformal education activities. Kerala has 14 DIETs, functioning from 1989 onward, Hence, it is high time to evaluate the general nature and the different activities organised by the DRUs of DIETs for the improvement of adult education and nonformal education. The study has been carried out with the following objectives.

1. To know the avilability of human resources in the DRUs of DIETs.

2. To know the different activites organised by DIETs in the aeas of adult education and nonformal education of their respective districts.

Methodology

1. *Sample*
   The study has been carried out on a sample of seven DIETs of Kerala.

2. *Tools used*
   The relevant data regarding the DRUs of DIETs was gathered with the help of a Questionnnaire on District Institutes of Education and Training.

Analysis and Discussions

The Table I provides details of the availability of human resources in the DRUs of DIETs.

TABLE-I
Staffing Pattern of DRU

DIET	Vice Principal (1)	Senior Lecturer (1)	Lecture in AE (2)	Lecturer in NFE (2)	Clerks (2)
Kasaragod	NA	1	1	NA	NA
Kannur	NA	1	1	NA	NA
Wayanad	NA	1	1	NA	NA
Kozhikode	NA	1	1	NA	NA
Malappuram	NA	1	1	NA	NA
Plakkad	NA	1	1	NA	NA
Thrussur	NA	1	1	NA	NA

Number in bracket indicates the required number.
NA- Not Available; AE- Adult Education
NFE- Non-formal Education

As per the DIET Guidelines (1989), the head of the DRU (Senior lecturer) will be the Vice-Principal fo the DIET, The post has not yet been created in DIETs. The proposed post of one senior lecturer has been filled in all DIETs. According to the Guidelines (1989), four lecturers are essential, two each for adult education and nonformal education. But only one lecturer is avialble for adult education, and other posts are not yet created. The proposed two clerks for the branch DRU are also vacant. Hence, this branch is now working with insufficient staff strength.

2 Activities carried out in AE and NFE

a. Activities in AE:

The Table 2 provides details of the different programmes carried out by DRU in adult education.

TABLE-2

Programe carried out by DRU in AE

Sl. No.	DIET	General	Specific
1.	Kasaragod	Inservice training for AE workers	Koraga project for a nomadic tribe in Badaiduka.
2.	Kannur	Inservice training for AE workers	Developed special Evaluation tool
3.	Wayanad	Inservice training for AE workers	Developed Evaluation tool. Programmes to create awareness, anganavadi workers, and other voluntary agencies
4.	Kozhikode	Inservice training for AE workers	Conducted seminar for adivasis to create awareness among them
5.	Malappuram	Inservice training for AE workers	
6.	Palakkad	Inservice training for AE workers	
7.	Thrissur	Inservice training for AE workers	Developed evaluation tool

The Table 2 illustrates that except Malappuram and Palakkad DIETs, all other DIETs conducted some other programmes in addition to the inservice training for AE workers.

The working conditions of DRU of DIETs are not much satisfactory.

b. Survey conducted in AE

Details regarding the survey conducted by DRUs of DIETs are provided in the Table 3.

TABLE -3
Details of the survey conducted in AE

Sl. No.	Diet	No. of Survey conducted	Title of the Survey
1.	Kasaragod	1	Survey to find out the dropouts in schools for 3 years
2.	Wayanad	1	A survey to understand the need for opening new AE centres
3.	Kozhikode	1	A survey to understand needs and interest of neoliterates

From the Table 3, it is very clear that, only 3 DIETs conducted surveys in the field of AE. In this case also, the working conditions of other DIETs are not satisfactory.

c. Inservice Training for AE workers :

The Table 4 gives detailed information regarding the inservice courses organised by DRUs of DIETs for AE workers.

TABLE - 4
Details of Inservice Training organised for AE workers

Sl. No.	Diet	year	Designation of the persons trained	Duration of the course in days	Number of persons attended
1.	Kasaragod	1990-94	Saksharatha workers	7	651
2.	Wayanad	1990-94	Saksharatha workers	7	679
3.	Kozhikode	1991-94	Saksharatha workers	7	600
4.	Malappuram	1992-94	Saksharatha workers	7	318
5.	Palakkad	1992-95	Saksharatha workers	7	549
6.	Thrissur	1992-95	Saksharatha workers	7	825

The Table 4 describes the inservice training provided by six DIETs of the selected seven. From the available data it is understood that the Thrissur DIET provided training for more persons and Malappuram DIET trained only a few persons. Details of the Kannur DIET are not available. All DIETs organised seven-day inservice training programme for Saksharatha workers. A total of 3433 persons already had obtained training from this branch DRU.

d. Activities in NFE

DIET conducted any specific activity related to NFE. In this regard, DIETs did not cater to the functions as envisased, in the DIET Guidelines (1989).

Conclusions

The results of the study are as the following:

1. All DIETs are now functioning with inadequate staff in DRUs. measures should be taken immediately to strengthen all DIETs with sufficient human resources.

2. Activities organised by DRUs in AE and NFE are not satisfactory. **More** attention should be given for organising need based courses. For this, field interaction activities should be organised and more persons attracted to the DIETs.

Lack of proper planning is also one of the major defect, Hence, courses should be planned in advance and are made as attractive as possible. Effective evaluation of the programmes should be conducted to rectify the defects and to take necessory remedial mesures. Activites of District Primary Education Programme (DPEP) are now hindering the activities of DRUs. At least the staff of DRUs and Preservice Teacher Education (PSTE) should avoid doing such works to give more attention in their respective fields.

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F.E.O. Omorruyi

Effective communication with Adult Learners

If the objectives of teaching-learning programmes for the adults are to be fully conceptualized and achieved, the need for effective communication between the facilitator and learner must be given the attention it deserves.

The teaching-learning process is further strenghtened when all barriers to effective communication are removed between the participants, that is, the facilitator and the learners. Subtle understanding of teaching concepts, effective participation, contribution to and identification with the teaching-learning exercise by the adults learners can only be achieved when there is an effective communication process. Communication renders true social life of the adult populace practicable, for communication means organization. Communications have enabled the social unit of the adults to grow from village to town, and from town to modern city state. The development of human language was a tremendous step in evolution; its power for organizing thoughts vastly contributed to the ability of adults to grow and understand their environment.

If the teaching-learning process is regarded as a means of imparting and assimilating relevant concepts through dialogue, and not monologue, between the facilitator and the adult learners, the essential roles of effective communication for achieving teaching-learning objectives cannot, thus, be under-estimated. It is against this background that an attempt is made have to look at the various means, ways and processes by which the teacher or facilitator or agents could communicate effectively with the adult learners.

This paper touches on the major concepts relating to communication, identify the media of communication, consider barriers to effective classroom communication, suggest measures to remove these barriers and highlight various tools and instruments for ensuring effective communication with the adults.

Conceptual Analysis of Communication

At this juncture, it may be desirable to examine the various view of scholars on what constitutes "communication". The word "communication" has been given different meanings by different scholars. It, thus, becomes difficult to pin down a definite meaning for this word.

Phillip Lewis (1975) viewed "communication" to mean "sharing messages, ideas or attitudes that produce a degree of understanding between a sender and receiver".

Stevens, (1978) conceived communication as "the discriminatory response of an organism to a stimulus".

Beagle and Looms (1976) believed that communication is "the process by which information, decision and directives pass through a social system and the ways in which knowledge, opinions and attitudes are formed".

Communication is essentially a social affair. Man has evolved a host of different systems of communication which render his social life possible and practicable. Communication is thus seen as the process of sending and receiving information (message). It includes all the ways through which we can let other people know and share our throughts, feelings experiences, and knowledge.

For effective communication to take place, there must be a common frame of "reference" between the sender and the receiver. In other words, there must be a common understanding of the intent and objectives of the message sent by the sender and well received by the receiver. Effective communication, thus, takes place when a message is sent, received and understood by both parties.

Forms of Communication

Communicating with adults could take two major forms. These are verbal and non-verbal communication. Verbal communication occurs when there is oral communication of a message between the sender and the receiver. In this, both the sender and the receiver of the message make use of the vocal sounds to make facts, news and opinions known. This could be amplified and disseminated the use of auto equipment.

Non-verbal communication occurs when items of information are passed on or sent to in graphic or written forms. It could also occur through making of gestures, body movement, of the eyes or other signals. This aspect involves the sender, the message and the receiver. The sender must ensure that what he is sending out is clearly understood by the receiver.

Levels of Communication

Communication could occur with the adult learners in two major ways: Inter-personal communication and mass communication. Inter-personal communication is the person to person face to face communication. The communicators are both physically present. Mass communication is impersonal. The communicators may not necessarily see or know themselves. Mass communication is enhanced by the use of appropriate audio-visual devices.

Process of Communicating with Adults

Various scholars have identified different processes or models of communication. We have the E.M.M.R. Mcluhan (1974) i.e. Emitter, Message, Medium and Receiver model, S.S.C.R. Moles (1968) i.e. Sender, Signal, Channel and Receiver model; and the S.M.C.R.F. Birdwhistell (1970), Source, Message, Channel, Receiver and Feed-back. Of all these models, the S.M.C.R.F. model seems to be more appropriate for the adult learners.
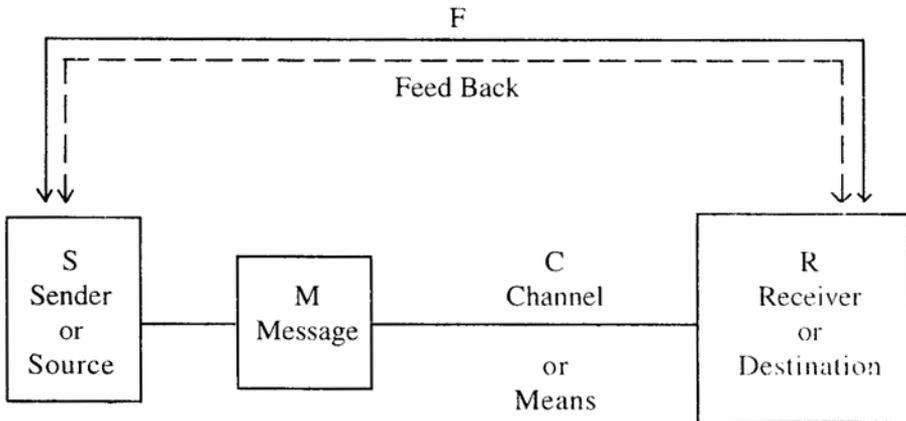
Fig. 1: The S.M.C.R.F. Communication Model. Birdwhistall (1970)

In the above model, S represents the sender of message, M represents the message sent, C represents appropriate channel of communication, R represents the receiver of the message, while F represents the feed-back or response of the receiver to the message sent.

In the teaching-learning programme of the adults, S represents the teacher, the facilitator, the Instructor or the change agent, M is the curriculum content of the teaching-learning programme, C is the appropriate method/

material/equipment use to impart or transmit the curriculum content. R is the adult learner while F is the evaluation process to ascertain if the teaching-learning objectives have been achieved or not. This could be in form of tests, examinations, quiz, questionnaire, etc.

In education, the sender or educator tries to influence the receiver or learner by trying to persuade, demonstrate or illustrate on the correctness, importance and usefulness of the information given. Most often, the sender even stimulates the receiver to put his fresh knowledge to use. The information transfered by the teacher or educator is unique, because, the message explicitly conveys knowledge about our physical and social enviornment; it gives practical skills to solve problems that stagnate adult learner's development and progress.

According to Paulo Freire (1976), two main techniques are open to the teacher or sender to convey information to his receiver or learners. At one extreme, there is the 'top-down' method in which information or knowledge is conveyed through one-way direction from the expert down to the learners. The expert determines what, how and where to teach his adult learners. This is the directive approach to the teaching-learning exercise.

On the other hand, the non-directive approach recognises the valuable role and importance of the adult learners. In this the teaching-learning process is regarded as a dialogue of interaction between the educator or facilitator and the learners. It is also a process of conscientization in which the adult learners are not seen as passive, but active learners developing a critical level of awareness. They are regarded as collaborators with the capability and endowment to transform their reasoning and lives into a meaningful and pragmatic entity.

This approach is an equalising process of the sender/educator, and receiver/learner by making them both "knowing subjects". They both contribute relevant information which they exchange and discuss by dialogue. In this way, learners are not stuffed with information they did not ask for. By stimulating first of all the critical awareness of the learners and by giving them the opportunity to express themselves, the educator tunes his information to the needs of his adult learners. Contrary to the directive approach, the non-directive approach or conscientization is not a technique for more information transfer or transfer of knowledge. It is a two way process which brings individuals together to solve common existential problems. This demands for mutual creation of norms, rules, procedures, policies and a translation and transformation of a complex system of interrelated realities.

Using Media for Communicating with Adults.

Media can only be relevant to the educational development of the adult learners if they are adapted to their needs, Besides this, appropriate identification and use of relevant media will enhance the learning capacity and interest of the adult learners. The media would give practical instruction and guidance in such fields as agriculture and health, inservice training for adults to acquire necessary teaching skills and school management training. the media could equally enable the individual to acquire new knowledge unrelated to his work, but very much part of his personal aspirations. In this way, the media are not only important to formal education but indispensable to the informal learning programmes of the adults.

The appropriate media resources that could be used to transfer information to the adult learners are :

a)   Still pictures, paintings, charts, maps, cartoons, posters, slides, transparencies, overhead projectors etc.,

b)   Display boards chalkboards, bulletin boards, flannel boards, etc.

c)   Audio material - radio, records, video etc.

d)   Audio-visual materials - television, films, video tapes etc.

In selecting relevant media resources for the education of the adults, the teacher should follow certain criteria. The criteria included identification of the subject matter, eduction'level of learners, type of learning task, environment etc.

Using Radio Forum for Communicating with Adult Learners

The Radio, as part of the mass media resources, could be put to maximum use in the teaching-learning process of the adult by organising the adult learners into different Radio forum groups. A Radio forum, according to Rogers (1977), is a small listening group that meets regularly in order to receive special radio programmes relevant to the training aspirations of the learners, which they discuss later. On the basis of their programme and discussion, they decide what type of action to take.

In using the Radio forum, when the teacher teaches a concept or topic, he could refer the learners to listen to radio forum discussion on the same topic. Most often, the radio programmes are supplemented with printed materials which provide the learner with a permanent source of information. By this,

his teaching is supplemented by live discussion programmes from which he could benefit further.

Using Print Media for Communicating with Adults

The print media is equally important in communicating with the adults. Newspapers and magazines serve as effective organs of communication for disseminating information, accelerating literacy and spreading news about national and international events. There are usually supplements in the newspapers or magazines that cater to a particular interest group. To be able to cater to the needs of the rural people community newspapers containing local news, having grassroots participation and written in the local language, will help in the eradication of illiteracy. Newspapers are considered relatively cheaper, hence may adults could afford to buy them. Since they are written in different national and local languages, adults should be encouraged to cultivate interest in buying and reading them regularly. The local council authorities could also purchase newspapers regularly and place these at the town hall or village centres. Various continuing education centres should encourage their learners to produce magazines for which they should contribute articles, thereby promoting literacy skills and effective communication.

The Use of Other Media for Communicating with Adults

a)   Puppets could be used to facilitate communication with adult learners. A puppet is an inanimate object manually manipulated for instructional and entertainment purpose.

Puppets are particularly suited for presenting humorous topics. Puppets are also used to make the learning of topics like number, concepts, letter recognition, word formation, pronunciation, and conversation more meaningful to adult learners. The use of puppets in teaching enables the learners to understand better and have retentive memory.

b)   Popular theatre is a form of play where activities are freely undertaken or performed to entertain and drive home a particular point or issue affecting the generality of the people. In the context of communication-information-educational campaigns, popular theatre serves as a compensatory mass media reaching out to remote rural populations not touched by the conventional mass media. It informs, educates and entertains at the grassroots level. In the context of extension work,

popular theatre could serve as media of information and persuasion, promoting government programmes, ideas of modernization and the need for adults to participate effectively in government programmes. The theatre serves to focus on common problems affecting the people and explore means ofsolving such problems.

In the context of conscientization, drama performs two major roles:

(a) A psychological one of building participants identity and self-confidence through a process of participation, self-expression and interaction.

(b) An analytical one in which participants develop a critical class consciousness through a process of questioning and challenging events and happening in the enviornment.

Barriers to effective communication

Effective communication takes placed when the adult learner understands the true meaning of a message. In the classroom situation, communication becomes effective or successful when learners understand the true meaning of the curriculum content. Classroom communication is also effective when learners use knowledge gained in solving problems affecting them and their community. When something hinders learners from receiving and understanding a curriculum content, such hindrance will contitute as noise or barrier. In the process of teaching-learning exercise, the teacher, curriculum, content, medium of instruction, the learners and mode of evaluation are all involved. Any hitch or hinderance to smooth operation of any of these components constitutes a barrier to attainment of teaching-learning objectives.

Some of these barriers are:

(a) Verbalism : This occurs in the use of words or terms far above the level of the learners. It also occurs where there is no coherence and uniformity in the use of words or language.

(b) Confused presentation of curriculum content : This occurs when the teacher fails to prepare the lesson and channels of communication properly so as to present them in an orderly manner.

(c) Distraction : This is due to improper mode of dressing or physical disability. Environmental circumstances such as noise, smoke, rain and fire hazards could also contitute hindrance.

(d) Interruption by unconscious or partly conscious machanism such as previously learnt concept, or interruption by physical and mental discomfot e.g. aching, limbing etc.

(e) Poor Evaluation System : If proper evaluation system is not applied to asses the learners or curriculum content, there will be poor feed-back to the teacher. This could prevent effective teaching-learning process.

Measures to mitigate barriers to Effective Communication :

Barriers to effective communication could be reduced by:

(a) Ensuring that the lesson content (curriculum) meets the interest level, needs and understanding of the learners.

(b) using the level of language that is appropriate for the learners.

(c) Explain new words or terms using concrete examples and drawing from learners' experiences and environment.

(d) Testing learners entry behaviour. Where learners lack basic knowledge, teach this before proceeding to new things.

The physical appearance of the teacher who serves as the mirror to the learners matters a lot of their level of understanding of the curriculum content. The teacher should therefore dress moderately and neatly. The teacher should adopt appropriate evaluation style that will enable the learners benefit from the learning-teaching process.

Conclusion

Effective communication is very crucial to the teaching-learning programmes for the adults. If the adults populace are to be identified with community and societal developmental values, the need to adapt and explore appropriate media of communication carrying them across and into the main-stream of things has become crucial than ever before. The global changes affecting every stratum of human endevours further calls for proper adjustment to modern communication facilities and resources. Effective use of mass media resources will no doubt serve to remove adult illiteracy, ignorance, abject poverty and luke-warm attitude and enhance communication and participation of the adults in community and national development programmes.

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Adult Education News

NLM BAGS NEHRU LITERACY AWARD, TAGORE AWARD
TO JANATA KALYAN SAMITI, REWARI

Nehru and Tagore Literacy National Awards for 1999 instituted by the Indian Adult Education Association, country's oldest national level apex organisation are being declared by the JURY of the Awards.

The 33rd Nehru Literacy National Award has gone to National Literacy Mission, Ministry of Human resource Development, Government of India and the 13th Tagore Literacy National Award is baged by Janata Kalyan Samiti, Rewari (Haryana).

The Nehru Literacy Award is given to the National Literacy Mission in recognition of its gigantic efforts to eradicate illiteracy from the country through Total Literacy, Post Literacy Campaigns and continuing education programmes. NLM had covered more than 450 districts in 22 States and 4 Union Territories involving a big segment of the population of our country on voluntary basis. The Award further is dedicated to the lacs of volunteers, Zila Saksharta Samities, NGOs and missionaries involved in it.

The 13th Tagore Literacy National Award is baged by the Janata Kalyan Samiti. Rewari, a Haryana based leading NGO headed by Shri RN Mahlawat a Veteran Social Worker for the cause of eradication of illiteracy, continuing education, non-formal education, vocational education, women empowerment, computer literacy, legal literacy and natural disaster mitigation awareness programmes, voters education, family counselling, income generating activities for women. The activities of the Samiti have benefited more than 30,000 women of the area in the last 25 years.

The Awards will be given to the awardees in the Diamond Jubilee celebrations of the Indian Adult Education Association scheduled to be held in December 1999. The President of India is being requested to give away the Awards.

NATIONAL LITERACY MISSION BAGS NOMA PRIZE

India's National Literacy Mission (NLM) has won UNESCO's prestigious Noma Literacy Prize for 1999. The decision was announced after an international jury met in Paris to decide the winners of UNESCO's fours literacy awards. The US$ 15,000 Noma Prize - together with a diploma and a silver medal - recognises NLM's initiation of the Total Literacy Campaigns which are "now accepted as the dominant strategy for the eradication of illiteracy. The US% 15,000 Malcolm Adiseshiah International Literacy Prize has gone to the Corresponding Services of the Literacy Movement Organisation of Iran.

Expressing his happiness at winning the award, NLM Director General Bhaskar Chatterjee said that the award was "a vindication of the voluntary spirit of the movement which has been since 1990. It is a tribute," he said, "to all the literacy workers who have striven and given their all for the cause of literacy."

Content

Orders may be sent to
INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, New Delhi - 110002

Content

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, Proudh 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

Indian Adult Education Association

Content

The Indian Journal of adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. the Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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. Mimeograhped, Zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2". margin, on A4 size paper. footnotes and referenes should come at the end and not on every page.

All correspondence should be addressed to the Editor, Indian Journal of Adult Education, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi 110 002, India.

TABLE OF CONTENT

OUR CONTRIBUTORS

Tushar Mukherjee is Senior Consultant, Ramakrishna Mission Lokasiksha Parishad, Narendrapur - 743 500, South 24 Parganas, West Bengal.

BB Mohanty is International Consultant (Education and Communication), Vice-President, IAEA and Executive Editor, IJAE New Delhi.

Rajesh is Project Officer, Department of Adult Continuing Education and Extension, University of Delhi, Delhi.

Adpovire Oduaran is Professor of Adult, and Community Education, Department of Adult Education, University of Botswana.

R. Rajan is Programme Coordinator and Head, Department of Training and Documentation, SRC, Adyar, Chennai, Tamil Nadu - 600 020.

Rameshwari Handa is Director, National Literacy Mission, Department of Education, Ministry of Human Resource Development, Government of India, New Delhi.

Kuldip Puri is Director, Regional Resource Centre for Adult and Continuing Education, Panjab University, Chandigarh and **Navleen Kaur** is Researcher from RRC.

N.H. Achime is a Researcher from Nigeria.

Nishat Farooq is Director, State Resource Centre, Jamia Millia Islamia, New Delhi - 110025

Editorial

Goodbye to a year. A year which was quite eventful for India and the world. In today's geo-political situation, no country, or even for that matter, no society stands isolated from the rest of the world. That is why the last devastating super-cyclone of Orissa has not only affected the State, but the whole world, because the ocean and upper atmosphere know no boundaries. During the recent super-cyclone which hit Orissa on 29-30 October, pre-disaster management was put to severe test, and post-disaster management is still on, and will continue to be operational for the next few months. Schools have been totally destroyed in the cyclone-hit areas. Out of the many children who lost their life, there are numerous surviving children who have lost their parents and family members. There are many children who will not get schooling facilities for a long time to come. This is a challenge for adult education. First of all, these children have to recover from the traumatic experience they had, and a sense of confidence has to be instilled in them so as to make them feel that the entire world community is there to care for them. Next comes education - for those who are to go to school for the first time, and for others who have to be rehabilitated educationally, should have proper school buildings, food, clothing and books. Their teachers have to be suitably re-trained to deal with the situation, so that both they and their pupils begin to rebuild the community of the future.

The year 1999 was also eventful for the Indian Adult Education Association. It has begun to energise itself to venture into dynamic and vibrant areas of endeavour. The IAEA has re-established itself as an organisation to facilitate the participation of all in sustainable and equitable development and empower men and women in creating a synergy between formal and nonformal education, specially when it is going to celebrate its Diamond Jubilee.

There was also a moment of sorrow. The entire adult education fraternity lost a great humanist, statesman, teacher and adult educator. Mwalimu Julius K.Nyerere passed away in London on 14 October following a long illness. He was 77. We will remember him for ever.

Tushar Mukherjee

Continuing Education - The New Perspective

Whatever the current connotation, Continuing Education (CE), as we know it, is a synonym for Adult Education. Since Adult Education is a higher form of learning agenda than mere literacy, it would be wrong to dovetail it with literacy programmes. Unwittingly or otherwise, Continuing Education has however been made an integral part of literacy programme in most of the countries struggling with the problem of illiteracy. The unfortunate consequences of such integration have been that launching of CE in some of the countries has had to be delayed due to sluggish progress of literacy programme, and the curriculum prescribed for CE continues to be loaded with literacy related programme. In many states of India, especially in West Bengal, the programme is still being managed by the same umbrella organisation of officials and non-professional unpaid volunteers.

Confusion

The format for CE and paradigmal regime of the scheme formulated by the National Literacy Mission (NLM) have paid more than necessary attention on problems of literacy, thus making the entire programme a sort of sequel to total literacy campaign and post literacy. The immediate provocation for adopting such a strategy blessed by UNESCO is to extend the literacy programme ad infinitum so that the inherent fragility in the learning status of the neo-literates could be taken care of to some extent and that hegemony of the Zilla Saksharata Samities could be continued. In the circumstances, the extant CE programme in India could hardly qualify for a learning regime intended to ushering in a learning and productive society which should be the ultimate goal of a good CE programme. Objectives set out in the CE guidelines published by the NLM begin with the "provision of facilities for retention of literacy skills" and also "creating scope for application of functional literacy for improvement of living condition and quality of life". Other objectives are also equally prescriptive top-down models based on an assumption which calls for "improvement of economic condition and general well being as well as improvement of productivity by organising short-duration (sic) training programmes, Orientation Courses (sic) for providing vocational skills". It is however pleasantly surprising that amidst a generally prescriptive and cliche-ridden CE document, there is a liberating theme which defines CE as "Continuing Education includes all the opportunities all people want or need outside basic literacy education

and primary education. In continuing education human resource development becomes the focus of attention". This is also the central focus of Adult Education as emerged out of CONFINTEA V held at Hamburg on 14-18 July 1997. The most re-assuring element in this allaround confusion is that while formulating programme outlines, the NLM has rightly jettisoned basic literacy and has replaced it with equivalency programme, income generating, quality of life and promotion of individual interest programmes. All these programmes are central objectives of Adult Education and have therefore been adequately dealt in the Hamburg conclave, albeit, in a much wider global perspective.

This lack of proper perspective and too much obsession with basic literacy are two inhibiting factors which have tended to abort the CE programme of South Asia in general and of India in particular in the launching pad itself. It was therefore quite timely that a seminar like this was organised by the Indian Institute of Education, Pune, to enable out collective wisdom to settle out the modus vivendi of CE which is at once relevant and feasible.

The most important characteristic of Adult Education and CE is that it is learner-oriented and hence should not be prescriptive. Learning agenda must be developed on the basis of specific requirements of a group of learners, even if those requirements do not tally with the NLM objectives or are bizarre and exotic. Such requirements can be ascertained only through participatory apraisals amongst the target learning groups. The next important consideration of a good CE programme is that programmes must bestow specific competency and skill on the learners among the areas chosen by them. The third important point is that CE programme must offer widest possible choices to select from transcending the so-called four-point action programmes predetermined by the NLM. Finally, the programme should be cost effective and sustainable so that CE does not wither away with the disappearance of the Zilla Saksharata Samities (ZSS). In other words, to make it sustainable and cost effective, the programme should be community based in the real sense of the term and not a Panchayat-based which of late has tended to substitute the community and its participation.

Beyond the beaten path

In South Asia, the problems of unemployment and underemployment are paramount and both these problems have been made more difficult by the factor known as 'unemployability' of large number of youth both in urban and rural areas. The problem of rural unemployment and underemployment has had its ramifications and impact on rural productivity on account of undesirable overcrowding of the primary sector, which, due

to the current green revolution, has just started looking up. On the other hand, continuous migration from rural to urban areas in search of elusive employment has worsened the urban situation, which itself has still been reeling further under heavy pressure of unemployment and unemployability.

In these situations CE has to reorient its priorities and go beyond the beaten path enunciated by the UNESCO and the NLM to a more relevant down-to-earth employment-oriented agenda. The Indian Institute of Education (IIE) at Pune and the Ramakrishna Mission Lokasiksha Parishad (L.S.P.) at Narendrapur, West Bengal, have both underscored learner-oriented employment generating CE curriculum and have thus made positive contribution towards meaningful and relevant CE intervention. It would be worthwhile for the protagonist to evaluate the CE programme undertaken by the IIE and the Lokasiksha Parishad and then to attempt a paradigm shift from the extant 4 point action plan.

Another important task the CE planners must take into account is the need for 'structural adjustment' in the CE edifice in the face of liberalization of the economy and globalization of socio-political interface. CONFINTEA V has tried to achieve exactly that and has thus transformed adult education from a narrow country-specific programme to a much broader global action programme. In brief, the Hamburg conclave has drawn attention of adult educators to the hitherto uncharted fields of 'think globally-act locally' and also to 'think locally-act globally'. To implement this concept, modern and post-modern global themes are required to be brought into play in our own rural stagnant societies. The role of adult education, and for that matter of CE, appears to be crucial in these fields since no formal education set-up in South Asia can modernise its system of formal education so quickly so as to assimilate the basic changes in the society brought about by rapid technological developments and improved systems of communication.

Since the twin problems of unemployment and under-employment have become the bane of all the developing nations of South Asia, CE should naturally give more importance to this area. The Hamburg conclave had also realised this necessity and devoted a major portion of their deliberations towards development of a working concept on "adult education and the changing world of work". Among the galaxy of issues raised regarding the world of work, the most important issue germane to us would be the debate on 'lifelong learning' and 'effective vocational guidance'.

The Conference felt that 'the world of work is in a constant state of flux and change. Technological development is introducing new skills and making others redundant, the high rate of unemployment is demanding new training and retraining'. All these suggest that a major chunk of CE curricula should consist of knowledge about the changing world of work

and to equip the learners to face the impending challenge to their traditional approach to work. Corollary to this concept would be the emphasis on 'effective vocational guidance', which must begin at the very early stages of general education and to proceed throughout the formal education period of the learners. R. Barry Hobart who presented the theme paper in the conference felt that the existing employment situation makes it imperative for a person to be acquainted with the world of work and prepared for it, "well before enterikng it. Such an orientation is a gradual process and requires much more than the development of specific skills, and the specific knowledge and attitude that relate to those skills. It requires the development of appropriate attitude, of expectations that are realistic, of a career choice that is in harmony with the persons's potential, personal desires and characteristic, and of self directed learning skills that enable the person to engage in life long learning".

Points made out are unexceptionable but to act on them is a tall order. Fortunately, the IIE, Pune had already made a modest beginning in its adopted village nearby. Similarly, the entire rural development efforts of the Lokasiksha Parishad is based on adult education and substantially conform to the ideas expressed by Mr. Hobart.

Finally, the CE programme must also address the various other areas of concern felt globally and debated at Hamburg. They include promotion of Culture of Peace, ensuring the universal right of adults and out-of school youth to literacy and basic education, promoting the empowerment of women and gender justice. Also included are promotion of environmental, health and population education among adults and educational needs for special groups of persons like physically and mentally handicapped and of the inmates of prisons. The underlying theme of adult and continuing education of the present generation should be enhancing international cooperation and solidarity leading to empowerment for local and global change in the 21st century.

To incorporate all these factors in the national programme of continuing education, a great deal of flexibility is necessary during the operationalisation of the programme at the grass roots level. In this context, the efforts of UNESCO to promote the concept of "Learning without Frontiers" appears to be relevant. This concept of continuing education calls for community based multi-dimensional programmes of adult education with materials and resource persons gathered from the community through an infrastructure having no more than a few skilled curriculum developers. Ramakrishna Mission Lokasiksha Parishad, Narendrapur, has already prepared a detailed scheme for experimentation in a group of eight Gram Panchayats of West Bengal and submitted the scheme both to the NLM and to the UNESCO.

B.B. Mohanty

Role of Distance Education in promoting Literacy, Adult Education and Nonformal Basic Education for Rural and Social Development *

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 and development planning, as reflected in scientific and popular economic literature, and described in the Plan document 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 transition 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 content 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 investent-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 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

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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 required to make the lives of men more useful as well as more fruitful. Political, social and economical 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 centered on peoples, and therefore, education of the people 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 agree 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 promote competitiveness and discourage cooperation; 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.

Continuous Dialogue

Over the past few decades, there has been a continuous dialogue about the crisis in education. Philip H. Coombs, in 'The World Educational Crisis' raises the problem of escalating costs as the major element in the crisis; and Evevet Reimer also warns that 'no country in the world can afford the kind of education it wants in the form of 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, consumerists and anti-manual work values made them appear as passport centres for the fortunate few who escaped from rural to urban areas; their escapist orientation caused rural poverty and they did not serve the pruposes 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 house, so that at the end of his education he becomes estranged from this surroundings." W. Senteza 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 impotent majority on the other. Ronald Dore, while quoting a document of the Sri Lankan 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 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 who 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 Vandeermeersch, in a document entitled 'Educational Reform - People's Republic of China'. writes : "The linking up 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 in which it depends, in such a way that one and the same spirit quickens productive work on the one hand, and 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." Gu Mingyuan of the Beijing Teachers University writes that "China, with its time-honoured history and splendid ancient culture has made outstanding contribution to world civilization." He further says: "Before China was liberated in 1949, the illiteracy rate was over 80 per cent. In spite of significant progress made after the founding of the People's Republic of China, the development of education was severely affected by a lack of experience, too big a population, a poor foundation and especially by the destruction brought on during the 10 year 'Cultural Revolution' (1966-1976). The general census conducted in 1983 showed that there were still 230 million illiterates, a drawback on China's modernisation effort." An all-out effort was made to make education universal with a view to promoting the cultural level of the whole nation and the quality of its labouring people in order to improve their understanding of advanced science and technology and to raise productivity. Today, China has an adult literacy rate of 90 per cent for males and 73 per cent for females. In net primary school enrollment, China shows a figure of 99 per cent. Galena Guilavogul, 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, culture 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 ties 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 programmes 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 religious organisations 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 complementary

ingredients in a favourable setting, its productivity - and theirs - is greatly increased." He further emphasizes the approach that education is not to be viewed only 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 completely 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 community and schools. 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 discourses, 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 characters and attitudes of the educated, the contribution that nonformal learning makes would normally be greater than anything the formal education could claim credit for. There is a hidden curriculum beyond school for more encompassing than anything that school consciously or otherwise provides." Nonformal education uses strategies appropriate to the need. The main advantages of nonformal education to society are its flexibility, its responsiveness, its costs, its ability to respond to specific learning and practicability of its outcome. It would be better to call it Nonformal Basic Education.

Learning Society

In the learning society of the future, nonformal basic education can provide a variety of education opportunities to many more people, and thereby reduce the mass - elite gap. Farmers, workers, small enterpreneurs

and others who have never been to school - and perhaps never will - can get useful skills and knowledge through nonformal basic education, and thus contribute to their own and their nation's development. Secondly, nonformal basic education plays 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 basic education can help to upgrade the skiils and competence of those who are already employed; it is recognised that through nonformal basic 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 non-formal and informal. In other words, education has to contain a non-conformist and non-traditional approach, which are also the characteristics of distance education.

Distance Education

Education is a basic human right. Everyone has a right to learn, irrespective of the socio-political system he is in. If he can not go to 'education'; 'education' must come to him with the help of methods and materials which are appropriate and which can be and are a reality, thanks to the new communication technology. This, in brief, is the principle of distance education; and it is a "major step towards democratizing education." The process of distance education is quite different from that of the face-to-face academic communication. Inter-personal communication is the main stay of the latter. In distance education, the process of communication takes place between the teacher and the learner, separated from each other by distances of varying dimensions. In the process of distance education, the teaching methods and materials have greater encoding abilities, so as to be able to make up to a considerable extent the absence of the teacher. Even some of the teaching materials, mainly textual, are designed according to the principles of programmed learning to enable the simulation of feedback, and even interaction from the learner. The modern media of communication play a major role in the process of distance education. The teacher is very much there in the picture, because of the course materials are designed by him; and he also evaluates the learners' response sheets. In distance education, learners' autonomy is

built into the process. A distance-learner is characterised by individualisation and autonomy of different degrees. Learning in distance education is a highly personal activity, and takes place through mediated communication. In a distance education situation, every learner works on his own, guided by individual tutoring. The concepts of learning and communication are inter-related. The theories of learning and theories of communication become more important to distance education than in the face-to-face situation.

Programmed instruction and teaching machines are the two major contributions which accelerate the process of distance education. The technology and process of distance programmed instruction have a direct bearing on the process of teaching-learning in distance education. The application of the principles of programmed instruction in the design of course materials, audio and video programmes, and other teaching devices like slides, filmstrips and flow charts, helps the distance learner to play an active role in learning and to proceed at his own pace, besides generating feedback to make learning a two-way communication.

Innovative System

Distance education is an innovative system of educational endeavour, and has emerged as a standard component of the educational system in many countries. In the study material "Growth and Philosophy of Distance Education", produced by the Indira Gandhi National Open University (IGNOU), New Delhi, it has been stated "that the innovative character of the distance mode of teaching/lerning emanates primarily from the following : the underlying idea that learning can occur without physical contiguity of the teacher and student, the consistent use of non-contiguous media both for presenting learning materials and for the ensuring academic communication, the methods used to exploit the non-contiguous teaching/ lerning situation so as to accomplish effective didactic conversation, and the possibility of providing independent individual learning as well as mass education though personal tutoring and industrialised working methods. The influence distance education exerts on updating knowledge, continuing and adult education by opening new vistas of study opportunity.

There are four objectives which define the functioning of an educational system. These are :

1. To give instruction in skill,
2. To build a cultivated society,
3. To advance learning and
4. To transmit the secular view of man.

The above four objectives flow from the cognitive, affective and motor skill areas of learning, which are also the learning processes inherent in distance education. Distance education utilises the multi-media approach through which skills are imparted with efficiency.

Distance education not only builds a cultivated society by democratising education; it accelerates a learning society in which the giving and taking of education goes on and on. It establishes a foundation for lifelong education by its open learning systems and strategies. In short, it promotes social transformation by taking education to every door and it leads to advancement of learning by promoting basic and applied research, thus leading to growth of knowledge.

Through distance education the secular view of man is easily transmitted because it utilises the most appropriate multi-media communication system. It is the most suitable system of education for an open society. It promotes egalitarianism through the learning process inherent in it.

In China, distance education at the tertiary level and for adults is highly developed. The Central Broadcasting and Television University (CRTVU), functioning under the joint auspices of the Ministry of Education and the Ministry of Radio and Television, since the early 60s, has grown rapidly to fill the urgent need of the national economy for trained personnel. According to the figures available for 1987, the CRTVU had 700,000 registered students and 300,000 spare-time viewers bringing the total number of students to more than one million. The core of China's decentralised distance education system handles this massive number of students through the CRTVU, 28 provincial television universities, 370 branch schools under the leadership of provincial universities and 20,000 grassroots classes in enterprises, institutions and units through the community.

The UNESCO recommendation on the development of adult education adopted by the nineteenth session of its General Conference held at Nairobi on 26th November 1976, sets out the vital role of adult education 'as forming part of lifelong education and learning.' One of the recommendations says : "In order to encourage the broadest possible participation, it may be appropriate in some situations to add, to locally based adult education, methods such as remote teaching programmes, correspondence courses and radio or television broadcasts, the intended recipient of such programmes being invited to form groups with a view to listening or working together (such groups should receive appropriate pedagogical support)......."

In the above recommendation, the term 'adult education' "denotes *the entire body or organised educational processes, whatever the content,* level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical and professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

"adult education, however, must not be considered as an entity in itself, it is a sub-division, and an integral part of, a global scheme for life-long education and learning;

"the term 'life-long education and learning' 'for its part, denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system;

"in such a scheme men and women are the agents of their own education, through continual interaction between their thoughts and actions;

"education and learning, far from being limited to the period of attendance at school, should extend throughout life, include all skills and branches of knowledge, use all possible means, and give the opportunity to all people for full development of the personality;

"the educational and learning processes in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole."

Hamburg Declaration

The theme of the fifth International Conference on Adult Education held at Hamburg in 1997, was 'Adult Learning : A key for the Twenty-first Century'. The Hamburg Declaration on Adult Learning says : "Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities.

"Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and antinuing education, nonformal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory - and practice - based approaches are recognised."

NAEP to NLM

Throughout its uneven growth in India, adult education has influenced and been influenced by international developments in the field. Global concern over adult illiteracy led to the 1965 World Conference of Ministers of Education on the Eradication of Illiteracy in Tehran. It recommended, among other things, that "adult education (and literacy in particular) should not be confined to elementary reading, writing and arithmetic, but should include both general and 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."

A five-year experimental world literacy programme was initiated by UNESCO in 1966 and countries, including India participated in it. The world literacy programme used the functional literacy approach, for which special types of learning materials were necessary.

During the hey-day of Community Development and Social Education in the fifties, a National Fundamental Education Centre (NFEC) was established at Delhi under the Ministry of Education with UNESCO assistance. The present Directorate of Adult Education of the Ministry of Human Resource Development is a descendant of the NFEC, and it functions as the National Resource Centre. Each state in India has a State Resource Centre for Adult Education which develops the resource base for Adult Education in the state.

A massive and ambitious programme called the National Adult Education Programme (NAEP) was launched in India on 2nd October 1978, the birthday of Mahatma Gandhi, with an objective of covering 100 million persons in the age group of 15 - 35 over a period of five years. The policy statement on NAEP explicitly put forth the will of the nation to overcome the problem of illiteracy that has been deteriorating the country's progress for decades. NAEP had three components : Literacy, Functionality and Awareness, and each one was linked with the other.

The Indian National Policy in Education (1986) envisages that adult education would be a means for reducing economic, social and gender disparities. The National Programme of Adult Education (NAEP), conceptualised and designed as a phased time-bound programme, with a view to cover approximately 40 million learners by 1990 and another sixty million by 1995, has been succeeded by the National Literacy 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 supported by a political will at all levels for the achievement of its goals, and its objectives were to impart functional literacy to 80 million illiterate persons in 15-35 age group; 30 million by 1990 and additional 50 million by 1995. The Mission envisaged the establishment of a nationwide network of continuing education centres through better utilization of the existing organisation, new institutional structures and open and distance education programmes. The six issues identified for the success of the National Literacy Mission are : national commitment, creation of an environment, techno-pedagogic inputs, and efficient management and monitoring.

Competence and Creativity

In the course of the present decade, a series of conferences have brought into focus some key international problems. Beginning with the World Conference in Education for All : Meeting Basic Learning Needs, held in Jomtien, Thailand in 1990, to the Fifth International Conference on Adult Education held in Hamburg, Germany, in 1997, all these conferences have crystallised the views of the world leaders that education should release the competence and creativity of all citizens, and should play a significant role as a vital element to nurture the sustainable development process. Since its foundation UNESCO has played a pioneering role in promoting the concept of adult education as an essential component of any educational system and of human-centered development.

Pillars of Education

A quarter of a century after 'Learning to be : The World of Education Today and Tomorrow', the report of the International Commission on the Development of Education, chaired by Edgar Faure (1972), the International Commission on Education for the 21st Century, chaired by Jacques Delors, has said "the concept of learning throughout life is the key that gives acess to the twenty-first century." The Commission's report, 'Learning : The Treasure Within' has emphasized the importance of the four pillars of education : Learning to know, Learning to do, Learning to live together and Learning to be, and in doing so echoes the voice of Mahatma Gandhi, who

had "looked at life as a whole and as a unity and on education as the only revolutionary instrument of lifting life continually to something better, richer and fuller materially, culturally, morally and spiritually."

Conclusion

Distance education should be effectively used not only for promoting continuing education, but for providing facilities for the training of adult education personnel. No wonder, some of the universities of the world, such as the Chinese, are named as TV Universities. Distance education promotes literacy, adult education and nonformal basic education, which ultimately lead to rural and social development.

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Rajesh

Curriculum 2005 - Lifelong Learning for the 21st Century in Post-apartheid South Africa : A Comparative Study with India

Post-apartheid South Africa considers lifelong learning as one of the key points for the development of human resources. The major goal of education in new South Africa (April 1994 onwards) is an access to lifelong learning opportunities to a south african without any discrimination of tribe, colour, creed and sex. The major aspect of education in new South Africa has been the creation of opportunities for all to improve the quality of life of people.

Dr. Nelson Mandela, the first President of democratic South Africa who received the highest civilian award of India - 'Bharat Ratna', has requested his Indian counterpart to collaborate in the various fields of education. Several strategies have been developed to strengthen collaboration in the field of education.

New South Africa provides 25 per cent of its budget in the sector of education. Outcome Based Education (OBE) is an important area. Lifelong learning in New South Africa has been a critical and strategic intervention to transform the education and training system.

The new education and training system introduces lifelong education which has been people centred. The Government of New South Africa is committed to high quality education irrespective of age, gender, race, colour, religion, ability or language.

Curriculum 2005 in post-apartheid South Africa talks about lifelong learning. Curriculum 2005 is a shift from the content based curriculum to one based on outcome. Outcome based education has become a trend in different parts of the western world, particularly in the United States and in Britain. Each country has adapted and developed it according to local needs.

The new approach of outcome based education is about making the pupil more critical and analytical, rather than just focusing on academic performance through tests and examinations. Learners in the system will have continuous assessment rather than at-the-end evaluation, based on continuous participation and developing skills.

British philosopher and educationist Charles Handy has strongly advocated the need for education worldwide to undergo a revision, and the need for the role of the teacher to change, taking into account the different focus of intelligence and to prepare learners effectively for the future.

The learning areas in new Curriculum 2005 are linked with the real world to enable learners to complete their schooling while understanding the social and political world through community involvement.

The ninth Plan guidelines for the Department/Centre for Adult, Continuing Education, Extension work and Field Outreach in India emphasize on Community Involvement through adopting the Community Education Model. It involves parents, teachers and students under one umbrella. In Total Literacy Campaigns and Post-literacy Campaigns in India, NGOs, universities and other sections of people are involved through Zilla Saksharata Samitis.

Community involvement is also a top priority in post-apartheid South Africa. A healthy partnership between state authorities and parents is essential for the establishment of a culture of lifelong learning development. Teachers or facilitators should be equal partners in curriculum and learning material development, while employers, workers and other stake holders have a major responsibility in helping to determine how learners should be prepared for adult life including the world of work. In new South Africa, education and training are seen and utilised as community development resources to meet community needs.

Learning Areas under Lifelong Learning

The Government of India under the five Technology Missions included the National Literacy Mission as one of the important missions. New South Africa included eight learning areas for a balanced Curriculum 2005. The eight learning areas have their own importance under the Outcome Learning Approach. The learning areas are:

1. Literacy, communication and language learning, improved communication, multi-lingual approach and mass literacy programmes aim at removing intolerance, misunderstanding and prejudice.

2. **Numeracy and Arithmetic**

Simple arithmetic and calculation are included in the literacy programme in India, and numeracy and arithmetic are included in South Africa as a way of understanding the world.

3. Human and Social Sciences

In India, Adult Education, Continuing Education and Extension have been included under the umbrella of social sciences. South Africa also has Human and Social Sciences as an important area of study. Here people learn to interact with each other and with their environment.

4. Natural Sciences

In order to manage the resources of the world effectively, people need to understand the universe. This learning area will equip learners with the ability to understand natural resources and to manage them effectively.

5. Art and Culture

Through developing creativity and exploring the diverse cultures that exist, the spiritual, intellectual and emotional aspects of our personalities will be developed.

6. Economic and Management Sciences

South Africa under Dr. Nelson Mandela adopted sustainable economic plan in order to survive.

7. Technology

We live in a technologically advanced society. Without accessing the new technology, no country can compete internationally. This is the reason why India adopted the five technology missions.

8. Life-Orientation

We live in a rapidly changing society. To cope with this challenge, learners need to develop their life skills. Life orientation includes the building of self-esteem, survival skills and a healthy lifestyle.

9. Support Materials

In India, the State Resource Centres, District Resource Units and several NGOs are involved in developing support/learning materials for the new literates and for the literates. Adequate support material is essential for effective running of the system.

In South Africa, learning materials under Outcome Based Education are meant for the teachers, learners. The materials have text books and workbooks. Teachers under Curriculum 2005 draw from their own experience to facilitate the learner support material to ensure that it is relevant and effective.

Role of Parents and Teachers under Curriculum 2005

The basic objective of Curriculum 2005 is lifelong learning. The success of lifelong learning depends upon the role of parents and teachers. Parents and guardians have a very important role to play in the new education system. In new South Africa, the first step for the parents are to understand the new curriculum and get involved with its process. This will ensure that a new generation of children, well equipped to deal with the challanges of a changing society, will be developed.

OBE, a new revolutionary approach of education requires to focus on the outcomes of education rather than merely imparting information. The teacher/facilitator in new South Africa will focus on outcomes. OBE in South Africa encourages teachers and trainers to translate the learning programmes into something achievable. There will be a shift from content based programmes where teachers aim to cover the curriculum in a predetermined amount of time. A positive learning environment is seen as essential to educator and learner motivation in India and post-apartheid South Africa.

Life Orientation

Life orientation is fundamental in empowering learners to live meaningful lives in a society that demands rapid transformation. Life orientation in both the countries is an integral part of education, training and development. It is central to the holistic unfolding of the learners, caring for their intellectual, physical, personal, social, spiritual and emotional growth.

The rainbow nation South Africa has adopted the new approach to education on the pattern of western countries for the next century. The idea is to create an individual who will not just be versed in literacy and numeracy, but will also be sensitive to human rights issues, and understand gender, labour and racial issues.

Miriam, Cohen, a philosopher says that Outcome Based Education under Curriculum 2005 should be in existence all alone. Conventional education system has demoralised and alienated several learners. OBE adopts a more visionary approach, taking into account different styles of learning, and it aims to prepare children for the real world.

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Akpovire Oduaran

Rethinking Adult Literacy Education with particular reference to Botswana

It has been argued in several fora and texts that there is some relationship between literacy and development. It has also been argued that literacy is more likely to enhance quantitatively and qualitatively the standard of living much more than illiteracy. Moreover, we have argued over the years that programmes tend to improve the quality of assistance parents and guardians can give to the formal education of their children and wards (Oduaran, 1984, 1986, 1989, 1990, 1991, 1995 (a) and 1995 (b). But how can literacy achieve these laudable goals if its programmes are mounted on the basis of complacency and lethargy? Moreover, a school of thought led by what I had referred to as the German "gand of four" made up of Heinzen, Horn, Leumer and Niemann (1983) has emerged which continues to call into question the validity of the claim we keep on making to the effect that there is a strong relationship between literacy and development. Their argument is that without literacy, development can go on unhindered. They may be right to some extent.

While some people continue to cast aspersions on the utility of literacy and education caused probably by the rising unemployment rates of literate and educated persons, we have continued, contrariwise, to remain strong in our belief that literacy is a sine-qua-non for development and for effective entry into the modern phenomenon termed as globalization. In fact, Harbans Singh Bhola of the Indiana University, and a committed enthusiast for literacy, (1983) has insisted that without literacy, development limps only on one leg. To the school of "literacy optimism" belong, among others, scholars like Duke (1984), Oduaran (1997) and Youngman (1997). The good thing about debates in regards to the utility or otherwise of literacy is that they have engendered in African leaders an increasing conviction about, and commitment to, literacy as a basic tool for the effective participation of all Africans in the development processes of their various nations. For example, the Ministers of Education of African Member States of UNESCO (1998) rose from the seventh Conference of Ministers of Education held in Durban (South Africa) from 20 to 24 April 1998, belong aware that :

- Africa is at a crucial cross roads in its history when education, more than ever before, is called upon to play a decisive role in shaping its future;

Size of Adult Literacy in the World

UNESCO estimated the size of illiteracy for persons aged 15 and over in 1985. The estimates yielded results presented in Table I below:

Table I : Estimated Global size of Adult Literacy and Illiteracy

Region	Population aged 15 and over in 1985 (millions)		
	Total	Literates	Illiterates
World	3,203	2,314	889
Developed Countries	931	911	20
Developing Countries	2,272	1,403	869
Africa	300	138	162
Asia	1,833	1,168	666
Latin America and the Caribbean	253	209	44
LDC's	179	58	121

Source : UNESCO (1985)

From the Table I above, it is clear that out of the estimated 3,203 million persons aged 15 and above in the world by 1985, 2,314 million are literate and 889 million are illiterates. The estimated figure of 889 million illiterate persons actually represents over a quarter of the entire world's adult population. Further analysis would reveal the following facts :

- Out of the estimated 889 million adult illiterates in the world as at 1985, 328 million are males and 561 million are females, meaning that women and girls are more affected by the scourge of illiteracy.

- Out of the estimated 889 million world adult illiterates, only 20 million of them are from the developed countries, which continue to pursue the policy of universalisation of education.

- A continent by continent analysis further reveals that Asia, with

666 million adult illiterates, accounts for a 75 per cent of the global estimated size of adult illiteracy.

- Africa, with 162 million adult illiterates, accounts for 18 per cent and the Caribbean with 44 million account for 5 per cent of the global estimated size of adult illiteracy.

It may be a consolation that Africa contributes only 18 per cent to the global pool of adult illiterates, but the problem is much more scathing in absolute terms. The fact is that adult illiteracy has continued to remain an interactable problem.

The 1990 UNESCO projections for illiterate population aged 15 years and above for the year 2000 and estimate for 1970 - 1990 further affirm the fact that adult illiteracy is witnessing an astronomical increase which does not seem too clear to us because of increased enrolments at the primary education level, presumably induced by massive universalisation of primary education schemes.

Despite the copious inability on the part of UNESCO to secure accurate and reliable data about adult illiteracy and its consequences, the projections cannot leave behind any comfortable picture of the problem.

Table II : Total and illiterate population aged 15 years and over (in millions)

	TOTAL POPULATION AGED 15 YEARS AND OVER				ILLITERATES			
	1970	1985	1990	2000	1970	1985	1990	2000
WORLD	2311.5	3226.2	3580.7	4293.6	890.1	949.5	948.1	935.4
DEVELOPING COUNTRIES	2540.7	2397.6	2626.1	3272.7	842.3	907.2	916.6	919.7
SUB-SAHARAN AFRICA	148.6	226.1	263.4	364.4	115.0	133.9	138.8	146.8
ARAB STATES	67.6	107.5	125.4	172.2	49.7	58.6	61.1	65.6
LATIN AMERICA/ CARIBBEAN	164.0	252.1	286.9	362.7	43.0	44.6	43.9	41.7
EASTERN ASIA	692.5	1036.3	1171.3	1375.1	324.1	295.3	278.8	236.5
SOUTHERN ASIA	440.0	618.4	738.6	872.2	302.3	374.5	398.4	437.1
LEAST DEVELOPED COUNTRIES	135.2	212.3	245.4	333.4	104.8	138.4	148.2	170.1
DEVELOPING COUNTRIES	1708	918.6	954.6	1030.9	47.8	12.3	34.5	15.7

CLASSIFICATION BY CONTINENTS

AFRICA	280.3	305.2	354.3	485.5	152.6	171.8	177.5	186.4
AMERICA	326.0	459.4	503.6	598.1	52.8	54.7	30.4	42.5
ASIA	1253.9	1846.3	2088.7	2538.3	652.0	694.4	699.7	695.5
EUROPE AND USS	518.1	597.0	614.6	649.3	31.1	26.9	19.1	9.7
OCEANIA	43.1	17.8	19.4	22.3	1.3	1.2	1.4	1.2

- Out of the projected world population of 3,580.7 million in 1990, 948.1 million are adult illiterates.

- Out of the projected total population of 2,626.1 million for the developing countries in 1990, 916.6 million are adult illiterates.

- Out of the projected total population of 954.6 millions for the developed countries in 1990, only 31.5 million are adult illiterates.

- Out of the projected total population of 245.4 million for the least developed countries (LDDS) in 1990, about 148.2 million are adult illiterates.

- Out of the projected total population of 263.4 million for Sub-Saharan Africa in 1990, 138.8 million are adult illiterates.

The UNESCO projections for adult illiterates by the year 2000 are revealed in Table III below :

Table III : Total and illiterate population aged 15 years and over (in millions) by A.D. 2000

Location	Total Population 15 years and Over	Illiterates 15 years and Over
World	4,293.6	935.4
Developing countries	3,272.7	919.7
Sub-Saharan Africa	364.4	146.8
Arab States	172.7	65.6
Latin America/Caribbean	362.7	41.7
Eastern Asia	1,375.1	236.5
Southern Asia	952.2	437.1
Least Developed Countries	333.4	170.1
Developed Countries	1,020.9	15.7

Source: *Adopted from UNESCO (1990) Compendium of Statistics on Illiteracy*

From the Table III above, the following facts emerge concerning the year 2000 AD:

-   Out of a projected total world population of 4,293.6 million aged 15+, 935.4 million will be adult illiterates.

-   Out of a projected total population of 3,272.7 million aged 15+ for the developing countries, 919.7 million will be adult illiterates.

-   Out of a projected total population of 364.4 million aged 15+ for Sub-Saharan Africa, 146.8 million will be adult illiterates.
-   Out of a projected total population of 333.4 million aged 15+ for the least developed countries 170.1 million will be adult illiterates.

-   And out of a projected total population of 1020.9 million aged 15+ for the developed countries, about 15.7 million will be adult illiterates.

These figures for AD 2,000 are instructive for while the developed countries with a lower projected population of 1,020.9 million aged 15+ would be harbouring about 15.7 million adult illiterates, the developing countries with a projected total population of 3,272.7 million aged 15+ would be harbouring 919 million adult illiterates. Moreover, Sub-Saharan Africa with a projected total population of 364.4 million aged 15+ would be harbouring 146.8 million adult illiterates, and this is worrisome.

Size of adult illiteracy in Africa

We had drawn attention to the size of the adult illiteracy problem in a global context. We can go a little further to examine the size of the problem in Africa.

One basic problem confronting us in trying to examine the size of adult illiteracy in Africa is that data and their collection; treatment, exploitation, transmission and diffusion are hindered by a number of factors. For example, there is the absence, inadequacy or the poor quality of infrastructures in terms of road networks,, logistics and material resources. And there are also the constraints of inadequate technical skills, follow-up activities and of motivation and the reluctance of certain partners to undertake proper evaluation, stocktaking, accounting and communicating of information and data (UNESCO/BREDA, 1995).

Even so, the UNESCO Regional Office for Education in Africa with its headquarters in Dakar (Senegal) has done some estimate of the problem for 1995 and it is presented in Table IV below:

Table IV : Literacy Rate for Persons Aged 15 and Above

Country	1990			1995		
	Total	Male	Female	Total	Male	Female
Angola	42	56	29	43	56	29
Benin	23	32	16	38	49	26
Botswana	74	84	65	71	81	60
Burkina Faso	18	28	9	19	29	9
Burundi	50	61	40	36	49	22
Cameroon	54	66	43	64	75	52
Cape Verde	67	-	-	73	61	64
Central Africa Republic	38	52	25	60	68	52
Chad	30	42	18	49	62	35
Comoros	-	-	-	57	64	50
Congo	57	70	44	75	83	67
Cote d' Ivoire	54	67	40	40	50	30
Djibouti	-	-	-	47	60	33
Egypt	48	63	34	52	64	39
Ethiopia	-	-	-	36	46	25
Gabon	61	84	49	64	74	53
Gambia	27	39	16	39	53	25
Ghana	60	70	51	65	76	54
Guinea	24	35	13	36	50	22
Guinea Bissau	37	50	24	55	68	42
Equatorial Guinea	50	64	37	79	90	68
Kenya	69	80	59	78	86	70
Lesotho	-	-	-	72	81	62
Liberia	40	50	29	38	54	22
Libya	64	75	50	76	88	63
Madagascar	80	88	83	81	88	73
Malawi		-	-	57	72	42
Mali	32	31	25	31	39	23
Mauritius	80	85	75	83	87	79
Morocco	50	61	38	44	57	31
Mozambique	33	45	21	41	58	23
Niger	28	40	17	14	21	7
Nigeria	51	62	40	57	67	47
Rwanda	50	64	37	61	70	52
Senegal	38	52	25	33	43	23
Sierra Leone	21	31	11	31	43	18
Somalia	24	36	24	25	36	14
South Africa	-	-	-	82	82	82
Sudan	27	43	12	47	58	35
Swaziland	-	-	-	77	78	76
Tanzania	-	-	-	68	79	57
Togo	43	56	31	52	67	37
Tunisia	65	74	56	67	79	55
Uganda	48	62	35	62	74	50
Zaire	72	84	61	78	87	68
Zambia	73	81	65	79	86	7
Zimbabwe	67	74	60	85	90	80
Sub-Saharan Africa	48	59	37	56	66	46

Source: UNESCO

From the figures in the Table IV above, it is clear that in Africa. illiteracy continues to be a nauseating problem. In Sub-Saharan Africa, it was estimated in 1995 that the literacy rate for the age group of 15 and was 66 per cent for males and 46 per cent for females. In other words, there are more female than male adult illiterates in Africa. And this fact is true for almost all the countries in Africa, except South Africa, which had 82 per cent for male and female adults. Yet our women constitute the larger proportion of our labour force both in paid and unpaid employment.

The African literacy situation is one that presents issues, which are worthy of some thorough examination. For example, we know from the Working Document of the Seventh Conference of Ministers of Education of African Members States (1998) that the results of efforts made to promote literacy education vary considerably from one member state to the other. To illustrate this point, the UNESCO Regional Office Bulletin of Educational Statistics in 1996 and the UNESCO World Education Report in 1995 have revealed that Zimbabwe had the lowest estimated illiteracy rate of 14.9 per cent for persons aged 15+, while Niger had the highest estimated illiteracy rate of 86.4 per cent. The MINEDAF VII Working Document (UNESCO, 1998) has gone ahead to reveal the fact that illiteracy rates for persons aged 15 and above in Africa are as follows:

Table V : Adult Illiteracy Rate in Africa (Persons aged 15 and above)

(a) Group 1 Countries (HDI* above or equal to 0,500):

Country	Rate%	Country	Rate%
Seychelles	N.A.**	Swaziland	23.3
Mauritius	17.1	Namibia	N.A.
Libya	23.8	Morocco	56.3
Tunisia	33.8	Gabon	36.8
Algeria	38.4	Cape Verde	28.4
South Africa	18.2	Sao Tome & Principe	N.A.
Botswana	30.2	Zimbabwe	14.9
Egypt	48.6	Congo	25.1

(b) Group 2 Countries (HDI below 0.500 and above or equal to 0.350):

Country	Rate%	Country	Rate%
Cameroon	36.6	Zambia	21.8
Ghana	35.5	Benin	63
Kenya	21.9	Cote divoire	59.9
Equatorial Guinea	45.1	Togo	48.3
Lesotho	28.7	Tanzania	32.2
Comoros	42.7	Mauritania	62.3
Nigeria	42.9	Central African Republic	40
Congo Democratic Rep	22.7	Madagascar	N.A.

(c) Group 3 Countries (HDI below 0.350):

Country	Rate%	Country	Rate%
Angola	N.A.	Erythrea	N.A.
Sudan	53.9	Burundi	64.7
Uganda	38.2	Ethiopia	64.5
Senegal	66.9	Mali	69
Malawi	43.6	Burkina Faso	80.8
Dkibouti	53.8	Niger	86.4
Guinea-Bissau	21.5	Rwanda	39.5
Chad	51.9	Sierra Leone	68.6
Gambia	61.4	Liberia	61.7
Mozambique	59.9	Somalia	N.A.
Guinea	64.1		

* HDI (Human Development Index): a method developed by UNDP to classify countries based on the illiteracy rate, life expectancy at birth, school enrolment ratio, per capita income, etc...It is established on a scale ranging from) to 1 : a high HDI corresponds to high level of development.

** Figures not available

The figures in Table V above reveal that even among the African countries with a Human Development Index (HDI) above or equal to 0.500, Morocco still features with 56.3 per cent adult illiteracy rate, Egypt 48.6 per cent, Algeria 38.4 per cent, Tunisia 33.8 per cent, Gabon 36.8 ;er cent and Botswana 30.2 per cent. This fact is disturbing because we are very much aware that HDI is measured on a scale ranging from 0 to 1, and a high HDI such as the one indicated for the group of countries in category 'A' in Table V actually corresponds to a high level of development. Yet, the Table V reveals that the cited countries in spite of their presumed levels of development are still harbouring significant percentages of adult illiterates on the continent.

If Africa's supposedly developed countries still have significant figures of adult illiterates; it should .be obvious to us that the challenges are enormous. This is more so for poor African countries.

We can come nearer home to examine the size of the problem in Botswana.

Interactability

The world and African picture of illiteracy is replicatd in Botswana. The 1993 Report of the First National Survey on Literacy in Botswana,

published by the Central Statistics Office in 1997, indicated a national adult literacy rate of 68.9 per cent, with 66.9 and 70.3 per cent for males and females respectively (Republic of Botswana, Central Statistics Office, 1997). But there is a reversal of the usual trend in most African countries where illiteracy rates are the highest among women.

Applying the United Nations (UN) Social Services description of illiteracy rate as the proportion of the population who are illiterate, expressed as a percentage of population of the age group 15 or above, and of the illiterate as a person who cannot with understanding, both read and write a short simple statement on everyday life, the 1993 Report for Botswana has indicated that direct literacy assessment results increased total literacy rate by 2 per cent and that males' literacy rate was 66.8 per cent indirect and 69.9 per cent on direct measurements just as it was 67.7 per cent and 70.3 per cent respectively for females' rate. By indirect estimates it shows a literacy rate using school attainments and by direct measurements it is meant an objective assessment of respondents. The fact that really emerges from this is that in Botswana, it would seem as if indirect literacy estimates using school attainments are relatively reliable.

On adult illiteracy, the results of the 1993 Botswana National Literacy Survey Report indicated an adult illiteracy rate of 33 per cent for males and 30 per cent for females. As already pointed out, in Botswana, females are more literate than males.

It might be useful to compare Botswana with other countries in the Southern African Development Community region. In the region, Zimbabwe has the highest rate of literacy and South Africa seems to be the second most literate country, even though it is not clear to us whether the 1995 UNESCO estimates include the blacks. Of profound concern to us is the fact that of the eleven countries in the region (that is excluding Angola for which there was no information), Botswana was ranked number seven in regards to adult illiteracy. In other words, Botswana is the fourth most adult illiterate country in the SADC region.

One fact, which emerges from the 1995 UNESCO estimates of adult illiteracy rates in the SADC region, is that the size of illiteracy in Botswana is considerable. It is something to worry about. It means that the Botswana National Literacy Programme which was first initiated in 1980 and officially launched in June 1981 and then reinvigorated in 1993 as a result of the report of the National Commission on Education is yet to meet its target goal, that is, make all Botswana literate, perhaps, on or before A.D. 2,000. For Botswana, therefore, there is a need for rethinking literacy education.

Why illiteracy persists?

Global and local anticipations that mass adult illiteracy would soon be a thing of the past have been betrayed. The reasons for the persistence, or triumph, of illiteracy are numerous. Some of the reasons can be easily highlighted.

In many developing countries, the most common reasons for the persistence of illiteracy include:

- Geometric growth of populations
- Unappreciable support of political leaders
- Societal complacency with illiteracy
- Conspiracy of the leadership
- Conspiracy of the educated elites
- Absence of, or weak, laws against illiteracy
- Absence of administrative and technical structures
- Under-funding
- Non-utilisation or inadequate utilisation of professionally trained personnel
- Inadequate research
- And ignorance about the true conditions and needs of illiterates

A detailed discussion of these factors could be the subject of another paper. But suffice it to say that the concert of these factors has persistently ensured the intractability of illiteracy along with its socio-economic and political costs. The persistence of illiteracy certainly calls for a re-thinking which is the central theme of this paper.

Rethinking

From the nature of the problem of illiteracy and its persistence in spite of the level of socio-economic and political development being achieved globally, it seems to us that we can rethink literacy in several ways but, particularly, in the following ones which may apply appropriately to Botswana:

- Conceptualisation and practices
- Gap between rhetoric and action
- Policy frameworks and implementation
- Methodology
- Community involvement, and
- Research

Conceptualisation and Practices

From experiences available to us in different cultures, adult illiterates are increasingly becoming tired of literacy programmes essentially as enterprises in which they simply have to learn to read, write and compute. Such a focus is no longer attractive to adult illiterates. They are increasingly ever asking: "If I become literate, so what? What about our children who are already literate and some highly educated and are yet unemployed and continue to remain as our burden years after graduation from school."

It might be argued that the liberal ideals of making people literate are fast losing their grounds ostensibly because of the problems of chronic poverty and rapidly retracting economies with which many developing countries are having to cope. Here it takes a persuasive and committed advocate of literacy to convince people to simply enrol in available literacy programmes so that they can learn how to read, write and compute.

Towards making literacy programmes more attractive and worthwhile in developing countries, it has been demonstrated in several places that well managed income generating literacy programmes can actually cut the ice in mobilising people for participation (Omolewa, 1997). In Nigeria, for example, a project tagged as the University of Ibadan Community Development Literacy and Health Project (CDLHP), directed by Professor Michael Omolewa, has been successfully pursued to link literacy with a vigorous poverty alleviation drive. This is an experiment to which we must pay some attention with a view to understudying, modifying and adopting it, if found suitable for specific local conditions.

Another conceptual re-thinking is revealed in literacy as entailing practices, which are constitutive of identity. This means that, whatever be the forms of literacy, we learn and tend to associate with themselves some social identities, expectations about behaviour and role models. For example, Street (1994:95-98) has quoted Rockhill's (1987) work on gender and literacy in the United States of America (USA) in which it was reported that Hispanics women attempting to break out of poverty and out of the strangle hold of dominating and often violent men, construct an image of an alternative identity for themselves that they associate with the acquisition of a new literacy. These Hispanic women have, in fact, acquired enough practical literacy skills in managing the household and in relations with government agencies and schools. Even though, one may be tempted to say that this is domestic literacy, it has served a useful purpose in helping the clients to deal with a worrisome problem in their lives. In effect, what Botswana needs at this stage is practical literacy with tangible results.

Literacy programmes may also be re-conceptualised as entailing practices, which are constitutive of **personhood**. There is a large volume of anthropological literature on the notion of personhood in different cultures that can help us in the context of reconceptualising literacy this way. Kirkpatrick (1983:1) has correctly opined that personhood is best perceived as a field that is ideologically structured in any society. By this, Kirkpatrick (1983) means that this does not wholly determine the person determined by dominant or top-down institutions (as in earlier concepts of 'ideology') but that personhood is actually a site of articulation of dominant and subordinate ideological components. What this means for us is that literacy programmes must be such as can help the clients to define themselves appropriately within the contexts of what they and their communities really and practically stand to gain from investing their time and money on participation. The Kirkpatrick's constructs of the person, which applies most to the situation, are those derived from:

- Hallowell - in which the person is viewed as an important means for the cultural formulation and production of self-awareness

- Geertz - in which the person is viewed as a model of and for action, central to an understanding of both social order and social process, depicting the multifunctionality of the person.

Ethnopsychologically, in Botswana, there is the development of democracy originating partly from the **kgotla**. The situation here can be likened to that of the Pacific Atoll of Nukulaelae in which the notion of self as the locus of psychological experience and that of a person as social performer are interrelated (Street, 1994:98). The literacy programmes in Botswana in this sense need to be tied to the idea of developing the individual as a constructively, and constitutively competent person.

We may re-conceptualise literacy practices as means of providing **sites of negotiation** and of transformation. As Street (1994:99) indicated, social scientists until recently, view society as mainly constituting a kind of top-down process of domination and in which ideology is used to promote the objectives of a ruling group whilst the ruled 'or subjects' continue to remain passive or unwilling victims of their circumstances. This view is now changing to one in which recognition is given "to agency, to the way in which people in different positions may resist and negotiate the positions to which they are apparently ascribed" (Street, 1994). What this means to Botswana is that the people will no longer be contended with programmes flunged at them just like that. It means that literacy programmes must be linked to specific cultural identities which could provide a focus not only for the transformation of the people but for

educational transactional processes which are sufficiently challenging. If such programmes are implemented, there would be very little hope that the interest of clients can be sustained.

There are several other areas wherein we must re-think literacy.

Rhetoric and Action

The field has been inundated with a torrent of rhetorics. We have never lacked political leaders and administrators who are "automatic" orators when it comes to expressing good intentions towards the goal of eradicating illiteracy. What we lack in several places, especially in the developing countries, is action. Actual the pursuit of literacy practices is bankrupt.

In several places, functional literacy practices have been erroneously tied to the narrow view of work. So, we "drum" about workplace literacy as if other socio-economic contexts are irrelevant.

Moreover, there are far too many theorists and armchair critics of existing programmes than there are really committed 'disciples' of literacy. One suspects that we now have sufficient theories. What we need at this stage is committed action, which is based on sincerity.

Policy Framework and Implementation

Botswana, appears to have sufficient policy frameworks for the eradication of literacy. Unfortunately there is no clearly enforced law on literacy. For example, what is the legal repercussion of failing to send your children or wards to school in order to arrest the expansion of the pool of adult illiterates. Or, can we justifiably subject any adult person to some form of paying a fine for being illiterate just as you could be charged to court for exceeding the speed limit of 60 kilometers per hour in the sub-urban area of Mogoditshane with much reduced volume of traffic at 3.00 p.m.? The point that is being made is that our policies have not suitably identified any urgency in eradicating illiteracy. Indeed, how many parliamentarians have ever sought to make illiteracy a subject of vigorous debate? How much muscle has the constituency of illiterates introduced into political manifestos and debates?

Methodology

This is one area where the practices need agreat deal of rejuvenation. We have continued to apply methods, which are best suited to infants than

to adult learners. Many of the clients in adult literacy programmes have continued to be treated as if they are school children.

The method which the late famous Brazilian educator, Paulo Freire, referred to as "deoesticiation" has continued to be in use in spite of the large volume of criticisms. What this means is that many of the literacy instructors or facilitators are yet to embrace fully the spirit of innovative practices as far as the methodology is concerned.

Community Participation

Commuunity parcicipation in eradicating illiteracy from Botswana communities is yet to be vigorously pursued. Youngman (1997) had drawn attention to the centralised and monolithic nature of the National Literacy Programme. Centralisation has its limitations. For example, it does not allow much room for flexibility and the taking of local initiatives. One obvious way community participation can be enhanced is by the deliberate encouragement of decentralisation and diversification.

Community participation promotion as a principle of policy formulation and implementation has the added advantage of encouraging the people to see the programme as their own enterprise. This kind of attachment guarantees the survival and blossoming of our programmes. In this case, We would need to re-think our people's networks of support and the roles within them with a view to harnessing these to the successful implementation of the programmes.

The subject of building and strengthening partnerships in literacy programmes has been widely studied. In many of such studies, the findings indicate the usefulness of partnership in acceledrating achievement levels in the eradication of illiteracy. For example, the study of Dzvimbo (1996:97-25) of community involvement in basic education in Kenya. Uganda, Tanzania and Zimbabwe has revealed positive results from such endeavours.

The point is that there is a limit to which any community can wholly depend on government for the provision of every bit of social services. Africans have a solid spirit of self-reliance, which must not be allowed to die. It should be accurately identified, developed and sustained even in the area of literacy programming.

Research provides one final aspect in which we need to focus attention. It seems to me that the zeal for research is not sharp enough. It sems as if something has gone somewhat wrong with our research

capacity and capability. Yet, research is needed to unlock many issues, which are not clear to us, and to sharpen our practices.

Conclusion

Re-thinking literacy is a continuous exercise, which is fed from the conduit pipes of theories and practices. It is valuable for providing tentatiave statements on the prevailing situations in our programming and for indicating possible pit-falls which we must watch out, when we strive to be much more relevant in our field and our world yesterday, today and tomorrow.

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R. Rajan

Literacy and Development

Unesco defines a literate person as one "who can read and write a short simple sentence with understanding on his every day life". A person is functionally literate when he can "engage in all those activities in which literacy is required for effective functioning of his group and community". The classical notion of literacy which is widespread in our country is the learning of 3Rs i.e., reading, writing and arithmetic. As against this notion of literacy, the International Consultative Liasion Committee for Literacy (1972) defined literacy as "not the simple reading of a word, or a set of associated symbols, but an act of critical understanding of man's situation in the world". The National Literacy Mission termed literacy as functional literacy, which implies, - achieving self-reliance in literacy and numeracy - becoming aware of causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development - acquiring skills to improve economic status and general wellbeing - imbibing the values of national integration, conservation of environment, and womens equality.

Development which is understood generally as combination and inter-play of several socio-economic factors and their outcome for general good. It brings forth the potentialities of betterment, both human and materialistic, for their fuller utilisation. Development may be oriented towards economic, social and cultural aspects of life. Development is rated and equated with growth rate, Gross National Product (GNP) and per capita income. It is also related to the utilisation of modern scientific discoveries and technology. Development is exhibited with the existence of welfare state and re-distributive justice in operation.

In the matter of educating adults, development means all that has been referred to above. It is because of the fact that human factor is supreme in any development process, any activity to educate adults is regarded as an investment for development of human resource.

Literacy and Development

It is believed in India and other countries that correlation between literacy and development. National development comprises economic, social and cultural development. It also includes fuller employment and higher productivity, reduction of economic and social inequalities, family planning and welfare and revitalisation of our rich cultural heritage. We

shall consider the contribution of literacy programme to (1) Employment and Productivity (2) Social Justice (3) Family Planning (4) Health Care (5) Revitalisation of Cultural Creativity, and (6) Social Cohesiveness.

Literacy is a basic human need, which is a right to education. As it is necessary for nation's striving for democracy and development, any programme of basic minimum needs should include a nation-wide programme of literacy. Thus, literacy programme becomes a means for progress of the country in the direction of becoming a socialist, secular and democratic society, as visualised in the preamble of our Constitution.

Since gaining its independence in 1947, India had launched several important educational programmes such as Social Education (1949), Gram Shikshan Mohim in Maharashtra (1963), Farmer's Functional Literacy Programme (1967), Mahabub Nagar Experiment in Andhra Pradesh (1973), Non-formal Education Programme (1975), National Adult Education Programme (1978), Total Literacy Campaigns (1989) and the Post-Literacy Programme under the National Literacy Mission. So far, the experiences in our country have shown that linking literacy programmes with the Development Department schemes has not yielded the desired results.

Magnitude

The percentage of literacy in India gradually increased from 16 to 24.02 per cent in 1961 to 29.45 per cent in 1971 and to 36.23 per cent in 1981. In the 1991 census it stood at 52.11 per cent.

Totall Illiterates in India (of 7 years and above)	482.15 million
Male	207.40 million
Female	274.75 million

Illiteracy Percentage

All India	47.89%
Male	36.14%
Female	60.58%
Rural India	55.82%
Male	42.14%
Female	69.42%
Urban India	25.01%
Male	16.69%
Female	34.34%

(Source : *Literacy Digest 1991 published by the Directorate of Adult Education, Government of India.*)

In order to understand the magnitude of this monumental task, there would be 500 million illiterates in India in the year 2000 A.D., which would be 54 per cent of the world illiterate population in the productive age-group of 15-35.

National Literacy Mission

The launching of the National Literacy Mission in 1988 marked the beginning of an effort to place 'functional literacy for all' on the national agenda. The success of Mass Literacy Campaign initiated in 1989 in the Earnakulam District in Kerala led to the rapid expansion of Total Literacy Campaign approach at an ever increasing pace. Since 1989, the mission accomplishments have been quite phenomenal.

When the National Literacy Mission was launched, the objective was to make 80 million persons in the 15-35 age group functionally literate by the year 1995. Subsequently changes were made in the target which now stands at 100 million people to be made literate in the same age group by the year 1999 and total literacy to be achieved by 2005. More than 425 districts in the country have been brought under the fold of Total Literacy Campaigns which have made over 60 million people literate. Out of these, 188 districts have moved to the post-literacy phase and some of the districts have even gone to the continuing education phase after completing the literacy phase.

Challenges

The world today is at critical juncture, when India faces some serious challenges for the future of our civilisation. The future programme of literacy should meet the following important challenges.

The first major challenge is rapid internalisation of economics. Globalisation of markets and capital has become the only path of development and progress. Countries of the Asia and Pacific Region have become economically interlinked to each other and to the global economic order. Economic globalisation is also resulting in political globalisation on the one hand, and cultural homegenization on the other. The second challenge is the daunting existence of poverty and deprivation. Partly because of this and partly due to other reasons, the responses of the national policy makers and decision makers is taking an apethetic posture towards the problem of poverty. The poor has been ignored while formulating development policies. The transformation of economy, policy and social relations in order to overcome poverty and its associated consequences is no longer the main focus of national and multi-lateral decision makers.

The third challenge is the challenge of ensuring 'common good'. The philosophical and political concept of ensuring 'common good' has

disappeared both from the debates around social transformation and from planning of strategies in national decision making structures. It is not even clear now, how one can establish elements of a national consensus and a regional framework for 'common good'.

The fourth challenge is the growing restlessness and associated violence concerning ethnic identity. In any region or country, minority groups, sub-groups and other ethnic formations are raising questions of their belongingness in the national and regional mainstream. In some cases these questions arise politically while in other cases through violent means. But the challenge of ethnic identity is most visible in the countries of this region than anywhere else.

Role of Literacy Programmes

To face the above challenges in the coming period, the literacy/ post-literacy and continuing education programmes have to address the concerns, problems, hopes and aspirations of the poor. These programmes have to prepare the future generation in building their technical competence and vocational skills. The second role is to create a climate of tolerance and mutual appreciation. Respecting the differences in religion, caste, culture, language perspectives, gender is perhaps a major requirement of individual and collective human functioning at this juncture. The programmes have the possibility to methodologically as well as philosophically contribute towards elaborating the ways in which people in our country can learn to respect others - respect others' points of view, their experiences, their modes, styles and aspirations.

A third contribution of these programmes should be to strengthen a sustainable life style. The problems of environment,degradation of natural resources, pollution and destruction of a natural balanced regenerative habitat are to be tackled effectively. Unless we, as individuals, families and communities come to terms with the problems of a sustainable life style consistent with ecology, the problems of environment and pollution will not go away. These programmes have a significant role to play in elaborating and promoting the elements of such a sustainable life style consistent with different ecological contexts.

Finally, literacy, post-literacy and continuing education programmes can help in inculcating a sense of indigeneous cultural identity among the communities of our country. The most devastating consequence is homogenization of cultures. The socio-diversity inherent in diverse and varied cultural mix of our country is being slowly eroded and destroyed. Our country has been the crucible of many profound elements of human civilisation. These programmes can contribute to strengthen our capacities for rejuvenating our popular knowledge, folk culture and traditional wisdom.

Rameshwari Handa

Catalysts of Female Literacy
The Empirical Indicators

Let us take the present status of literacy in the country to begin with. The latest figures are of a recent National Sample Survey Organisation (NSSO) Survey report which indicate the literacy rate in 1997 as 62 per cent against 52.21 per cent in 1991. The male literacy in 1997 was 73 per cent and female literacy 50 per cent. It is encouraging that from 39 per cent in 1991 the female literacy rate has increased to 50 per cent in 1997 while male literacy rate has increased from 64 per cent in 1991 to 73 per cent. The female growth rate of literacy has been higher than male growth rate and rural growth rate is higher than urban growth rate. The trend has been set, yet, 50 per cent of females in the age group 7+ remain illiterate. What should be the approach of literacy programmes to attract the maximum female learners?

The National Literacy Mission with the objective of eradicating illiteracy has launched more than 450 literacy campaigns all over the country with the cooperation of State Governments. Out of 90 million non-literates enrolled in the age group of 15-35, 73 million have been made literate and 60 per cent of those enrolled are women. The National Literacy Mission has moved from Total Literacy to Post-Literacy to Continuing Education stage, and Continuing Education Programmes have been launched in more than 60 districts. Though Total Literacy Campaigns target all the learners in a specific area, all do not join. Post-Literacy has provided another opportunity for remediation, called 'mopping up operation' and Continuing Education sets up the CE centres providing opportunity for lifelong learning to all.

A large number of evaluation and impact studies have been carried out on these literacy programmes. From these studies and reports some of the factors influencing female literacy are presented here.

One of the studies on impact of literacy programmes, for example, has shown that in a large number of districts an element of 'selectivity' in coverage of district is implied. Thus, in a certain area non-literate women from families of medium, small or marginal cultivators may join the literacy campaign, but women from extremely poor landless households or scheduled castes may be relatively less among the neo-literate women.

If those who are left out are to be targetted, the first step would be to identify the reason for their not joining the lieracy programme and then to integrate removal of the cause with literacy.

A study of the practical and strategic needs of the women targetted will enable us to understand that literacy may not always be relevant or useful for them. If practical and strategic needs of women are met through literacy, the programme of literacy will be successful. Now what are the practical and strategic needs of women? According to the definition given by the Centre for Development and Population Activities the practical, i.e., immediate and material needs arise from current conditions and the strategic needs are long term, related to the positions of women and men and focus on equalising gender based disparities in wages, education, employment and participation in decision making bodies.

Women's practical needs generally relate to the responsibilities assigned to them in gender division of labour, reproduction and the related tasks of household maintenance and income generation. Child care services, maternal and child health care, subsistence crops marketing and traditional employment opportunities are means to address these needs.

Practical interventions increase women's participation in the development process, but they are unlikely to change gender relations and to ultimately eliminate the cause of social discrimination and economic exploitation of women - for breaking the vicious circle of illiteracy-poverty-exploitation it is necessary to address the strategic interests.

Now, the practical needs and strategic interests are linked. Responding to the practical needs identified by women at the community level can provide an entry point for identifying and addressing their long-term strategic interests. Thus starting a women's group to meet a practical need for child care or income generation may improve women's economic position and political participation in the long run. A community based reproductive health project, introduced to meet the practical need for family planning, may enable women to have greater control over their reproductive lives and a larger role in family decision making.

In fact, in a recently conducted study in Bhojpur District of Bihar, women learners have identified the following learning needs. The needs were identified through a fully unstructured discussion with women participants.

(i)   Need for augmenting income : This is the most expressed need of the women learners. It has also been pointed out clearly that meaningful support for income generating activities should include both training and resource support. In the absence of the latter, training becomes a frustrating exercise.

(ii)   Need for reading material : Need for interesting, meaningful and attractive material has been expressed.

(iii)   Urge to undertake some group action : Many women participants expressed their urge to undertake some group action. On being asked what prevented them to do so, they pleaded their inability to form and run a group. Some women also indicated that group action. although desirable, should not be a strategy for income generating activities such as the training for Panchayati Raj Institutions undertaken in many districts.

(iv)   Urge to move out of home : This is a very strong psychological need of women learners. Moving out of home cannot be an action in itself, but it can only be undertaken as a concomitant of other planned activities.

(v)   Dissatisfaction about absence/malfunctioning of community facilities : Because of the faulty planning, community facilities are rather limited in rural areas. Primary schools, health centres, tubewells, drainage systems etc. are obvious examples of such facilities. The absence/malfunctioning of these facilities was clearly perceived as a major cause of work burden of women.

(vi)   Desire to have a literacy centre within the village : Women prefer to have a literacy centre within their own village where they could reach at any time of their convenience.

Though above needs exist, they are not always expressed. Therefore any literacy programme to be successful, must relate to practical needs of women and through literacy provide necessary input for creating awareness of gender equality and motivation to practice the same.

I cite below a few examples of integrating literacy with other need based activities making learning an interesting, motivating and joyful experience. For instance, village resource mapping exercises have been undertaken in the context of school mapping or watershed management programmes and neo-literates have avidly participated. Such activities also provide natural opportunities to learners for improving their own technical skills. Such activities require linking of literacy programmes with other departments or programmes.

Another example is the formation of small savings groups for women as a consequence of women's involvement in the literacy campaigns. This has allowed them to save small amounts, keep control over their savings

while liberating them from the clutches of money lenders; like Jago Behna of Dumka district in Bihar which has introduced DIDI bank for Rural Credit and Thrift Society for rural women.

An example of skill upgradation/vocational training integrated with literacy is provided by the Ramakrishna Mission Lokshiksha Parishad. Narendrapur, West Bengal, through their programme of Continuing Education. It has been spearheading a simple programme of Continuing Education for the last four decades. Its central thrust is to achieve integrated rural development through self employment of rural youth by marshalling local resources.

In course of its numerous welfare activities, Ramakrishna Mission observed existence of the large scale unemployment and under employment among rural youth even if they are literate or well educated. There is a pervading sense of frustration among them which prevents them from undertaking any constructive activities. The Mission also noted that due to penetrating of some elements of modern farm technologies and vast expansion in mass media and communication system, many tools and gadgets including radio and television have entered the villages through the rural rich and middle class farmers. The owners of these materials have to perforce commute between the nearby town and their homes whenever the materials need repair or replacement. Moreover, many primary products are taken out of the villages by the middlemen at cheaper price and partly returned back at the same villages at much higher price. Thus, processing of primary products are done outside the village although there is a huge idle manpower in those villages. What they lack however, is technical know-how to process and necessary capital to establish such repairing and processing units. Moreover, these idle groups of rural youth are not properly organized, nor they have enough entrepreneurial abilities.

The R.K. Mission, Narendrapur, decided to move in the countryside and promote what is now known as integrated rural development. The method was establishment of Continuing Education Centres through local clubs around specific development objectives and make them permanent institutions of education. Besides non-formal education in 3 Rs for the non-literates, there was unlimited access to vocational training which was organised on a peripatetic basis by the specialists from Narendrapur with the financial and technical assistance from both the Central and the State Governments.

The trades for which training programmes were organised were as per the decision of the village communities themselves keeping in view of the local needs, availability or raw materials. local markets and some

amount of local traditional skills. With such training programmes was added entrepreneurial development inputs and capital accumulation through organisation of self-help groups who are engaged in mopping up local small savings even from the poorer section of the community. These three-pronged activities created the right environment which promoted self-employment among rural youth.

Materials for neo-literates play a crucial role in any programme of literacy, especially for rural women who do not have any other means of communication with the outside world. The topics chosen for the materials and their presentation both require careful attention. The materials should be informative, instructive and attractive.

Cultivating a habit of reading is also important. Let us take the case of the 'Jan Vachan Andolan', Public Reading Movement of the Bharat Gyan Vigyan Samiti. Under this movement, volunteers perform plays and sing songs in the same folk style as used for Kala Jathas, mobilising people to read books and then also arrange for public reading of some selected booklets. Such reading aloud, through an expressive exposition, has been found to trigger people's interest in reading, has lent more familiarity with collection of books and given them more confidence to buy books for themselves.

There are many more examples of successful integration of literacy with other activities. Only a few have been cited to bring home the fact that for those, (specially women) who have not joined school or have joined and dropped out we need to make literacy relevant, provide literacy with practical ways to reduce the burden of daily chores, to solve day-to-day problems and in the long run, to enable the society to achieve gender equality through understanding and practice and that is the best technique for eradication of illiteracy among women.

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Kuldip Puri
Navleen Kaur

Learning World of Neoliterates
A Study
Into their Reading Predilections

Introduction

All learning societies have a cherished desired to have life-long education. They see it as a best bet for development. UNESCO launched Asia-Pacific Programme of Education for All (APPEAL) in 1987. It aimed at promoting literacy and basic learning skills through three ways:

1) Universalization of Primary Education (UPE)
2) Eradication of Illiteracy (EOI)
3) Continuing Education for Development (CED)

World declaration on 'Education for All' adopted by Jomtien Conference 1990 visualized that education will help the people -

1) To acquire survival life skills through school education, primary education and functional literacy programme
2) To acquire knowledge and skills to improve their quality of life and habit of life-long learning through continuing education programmes.

The world is in the process of change. It is more vividly noticeable in the Asia-Pacific region. It has been seen that countries in this region are working on the three action areas identified by APPEAL. Understandably, every country has a distinct flavour of various programmes suiting to its socio-cultural scenario.

To promote Education for All, India is concentrating its efforts on -

a) Expansion of Early Childhood Care and development activities
b) Universalization of Elementary Education and Universal achievement at least of Minimum Levels of Learning
c) Erasing the blot of illiteracy especially in the 15-35 age group in each gender, and also ensuring that the levels of literacy are relevant to the living and working conditions of the people

d) Provision of Post-Literacy and Continuing Education opportunities for insuring retention, reinforcement, stabalization and upgradation of literacy skills acquired by the persons becoming functionally literate and those who are graduates of primary education, through formal and non-formal channels

e) Restructuring the content and process of education to actively relate it to their daily life situations and culture with a view to enhance their ability to learn and face the problems of the life with tenacity.

The on-going literacy movement in the country has done promisingly well. Millions of people have been made functionally literate. They have reached a limen point of entering into the learning society. To make their journey of becoming permanent members of the learning society irreversible, one has to plan for delivery of systematic programmes of post-literacy and continuing education facilities. These include Literacy Promotion Activities, Development Oriented Activities and Organizational Activities. The most important of these is to organise a network of libraries and provide them with suitable books and other reading materials.

It is a very crucial issue to determine the suitability of literature. It has been always a question of inquiry to decide about the form and content of literature to be developed for neo-literates. Three schools of thought work on this preposition. The first school of thought believes that the planners have a better preception of what is required by the learners. It finds it hard to put faith in the learners' capability to reflect on this important issue. The second school of thought places confidence in the preception of learners and tends to rely on the competence of the learners in setting their own agenda for learning. It emphasizes to discover the interests, needs and aspirations of the learners and thus develop literature. It opposes imposition of any sort. Apparently both these positions appear to be on the extremes. A fair synthesis of perceptions of the planners and the those of the learners may throw a better light on the kind of literature to be developed. This is precisely what we aim to arrive at in this study titled "Learning World of Neoliterates : A Study into Their Reading Predilections". We believe that literature for neo-literates should essentially revolve around their life situations. Hence, an effort has been made at knowing the thinking process of neoliterates. We have aimed at gauging their responses and reactions to various issues and situations arising out of their struggle for living. Thereafter, we have strived to infer on the kind of literature needed for them.

The whole process has avoided direct questioning. Even providing the learners with a checklist of topics has not been practised. This has

saved us from getting stale answers to direct and suggestive questions. Instead, a set of five real life situations were presented to the neo-learners for their responses and reactions. This helped us in initiating a dialogue with the respondents and also enabled us to probe deep into their minds. A better understanding of their minds thus emerged equipping us with a confidence to make certain inferences regarding the kind of literature to be developed.

Objectives

1. To explore into personal, economic, social, recreational and cultural ambient of neo-literates

2. To find the reading options of male and female neo-learners below and above thirty years of age.

Method & Procedure

Descriptive survey methods of research had been used in this study. A sample of 214 neo-literates comprising 195 females and 19 males was derived from two districts of Punjab, namely Faridkot and Hoshiarpur. At the time of data collection the learners in these districts had gone to the post-literacy stage. The sample was collected from 11 blocks. The selection of the blocks was made from semi-hilly area, bet area, desert prone area and fertile area rich in cotton and paddy belts.

Tools

Two types of questionnaires had been developed by the investigators:

1. "Our Village/Town" - This questionnaire had been prepared for knowing the profile of the particular village or town to which the learners belong. This questionnaire gave us information on eight variables namely Population, Occupation, Distance from city, Geographic Description, Peoples' interest in welfare activities, Peoples' participation in development of village, special characteristics of a village and status of the library.

2. "Me and My World" - This questionnaire had been developed for neo-literates. It comprised five statements. A situation had been presented in every statement. The statements refered to five areas related to their life. These areas are : Personal. Economic, Social, Recreational and Cultural. These statements invited open-ended responses.

Statistical Techniques

Descriptive statistics had been used in this study. Frequency counts and their percentages have been calculated.

Findings and Conclusions:

Majority of neo-learners (66 per cent) want to use their free time in supplementing their income. It is interesting to note that 21 per cent of the learners prefer reading books and writing poetry in their free time. 8 per cent of neo-learners turn to religious scriptures for solace. 7 per cent of the neo-learners wish to be with their family and take care of it. Very few neo-learners (3 per cent) wish to relax and 1 per cent of the learners have no opinion on how to use their free time.

It appears that majority of learners are struggling for their livelihood and can not dream of having the luxury of leisure. Hence, they would opt for literature that helps them in increasing their income.

When the learners were faced with the task to choose the activities that can supplement their income. 73 per cent of them decided in favour of promoting cottage industry. Thirteen per cent of the learnes wished to go in for enterprenureship, and 14 per cent opted for dairy development. Only 5 per cent had an idea of improved agro-based technology. Seven per cent of the learners could think of putting more hours in doing labour, their main job. One per cent remained undecided.

The learners were able to identify the hurdles on their way for practising what they wish. Forty three per cent of them decried scarcity of resources, 4 per cent admitted that they lacked training in the trades they wanted to pursue, and 4 per cent faced problems in the marketing of their produce. Some of the learners (2 per cent) complained of middlemen exploitation and lack of technical know-how, and 51 per cent, however, faced no problem.

The above findings suggest that literature for neo-literates should revolve around the themes like Cottage Industry, Dairy Development, Improved Agrobased Technology and Enterprenureship. It is also suggested that the literature, thus developed, may highlight availability of resources and ways to procure them, technical know-how, training and marketing system sans middlemen exploitation depending upon the themes selected specifically.

The neolearners have divergent views on the weakening social fabric. Twenty six per cent of the learners find the social situation very

dismal has not gone too bad. They can still find people to confide in, with whom they can share their agony and ecstacy only a marginal percentage of learners (4 per cent) turn to religious scriptures to come out of melancholy. A few of the learners (1 per cent) are in utter state of disgust and depression.

It is apparent from the findings that people are living in a state of stress. They believe that sharing ones' feelings, griefs and joys is very essential for maintaining balance and sanity. Books are the best friends. Books generate ideas, bring peace of mind and instill confidence in readers. Hence, literature reflecting the real life situations may be acceptable to the neolearners.

To escape from the drudgery of life, man does need a few moments of recreation. Recreational medium depends upon the liking of an individual. It is evident from the findings that many of the respondents (73 per cent) wish to watch TV and Radio programmes along with the 71 per cent who prefer traditional folk performances. Around 82 per cent of females below the age group of 30 years have shown interest in attending marriage ceremonies. This interest declines in case of women above 31 years of age. Only 20 per cent of males below 30 years of age find attending marriage entertaining. Twenty seven per cent of the respondents like to visit fairs, celebrate festivals and enjoy attending sports meet. Ten per cent of the respondents prefer reciting and listening to Gurbani, meeting friends, and watching plays related to their work. Some of them engross themselves in their work and get satisfaction. Around 4 per cent of respondents are so despondent that they do not have any idea of what can give them pleasure.

The liking for ways of recreation exhibited by the respondents testify their interest in socio-cultural traditions, customs, rituals, festivals, and fairs, and these should be reflected in the literature for neo-literates. However, care should be taken to keep off the retrogressive elements traditional from literature.

Our country has a rich tradition of oral teaching and learning. Every individual has been exposed to this tradition in one way or the other formally or informally. A question was put to the learners for identifying the themes, tales and stories received orally by them which they would like to read. Males below 30 years of age (50 per cent) liked to read folk tales and songs. This percentage decreased to 33 in case of males above 31 years, whereas only 20 per cent of the younger males preferred reading books on religious themes, and the number of elder male respondents swelled to 44 per cent.

The same scenario is found in case of elder and younger females. Whereas 63 per cent of the elder females love to read books on religious themes, only 43 per cent of the younger female learners opt for this. Reading folk tales and songs found favour with 48 per cent of younger female learners. This number dwindled down to 20 per cent in case of elder women learners. A considerable percentage of neo-learners (28 per cent) liked to read biographies of religious and social leaders.

It emerges from the above findings that the literature for neoliterates may include themes related to religion, social issues, folk tales, songs and biographics.

N. H. Achime

Poverty Alleviation in Nigeria

The Future direction of the macroeconomic policy of investing in human capital (i.e., health and education) in Nigeria is uncertain. This uncertainty may be attributed to the existence of macroeconomic disequilibrium in financial allocation and frequent changes in macroeconomic policies arising from constant changes in the political and economic environment.

This paper takes the position that proper policy realignments in these areas will be the foundation upon which sustainable development and equitable distribution of wealth can be built. Investment in human capital, improvements in infrastructural facilities, a stable political and economic environment, and most importantly, indigenous capacity building are other essential ingredients that can accelerate in the distribution of income and wealth. Solow (1957), Fabricant (1959) and Mushkin (1962) argue that financial investment instability caused by macroeconomic disequilibrium in the health and education sectors increases the level of poverty in the society. An organic bidirectional relationship exists between financial investment in human capital and the level of every within the framework of an economy. To alleviate poverty, therefore, to an acceptable level in our society, an attempt must be made to realign the current financial investment pattern in the health and eduction sectors of the Nigerian economy. The evolution of health and education, as investment, has been extensively discussed by Mushkin in 1962. Mushkin in his work argues that a theory of human capital was in process. The main question then was 'What is the contribution of change in the quality of people's life to economic growth?' The works of other scholars like Solow (1957) and Fabricant (1959) show that production in advanced economies had increased much faster than could be explained by inputs of physical capital and additions to the labour force. This indicates that action against disease and illiteracy is not only humanitarian but also makes a major contribution to economic growth as well as poverty alleviation in the society. Our point of departure from other studies centres on how macroeconomic disequilibrium in financial allocation to the health and educational sectors affects poverty alleviation in Nigeria.

The organizational framework of the paper is as follows: Section 2 examines policy issues relating to health and education as investments. In section 3 the effects of education and training as they affect poverty alleviation in Nigeria are examined. Section 4 explores the missing linkages

within the framework of macroeconomic policy disequilibrium in health and education; while section 5 offers some policy options for poverty alleviation in Nigeria and 6 draws the conclusion.

Education and Health as Investments

The formation of human capital in a society through education and health services depends to a large extent on the two ideas that the productivity of human beings is improved by investments in these services and that these will yield a continuing return to the society in the future. Health and education services can contribute to an individual's effectiveness in various areas of the economy. The expected increase in labour productivity from investments in education and health can be quantified. This indicates that they can be used for programming purposes, although there are apparent limitations to such measures.

Instability in financial investments caused by macroeconomic disequilibrium

Macroeconomic disequilibrium in investments in health and education has been a major problem in poverty alleviation in Nigeria. Policy makers in Nigeria may not have properly understood the relationship between the investments in health and education and poverty alleviation. In macroeconomic policy formulation, it is important to understand that health and education are joint investments made in the same individual. This individual is expected to be more effective within the context of the society as a producer and as consumer because of the investments made in him. It is implied that returns on investments in health are a result of investments in education.

The interrelations between health and education are further illustrated by the following examples. Some identifiable types of health programmes are essentially dependent upon education in personal hygiene and sanitation.

The responsibility for training of health personnel (both professional and ancillary) falls on education to provide the health services. For example, a child's formal schooling is impossible unless he is well enough to attend school and to learn. Loss in days of schooling due to ill health, reduces the effectiveness of investments in education. This was observed in United States in 1958 when the loss in days of schooling owing to ill health averaged 8.4 days per school year. The death of children of school age adds to the cost of education per effective labour-force member. The increase in life expectancy through improved health reduces the rate

of depreciation of investment in education and increases the returns to it. An increase in productive efficiency through improved education, on the other hand, increases the returns on life-saving investments in health.

Our position is that policy makers in the society should endeavour to realign the present macroeconomic disequilibrium policy on financial allocation to the health and education sectors in the Nigerian economy if poverty alleviation is to be achieved in Nigeria. The budgetary allocation to selected sectors of the economy needs to be examined to enable us to assess the macroeconomic policy implications of government investment in human capital in relation to other sector, and how this policy affects poverty alleviation. For example, investments in effective health progammes will increase the numbers in the working force as well as the quality of labour product. Education in itself chiefly affects the quality of producers. The point that emerges form this is that people that are added to the work force through a reduction in the number of deaths and disability provide a direct measure of the units of labour resulting from improved health and education. Table 1 indicates percentages of financial allocations to selected sectors of the Nigerian economy from 1966 to 1985.

The above statistical analysis of total government expenditure for selected years in some sectors of the economy shows that there has been consistent disequilibrium in macroeconomic policies of investment in human capital in relation to the military sector of the economy. In assessing the effect of different government policy choices and strategies in budgetary allocation, we shall link this to inequality in the distribution of resources among competing alternatives, particularly health and education, because the lack of good health and education tend to increases the level of poverty. In addition, Table 2 reinforces our argument that Nigerian government policy is biased towards more investment in the military than in health and education. The Table shows the total expenditure on defence, education and health as a percentage of Gross National Product (GNP).

Table 1
Federal Government Expenditure on Defence, Education and Health, 1966 - 1985, (%) of total expenditure.

Year	Defence %	Education %	Health %
1966	11.6	2.8	2.8
1967	17.5	2.1	3.1

Year			
1968	32.1	1.0	1.8
1969	N/A	N/A	N/A
1971	34.2	1.5	3.9
1972	40.2	4.5	3.6
1975	15.6	10.3	1.0
1979	9.3	5.1	0.6
1982	8.4	7.5	2.2
1985	10.7	8.2	1.0

Source: Scandinavian Journal of Development Alternatives 8(4) December 1989, p.185

The figures in the table over selected years between 1966 and 1985 further support our contention that there exists financial investment instability caused by macroeconomic disequilibrium in some key sectors of the economy. This, therefore, suggests that there is a need to realign the budgetary allocation policy in favour of education and health in order to reduce the poverty level through in creasing the quality of people.

Table 3 excludes defence and examines the percentage of Federal Government total expenditure allocated to education, health and other key sectors to ascertain the level of government commitment to poverty alleviation.

Table 2
Military and Social Expenditures (%of GNP)

Year	Defence %	Education %	Health %
1966	1.6	0.4	0.4
1967	2.1	0.3	0.4
1968	3.9	0.1	0.2
1971	3.6	0.2	0.4

1972	5.3	1.0	0.3
1975	7.4	4.3	0.3
1976	8.3	4.3	0.7
1977	4.9	4.1	1.3
1978	3.5	4.2	0.5
1979	3.1	1.7	0.2
1980	2.9	3.8	0.7
1981	N/A	5.6	2.5
1982	1.9	1.6	0.5
	2.2	1.7	0.2

Source : Scandivian Journal of Development alternatives 8(4) : 169 - 185, December 1989.

The above Table shows that between 1980 and 1990, the allocation to the health sector was the lowest among the other selected sectors. This low investment in the health sector would have had an adverse effect on education and productivity, which would further increase the level of poverty and disease. This may have resulted from the shift away from equitable allocation of resources among competing ends towards improper investments in other sectors that will lower productivity and increases the poverty level. However, the Table indicates that labour force's investment in education and training during the period under review increased and also contributed to the increase in the quality of human capital. The complimentary role of health and education ought to be properly addressed. One of the reasons is that the educational level, to certain degree, determines, the demand for health care services and the selection of the appropriate kinds of services. This is supported by literature which agrees that there is a high correlation between the use of health services and educational status (Koos, 1954).

Table 3
Actual Government Expenditure, 1980-1990, (%)

Year	Health %	Education %	Agriculture and Water Resources %	Transport and Communication %
1980	1.8	6.0	4.4	11.4
1981	2.1	5.6	6.4	7.5
1982	1.5	5.0	3.5	4.9
1983	1.9	7.2	6.3	6.2
1984	1.0	6.0	2.6	2.4
1985	1.4	5.1	2.2	1.6
1986	1.7	4.6	2.2	2.0
1987	0.6	2.0	2.3	3.8
1988	2.1	6.4	2.7	2.5
1989	1.9	8.3	4.6	2.1
1990	1.1	3.7	2.9	1.0

Source : Combined statistics from CBN and FMOH (1980-1986), Lagos.

The low level of education of inhabitants in the community may be among the major problems facing public health officers. For example, delays in seeking care, due to ignorance, the severity of disease incidence and the resultant escalation of diseases that could be prevented or controlled causing serious disability or premature death could be attributed to low levels of education (Brergsten, 1960).

Characteristics of human capital

Similarities and differences exist in the features of education and health. Health services are similar to education in that they are partly investment and partly consumption. The separation of the two elements is not easy, because an individual wants to get well because when he is well he can perform more effectively as a producer.

Education and health can be regarded as extraordinary consumer goods. The two elements are sought not simply to satisfy human wants but are important ingredients of human welfare. The distinction we have in mind is supported by the proposition of Munoz-Mavin (Mushkin, 1962) that an "operation serenity through which society would use its economic power increasingly for the extension of freedom, of knowledge, and of understanding imagination rather than a rapid multiplication of wants". Furthermore, it is inferred that levels of education and health are implicit components of a standard of living (WHO,1957; UN-ILO and UNESCO,1954).

The obvious implication is that when a man does not have sufficient education/health to function normally, other consumption loses its significance. Returns to investment in both health and education accrue in part to the individual who makes the investment, and in part to other individuals (Mushkin, 1962). An economist may argue that the purchase of health services for the prevention of contagious and infectious diseases such as smallpox, poliomyelitis, and whooping cough, benefits the community as a whole. On the other hand, curative health services, such as those for the treatment of tuberculosis or syphilis, help to prevent the spread of the disease; this means that an individual's investment in health services for his own benefit extends to his neighbours. Adam Smith's invisible hand applies in this case, because by the individuals' improved health status and that of his neighbours, the productivity of the entire economy is increased and this implies that the poverty level will reduce.

Education, training and poverty

Education is a big industry in Nigeria. Federal, State and local governments and individuals have invested heavily in education. The current worldwide economic recession and the implementation of the IMF and World Bank sponsored Structural Adjustment Programme in Nigeria has not favoured the education sector, because the financial allocation to the sector has been drastically reduced. Over the years, the population of school-age children and people interested in acquiring education has grown dramatically. The budget cuts for education, when compared to value of education budgets in early years, have left the education sector adrift.

The consequence is that educational performance has fallen. From primary through secondary to tertiary levels, there has been outcry against the poor quality of products of the education sector. Thus, education, which is expected to provide opportunities for acquisition of needed knowledge, practical and social skills, has not fared well. The products

may possess the best credentials, but do not possess the skills and knowledge to match them, which places them at a disadvantage in the employment market. The consequence is that many products of the education system exist below the poverty line.

Training is not synonymous with education, but education encompasses it. Training should "help people to acquire skills, attitudes, habits of thought and qualities of character that will enable them to understand their jobs and perform them efficiently and with satisfaction" (Mills, 1979). Training is seen as a sine qua non in any organisation which now sponsors or organises training programmes for its employees, with the expectation that this training will produce highly competent workers.

Technological growth and improvement lead to obsolescence of past skills, and therefore, skill renewal and improvement are necessary in modern work setting. Training targeted at the unemployed to facilitate their reemployment is urgently required. Macroeconomic adjustments have resulted in the retrenchment of workers in many government and private organisations. Mass retrenchment has thrown people into penury and poverty. Retraining programmes have been found to reduce umemployment and increase monthly earnings (Revenga et al..; 1994).

The reduction in support for education means lower school enrolment, higher dropout rates, and reduced quality of teaching, which defiantly affects the poor. This cutback in public expenditure, instead of removing obstacles to development worsens the poor people's chances of participation (Hildehrand and Hinzen, 1996). It is therefore, hoped that greater support to school and out-of -school education programmes will be encouraged and opportunities for earning income improved.

Missing links

Education and health are services which, if properly implemented, can alleviate poverty. Poverty is taken to "mean the lack of command over basic consumption needs and the poverty line to be the cost of those needs" (Ravallion and Bidani, 1994). Factors which have bedevilled the performance of the roles of education and health include the disequilibrium in budget allocation to health and education vis-a-vis other sectors, the inappropriateness of implementation strategies, and the lack of control over the implementation of these programmes.

A recent review of Federal and State government budgets indicates that allocations to education and health have declined over the years. A consequence is that payments for social services have had to be increased by the agencies which supply them. In some states, hospital fees affect poverty groups. Although targeting poverty groups with aid has been recorded (Heller, 1988; Van de Walle, 1994; Kanhur, Keen and

Tuomala, 1994), it seems that this has not worked well in developing countries either because the poor have not availed themselves of the opportunities and/of the middle and upper-income groups, who are more articulate, appropriate much of the benefits. Cases in view are the petroleum double pricing system and bursary for indigent university students which the Nigerian government had to scrap.

Despite the fact that the importance of education is realised, the implementation strategies adopted leave much to be desired. For example, the Nigerian government procured introductory technology equipment and trained many technical teachers for the 6-3-3-4 component of the education system, but the implementation of this component of the education system, with particular reference to introductory technology, turned out to at variance with the plan. This situation can be traced to the inadequate funding of education. The teachers who were expected to implement the programme became frustrated and consequently, the practical skills which were expected to prepare students for self-reliance were either not taught or neglected. The inability to implement these programmes and similar ones has worsen the poverty situation.

Health and nutrition affect the educational performance of the student in terms of enrolment, achievement, and absenteeism (Behrman, 1994). Studies by Boissiere, Knight and Sabot (1985) and Glewee (1994) have indicated that good health, nutrition and education enhance cognitive achievement and increase wages, and presumable productivity. Therefore, an improvement in health, nutrition and education can alleviate poverty.

In education and other social services, what makes a difference between the public and private organisations is supervision. Private schools, for example, are adjudged better because of their high performance in public examinations, which people have attributed to their ability to hire and motivate good teachers. In the same way, private health institutions are preferred, even though the services rendered are more expensive; private health centres and clinics have been established in many areas of the country; but the travel time and the cost of medical treatment, especially specialist treatment, is prohibitive for many families, especially the poor. Improved funding and supervision of government health and educational institutions should help to improve the health and education of the poor.

Policy Options

Any generalised poverty alleviation programme may not actually benefit the core poor. Though it may improve general wages by redistributing wealth and moving some people above poverty line, the core poor may not benefit much. Poverty alleviation programmes, if they are to be

meaningful, should be specifically directed at those who require help. The relative degree of poverty and the characteristics of the economic situation of different groups should first and foremost be identified. When this is done, we can recognise the groups who require urgent attention.

The quality of health and education, particularly in the public sector, have been reduced by cuts in the budget. One may argue that through enhanced budget allocations, the situation may improve. A cursory look indicates that the facilities and equipment, apart from being obsolete, are unserviceable. The spare parts are no longer produced for many, and their output is not reliable. The budget allocation alone can no longer solve such deep-seated problems. The allocation should be complemented by other arrangements to improve the level of financial input. The application of taxation for the public good would assure minimum levels of financing for public services and eliminate the periodic haggling within bureaucracy or between bureaucracy and legislature over appropriate levels of funding. Finally, as taxation is linked with spending, earmarking reasonable amount of money for health and education may overcome resistance to the payment of taxes (Devan, 1965).

The Petroleum Trust Fund in Nigeria (PTF) appears to be involved in earmarking funds through resource allocation. Although the PTF is still subject to the whims and caprices of government, its projects are being implemented. According to an unofficial source, PTF projects are paid for as soon as consultants testify that they have been completed. Toll plaza collection in Nigeria was set up as an earmarking revenue generating strategy, but it appears that certain leaks in the system have frustrated these laudable objectives. The World Bank experiences in Ghana have shown some success in the application of earmarking arrangements in the form of highway funds.

It is not enough to provide funds for the education and health sectors. Training and retraining programmes should be organised for the implementers. Such programmes should update their skills and knowledge which should contribute towards upward mobility in the sector. The activities of health and education personnel should be closely monitored to ensure that their improved knowledge and skills and acquired facilities are used to enhance the quality of services rendered. In addition, minimum rates for the different services rendered should be fixed for the poor and a method of determining who is poor introduced.

The above is expected to improve access to education and health for the poor. Earlier on, we indicated the relationship between education, nutrition and health. A better educated populace is likely to

appreciate the importance of the effect of nutrition on health. Good nutrition requires the availability of financial resources. It is therefore imperative that the productive use of the poor's most abundant asset - labour - be promoted. The efficient and effective utilization of this asset again depends on the level of education acquired. Thus, educational efforts should be properly focused to empower the poor to getting above the poverty line. This we can achieve by producing better teachers, working in conducive and stimulating environments, with willing and determined students.

The type of education envisaged here can e described as one that empowers people for development. Empowerment is "power to be, power to control one's own greed, avarice and violence; power to nurture, heal, care for others, power to fight for justice ethics, morality; power to achieve inner growth leading to wisdom and compassion" (Hasin, 1996). Lazo (1993) has outlined a mechanism for empowerment. This includes highlighting the plight of the poor to raise awareness, and offering them education and training to acquire varied skills with respect to organizational management, planning and making proposals for the establishment and management of income generating micro-enterprises.

The stages outlined above should not only apply in the formal, sector of education; it should apply in the informal sector as well. The methodology should be participatory. The poor should be involved in setting their own goals, priorities, agenda and pace of learning. They should be encouraged to discover knowledge for themselves. Education, according to Bhasin (1996), should help to "acquire and strengthen values like justice, equality, honesty, truthfulness and solidarity amongst" the poor

Conclusion

The principal line of argument in this paper is that proper policy issues relating to financial allocation to the health and education sectors in Nigeria have not been effectively addressed. This situation has adversely affected the sustainable and equitable distribution of wealth and development. This paper has shown that investment instability induced by macroeconomic disequilibrium in financial allocation to the health and education sectors decreases the quality of people in the economy. This suggests that the higher the quality of people in the society, the higher the level of productivity (in relation to its GDP). The emerging point is that policy towards capacity building through investment in human capitals can accelerate economic growth, alleviate poverty and protect the Nigerian economy from further distortions. We conclude that an organic bidirectional relationship exists between the financial investment pattern in human capital and the level of poverty within the framework of the Nigerian economy and that the goal

of poverty alleviation in Nigeria can be achieved to an acceptable level when a proper realignment in the current financial investment pattern in education and health sectors are made. To achieve this, we suggest the following policy options:

- Heavy investments in the defence sector ought to be drastically reduced in favour of the education and health sectors.
- Policy on taxation for health and education should be formulated.
- Money on political transition should be channelled to health and education.
- Certain percentage of company profits should be taxed in favour of the education and health sectors.
- School fees should be introduced while a work/study programme should be introduced at university level.
- Tax reduction for parents with many children in school
- Special regulations within the health care system which entail lower costs for the poor and for students.
- Child allowance
- Grants and scholarships.
- Retraining of health and education providers regularly
- Indigenous capacity building

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Nishat Farooq

Rural Adult Education in China

Introduction :

China is a devloping country with a vast territory, characterized by highly uneven development between different regions as regards the socio-economic, cultural and educational development, and have varied demographic features in terms of density of population. Eradication of illiteracy has been one of the most important agenda of the chinese Government. Fifty years back in 1949. Peoples Republic of China was founded. Since then, the Chinese people have persistently struggled against illiteracy. As a result the illiteracy rate of the Country has reduced from over 80% in 1949 to 15.88% in 1994.

With the advent of the 1990s, to meet the goal of EFA, China decided to eradicate illiteracy among china's middle-aged and young adults. So far the goal of universalizing 9-years compulsory schooling has basically been realized in 6-provinces and municipalities in 1882 country level and administrative units covering an area, inhabited by 65% of the nations population.

But according to the 1995 data, there are still 145 million illiterate adults, out of which 37.55 million are between 15-45 age-group. China ranks second in the world by the number of illiterate adults and accordingly has been listed as one of the 9-high population countries by the United Nations.

Eradication of illiteracy among the remaining illiterate adults is becoming quite difficult with the progress of work, as 90% of these illiterates live in rural areas, with a sizeable number living in poverty sticken mountainous and minority areas. The remaining illiterates are widely scattered and their mobility tends to increase.

In addition to this, in some areas universal primary education is not even realized as yet, giving rise to newly generated illiterates. In some ares, the financial input for literacy work is inadequate and the quality and effectivenses of the literacy work leave much to be desired. This situation aggravates the difficulty of literacy work.

As most of the illiterates (90%) live in rural areas, the main focus of Chinese literacy programmes is towards those areas. For such population Rural Adult Education Programme has been started.

Objective of Rural Adult Education Programmes is to meet the needs of rural people in acquiring knowledge, learning and recreation and simultaneously helping them in getting rid of poverty. In other words, rural

adult education should contribute to the enhancement of the ideological and ethical standards of rural masses and improve their productive capabilities and quality of life.

Agro-economic situation in China and need of Rural Adult Education:

- China has a population of 1.2 billion, of which 900 million live in country side
- 71% of her workforce is engaged in agricultural persuits
- Average per capita acreage of arable land is 0.13 hectare
- Ratio of total population to agricultural labour is 2.9
- There are 2,20,000 students in Agricultural schools of various levels including graduates, undergraduates and intermediate vocational schools
- There are 440 million agricultural labourers. Among them are :

    - Illiterate 16%
    - Primary School 44%
    - Junior Middle School 35%
      (Data of first Agricultural census 1997)

Besides, peasants who even received primary or junior middle school education have not Agricultural Technical training when they were at school.

- The peasants seldom receive technical training due to shortage of Adult Education system in the country side. According to recent nation wide survey, among 440 million peasants only 5.7 received some technical training.

    (National Agricultural census Data-book, China statistics Press 1998)

Table 1
Constitution of four kinds of students who return countryside annually

1.	Student graduated from primary schools but could not enter junior middle school:	1.5 million
2.	Students graduated from junior middle schools but could not enter high school: (including drop outs)	1.4 million
3.	Students graduated from high schools but failed to enter universities:	10.7 million
	Total	12.6 million

calculation based on 1997 data released by State Commission of Education

Government Policies for Rural Adult Education:

China has done many innovations for eradication of illiteracy among rural masses. One of them is to provide a network of rural schools for peasants so that neo-literates may consolidate their gains in literacy and prevent relapse into illiteracy. Simultaneously they may continue to upgrade their general education and learn useful knowledge and skills. Soon after founding of PRC, the First National Conference on Workers Peasant Education was convened and decision was taken to "develop literacy education so as to gradually reduce illiteracy" and policy measures were formulated accordingly. In March 1956, "Decision on illiteracy" was jointly promulgated by the CPC central committee and the State Council, pointing out that the eradication of illiteracy "Constitute a revolution in Chinese culture and at the same time a major political task in socialist construction", and demanding that "a campaign for eradication of illiteracy be conducted on a grand scale and be kept in step with the development of the country's industrialization and the progress of the agricultural cooperation movement." The havoc caused by the "Cultural Revolution" left so much to be done in bringing order out of chaos and in making further advances in the field of economy, education, science and technology and culture. In November 1978, the Chinese Governmenmt lost no time in promulgating "Directives on eradication of illiteracy," demanding that efforts be continued to eradicate illiteracy among workers and peasants. The Education Law of the Peoples Republic of China promulgated in 1995 stipulates : "The peoples governments at various levels, the grass root mass organizations and enterprises and institutions should adopt various appropriate measures to develop educational work aiming at eradication of illiteracy. All citizens who, in accordance with state regulations, are capable of receiving literacy education should receive such education". The promulgation of these laws have provided the legal basis for literacy work.

An Overview of Rural Adult Education Programme

Literacy work in China developed and depended with the changing political and economic situation of China. In the early years of PRC the main focus was on the workers and peasants education. The programme was conducted under very difficult conditions. Resources were scare, majority of workforce was illiterate and there were very few qualified teachers. Through the efforts of the government, educational departments and other concerned agencies, three high tides of literacy campaigns were started in the whole country within short duration of ten years. From 1951-

53, nearly 100 million peasants and workers took part in literacy education and 49,850,000 became literate. In mid 1950s, with the development of the agricultural cooperative movement in the rural area, 18,320,000 illiterates became literate during years 1955-57. In 1958, about 60 million workers and peasants took part in literacy programme, which contributed greatly towards eradication of iliteracy.

During the first half of the 1960s, the country was hard hit by three years of consecutive natural calamities. The literacy work was badly affected by these circumstances, yet an achievement of 8,752 million people becoming literate was recorded during this period.

With the advent of 'Cultural Revolution' during 1966-76, literacy work was practically suspended and many neo-illiterates relapsed into illiteracy.

Since late 1978, when China adopted a policy of reform and when the focus of work shifted into socialist modernization, centering around economic reconstruction, it has been emphasized that economic construction must depend upon progress in science and technology and raising the quality of the workforce. From 1990 onward the International Literacy Year, the state has adopted a series of major steps in promoting literacy throughout the country.

The Annual Reduction of Illiterates 1949-94

Year	Number of Literates	Year	Number of Neo-literates	Year	Number of Neo-literates
1949	657	1965	1,422	1981	3,539
1950	1,372	1966		1982	2,106
1951	1,375	1966		1983	3,067
1952	656	1968		1984	2,992
1953	2,954	1969		1985	3,517
1954	2,637	1970		1986	2,393
1955	3,678	1971		1987	1,584
1956	7,434	1972		1988	1,442
1957	7,208	1973	5,000	1989	2,001
1958	40,000*	1974		1990	3,990
1959	26,000*	1975	5,203	1991	5,303
1960	5,733	1976	7,456	1992	5,233
1961	458	1977	6,666	1993	5,482
1962	167	1978	4,799	1994	4,862
1963	225	1979	5,676		
1964	747	1980	5,388		

*   These figures were greatly inflated owing to the "Great Leap Forward" movement. Sources (1) The figures for the period 1949-1983 are taken from "The Achievement of Education in China - Statistics 1949 - 1983" (Beijing, People's Education Press, 1985), p. 250; (2) All later figures are taken from various volumes of the "Educational Statistics Yearbook of China", mostly published by the people's Education Press.

With the development of the rural economy, rural education has been gradually popularized and its standards gradually raised.

Strengthening the Leadership and Management of Rural Adult Education

At the national level within the Department of Adult Education of the State Education Commission (SEdC) is a division of "Literacy Work and Rural Adult Education" overseeing literacy education. Within the Education Departments of local governments at provisional, perfectural (Municipal), county and township levels, Adult Education Management Bodies have been set up. Which are equipped with full time staff members responsible for the management of literacy work. Even in villages the lowest grass root unit of China's country side is a village council, which in collaboration with women's federation of the village, provide leadership to literacy work in the village for activities like propaganda, mobilization, organization, monitoring and supervision.

In March 1990 a National Coordinating "Committee for literacy work" was set up. The terms of reference of this committee include the mobilization of the whole society in showing concern for eradicating illiteracy, coordinating the efforts of various Government Departments and NGOs concerned, so as to pool their resources and five full scope the their specific advantages in literacy work and create environment conducive to literacy.

Afterwards in most provinces, autonomous regions and municipalities directly under the Central Government as well as in the prefectures and counties under their jurisdiction, similar bodies were set up one after another. Thus a nation wide management structure for eradication of illiteracy has taken shape.

As a rule township level rural adult education schools are established by the government of townships and village level adult schools are set up by the councils of the villagers, all subject to the administrative supervision of local educational departments. The educational resources needed for the educational and training programmes offered are contributed by the various concerned departments.

A part of rural adult schools is affiliated to rural secondary and primary schools and the former share resources with the latter in providing evening programmes Some rural adult schools are using village meeting rooms for holding classes. They share their resources with women's and youth's activity rooms. Few of the rural school sare entirely independent.

The main mode of educational delivery of all categories of rural adult schools is "spare time education"   Due consideration is given to the seasons i.e. more intensive teaching during lean season and less intensive during busy season.

The financial and human resource needed for running rural adult schools depends mainly on the funds raised by the communities with subsidies from surcharges on certain taxes collected in rural areas and from educational budget.

Present Status

During 1992 to 1996, the aggregate volume of educational and training programme provided at different levels and in diversified modes reached to 300 million persons. By 1997, 6,38,000 rural adult education schools have been set up and in 1997, the aggregate volume of education and training offered reached 87 million persons. Among the rural adult schools at various levels, there are 4 short - cycle peasants, colleges, 157 county level specialized secondary schools for peasants, 2823 county level technical training schools for peasants, 41,000 township level cultural - technical schools for peasants and 3,97,000 village level cultural - technical schools for peasants, indicating that 89.9% of township and 53.7% of administrative villages have their own rural adult schools. In many areas rural adult education networks have taken shape encompassing educational provisions at the county, township and village levels, effectively enhancing the cultural and scientific literacy of the rural folk and promoting economic and social development.

Curriculum

The curriculum of the adult schools include education in policies and legal matters, general education, technical training and vocational education. health care and hygiene education and recreation. Currently the main emphasis is being given to practical skill training, specially knowledge and skills concerning crop planting, animal husbandry, fish farming, processing of farm produce etc. in response to learners needs. For female learners also subjects like crop planting, animal breeding, fish forming, farm produce processing, health care of women and children,

family education, home economics and household management have been included.

Some Facts

- Nearly 90% of the rural adults who either complete of dropout lower secondary education do not have knowledge of new agricultural techniques. The adult schools at village level are inadequate in number. The training received by the rural adults is comparatively of low quality. At the same time proportion of rural adults receiving training is also low.

- According to data of first agricultural census 1997, 6,00,000 technicians have to serve 440 million agricultural labour, means each technician serves to about 800 peasants who are miscellaneous managers, which shows that the input of human, financial and material resource is inadequate. At the same time condition of many schools is not up to the mark.

- It is envisaged that by the year 2000,95% of the townships and 80% of administrative villages should have their own cultural - technical schools for peasants. A network of such schools encompassing the overwhelming majority of counties, townships and administrative villages should gradually take shape, facilitating the provision of life long learning for rural people. In the present situation, often, there is lack of co-ordination between National and Rural Adult Education Programme and their management. Simultaneously, inefficiency information exchange and inadequate monitoring and evaluation system adversely affects the progress of literacy programme at grass root level. Thus, it is envisaged that a three tier network of rural adult education encompassing the county, township and village level may gradually take shape. In the economically and educationally developed areas, a system of "Education for All" and "Life Long learning" should be gradually instituted, serving the needs of rural masses and enhancing the cultural and scientific level of all rural working people, improving their production skills and quality of life. This will in turn prompt the comprehensive economic and social development of rural areas.

- It is being felt that the Rural Adult Education should respond to the needs of economic and social development. The curriculum should be timely renewed, the modes of instruction and delivery system should be adjusted from time to time. Use of television, video and other advance means and methods of instruction in delivery of

programmes and conscious efforts to improve the management of their use will improve the quality and cost effectiveness of the programme.

- Efforts are being made to establish mutually supportive linkages between adult education, vocational education and general education. An integrated approach is being adopted to pool the resources of sectors of agriculture, science and technology and education.

- Responding to the need of market economy, training programmes are being organized to facilitate the transfer of surplus rural labour to non-agricultural sectors in the secondary and tertiary industries. Training is provided to facilitate the change of jobs within the village and township enterprises and to upgrade the skills of their staff and workers.

- Various concerned departments provide cost effective programmes such as the regular agricultural programmes, agricultural radio and TV schools and Green Certification Training. The correspondence schools for peasants are run by the department of science and technology and the societies of the popularization of science and technology sponsored by the Science and Technology Departments. The educational television stations and rural technical schools run by the educational department hold state administered examinations for self-directed learners and schools run by the NGOs and private people, giving rise to mechanism of educational provision with the participation of all quarters concerned.

- To consolidate the literacy work, great efforts are being made in developing post literacy facilities by setting up Rural Spare Time Schools for peasants. From Ningxia Hui Autonomous Region valuable experiences have been collected to establish closer linkages between literacy work, enhancing science literacy and higher level of general education at one had and the acquisition of knowledge of science and technology and the management skills on the other in an effort to train a new generation of forward looking peasants and to effectively motivate the illiterates to learn.

Conclusion

In China during the past 50 years a large number of illiterates have become literate. The achievements of Rural Adult Education Programme have been outstanding and quite helpful in eradication of illiteracy among masses. The effective eradication of illiteracy greatly improved the quality

of work force, both urban and rural. A large number of peasants have become free from ignorance and poverty. It is especially note worthy that once the rural people have mastered the written language and become able to acquire new knowledge, skills and information, their capacity in assimilating and utilizing science and technology is greatly improved. This makes it possible to popularize science and technology among the masses, to expand business operation and management skills of the peasants, to broaden their sphere of economic activities and to improve their general well being and quality of life.

It is expected that with the national economy, the condition of adult general education and technical schools in rural areas will be further improved and the quality of literacy programme will be enhanced. Moreover greater attention will be given to the post literacy programmes. The neradication of functional illiteracy and acquisition of science literacy will be given greater attention and these eventually will become the main focus of literacy work in future.

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Content

Orders may be sent to
INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, New Delhi - 110002

Content

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, Proudh 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.