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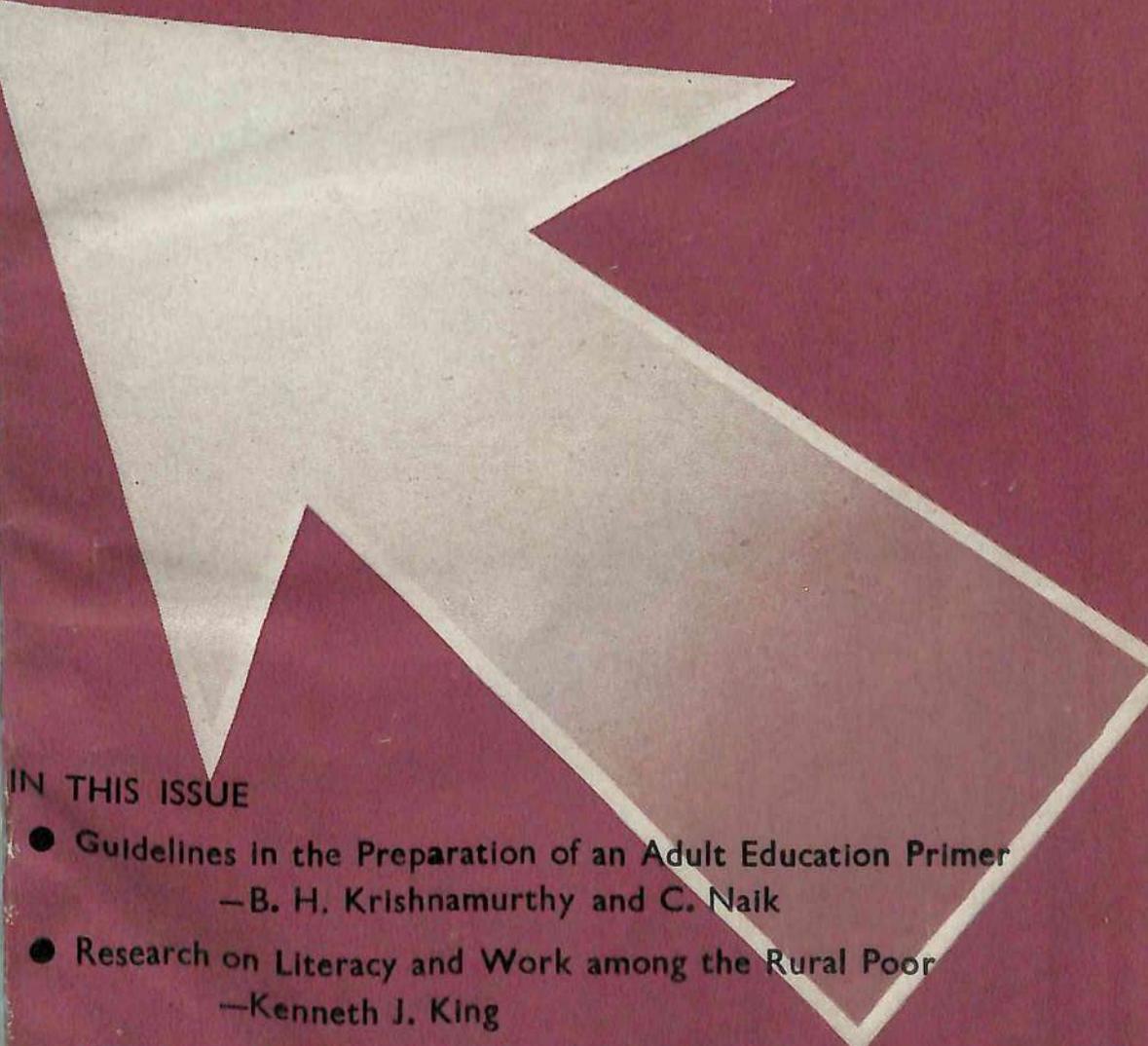
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Indian Journal of ADULT EDUCATION

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- Guidelines in the Preparation of an Adult Education Primer
—B. H. Krishnamurthy and C. Naik
- Research on Literacy and Work among the Rural Poor
—Kenneth J. King
- Non-Formal Education for School Drop-outs
—T. Mulusa

INDIAN ADULT EDUCATION ASSOCIATION



Indian Journal of Adult Education

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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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Guidelines in the Preparation of an Adult Education Primer

**B.H. Krishnamurthy
C. Naik**

1. *The Place of the Primer in Adult Education Materials* : An adult learner is expected to pass through the following distinct stages in the course of adult education programme :

(i) *Pre-literacy stage* when the emphasis is on oral and visual communication and participation, in order to create 'reading readiness' in the adult;

(ii) *Literacy stage (I)*, when the adult learner begins to learn to read and which lasts till he has broken the 'illiteracy barrier', largely with the help of the teacher;

(iii) *Literacy stage (II)*, when the literacy skills, the adult learner has newly acquired, are consolidated; when his dependence on the teacher is gradually reduced with initiation into learning by himself under the guidance of the teacher, and he comes up to the standards laid down in the National Adult Education Programme; and

(iv) *Post-literacy stage*, when the adult learner's dependence on the teacher and the class is reduced still further till he is able to learn by himself and to read with interest and understanding the materials which ordinarily are available to an individual who has received the average level of elementary education.

For the pre-literacy stage, we need only a hand-book for the teacher and carefully planned visual materials with short captions.

For the literacy stage (I), we need a primer (which is the basic text), a work book, a teacher's guide and a fair amount of co-literacy materials.

For the literacy stage (II), we need a set of supplementary and follow-up readers, teachers' guides and a much larger amount of co-literacy materials.

For the post-literacy stage, we need a large volume of folders, pamphlets, books

and other materials on a very wide variety of themes. These should be based on the multi-media approach.

It is obvious that Literacy stage (I) is the most crucial. It is the success or failure of this stage which mostly determines whether the adult will ultimately become literate or not. It is also necessary to remember that the largest proportion of drop-outs takes place at this stage and that those that drop out generally lapse into illiteracy. A good primer (along with the supplementary materials indicated above) makes the most significant contribution to the success of Literacy Stage (I). This highlights the significance of the primer in the total set of adult education materials.

2. Adult Education and Literacy : Adult Education, even at these four stages, should not be equated with literacy alone, although the acquisition of permanent and functional literacy is a major component of the education at these stages. All adult education has three main components : Literacy, awareness and functionality ; and we must continuously emphasize the close links between them at all stages and sub-stages. An increasing level of literacy should lead to greater awareness and functionality just as an increasing awareness and functionality should motivate the adult to learn and consolidate his literacy. If this link is forgotten and mere literacy is over-stressed, the adult learners will not be motivated and even literacy will not be achieved. On the other hand, an over-emphasis on awareness or functionality will also be self-defeating because it will not enable the adult to be a self-reliant learner and ultimately even his awareness and functionality will not develop adequately. This basic approach has

to underlie all teaching and learning materials prepared for all these four stages, including the primer and related co-literacy materials.

3. General Considerations for the Preparation of the Primer : The following general considerations should be kept in view while designing the primers :

- (i) Reading, writing and elementary arithmetic should go together.
- (ii) The first few lessons are extremely crucial because they determine whether the adult will continue his studies or drop-out. The greatest care must, therefore, be exercised in designing these lessons.
- (iii) Each lesson should be short and so manageable that the adult learner would have a definite sense of achievement every day when he leaves the class.
- (iv) The total number of lessons in a primer should be flexible. But the total time needed for learning the primer thoroughly should be about 100 to 120 hours.
- (v) Every lesson in a primer should be built round (a) words or (b) short and pithy sentences which convey meaningful message i. e. a message relevant to the life and problems of the learner. Materials using either of these methods may be made available in every language.
- (vi) How are these words or sentences to be selected and arranged in a

sequence? This really becomes the key-step in the designing of a primer. Here two alternative approaches are possible :

- (a) We may begin by selecting meaningful messages which can be embodied in words or short and pithy sentences. If possible, these words and sentences should be mutually related to one another (e.g. they should be different aspects of a community, its life, its problems, and its development). We may then arrange these words or sentences in such a sequence that they will lend themselves to teaching the whole of the alphabet in accordance with a planned and graded strategy.
- (b) Alternatively, we may begin by designing a careful strategy of teaching the whole of the alphabet which will provide for phased introduction of the different alphabetical symbols based on the frequency of their occurrence in the environment of the learner. No lesson should be too long or introduce too many new symbols. No attempt should also be made to teach the whole alphabet at one step in the very beginning. Nor should an attempt be made to teach seriatim, as is commonly done in the traditional method, all combinations of each consonant with the vowels or all conjunct consonants one after the other. The overall attempt should be to enable the adult learner to read as many meaningful words and sentences as possible at the end of

each new lesson which will introduce him to a few new symbols. Once this strategy is finalized, we can start designing meaningful messages which can be embodied in words or short sentences and which can help us to put across this linguistic strategy.

The quality and utility of a primer depends basically upon this combination of meaningful messages (built round a common theme or a related group of themes) with a well-designed strategy to teach the whole of the alphabet.

- (vii) Each lesson in the primer should be a self-contained unit and include an introduction which will warm up the class, a statement of the message, its break-up into words and symbols, drill on these, their recombination into new words and sentences, and finally a discussion on the issues raised by the message, leading preferably to some programme of action.
- (viii) The sequential grading of lessons is of great significance and should form an integral part of the strategy to teaching the alphabet.
- (ix) It is not necessary to teach every alphabetical symbol through a message only. The least frequent may be introduced at a later stage just as new alphabetical symbols even without the use of any meaningful message in which they are embodied. There is also no objection if some rare alphabetical symbols are omitted from the primer altogether and dealt with in Literacy Stage (II). What one

has to avoid at any cost is the artificiality that becomes inescapable in trying to teach each symbol through a message or to connect each symbol to a picture.

- (x) In designing the format, selecting the size and quality of paper, type and range of illustrations, arrangement of matter on every page, etc., the main considerations should be effectiveness of presentation and learning along with economy of cost and materials.

N. B.—The area of spelling i.e. rules of writing meaningful units of a language (words, sentences) is crucial to the writing of a primer and its teaching, specially in those cases where there is a significant mismatch between spoken and written form of a language.

4. *Co-Literacy Materials*: The workers in the field should have a large variety of co-literacy materials to suit their capacities, special preferences and the precise need of the different categories of adult learners. To provide this essential variety, the following steps may be taken in Literacy Stage (I) :

- (i) There should be at least one primer in each language which can be used for all adults. The exercise will be of assistance in the development of the programme and for deepening our understanding of the adult learning of the alphabet.
- (ii) In addition to the general primer referred to above, primers should be prepared for special groups whose progress would be facilitat-

ed by use of messages which are of special interest to them. But in each case, there should be a consistent linguistic strategy of teaching the whole alphabet. In fact, the variations in the strategy will be fewer than in the messages and, in fact, the same linguistic strategy can (and should) be made the basis of these different primers which use different messages for special groups.

- (iii) There should be a large number of additional units, each dealing with a set of selected alternative messages or common events which will need to be discussed in the Adult Education Classes (e.g. festivals, natural calamities, outbreak of epidemics, elections, etc.). Each such unit should be written out at four or five levels of achievement (i.e. stages which the adult has reached in his primer). The teacher should be trained, encouraged and assisted to use such units as additions to the primer he is using. Care should be taken to see that he uses that form of the unit which suits the current progress of his students. However, the use of such additional materials should not unduly disturb the overall time-table for the NAEP as a whole.
- (iv) There should be one or more work-books, separate from the primer.
- (v) There should be a separate teacher's guide and adequate provision of audio-visual aids, closely linked with the messages of the primer. This does not rule out the practice

of including short essential instructions to the teacher in the primer itself of the publication or teacher's editions of the primer and its guide.

5. *Spoken and Standard Form of Languages : Dialects.* The education of illiterate adults should use the spoken form of the language (or dialect) with which they are familiar as the medium of instruction and communication from the teacher to the adults and from the adults to the teacher.

The primer and the co-literacy material of Literacy Stage (I) should begin with the spoken form of the language with which the adult learner is familiar and (or) the simple standard form of the language (depending upon the local situation). But the adult should ultimately be led to the standard form of the language at some point in Literacy Stage (II) or Post-literacy stage, preferably in the former. The phased development of this transition should be carefully planned. But care should be taken to see that this does not imply any denigration of the spoken language of the learner and that the standardized form is accepted as an alternative variation which has a wider currency.

6. *Literacy through a language which is tantamount to the learning of a second language :* There are several situations in the country where the work of adult literacy becomes virtually an exercise of teaching a second language to an illiterate adult (e.g. teaching of Urdu in the Kashmir Valley, Hindi in Arunachal Pradesh, or teaching the regional language to several tribal groups). This is a diffi-

cult problem on which very little work has been done so far. In view of the large size of the problem (about 20 per cent of the illiterates would fall in this category), intensive attention has to be given to it on a priority basis.

The time required, labour involved and cost of the programme, will certainly be longer and higher than in the usual case where such difficult linguistic problems do not arise.

This problem involves a study in depth of the following issues, amongs others :

- (i) the status of the mother language;
- (ii) the total network of the communication system in the given area;
- (iii) Functional allocation of mother-tongue vis-a-vis other languages in the local educational system; and
- (iv) switch-over from the mother-tongue to the accepted language.

The Directorate of Adult Education should arrange a seminar, after adequate preparation, to discuss these issues in all their aspects and to indicate policies and programme for action.

7. *Training and Evaluation :* The Directorate of Adult Education should organize, through the SRCs for conduct of experiments at Literacy Stage (I) to try out different techniques to produce all the different types of literacy and co-literacy materials for this stage and for their evaluation and improvement.

ACHIEVEMENTS OF DELHI ADMINISTRATION TOWARDS THE ECONOMIC UPLIFT OF HARIJANS, BACKWARD AND DOWN-TRODDEN

- ★ Welfare of Harijans and weaker sections is given highest priority.
- ★ A sum of Rs. 76 lakh was spent last year on the welfare of Harijans and a and Rs. 10 lakhs project was launched in the current year.
- ★ Financial assistance to 37 Harijan families was given for purchase of buses.
- ★ Scholarships worth Rs. 4,25,000 were given to more than a thousand Harijan students.
- ★ Scholarships worth Rs. 45/- per month were given to those Harijan students whose parent's income did not exceed Rs. 200 per month.
- ★ Scholarships amounting to Rs. 16,29,000 were given to the students belonging to backward and weaker sections.
- ★ Separate hostel facilities for Harijan boys and girls were provided.
- ★ Free hostel accommodation was provided to those Harijan students whose parent's income was less than Rs. 500 per month.
- ★ Coaching facilities were provided to the Harijan and backward youths for competitive examinations.
- ★ Equipments worth Rs. 500 were given to each of the 1,780 Harijan craftsmen.
- ★ Wheel barrows costing Rs. 8 lakhs were distributed among the 3,200 sweepers.
- ★ A sum of Rs. 20 lakh was spent on the improvement of Harijan basties.
- ★ Housing plots were given to almost all the 14,000 Harijan families of Delhi.
- ★ Grant in-aid for Rs. 1500 was given to Harijan and backward families for building houses.
- ★ Grants up to 50 to 80 percent were given to non-governmental organisations working for the welfare of Harijans.

DELHI ADMINISTRATION IN THE SERVICE OF THE HARIJANS AND WEAKER SECTIONS

Issued by : THE DIRECTORATE OF INFORMATION & PUBLICITY,
DELHI ADMINISTRATION, DELHI.

The Software for the NAEP

V. D. Singh

NAEP—the nation-wide movement—was launched on October 2, 1978, with the aim of equipping ten crore people in the country in the age group 15 to 35, with the tools of literacy. No doubt, it is a gigantic task the nation has assigned to itself. To be successful, a programme of this dimension needs massive preparation and organization. A variety of official and non-official agencies—students, teachers, social workers, unemployed youth, retired personnel and government officers—in brief, all available human resources are being employed in this programme and people of all kinds are being involved in imparting literacy and education to the illiterates. Although the government envisaged the period until the end of March, 1979, as the period of intensive preparation, yet, it is feared, a lot has been left to chance. For such a programme to be successful, it is necessary to ensure that the field worker, i.e. the literacy instructor, is well armed with techniques and materials and has had proper orientation in doing his job. In a campaign it is not enough to have recruits and volunteers who are ready and willing to fight. Good intentions and zeal alone are not enough. In a war the recruits are properly trained before being sent on operations. They are equipped with ammunition. The soldiers at the front are backed by the rear guard and supported by an uninterrupted

supply of provisions. Illiteracy has to be fought on a war footing. The literacy instructors will need expert training, teaching techniques, teaching materials, and post-literacy feeding materials. There is a fear that in our pre-occupation with financial allocation and the setting up of structural hierarchy, we might not be able to give full attention to some important aspects of the programme—aspects which are related to its software as it were : training, techniques and materials.

'*An Outline*' of the programme published by the Ministry of Education suggests that preparatory action would include, among other things, the following areas :

Development of capability in all States for preparation of diversified and need-based teaching/learning materials as well as making available teaching/learning materials for starting the programme.

Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.

The '*Guidelines*', published by the UGC suggests that universities could do educational extension by preparing 'curriculum and teaching/learning materials for adult education and literacy programmes' and 'organizing training for various categories of functionaries, as well as orienta-

tion programmes for the senior Government officials, leaders of public opinion and other groups.' Other extension activities to be done by the universities and colleges for NAEP would include 'production of reading material for neoliterates.'

Similarly, the working group report includes sections on resource development; post-literacy and follow-up programmes; monitoring evaluation and research.

In a handbook on the training of adult education functionaries, published by the Directorate of Adult Education, principles are laid down for the methodology of training of the various functionaries, and for evaluation.

These suggestions and enunciations of policy show that there is full appreciation of what is needed. But, for the achievement of the goals, an understanding of the requirements is only an initial step. Between policy framing and the actual implementation of these policies by the literacy instructor in the remote field areas, there are numerous steps of careful planning both of the organizational side and the actual content, techniques and materials of teaching, which may be called the software to distinguish them from the hardware aspect of the programme—finance, transport, building, control and supervision, etc.

The nearly ten crore prospective NAEP participants form a distinct group because they are neither like school pupils nor like college youths. No instructor can tackle them properly without appreciating their psychology, their needs and their expectations from the NAEP. As the main attack of the programme is going to be on the

illiteracy among the backward sections of our society, the learners in most cases will be those who are not only deprived of opportunities, but have also lost all hope and desire for any redemption. Most of them have accepted their social lot and it will need quite a great deal of effort to rouse and stir them.

Two things are therefore of importance in this context; (i) the psychology of the socially depressed, and (ii) the psychology of the adult.

Simply because literacy is a useful acquisition, we cannot presume that somebody who is long used and reconciled to his illiteracy will readily appreciate and accept the usefulness of literacy. Before the literacy exercise begins, the literacy organizers will have to do all they can to create an atmosphere of confidence which convinces the prospective beneficiaries of the programme that it is possible for them to become literate and put their new skills to advantageous use; that the time spent on learning the use of letters is worthwhile. It will need quite a great deal of effort and ingenuity to give a push to the psychology of inertia: it will need quite a great deal of convincing. The prerequisites of the operation therefore are well-thought-out strategies for motivating and ensuring the involvement of the participants in the adult education programme.

With older adults shyness and diffidence will be an obstacle to be overcome. The Policy Statement rightly points out that to be able to motivate the adults, one should have an understanding of their interest, needs, psychology and attitudes as also of their behaviour in a learning group. An enthusiastic instructor

may like the adults to behave like school children. Here one could quote what the Policy Statement says (para 3) : "The adult education programme must respond to their (the adult's) cultural and intellectual level."

The adults will be imparted literacy in the language they have already learnt to use i.e. their native tongue. For, they will have long since mastered its grammar and phonology and acquired vocabulary requisite for their purposes. Skills of literacy will involve recognition of and discrimination between letter shapes. The instructor will be well advised to exercise his observation of the shapes of the objects of daily use and relate them to the letter shapes being taught. The principle of association rather than mere imitation is likely to appeal more to the adults. Recognition of letters and discrimination between them could be taken up in contrasted pairs, i.e. pairs that are likely to be confused, e.g. the letters 'b' and 'd' of the Roman alphabet or the letters for the sounds 'bh' and 'm' in the Devanagiri script. The variant letter shapes used in print and writing will create a certain degree of confusion for the neo-literate. A careful instructor will highlight the essential features of unity between the shapes used in the two conventions; he will draw the learner's attention to the identifying segments of the letter rather than the redundant or the divergent segments.

Some understanding of vision defects such a dyslexia will help the instructor appreciate the reading problems that some adults may have. The norms of literacy (UGC *Guidelines*) include both reading aloud and silent reading. Reading aloud

is necessary for learning to relate pronunciation with spelling. Keeping in view an efficient use of the skills of literacy in future, the instructor should, however, emphasize the importance of silent reading. The learner's long acquaintance with his language will have given him the ability to anticipate and predict what will normally follow in a discourse. But this ability has to be developed so that the learner may exploit the phenomenon of redundancy in language to acquire a certain speed in reading for information. If the skill of reading is to be used as a life-long acquisition, then the right habits of reading deserve inculcation from the very start. Faulty habits of fixation, regression and vocalization will need to be checked.

Contrasted with reading, writing involves 'productive' skills. Hands used to chopping, pushing and gripping heavy implements will not easily adjust themselves to the holding of an object as light as a pen or pencil. One of the main tasks in writing practice will be to achieve neuro-muscular coordination. Control or shaking hands that produce shaking lines could be achieved first by demonstrating hand movement and later by making the adult learner make strokes in an easy and fluent way. Right shape and size of the letter along with proper spacing between letters, words and lines would be points deserving notice and practice. So will the use of punctuation marks. A half-hearted and casual approach to these matters of detail will greatly restrict the usefulness of the exercise and will not be helpful in making a proper impact on the adult as his literacy would be easily distinguished from the literacy of those who acquired it at school. True that the approach to be adopted in implementing

the instructional programme should be flexible and informal. Informality should not however lead to unplanned or unsound instruction.

India is a country of 1652 mother tongues and 10 major script systems.* Literacy has to be imparted in the spoken language of the adult. Reading materials for literacy instruction and for post-literacy feeding will have to be produced in a great variety of tongues and scripts. Not only this. The materials in order to be interesting and relevant to the needs of the neo-literates will have to deal with local culture, environment, crops, weather, legends and values.

In developing resources to which the Working Group draws our attention (Sec. VI), this aspect of multiplicity of patterns and local relevance will have to be taken careful account of. From this point of view, the lowest rung of the resource structure is the most significant. Reading materials to be used should not vary only in language and script; the content also should suit the interest and need of individual groups. Constant evaluation and revision of materials in use is needed to keep them maximally suitable. More important than the designing of the initial reading material is the sequential planning of the follow-up materials so that the programme becomes an on going programme of continuing education.

The design of the follow-up reading materials should have a spiral pattern: gradual expansion of the scope of

the area of interest covered as also a vertical raising of the level. If the developmental aims of the NAEP are to be achieved, literacy is only a starting point. To sustain this literacy, it is necessary to keep the neo-literate supplied with graded reading materials suited to his special subgroup within the target age group.

The Policy Statement rightly lays it down that adult education 'While emphasizing acquisition of literacy skills should also be (among other things), *systematic* in all aspects of organization' (para 3), and goes on (in para 5) to point out 'the main areas of deficiency in adult education programmes in the past.' In order that these deficiencies do not afflict the present programme, the preparatory action should be as thorough as possible. 'Development of training methodologies, preparation of training manuals as well as actual training of personnel' deserve handling and execution by men who have experience and expert knowledge of doing these things. It would be a pity if we let loose on our illiterate adults a force of volunteers enthusiastic to do something but untrained or inadequately trained to do it. Volunteers or instructors not equipped with an understanding of the psychology of rural and urban backward adults, or with adequate instructional materials and methodologies of handling instructional programmes for them are not going to achieve a lasting success. Preparatory action envisaged in the '*Outline*' should precede the execution of the programmes, and not go on simultaneously. At the same time, a longitudinal programme of evaluation, revision, improvement, and publication of books for the neo-literates should be taken up so

* Based on the figures given by Dr. D.P. Pattanayak in his inaugural address, Golden Jubilee Conference of the Linguistic Society of India, held in Delhi, 14-15 October, 1978.

that the newly acquired literacy does not lapse but is utilised to make education a life-long process.

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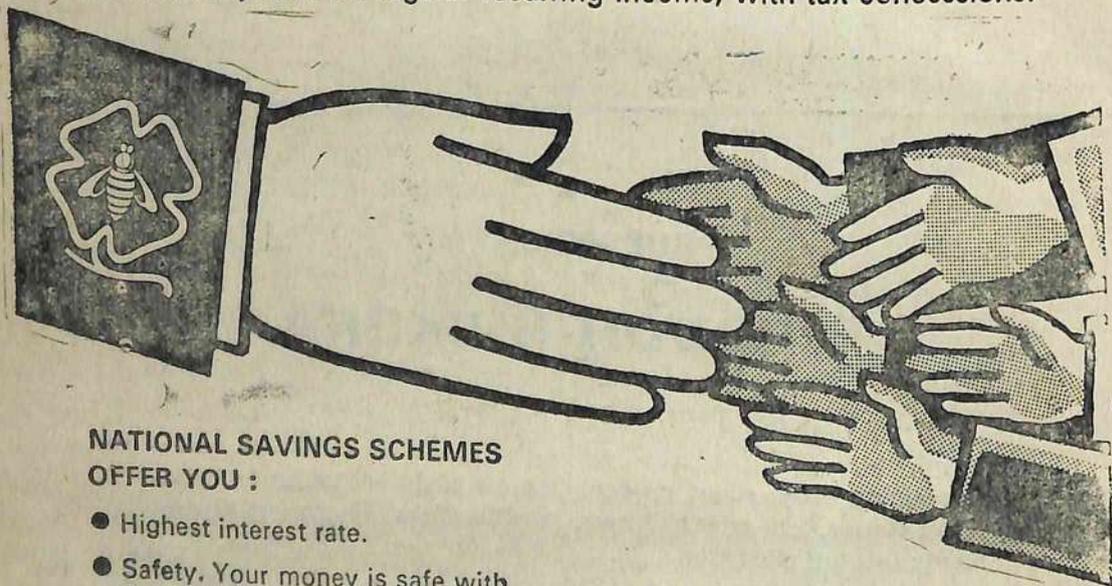
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Research on Literacy and Work among the Rural Poor

Kenneth J. King

There is rather a significant overlap between those people deemed illiterate and those who work in what has been loosely termed the informal or unorganised sector of the economy. Naturally, within the range of countries represented here, it is possible to identify a number which still have small pockets of illiteracy amongst those working in the formal wage and salary sector of the economy, but by and large the illiterate are to be found outside the ranks of the regular wage labour force. They are concentrated rather in the categories of household and family labour, particularly women, and amongst the classes of subsistence farmers, and subsistence petty producers in both the towns and the rural areas. That is to say that the illiterate are largely self-employed farm and home-workers, or if they work for others, it is not in the formal sector, but for employers who are themselves not registered in formal labour statistics. Frequently, their work is seasonal, part-time, casual or insecure. The illiterate are not the self-employed in general, for there are long traditions in some countries of independent small trade and business based on literacy; they are what may be termed the *subsistence* or marginal self-employed.

Putting the literacy problem in close conjunction with the kind of work done presently by illiterates is rather important for any analytical approach to literacy programmes, and indeed for nonformal education programmes in general. When, for example, *functional*, rather than traditional literacy has been recommended as a strategy, very little attention has been given to the kind and conditions of work that the illiterates are engaged in. The concern has been more with the introduction of new *information* related to a single type of occupation, such as coffee growing, fishing, or growing tobacco. Putting it too simply, functional literacy has often meant merely improving the knowledge base for a particular rural activity, without examining in the specific work situation the degrees of freedom available to act on that information. In many situations, therefore, the functional literacy interest was directly parallel to the rewriting of textbooks in the formal schools, and had equally little effect on structural problems of learning. For example, the Africanisation of history and geography texts in primary school had marginal impact on issues of school access, examination and selection; nor should it have been expected that the vocationalisation of literacy

texts could have much effect on the infrastructure supporting illiteracy.

Work Environment and Literacy Environment

What is argued for here is the inseparability of the work environment and the literacy environment. Unless these two are kept in very close contact, it will remain tempting to think that such questions as motivation for literacy can somehow be dealt with by literacy planners. What, therefore, will be attempted is an analysis of the issues for policy and research that emerge when the literacy problem is examined in the context of the many millions of subsistence self-employed and household workers.

One of the first points that needs emphasis from this perspective is the very marginal difference that literacy *may* make to these categories of workers. This needs to be stressed particularly at a time when there is a lot of attention being given to research on literacy motivation. It may very well be true that for the remaining clusters of illiterate workers in the formal sector there is a calculable benefit from becoming literate, and this potential of literacy for employed workers is neatly captured in Kassam's voices of new literates:

Literacy has opened our eyes and it has done such a lot of good that I now believe that if anyone refuses to become literate he should be dismissed from his job.¹

1. Y. O. Kassam and Y. Masisi, 'New Research Approaches in Literacy Development in Tanzania', *Literacy and Research* (German Foundation for Development, 1979).

No such ready calculation can be made by the subsistence self-employed. There is no hierarchically organised job structure that might correspond to, and reward the various stages of literacy success. Rag-picking, sharecropping or doing outwork in the home on a piece-rate are, for example, minimally affected by the acquisition of literacy, as are many other types of work in the unorganised sector of the economy.

Nor does making literacy the vehicle for useful crop or fertiliser information or improved business practice make very much difference, as we have suggested above, if the recipient of the new knowledge cannot act upon it. And almost by definition the bulk of the illiterate in the rural areas are not those poised to adopt new pest control practices or new crop strains. They have neither the standing nor the savings to get a loan or take the necessary risk.

Existing Skills and Knowledge of the Illiterate

Although literacy campaigns continue to be termed 'work-related' or 'functional' there has been surprisingly little concern with the existing skills and knowledge of those who are the targets of the exercise. The emphasis is more on what they lack than on what they have. The purpose of stressing existing skill and knowledge is not to diminish the importance of literacy, but to point to the milieu in which these present skills are exercised.

One of the benefits of the attention that has been given to the informal sector

(by labour economists and political scientists), in recent years, is that a great deal more is known about the nature of the skills and technology employed within that sector. In particular, the various systems whereby such skills are acquired have begun to be charted. These differ a great deal from country to country, depending on the importance of clan, caste, and community monopoly of certain trades, etc., but enough is now known about the process to make it very misleading to put up a literacy poster showing side by side a spider spinning a web and a West African weaver, with the caption 'He's no better than the spider if he can't read.' The process of acquiring expertise may well have stretched over several years in some skills, and several months in others, but the achievement of mastery has its due procedures, and these are valued in many trades to a point where an access fee for learning can be charged. With several of these trades, the learning acquired is inseparable from *numeracy*, but is not dependent on literacy. In many more cases, the skill requires a complex interaction of hand and eye movement, and, whether it is roadside shoe-repair or car-repair, it demands an improvising technology in the use of materials and tools.

In a way, literacy for these tens of thousands of petty producers faces the same obstacles that urban planners and development economists have run into when they conceptualise these same people as 'the informal sector'. It is recognised that these petty artisans meet the need for very low cost goods and services, and that their present level of skill is well adjusted to consumer demand. And yet

there is the feeling that 'surely something needs to be done about'. As a consequence, planners have begun to devise ways for integrating the skills of the informal sector into the official trade certification system. Or they have tried to see what it is that is 'missing' in the informal method of producing goods, and have identified *theory* as the missing element. Typically, as in the ILO's report on *Lagos: Urban Development and Employment*, the stress is on bridging the gap between formal and informal sector through skill improvement and trade testing:

The training itself could be assisted by Government and the qualifications acquired could be registrable with the Government through testing and certification of skills acquired. Once certified, the apprentices should be regarded as employable by the formal sector and even by the Government. 2

If examined carefully, this argument contains a serious contradiction. It is precisely the lack of jobs in the formal sector that has forced hundreds of thousands into improvisation on the roadside, and into forms of subsistence self-employment. To suggest, then, that what these people should be offered is access to the certification system of the formal sector from which they have been excluded seems strange reasoning. The certification of trade in the large firms and government ministries is intimately connected to the salary changes of an organised promotion system. No such automatic

2. ILO: *Lagos. Urban Development and Employment*, (Geneva, 1978), p. 100.

reward for certification exists throughout the informal sector. Putting it too starkly, the problem of India's roadside cobbler is not that his skills are not currently convertible into government trade tests in shoemaking, grades one, two and three. Similarly, with the argument for injecting some theory into the skill of the roadside mechanics in Accra, it must be recognised that theory operates in the formal sector less as a precondition of skilled work, and more as a pass that allows movement from lower to higher skill, and from higher skill to technician status. Skill improvement courses, enriched by theory, may be of some marginal value to the self-employed, and a few of them may as a result be able to slip over into the formal sector, but this whole approach insufficiently acknowledges the fact that it is not *skill* that is in short supply amongst the subsistence self-employed, it is credit and security of standing as individuals and as a community.

From this perspective then, the offer of literacy faces the same difficulty as the offer of a more theoretical base for artisans' existing skill. To the roadside mechanic, the theory surrounding the internal combustion engine can add very little to his ear for the right engine sound, and his knack for adjusting it. Similarly, the literacy that would allow him to grasp this theory suffers from an equal lack of relatedness to his daily tasks. This fact is perhaps insufficiently recognised when there is a call for a more literate base for the occupations practised in the village. For example, a pamphlet on motivation for literacy comments :

There are so many crafts in the villages, but hardly anybody reads

or writes any thing about those crafts or occupations. If people are asked the measurements of the instruments they use, they should be able to tell. 3

In all probability, the village artisan *could* say a great deal about his tools and instruments, many of which will have been made to his own specifications, but being skilled and numerate still does not add up to a need for literacy. If this is the case for the skilled artisan, it is even more the case for those categories of work which are unskilled or semi-skilled. The hired agricultural labourer, or the small independent tiller has a series of less complex tasks, requiring just a very few basic tools and a good deal of labour. In his work there can be little margin for error, and the limits upon his initiative are only too well known to him. Again, literacy may not seem a high priority. Finally, with the large number of poor women who have to combine agricultural work with the continuous demands of the home, it is again difficult to identify an immediate role for literacy.

The problem in brief for many sections of the illiterate workers in the informal sector is that they have been already excluded from the education system and from the formal employment system. This double exclusion has set them apart from the world of the permanent worker with its grades and certificates which in many promotion systems reinforce literacy and theoretical knowledge. The process of

3. Ministry of Education and Social Welfare, Government of India, *Motivational Aspects of the National Adult Education Programme*, (New Delhi, 1978), p. 2.

subsisting in self-employment offers, by contrast, very little opportunity to develop or maintain literacy skills. Even if the adults concerned did have a year or so's exposure to primary education, their present job does not function in any way like a literacy retention mechanism. Quite the reverse. It may even set up a conflict for their children between helping with the family livelihood and attending school.

In this situation, literacy research and planning has to rethink its directions. One of the principals of these is the reformulation of the problem of *motivation* for the adult worker, whether in the field, the home or the petty urban enterprise. The concern with motivation has produced at least two separate approaches over the last several years—the first of these frankly abandons the view that literacy is a necessary accompaniment or precondition of development, and proposes the improvement of income opportunities in the village or town as the first priority. The second directs the illiterates' attention to the structure of the world in which they live, and seeks to use literacy as a vehicle for heightened political awareness. The two are in a sense at opposite ends of a spectrum, and in between there are many other blends and varieties, but these two are useful to consider from the perspective we have adopted in this paper.

The first stresses development-knowledge-before-literacy, and seeks to identify particular ways in which income or work opportunities can be increased for particular groups, such as rural women. The process for identifying these new needs has been commonly termed participatory—which frequently means that those sponsoring or aiding the development of new

income opportunities are anxious that these really are a reflection of what the village or small group itself wants. This then means that there is a somewhat intensive series of group meetings with the external facilitators to elucidate what these villages' needs really are, as opposed to what outsiders might feel they might be. A whole methodology has been developed around this approach, as can be seen from the following excerpt :

In carrying out the initial need assessment in each village, a team composed of facilitator and village co-ordinator finds a common meeting place and engages the villagers in a variety of informal, information-gathering activities (including having them tell stories about pictures, reacting to taped, open-ended dramas, answering projective questions).

In analysing the data generated during the needs assessment, the project staff looks for common themes in learners' interests. Based on these themes, they develop initial learning experiences and materials which will give the learners the opportunity to determine which topics are of great interest and, given the local resources available, which are feasible to pursue. 4

As can be seen, this type of approach is extremely time-intensive because of its emphasis on non-directive behaviour from the outsiders ; it is also almost by definition community or village-specific. The

4. C.D. Crone, Research on innovative non-formal education for rural adults : implications for literacy motivation' in *Literacy and Research* (German Foundation for Development, 1979).

method may be generalisable, but the needs are localised. Hence each group has to start afresh. This very small scale community-development perspective is clearly quite removed from the traditional literacy curriculum, with its series of basic primers used across the entire country. Instead, this approach implies a fresh primer of learning needs for each community. A mass campaign is, therefore, almost unthinkable.

What is really happening in this development-before-literacy approach is that at the micro-level there is an attempt to alter the work environment slightly, to make room for a number of new initiatives. Putting this another way, a few resources from the formal sector are concentrated and made available to particular groups of the subsistence self-employed. Even though the theory of this kind of project development stresses that it is non-directive, the single most important thing about it is that these facilitators with formal sector skills and influence put themselves at the service of small informal groups as resource people. This intensive interest, focussed on the group from outside, acts as a catalyst and summons up sources of self-help which are feasible within the existing work environment. The result is limited improvement of certain community facilities or certain individual incomes, and the hope is in the words of one research experiment in this approach 'that as these kinds of activities develop and expand, the illiterate participants may begin to feel a need to acquire or improve their literacy skills in order to improve their ability to operate the enterprise'.

It can be seen that this economic-

improvement-before-literacy approach is very far removed from the traditional literacy class, run by a tired primary school teacher or a community volunteer. It should perhaps be said, however, that if this quality of outside involvement were directly applied to the traditional task of literacy, it might be equally effective. Many literacy classes fail because the village or urban target groups can spot immediately that the provision is viewed as poor people's education imparted in a shabby way. It is too often an activity carried on the very periphery of the formal sector, with classes that may be cancelled, texts that may not arrive, and with teachers who are not paid. It could be argued that any literacy initiative that managed to apply consistently the resources of the outside to the village scene would have considerable effect. By contrast any national call for literacy that does not make its mark by the redistribution of formal sector resources to the village is unlikely to have an impact upon the realistically low expectations of the subsistence self-employed. The issue is the *quality* and consistency of outside interest rather than its being directive or non-directive. For many categories of workers excluded from the formal sector mainstream, it has to be clear that the intervention in the village or urban slum is serious—not just a national clarion call faintly heard.

The other approach to literacy that we mentioned—the heightening of awareness as an accompaniment to new learning—is not frightened to start with literacy itself. Initially, however, this approach also seeks to be participatory, and to ensure that the first words and themes are drawn out of the villagers themselves. Not at random, but in a way that helps to lay bare the

structure of the peasant or outworker's world. The assumption that lies behind this politicised approach to literacy is that being in the informal, self-employed sector it is not a chance event, and is not unconnected to the larger political economy of the country. Reading successfully three traditional literacy primers will, therefore, not alter the peripheral nature of this subsistence sector, nor a neo-literate's place within that structure. Literacy work, therefore, should concentrate on the elements and outcomes of that infrastructure that supports rural or urban poverty. The analysis of this methodology by Freire, and the many subsequent attempts to put it into practice are sufficiently well known not to be repeated here. What may be said, however, is that this mode, like the first one, relies on sensitive resource people, of a much higher education than would be traditional in a village literacy drive. Also like the first, it is almost by definition community or village-specific, with each group having to start afresh to discover the themes that determine its powerlessness.

Both of these approaches to motivation for literacy pay attention to the work environment. The first suggests ways in which further income may be made within the existing economic structure, the second underlines the forces operating to set limits on such village or slum initiatives. Both take as a starting point the needs of the village, and both use external catalysts to focus on what these needs might be. As yet, the evidence is not available on the results of these kinds of approaches to literacy. Indeed, it is very difficult to be clear how their success might be evaluated, since their goals are wider than the mere acquisition of literacy.

By raising a question mark about the meaning of acquisition, these differing concerns with literacy have been extremely valuable. They both point to the milieu in which literacy is acquired, and by implication refer to the context in which it may be retained. This leads us to a related aspect of motivation—the infrastructure available to support and retain literacy by whatever methods it may be won. Again, research on the problems of developing small scale industry in the rural areas seems to offer relevant insights. Skill, for example, can be offered virtually anywhere, but it cannot take root and be localised in small productive enterprises unless there is an adequate infrastructure. In many villages of the Third World there is no postal service, no banking facility, no access to newsprint, no all-weather road, no outpost of the government's extension services. The villages' demand for skilled work is affected by this inadequate infrastructure, as are the opportunities for the reinforcement of literacy once acquired.

In this connection, there is a dearth of really detailed accounts of literacy support systems at the village level, or from the point of view of household workers, agricultural labour, or other groups of subsistence self-employed. In discussing post-literacy requirements, it is common to hear of the need for a rural library service, and of the necessity of cheap reading material in the vernacular languages, but there is almost no analysis of the *existing* uses of literacy in the village. For example, African villages are full of adults who never became literate in their vernacular at school, but had several years of English or French before failing to go further with their studies. This frequently

produces situations in which at any moment French or English competence is deteriorating, but the literacy skills associated with trying to learn those are being applied in desultory fashion to languages that the formal school did not promote.

Language decision-making is nowhere straightforward in sub-Saharan Africa, but the prominence of French and English in the school systems particularly since Independence has meant that there is paradoxically probably less use of vernacular literacy in many villages today than there was twenty years ago, without any corresponding increase in foreign language literacy. Here again, therefore, there is the need for knowledge of the milieu of village life and work, through historical studies, as well as analyses of the language and frequency of letter writing. At international conferences, there is often discussion of the value of literacy for understanding instructions on the use and application of fertilisers; but there is very little mention of the fact that the written word is seen nowhere in public in many of these villages where people are meant sedulously to be reading fertiliser instructions. No village name. No public announcement board. No shop names, beyond a plot number.

In all these spheres, the argument—whether for literacy or for skill—is constantly confronted by our limited knowledge of the work situation. When literacy, training, or skill is being designed for the formal sector, the ground is familiar, and the incentives are well-established. But when such items are being offered to the millions who have little expectation of any link to formal wage and salary employment, there is

really very little relevant experience to draw upon. Not only does the whole question of motivation have to be rethought, but also the context in which literacy or skill is acquired is frequently very different from that anticipated. The same may be said for mechanisms and processes that might help to support and retain literacy levels.

This suggests, in conclusion a number of lines upon which it would be valuable for research to focus:

1. Studies of where literacy has been offered in a context of dramatic change in the organisation of work (e.g., literacy and villagisation in Tanzania);
2. Studies of the utilisation of literacy across entire villages, but focussing on the different patterns of group and community use;
3. Evaluations of what has been accomplished by the variety of small-scale programmes where the community has been actively involved in determining its own needs. Particular attention should be paid here to the styles of 'participant' external intervention, whether termed facilitators, catalysts or teachers;
4. Micro-studies of occupations which have acquired new technologies with and without changes in the literacy levels of the artisans.
5. Detailed studies of the changing interactions between the vernacular and foreign languages in the literacy conventions of the small towns and villages.

These and other related studies should serve to map out some of the presently dark areas that continue to present policy problems for the literacy planner as well as the education planner and those many departments concerned with developments in the informal sector of the economy. These kinds of studies will doubtless contribute to a more realistic appraisal of the role of literacy in the enrichment of the

working life of the subsistence self-employed. By detailing the complexity of the changing use of skill and numeracy in the many occupations where illiteracy still resides, new and more relevant strategies may emerge focussing the resources of the formal sector upon those who have been consistently excluded from it.

**“DISAPPOINTMENTS CAN COME ONLY FOR
THOSE WHO MAKE APPOINTMENTS WITH
THE FUTURE. DO MAKE APPOINTMENTS BUT
ONLY WITH THE PRESENT. THEN DISAPPOINT-
MENTS CAN NEVER, NEVER COME.”**

—SWAMI CHINMAYANANDA

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Educational Technology and System Design For the Production of Educational Material For Adult Education Programme—a Case Study

M. M. Chaudhri

Introduction

One of the basic needs in education in a vast country, such as India with a population of 640 million people, is to make its adult literature. According to the census of 1971, the total number of illiterates above 14 years of age was 200.97 million, of which 97.1 million were in the age group 15-35 years. This is likely to be 100 million or more at present.

The Government of India launched a massive National Adult Education Programme (NAEP) to reach this target within the next 5-10 years and allocated more than Rs. 200 crores in the sixth five-year plan towards its implementation. Though the Adult Education Programme had been in existence in the country for more than forty years, it was the first time that such gigantic efforts were being attempted by the government. It adopted much more open philosophy towards this programme than hitherto followed. Government, semi government, autonomous as well as voluntary agencies were encouraged to begin literacy classes on a nationwide scale. Similarly, widest possible utilization was being explored with media such as films, TV, Radio, Sound filmstrips to encourage,

involve, motivate the adults of rural and urban areas.

Since the adults in question came largely from rural areas and because of social, cultural and linguistic differences from one region/state to another, different attempts were being made to prepare educational material most suited for the audience. But very often such attempts tend to generate only a primer, sometimes a workbook and may be, a teacher's guide. Very rarely has there been an attempt in an integrated way to prepare other AV forms such as charts, flashcards, flannelboard, cut-outs, games, etc. which could generate as well as sustain the interest of adults in the educational process over a long stretch of six to eight months. If there were words, as there have to be in any language teaching what could be these words? If there are visuals in books, charts what kind of visuals or drawings they may be and in what manner were they to be used in the field situation? How could the training to supervisors and teachers be planned? Above all, could there be a systematic and logical way to link the various steps of production of educational material with the problems concerning illiterate adults of area.

About the Work

This article describes the work related to the preparation of educational material for the rural adults of Delhi and Haryana State. The work reported here deals with the process, methodology or the system design which emerged during the course of preparation of the material by the department. It is not the intention of the author to suggest that this is the only way to produce the material. The following types of material were produced in this project.

- (i) Primer
- (ii) Workbook
- (iii) Wall Chart
- (iv) Mini Flash Cards
- (v) Cutouts
- (vi) A Game
- (vii) Teachers' Guide

To say that all the different steps had been preplanned would be to negate the very basis of undertaking this project. It would instead be more appropriate to say that the system emerged from the basic approach of not taking anything for granted and to question every assumption on which rested the past experience of literacy programme. Hence, while writing it becomes necessary to trace the process as the work began and how gradually it began to take a definite shape.

The Team and the Venue

The first step was to identify the nature of team which would be involved in this and where would the team work towards the preparation of material. The answers to both were easy. Firstly, the venue of work *should not be in Delhi* but instead

should be in some village away from it, may be in Haryana, Village Khori, where the team could also interact with rural environment and adults for whom the material was to be prepared. Delhi could act as a base for follow-up work. Secondly, the team *should not only consist of linguists* or persons traditionally associated with literacy programme only. If possible, there should be in the team young social workers, whose direct experiences of rural adult could bring in fresh ideas and realism in the educational materials. The team was, therefore, composed of persons with adult literacy background from the Directorate of Adult Education, New Delhi, Literacy House, Lucknow; Linguists from the Department of Social Sciences and Humanities, NCERT; Social Works Research Centre, Tilonia and Khori; writers and artists, photographers and educational technologists from the Department of Teaching Aids of NCERT. Throughout the course of five months in which nearly five workshops were organised, the team remained essentially the same, working at Khori and Delhi.

Basic Assumptions on Adult Education

The notions about adult education amongst the team members were as diverse as their background. One could broadly classify their approach into the following :

- (a) *Conscientisation* : Some of the team members were of the view that the basic objective of the programme should only be conscientisation of the adults about their problems, rights and possible ways to solve their plight. The teacher should work on this aspect and along with, teach

literacy without any book. Several questions were raised on this approach. Would all the teachers have sympathy and understanding of the rural adults' problem to adopt such an open minded learning method and yet have the adults reach certain take-off level of literacy skills ? The answer was surely, no. Only few teachers may have the insight and commitment.

(b) *Literacy Skills* : One group in the team believed that the adult in question is interested in his own education because he can see the logic of being literate, to being educated to becoming economically better off. Therefore, the exercise of preparing educational material should be to provide the literacy and numeracy skills only which may be developed on linguistic basis. This view-point generated a host of questions from the workers with long experience of literacy classes who had been frustrated with this approach. After a brief initial period of curiosity, the adult classes looked deserted for want of sustained interest and motivation.

(c) *Community Action Based* : There were some team members who put forth the idea that adult education programme should be group and community action based. The idea being that developmental activities would form the common objectives of the adults and the literacy aspects could be woven around it. It was agreed that this would perhaps be an ideal situation, but quite often the developmental inputs requiring coordination between various ministries, is not readily available in rural circumstances. To generate motivation amongst the community members for development work would

once again imply a very committed teacher which may be very rare.

(d) *Combination of Viewpoints* : Was it possible then to take a view that would be combination of all the above three points of views of conscientisation, literacy skills and community action, It was not only essential to generate motivation in learners in the beginning, but more important, to sustain it throughout the entire programme so that the curve of motivation never dips too low to create the problem of heavy dropouts. Hence the educational material may be developed around the three concepts which may also form the three distinct phases of an adult education class everyday. The initial linguistic difficulties often found amongst adults, might not be problematic provided motivation of the adult to attend the class was strong. This meant the content material to be dominated and linguists should serve this. Was it possible to link conscientisation and alphabetisation ? Would putting them together to prepare problem-oriented and need-based material bring enormous strain on the writers ? Would it violate the principles of beginning the literacy skills from the simplest linguistic unit ? Would this team be able to identify the typical problems of the rural adult to put them across in the textbook form ? Obviously, we had more questions than answers.

Who is Adult ?

The cultural gap being wide as it is between the urban and rural community, there was much to learn about them through SWRC social workers as well as by direct experience. The rural adult

between the age of 15-35 years, in this programme can essentially be considered to be a landless poor or at best, a marginal farmer. His day-to-day problems were fundamentally economic—of work, wages, food, clothing, medicine, etc. If at all he was remotely interested in education, it was his child's. It was difficult to perceive any motivation on his part for his own education. He felt he knows simple arithmetic and enough about agriculture to meet the needs of his daily life. The life of his family members existed critically throughout the year on two square meals a day. He wanted to know about agriculture and do his best for his crops or where could he get work and adequate wages to make his meagre ends meet. The older generation (retired headmaster, priest, book seller) were highly sceptical about the present educational system which rendered their youth after schooling, incapable of either working on the farm to get any gainful employment. Under such circumstances how is it possible to bring the rural adult within the folds of education, sustain his interest for seven-eight months at a stretch? Are there some aspects which might attract him, motivate him or kindle his interest?

Possible Factors of Motivation in Adults

The team members after several informal sessions with the villagers, arrived at some possible motivational factors in their lives. These could be classified as being:

- (a) direct and immediate economic gains;

- (b) awareness, understanding of their problems, their causes and possible solutions;
- (c) entertainment (folk music, drama, festivals, movies, etc);
- (d) involvement in the activities of the class and the educational process.

Other motivations or interests of the rural adult could be extensions of these or perhaps of some more. Thus the educational classes would have to discard the formal look prevalent so often but instead adopt a highly informal atmosphere. The literacy element may have to be underplayed at least in the initial few months and carefully woven with informal discussions, entertainment and educational activities related to their environment even at the cost of extending the time period (7-8 months) or reducing the basic learning objectives (vocabulary and operations with numbers). Could such rigidities be dispensed with by the teacher in the field situation and if so, what kind of educational material be prepared which could help in building an informal atmosphere?

Line of Action

The basic approach towards the preparation of material then emerged as:

- (a) Identify list of common and crucial problems of the rural adult community after interaction with them;
- (b) Weave a story around these problems to provide the topic for informal discussions;

- (c) Select key words (simple) to develop lessons (more words, sentences) on them;
- (d) Work on visuals for story, lessons through photographs, drawings by artists as well as villagers;
- (e) Meet the adults at night again to get their reactions on material prepared;
- (f) Review amongst the team members, the experiences of each day and develop the material further.

Spoken Language

An issue closely linked with the material preparation and motivation of adults, was the use of spoken language as mentioned in the policy statement on adult education. It was argued that if spoken language was to be used, then there cannot possibly be a common primer for the State of Haryana and Delhi. The spoken language often varies from district to district and hence, there could be a core vocabulary on which the primer is based in standard form of spoken Hindi. As regards the concept of core vocabulary prepared on the basis of the frequency counts of words and letters, it was felt that most of such counts were based on the written form of the language. They had been prepared for school books and the needs of various learners' groups—male and female, rural and urban community differ vastly. Hence it may not be tenable in the present context and we may have to build the vocabulary according to our needs.

Some More Questions

As the work progressed questions kept surfacing which were discussed in small groups. At times, local persons were contacted to verify the authenticity of a statement and the meaning of a particular word. Should there be two primers—one each for men and women? Most of the team members were of the view that there should be, but perhaps this could be attempted after one primer for both is put in operation and feedback obtained on it.

Story : Should there be different stories for each lesson or a single theme running throughout the lessons? If a single theme, then what sort of central character could be there who could create sympathy amongst the learners? Obviously it had to be a marginal farmer who had to work as a labourer on the farms most of the year. The stories centered around him and other characters to resemble the community.

Lessons : What words should come first and how should they be sequenced? Whether the story would suggest the key words or the key words essential for the lesson would become a part of the story? What should be the number of new sound symbols in each lesson? Should the lesson begin with a sentence or just words? Should the words be analysed into graphemes, i.e. Ram into Ra-Ma? Or would it be better to introduce words a whole for full recognition? Should the words be built into sentences? If yes—then at what stage? Can a lesson be divided into parts and can each part function as an independent sub-unit of a

lesson? It was agreed that except the first lesson no lesson should have more than four sound symbols, two in each sub-units and each new key word should have only one new element, e.g. in DAM (price) and DAWA (medicine) only DA and WA are new elements, if MA has been introduced earlier. Attempts should be made as far as possible to choose the sounds on frequency basis provided they occur in the story. Alternative key words used in the lesson should be exploited in the story;

Pictures : What should the pictures relate to story, key words? Should the pictures be taken from real life, through photographs or sketches, or perhaps both? They may be drawn in bold lines with two colour scheme for less expensive printing?

Charts : Would there be a necessity of charts for the teacher? If yes, what kind? If they are to serve the purpose of better communication then what should be the size? After some experimentation, it was felt that the size of flip charts, (each page corresponding to a lesson of the primer), may be about 16" x 24" containing the picture of the story, as in primer. It may also contain the key words on each page. The utility of the charts may be much more in the beginning; so they may be prepared for the first half of the primer only,

Workbook : What all elements should go in the workbook on which the adult is to practise the writing skill? If a letter or word is to be copied should there be enough indications about the directions of the stroke? Should the workbook also contain reading material

and pictures? Yes, some pictures, some reading material but mostly the writing space, the earlier part of which could show the direction of the strokes to help the learners.

Teacher's Guide : Whether teacher's guide ought to be in a separate book form or should the guidelines to teachers be included in the primer itself? If they are to be provided in the primer then where? Would it make the primer much too bulky? It was suggested that there are to be two types of information to be given to the teacher—one dealing with philosophy, methodology, approach and how the material was prepared; the second information may be linguistic or dealing with literacy skills. The first one could be given separately in a booklet and the second one as footnotes in the primer.

Other Materials : What could be other material which would motivate discussion and activities in the adult education class. The cutouts of village life and scenario could be used on a flannel board made out of a gunny bag or jute cloth to tell a story. The story or incident could be narrated by the learners or teachers. The activities could revolve around the talent available in and around the village as well as the material—natural and waste for the preparation of simple teaching aids. Could one also develop a game based around the economics of rural adult?

The first phase of educational material had begun to take place. Several days of work at Khori was followed by two separate sessions at Delhi. The work on material started at Khori was developed

further so that it could be tested or assessed once again with the adults at Khori.

Pretesting the First Stage

The second visit of the team to Khori was made with two objectives— (i) to pretest some of the ideas and materials—stories, words, sentences, pictures, game and overall methodology; and (ii) to revise and develop the material further. About 30-35 rural illiterate adults were brought every night for a week to attend group and class sessions. In groups of five or six adults feedback was taken on stories, pictures and art work. The problem oriented themes evoked animated discussion. The class sessions involved all the adults put together to react on the teaching by one of the team members while others watched. Reactions were also recorded when the class was conducted by some rural youth who had earlier been involved in the work.

Observations made during the night sessions were critically analysed during the day and further work was done in groups by the team members. Some of the analysis went as follows :

Stories : The stories were interesting but tended to be very serious? Was there a necessity to bring some humour in them? Questions were also raised if the stories were urbanised viewpoint on rural setting.

Primer : While completing the work on the primer the size and format came under constant discussion. There was genuine difficulty in keeping all the norms of the literacy skills with our approach and yet keep it around 100 pages. It was felt that it was not the

bold letters which were important but the clarity and spacing between them.

Numbers : The session with rural adults on numbers was perhaps most revealing. The adult is familiar with operations such as addition, subtraction, multiplication and division. In fact, some of them were able to calculate the interest in one year on Rs. 275/- at the rate of two percent per month faster than the team members. However, he may not be able to recognise or write the cardinal numbers. What would be best manner to achieve this literacy skill? Since the adult is familiar and recognised the currency notes and coins by size and shape, it was agreed that the symbol of coins be used in the primer and workbook for making the adult recognize the numbers. The primer would also contain the various arithmetic operations, counting up to 1,000 and the units of length, area, volume, weight and time.

Alphabets and Words : In try-out exercise the very passive teaching session was totally transformed with minicards having alphabets and words. Adults became lively and responsive in the identification of alphabets and joining some to make new, their own words. Minicards made out of used cigarette boxes opened up new possibilities of teaching and involving the adults in the learning process.

Game : The idea of a game arose in our minds when we saw the adults in Khori huddled together and playing a game similar to "Ludo" with dice and moving their different shaped pieces along squares arranged in design on cloth. We designed one similar to "Trade" or "Monopoly" which makes the adults read the numbers and do some arithmetic operations. In

addition, it was to be related to their rural environment—the market, bank and the money lender. It also helps them to realise the importance of various options in their lives.

No Machine Operated Devices

No machine operated device (film video, slides, filmstrip, overhead transparencies, audiotape, etc.) were planned. It was felt that the use of hardware and its maintenance in rural conditions would not be a practical proposition. Furthermore, the high cost of machines and lack of proper software (programmes) would make the devices uneconomical.

Final Products

All the material to be used in the field situation has to be only in the printed form and based on the necessities of an average rural teacher. It may evoke response from adults and the teacher to create their own materials. The basic form of educational material emerging from this project consisted of the following seven items.

Primer : (About 100 pages, 38 Lessons). It has hints for teacher; the stories for him to read to the adults; the lessons on alphabets and numeracy; pictures related to stories and key words. The stories deal with questions on wages, food, medicine, disease, nutrition, agriculture and marketing, etc.

Workbook : (About 100 pages). It has hints for teachers on how to use the workbook. The lessons on practising the writing skill is related to the lessons of the primer. There are sums in arithmetic finally ending with the exercise of filling

up forms of post office deposit or sending money.

Charts : (For the first 16 lessons of Primer). It has key words and large sized pictures related to story as in the Primer. The purpose of the charts is to establish communication with the adults.

Cutouts : About 120 drawings of people, places, animals and objects in the rural setting. The cutouts with sandpaper stuck at back are to be used on a gunny bag slipped tightly over a rectangular wooden frame. The cutouts help the adults tell their own stories related to the story of the primer. It may even motivate the adults to prepare his own visuals and cutouts.

Miniflash Cards (100). For the beginning lessons minicards of size 2" x 3" were made on which alphabets or words are written. They are meant to be used by adults individually and for them to prepare some more of their own.

Game : The game was printed on a board with a dice and different colour tablets. It consisted of artificial currency bonus cards and a brochure on how to play the game.

Teacher's Guide : It tells the teacher about the methodology of preparation of educational material; how to make best use of the various items and the possibilities of various activities to be carried out with the adults to involve them in the learning process. It also tells them what all they may have to do in order to gain their confidence.

The Adult Class

It was felt that the field situation

where Adult Education Programme would operate, cannot exist merely on the basis of literacy. From the basic assumptions on AEP made earlier it would be logical to conceive the place as a community centre where adults—men and women—may gather at night.

Three-four segments of the educational class would consist of :

(a) *The conscientisation process* (first 30 minutes) would consist of discussing the story of the Primer, drawing parallel examples out of the real life and start discussion on questions given and many more that may get raised. The narration of problems of the adults from their own experiences could be done by using cutouts. If the teacher is adventurous it could even be staged and the adults could ad lib and role play the situation.

(b) *Language and Numeracy Skills: (40 minutes)*. The next half hour or more could be spent in imparting the literacy skills through primer, workbook, flash, cards, charts, etc.

(c) *Activities* : The last segment of the evenings programme would consist of either organising (i) some cultural event such as *keertan*, puppet show, theatre etc. or (ii) lecture, demonstration of some person working in agriculture, handicraft, business, medicine, banking etc., speaking to adults on a topic of direct interest to them, (iii) adult working individually or in groups to prepare educational material from their own resources and environment. They could revise the game, chart, flash cards to suit their own dialect or they could after a few months, prepare wall newspaper and items such as sun dial to know time, paint signs or name plates on

the roads. They could prepare a wall diagram on local weather report, prices of grain market, display some official letter as to how it is to be written. An ideal situation would be when a teacher with the help of the adult learners could bring out their own primer or workbook and other supplementary materials.

(d) *Teacher's Planning* : Of course, the most vital element of day-to-day programme would be the every day planning required on the part of the teacher. What problems of the adult demand information or help? Where can he get them? Whom should he contact? What kind of activities are envisaged and how to entrust responsibilities on the learners? And how can he do all these without major interruption in adult education session in the evening. A tall order for a part-time teacher!

Administration and Teachers' Training

While the production of educational material is related to the needs of the target audience and the learning objectives to be achieved, the team members time and again, began to see the linkage with teacher obviously and the district or state administration developmental inputs, etc. All are interrelated with each other. If the exercise is concerned with a primer, literacy skills, attendance of adults (true or false) then the consequence cannot be significantly different from the experience of the past forty years—that of heavy dropouts and relapse into illiteracy after a year or so. If not, then the authorities would have to seek new ways of administering these projects.

The key person in the programme would be the teacher. It would be his empathy, dedication, interest and innovativeness on which will depend the success of the programme. Even if some of these qualities were there in this person, he would need training. But not of the formal kind of which the trainers and he himself are a product of—rigidity of rules, attendance, timings, curriculum, achievement level, etc. One would have to unlearn many of these aspects to create enormous flexibility into the educational process in which the adult begins to see relationship between his problems and getting literate. Hence the training of teacher has to consist of knowing the problems of the community, knowing where help and information can be sought for and having the resourcefulness to coordinate between various agencies. The teacher surely cannot do all this alone but the training could help the teachers in that block or district. The training of teachers would require him and the local administration to identify crafts, raw materials, processes and marketing system to build confidence amongst the adults. In short,

his training must not be of formal nature because the field situation is going to demand from him (and administration) non-formal practises in an informal style. The method to monitor and evaluate such programme has to be done in a different way. How can incentives be given to the field workers? One way can be to encourage the teacher to produce educational material which can be the criteria to evaluate the success of the class and on which awards can be given to villages and the teacher. The AEP, in other words, though financed at the state level, can have an opportunity to grow from the grassroots level.

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Adult Education Programmes In Britain

Jagannath Mohanty

In the United Kingdom, education is free as well as compulsory up to Secondary School stage. Parents are required by law to ensure that their children receive efficient full-time education at school or elsewhere between the age of 5 and 16. All facilities including free text books and writing materials, mid-day meals on concessional rates or free of cost and even free transport from the places of residence to schools are provided, according to the economic condition of the parents. No tuition fee or any other donation is charged from the students of Primary and Secondary schools. Moreover, most of the parents are better off and need not expect the assistance of their children either in terms of finance or service as in many developing countries. Hence, it is natural that school education is universal in true sense of the term.

But it is surprising to note that the Adult Literacy Campaign in Britain—a national campaign—has been initiated to reduce the personal handicaps of some two million adults who have serious difficulties in reading, writing and spelling.¹ This has been widely regarded both in this country and abroad as a social development of great significance. It has caught the imagination and attention of the public in a very great way and got publicised in all mass media including

dailies, journals, and broadcasting throughout the country. It has also brought new strategies, techniques and insights into the whole provision of learning opportunities for adults. As a result of the combined efforts and collaboration of various agencies, authorities and individuals, this campaign has been a great success and about 10,00,000 adult non-readers have received some remedial tuition for the first time since leaving schools.

Existing Facilities For Adult Education

Till the nineteen seventies, adult education in Britain was being organised on vocational lines mostly intended for re-training or refreshing the professional knowledge and skills. Now there is no distinction between vocational and non-vocational courses due to technological changes. These courses were being provided, either separately or in conjunction with local education authorities, various voluntary bodies, certain residential colleges and adult education departments of universities. In 1973, a report was published by a Committee of Enquiry set up by the Government under the chairmanship of Sir Lionel Russell. The Report recommended changes in the provision and administration of adult education in England and Wales.

An important part is played by the local education authorities in the provision of adult education. These authorities not only administer a large sector themselves, but also they extend their help to other bodies providing adult education. They continue to make most of their direct provision through evening institutes and meet increasing demands for day-time classes and adult centres established in many areas. Although due to necessity day-school premises have to be used, increasing efforts are being made to adapt school and other buildings for adult use. Some centres and institutes have full-time principals, but most of them are directed by teachers employed in school work during the day. Many lecturers and instructors are day teachers and others are recruited for part-time service from industry and other occupations. Nearly all courses are non-vocational ranging from such practical subjects as cookery and infant care to a wide variety of cultural subjects, including languages, dramas and music. Some non-vocational day and evening courses are organised in technical colleges of art, literary institutes, youth clubs and other further education institutes.

The local education authorities also maintain or assist 33 colleges of adult education which offer short residential courses of great variety. The majority of students attend courses which last four days, or less, many of them at week-ends. Most of the courses are practical, but there are wide-spread opportunities for academic study. Their increasing popularity has been one of the most distinctive features of adult education since the 1950.²

In Britain voluntary organisations were the pioneers of adult education and the important one of them is the Workers' Educational Association (WEA). The WEA provides many higher level academic adult education courses in collaboration with the adult education and extra-mural departments of universities. The voluntary organisations are recognised and grant-aided by the Department of Education and Science as "responsible bodies" for providing liberal adult education. Students are charged a nominal fee for enrolment to the courses. The WEA has a headquarters staff, 17 district secretaries, 118 full-time organising tutors and a large number of part-time tutors. Staff of the 23 university extra-mural departments are both full-time and part-time. In 1971-72, the WEA had more than 1,000 branches and organised 6,107 courses attended by over 118,325 students.³

An older tradition of university extension lectures laid the foundation for adult education. Some post-experience courses by the Open University are recent development. There are short (generally six-month) courses, designed for adults who have practical experience in a given field such as industry, public service and who wish to develop their skills and understanding to a higher level.

Adult education is also promoted by a number of voluntary organisations which are not entirely supported by public funds, but receive DES grants towards administrative not teaching expenses. Therefore they are not called "responsible bodies". They are, of course, supported by local education authorities. These latter bodies include the National Federation of

Women's Institutes and the National Union of Towns-women's guilds.

There are six colleges providing long residential courses in liberal studies, generally for one or two years with grants from the Department of Education and Science. These colleges vary in character and do not apply academic entry tests. The courses often lead to the award of a university degree or diploma.

The National Institute of Adult Education at London provides a centre of information, research and publication for adult education, as well as a channel of co-operation and consultation for the many organisations in England and Wales which are interested in the subject.

In Britain during the year 1971-72, the numbers of adults registered for different courses were as follows: 1,590,000 at evening institutes, 271,145 for courses run by responsible bodies, 66,310 at residential colleges and centres of adult education maintained or assisted by local education authorities and 470 at direct-grant colleges.

Inadequacy of Provision

In 1972 the BBC Education Officers concerned with future needs and efficacy of current educational broadcasting for adult-education reported that there was growing evidence of the presence of a vast number of adult illiterates in the U.K. There might be as many as two million people who had reading and writing skills less than those of the average nine-year old child. These figures again excluded recent immigrants and the mentally handicapped. Further, the number of people

who are functionally illiterate, i.e. unable to cope with the normal reading and writing needed for a citizen, was likely to be much greater. A reading age of nine would not enable an adult to cope with the text of any newspaper, which at the simplest level would require at least the skills of an 11-year-old. To read and understand the instructions printed on covering of a packet would usually require a reading age of at least 13 or 14 and to fill in most forms would require a reading age of at least 16. UNESCO studies had suggested that in most Western societies "functional Literacy" would require a reading age of at least 13. The number of citizens of the U.K. who might have reading age of less than 13 could be expected to be greatly in excess of two million—perhaps three or four times that figure.¹

In the advanced countries like the U.K., it is extremely difficult to exactly ascertain the population of adult illiterates. It is mainly due to shame, embarrassment and concealment. It has been peculiarly intractable problem as one could not easily make contacts with the non-readers. These illiterates usually conceal their problem, even from members of their own family. Because the quantum of the problem has not yet been exactly determined and the illiterate adults have not been vocal in making their demands for their education, the provision made for adult literacy was found to be quite inadequate. In about 40% of local education authorities there was in the early nineteen seventies virtually no provision for adult education.

Multi-pronged Efforts

It was felt that non-readers could not be contacted directly through the medium

of print. Due to concealment and motivation they were also not coming forward for tuition or coaching. Therefore, the BBC Education Officers suggested that broadcasting could make a unique contribution because of its ability to reach into the home. A series of television and radio programmes could go over the earlier steps of reading and writing, bringing the non-readers to the point where they could join a class or a tutor. But there was considerable scepticism among the BBC Production Staff whether television or radio could actually help an isolated adult to learn to read, even at the modest level. If it was possible could it be feasible to get sufficient non-readers to watch for justifying both the cost and the inevitable sacrifice of other series for more visible groups of disadvantaged people? If a series of broadcasting programmes would succeed in bringing non-readers to the point where they had sufficient confidence to seek a class or a tutor, could the net-work of agencies and centres of adult education possibly cope with a massive flood of students? If 5% of at least two million non-readers were suddenly to come forward for help, the existing centres would be over-crowded.

Therefore discussions went on from 1972 to 1973 centering round these problems and prospects in various meetings and conferences of the BBC and outside. In the summer of 1973, a series of programmes were to be produced, but the local Education Authorities had to be prepared to provide necessary facilities for adult education. Because it would be irresponsible to stimulate a demand for adult education without the fullest consultation and partnership with those authorities on whom

the burden of expenditure would fall for providing adequate facilities. The stringent financial condition of the LEAs made this an even more important consideration. The BBC Further Education Advisory Council approved the proposal for consultation with the LEAs and voluntary agencies in the matter.

In November 1973, the British Association of Settlements organised a conference entitled "A Right to Read" under the chairmanship of Lady Plowden where a passionate appeal was made to all concerned to help the illiterate. The likely scale of the problem, the inadequacy of current provision and the plight of the adult illiterate were all forcefully presented and documented. The BAS took all initiative in generating public awareness about literacy problems till it was made national issue calling for necessary statutory provision. Its advocacy was brilliant, passionate and strategic. It embraced some of the well-established literacy schemes in the country notably the Cambridge House Scheme in South-East London and the Liverpool University Settlement. The media coverage of the "Right to Read" conference was excellent and raised hopes and concern for the illiterate at all levels. There was close link and collaboration of the BBC with BAS from an early stage.

A national "Right to Read" Committee was formed with Lady Plowden as its president. After some months, this Committee was retitled the National Committee for Adult Literacy. The BBC provided radio and television programmes along with support materials. The important objectives of the BBC contribution were to create motivation, reduce anxiety and stigma,

enable adult illiterates to acquire basic skills of learning and train volunteer tutors. Besides broadcasting services, there were many kinds of "non-broadcast" activities like operation of telephone referral service, research and experimentation and publications which required huge expenditure. That is why, the BBC controller of Educational Broadcasting and Director of the National Institute for Adult Education together made joint applications to the Department of Education and Science to finance a NIAE research project to evaluate the impact of broadcasting. This was a successful attempt. Many private philanthropic agencies were also approached to finance non-broadcast activities of the Project. The Adult Literacy Resource Agency was set up to coordinate the activities and distribute funds to LEAs and voluntary agencies involved in the adult education.

The final year students of ten art colleges of the UK were invited to a design project based on the needs of the adult non-reader. They contacted local literacy groups and consulted clients about the design, lay-out and content of the "On the Move" students' book. They were also asked to design posters and to attract students and volunteer tutors. The response from the voluntary tutors was quite overwhelming. The publishers brought out special publications and organised exhibitions.

National Drive

The Literacy Campaign took the shape of a national drive because of the joint efforts of the BBC, BAS, ALRA, National Committee for Adult Literacy, Local Education Authorities and a large number of private organisations as well as voluntary agencies. Their compassionate zeal, humanitarian approach and deep concern for the plight of the illiterates or adult non-readers made this movement a great success in true sense of the term. This was again initiated at a time of extreme financial strain and implemented through all kinds of "human difficulty", but it gathered momentum only through enlisting cooperation and collaboration of all concerned with human agency and distress and moved with deep sympathy, love and understanding.

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Non-Formal Education for School Drop-outs

T. Mulusa

Introduction

The quality and relevance of formal school education have been under very severe criticism in the developing countries during the past two decades. Individual thinkers and writers, economic planners, curriculum developers and educators have, during this period, held the school curriculum responsible for unemployment of school leavers, and proposed modifications and alternative approaches which would make formal education more relevant and applicable to the needs of the poor rural communities who form a majority of the population of developing countries. So far no country has yet evolved a system which eliminates what are believed to be the defects of the existing formal school education.

To improve the quality of formal education in future, curriculum development centres and projects have been established both at national and international levels to review school education on an on going basis and at the same time, small scale innovative projects have been mounted in different developing countries to influence the rate and direction of educational reform. In 1967, UNESCO sponsored the Namutamba project in Uganda to investigate the adaptation of primary education for development of rural areas. (1) At maturity it was anticipated that the Namu-

tamba project would evolve a system of education which would produce school leavers who would become job-makers, and not job-seekers. In Tanzania, several innovative projects have been tried within the country's policy of education for self-reliance. The Kwamsisi community school project, for instance, attempts to integrate a primary school into the community it serves by increasing interaction between school children and teachers on one hand and the surrounding villagers on the other. (2) Perhaps one of the most far-reaching innovations during the period under review has been the replacement of the traditional school subjects at Swaneng Hill School in Botswana with new subjects such as cultural studies, development studies, modern society, etc. (3) While debate and experiments in educational reform are going on, schools are continuing to produce school leavers who cannot be readily absorbed into gainful employment. In 1965, the National Christian Council of Kenya (NCKK) organized a conference on unemployment of school leavers which pointed out that there was a gap between school and gainful employment for a majority of the school leavers. There was thus a need to equip school leavers to survive in rural areas mainly by means of self-employment instead of wandering off into urban areas in search of jobs which do not exist. This paper will use one of the

training programmes proposed for school leavers by the NCKK, the village polytechnics, to illustrate the efforts made to equip school leavers (school drop-outs) for self-employment.

School Drop-outs

The author prefers to describe the target population for this paper as "school leaver" and not "school drop-outs" because of the following reasons :

- (a) Most developing countries have rapidly increasing populations which have a high and rising proportion of children. The adult population is invariably not able to provide universal education and training and other social amenities to all children. The so-called school drop-outs are only a small fraction of the vast numbers who go without education. In other words, it sounds odd to suggest that the majority are the drop-outs.
- (b) "Drop-out" suggests inability or unwillingness to continue with schooling. In Kenya, for instance, only 60,000 or 20 per cent of the 300,000, who sit for the primary school leaving examination every year, can proceed on to secondary school. The remaining 2,40,000 are more "push-outs" than "drop-outs" since most of them are highly motivated and competent to undertake secondary education, given a chance.
- (c) It is difficult to determine the level at which a school leaver becomes a drop-out. While primary school leavers formed the bulk of unemp-

loyed school leavers soon after independence, there is now a growing pool of unemployed secondary school leavers and university graduates in most developing countries.

In this paper a school drop-out will be an unemployed school leaver. This definition includes those who have successfully completed the primary school cycle and secondary school cycle, as well as those who have abandoned their studies before sitting for final primary or secondary school leaving examinations.

The Genesis of the Village Polytechnic Movement

The idea of Village Polytechnics (V. Ps) was born at a conference sponsored by the National Christian Council of Kenya (NCKK) in 1965 to discuss unemployment of primary school leavers (the school leavers problem). The conference was followed by another conference in 1966 attended by representatives from the NCKK administration and member churches, the Catholic Secretariat and Government Ministries responsible for economic planning, education, employment and community development. This conference envisaged a village polytechnic as a multi-purpose low cost training centre designed to give school leavers skills for using locally available resources to create employment for themselves by providing services and goods needed in their immediate neighbourhood. At the time of writing, there are 197 Government assisted and 15 NCKK assisted V.Ps in Kenya. The main skills offered include tailoring, farming, carpentry, masonry, motor

mechanics, electrical wiring, home economics and metal work.

Village Polytechnics are built on a self-help, "Harambee", basis and are expected to raise most of their running expenses from tuition fees paid by trainees and voluntary contributions from local communities. Like other self-help projects in the country, V.Ps receive assistance from the Government, the NCKK and other donor agencies in the form of building materials and equipment. In addition, the government (Department of Social Services) is responsible for the training of V.P. instructors, supervision of V.P. management committees and employment of all the managers and most of the instructors in the government-assisted V.Ps.

Underlying Assumptions

The V.P. movement is founded and continues to thrive on the following assumptions :

- (a) That rural areas are capable of generating adequate employment and income opportunities for all school drop-outs who cannot secure employment in the urban sector.
- (b) That village polytechnics have or are capable of developing the capacity to absorb all displaced school leavers and out-of-school youth who are motivated to acquire specific skills for life-long careers.
- (c) That the goods and services provided by V.P. graduates can compete on equal terms with urban and imported products.

- (d) That V.P. trainees are recruited and trained in their home areas, and on completion of the training they are employed within their communities and immediate neighbourhoods.
- (e) That rural people have sufficient demand for all the skilled manpower, goods and services produced by the V.P. movement.

This list is not exhaustive, but it does present a representative range of problems which deserve further investigation. Founders of the V.P. movement assumed that youth unemployment was primarily caused by lack of technical skills in the formal school education curriculum. In the subsequent ten years since the V.P. movement started, research has revealed that education alone does not create employment and equitable distribution of incomes. A study of unemployment in Kenya done by a mission of the International Labour Organisation (ILO) suggests that one of the main causes of unemployment in Kenya is inequalities between (a) the dry lands and agriculturally productive areas, (b) the large-scale farming areas and the densely populated subsistence farming areas (c) the rural areas and the urban areas, and (d) different income groups and individuals. These inequalities were by and large preserved by national economic policies and practices during the first fifteen years after independence. Another major cause of unemployment, identified by the ILO study and which is receiving attention from various organizations in the country, is high population increase. The main organizations undertaking population control programmes are the Ministry of Health, the NCKK (Family Life Education Programme) and the Family Planning

Association of Kenya. But measures taken now to control population will have limited effect on youth unemployment for the next two decades. In other words, the potential unemployed youth for the next two decades are already born.

The point we are trying to make here is that an objective evaluation of the impact of the V.P. and other non-formal education programmes, which attempt to reduce unemployment or change society in any other way, must take cognizance of the national policies and all the other social economic and environmental constraints which are not determined by education and training. The school drop-out phenomenon is not entirely determined by educational content and processes. It is the socio-economic system in developing countries which fails to provide all school children with adequate facilities for education and training, and gainful employment on leaving school.

Some V.P. Limitations

The V.P. programme was intended to deal with the school leaver problem as seen in 1965. In the subsequent ten years, from 1965 to 1974, there was very rapid expansion in the formal school system, particularly at secondary school level. New schools built on a self-help basis (Harambee Secondary Schools) grew so fast that by 1974 they admitted 32,885 pupils to the first year of secondary education compared to 24,900 pupils admitted into government maintained schools. The output of school leavers with four years of secondary education rose from 6,784 in 1965 to 29,773 in 1974, not taking into account the school leavers who dropped out after one, two or three years of second-

ary education. Increased secondary school output has thus added a new dimension to the school leaver problem—a rising number of unemployed school leavers with higher formal education and greater hopes for well paid jobs in the modern or urban sector wage employment.

The V.P. programme has become highly institutionalized in two senses. Firstly, the options of training offered are too limited to cover the whole milieu of occupations in rural areas. Practically all V.Ps offer courses in masonry and carpentry, two out of every three offer electrical wiring, motor mechanics and tailoring; and over 20 per cent offer metalwork, leather work and home economics. Surprisingly, very few V.Ps offer courses in agricultural education as a major option.

Secondly, V.Ps are institutionalized in the sense that they are organized and run like formal schools. Most V.Ps run standardized courses leading to government trade tests and certificates without regularly assessing the needs of their immediate communities in terms of skilled manpower and appropriate technology. As a result, there is a real risk of continuing to provide skills which the community no longer needs, or, in other words, creating a pool of unemployed artisans.

Tuition fees charged by V.Ps ranging from Shs. 250/- to Shs. 500/- per year are out of the reach of a majority of potential V.P. trainees. According to the ILO study referred to above, the average cash income of a poor family in the country was Shs. 400/- per year, hardly enough to maintain one trainee at a V.P. Those trainees who come from relatively better off families are, nevertheless, regarded as failures by their

families and are not accorded high priority in competition for scarce resources within their families.

While trying to make up for the deficiencies of school education, (i.e. lack of technical skills), the V.P. programme has made other grave errors such as giving only one skill per trainee with no supportive courses on how to establish and run a self-employment enterprise.

The drift of school drop-outs into already crowded urban centres in developing countries is a response to the disparity in income and quality of life, real or imagined, between rural, and urban centres. So long as this disparity exists the rural urban migration will continue. Village polytechnic graduates and other skilled workers in Kenya do find urban jobs and occupations better paying than rural based enterprises.

An evaluation of the educational provision of specific V.Ps within their local context would reveal a wider range of similar constraints and contradictions within the V.P. movement.

Educational Programmes

Only one of the founders of the Village Polytechnic Movement, Rev. Shadrack Opote, was subsequently involved in development of one of the Village Polytechnics and his contribution has been remarkable. All other V.Ps were started by technicians who were not contributors to the original thinking on which V.Ps were founded. Furthermore, there was no time allowed for development of the village polytechnic programme or curriculum, or for the founders to train a team of people

who would implement the programme. The first conference on unemployed youth was held in 1965, and in 1966 the idea of village polytechnics was crystallized at another conference organized by the NCKK. During the same year, village polytechnics were mentioned at an important conference at Kericho (Kenya) on "Education Employment and Rural Development". Indeed the movement was already underway, with minimal preparation.

In 1971, the Government launched a programme of assistance to approved village polytechnics. The assistance included equipment, building materials, training for managers of village polytechnics and payment of salaries for V.P. managers. In addition in 1972, the Government published a document entitled "Handbook for Instructors" to guide V.P. teachers. A glance at this document and other teaching guides such as "How to Instruct in a Youth Development Project", the NCKK "Village Polytechnic Handbook", etc., shows that these books give the V.P. policy and programme outline, job description and terms of service for the manager and instructors, preparing a work programme, budgeting; etc. Methods of instruction are not discussed in detail.

A.V.P. instructor in tailoring, who was given by the author one week to describe the method she used to instruct trainees through a two-year course, came out with the following outline.

What First Years Have to Learn in Tailoring or Dress-making

1. The first week you are to explain to them the purpose of a village polytechnic and find out the back-

ground of each trainee and knowledge required.

2. To show them the tools used in tailoring and their names, also to tell them the work of each tool.
3. To explain to them how to sew, and how they can sew a button hole.
4. To explain to them the names of stitches used in tailoring and show them practically how to make each stitch.
5. To explain to them parts of sewing machine and how each part is used. Also to give them a diagram of a sewing machine and how they can machine straight.
6. To show them how to take measurements from a person.
7. Showing them how to cut a child's dress from a piece of paper and how they make it so that it can fit the child properly.
8. To explain to them how they can cut and make tunics, blouses, petticoat; aprons, napkins, children suits.

For Second Years

To explain to them how to make and cut a woman's gathered dresses, a pair of skirts—adult shirts, etc. If they have all known all these things they are ready to be taken for a trade test, and they can make any contract from outside, also they can form a working group. (7).

Interviews with a cross section of instructors suggested that training within the V.P. movement was not guided by a

No-Formal Education for School Drop-outs

well articulated ideological framework or a definite set of training procedures. Individual instructors develop their own training strategy, mainly based on their experience as trainees in technical schools or teachers in the formal education system.

Development Trends

The Village Polytechnic Programme is seen by the Government of Kenya as part of a wider youth development programme whose main objective is "to ensure the maximum contribution by Kenya's Youth to the Development of Kenya". The total programme is undefined, or consists of a number of initiatives scattered in various government ministries and in voluntary agencies.

Since inception V.Ps have successfully imparted employment skills to youth who have participated in the programme. The Government estimates that 85 per cent of V.P. graduates are gainfully employed, 75 per cent in rural areas. (8)

Three main approaches have been adopted in preparing youth for employment as described below :

- (a) A number of V.Ps organize trainees into work-groups which are directly involved in production and income earning under the supervision of V.P. instructor. On completion of their courses, the graduates are encouraged to register with the government as workers' co-operatives.
- (b) A second category of V.Ps admit youth for training for a period of two years. On completion of their courses the graduates are set free to look for employment or to form their own co-operatives with assistance from V.P. management committees.

- (c) A third category of V.P.'s provide technical education, like the formal technical schools, without becoming involved in employment creation for their graduates.

The V.P. programme stands out as the most important and permanent aspect of youth development effort in Kenya, but its training approaches will remain exploratory for a long time to come because both the educational background of the students who need V.P. training and the needs of the country in terms of skilled manpower are constantly changing.

Conclusion

Like all other non-formal education programmes, the V.P. programme is founded on the erroneous assumption that formal education has failed. Admittedly, formal education has not expanded fast enough to provide opportunities to all school age youth in developing countries, and increasing numbers of school leavers are finding it difficult to find gainful employment. But these are not weaknesses of formal education. The socio-economic circumstances in developing countries make it impossible for all school-age children to obtain access to formal education and for school drop-outs to secure employment. The same circumstances would as easily lead to unemployment of skilled workers.

However, non-formal education has a role to play in employment creation. An effective non-formal education provides the potential unemployed with a deeper understanding of the societal and physical environment with which he interacts, and the ability to harness and control that

environment. Such an education is wider than skill training and must be preceded by careful definition of its philosophical base, detailed planning of content areas and delivery systems and procedures, and appropriate training of programme administrators and educators.

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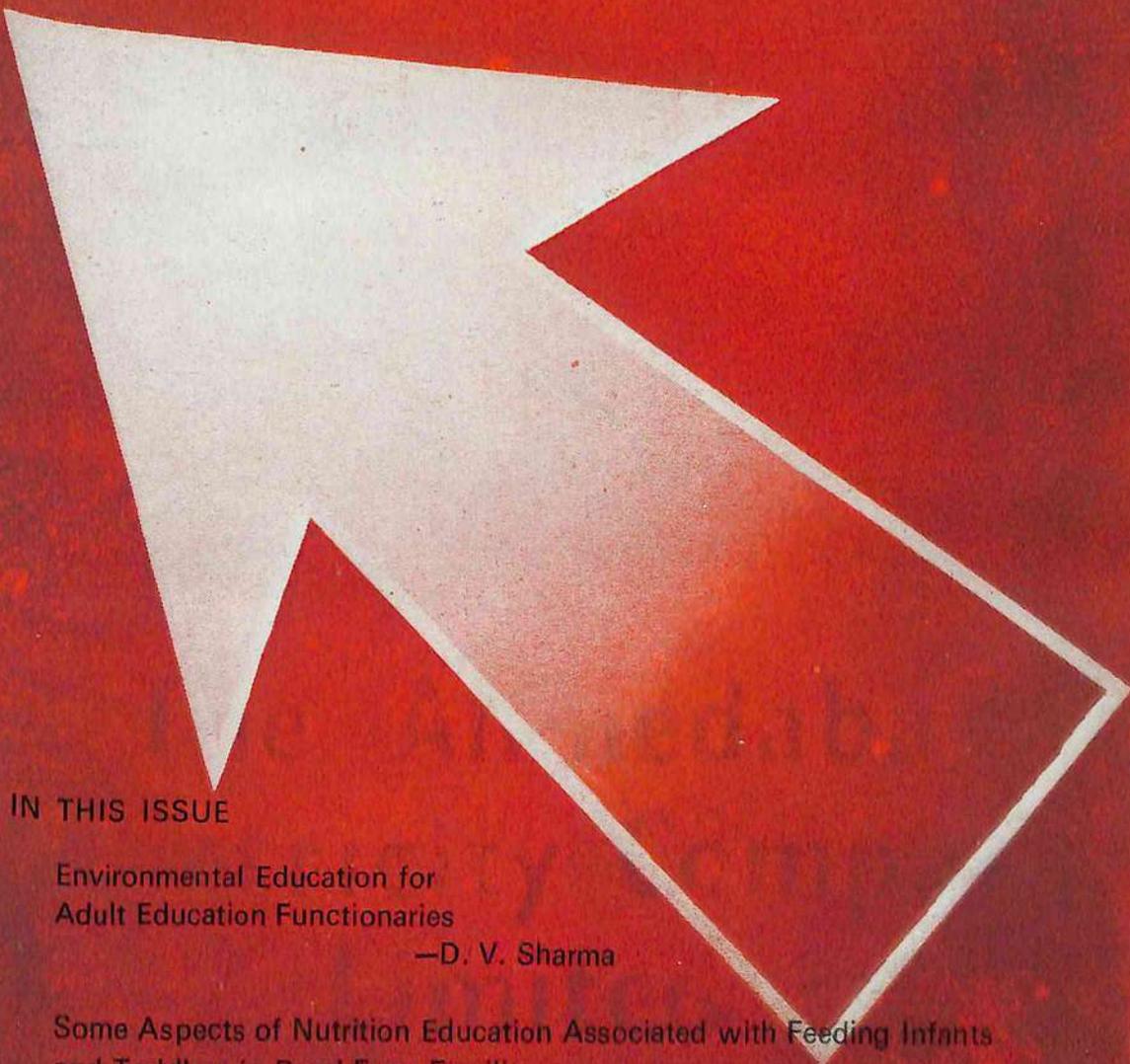
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Challenges Ahead

A change in editorship of a journal need not necessarily mean a change in its basic outlook and policy. It could, however, be an occasion for understanding the journal in a historical perspective, as part of a learning process inherent in any new responsibility. It is in this spirit, as the new editor of the Indian Journal of Adult Education, that I would like to share some thoughts with readers.

The Journal was started in the year 1939, the very year the Indian Adult Education Association was founded. Its birth was the result of deliberate action on the part of the decision-makers at the time. As adult educators, they realised the importance of learning and disseminating. Its continuous publication for 40 years speaks eloquently of the mutual dependence of the Association and the Journal in a creative and forward-looking spirit.

Over the years, it has met a real felt need. Above all, it has consistently had the assured support of people involved in adult education in general and the appreciation of the readers in particular. No doubt, it has not always been smooth sailing. Rather, it has been a zigzag movement but with an overall upward trend in terms of general excellence and relevance.

The Journal has not been just an "house organ" of the Association with a limited purpose or a vision. It has endeavoured to reflect the critical adult education concerns felt over the years.

Viewed in the above manner, there is much in the Journal that is both positive and inspiring. These are assets with which one can work with some assurance and confidence.

Today, the future of adult education as a movement is at its most challenging and rewarding phase. Challenging, because of the complex problems attending the developmental process of the country of which adult education is an intimate part; rewarding, because anything achieved through adult education efforts will make meaningful impact on development itself. It is hoped that in some small measure, the Journal will strengthen the movement itself as it moves into more and more challenging areas of work and responsibility.

One cannot predict with precision the exact nature of developments and problems to be expected in the future in the field of adult education. But one can generally anticipate a few of the challenges in the decade ahead. Some of them will be :

(1) Adult education will have to face more directly the acute problems of development, namely of poverty, inequality, unemployment, etc. This process has already begun. What place these problems find in the emerging adult education philosophy and practice, determines its relevance and use for our times.

(2) Adult education will need to be more creatively enmeshed into the direct social change processes that are geared to the improvement of the quality of life of the people—the programmes of health, nutrition, population control, raising the status of women, bringing down infant mortality, defusing the environmental crisis, etc. There are educational dimensions to all these problems, which adult education must take up with more dynamism and imagination.

(3) At the ideological level there would be competing claims on the individual and society. These are likely to be more intensified by political, regional, caste and religious loyalties than at present.

In this context, the adult education movement must subserve the cause of a free society, in which there are not only assured free choices for all but equally an ethos that enables the creation and preservation of such choices.

(4) The existing programmes of adult education—at all levels from the community to the national, NAEP included—need to be made more relevant and their success ensured, particularly in the context of the above-mentioned challenges.

(5) There is a continuing need for self-correcting and self-improving exercises within the adult education programme. A close look at the methods, approaches, organization, social and educational technologies for their relevance and effectiveness is required.

It might be added these are not wholly new challenges. Yet a point of time and situational context has arrived in which the edge of challenge stands considerably sharpened.

The Journal will continue to be a part of the adult education movement in the sense of sharing its concerns and being stimulated by it. But in another sense it will remain outside it, to observe and comment upon its course in a spirit of objectivity, so that the real cause of adult education is served.

In this endeavour, the new editor invites the help, sympathy and support of all adult educators in the country, and more particularly of readers and contributors.

Environmental Education for Adult Education Functionaries

—D. V. Sharma

Environmental education forms an integral part of the adult education, which is not merely a programme of literacy but a programme to upgrade the knowledge, functionality and literacy skill of the participants. The training and methodology should, therefore, aim at projecting adult education as part of development, developing in the trainer an understanding for the basic needs and characteristics of the community for which the programme is designed ; creating a skill in the trainer in communicating with illiterate and weaker sections of the society; helping him to determine the content and communicate it to persons of different age groups—adolescents and matured—and, finally, developing in the trainer the ability to choose the most appropriate strategy to introduce the programme.

THE training of adult education functionaries has to draw its inspiration from the approach to the whole National Adult Education Programme (NAEP) as reflected in the policy statement and programme design. Some of the characteristics of the National Policy on Adult Education which have a special significance for training can be listed as follows :

1. The whole programme of national adult education is a programme of development. This development is to be achieved by building up the man for whom the programme is designed.
2. The programme is designed on the basis of the needs of the people and with their cooperation and, similarly, the programme is to be implemented through

the active participation of the people specially the learner/beneficiary of the programme.

3. The programme is basically addressed to the most backward poor and so far neglected sections of society.
4. The main focus of the programme is directed to people over the age of 15.
5. The programme is not merely a programme of literacy but a programme to upgrade the knowledge, functionality, and literacy skill of the participants. Thus, this is a multi-disciplinary programme requiring the participation of not merely education departments but also of development departments and agencies.

6. The programme design and its implications have to be decentralised as much as possible.

The training implications of this policy statement need to be clearly identified and then reflected in the planning and implementation of training programmes.

The content of training as well as its methodology must reflect these basic aspects of the adult education approach. The training therefore should try to aim at the following :

1. to project adult education (of which environmental education is a part) as a means as well as a part of development ;
2. to develop in the trainer, the ability to emphasise various aspects of environmental education on the basis of the characteristics and needs of the community for which the programme is designed ;
3. to develop in the trainer skill in communicating with illiterate and weaker sections of society ;
4. to help the trainer to determine the content and communicate it to a group whose age range varies from adolescence to full maturity ; and
5. each trainer must develop the ability to decide on the most appropriate strategy to introduce this programme.

Another dimension of training which needs attention is the fact that the knowledge or skills acquired during training are not reflected in the behaviour of the trainees after the termination of the formal training programme. This, in general, was the case if one looks at a product of the formal system where the teaching-learning process of the classroom did not affect a student's behaviour outside a class or an institution. In

fact, there is a serious gap between training and practice which could be resolved only if ideally the trainees themselves felt that the training had been of help to them personally. It is this feeling of a tangible change in the trainee's own life which will enable them to use those techniques which they learnt during training.

All training programmes, however, have to take some of the following things into consideration :

Teaching-learning Materials of Environmental Education

In India, a variety of teaching-learning materials have been prepared for school-going children in the field of environmental education. There has not, however, been any effort to prepare such materials for adult illiterates, particularly belonging to the poorer sections. It is, therefore, necessary that suitable teaching-learning material should be prepared for adult illiterates as well as the neo-literates. While preparing these materials, one must keep in mind the clientele to which the programme is being addressed. In the absence of appropriate material, the training programme should concern itself with preparing this material or identifying and adapting it from the existing materials primarily prepared for school education or as a part of creating awareness regarding environmental protection in the general public.

Environmental Education Content in Adult Education

Our training strategy would depend on whether we give concentrated course content in a training centre or develop some mechanism for building environmental education components at appropriate levels in the whole programme of adult education. If we have to offer a concentrated course, then the training content would have to be first assimilated

lated by the trainees and then suitable techniques will have to be developed for communicating this. It would perhaps require a special module of training or even a separate short training/orientation programme for the trainers. If, however, we accept the latter strategy, training would consist of developing ability among the trainees to identify suitable points for linking environmental education with the total course content. The training course will have, therefore, to give intensive exercise to the trainees to plan teaching-learning activities indicating points of linking content with environmental education.

Use of Audio-visual Aids

The environmental education component is such that it will need considerable use of audio-visual material. It should also be fully realised that as a part of the environmental protection programme plenty of such material has been prepared. We should examine its suitability from an instructional and communicational point of view. The training should, however, consist of enabling the trainees to make use of existing audio-visual material while producing new types of material.

Co-operation from other Agencies for Training

The Adult Education Programme has emphasised the desirability of help and cooperation from other development agencies as and when necessary. Environmental education is also an area in which help would be needed from the Department of Science and Technology and the National Museum of Natural History at many appropriate stages. The way in which this help is to be utilised

must be reflected in the training programme.

Evaluation of Environmental Education

The evaluation of environmental education programmes would be another important area which we need to integrate in our training programme. The indicators of the impact of environmental education on the beneficiaries should be clearly identified and how the data for these indicators is to be collected should be indicated. In fact, some of these indicators would be equally applicable to the evaluation of the training programme itself. Like any training programme, the training of environmental education workers will have to be organised at several levels—national, project, supervisor and instructor. The training programme for environmental education at all levels must include the concept of environmental protection, the value system of the community, and its reflection in its approach to the treatment of population education, and the monitoring and evaluation aspects at each level.

The National Adult Education Programme is a set of activities which must result in action. Environmental education is a sphere which would lead to people's queries or requests for arrangement of help in the field of environmental awareness and preventive and promotional steps. Such an action programme and how this has to be designed should form a natural part of any training.

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Problem-oriented Literacy Method in Practice in Thirukkazhukundram Block of Tamil Nadu

—L. S. Saraswathi and D.J. Ravindran

The present article emerged out of a field study based on a literacy programme carried out in the villages of Tirukkoshthiyur and Eri Ethir Vayil in the Ramanathapuram and Chengalpattu districts, respectively, of Tamil Nadu. The experiment and the methodology adopted proved a tremendous success in as much as all the 31 villages covered by the NAEP in Thirukkazhukundram Block (T.N.) formed an effective people's organization, which could create awareness among the people into the nature of the community problems and find their solutions through group discussions, debates and other cultural activities. Some of the highlights of the training programme include developing skill in group functioning and group leadership, analysing life situations, understanding the social, economic and political structure of the society at the village, State and national levels, and finding out a literacy method that may be relevant in bringing about a social change. The new concept of functional literacy is, therefore, to enlarge and improve the content and quality of life.

THE ability to plan and carry it out for improving people's life may result from a sound educational programme. An adult education programme can be planned for a literacy component to serve the purpose of developing critical awareness. An attempt was made to evolve a methodology for teaching and learning skills with the above-mentioned idea in view. The efforts resulted in the emergence of the 'Problem-

Oriented Literacy Method'. This method emerged from the actual field work as a result of a camp held in the villages of Tirukkoshthiyur in Ramanathapuram district and Eri Ethir Vayil in Chengalpattu district. It was realised that the people of the target group of NAEP could list their community problems and analyse their lives in terms of the problem areas through group discussions, role-plays, games, debates and cultural programmes.

The discussion held was recorded in the local dialect and the words frequently used listed and a set of key words identified from the list using the criteria that the words should have depth in meaning, have sufficient scope for discussion, be frequently used in everyday life, and have scope for illustrating them through pictures.

The primer or any material for teaching and learning is to be prepared using these identified words. The idea of the problem should contain the form of a picture, words arranged in such sequence as to convey meaning, sentences formed with the words made out of letters occurring in the key words, the content of sentences being related to the problem area—all these formed the content of the primer or the learner material.

The steps in using the primer included the discussion of the problem depicted in the picture with an in-built motivation component for learning alphabets, introduction of words when the signs of readiness for learning are seen, identification of the written form of several other words in the spoken language, i.e. word-building exercises with the help of few aids, associating variations in notations and variations in sounds for a particular letter, learning the common notations and exceptions, reading sentences formed out of the words and letters known. Discussion runs as a string through all the steps. Writing could start at a point when people may demand for it. The experience of the authors tells that they want to write from the beginning.

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Method in the Training Programme

The method described, for being practised in the field, required preparation of the field workers for a dialogue with the people and a provision for a democratic set up in the centres. This meant that the training programme for the animators be one such experience that they go through the process of democratization. Presenting an outline of the training programme may help in seeing the context in which the meaning of such a method could be understood.

Here is an outline of the Training Programme as planned and implemented :

Objectives	Experiences provided in the training programme
To develop the skill in group functioning and group leadership	<p>Experience 1 : Playing a small game as an experience in mixing and sharing with others in the group and introducing participants in the whole group:</p> <p>Experience 2 : Playing a small game to learn that listening is a necessary skill in group functioning.</p> <p>Experience 3 : Playing a small game to learn the process of group decision-making.</p> <p>Experience 4 : Discussion as an experience in learning through a discussion in small groups about the content of a case study presented.</p> <p>Experience 5 : Talking in front of the group as an experience in public speaking (topics were either decided by the group or the individual participants).</p>
To analyse life situations and reflect on them	<p>Experience 6 : Playing a game to discover one's own objectivity in viewing life and reflecting on the need for objectivity in looking at life situations.</p> <p>Experience 7 : Participating in discussion on the details necessary to analyse a village community objectively.</p> <p>Experience 8 : Analysing village problems through a case-study of a village.</p> <p>Experience 9 : Visiting villages around in small groups and studying the village situation and the problems through observation and conversing with people.</p>
To understand the social, economic and political structure of the society at the village level as also at the State and national level.	<p>Experience 10 : Presentation of the village reports and discussion about the village problems.</p> <p>Experience 11 : Observing the charts presenting the statistical details about the various aspects of life in the State of Tamil Nadu (the basis of facts presented in the charts: 'Development in Tamil Nadu in the Past Two Decades' by C.T. Kurien) and following it by a discussion relating to the village situation with the situation in the whole State.</p> <p>Experience 12 : Discussing in small groups and presenting views on a Tamil translation of a paper on 'The Present Status of India' by D. Barrete.</p>

Experience 13 : Playing two games, 'Star Power Game' and 'Trade Game' and discussing their experiences in playing the game.

To understand the basis of social responsibility and their own role

Experience 14 : Reflecting on the charts, paper and the games played to recognise the need for social change and the part to be played by each one in bringing about social change

To understand the need for an alternative system of education

Experience 15 : Playing two games, 'The Cooperation or the Broken Square' game and 'The Competition Game' and discussing the experiences through the game to understand the values emphasized by to-day's education and its effect on the social system.

Experience 16 : Discussing the type of alternate education as visualized by the group.

To understand the literacy method that is relevant for bringing about a social change.

Experience 17 : Listening to the 'Problem-oriented Literacy Method' as presented and discussing the method expressing their doubts and convictions.

Experience 18 : Going back to their respective villages and conversing with people who belong to the target group of NAEP and finding out about their life as they see and their problems and reporting the same.

Experience 19 : Discussing the problems in small groups as reported and identifying key words for their own centres.

Experience 20 : Preparing learning and teaching aids with the identified key words for their own centres.

Results of NAEP (National Adult Education Programme) in Thirukkazhukundram Block

(a) Some Basic Facts :

1. A total of 79 centres were sanctioned and started.
2. Majority of the centres were inaugurated around Pongal festival (January 14, 1979).

All the 79 centres started functioning by January 31, 1979.

3. Of the 79 centres, 33 were men centres, 21 women centres and 25 mixed centres.
4. The total number of participants in these centres was 2,400 (1,300 men and 1,100 women).
5. Of the 2,400 adults, 2,370 belonged to Scheduled Castes and 30 belonged to Scheduled Tribes.
6. A project officer, three supervisors and 79 animators worked on the project.
7. The 79 animators were chosen from the villages themselves, by the people in the villages. All of them belonged to Scheduled Castes.
8. All the three supervisors were from Scheduled Castes.
9. The number of villages in which the 79 centres were functioning was 31.
10. Seventy out of the 79 centres were conducted on the roadside or in the open space. Only nine centres were conducted in a school building or a shed.
11. Thirty-two of the 79 centres had electric lights. The remaining 47 centres used only lamps.

(b) Progress of Literacy

The progress of adults in the centres with reference to literacy as presented here is based on the field visits, discussions with the field functionaries and the evidences of the adult writings :

1. A workbook for the adults in the centres, 'MY FIRST BOOK', based on the problem-oriented literacy method was printed and given to the adults, as a

response to their demand in March 1979. Every adult in every adult education centre had done exercises in the workbook. Several books were collected and kept in the file as records.

2. The project officer started receiving letters from the adults in several centres by April 1979. A file containing the letters was shown as a record of the progress made by the adults.
3. At the end of five months, in general, about 90 per cent of the adults in the adult education centres in Thirukkazhukundram block had learned the key words and they could build new words on their own with the letters they had learned. About 40 per cent had gained skill in reading and writing short sentences. About 15 per cent had started reading simple books in Tamil.
4. The approximate time taken by adults in adult education centres to attain the different stages indicated in No. 3 above was :

Stage 1	Reading and writing key words, identifying and writing letters in the key words, and building new words with the letters in the key words	2 months
Stage 2	Reading and writing short sentences including letter writing	2 months
Stage 3	Reading small books in simple Tamil—beginning stage	5th month

The beginning of the third stage was indicated by the demand for reading materials in many centres and a total of 17 books per centre was given.

5. It was observed that it was difficult to find any difference in the rates of learning of those who had attended school long back, for one or two years and dropped out and now joined the adult education centres and those who never went to school. There was hardly any difference in their writing with reference to the legibility and the shapes of the letters. It is quite probable that age and experience may have been responsible for this.

(c) Signs of Awareness

The case of Edaiyur

Edaiyur is a small village about 10 kilometers from the town of Thirukkazhukundram. There are about one hundred houses. Some 30 houses are in the Harijan colony. The Harijans do not own any land. They have been cultivating on the *porambokku* land for the past ten years. After making efforts to take possession of land for them the government assigned one acre to each family. But the *patta* was not given. As they discovered that they could get loans for digging wells for irrigating their lands, they applied for the loans but were told that they should bring their *patta* (ownership document). Since then they were making efforts to get their *patta*. The people specified this as their major problem. The key words identified were in line with the problem :

Payir thozhil (agriculture), *Poyappu* (livelihood), *Nela Neeru* (land and

water), *Porambokku*, *Oru Aker* (one acre), *Kenaru* (well), *Patta* (ownership document), *Kanakkpululai* (the village accountant), *aemathan* (cheating).

As they were learning to read these words, they started discussing the problem. The animators in this centre had told the other animators about this problem. They also evinced keen interest in supporting the people in solving this problem. The people discussed about this in the centre for days. Some of the youngsters in the centre and the animators decided to ask the village accountant about this issue. The accountant said, "You people have started asking questions because you are learning to read and write. If you collect sufficient money and give me, then I can do something about it." The Ex-panchayat president met the people and asked for a bribe of Rs. 1,000 for getting the *patta*. The animator discussed about this in the centre. After several days of discussion, the people said that they had given them money several times by selling the cattle, but they never got the *patta*. They further said that if they counted the amount of money they had given from time to time, they could have bought some land of their own and that they were not going to get cheated any more. They decided to go to the higher authorities for complaining about the matter. The problem and the decision taken by the people were brought to the notice of the people in the other AE Centres. They came forward to support the people of Edaiyur. They decided to go in procession to the Collector's office on a specified date. On that day, people started off with all their kids early in the morning and walked to the Chengalpattu town, the district headquarters. Twenty other

animators also joined the procession. For the first time in their lives they took a decision collectively and met the Collector. They themselves argued with the Collector. The project personnel helped the people to question what was going on but they did not meet the Collector on behalf of the people. The people since then have started feeling more confident that they could take up the problems of the village and solve the problem by taking decisions on their own.

The case of Vayalur

This village has six NAEP Centres. The people in the village felt strongly about one problem, that is, about the weights used for weighing the grains given to coolies. The key words that were identified in these centres were :

Centre 1 : *Chetti Voodoo* (Chettyar's house—the landlord's house), *Kayani vela* (the work in the field), *coolie*, *Potta marakka* (the defective measure), *porambokku mena* (porambokku land), *akkurumbu* (the injustice).

Centre 2 : *Reddimaru* (Reddyars—the landlords), *nelam* (the land), *kuthuva* (the contract cultivation), *payiru* (the crops), *periya marakka* (the big measure), *porambokku*, *paita*.

Centre 3 : *Anda* (the landlord), *Moliya* (Mudaliyar—the landlord), *arappu* (harvest), *kadangachi* (debts), *Kanji* (gruel), *poyappu* (livelihood), *koovu* (thick gruel), *poyudu sainju* (after sun set), *coolie*.

Centre 4 : *Anda* (landlord), *Kayini* (cultivated land), *coolie*, *Kanji* (gruel), *Motta marakka* (defective measure), *nellu* (paddy), *poyappu* (livelihood).

Centre 5 : *Vavuthu poyappu* (livelihood), *anda* (landlord), *vela* (work),

potta marakka (defective measure), *coolie*, *Kanji* (gruel), *akkurumbu* (injustice).

Centre 6 : *Chetti voodoo* (Chettyar's house), *arappu* (harvest), *coolie*, *kora-chalu* (very much less), *jathi kattumanam* (caste restrictions), *potti* (competition), *varuma* (poverty).

When they were learning to read the key words, they started talking about the problem. It was seriously discussed at least in the first two centres. They started writing these words on the roads as well as on the walls around the pumpset. They wrote '*chetti voodoo potta marakka*' (the defective measure of Chettyar's house) and started reading it aloud. The landlord did not like this and expressed his feelings by saying, "I am not the only one in this category and that the defective measure has been used by many landlords over a long period of time." This opened up a dialogue between the landlords and the labourers and they discussed the matter for a number of days. The discussions were around introducing a standard measure. Finally they succeeded in introducing a standard measure.

People's Organization

The need for organizing themselves was felt by women when the women animators of the block took special interest and organized women's camps, giving the women an opportunity to stop and think about their own status. Camps were followed by meetings. Men also participated in the meetings. When the women wanted to form their own organization, men suggested that they could have people's organization, of which women's wing will be an important constituent. This was agreed to and all the 31 villages covered by NAEP in the block started forming People's Organization. □

IAEA PUBLICATIONS

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17-B, Indraprastha Marg, New Delhi-110002

Some Aspects of Nutrition Education Associated with Feeding Infants and Toddlers in Rural Farm Families

—S. Koshy and R. Bhagat

There is a good deal of ignorance, particularly among the farm women, what food should be given to toddlers, when should it be given, and how should it be prepared. The present article is based on the findings of a survey conducted by two scientists of the Indian Agricultural Research Institute, New Delhi, in four operational research villages of the Union Territory of Delhi.

The findings reveal some interesting facts, such as the causes of malnutrition among infants and small children. There is need for greater awareness among the rural mothers about child feeding and nutrition education for keeping their infants and toddlers in good health. The results of the survey can be equally beneficial to those extension personnel engaged in conducting nutrition education programme among women in rural areas.

IGNORANCE of rural mothers on what food should be given, when should it be given and how should it be prepared and handled, has been observed to be one of the causes contributing to the existing malnutrition among children in rural areas. To remove this deficiency, nutrition education of mothers

has been given a high priority in rural family welfare programmes. In planning such an education, a sound pedagogical principle to be followed is first to ascertain the existing level of awareness mothers have of basic concepts related to infant and child feeding, and their feelings about these concepts, so

that the content and methodology of nutrition education may be so designed as to create the maximum impact possible. In order to enquire into the existing awareness, rural mothers have on various aspects of infant and child feeding, a survey was carried out prior to organising a nutrition training programme for farm women in four operational research villages of the Indian Agricultural Research Institute, which are located in the Union Territory of Delhi.

Methodology

The respondents were mothers having children below three years of age. Their selection was made purely by restricting to the households with which the agricultural extension field workers had contact and also the willingness of the mothers to be participants in the envisaged training. In all, 95 mothers were selected and interviewed. They were questioned on eight basic concepts related to feeding of infants and children below three years of age. These concepts were related to the existing child feeding practices, which are likely causative factors of malnutrition among infants and small children of the selected community. The selection of concepts was also based on the feasibility of modifying the feeding practices in the prevailing home situations. The concepts were on the following aspects :

- (a) the ability of six-month old infants to digest foods prepared

Aspects of Nutrition Education

in semi-liquid form;

- (b) the need to give soft textured foods to babies of 12 months;
- (c) the ability of children in the age group of one to two years to digest cooked leafy vegetables and pulses;
- (d) the need to feed toddlers vegetables and pulse preparations which are not spicy;
- (e) the adverse effect of intestinal worms on child's nutrition and health; and
- (f) food as a vehicle through which intestinal worms and disease-causing germs can enter child's body and feeding of toddlers by mothers or such other responsible person.

The mothers were given a prepared questionnaire and asked to answer each question in terms of 'correct', 'incorrect' or 'do not know'. The responses were recorded in a schedule prepared for the purpose. The responses were analysed both in terms of frequency and its percentage for each of the eight concepts.

The findings are presented in the following table :

TABLE

**Awareness of Important Concepts on Infant and
Toddler Nutrition Among Rural Mothers**

<i>Statement</i>		<i>Correct</i>	<i>Incorrect</i>	<i>Do not know</i>
1. An infant at six months of age can digest semi-liquid foods	N %	75 (78.75)	20 (21.25)	0 (0)
2. Infants should get soft foods by the time they are 12 months old.	N %	79 (83.20)	16 (16.80)	0 (0)
3. A toddler can digest leafy vegetable.	N %	38 (39.99)	49 (51.57)	8 (8.44)
4. A toddler can digest pulse.	N %	50 (52.63)	41 (43.16)	4 (4.21)
5. Toddler should be given vegetables and pulses which are not spicy.	N %	42 (44.21)	48 (50.54)	5 (5.25)
6. Intestinal worms affect a child's health adversely.	N %	82 (86.30)	9 (9.49)	4 (4.21)
7. Foods can be a source through which parasites and other disease-causing germs enter a child's body.	N %	40 (42.13)	25 (26.33)	30 (31.54)
8. Mother or such other responsible person should always feed a toddler.	N %	79 (83.20)	12 (12.62)	4 (4.18)

Findings and Discussions

As regards the concept that infants of six months of age can digest semiliquid foods, the survey showed that almost 79 percent of the mothers were aware that such foods could be digested by the infants. This suggests that the mothers were receptive to the concept, hence there may not be any problem in educating and convincing them on this issue. Perhaps what required was to

enable them to accept this concept and apply them in infant feeding situation. Hence, emphasis in nutrition education should be on what foods and how they are prepared in semi-liquid form and the technique of feeding infants with such foods.

With regard to the introduction of soft textured foods in the dietary of infant by the time he is 12 months of age, 83 percent of the mothers were

aware that such foods can be given, indicating that they were responsive to the idea. The awareness among mothers that vegetables can be digested by toddlers was low as only 40 percent of them gave correct answer to the related question. Correct awareness on the digestibility of pulses by toddlers was also low, as this view was held only by a marginal proportion of 53 percent of the mothers. Further, the survey revealed that the respondents were not inclined towards accepting the concept of giving leafy vegetables and pulse preparations without the addition of spices to toddlers since only 44 percent of the mothers found the concept acceptable or agreeable. Several of the respondent mothers reacted to this concept by stating their feeling that the child must eat the family food as soon as he starts taking foods other than milk and hence the child should also eat spicy vegetable and pulse preparations which are made for the family which are always spiced.

The low level of awareness on toddlers' ability to digest vegetables and pulses as well as on the need to give such preparations without the addition of spices suggest that in nutrition education great stress on these aspects are required to enable the mothers to understand the significance of these concepts. The points to be emphasised are, therefore, in respect of the contribution of leafy vegetables and pulses to the health and growth of toddlers, how these foods can be prepared to enable the child to digest them and the negative influence of spices in these preparations. Besides, in order to convince the mothers that such preparations are within the practicability of every household, demonstrations and skill development should form an important part of the learning experience.

The awareness of the mothers that intestinal worms affect child's health adversely was good as 86 percent responded correctly towards this concept. Nevertheless, their awareness was rather low on the concept regarding food being a likely source through which such parasites and other disease-causing germs enter the child's system. Only 40 percent of the respondents realised such a possibility. In other words, a good majority of the mothers were unaware of the fact that sanitary handling of foods is important in feeding toddlers from the point of his health and nutritional status. Therefore, this component in nutrition education should find a prominent place. Emphasis on the importance of washing hand before giving foods to infants and children, covering foods to prevent food contamination and feeding children within the house and in a place which is free from dust and flies are also essential aspects of mother's education.

The concept whether or not the child's mother or such responsible person should always feed a toddler was agreed upon by a big majority (83 percent) of the respondents. Though this was their general feeling, the respondents said they were unable to practice it. Lack of time was given as the major difficulty. Perhaps, this problem is difficult to tackle because of the heavy field and household work loads which they have. Nevertheless, the reasons for the desirability of mothers feeding the child need to be stressed so that they may be motivated to practice it as often as it is possible.

Summary and Conclusion

The survey revealed that the mothers in rural farm families were aware that

weaning foods can be given to the infants as early as when he is six months of age. Further, it was also observed that the mothers were receptive to the idea of giving supplementary foods having soft cooked texture to children who were one-year old.

The child feeding concepts about which the rural mothers should have greater awareness are in respect of the introduction of leafy vegetables and pulses in the dietary of the one to two year old children, the suitable preparations of these foods and sanitary practices in handling food and feeding children. Hence much emphasis on these aspects are required when plann-

ing the content of nutrition education for rural mothers. Also, opportunity for the mothers to acquire the necessary skill to prepare infant and toddler foods, using easily available food supplies and through simple modifications of the usual family foods, should be an essential feature of the nutrition education.

The findings of the survey should be beneficial to those extension personnel, who are organising and conducting nutrition education programmes for developing effective learning experience among rural mothers, which would have practical utility towards improvement of the health and nutrition of their infants and toddlers. □

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17-B, Indrasprastha Marg, New Delhi-110002

Training of Adult Education Functionaries

—A SURVEY REPORT

WITH the launching of the National Adult Education Programme (NAEP) on October 2, 1978, and its inclusion in the Minimum Needs Programme, adult education has become a national commitment in India. The authors of the programme rightly envisaged that training of functionaries at all levels was one of the first and the foremost tasks to be attended since training provides an effective tool in developing favourable attitudes, job competency and confidence. A whole infrastructure of State Resource Centres, Regional Resource Centres and the like was set up in order to ensure that the adult education functionaries received adequate training and orientation at the local level and were thus equipped to implement the programme in the spirit in which it was conceived. Despite this, it was observed that many agencies involved in implementation of NAEP were not providing sufficient training, in some cases, no training at all to their functionaries. To make an assessment of training facilities available to adult education functionaries, a sample survey was recently carried out by the Indian Adult Education Association in collaboration with the Gorakhpur University in eastern U.P. The field work was done by NSS volunteers drawn from various colleges affiliated to

Gorakhpur University under the overall supervision and direction of the NSS Coordinator.

Objectives : The objectives of the survey were

1. To study whether any training was provided to Adult Education Functionaries before they started their work.
2. In what way the training was helpful to them in their day-to-day work ?

Methodology

A structured questionnaire of 13 questions, printed both in English and Hindi, was administered to 67 Supervisors/Project Officers, selected at random. The important questions asked were : the timings of the centre, average attendance, educational qualifications/experience, any training received, duration of training and how the training was helpful.

Findings

Timings : It was found that the majority (45) of the centres were functioning in the evening from 7 to 9 p.m.; 18 centres were functioning from 8 to 10 p.m. and only one centre was found

to be functioning in the morning from 7 to 9. It shows that the programme had flexibility regarding timings of the centres.

Average Attendance: 43 centres out of 67 had an average attendance of 20 to 30 learners, 15 centres had an average attendance of 10 to 20 learners and only 3 centres had an average attendance of less than 10 persons. The average attendance was thus found to be satisfactory.

Training Facilities: It was found that the majority of the respondents had started the work without any training. Only 7 out of 67 had been exposed to some training; five had one week's training and two for 15 days. Out of the 7 persons, who had received training, one observed that the training was not helpful to him in his work. The remaining six found the training useful in understanding the concept of NAEP, in understanding the adult psychology, in motivating the adults to attend classes and in effectively running the adult education centres.

Motivation of the Learners

It is often said that motivation is the most difficult problem in adult education but this survey revealed otherwise. It was found out that only 14 out of 67 functionaries had difficulty in motivating adults. Only six respondents reported that it was difficult to retain the adults in the class while others did not find any difficulty in this regard.

Interest of the Adult Learners

Six respondents felt that adult learners did not take any interest in the class, four felt that they took a little interest and only two observed that they

took keen interest. The rest did not respond to this question.

Expectation of Learners from Adult Education Centres

Majority of the respondents felt that adult learners, besides knowledge of reading, writing and arithmetic want to, have some knowledge about agriculture, cottage industry, animal husbandary etc. They wanted to have some income generation programmes along with literacy education.

Conclusion

It can safely be concluded from the above survey that adult education work had been started at many places without provision of any training facilities to the functionaries. This sample survey is revealing and might well reflect the factual position on a wider plane elsewhere in the country. Unless this is remedied, the NAEP, it is feared, would not have the desired impact. It should be specifically mentioned in all sanctions issued by the Central Government that no work should be started unless adequate training was provided to the animators and supervisors. The survey also revealed that mere literacy education will not be sufficient to motivate and retain the adults in the centres. It must be integrated with functional development.

The Indian Adult Education Association is grateful to the Gorakhpur University and its various affiliated colleges, for their active collaboration in carrying out this survey which, it is hoped, would stimulate those concerned to take effective action to remedy the situation as brought out in this survey, so that the National Adult Education Programme is implemented both in letter and spirit. □

Linking Literacy with Development

The Indian Adult Education Association organized two national workshops during the year 1979, one at Mysore and another at Ahmedabad, on the theme of 'Linking Literacy with Development.'

We present here the reports of the two workshops, reviewing the deliberations held and the views and opinions expressed by the participants for the benefit of our readers.

MYSORE

The meaning and concept of adult education has undergone a tremendous change during the last few decades. Its varied dimensions have been spelt out by adult educators. "Adult Education for Development" is one of its most important dimensions. Adult educators all over the globe are formulating ways and means of linking literacy with development with a view to achieving the desired socio-economic development. The Indian Adult Education Association had organised two national workshops, one in the south and another in the north during the year 1979.

The first workshop on "Linking Literacy with Development" was organised in collaboration with the Karnataka State Adult Education Council in the All India Writers' Home ("Aloka"), Yelwal, about 15 kms. from

Mysore city, from September 10 to 13, 1979. Fifty-three delegates from Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Pondicherry, Lakshadweep Madhya Pradesh, West Bengal, Orissa and Delhi participated in the workshop. Karnataka sent the largest number of participants; they came from such departments as Agriculture, Horticulture, Small Scale Industries, Fisheries, Poultry etc. Some other organizations, which sent their representatives, were the Khadi and Village Industries Commission, All-India Handicrafts Board, and the Gandhi Peace Foundation.

The First Day

The workshop was inaugurated by Shri D.V. Urs, former Vice-Chancellor of Mysore University, and presided over

"IT IS BETTER TO LIGHT A LAMP THAN TO CURSE THE DARKNESS."

—WELTHY H. FISHER

by Shri T.V. Srinivasa Rao, President of the host organisation. Shri J.D. Sharma, Director of the Indian Adult Education Association, welcomed the chief guest. He pointed out that the activities of the Indian Adult Education Association were aimed at encouraging dialogue, sustained contacts and close cooperation between the adult educators, Governments and their development departments and agencies. This should help in the successful implementation of the National Adult Education Programme (NAEP). "We have gathered together here to think of ways and means to bring these two together in a wedlock", said Shri Sharma.

Shri D.V. Urs said that he was convinced that adult literacy was an important component in development because it formed the starting point and there should be no confusion between adult literacy and adult education. Shri Urs decried lack of national will in implementing the programmes of adult education. An adult should be educated in order to make him aware of his total culture. Ignorance should not be allowed to perpetuate. He pointed out that education should be productive and socially relevant. Relevance, he said, was of two types—internal and external. This workshop should be concerned with the internal relevance.

A "Lead Paper" by Shri Kishore Saint (in absentia) and six more papers were presented in the afternoon session chaired by Shri J.D. Sharma.

The Second Day

More papers were presented in the morning session. Shri A.S. Avadhani stressed the need for linking literacy with development; he suggested that the adult education centres

should take the shape of "schools for development". Dr. T. Koilpillai said that there was greater need for development on the cultural and social sides. Shri B.R. Pranesh Rao gave a historical perspective on adult education. Shri B.K. Seetha Ramiah pleaded for adopting a practical approach and finding ways and means to run an adult education centre effectively.

Dr. J. Basu Roy Choudhury read a paper on the economic growth pattern of various occupational groups and the level of poverty in West Bengal. He emphasised that literacy was the most effective tool to fulfil the needs of people with the existing services.

Shri J. D. Sharma placed before the house three themes that could be taken up for discussion. A working committee was formed under Dr. D. Subba Rao to suggest sub-themes for the guidance of the groups.

1. to integrate literacy with various development programmes ;
2. to integrate development programmes with the National Adult Education Programme ; and
3. to integrate development oriented awareness in the literacy part of the National Adult Education Programme.

Shri Chandrasekhara Naidu of Madras Institute of Development Studies explained how his research on Harijan agricultural labourers in the two districts of Tamil Nadu, enabled him to come to the conclusion that a curriculum based on agriculture is quite essential. This could deal with such topics as agricultural wages, land for cultivation, housing, banking, etc.

Shri Janardhanan of the Department of Agriculture, Pondicherry, spoke of the steps taken by the Department of Agriculture in coordinating its activities with the Adult Education Programme. He cited many examples to explain how in his State, the development departments and adult educators functioned in a coordinated way, especially :

1. In the training programme of the Instructors in which the Agricultural Extension Officers invariably participated.
2. In supervising and guiding the on-going programmes by providing cooperation during their visits in the area of operation.

Shri Sasidharan, Assistant Development Commissioner, Kerala, explained the linkage between the applied nutrition programmes and adult education programmes, run in the Mahila Mandals. Shri C. Koya of Lakshadweep enumerated the various beneficial programmes being implemented in his island. He felt that there were not any major problems between the adult educators and the development departments.

Shri G.L. Shukla of Madhya Pradesh Adult Education Association traced the history of Community Development, National Extension Services and Social Education. He felt that the above-mentioned programmes had not failed. He suggested that the following four factors deserve mature consideration during the formulation of all development plans :

- i. the massiveness of the population
- ii. the growth rate of population
- iii. the illiteracy rate
- iv. the system of planning for development

Training of instructors and follow-up activity of the centres should be given special attention.

Shri Linganna, Assistant Director of Statistics, Slum Clearance Board, Bangalore, requested the Adult Education Council to start adult education centres in the rehabilitated slum areas for the benefit of the people living there.

Shri S.P. Jain, of the Directorate of Adult Education, Delhi, read a paper on the need for 'Linking Literacy with Development' and gave some 'action points' for working groups to consider.

Shri P.G. Joshi of Khadi & Village Industries Commission, Karnataka, explained the activities of the Commission and pointed out that human resources and the infrastructure available with the Commission may be utilised for developing adult education programmes for the members. He also wanted the Indian Adult Education Association and other concerned central authorities to start a dialogue with the high officials of the Khadi Commission to work out modalities for the proper implementation of the Adult Education Programmes with the help of the Commission.

Shri Natarajan, Assistant Director of Sericulture, Karnataka, said that his Department would extend all help to such programmes of adult education. Shri Maheswaram, General Manager, District Industrial Centre, Mysore, explained in detail the activities of his department and concluded by saying that there should be some sort of in-built compulsion in the programme to ensure the desired results.

The Third Day

The participants met in three groups to discuss the subject.

The Fourth Day

The closing session of the workshop began with the presentation of the group reports, which were to be adopted as the final report later in the day. Shri J.D. Sharma chaired the session; Shri Vittal Rai, IAS, Director of Adult Education, Karnataka, was the chief guest. Shri J. Mallikarjun acted as the rapporteur on the occasion. Each report was discussed and modifications were made, where necessary.

Shri Vittal Rai congratulated both the Indian Adult Education Association and the Karnataka State Adult Education Council for organising the Yelwal Workshop. He observed that motivation is an important factor in this programme. Various factors and components are to be brought into the centres.

While formulating ways and means of linking literacy with development, the exploitation of the poor should not be ignored and ultimately this process should aim at putting an end to it. In this regard, he stressed the role of Taluka Development Boards.

Shri J. D. Sharma remarked that the workshop had brought the adult educators and development functionaries together for discussing a theme, which is vital to the success of the NAEP. The recommendations of the three groups were very crucial for linking literacy with development.

Shri T.V. Srinivasa Rao thanked the chief guest for his presence at the

workshop and the Indian Adult Education Association for selecting Mysore as the venue of the workshop.

AHMEDABAD

The Second National Workshop on 'Linking Literacy with Development' was organised in collaboration with the State Resource Centre in Gujarat Vidyapeeth, Ahmedabad. The Vidyapeeth, established 50 years ago, is known for its commitment to the Gandhian scheme of basic education; the scheme aimed at linking institutionalised education with work activity. The venue of the workshop within the Vidyapeeth campus was the Tribal Training and Research Institute.

The First Day

The four-day national workshop, starting on November 19, 1979, was inaugurated by Shri Navalbhai Shah, Minister for Education, Government of Gujarat, and Shri Dahyabhai Naik, the present Vice-Chancellor of the Vidyapeeth, chaired the inaugural session. Welcoming the guests, Shri Puroshotambhai A. Patel, Director of the Gujarat State Resource Centre, said that in Gujarat 3,000 centres were run by as many as 47 voluntary agencies with an enrolment of five lakh adults. According to Shri Patel, some 2,500 centres were being run under the Sarvodaya Movement and financed by the State Government. Shri Patel felt that in view of the involvement of so many agencies in the NAEP, it should not be difficult to link literacy with development. Shri J. D. Sharma, Director, Indian Adult Education Association, pointed out that the entire country had high hopes from Gujarat State since it had taken a lead in the implementation of NAEP. He wished that the Gujarat

State should set a model for linking literacy with development in other parts of the country. He referred to the evaluation report on NAEP in Gujarat formulated by Sardar Patel Institute of Economic and Social Research. He hoped that the integration of literacy with development would result in a significant improvement in the socio-economic life of the people.

Professor Ramlal Parekh, former Vice-Chancellor of Gujarat Vidyapeeth and presently the Chairman of the Gujarat State Board of Adult Education, felt that the theme of workshop was both important and controversial. He stressed the need to define the concepts of literacy and development in the Indian context.

Shri Navalbhai Shah, in his inaugural address said that adult education alone could promote social awareness among the people. He suggested that the programme should fulfil the minimum needs of the people. Planning should begin at the lowest level. In Gujarat, he said, 40 per cent of Planning is being done at the district level; this alone would go a long way in ensuring full involvement of the people. The process of development should be of two kinds—development of physical resources and development of human resources; and the benefits of development should reach the people for whom it is meant. Unfortunately, the benefits of development have gone only to a select few and the urban rich, and not to the rural poor. He exhorted those present to work for the rural poor through the medium of the NAEP.

Shri Dahyabhai Naik, Vice-Chancellor of the Gujarat Vidyapeeth, remarked that Gandhiji had worked for the removal of illiteracy among the masses.

The individual adult should be able to imbibe nationalism through the NAEP. It should enable him to free himself from fear and exploitation. It should also be able to bring about political awareness in him. Shri Naik was quite happy with the adult education work being done in the industrial areas of Gujarat.

Nearly half-a-dozen papers were presented by adult educators in the afternoon session of the first day. The session was chaired by Shri J. D. Sharma, while Shri J. Mallikarjun acted as the rapporteur.

The Second Day

Several more papers were presented on the second day. The groups approved the guidelines formulated by Shri J.D. Sharma, who chaired the plenary session.

Shri Rajeev Vora of the Gandhi Peace Foundation, New Delhi, suggested the preparation of models, which could be replicated in the process of linking literacy with development programmes. Shri C. C. Gandhi of the Department of Health, Government of Gujarat, dwelt on the work of coordination between his Ministry and other Ministries and between his department and other agencies—official and non-official—working in the field of adult education in the State. He emphasised on integrating health education with adult education, prevention of disease instead of cure, which should form the subject-matter of literature produced.

Dr. Namjoshi, an official representative of the Department of Health and Population Education, Government of Gujarat, strongly advocated the integration of population education with adult education and suggested that

population education could be very effectively conducted through the medium of adult education.

Shri H.D. Harsh of Ramgarh Adult Education Association gave an account of various activities in and around Bikaner aimed at integrating adult education with development.

The highlight of the second day's deliberations was a thought-provoking talk given by Prof. Ramlal Parekh. He made the following observations: Literacy is the responsibility of the grass-root level workers, whereas economic development is the responsibility of top level people. The integration of these would be difficult unless both operate at the grass-root level. As a consequence of the above two levels, communication between the instructor at the lowest level and the development agents is also not possible. He suggested that plans should be prepared for those villages and hamlets which have a population of less than 1000 and small agencies to be involved and help them. The village primary school is best suited to provide the needed help.

He further said that an effective relationship be established between the school and the adult education centre, between the health centre and the adult education centre, and the cooperatives and the adult education centre with a view to utilizing the available infrastructure.

Prof. Parekh said that if the development agencies are to help the adult education programme, they should have grass-root-level planning. They should first have an idea of the extent of the adult education programme they can undertake. They should come forward instead of waiting for the adult educators to go to them. Learners should be the target of development. Models

should be prepared to this effect. Above all, adult education should form part of an Integrated Rural Development Programme. Further, adult education centres should have three days of class work and three days of field activities; this alone could lead to the development of the learner. He also reminded the participants that programmes should and must be formulated and implemented by the adult educators not only for those that come to the centres but for the village as a whole. This would result in the development of one and all. In fact, this should be the universal approach. Prof. Parekh found this to be the biggest lacuna in the NAEP.

Shri J.D. Sharma spelt out the guidelines and various aspects of NAEP to be covered in the group discussions aimed at linking literacy with development and vice-versa. Shri Mallikarjun read out the names of the members of the two groups and their leaders. The two groups—discussing the sub-topic (A) 'Integrating Literacy with Development' and (B) 'Integrating Development Programme with Literacy', carried on their deliberations for the next two days.

The participants were on a short field visit to the Digvijaya Cement Factory, where three adult education centres are run by the management for the factory workers. A distinguishing feature of the programme was that the management had provided all the facilities, viz., place, teaching/learning materials and furniture, etc. These centres are run on a give-and-take basis, i.e., out of the two hours of time, one hour is given by the workers and another one hour by the management during the factory hours. The facilities and help provided by the cement factory management were commendable and the example needed to

be followed by other big establishments which have a large number of illiterate workers in their organizations.

The Third Day

The third-day of the workshop was utilised for group discussions. The participants were taken to some other adult education centres run by the State Resource Centre in the villages around the metropolis with the help of local organisations. They had yet another opportunity of having a first hand knowledge of the field work being done in the State of Gujarat with the help of the voluntary organisations.

Dr. K. Sivadasan Pillai of Kerala presented the report on behalf of Group A, and Dr. (Smt.) Amrit Kaur of the Punjab, on behalf of Group B. A detailed discussion and deliberations were held. The following points emerged as a result of them :

- (a) In view of the governmental move to set up District Resource Centres for the effective implementation of the NAEP, it was agreed that suitable models should be prepared in respect of District Adult Education Resource Centres. If possible, this should be done before a final decision in this regard is taken by the Ministry of Education.
- (b) The IAEA should prepare an inventory of various development schemes so that materials, linking literacy with development could be prepared.
- (c) The IAEA should have a Documentation Unit with a view to maintaining samples of all the materials produced.
- (d) The report of the workshop should be published in English and Hindi.

Shri J.D. Sharma recapitulated the deliberations of the workshop before welcoming Shri Dineshbhai Shah, Minister for Finance, Government of Gujarat, to the valedictory function. The Minister was himself very actively involved in adult education in his state and had established a trust to promote adult education and run adult education centres. Shri Shah expressed unhappiness at the high rate of illiteracy even after 30 years of Independence. Many of our countrymen could not even read and understand the Constitution ; the question of seeking benefits as visualised in the Constitution is still a remote possibility, he added. Literacy, according to him, can go a long way in creating awareness among the people for taking advantages and benefits provided in the Constitution. It was this feeling which inspired him to start adult education programmes for the poor, the illiterate and the deprived. He had begun the work of imparting literacy long before the NAEP was launched. While highlighting the ongoing adult education programmes in Gujarat, Shri Shah informed the participants that the Government of Gujarat had sanctioned a sum of Rs. 50 lakhs for 1978-79 and Rs. 85 lakhs for 1979-80.

The Finance Minister felt that the work of adult education should be taken up by voluntary organisations ; he cited the case of the Shabi Bagh centre for backward women run by a trust. Literacy must first help the learners to understand the process of development ; then alone they could become an instrument of development. Literacy is as important as drinking water and, as such, it should receive high priority and attention of those who run the government.

In this age of science, if rural people were not brought into the learning stream, science cannot develop faster. Literacy brings more mobility and urge for better standard of living. Through literacy alone, self-development is possible, the Minister added.

The low percentage of attendance at adult education centres should not discourage those engaged in the task of eradicating illiteracy. In spite of heavy financial outlays on formal education, the percentage of dropouts is nearly 50.

Prof. Ramlal Parekh wanted literacy to be the base of all development. The NAEP, in this context, is not a programme but a movement, he opined.

Shri J. D. Sharma, in his concluding remarks, thanked Shri Dineshbhai Shah for his very informative and enlightened address. He was highly appreciative of the excellent work being done and the lead given by him. "We have not only learnt a lot from you but have been immensely impressed and encouraged by what you said and what you are doing both in your personal capacity and as a Minister", Shri Sharma said.

The following conclusions were reached at the workshop.

Material Preparation

To plan, review, adopt and rewrite need-based, easily readable, understandable and usable material through a process of coordinated efforts, with the ultimate objective of its use by the neo-literates.

To plan need-based area and group-oriented Primers and other materials ;

To ask the State Resource Centres to develop proto-type materials on the basis of field studies for possible

adaptation at the level of the adult education centre.

To emphasise the predominance of the visual element in such materials;

To ask the Indian Adult Education Association to organise a workshop on production of material.

Mass Media

To seek promotional support from both folk and mass media-agencies in promoting the acceptance and wide-spread application of literacy linked with development;

To jointly produce documentary films, slides, charts, flash cards, etc. on the various development programme;

To plan radio programmes in different languages with a view to encouraging learners' feedback through follow-up discussions and clarification of listeners' queries;

To encourage regular publication of small newspapers in regional languages which may give wide publicity to the news and progress made in literacy-linked development projects;

To take up the question of media support with various departments of Information and Broadcasting Ministry, All India Newspaper Editors' Conference, etc., and enlist their cooperation.

To bring out wall newsheets for the promotion of reading habits and making information available to the neo-literates ;

To provide incentives to commercial and feature film producers with a view to encouraging production of films related to development programmes and socio-cultural heritage, etc.;

To explore the possibility of setting up a separate channel on All India Radio for educational programmes for illiterates and neo-literates;

Incentives

To institute awards and other incentives for recognising substantive contributions in this behalf on the part of both teachers and learners.

Central Level Planning

To plan the working of adult education centres in a manner that each centre concentrates on one development programme ;

To plan the participation of functionaries of development programmes in the day-to-day working of the adult education centre in terms of talks, discussions, screening of films, organisation of festivals and meals with the help of the learners, etc.;

To promote among the learners an awareness of the immediate problems

and of lesser known issues related to development efforts with the ultimate objective of encouraging fruitful decisions based on local talent.

To identify development programmes, denoting the lowest common denominator in the wide gamut of areas and activities in the daily life of the common man, e.g. health, nutrition, sanitation, family welfare, development of skills, etc. ;

To ask the Project Officer to keep in constant touch with the district level authorities, block level authorities and centre level authorities with a view to ensuring a two-way flow of information and instructions.

To ask the instructor to brief the learner in advance on the possible content of talks to be given by development functionaries;

To ask the supervisor and the instructor to initiate follow-up action on these talks.



Involving Teachers and Students in NAEP

The Indian University Association for Continuing Education (IUACE) in collaboration with the Centre of Adult Education, Jammu University, organised a two-day seminar of College Principals and NAEP/NSS Coordinators of the University of Delhi, Kurukshetra, Punjab and Jammu, on February 27 and 28, in Jammu. The theme was "Involvement of College/University Teachers and Students in the implementation of NAEP."

Prof. S.C. Dube, Vice-Chancellor of the Jammu University, in his inaugural address, said that "NAEP should not be the exclusive programme of adult literacy. Awareness, content and functionality should have the primacy. We must hit upon the right mix of ideas, attitudes and educational technology to suit the interest and needs of well differentiated target groups which the programme has to serve." He added that software educational technology would have to be different for different groups.

Prof. Dube added that universities should make case studies of earlier efforts, conduct problem-focussed surveys to inform and to enrich the contents, organize training programmes, prepare educational materials, run experimental centres and use their knowledge and learning in awareness and functional courses.

Shri J.D. Sharma, Secretary, IUACE, spoke on the implementation of NAEP during the last two years.

Dr. M.L. Mehta, Deputy Secretary, UGC, presented a paper on the role of universities and colleges in NAEP. He

highlighted the importance of need-based curriculum, teaching and learning material in NAEP.

The following were the major recommendations of the seminar :

1. The role of the university in providing a qualitative evaluation of the programme is essential.
2. The universities should promote research in and production of materials for illiterates and neo-literates for literacy and post-literacy programmes by pooling together resources available in a university or a group of universities.
3. Substantial incentives should be provided for the students participating in NAEP.
4. For special programmes for women and weaker sections of the society, the seminar recommended :
 - (a) Vocation-oriented literacy programmes.
 - (b) Attitude-change oriented literacy programmes.
 - (c) Supportive role of several women institutions.
5. The seminar recommended change in guidelines of the UGC of providing for specific assistance, provisions for equipment and raw-materials and

collection of literature indicating schemes of special financial assistance to women and weaker sections of the society, both by central and state governments.

6. Motivating role of religion, recreation and economic independence was recommended by the seminar.
7. The stepping up of special efforts both within the universities and the centralised bodies like Indian University Association for Continuing Education and UGC, with a view to providing effective source of dissemination of information leading to action, was stressed. □

WORKSHOP ON PREPARATION OF PRIMER

The Department of Adult Education and Extension Service, University of Nagpur, organised a workshop for preparation of primer in Nagpur from March 25 to 28, 1980.

Presiding over the concluding function of the workshop, Prof. W.M. Kalmegh, Vice-Chancellor of Nagpur University, said that National Adult Education Programme was not merely a literacy programme but it envisaged upliftment of the weaker sections of the society through development. He said that lessons in the primers must have identity with the life and living of the adult illiterates.

Shri R.S. Jambhule, Chairman, M.S. Education Board, Nagpur, said that a cross section of participants helped to include functional components which thereby prove fruitful for maintaining the interest throughout.

NAEP IN UNIVERSITIES

South Gujarat University, Surat

The South Gujarat University had established on October 2, 1978, Centre for Adult Education and Extension Service to cater the needs of the four districts in the South Gujarat and the Union Territory of Dadra Nagar Haveli. The four districts are : Broach, Surat, Valsad and Dang. □

TRAINING PROGRAMME FOR ANIMATORS

The Department of Adult and Continuing Education, University of Madras, organised a one-day training programme for the animators of the adult education centres run by the Department on March 15, 1980, at a village literacy centre called Venagaram.

This training was unique in its approach because the concept of taking the campus to the community was practised. Nine local animators and seven first year M.A. students participated in this training programme.

Mrs. Gomathimani, Co-ordinator Incharge of the Centres, presided and explained the concept, aims and purposes of NAEP, identification of the ways and means of motivating adult learners through their felt-needs and importance of in-built evaluation in NAEP.

Shri R. Natarajan, NSS Co-ordinator of Madras University, demonstrated on the preparation of a primer and emphasised the planning of curriculum according to the learners' needs.

Shri Selvaraj, Lecturer, Department of Adult and Continuing Education, gave guidelines for preparing teaching materials.

The programme ended with the participant's evaluation of the training programme. □ □ □

INDIAN ADULT EDUCATION ASSOCIATION

Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Hussain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers, Educational 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 is located in Shafig Memorial, at 17-B, Indraprastha Marg, New Delhi.

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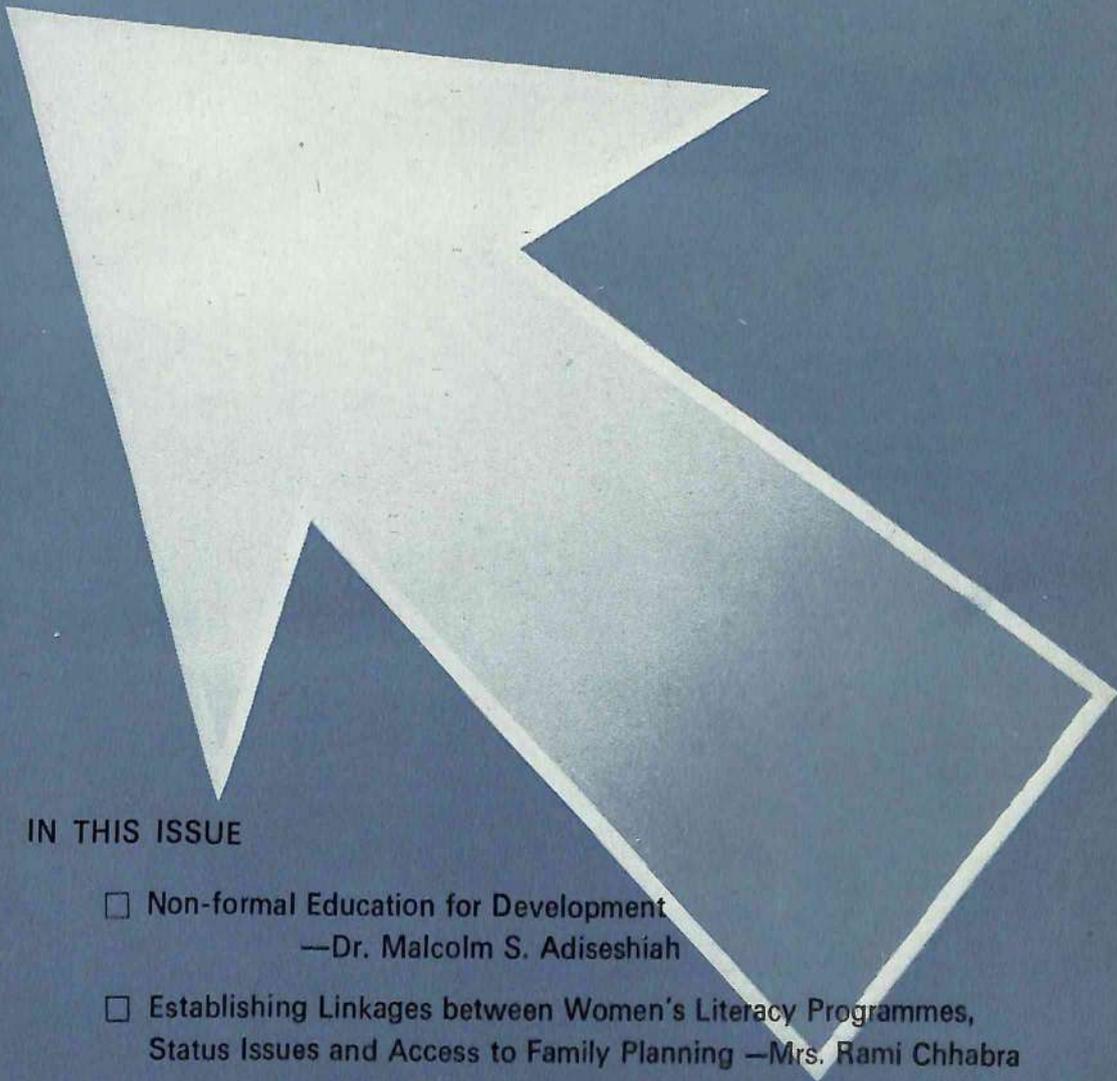
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- Establishing Linkages between Women's Literacy Programmes,
Status Issues and Access to Family Planning —Mrs. Rami Chhabra
- Significance of Non-formal Education — S.C. Dube

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The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. 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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Involving Readers—An Appeal

These are days of "people's participation", "community involvement", of "local initiative" and development through galvanizing the internal resources. These recurrent and related ideas are not only part of our modern parlance but they also are reflective of a deeper appreciation of the primacy of Man as himself and as part of his intimate environment. These words and phrases mean that no meaningful change is possible without some critical changes at the grassroots level. Even historical movements involving large human aggregations at the strategy level are more and more recognizing the need to reach the individual and involve him in goal-oriented activities without sacrificing the need to deal with people in aggregate.

What is true of social or directed change in broad historical terms is true of every goal-oriented activity, ambitious or modest, dealing with large number of persons or few. The involvement of the people is important. So it is with this journal.

While one can be satisfied with the overall performance of this journal over time, to which reference was made earlier in these columns, the responsibility for publishing it is beset with two problems—one, an immediate one, i.e. not receiving adequate number of articles for timely publication of the issues, a matter which causes us real concern, and two, the pursuit of excellence and relevance. The latter is a real problem of any journal at any time.

Taking up the first, during the transitional period of change of editorship, the earlier link with the readership seems to have been weakened. The number of articles that were usually coming in are not coming, resulting in a substantial dislocation of work. But we believe this is a temporary problem, although vexatious. We would like to solve this problem by urging our readers and contributors to write for the journal. They may do so on various topics of adult education/non-formal education and do it with the utmost expedition so that the next issues are published as early as possible. The publication, we are embarrassed to confess, has been behind schedule. This has to be rectified and can be only done with cooperation from all sides.

The other is a more basic challenge of continuous search for excellence. For this it would be necessary to have true cooperation between the editors, the readers and the contributors. We should like to share with you our plans.

Currently, we are making an analysis of the journal covering two years, 1978 and 1979. The analysis would look at the critical issues related to adult education/non-formal education as reflected in the journal. It would also examine the interest and ideas of the readers and contributors and the overall development thrust of the journal. This would help in identifying new directions for the journal. In the process it would also be possible for identifying those strengths of the journal which would need to be preserved in a meaningful, flexible and effective manner. This exercise would be reported in the journal in the form of a critical note. Also in the same issue we would publish a questionnaire of a flexible and open kind for the readers and the contributors to respond for improving the journal.

While some ideas about the expectations of the journal were indicated in a philosophical framework in the last issue, these exercises, it is hoped, would now provide assured directions for the journal and also lead to involvement of the readers and contributors in a meaningful way. It is our earnest desire that every reader/subscriber of the journal and contributor should respond. In the framework of a free society, the sharing of ideas would be not only necessary but critical. We, therefore, appeal to our readers to join us in this task to make this journal a still better publication—through your critical involvement and participation with articles, comments for change, the essential feedback that will make this journal a true instrument of education and communication.

—J. C. KAVOORI

Non-formal Education for Development

—Dr. Malcolm S. Adiseshiah

We reproduce here the opening address of Dr. Malcolm S. Adiseshiah, Chairman of the Commonwealth Conference on Non-formal Education for Development held in New Delhi from January 22 to February 2, 1979. His ideas on the integration of non-formal education with the development system are radical and thought-provoking.

He feels that there is 'an indelible link between non-formal education and development'. Non-formal education, as he puts it, is "people's power—the power to change society and make it move towards the paths of justice, tolerance, understanding and charity."

LET me turn around our theme of non-formal education for development and begin by considering the meaning of the term "development" in the Commonwealth today. There are 900 million men, women and children in Commonwealth countries of whom 100 million live in rich countries and 800 million live in poor ones. At this level, development means a new international order which will narrow the economic gap between the two groups of countries. Next, within the Commonwealth developing countries themselves, 500 million people live in poverty and 300 million in relative affluence. For these countries development means ending this state of inequality and enabling the poor to develop an adequate standard of living. Moreover, in these same countries 60 million people are unemployed, under-employed or thinly employed, and 15 million young people are attempting to enter the labour force every year. Development for them means gainful employment, which in turn means employment

at a fair living wage. In this year of grace, 1979, that we have solemnly proclaimed as the International Year of the Child, 150 million of our children below the age of eight exist in conditions of under-nourishment or malnutrition that prevent their intelligence from developing normally.

In such conditions development means providing adequate food for these children and their mothers so that Commonwealth citizenship will ensure their common wealth. Again, in our less developed Commonwealth countries, 650 million people live in the politically neglected, economically exploited and socially and culturally starved rural areas, while 150 million people live in relatively well-endowed urban enclaves. Development in these circumstances means some equalization of living conditions between our villages and our cities.

Wide-ranging Concept

Now let me turn to the subject of non-formal education which, despite its

apparent negativism, is a wide ranging, complex and powerful concept. It is wide ranging because it comprehends all learning outside the formal system, and has no parameters of time and space. It can be classified in various ways. One of them is by age group in terms of the non-formal learning organised for pre-school, unschooled and underschooled children up to 15 years, of age, and that organized for youth and adults—unschooled, underschooled or needing new additional skills—in the age group 15 to 60. It can also be classified by the learning content involved, in terms of those organized activities where the content is mainly vocational.

The institutions and agencies involved in non-formal education are also wide ranging. They include federal, state and local government departments and agencies bearing various development labels such as agriculture, health, labour and employment, information and broadcasting, rural development, social welfare, industry and education; the political parties and their various cadres and organizations for youth, women, labour etc.; universities and colleges; banks and public sector agencies; private-sector firms; trade unions; and a host of voluntary organizations. Non-formal learning thus reaches out to pre-school children; to school and college drop-outs; to illiterate adults; to the unemployed and under-employed; to agricultural, farm, animal husbandry, fishery, and forestry workers; to extension agents, health workers, family planning personnel, village-level workers, and adult education instructors and supervisors, to management personnel at various levels; to factory workers and workers in the unorganized sectors; and to the physically and mentally handicapped.

In addition, it encompasses a great variety of remedial, recurrent and updating courses including those in universities and national science laboratories, for scientists, engineers, technicians and university alumni.

This is certainly a wide-ranging canvas, which we cannot cover in a fortnight of work. And so at the preparatory phase of the Conference we decided in effect to restrict ourselves very largely to the education and training of school drop-outs and adult illiterates. There was a good pragmatic reason for this self-limitation—namely the need to concentrate on the immediate short-term pressures faced by all of us in the developing world. I have a feeling, however, that another reason for this restriction is that, as educators, we are uneasy when dealing with the educational mandate that development, as I have described it, imposes on us. It is very tempting to escape from the cruel realities of inequality and injustice and confine education to teaching the three Rs. Thus, I recall that at the closing session of the annual conference of the Indian Adult Education Association a couple of months ago, the valedictorian—one of our leading agricultural scientists—listened with increasing puzzlement to the reports of the commissions of the conference. Turning to me he said, "I thought that I was asked here to share my thoughts on how adult education can organize our farmers to formulate their projects in order to increase their productivity and incomes. Why, then, this exclusive emphasis on adult literacy?" I calmed him down and explained the "deformation process" that we adult educators suffer from. I am not sure that we will entirely escape that deformation at this Conference because

so many of us belong to the noble or *Brahminical* caste of "educators". But at least we can be conscious of the fact that we are dealing with only a part of the wide canvas that non-formal education is, and to that extent make sure to continue and fill out what can only be a partial beginning here.

Complex Concept

Non-formal education is a complex concept, and in this it is like development. It is complex in that its learning content has to be improvised for each group of clients. It is complex in the multiplicity of techniques it uses, of which the teacher with the book is only one—and increasingly a marginal one. It is complex in that its end-products should be measured not by pieces of paper called certificates, degrees and diplomas, but by such criteria as income generation for the millions who live below the poverty line, employment creation for the millions of unemployed, and the provision of protective food for the millions of children who are undernourished. It is a part of the total education system and in that sense we

must delve into the integration and harmonization of the formal, informal and non-formal components of the system. But I believe that an even greater imperative is to integrate non-formal education with the development system. For to me, an economist, there is an indelible link between non-formal education and development.

Non-formal education is a powerful concept. Its power stems from its being, like all education, the source of knowledge which is power. But even more than that, non-formal education feeds back into our societies a rather grim and explosive power process by assisting the poor and down-trodden majority of the people to organize themselves so as to end the state of injustice in which they have been forced to live. We can call this "dialogue and action," "conscientization", or, as in India, "redistributive justice". No matter what term we use, non-formal education is people's power—the power to change society and make it move towards the paths of justice, tolerance, understanding and charity. □

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Establishing Linkages between Women's Literacy Programmes, status Issues and Access to Family Planning

—Rami Chhabra

Illiteracy in our country is more pronounced among women than among men. Out of every five women, four are illiterate as compared to less than one out of every two men. Today, there are more than 280 million illiterate women in the country. The figure is staggering. Some quick, remedial measures are called for to check the swelling number.

The author pleads the cause of promoting literacy among women and suggests fresh approach and outlook and new strategy and mechanism for strengthening the economic and productive role of women and effectively linking it with the educational effort. The issues of education, employment, family planning acceptance and raising their status, as the author sees them, are inextricably linked together, and there is need for combined effort and action on all fronts for the quick economic and social emancipation of women.

OF late, there has been a growing thrust in Adult Education work to accord the highest priority to education of women, in view of the fact that the major segment of the illiteracy problem lies in the female area.

The bare facts are that four out of five women in the country as compared to less than one out of two men are illiterate today. The problem is generally acute among the scheduled castes and tribes, but more so for the women of these groups for whom literacy is confined to less than 5-6 per cent.

Background

It is not that the specific problem of women's literacy had remained unrecognised so far. As the report of the Committee on Adult Education Programmes for Women points out, as long

ago as 1958-59, policies to extend educational opportunities to women, both formal and non-formal, were emphasised as the main tasks by the National Committee on Women's Education. Considerable effort has been made all along to bring women into the educational mainstream. This has, no doubt, resulted in a fairly dramatic expansion of female education/enrolment at all levels within the formal system in the period since Independence. But despite this, girls and women have continued to lag behind considerably at all levels, most particularly, at the lowest level of plain literacy.

This is the critical point : that female literacy has not at any point of time witnessed a corresponding spurt of growth to the formal system—neither in absolute numbers nor in relation to the

growth of literacy among men. Thus, the net result has been that over the two decades of effort the numbers of illiterate women has risen sharply by over 280 million, more than doubling the literacy gap between the two sexes. As the report eloquently sums up: 'Women's educational disadvantage is both a symptom and a cause of their social oppression.'

New Approach

Why this mammoth failure? And what can be done to prevent a repetition of this experience in the renewed thrust? Some fresh ground has been broken in the approach now being suggested. Notably, there is need to view women's education as something beyond subserving their role as home makers and mothers, which was the primary thrust of the earlier thinking. It is now recognised that amongst the key target groups this aspect is only one part of the several burdens routinely shouldered by women, amongst which the struggle for survival perforce takes precedence. In these observations rests the key elements of the new strategy that could turn the tide, provided the specific mechanisms which would help in strengthening the economic and productive roles of women are first created and then effectively linked with the education effort.

Profile of the Target Group

At the lower levels of our society, the non-working woman is a myth. Census definitions of economic activity have consistently under-counted and undervalued the women's labour. But the fact of subsistence return and lack of acknowledgement in statistical data does not in any way reduce the time and energy poor women have to devote to work, paid or unpaid. Educational efforts for women at the lowest socio-economic levels, who comprise the

bulk of the female illiterates, do not attract these women on a regular sustained basis. Why? Simply because they do not have the leisure even for desperately desired entertainment and relaxation, what to say of self-improvement. Therefore, strategies to succeed beyond the limited reach created by our present *mahila mandal* "sewing group mentality" will have to be devised.

For the limited number of women in the organised sector, it can be a relatively easy matter to provide adult education programmes, provided the suggestion of Committee on Status of Women that employers be persuaded through tax incentives and rebates to provide the space and time within the working hours for adult education classes is concretised. This will have to be considered a prerequisite for the implementation of the programme and not just a desirable possibility. In the present structure of societal arrangements, adult women with home responsibilities are simply not in a position, to put in the extra time needed for literacy classes.

More complex is the case for women in the unorganised sector, within the semi-organised industries and the agrarian sector. It is unlikely—also logistically impossible to implement—that employers in this section can be persuaded to cooperate. Here, the critical need is for women's groups to be organised, preferably, around income-generating activities which:

- a) help women who are skilled in a particular work to cooperate for production and marketing, reducing their dependence on exploitative structures;
- b) provide new skills/upgrade existing levels through training programmes linked with deve-

developmental agencies to create new opportunities for work.

These points have been clearly spelt out by the Committee on Status of Women and accepted by the Ministry of Education's Working Group on Adult Education Programmes in its recommendations. They will have to be reiterated again and again.

For the crux of the problem and its solution rests largely on an understanding of the needs in this regard. The extent to which linkages with economic activities and developmental agencies are actually established will directly determine the number of women brought into the programme in a regular substantive manner. Also, the workplace presents an ideal setting for education in functional literacy; it facilitates group instruction and anchors the learning into familiar work experience. There is considerable reason to believe that work-cum-literacy settings at a central point will also help in the promotion of a small family norm, for they bring women out of their homes and together with others who could reinforce progressive ideas.

Status of Action

The question today is, have we systematically identified the different organisations, programmes and projects of development that could provide essential inputs to women, and developed the methodology to do so? The report of the Committee on Status of Women points out that the Working Group set up by the Department of Rural Development for some other issues concerning women had also recommended the organising of composite projects including income generation, adult education and health and child care services through village level organisations of rural women. It had further suggested that NAEP must

establish coordinating channels with such agencies—as also the Central Social Welfare Board's socio-economic projects, the women's projects to be developed within the Integrated Child Development Schemes etc., in order to maximise the efforts and resources, both human and material. Similar suggestions have emanated from each one of the several groups which have in recent times looked at the women's issues and needs. But have the steps for such coordinated action been set into motion? Have the modalities for developing rural women's organisations been accepted, detailed and communicated at the state, district and local levels and further to those implementing the adult education programmes?

Altogether, organic links will have to be established between adult education extension programmes for women and the infrastructure for the creation of women's organisations and female employment generation, so that a widespread movement for women's education takes root.

Then there is the question of education materials. While entertainment must have a legitimate place, there is mileage to be had from focussing on the practical needs of women, so that women see some immediate gains from the intellectual effort. In this connection, there is need to identify the work occupations in which women mainly participate, and to develop a range of reading materials that revolve around these skills, opening further horizons on these very activities.

To illustrate: there exists a whole range of scientific material on animal husbandary, agricultural practices, sericulture, poultry and bee-keeping, grain storage and processing, etc.—areas in which women do the predomi-

nant share of work, but in which their access to information has been limited because agriculture extension machinery has hitherto tended to concentrate on men. There is need for this information to be further simplified and geared to women's interests in a more attractive manner. There are any number of possibilities—for artisan groups, materials that open up the world of design; for women in the handloom sector, information on textiles, different weaving techniques or information on different kinds of looms and so forth. Or, nutrition information based on recipes that are within the resources of the people, use local materials or identify local substitutes to help prepare dishes of other regions. Again step-by-step how-to-make type of books are yet another possibility, particularly if they keep in mind the occupations of the women, such as cheese-making techniques for women, keeping goats and cows, or different types of *papad* and noodle preparations or food preserving techniques for those engaged in these activities.

Social awareness is to be a major ingredient of the NAEP. This demands the highest priority to the preparation of materials for neo-literates which put across in simple, colloquial language the basic issues of discrimination and oppression that women confront in their daily lives and which link into the eventual pattern of total exploitation. The startling facts of the steady deterioration in women's status reflected by the declining sex ratio, the imbalance in the provision and use of medical services and the educational system, the wage differentials, the cult of women's glorification as the mother of male children, the sexual double standard—these are the issues that the readers need to be taught to probe, through specially

designed exercises which help them to examine their own lives as to why all this is happening and at the same time build confidence in their capacity to change the situation. Further, in the preparation of materials for neo-literates there must be a very conscious effort to eliminate the sexist bias, proved by several studies to be rampant in the NCERT prepared school text books, which militates against the very awareness that we are seeking to rouse in women.

Awareness must be further stoked and fed by materials that provide information on the legal and intrinsic rights of women, including very specific and precise information on the right of medical termination of pregnancy, which is particularly relevant to rural women in view of the high incidence of illegal abortion with its related high morbidity and mortality. In the initial format of the adult education programme, one-sixth of the instructional time has been earmarked for health and family welfare subjects. But health tends to be interpreted largely in terms of information on hygiene, prenatal and postnatal care, immunisation and communicable disease hazards. Neo-literate materials for women should lay particular stress on the family planning aspects, providing detailed information on the different techniques, in order to help women gain control on their own bodies which is the first and foremost need for emancipation of women. Furthermore, in order to make women appreciate the need for family planning in their own critical interest, there is need for educational materials to bring out the essential linkages between the erosion of a women's health and repeated, closely spaced pregnancies, early/high parity births; equally, the linkage

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Protect and help the weak

**Attacks on Harijans
and other weaker sections
bring discredit to our society.
They thwart our march forward.**



Let us cherish the Indian tradition

WE ARE ONE

Significance of Non-Formal Education

—S. C. Dube

“Non-formal education, as a concept and a strategy, has emerged as one possible method of relevant mass education” says the author. In a developing country like ours where illiteracy is widespread among the people, particularly in the rural sector, the author feels that a dynamic and variable strategy should be evolved by which the NAEP can be tailored to the specific needs of different groups and segments of the population. The programmes should be related to vital life contexts and pressing needs of the people. Non-formal education can be meaningful only if it can establish relationship between man and his rapidly changing environments, work and education.

IN the later half of the sixties and in the seventies there has been a serious soul-searching among educationists and socially concerned thinkers on the goals and instrumentalities of education. Perhaps at no other time in human history did education figure as a key concern of public policy, never was it debated with such intensity. The accepted objectives of education have been challenged, the inadequacies of the educational establishment have been exposed, and its functional and dysfunctional social consequences have been minutely examined. Pedagogy today is in a state of ferment.

Several strands are visible in the global debate centering on education. Some view it essentially as an instrument of pattern maintenance of continuance of the *status quo*. On the other extreme, there are radical thinkers who visualize education as a tyranny and oppression to which a large section of mankind is subjected in the present order of things. A middle position is

taken by those who are convinced that the present order is untenable, but who feel, at the same time that a revolution is not necessarily the only or even the most desirable alternative. Those belonging to this school of persuasion would assign to education an essentially reformatory role. A powerful segment of thinkers links education with the future of mankind and assign to it a place of significance in their strategy for the realization of a viable utopia. To its survival depends on education and the patterns of education have to be geared to the objective of human survival. The debate continues. No final answers have been found.

Nonetheless some weaknesses of the formal system of education have emerged in clear relief. Its structure and operational designs seek to perpetuate the *status quo* and have been found wanting in coping with the challenges posed by the social and psychological convulsions that have characterised the last few decades. It cannot be denied

that this system, except in the socialist countries, is weighted in favour of the privileged minority. The boastful figures about the spread of education, often refer only to quantity without taking into account the all too important consideration of quality. In the less developed countries the under-privileged receive that can be described, at best, as a notional education. The monolithic structure of education has only one entry point; if you are cast off once you rarely get a second chance. It is undeniable that it produces more dropouts than those who actually receive some education qualification. The formal system is characterized by an unusual degree of rigidity: innovations are slow and difficult, and the content of education often lags behind the changing social reality. It either prepares the pupils for nothing in particular or it trains them for very specialized tasks—a kind of specialization, the social consequences of which are questionable. Education has become an item of consumption—a status symbol and with every passing year its costs are multiplying. Many developing countries, and even some of the developed ones, find the financial burden unbearable. Undeniably education can be a meaningful human input towards development, but many aspects of its content and quality are such that it becomes dysfunctional towards this end. Several critics have pointed out its stereotyping effect. It produces “packaged commodities” and generally curbs creativity. Many vulnerable sections of society and their special problems go unattended because of the rigidity of the pattern.

Non-formal education, as a concept and a strategy, has emerged as one possible method of relevant mass education. Given a spirit of community

service its cost can be minimal; at any rate, it could not constitute a crushing financial burden. With a dynamic and variable strategy, its programme can be tailored to the specific needs of different groups and segments of the population. The accent in these programmes need not essentially be on academic learning: they could be directly related to vital life contexts and pressing needs of groups and communities. Non-formal education is primarily to be aimed at learning and not at certification, although it could be used also for acquiring qualifications comparable to those offered by the formal system. It need not be viewed essentially as a substitute for formal education, its supplemental role is important. It can take care of areas of learning that are left untouched or at best are dealt with only superficially by the formal system. The entry into it is not barred by any rigid eligibility prerequisites. People can enter and leave the non-formal stream according to their interest and needs. Ideally, it should have both an awareness content and a skill emphasis. The former will generate in the people an understanding of their condition and predicament. The skill component would equip them for efficient handling of the tasks they actually have to perform in their everyday life. Thus, non-formal education can at once establish a meaningful relationship between man and his rapidly changing environment as also between work and education. It may be found specially suitable for peasants, workers, and migrants. The learners, under the system, can participate in the educational process at all levels. It can make effective use of educators who are not teachers in the formal educational system. It can prove an important

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Programme Planning in University Continuing Education

—Arthur K. Msimuko

In this research paper, the author attempts to explain different approaches to programme planning in the field of university continuing education. He deals with mainly three approaches: namely (1) The Purchase Model (2) The Doctor-Patient Model and (3) The Process Consultation Model—to organization development through process consultation as described by E.H. Schein in his book, Process Consultation—its Role in Organization Development. The author briefly touches upon how these approaches can be applied to the area of planning university continuing education. He adds yet another important approach, described as the Client Approach, which represents the traditional relationship between the helper, who is the university continuing educator, and the helped, who seeks services of the university continuing education. Clients, as a rule, do not participate in decision-making, regarding kind, variety and amount of services to be delivered and methods by which services delivered. Clients are expected to receive services planned for them. The Client Approach is also called the "Social Service Model."

The conceptual frame-work through which planning decisions are made thus broadly falls into two: (1) the first involves participation of the clients, the consumers of education, in the process of programme development and education, (2) the second involves no or little participation by the client system in goal setting and problem-solving.

In the opinion of the author, though participation is essential in both, the blending of two approaches is ideal and form a distinct additional model.

As commonly defined, university continuing education embraces all off-campus work: correspondence, credit classes, travelling libraries and theatres, lecture series, fine arts presentation, conferences, workshops, seminars and institutes, consulting and advisory services. Included too are various adult education activities on campus: occasional lectures, short and long

conferences, workshops and institutes and radio and television broadcasts.¹

It is clear from this definition, that university continuing education is a sprawling field. It is a wide field not only in the range of subject matter to be covered but also in the methods it

1. Harrington, F.H., *The Future of Adult Education*. Jossey-Bass Publishers, San Francisco, California, 1977, p. 18.

uses, the goals it tends to achieve and the type of clients it serves. The implication of such diversity is obvious: university continuing education must employ wide range of global as well as more refined approaches to plan its programmes. Each approach is selected on the basis of its ability to achieve the stated goals of a well planned educational experience. Other factors often considered in selecting one mode of programming or the other are: (a) characteristics of clients to be served, (b) nature of the subject matter to be covered, (c) amount of time required to meet the objectives of an educational experience, (d) characteristics of the learning facilitators, (e) methods of delivery to be used, (f) whether or not credit is to be earned and (g) university continuing educators' perceptions of the needs of their constituents. No doubt there may be many other factors that generally affect planning decisions but those listed above are usually considered the most crucial.

In this paper an attempt has been made to apply models developed by Schein², Lauffer³ and others to programme planning decisions in the field of university continuing education. These scholars, although they use different terminology, they, in fact, describe the same approaches.

Schein, in his book, *Process Consultation: Its Role in Organization Development*, (1969) has described three approaches to organization development through process consultation.⁴

They are (a) The Purchase Model, (b) The Doctor-Patient Model and (c) The Process Consultation Model. Let me now briefly attempt to apply these approaches to the area of planning university continuing education.

Purchase Model

A university continuing educator uses the purchase model where he offers prepackaged, prepared programmes "for sale". The client system consisting of individuals, groups and organizations can purchase these programmes if they are what they wanted or they can go without. The decisions concerning what content is to be covered, what instructional techniques are to be employed, how long each programme will take to complete and what costs will be involved and others are entirely the prerogative of the university continuing education division and its faculty. The buyers of the programmes, that is, the consumers are in no way in a position to influence such decisions except in so far as their tastes (needs) are concerned. The principles governing such programming are purely market principles. Programmes are designed and packaged to meet the demands of the market. The profit margin is allowed to enable the programmes to expand and to improve the quality of the course offerings. The purchase model operates very effectively in the area of correspondence education. Correspondence instruction offers opportunity to persons to read for a university qualification but who would otherwise have been prevented by their employment or by other considerations from pursuing a natural ambition to improve their education, competence and standing. Correspondence study enables professionals and others to continue making their contributions at work,

2 Schein, E. H., *Process Consultation: Its Role in Organization Development*. Addison-Wesley Publishing Company, Menlo Park, California, 1969.

3 Lauffer, A., *The Practice of Continuing Education in the Human Services*. McGraw-Hill, New York, 1977, pp. 16-20.

4 Schein, op. cit., pp. 5-8.

while, at the same time, studying for their professional advancement. If well planned, correspondence education has many other advantages. It is cheap and effective. It is adaptable. It can be used in combination with other pedagogical methods.

Several universities throughout the world offer courses by correspondence as an important aspect of their continuing education programme. In Africa, the Universities of Zambia, Nairobi, Dar-es-Salaam, Malawi and South Africa have had long traditions in continuing education by correspondence. In Europe, the English Open University (OU) is a symbol of success in university continuing education utilizing the purchase model by providing prepackaged correspondence courses to a new audience.⁵

The other area within university continuing education, where the purchase model is effectively operating is the area of evening courses offered for credit. Scores of students who would otherwise be prevented from studying for a university qualification on a full-time basis are able to do so on a part-time basis during evenings. This after-hours offering of courses by continuing education divisions do enable adults to combine work and study quite satisfactorily. For each credit hour registered for, students are charged a fee which covers expenses for running evening programme. Like in correspondence education, evening programmes are designed to reflect market needs for education and training. Thus the laws of supply and demand operate here as well.

The use of the purchase model in continuing education is based on the demands that university continuing

education must be self-supporting. "Is the education of adults worthwhile? Is it a part of the fundamental responsibility of [universities]?", Harrington posed this question in his book.⁶ Again the answer to this question is summarized in the Harrington text, "We are all for adult education at this institution'...but of course it must pay its own way."⁷

It is clear that many universities anywhere in this world, appear reluctant to fully support adult education as a legitimate function of the university. Adult education is on the periphery. This position is changing though. In the past 15 years especially, we have seen the growth of adult education both as a field of practice as well as a field of research and study. It is increasingly becoming a respectable discipline as research activities into its nature and complexities and graduate programmes are expanding in universities around the world. The tragedy, however, is that graduate programmes and their research efforts on the one hand and university continuing education which tends to extend university resources to the outside community on the other, are not fully integrated. What I am saying is that graduate programmes and their research role are a source of theory and university continuing education is practice. The two must be married to build a strong integrated whole.

Most internal academics consider university continuing education as debased university education—only a glorified secondary education. To them it is a waste of time, money and effort. It is lowering university standards, whatever those are. It must be scrapped. The potential of university conti-

5 Most of those enrolled in the OU would not normally have gained entry to university education because of not having minimum entry qualifications.

6 Harrington, op. cit., p. 189.

7 *Ibid.*

ning education as an instrument for political, social and economic development of a country has hardly been seen. In the light of such adverse conditions, university continuing education centers, in many parts of the world, are using the purchase model to programming as a way to survive. The purchase approach brings in income which enables continuing education centers in the universities to resist strangulation.

Doctor-Patient Model

Almost all university continuing education divisions do use the doctor-patient model in planning their programmes. The characteristic feature of this approach is that the university continuing educator, obviously working under the auspices of the university continuing education division, offers diagnostic and prescriptive skills to his client. The client system requests diagnosis of training needs and/or prescriptions for training programmes. The university continuing educator diagnoses the educational and training needs of his clients (who can be individuals, groups or organizations) and then, like a physician, recommends a programme of therapy.⁸ The continuing educator becomes a diagnostician and prescriber. The doctor-patient model is widely used in staff development efforts by employer organizations. It is not unusual for these organizations to ask university continuing education divisions to design special training courses for their staff. It is easy for the university continuing educator, because of his/her training and experience, to recognize and interpret the needs of his clients and then to plan and put together those resources of the university which can best satisfy these needs.

Process Consultation Model

The process consultation model fo-

cuses on joint diagnosis of training and educational needs between the university continuing educator and his client. The emphasis is placed on the client to share in the diagnosis of educational needs and to be actively involved in generating a plan to meet these needs. The client acquires diagnostic skills and this is the very aim of this approach.

The process model offers a different operational mode from that of the purchase model or the doctor-patient model between the client and the agency and is based upon a different set of value orientations. The process model presupposes that community change may be pursued optionally through broad participation of a wide spectrum of those for whom change is desired. The change agent is not a goal setter nor is he a solution giver. Responsibility for programme outcomes as well as programme inputs are shared by the participant as well as the professional. In the case of university continuing education, the continuing educator who is a professional assists his client to identify educational and training needs and together they design a treatment programme. In the main, decision and action belong to the client.

This educational approach is also advocated by Bolton (1976) who describes it as a humanistic instructional strategy. It is participant-centered and places emphasis in the learning process on the experience and action of the learner. The process model corresponds to Lauffer's consumer choice model where the educator perceives the consumer as a partner.⁹ When the university continuing educator considers the client or consumer as a partner, he or she often involves his client in setting learning objectives and in the design, conduct and evaluation of the

8 Schein, op. cit., p. 6.

9 Lauffer, op. cit., p. 17.

educational activity. Bolton (1976) has hammered the advantages of the citizen approach in these words : humanistic orientation will move education for adults beyond a social services model to a participation advocacy model.

Those who advocate learner participation in the process of formulating educational goals and planning to meet these goals do not usually state how genuinely this could be accomplished. The principle of learner participation in programme development is one of the major parameters which distinguish adult education from traditional education. In traditional education, the function of the educator is to teach and the role of the student is to receive instruction. In adult education, the teaching-learning transaction is the mutual responsibility of teacher and student together.¹⁰ In fact, the teacher's role is considered to be that of a procedural technician, resource person, co-inquirer, catalyst or in other words, a facilitator of learning. Learners share in taking responsibility for their own learning. In conventional education, the pupils adapt themselves to the curriculum offered, but in adult education, the pupils aid in formulating the curriculum.¹¹

Many arguments have been advanced in favour of learner participation in curriculum development. Adult education will clearly thrive only under conditions which allow the fullest self-determination on the part of the students in regard to studies to be pursued, the choice of the teacher, and the organiza-

tion of class.¹² Participants should be involved both before and during the learning experience in making decisions; only in this way can the learning experience truly belong to participants and can participants feel that the learning exercise is directed at solving their problems. There is unanimous agreement that every-one who is affected by a policy, decision or programme should share in its making.¹³ Every individual tends to feel committed to a decision or activity to the extent that he has participated in making it or planning it.¹⁴ The use of the process model in educational planning and delivery rejects the passivity inherent in the traditional one-way communications approach to instruction. The process approach helps increase adults' independence and feelings of self-worth and will give them problem-solving skills to cope with their new problems. This approach increases interaction and nourishes good interpersonal relations between the educator and his client.

London identified three benefits that flow from student participation in programme planning : (1) they have greater responsibility in the enterprise because they have helped in its creation ; (2) they may be led to recognize needs which before were not consciously felt ; and (3) planning can be as much a learning experience as can direct instruction.¹⁵

12 Semberger, F.M., *Selected Effects of the Participation of Adults in Programme Planning*. Unpublished Ph.D. Dissertation, Florida State University, 1972, p, 2,

13 Boyle, P. G., "Planning with Principles," *Adult Education*, Vol 9, No. 1; Autumn, 1958, pp. 23-24.

14 Knowles, M. op. cit., p. 42.

15 London, J., "Programme Development in Adult Education," in Malcon S. Knowles (ed.) *Handbook of Adult Education in the United States*. Adult Education Association of the United States, Chicago, 1960, p. 67.

10 In practice, however, this is far from the case. Traditional pedagogical methods have found their way in adult education as well.

11 Knowles, M., *The Modern Practice of Adult Education*, Association Press, New York, p. 60.

At a community level, Harold Goldblatt, in Spiegel (1968), has argued for and against citizen participation in decision-making. His arguments for citizen participation in problem solving are (1) if maximum involvement of citizens in the definition of the problem, and in the making of decisions to solve it is obtained, then citizen support for the proposed solution will be maximized; (2) if citizens do participate in programme development, then official plans will reflect citizens' perceptions of their desires and needs; (3) that citizen participation is a necessary condition, that is, it is a proper thing to engage ('reason of propriety'); (4) that citizen participation is considered to be nothing less than democratic procedure and, hence, a self-justifying end in itself. Goldblatt has also put up the following arguments against citizen participation in goal setting and the solution of problems (1) it prolongs the planning process; (2) it evokes lobbyist tendencies, that is, it is a lobbying for locality-based vested interests or special privileges and (3) it is self-defeating in that participants may vote against the proposed change.

There are other disadvantages inherent in the use of client participation in programme development. Some efficiency is sacrificed when clients are called upon to participate in the decisions concerning programme inputs and outcomes. The sharing of these decisions between the continuing educator and his clients often leads to delay, frustration and conflict. Carl Rogers reported anger and frustration resulting from his decision to give his students the freedom to design the course that they wanted him to teach. Student reaction to this took the form of resentment, anger, and frustration: "We came to learn from you! You are paid to be

our teacher. We can't plan the course. We don't know the field." After that experience, Rogers concluded, "I am not sure this resentment is necessary."¹⁶

Client Approach

The final, but not the least important approach to programming university continuing education, which I would like to describe here, is what Kornblum and Kaufman have called the client approach.¹⁷ The client approach represents the traditional relationship between the helper who is the university continuing educator and the helped who seeks services of the university continuing education division. In this approach, the continuing educator working under the auspices of the university, predetermines the choices by designing specific activity options for clients to choose from. The client can be described as a customer, in the same way as in the situation where the purchase model was utilized. The only distinction between the purchase model and the client model is that the latter emphasizes service to the community while the former is sometimes motivated by a profit margin by providing a limited service at a high price. The client approach is based on the desire of the university to provide a service which people need. Service is seen as a means of solving community problems. Some of this service may be provided freely.

In the client approach the continuing educator becomes the key operative agent, powerful, all-knowing in his

(Contd. on page 30)

16 Rogers, Carl, *Freedom to Learn*. Charles E. Merrill Publishing Company, Columbus, Ohio, 1969, p. 73,

17 Kornblum, S. & Kaufman, I., "Choice and Implications of Models for Working with Active Older Adults," *The Gerontologist*, Vol. 12, No. 4, Winter 1972.

Designing Curriculum and Technology for Women's Adult Education Programmes

—Dr (Mrs) Rajkumari Chandrasekaran

The paper was presented by the learned educationist at the "Special Programme for Women in NAEP" held at Sri Avinashilingam Home Science College for Women, Coimbatore in January, 1980. It deals with the problem of illiteracy among women. According to a United Nations survey, there are some 800 illiterates all over the world, out of whom 500 million are women. India has the largest percentage of illiteracy among women. Out of every 100 women in the country, approximately 80 are illiterates. The problem of combating illiteracy among women, therefore, assumes great importance.

The author feels that educational programmes should form part of the larger frame-work of an integrated rural development and should "combine education with work".

The micro-approach to adult education should help in implementing and practicing the concept of "learning and doing." Education to have any meaning and purpose, should, therefore, be linked with vocation and practical ways of living. The author gives practical hints, and suggests how indigenous methods can be of practical use in making teaching-learning process a more effective instrument of any future educational programme.

JAWAHARLAL Nehru was right, when he said, "To awaken the people, it is the women who should be awakened. Once she is on the move, the family moves, the village moves, the nation moves". Hence, it is appropriate during this International Women's decade that women's literacy should be of paramount importance and we should focus our attention on it and design a methodology for the adult literacy programme for women.

Global View of Female Literacy

As estimated by the United Nations survey, there are some 800 million illiterates all over the world, out of whom

500 million are women. India has the largest percentage of illiteracy among women. Out of every 100 women, approximately 80 are illiterate.

Of the total count of 264 million females in 1971, 214 million were enumerated in India. The rate of literacy among the 50 million urban females was 42(41.91)%, while that among the 214 million rural females was only 13 (12.92)%.

No doubt, since its inception the United Nations has been working for the improvement of women by providing them equal opportunities in every field.

While dedicated efforts are necessary to push up the male literacy rate, even greater effort is needed for improving female literacy.

The problem of female illiteracy is compounded by a variety of cultural economic, sociological and even anthropological factors. Indian society is characterized by multiplicity of cultures, which have greater practical significance for the status and living conditions of women. So adult-education programmes for rural women have to be *organized taking all these factors into consideration*.

In preparing the programmes for rural women, one must be keen on making them efficient and active members of a community rather than merely *"teaching them the reading and writing skills"*.

The UNESCO World Conference on Adult Education in Tokyo held in 1972 stressed the functionality of adult education in relation to the lives of individuals and the needs of society. The report of the conference stated :

"It is clear that functionality should be taken to imply an integration of adult education as a whole into society, so as to answer to cultural and social needs as well as to make it possible for the learner to participate in the life of society and to change it from within".

In other words, it should focus on the need for developing a sound vocational guidance leading to employments in different fields. Employment certainly holds the key to improvement in status.

As Mrs. Indira Gandhi once said that through the centuries women used to accept a subsidiary position, socially and economically. The literacy campaign must not end only in the alpha-

betization, but it must go hand in hand with them for the spread of the useful knowledge.

Methodology

Teaching adults is really a serious and exciting responsibility. Serious in the sense that the welfare of the people depends upon the educator's skill in conceiving and executing his plan of teaching. Exciting in the sense that it is part of a great and world-wide educational movement.

Viewed in this perspective, the educational programme should form part of the larger framework of an integrated rural development, and should be carried out and organized in a meaningful way. The process of education requires multi-pronged pattern.

If the above principle is worked out, then, it becomes necessary to *"combine education with work"*.

The programmes so designed should cater to their daily work, like health and agriculture. They should bring about a change in the attitude and behaviour of the people. The programmes can be classified as below ;

1. Multi-Message Programme—It should focus attention on various aspects of rural development.

2. Uni-Message Programme—It should carry one message in one area, for example, agriculture, health and Panchyat can comprise one (message) area.

There are two modes of programme development :

1. General programme formation.
2. On-the-spot programme formation.

The first approach should be to design a general content framework and text-books on the basis of experiences in functional adult-literacy.

The second approach should consist of problem identification and need-analysis of the villages by an inter-disciplinary reporting team on the development of health, agriculture and education programme.

The procedures adopted in the micro-approach to adult-education

should help in implementing and practicing the concept of "Learning and Doing".

Hence education has to be linked with vocation and practical ways of living. After the identification of the areas like family education, different dimensions in the subjects can be mentioned in the following way.

Linking Education with Vocation

1. Family Education — Rearing of children, family budgeting, recreational education.
2. Health Education — Nutrition, Hygiene, Health Camp, Sports, Nursing.
3. Social and Economic Education — Community leadership, community participation, women's education, eradication of superstition, and casteism, Youth club, Mathar Sangam, class and power structure, ownership, wage, work, trade union, property rights, production, distribution and consumption, co-operatives.
4. Political and Civic Education — Village administration, adult franchise, current affairs—village, State, National, International—duties of a citizen in a democracy, rights and duties, road rules and regulations.
5. Religion and Moral Education — Rituals and festivals, moral consciousness.
6. Vocational Education — Basket-making, brick work, masonry, agriculture, weaving, embroidery, poultry, cobblery, beedi-making, match industry, candles, dairy, pottery, palm leaf products, mat-weaving

The job of basket-making, for example, if taken as a vocation, the curriculum can be prepared in the following way.

A model for preparation of curriculum is given below.

Basket-Making and making Stuffed Doll

- I. Subject Area — Basket-making, preparation of stuffed-doll.
- II. Major Problem — Utilising the leisure time to increase the family income.
- III. Sub-problem — Using the skill in making basket and dolls. Providing knowledge about getting wealth from waste.
- IV. Analysis of Sub-problem — Discussion of the various materials used for basket-making. Methods of doll-making.
- V. Unit Coverage — The unit may be broken up into four parts with focus on materials that may be used in basket-making.
 1. Plastic wire and metal frames.
 2. Jute fibres combined with wool.
 3. Beads and nylon wire.
 4. Plastic tubes and threads.

Materials used in stuffing dolls.

 1. Cotton 2. Waste cloth 3. Straw 4. Saw-dust.

Drafting, cutting and stitching for stuffing.

- VI. Duration — 5 to 6 hours.
- VII. Knowledge and know-how relating to literacy — (a) Awareness, values, attitude and behaviour, literacy.
- Need for the welfare of the family and community ; receptivity to modern ways of using leisure.
- (b) Socio-economic aspects :
to supplement the family income
- (c) Scientific explanations :
Understanding the methods of making dolls ; methods of making baskets with and without frames.
- (d) Skill for solving problems :
Use of quality wires, beads and frames for making baskets. Use of correct measurements for designing stuffed doll.
- VIII. Numeracy and Arithmetic — Use of correct measures (cms. and metres).
- IX. Literacy — Designs.
- X. Methodology — 1. Style of basket and doll-making.
2. Handles and metal frames used for basket-making.
3. Drafting and cutting for different types of stuffed dolls.
4. Visiting exhibitions and shopping centres for display.
- XI. Lead questions — 1. What are the materials used for basket making ?
2. How can you make stuffed doll ?
3. How can you supplement the family income through basket-making and doll-making ?
4. What are the uses of plastic wire baskets ?
5. How good is the market for the home-made goods ?

Indigenous Technology

The word "Technology" does not necessarily imply the use of machines. Technology of instruction is concerned with all means that can be applied to make the teaching-learning process more effective. In this process, visuals play a very great role.

Still pictures have more influence on us. This has been realised long back. Pictures are a universal language and concrete symbols. They tell us more

than what words can ever do. Many words have more than one meaning. Words cannot tell everything clearly and precisely. This is where visuals come to help in the process of teaching.

The fundamental objective of educator everywhere is to make lesson-presentation interesting and lasting. This objective can often be reached most effectively through the use of audio-visual instructional materials and methods.

The Instructional Product Development Unit of the Department of Adult and Continuing Education, University of Madras, has developed a few materials for the effective teaching-learning process.

Group I Illiterates

1. Guna's Awareness Tool.
2. Indigenous Flannel-board.
3. Numeracy game
4. Cultural stone game.

Group II Semi-Literates

1. Literacy game.
2. Prem's Literacy Disc.
3. Word building.

Group III Literates

1. Discussion—Sheet
2. Cubes—Word building.
3. Skit—reading 1. Story-reading.
2. Role-playing.

Description of the Materials :

Group I Illiterates

1. Guna's Awareness Tool :

This is a small pocket book consisting of different colour sheets.

Procedure :

Show the different colours and create an atmosphere for discussion with the learners, finally, leading to an awareness for the need for education.

Colours :

Black	: Symbol of darkness.
Red	: Symbol of vitality.
White	: Symbol of purity.
Golden Yellow	: Symbol of utility and self-dependence.
Green	: Symbol of prosperity.

2. Indigenous Flannel Board

It is made out of local rough textured material (gunny or jute material). Any visual can be placed over this and the educator can explain with this easily. It can be easily made available to the learner and easy to carry also.

Numeracy Game

It is simple, consisting of snake and ladder game. It can be played up to 100 numbers.

4. Cultural Stone Game

It is a local game played normally by girls with the help of stones. The learners can be asked to form alphabets with the help of stones.

Group II-Semi Literates

1. Literacy Game

This is a chart developed with a few 'select words'. It is played with the help of dice. Every time the dice is thrown the coin will move. While moving the coin, the alphabets can be identified. With the aid of alphabets, players can be encouraged to frame simple words.

2. Prem's Literacy Disc

This is a round shaped disc having a diameter of 15 cms. This can be rotated in any direction at any moment. It is not only a means for effective teaching but is good from the motivation point of view, too.

3. Word Building

This is a game mainly for semi-literates. Many letters are written on the cards. Each card will have a letter. By using the letters, learners are encouraged to build words.

Group III-Literates

1. Discussion Sheet

The discussion sheet will carry a theme and picture related to theme. It is divided into 6 parts. (1) problem area (2) problem (3) lead sentence (4) key word (5) reading exercise to learners and (6) concepts for discussion.

The theme is written on a chart. The chart should be hung on the board. The learners may be asked to discuss the problem written in the chart. For creating a better learning environment and also for better group discussion, concepts for both the instructor and the learners are written in the chart.

2. Word Building—Cubes

These are wooden cubes of size $1\frac{1}{2} \times 1\frac{1}{2} \times 1\frac{1}{2}$ ". They are very useful for learners to attain literacy skill through word-building. Different alphabets are written on the six sides of the cube. While playing with the cubes, it is very easy to identify the letters and words.

3. Skit—Preparation

This is mainly meant for the follow-up work, and can be in the form of a story or drama. □

Establishing Linkages

(Contd. from page 9)

between poor infant and child health and frequent pregnancies.

One of the major defects in materials prepared for literates and neo-literates observed is that in an attempt to simplify the information each issue tends to be taken up in isolation. This trend is responsible to some extent for the failure to communicate the critical connections between different problems.

Information about family planning is not the only role which the NAEP can perform for women in this sphere. The social change that is the objective of this education can only come with the active adoption of progressive ideas. The small family norm is a fundamental need of the nation for its economic development; it is also critical to the women for her emergence as a citizen with complete dignity and autonomy and as a full partner in progress. Awareness of family planning techniques is only the lesser half of the battle; it is an established fact that many women who do know of the methods are unable to use them. Firstly, because the services are often not within convenient reach and secondly, because the women lack decision-making abilities even for such an intimate personal concern. Therefore, there is as much a need to associate the health personnel with the educational work and to encourage them to tie services to this base, along side the information.

To sum up, the issues of education, employment, family planning acceptance and status are so inextricably interlinked that to promote one aspect without the other defeats the total purpose. There is need for synergistic action encompassing all these fronts and programmes must be designed keeping this cardinal principle in view. □

Significance of Non-formal Education

(Contd. from page 12)

instrument of community advancement, rather than only of individual advancement. In it the potential of culture can be tapped and integrated with some aspects of academic culture. It can be a great help in abolishing the gap and ranking between manual disciplines and intellectual disciplines. Purposive links can be forged between general education and vocational education. It could also develop into a major experiment in self-instruction. It is well known that knowledge becomes obsolete in every seven years and it has to be constantly updated. This can best be done through non-formal learning.

The new strategy of non-formal education is still in an experimental stage. Its success would depend on the vision and innovative capacity of those who handle it. It can be powerful instrument for the emergence of a meaningful society and creative education. □

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New Patterns in Teaching and Learning— A LOOK AT THE PEOPLE'S REPUBLIC OF CHINA

—Mary Kay Hobbs

The Non-Formal Education Information Centre, Institute for International Studies in Education, Michigan State University East Lansing, Michigan, USA, publish many "Occasional Papers". These are highly instructive and are the results of research and study. One such is "New Patterns in Teaching and Learning: A Look at the People's Republic of China" by Mary Kay Hobbs. In this paper, Ms. Hobbs draws upon her field observations in China during 1976 to describe how the People's Republic is trying to provide a broader base for popular participation in development.

CHINA is a large country with a land area about the same as that of the United States. But China has more than 850 million people, nearly four times as many as in the U.S. Also, China is not a large industrial nation. More than 80 per cent of the people live in the rural areas where they work on the land with simple tools. This has been the way of life for many centuries. China is rich in some natural resources and in people, but poor in the amount of money that the government or individuals have to spend in the development of agriculture and industry.

Despite these handicaps, the same ones which exist in similar forms in many developing nations, China is now able to feed its people without depending on outside sources. Over 90 per cent of China's children receive at least five years of primary school, and adults of all ages and occupations are involved in a variety of continuing education programmes which are directly related

to increasing the nation's productivity in agriculture and industry.

Changing Nature of Schooling

Bringing education to the people on a broad scale has been a major achievement since the founding of the People's Republic. Today, the number of university, middle, and primary school students is more than one-fifth of the total population. There are seven times as many primary school students and twenty-four times as many middle school students, compared with the highest number in any year before 1949.

An even greater change has taken place in the countryside. Apart from higher education institutes, primary, and middle schools, there are many workers' colleges run by factories, colleges run by farms, short-term training courses run by universities, correspondence courses, and vocational and technical schools to serve agriculture. In addition to the public schools run

by the state, large numbers of schools have been established in the out-lying areas with state assistance particularly in the poorer and isolated regions. In order to make attendance convenient, classes are arranged to suit the characteristics of life in farming and pastoral areas. There are, for example, "mobile schools" with travelling teachers who make the rounds of remote villages composed of only a few families. There are also "horse-back schools" where teachers and their tent schools move from pasture to pasture along with the herdsmen and their children.

Importance of Learning

With the factories and farms run by the school, why do the Chinese feel that they need to also send their students to factories and farms outside the school? This question was answered by a factory and agriculture unit with which Syenyang No. 28 Middle School has regular agreements. The Pitai Agricultural Brigade of the Forward Commune, ten kilometers north of the city, employs 300 people to cultivate wheat on 45 hectares of land. Some 50 third-year middle school students and their homeroom teachers were there for a month to participate in farm work. The city students had hiked on foot and they left with bedrolls on their backs and lived with farm families. The students are in no financial burden to the poorer farm families because the food costs come from the middle school budget.

The main idea is that the city students should actually live among the people who make up 80 per cent of China's population and who supply the city people with their food. Students spend several hours a day working in field on tasks assigned by the agricultural brigade's revolutionary committee.

Work depends on the needs and on the level of the students' knowledge of crops. Besides, farm work, other kinds of studies provide practical learning. For instance, in writing compositions, the students were asked to investigate and write up a history of the village by talking with the families with whom they lived. In mathematics, the lessons on accounting were given by the brigade's accountant. Experienced peasants, agricultural technicians (sometimes graduates from middle schools like their own), electricians, and tractor drivers are all available teachers. Combining lessons with actual farming problems makes the material lively and concrete. In all types of learning situations, the teachers are those who hold the jobs and do the work.

Educational Changes

The examples of the middle school, the agricultural college, and workers' college show how China is trying to put new policies for education and development into practice.

The following specific changes are noteworthy:

- (1) The boundaries between in-school and out-of-school learning have been broken. Most forms of formal schooling have out-of-school learning components, many involving work in industry or the agricultural sector. At the same time, many work places have started more or less formal training courses for the workers.
- (2) In the case of higher education for industry and agriculture, a different type of person is being selected to receive education. Students are those with ability, but often with little formal edu-

cation: most already have some work experience. They are selected by joint recommendations from their fellow workers and administrators in the work places rather than by examinations, certificates, or degrees.

- (3) Teachers also come from a broader range of backgrounds. In one situation, a peasant may be a teacher passing on skills he or she had gained from experience. In another, the same peasant may be a student receiving instruction in new skills and knowledge. There are also certified teachers and professors teaching in both in-school and out-of-school learning

situations.

- (4) New materials are being prepared with the greater participation of people who may have some knowledge about a particular subject area. These materials are better adapted to the students and to the tasks that need to be accomplished.

The Chinese have made these changes because they feel that such forms of education help develop China's most plentiful resource—people who will enable the country to reach its development goals. □

Courtesy : Skills for Progress Newsletter, June 1980.

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The Dark Areas of Literacy

Facts at a Glance

From 1951 to 1977, while literacy rate of the population in India has doubled, from 19.28% to 38%, the total number of illiterates has also gone up from 173.9 million to 226.5 million.

No significant efforts were made to impart education to those above 14 years old, where the illiteracy rate of age groups between 15-35 is 58.02%.

In the rural areas, the illiteracy in 15-35 age group is 65.8% and in urban areas it is 31.4%.

The highest literacy rate is in Kerala viz. 60.42% and the lowest rate is in U.P. 21.77% and in Arunachal Pradesh 11.29%.

The urban male literacy rate is again highest in Kerala, 66.62% and the lowest in Jammu & Kashmir is 26.7% and in Arunachal Pradesh 17.82%.

The highest rural literacy rate in Kerala is, 65.57%, the lowest being in Jammu & Kashmir and Rajasthan with 22% each.

By and large, the greatest number of illiterates are concentrated in the largest States of the Union of India, specially the Indian heartland of Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan and U.P.

It is not that all areas of a State are equally illiterate or literate.

In the States with high literacy rates also, there will be found pockets of districts with very low literacy rates.

The Scheduled Castes and Scheduled Tribes, in general, over the whole of India, have much lower literacy rates.

The literacy rate of Scheduled Caste males all over India is 22.4% and for females is 6.45%.

For Scheduled Tribes it is even lower

For males of Scheduled Tribes all over India, it is 17.6% and for females it is 4.86%.

These figures, compare rather unfavourably with the all-India literacy of males and females, which is 39.45% and 18.72%, respectively.

The highest figures for Scheduled Castes, as compared to Scheduled Tribes, are understandable because in urban areas, the Scheduled Castes can take advantage of the

special facilities offered to them by the Government, whereas in the villages and jungles, where the tribes reside, such facilities are lacking and social factors also inhibit them from taking advantage of educational facilities.

In cities like Chandigarh and Delhi, the male literacy rate is 33.43% and 39.22%, whereas the surrounding areas of U.P., Punjab and Haryana have lower percentage of literacy for Scheduled Caste male i.e. 17.13% and 22.88% respectively.

Female literacy is generally quite low except in urban areas. All-India male literacy rate is 61.28% as compared to female literacy rate of 42.26%.

The rural women's literacy rate (all-India) is 13.17%, less than half of the male rate of 33.76%. Rural women's literacy percentage range from a high of 55.10 for Kerala to a low of 3.0 in Arunachal Pradesh and 4.03 in Rajasthan,

In general, this percentage ranges from about a half to one-fifth of the rural male literacy rate.

For Scheduled Caste women, the situation is worse. The female literacy rates range from 33.43% for Kerala to 1.03% in Bihar, while the all-India average is 6.45%, about a third of the male literacy rate of 22.43%.

Amongst the Scheduled Tribes, the situation is even grimer. The all-India average of female literacy rates is 4.86%, a quarter of the Scheduled Tribes' male rate of 17.6%.

The female literacy rates range from a high of 22.68% in Kerala to a low of 2.13% in Andhra Pradesh. Amongst the eight largest States in India, the literacy rates of the Scheduled Tribe women range from 2.13% to 6.61%. □



Regional Workshop in Chandigarh

THE Regional Resource Centre, Punjab University, Chandigarh, in collaboration with the Directorate of Adult Education, Government of India, organised a Regional Writers' Workshop for preparation of follow-up material in Punjabi, Hindi, Urdu and Pahari languages in Chandigarh from April 23 to 30, 1980.

Inaugurating the workshop, Shri J.C. Aggarwal, Chief Commissioner of Chandigarh, urged the writers to produce such material for adult learners as might find general acceptability. Although the task was difficult, the ex-

perts on adult education would be able to produce such material after making a thorough study of human psychology and needs.

Shri J.D. Sharma, Director, Indian Adult Education Association, urged the writers to produce such follow-up material as would instil in the learners a spirit of enquiry and sense of self-confidence.

About 30 writers from Rajasthan, U.P., Delhi, Jammu and Kashmir, Punjab, Haryana and Chandigarh took part in the eight-day regional workshop at Chandigarh. □□□

Programme Planning in University Continuing Education

(Contd. from page 18)

utilization of university resources and skills and a manager of the teaching-learning environment. Underlying the client approach is the concern for efficiency. This approach organizes the services of the university and the role of the continuing educator so as to put severe limitation on the client's breadth of involvement. Clients as a rule do not participate in decision-making regarding kind, variety and amount of services to be delivered, and methods by which services are delivered. Clients are expected to receive services planned for them.

Moody (1976) named this approach the "social services model." "...it is characteristic of social services". He wrote, "that a service is something done for someone typically by a professionally certified person..." Moody condemned this approach because it makes recipients of social services passive and dependent. It creates a

state of powerlessness because the client has no decision concerning who will plan and execute his programme, the range of services that should be available, the extent of agency use of its resources on his behalf or the method by which his problem will be dealt with.

Rothman in Cox et al *Strategies of Community Organization* (1970) named the client approach the "social planning model" which he said is essentially a task-oriented approach. The concern here is establishing, arranging and delivering services to those who need them. The social planning model presupposes that change in this complex world requires experts to plan and skillfully guide it. The degree of participant involvement varies from nil to a substantial level depending on the nature of the problem. In this approach, planning is based on facts. Pertinent facts about the problem are gathered and analyzed. Upon this a decision is

made. This is all done by the expert, that is, in the case of university continuing education, the continuing educator who may or may not involve those for whom educational experiences are planned depending upon his/her sense of the utility of their participation in decision-making. In social planning, the change agent is a goal setter as well as a solution giver.

Bolton (1976) refers to the client approach as the traditional teacher-centered and content-centered models which emphasize the utilization of well-organized source authorities.

The advantages of using the client model as described here are not far to search. The client approach is efficient. It saves a lot of time. It places control on the professional, that is, in this case, the university continuing educator to enable him to make quick decisions. It provides a setting in which the client's problems are limited and focussed. The roles of the professional and client are clearly spelled out preventing confusion and minimizing frustration. On the other hand, this approach fosters dependence. The client is dependent because he is always on the receiving end. He is passive rather than active. He is not a master of his own choice. He does not participate in goal setting. The experience of the client is not utilized in the design and implementation of the programme.

Conclusion

Basically, the conceptual frameworks through which planning decisions are made reduce to two: (1) the first involves participation of the clients, the consumers of education, in the process of programme development and execution, (2) the second involves no or

little participation by the client system in goal setting and problem-solving.

There are risks to each approach and it narrows down to which risks you as a designer of educational programmes for adults are willing to accept. The process approach in which the educator and his client are jointly engaged in diagnosis of needs, the setting of goals and in the design and implementation of an educational plan to meet the needs, poses the problem of yielding some degree of efficiency in order to achieve participation. If there is greater involvement of participants in the decision-making process, the chances are that more time will be spent in the development of a programme and a programme so developed will be the result of complex compromises between the decision-makers rather than based on the rational choice alone. Even in the light of this weakness, the process model has greater openness in what is available for the participant to work on. It gives participants greater choices. The participant has the chance to bend the programme to meet his needs.

Although the client model is efficient in terms of time saving, minimizing frustration and confusion, greater control by the professional and quick decision-making, yet it deprives the client a right to participate in the decisions likely to alter his environment and way of life.

Participation is essential to both approaches. So what is suggested here is the blending of the two approaches. This blending may actually constitute a distinct additional model whose characteristics could be explicated independently.

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Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Hussain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers, Educational Associations and the Asian-South Pacific Bureau of Adult Education.

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Motivation and Commitment

The words *motivation* and *commitment* are bandied about with much abandon these days. The two words constitute almost a constant refrain in developmental lingo.

Going through the various articles submitted to this journal for publication, we find a substantial number of authors using these two words fairly frequently. (This should not be surprising because of their obvious popularity). The use of the words cuts across the field of Adult Education and related subjects. The two words are used in a few cases in a substantive way—they form a part of a theme or as a finding or a realisation. But more often, we get the impression that the words are used rather loosely. In these cases, they lack both precise connotation and clarity.

Motivation and *commitment* could be individual or group in character. The two concepts are basic to social action in the developmental context. *Motivation* is a condition that provides the inner prompting for action. It is essentially psychological and emotional in character. It may be conditioned by education, training, culture, family situation, etc. *Motivation* and *commitment* could be two sides of the same coin.

It is also difficult to say where *motivation* ends and *commitment* begins. However, in a certain sense *commitment* is a later condition or development in the social action situation. It is a condition where *motivation* gets related to or gets integrated with a purpose or a goal. It is not entirely personal. It is in its essence ideological. The time has come to look in some depth at the use of these words in Adult Education. Perhaps it would be uncharitable to say that the words are used because it is the "inthing" to do so. (At the same time a little of this element may not be absent in quite a few cases !)

An initial and limited analysis of the use of these two words seems to show that it is almost entirely related to individual performance of promise or of excellence. In other words, we are internalising these words with bias in our professional outlook and development. Conceptually, it seems to have more relevance to the individual than to the group. One might ask, are we using these words inadvertently to emphasise the importance of the individual and see the challenge of Adult Education at this atomistic level than at the level of the group or the system? If it is so, we wonder if this bias is rooted in our culture. We need to ask questions of a candid nature in this connection.

Adult Education, as part of the development process, is to be understood in its operational framework. The bias we bring to it as individuals is of paramount importance and our understanding of *motivation* and *commitment* will determine in good measure the nature of adult education we are involved in. This is a large and more complex challenge for it involves improving and even changing the system related to Adult Education and the other development systems to which it belongs. With the larger society undergoing critical changes because of science, technology and other modernisation and social processes, Adult Education needs to be looked at differently in terms of approach, methods, programmes and policies. It is time we gave real content to the words *motivation* and *commitment*. Otherwise their use would be more style than substance.

Perceptions of the Key Functionaries about NAEP— a Critical Appraisal

— G. Haragopal and A. Ravinder

In the following article, an attempt has been made to assess and present the perceptions and attitudes of the key functionaries, who man the top and intermediate levels of adult education in the country. For a study of this kind, an interview schedule was mailed to 110 functionaries, out of whom only 53 responded. Among these some were academicians, others officials of the Central and State Governments, while the rest representing voluntary agencies and the Universities.

As most of them belonged to different functionaries of education, the results of the study are both revealing and significant, reflecting the views of a cross-section of the people working in the field.

ADULT Education has come to assume considerable importance in the recent past. Allocation of considerable resources to this programme is an important factor for consideration. Financial resource is a precondition but not a sufficient condition for the effective implementation of the programme. It might facilitate smooth functioning of regulatory and routine programme, but it cannot ensure success of a change-oriented programme like adult education. In developmental programmes, it is the commitment to the programme at all the levels that is of greater consequence. It is, therefore, necessary to assess the views and attitudes of the functionaries engaged in this programme. The present study is an attempt to present the views of the key functionaries who man the top and intermediate levels of adult education in the nation.

For the purpose of this study an

interview schedule was mailed to 110 respondents, out of which 53 responded. Among these 26 were from Government—both Central and State—17 from voluntary organisations and 10 from the universities. There were instances where some of the functionaries not only refused to respond to our questionnaire but questioned the credentials and competence of the authors to undertake this survey. This includes a few academicians who themselves must have experienced the travails of research. Nevertheless, since the sample is drawn from three important sectors engaged in adult education, it can be hoped that it fairly reflects the existing situation in the country.

Personal Background of Functionaries

The personal background of the functionaries indicates the following

facts. Age-wise, they were all middle-aged as their mean age worked out to 46. They were qualified and experienced. Service-wise, they had put in 20 years of service which can be considered more than sufficient. The educational qualifications of the respondents were quite impressive and most of them were either post-graduates or Doctorates.

The respondents were asked to explain how they entered the present job. The responses may be broadly categorised into four patterns : one, one-third were interested and felt committed to the programme ; two, one-sixth of them entered because of past experience and association with the programme ; three, half of them were directly recruited to this job ; four, the remaining associated with the programme because of the need for a job, better prospects, etc. Thus the analysis showed that about two-thirds of the functionaries entered the job for reasons other than interest and commitment to the job. However, to another question about their willingness to continue in the present job, most of them answered in the affirmative. This leads to a contradiction wherein most of the functionaries did not feel interested and committed to the job but would like to continue in it. Thus persons without much interest and commitment posed a major challenge to the adult education programmes today.

Recruitment Practice

An attempt was made to elicit the opinions of the functionaries with regard to the overall recruitment practices in vogue in the adult education programmes. To this question many thought that the whole process was either unsatisfactory or fraught with certain problems. They complained that

the recruitment practices ignored the qualities such as commitment, experience, motivation, competence. On the other hand, too much emphasis was on paper qualifications and there was political interference, favouritism, corruption, rigid procedures, and bureaucratization of recruitment.

Responses of Functionaries

Here are some typical responses, which highlight the unhappy situation :

1. The key posts in the programme were captured by those who could influence.
2. People without motivation, commitment, proper attitudes and interaction with the community were recruited.
3. Persons who were unwanted in the government were pushed into this programme.
4. Money plays a major role in recruitment. These responses showed that the programme was slipping into the hands of those who lack commitment to the programme.

Suggestions

The respondents offered the following suggestions :

1. Only those persons who are really interested in the programme should be involved.
2. The authorities should take enough care to identify persons with zeal and commitment for a social change.
3. Experienced persons in the field should be given preference.
4. Proper norms should be evolved for recruitment.
5. The recruitment should be handed over to voluntary agencies with adequate financial assistance and guidance.

All these responses, by and large, suggest that commitment and experience are the major criteria without which the programme cannot succeed.

Teaching Material

Another major problem in adult education has been the learning and teaching material. In this regard, most of them suggested that material should be prepared at the local level and in the regional languages. They further suggested that no learning material should be prepared without first assessing the needs of the learners. This should be done by involving all the concerned including the learners themselves. The main thrust of the responses was for the decentralisation of the whole effort, which did not appear to be the case at present. In fact, the present emphasis of the guidelines for preparation of material for adult education should shift from 'field to the lab'.

Role of Voluntary Organisations

The role of voluntary organisations in the adult education programme is being debated all over the country. Therefore, the opinions of the key functionaries are highly relevant. Three-fourths of the respondents offered favourable comments on the involvement of the voluntary organisations. However, some of them cautioned that voluntary organisations may abuse money and emerge as a parallel set-up to the existing democratic set-up. Those who advocated the involvement of voluntary organisations felt that these organisations are largely free from the bureaucratic rigmarole and have greater commitment and dynamism. Even in this case respondents emphasised commitment and flexibility as important

criteria for the success of the programmes.

Conscientization

An attempt was made to know the views of the functionaries on the possibility of conscientization through adult education. A majority of them thought that conscientization would not be possible through this programme, while some thought that it could be achieved. Those who argued in favour of conscientization thought that adult education has no meaning and relevance without conscientization. The majority of those, who expressed negative opinion on conscientization, felt that it would involve a stupendous task, lead to disastrous consequences, cost a heavy price and result in friction with vested interests. Thus higher levels are manned by a majority of the functionaries who either suffer from fear or escapist tendencies. In a programme like adult education such disposition goes counter to the ultimate objectives of adult education. This could also be a reflection on lack of interest and commitment of these functionaries themselves.

Practical Difficulties

An attempt was also made to know the actual problems encountered in implementation of the programme.

The functionaries enumerated a large number of problems encountered by them. Lack of commitment on the part of the functionaries and indifference of learners were cited as biggest hurdles. The other problems were broadly categorised into structural, behavioural and environmental categories. Structurally, the problems were: absence of clear-cut policy, inadequate resources, lack of material and equipment including relevant literature, improper coordination, inefficiency and

red-tapism, over-emphasis on rules and regulations and absence of proper evaluation.

Behaviourally, in addition to the lack of commitment, there were problems of lack of motivation among the organisers, and learners, absence of political will, reluctance of the top people, and bureaucratic attitudes.

Environmentally speaking, poverty of people, opposition from the vested interest and lack of leisure for the learners were the problems which, according to the key functionaries, could render the programme ineffective.

The above analysis showed that the programme had been launched without much preparation in terms of equipment and material. It was also evident that it had been bureaucratised. Added to it, the socio-economic environment is not conducive for the effective implementation of the programme.

Solutions Offered

The functionaries were asked to suggest solutions to the problems. As a part of structural improvement, they suggested careful planning, preparation of suitable literature, proper recruitment, simplification of financial procedures, training of the personnel, greater integration among the various agencies and more freedom for voluntary organisations.

The behavioural improvements suggested were: conscientization of top and middle levels, committed leadership, linking the programme to the day-to-day needs of the people and interesting teaching techniques to attract and retain the learners.

For environmental problems, they suggested removal of poverty, building up of social pressure on the vested interest against sabotaging the programme, as key solutions.

The above suggestions show that better structure, committed leadership and organised public pressure against the vested interest can facilitate the success of the programme.

About the prospects of success, only one-third of the key functionaries expressed their optimism. One-sixth of them categorically stated that the programme would be a failure. And the rest of the functionaries were doubtful about its success.

Those who were optimistic about the future of the programme felt that the villagers were already exposed to the developmental process, which would help them in availing of the opportunity.

Those who were not optimistic felt that there was lack of commitment, weak political will, absence of proper perspective, too much emphasis on literacy and lack of flexibility in the programme. Some of the key functionaries in their personal letters expressed the view that without universalising the elementary education this programme has no future. They also felt that it was too early to offer any comment and in a programme like the adult education, one should have a cautious approach and wait and watch attitude.

Background of Functionaries

The background of the functionaries showed that they were highly qualified, experienced and middle-aged. However, most of them did not enter the job out of interest or commitment. Their entry appeared to be more of a chance than by choice. These functionaries themselves repeatedly emphasised the need for commitment at various levels for the success of the programme. This raises a fundamental question about the recruitment process and lack of a proper direction to the programme.

(Contd. on page 14)

Adult/Non-formal Education Programmes in India - Legislative, Conceptual and Evaluative Analysis

— K. Sivadasan Pillai

A new and strong wave of adult or non-formal education followed the announcement of the National Adult Education Programme in 1978 by the Government of India.

The author gives a refreshing background of the various adult/non-formal education programmes, drawn up since Independence and discusses the needs, aspirations and problems of the adults in a frank and lucid manner supported by well-documented facts and figures.

THE first important post-independence development in the field of adult education was the emergence of the concept of social education. The Central Advisory Board of Education appointed a sub-committee in January 1948 to report on adult education. In its report, the committee pointed out that while both literacy and general education form part of adult education, greater emphasis should be laid on enabling every Indian to participate effectively in the new social order. To begin with, the social education programme was the responsibility of the educational authorities. The methods of social education laid emphasis on imparting education through an organised community of learners and teachers.

First Five Year Plan

The budgetary provision during the First five year plan for social education, excluding the allotment under community development, was Rs. 50 millions and less.¹ These amounts

were spent through literacy centres, community centres, libraries etc. The National Fundamental Education Centre was set up in 1956 with a view to train adult education personnel, carry out research and evaluation, try out better type of material and act as a clearing house of ideas and information. In 1960-61, there were 43,295 adult literacy centres, which helped 7,40,110 adults to become literate.²

During the Third plan period, though social education was emphasised, literacy was considered to be the most important concern. Pilot projects on adult literacy as advance action for massive adult literacy campaigns were drawn up but had to wait till 1969 for a take off. The table below shows the expenditure on adult education during the Third plan.³

(1) Report on Social Education. Committee on Plan Projects, Govt. of India. 1963.

(2) Bordia, Anil, and others (Eds.). Adult Education in India—A Book of Readings—IAEA 1973. p. 30

(3) Ibid. p. 32

Period	Total expenditure on education (Rs. in million)	Expenditure on adult education (Rs. in million)	Percentage of expenditure on adult education
First plan	1,530	50	3.3
Second plan	2,730	40	1.5
Third plan	5,979	35	0.5

Reflections in the Mid-60s

The Indian Education Commission argued that time is an essential factor in combating illiteracy and a delay of more than 10 or 15 years in liquidating the problem on a massive scale will defeat its very purpose. The literacy programmes, according to the Commission, should have three essential ingredients :

1. It must be, as far as possible, work-based and aimed at creating attitudes and interests and imparting skills and information which will help a person to do efficiently whatever work he is engaged in.
2. It must help the illiterate to interest himself in vital national problems and to participate effectively in the social and political life of the country.
3. It must impart such skills in reading, writing and arithmetic as would enable him, if he so wishes, to continue his education, either on his own or through other available avenues of information education.⁴

Steps Ahead

The Fourth five year plan, based on the report of the Commission and in the light of previous experience, made specific provision for (a) farmers' education and functional literacy, (b) assistance to voluntary organisations, (c) workers' social education institutes, (d) National Board of Adult Education,

(4) Report of the Education Commission. op. cit. p. 425

(e) Directorate of Adult Education, (f) prize scheme for the production of literature for neo-literates and (h) grant-in-aid to polyvalent centres. The total outlay was about Rs. 110 millions. The National Board of Adult Education was established in 1970 and a separate Directorate of Adult Education during 1970-71.

The achievements of the First five year plan in the field of adult education were spectacular but this enthusiasm could not be sustained for long and during the subsequent plans there was considerable reduction in outlay and achievements. The recommendations of the Education Commission also did not bear fruit till the Fourth plan. A large number of voluntary agencies came forward during the two decades after independence. However, in the light of the recommendations of the Teheran Conference, functional literacy schemes were also started in India. The seventies saw the emergence and the acceptance of the new concept of non-formal education.

Recommendations in 1974

The Central Advisory Board of Education recommended in November 1974 :

1. Detailed plans of non-formal education based on necessary surveys should be prepared by each state for different age groups and sections of society. Special emphasis needs to be given to the economically deprived sections of the society.
2. Every effort should be made to

mobilise additional resources from the community. Suitable measures should be adopted to increase the involvement of local communities.

3. Non-formal education programmes for youth and adults should be correlated with the main developmental activities.
4. Great care should be taken to make the content of non-formal education programmes related to environment and learners' needs.
5. The programme of non-formal education should be developed on a large scale to enrol children in the 6-14 age group, who do not attend schools at present and also to reduce wastage.
6. Special programmes should be launched for the tribals at less than 5% literacy levels.
7. In organising non-formal education programmes for various age groups, there is need for a much greater involvement of student youth organisations as well as government and voluntary agencies. Suitable arrangements for coordination should be made at the nation, State and implementation levels.
8. A cell may be set up in each State either in the State Directorate of Education or in the State Institute of Education to coordinate all programmes of non-formal education. ⁵

Involvement of the Universities

The Conference on Continuing

(5) Non-formal Education: new solutions necessary in education. Directorate of Non-formal (Adult) Education, Govt. of India. Nov. 1975. p. 1

Education at the instance of the University Grants Commission have recommended the establishment of a Centre/Department of Continuing Education at least in one university in each State. They have also directed the universities to concentrate on training adult education functionaries, carrying research studies and experimentation and exploring new dimensions of non-formal education. The following programmes have been suggested for implementation by the universities :

1. "Correspondence courses leading to degrees/diplomas of the same kind as the formal programmes ;
2. Part-time courses through morning, evening or weekend sessions ;
3. Correspondence and special course not leading to diplomas ;
4. Sequential courses through summer schools and sessions at convenient times of the year comparable to regular courses and leading to diplomas or degrees ;
5. Correspondence courses supplemented by short-term campus courses and field work ;
6. Short courses limited in scope, ranging from 2-3 months or even longer duration, leading to certificates of value ;
7. Short ad hoc programmes like seminars, laboratory work, workshops, demonstration, field work, etc ;
8. Serialised programmes of lectures, conferences and seminars ;
9. Serialised publications including books, pamphlets, journals

and bulletins and other extension services."⁶

Special departments of Adult and Continuing Education had, by September 1975, been set up in 13 universities (by January 1980 the number has risen to 25) which are responsible for training of high level cadre workers for various non-formal education programmes such as planners, organisers, administrators, workers responsible for content preparation, material and media, research, evaluation, experimentation and innovation, documentation services etc.

National Adult Education Programme

In March 1977, the Government of India "resolved to wage a clearly conceived, well planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural change". Thus started the National Adult Education Programme (NAEP). Literacy was recognised as an integral part of an individual's personality based on the following assumptions :

- a) that illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress ;
- b) that education is not counter-mine against schooling but helps in most work and life situations ;
- c) that learning, working and living are inseparable and each acquires meaning only when correlated with others ;
- d) that the means by which people are involved in the process of development are at least as important as the ends, and
- e) that the illiterates and the poor

(6) Universities and Adult/Continuing Education. Directorate of Non-formal Education, Govt. of India. Sept. 1975. p. 8

can rise to their own liberation through literacy, dialogue and action.⁷

Figures show that the number of illiterate persons has risen from 247 millions in 1951 to 307 millions in 1976 (excluding children of the age group 0-4), though in terms of percentage of literacy, there is an increase from 14 to 34.45 during this period. In the NAEP, top priority has been given to the 15-35 age group and for women, Scheduled Castes and Tribes.

The NAEP aims at making 100 million adult illiterates literate by the end of 1983-84. The targets are as follows:⁸

Year	Annual coverage (in millions)	Cumulative coverage (in millions)
1978-79 (preparatory year)	1.5	1.5
1979-80	4.5	6.0
1980-81	9.0	15.0
1981-82	18.0	33.0
1982-83	32.0	65.0
1983-84	35.0	100.0

Encouraging Results

When the NAEP was launched all over the country on 2nd October, 1978, there was a national consensus behind it. There was an awareness among all that a momentous new programme was being launched. Looking back, it has been reported by the organisers that "the experience of the last one year reinforces the conviction that education can be a means for involvement of the poor and illiterate masses in the process of development."⁹ some 603 voluntary agencies were approved for financial assistance to run 27,956 centres during the

(Contd. on page 30)

(7) National Adult Education Programme — an outline. Govt. of India. Ministry of Education and Social Welfare, 1978. p. 1

(8) *ibid.* p. 8

(9) NAEP. The First Year. Govt. of India, Ministry of Education and Culture, 1979 p. 4

Attitude of Rural Adult Learners Towards Adult Education

— Gomathimani

A sample study of learners' attitude was conducted in nine adult education centres in Madras, run by the Department of Adult and Continuing Education, University of Madras. Broadly, the aims of the study were to find out the rural learners' concept of adult education; to know the causes of dropping out of the learners from the adult education centres, their expectations from the animator and to assess the primary needs of the village in terms of social institutions.

Some of the broad conclusions emerged as a result of the study are revealing and the suggestions offered provide an answer how to improve the adult education programmes.

THE National Adult Education Programme aims at providing the learners' skills for self-directed learning, leading to self-reliant and active role in their own development and in the development of their environment. Education is treated as an item of socio-cultural need, to eradicate illiteracy and ignorance, which are the indicators of backwardness. In spite of the introduction of free and compulsory education to every individual up to 14 years, the percentage of illiteracy has not come down considerably. The receptivity and success of any programme go hand in hand and it could be judged only by the attendance and involvement of the learners in the programme.

If the attendance in the adult education centres is satisfactory and the enrolled learners continue to attend, there is no problem. If they drop out, then the programme needs a diagnosis for identifying reasons for their leaving the centre.

What are the expectations of the learners out of the programme? What is their concept of Adult Education?

This study aims at finding answers to some of the questions raised above.

Objectives :

1. To understand the rural learners' concept of adult education.
2. To identify the causes for dropping out from the Adult Education Centres.
3. To find out their expectations regarding the animator.
4. To find out the primary needs of the village, in terms of social institutions.

Areas Covered

The present study was conducted in the following eight villages of Chettiaragaram, Vanagaram, Madhuravayal,

Nulumbur, Valasarawalkam, Velappan Chavadi, Ramapuram and Nerkundram in the Madras belt area, where the Department of Adult and Continuing Education is running nine Adult Education Centres.

The learners were 150 rural adults who attended the nine Adult Education Centres run by the Department of Adult and Continuing Education, University of Madras.

An interview schedule, with eight questions to elicit information concerning their concept of education, causes for dropping out etc., in addition to their biographic data, was the only tool used for collectioning data.

Age and Sex Particulars of the Respondents

Table-I

S. No.	Age	Frequency	Percentage
1.	12-18	54	36.00
2.	19-25	83	55.33
3.	26-32	8	5.33
4.	Above 32	5	3.33
TOTAL		150	100.00

Regarding the level of education, 50 of them were drop-outs from the elementary school, whereas 75 were simple illiterates. The remaining 25 had reached the fifth standard but completely relapsed into illiteracy.

The annual income of 132 respondents was below Rs. 1000, whereas the annual income of 18 was below Rs. 2000.

Occupation of the Respondents

Table-II

S. No.	Category	Frequency	Percentage
1.	Agriculture Labour	55	36.7
2.	Coolies	46	30.6
3.	Household workers	25	16.7
4.	Brick workers	24	16.0
TOTAL		150	100.0

The respondents were predominantly agricultural labourers or coolies.

Concept of Education in terms of Advantages

Table-III

S. No.	Category	Frequency	Percentage
1.	Knowledge	62	41.3
2.	Respect in society	23	15.3
3.	Employment opportunity	34	22.7
4.	Ability to solve problems	31	20.5
TOTAL		150	100.0

Among the group, 41.3% felt that education improves the knowledge of a person as against 15.3%, who felt that it brings respect in society. There were 22.7% who believed that education increases employment opportunities, whereas 20.5% were of the view that education improves the ability to solve problems.

Relevancy of Present System of Education to Life

Table-IV

S. No.	Category	Frequency	Percentage
1.	No contribution to useful knowledge	42	28.0
2.	Not fit for any employment	84	56.0
3.	No improvement in life	24	16.0
TOTAL		150	100.0

It was interesting to note that 56% of the villagers felt that the present system of formal education makes people unemployable, whereas 28% believed that it does not contribute any useful knowledge, and the remaining 16% held the view that it makes no contribution on the improvement of life.

Observation on Behaviour of Educated People

Table-V

S. No.	Category	Frequency	Percentage
1.	Resent hard manual work	60	40.0
2.	Not interested in social welfare	55	36.7
3.	Aversion to go to villages	35	23.3
TOTAL		150	100.0

The table above shows that 40% of the educated people resented hard manual work, 36.7% were not interested in social welfare and 23.3% expressed aversion to go to the villages.

Perception of Adult Education
Table—VI

S. No.	Category	Frequency	Percentage
1.	Economic improvement	78	52.0
2.	Not useful	19	12.7
3.	Very relevant & necessary	35	23.3
4.	Difficult to learn	18	12.0
TOTAL		150	100.0

Table above shows that 53% of the people expected economic improvement through adult education, 23.3% felt that it was relevant and necessary for a successful life, 12% found it difficult to learn at that age, whereas 12.7% did not find any use for it.

Reasons for Dropping out from Adult Education Centres

Table—VII

S. No.	Reasons	Frequency	Percentage
1.	Lack of interest	69	46.0
2.	Timings not suitable	42	28.0
3.	Content not useful	10	6.7
4.	Distance from the residence	9	6.0
5.	Not economically useful	20	13.3
TOTAL		150	100.0

It is interesting to know that the number of the drop-outs (46%) of the Adult Education Centres was due to lack of motivation, 28% did not find the timings suitable, 13.3% stated that it did not bring any immediate income, 6.7% did not find the content useful in life, and 6% dropped out because of long distance of the centre from their residence.

Expectation regarding the Animator
Table—VIII

S. No.	Category	Frequency	Percentage
1.	Must be a local resident	75	50.0
2.	Elementary school teacher	24	16.0

3.	Graduate	16	10.7
4.	An outsider	11	7.3
5.	An elderly person	24	16.0
TOTAL		150	100.0

It may be observed from the above table that 50% of the villagers wanted a local resident to be the animator, 16% expected him to be the elementary school teacher and an elderly person, 10.7% wanted a graduate and 7.3% an outsider.

Priority requirement of the Village
Table—IX

S. No.	Necessity	Frequency	Percentage
1.	Adult Education Centre	48	32.0
2.	Elementary school	16	10.7
3.	High school	30	20.0
4.	Hospital	39	26.0
5.	Proper roads with lights	13	8.7
6.	Playground	4	2.6
TOTAL		150	100.0

It was really encouraging to note that 32% of the learners found Adult Education Centre as their immediate necessity, 39% expressed health facilities as their priority number one, 20% wanted a high school, 10.7% an elementary school, 8.7% proper roads and lights and only 4% required a playground.

Conclusions

The broad conclusions that emerged after careful examination of the study may be enumerated as follows :

1. The learners of this study consider the present formal education system as fruitless and hold the view that it does not provide knowledge or employment or improve their standard of living.
2. But they consider adult education helps provide useful knowledge, employment opportunity, ability to solve problems in life and gain respect in society.
3. Those who had acquired formal education have no dignity for

labour, do not like village life and are not interested in social welfare.

4. Most of the learners developed confidence that adult education can provide economic improvement and it is relevant and necessary for a successful life. Only very few felt that it was of no avail and very difficult to learn during adult years.
5. Nearly half of the learners dropped out of the adult education centres owing to lack of interest though some among them found the timings unsuitable.
6. Among the respondents, 50 per cent wanted a local resident to be the animator.

Attitude of Rural Adult Learners

7. Among the pressing needs of the learners occupying the first choice was the establishment of an Adult Education Centre and a hospital, their second choice.

Suggestion

On the basis of the above analysis of the rural learners' of adult education, the following point may be kept in view to improve the programme :

Though the enthusiasm for learning is poor in the majority of learners, they are not hostile to learning. So an effective strategy should be evolved to make it interesting, relevant and useful in life. □□□

Perceptions of the Key Functionaries about NAEP

(Contd. from page 6)

About recruitment to various levels of the programme, an overwhelming number of functionaries expressed their unhappiness. They felt that many undesirable practices were in vogue in this regard. These brought in several people into the programme without any commitment on their part.

The functionaries also expressed their unhappiness about the preparation of the learning material. They felt that most of the literature was devoid of practical approach and relevance to the life situation of rural masses, for the material had not been prepared out of rigorous survey of the needs and interaction of the adult learners. There was also a feeling that there is too much of centralization in preparing the material which is undesirable.

With regard to the role of the volun-

tary organisations, most of the key functionaries thought that the voluntary organisations had a key role to play. They thought that these organisations are free from bureaucratic practices. However, they cautioned that steps must be taken to see to it that the money is not abused.

Interestingly, a majority of them thought that the programme would not be able to initiate conscientization. In spite of their repeated emphasis on commitment, they were not clear about the components of commitment. This would also explain the mental make-up of some of the key functionaries who predicted that conscientization would bring in disastrous results in the country. However, a set of functionaries did express their view that adult education programme would become shallow and meaningless without conscientization. □

Preparing Teaching-Learning Materials for Adult Education

— Rafat S. Shafi

The task of preparing teaching-learning material and the art of communicating it play a crucial part in any programme of adult education. The training skills come by practice, and unless one goes through the experience, no amount of theoretical knowledge can help in imparting literacy. The training of adult education should be practice-oriented and the theory should be used as supplementary input, says the author. Training is key to all success. A good teacher is himself first of all a good student, as the author puts it.

There is, therefore, need for development of new approaches in imparting literacy skills for better and effective communication. These skills have been divided by the author into three broad categories viz ; oral, reading and writing, each one having its own ramifications, which can bring about a qualitative change in any programme of adult education.

OURS is a learning society. The tradition of *Guru* and *Chela* has been a dominant feature of the cultural scene in our country. Oral communication had played a greater role in the learning process in the past. Whether it is the learning of Quran or Puran, teaching through the word of mouth had been in vogue ever since the sacred scriptures came to be known to man. Man has been exploiting his skill of articulation to influence his fellow beings from times immemorial. It is this power of articulation which had made him distinct from other animals on the earth. Even religious and cultural traditions and philosophy have been transferred by way of oral communication. Oral tradition has also strengthened the art of

listening.

The traditional teacher, who was called the *Guru* out of reverence, was intelligent enough to realise the importance and use of oral communication. Socrates introduced the theory of didactics. His theory was based on the logic of rational dialogue of enquiry between the teacher and the taught, so that logical conclusions could be arrived at out of sequential questions and answers. Teachers in olden days made effective use of this method of teaching and learning most successfully. The oral communication skills were, therefore, the basic prerequisite of literacy skills, namely, the reading and writing skills. In fact, if we view this question more closely, we see a progressive pyramid

of literacy skills, having the oral skills at the base as the prerequisite of reading skills. Reading skills supplement the oral skills and are in the middle of the pyramid. The writing skills complement reading skills and both stand as the pinnacles of the pyramid. The model appears below :

W	WRITING	COMPLEMENTARY
R	READING	SUPPLEMENTARY
O	ORAL	PREREQUISITE

This argument leads us to believe that the learner has to have fluency in oral communication and articulation before he is able to supplement his communication skills by reading. The writing skills will then complement the communication skills further. The sequence of teaching and learning will be much more logical if the articulation skill is developed first of all. The adult education pedagogues, therefore, emphasise the importance of discussion and use of key-words with a view to establish relationship of literacy learning with environment and life, so that articulation comes easily and interest in supplementing and complementing learning is continued.

Role of Trainer

The trainer, responsible for the training of adult education instructor, has to be conscious of training requirements in relation to the role of teaching-learning material and the building of the communication skills. Not only that, he himself has to experience the process before he can confidently transfer this knowledge and skill to the instructor. The training task is, therefore, doubly demanding for the transfer of communication skills in relation to literacy teaching. No theoretical explanation can really help the instructor in acquiring the necessary communica-

tion skills, unless he himself undergoes those very experiences with a group of learners. The training of both the trainer and the instructor ought to be practice-oriented and theory should be used as supplementary input. The training programme should be so designed as would provide lab-exercises for acquiring teaching skills for better communication with the help of teaching learning materials developed for the education of adults.

It is said that a good teachers is himself first of all a good student.

Guidance through Supervision

Supervision, and not inspection, has, a special role to play in making the adult education work run successfully for the field functionary. This will be possible only if he remains in the field with an open mind and objectively observes the development and process of each programme being organised by individual instructor. Active participation of supervisor in the field programmes will keep him abreast of the needs and requirements of the instructor. It will also help him equip with the necessary expertise for giving on-the-spot guidance by demonstrating appropriate methodology. Thus he assumes the leadership role by providing technical support in the field. No amount of written instructions can be as effective as actual demonstration of teaching-learning process for the development of literacy skills. This type of supervision should facilitate smooth transfer of scientific know-how. The written message again in this situation also must assume a supplementary and complementary role in the continuous preparation of the instructor for literacy teaching.

Case-Study for Literacy Material

Unless we develop a scientific temper to practice what we preach, it would be very difficult to achieve tangible results. It is high time that we start recording our experiences and observations in regard to the use and efficacy of available teaching-learning materials in relation to the three main objectives of the NAEP, namely, awareness, functionality and literacy. The adult education experts are trying to develop materials based on field survey and field testings so that their functional relevance to the modern concept of adult education is retained. Still, we do not know for sure, as to whether these materials can really achieve the expected results.

Today, there are several materials in the field claimed to be able to create awareness and upgrade functionality along with the teaching of literacy skills. By maintaining an objective record about the capability of these materials in relation to the above three objectives of NAEP, we would be providing with several clues about the content, approach and the contribution of these teaching-learning materials. The exercise will be worth the trouble, if specific criteria are identified for these simple case studies. In case, we agreed to the premise that the primary function of teaching-learning materials is to improve communication skills of articulation, reading and writing, then we have perhaps made a beginning. The field diaries of the supervisor and the instructor may provide us several other dimensions for building up a case for teaching-learning materials in adult education programme.

Training is the Key

Nobody can deny the importance of instructor preparation. A well prepared

instructor wins half the battle. After all, it is he who will use teaching-learning materials. It is he who will follow or evolve a methodology of adult teaching. Also, it is he who is our captive learner. He can also provide the base for continuing education for the establishment of a learning society. The investments made in him at this juncture of time, will lay the foundation of hope for removing illiteracy from this part of the world. The instructor's community, in fact, is the foundation stone of human development in our country. Then why should we shy away from our major responsibility for providing him a practical training in the job.

The preparation of the instructor is one-time task. It is not even a two-time or three-time task. If we have any faith in starting a learning society, then preparation of the adult education instructor ought to be upper most in our scheme of priorities. In fact, conducting the adult education programme at the centre by him should be taken as his lab-exercise created in the real life situation. In case, we agree to accept the approach for continuous preparation, then our instructor is the one who is in constant need of technical guidance while he is on the job. Who but the trainer-cum-supervisor should help him in the application of theory, development of new approaches and imparting literacy skills for better and effective communication so vitally needed in the contemporary society around him. Only this type of continuous follow-up and feedback will enable the instructor to assume leadership role and bring about an era of enlightenment, self-reliance and development among the people. He, therefore, stands in need of training for development of his own communication skills directly in relation to literacy teaching. These skills may be categori-

sed in the following order :

(A) Oral skills for :

- conducting discussions,
- generating dialogue,
- rationalising thinking and behaviour patterns through effective articulation,
- listening with understanding,
- arguing, questioning and answering intelligently, and
- arriving at group consensus on logical didactics.

(B) Reading Skills for :

- learning shapes and sound of language symbols in the alphabet,
- analysing the written words for understanding the shapes and sounds of letters,
- developing comprehension of written communication,
- supplementing oral skills by learning to read,
- deciphering written messages with meaningful interpretations,
- evolving new combinations out of the known alphabet,
- relating the written words with life and environment, and

- assisting the learners to enjoy the voyage of discovery through the written word.

(C) Writing Skills for :

- complementing the reading skills with writing,
- using writing skills for recording meaningful messages,
- developing self-reliance in effective communication through the written word,
- combining the skills of articulation, reading and writing for better communication and for joining the main stream of communication,
- taking advantage of mass-media around,
- using language skills as a weapon for combating ignorance, and
- overcoming the barrier of illiteracy.

Thus we can develop the adult education task-force for making a beginning of the era of learning society. □

Reference : Literacy Methodology, CIIL Adult Literacy Series-3, Editor G. Sambasiva Rao, CIIL Manasgangotri, Mysore.

“Literacy is not the end of education, not even the beginning, it is only the means whereby men and women can be educated.”

— M. K. Gandhi

Text-Book Teaching and Adult Education

— B. Mallikarjun

What is the difference between adult education which the country had in the last few decades and the present National Adult Education Programme? An important adult educator was once asked this simple question. Pat came the reply, "Earlier, less people were educated in more time; now more people are educated in less time." This sums up the difference between the past and the present programmes.

If adult education programmes are to gain momentum and to become effective instrument of development and 'Centres for Rural Education', they should change functionally, pleads the author. Today, there is an over-emphasis on text-book teaching, which impedes the progress of education. An adult illiterate should be taught what he wants to learn and not what someone else wants to teach him. If NAEP, with its diverse needs and varied interests is to cover the whole country, no universal system of text-book teaching can accomplish the task. The relevance of the text-book will have to be tested on the basis of socio-economic realities and environments.

AT an informal discussion, an eminent person in the field of Adult Education was asked to comment upon the difference between adult education that the country has seen in the previous decades and the present National Adult Education Programme. His answer was simple. 'Earlier, less people were educated in more time; now, more people are educated in less time. Excluding this, there is not much difference between the two'.

It seems this has been the tragedy of adult education. In this situation, the adult education classes will remain, as 'night schools' as they were called earlier, and never become 'centres for rural education' in the changed circumstances leading to the development of illiterate folk. Though the adult education programmes have changed tech-

nically, they are yet to undergo a change functionally.

Over-emphasis on Text-book Teaching

The experts, who plan and implement adult education for illiterates, have always looked at the problems of illiterates from their own point of view and *not* from illiterates' point of view. And also they are unable to come out of the habit of teaching everything—literacy, numeracy, professional skills, etc., through text-books. Realities of the situation in which adult education takes place are ignored. It seems that this over-emphasis on text-book teaching technology is also an impediment in the success of adult education programmes. So far, the innumerable experiments in the field of

adult education have tried to improve the text-book designing and text-book teaching technology. And as far as my knowledge goes, experts have not come out of the need of text-book for adult education.

Here is an example for expert's opinion about illiterates as reflected in a text-book. Recently I came across 'Innovation in Adult Education—Primer' in the local dialect. This is about a primer prepared in one of the dialects of a certain state. This primer uses two key words 'x' and 'a' (I am using code words here). The lessons centred around these two words. In one of the lessons, 'x' takes a loan from the bank to purchase 'a'. But he spends the same loan amount for conducting some ceremony. Since he misuses the money, the police arrests him. Moral of this lesson is that money should not be misused.

Now let us examine this lesson. First of all, the expert who writes this type of lesson has only a negative attitude towards the learners. This is exhibited in his book for illiterates as in his opinion all of them are going to misuse money. Secondly, this type of theme creates a sort of inferiority complex among the learners and the illiterates feel shy to look at this type of illustrations drawn in the lesson. Or such a lesson conveys in others how one can misuse the money. Can this motivate the learner and quicken the pace of learning in him? Instead of this, the positive approach would have been to teach the illiterate that it is his right to take loan from the bank for development and it is his duty to make proper use of it and return it in time to the bank. An adult illiterate is to be taught what he wants and not what some one want to teach him or

what some one presumes an illiterate wants to learn.

Universal Text-book Teaching

Then what are the grounds on which one can question the validity of universal text-book teaching in adult education? The NAEP, in its literacy, numeracy and other educational programmes, proposes to cover a vast number of people spread throughout the country with diverse needs and varied interests. One text-book or ten different text-books in one language for the people in a state may not be the reliable tools to eradicate illiteracy by retaining their initial motivation and progress towards education as the learning interests and needs of these people are diverse. During learning, an adult makes a conscious effort to learn. At every stage he will be linking his immediate progress in other fields of life with literacy. He will be trying to judge his text-book and its relevancy on the basis of socio-economic realities that he is facing. Practically such a situation is not feasible or be solved by a single medicine or text-book. Something more than a text-book is required.

In a state like Karnataka, many dialects of Kannada are spoken. Can one text-book of Mysore Kannada be used for literacy purposes in all the districts of the state? Can a man from Bidar, Bijapur or Gulbarga understand this Mysore Kannada for learning script and message? In case of numeracy, do people throughout Karnataka count as 'ondu' or 'eradu', or do they do it differently? Many questions like this can be asked. The so-called standard Kannada used in text-books for formal education is nobody's mother tongue. It is only an abstract entity.

If text-book becomes the tool of adult education and is written in the

standard Kannada one can assume the situation that the learners may have to face. It will be like imposing literates' idiom on illiterates. While learning, the difference between the learners' variety of language and the variety of language introduced in the text book creates an inferiority in the learners. It is teaching something to some one in some other person's idiom. It fails to create 'ownness' in learners.

The next question is of non-Kannada speaking persons living in Karnataka. There are a good number of Urdu, Telugu, Tamil, Marathi and other language-speaking people in Karnataka. What about educating illiterates speaking these languages? In which language are they to be educated? What literacy programmes are there for these people? The last but not the least is of limiting of learning. By providing a text-book into the hands of a teacher and a learner, the adult education system officially and probably unknowingly is blocking the wide range of informal learning that can take place, and limits the learning to text-book. If the adult education teacher has a text-book in hand, he is not ready to go beyond that and teach any thing more or less than that. Any amount of instructions may not make him to teach beyond the text-book. For him text-book is every thing; in other words, adult education is reduced to text-book teaching. Text-book is defined as a 'learning instrument' which is always flexible. Is this question of flexibility applicable in case of this system?

Alternative to Text-book Teaching

If so, what is an alternative to the text-book teaching technology in adult education? If adult education is

examined in this broader perspective, a three-phase picture will emerge. The first phase is of literacy—literacy in the idiom of learners to suit the illiterates' interests and needs; the second phase is of bridging the gap between the learners' idiom and the standard idiom in which almost all the reading and other material is available; the third phase is of making available the needed literature on developmental and other programmes beneficial to neo-literates and other people in simple idiom, in addition to all other material that interests adult learner. In case of NAEP, if the adult education teacher is a local literate, he is the person who is aware of the local needs, problems and idiom as also the interests and desires of his learners. It is true that the problems of people could be the starting points from which adult education can begin with. These are the basic tools from which a teacher can create or make his own literacy, numeracy and other necessary educational material. Only then the learner can find his learning relevant and need-based.

Learning through Standard Idiom

Now the question arises what actually does a literacy primer consist of? It consists of certain quantity of vocabulary items that are used by the illiterates and the lessons that are frequently constructed with certain themes considered to be relevant to a learner. If the adult education teacher is provided with the technique of collecting and arranging of words and themes for literacy purposes, he can prepare the initial literacy materials. He can also guide the transition of learning from learners' idiom to standard idiom, because of his background of formal

(Contd. on page 29 col. 11)

IAEA PUBLICATIONS

1. Educational Component in Agricultural Extension Service 1977	Rs. 3.00 \$ 1.00
2. Curriculum Construction for Non-formal Education 1977	Rs. 5.00 \$ 1.50
3. Curriculum Construction for Non-formal Education of Youth 1977	Rs. 4.00 \$ 1.00
4. Curriculum Construction for Non-formal Education for Women 1977	Rs. 3.00 \$ 1.00
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8. Adult Education for Rural Poor 1975	Rs. 8.00 \$ 2.50
9. Farmers Training and Functional Literacy 1975	Rs. 15.00 \$ 5.00
10. On to Eternity — Vol III. 1974	Rs. 6.00 \$ 2.00
11. A Literacy Journey — C. Bonanni, 1973	Rs. 8.00 \$ 3.00
12. Adult Education for Women 1973	Rs. 5.00 \$ 2.00
13. Adult & Community Education : An Indian Experiment — S.R. Mohsini, 1973	Rs. 10.00 \$ 4.00
14. Adult Education for Farmers — J.C. Mathur 1972	Rs. 12.00 \$ 5.00
15. Manual for Adult Literacy Teachers — N.R. Gupta 1971	Rs. 10.00 \$ 2.75
16. Adult Education in the Seventies 1970	Rs. 5.00 \$ 1.75
17. Training of Adult Educators and Literacy Workers	Rs. 4.00 \$ 1.00
18. Translating Concepts into Methods and Programmes	Rs. 3.00 \$ 1.00
19. Handbook for Adult Education Instructors	Rs. 5.00 \$ 2.00

Order from :

Indian Adult Education Association

17-B, Indraprastha Marg, New Delhi-110002

SUCCESS STORY : EDUCATION FOR DEVELOPMENT

There are many who think that considering the amount of illiteracy and ignorance that is prevalent among the men and women in rural areas, their involvement in decision-making process is unthinkable. But the experience of adult educators shows that this is not so. They are indeed capable of taking decisions and act on them and make the community move forward towards development.

We reproduce here a story of a project in Kenya which brings into focus a new approach in education for development. In a village in Kenya, a somewhat unconventional programme for women was carried out with amazing results. 'Illiterate' and 'Ignorant' women were able to take part in the decision-making and learn new skills.

The Tototo Home Industries of the National Christian Council of Kenya gave this approach a try.

The villagers and field workers, educators and policy-makers all wanted better health and nutrition, basic education and enough family income to meet their basic needs. The challenge was how to provide basic education that may respond to the needs of adults who don't consider literacy a high priority.

After 16 months of learning sessions, group activities and workshops, some of the findings of the project and its impact on the lives of villagers are summarised below.

A Bakery for Bomani

“WHAT we need,” the women of Bomani (Kenya) decided, “is a way to earn some money—money to buy things for our homes and our families, and to pay the children’s school fees.” The women had been challenged by the staff of the non-formal education project in Kenya to figure out what they needed in their village and then to work together to fulfill that need.

The answer, the women decided, was to start a bakery. They earned the money to get started by selling their traditional handicrafts—*vivywele* and *vivangi* (small baskets and weaving)—

through Tototo Home Industries. Everybody helped to get ready for the bakery and the women hired help to build the big brick oven. Two members of the group went to Kanamai (an NCKC conference center) to learn how to bake bread, and then they came back and taught the others. The women elected a treasurer, pooled their money to buy supplies, worked out a schedule for sharing the baking, planned how to distribute the bread—and their enterprise was on its way.

More than they bargained for: The bakery has turned out to be far

more than an activity in economic development for Bomani. Health, nutrition, sanitation, family life, business skills, cooperation between men and women, and leadership in the village, were all affected by the women's project.

First of all, the bakery had to be built according to government specifications. A latrine was required by law. The Ministry of Health set standards of cleanliness for workers to follow. Workers had to be immunized against certain diseases. When good bread became available throughout Bomani, the children, who had to walk a long distance to school, had something good and wholesome to carry along for lunch.

The men were impressed by what the women had done and many began to help. Some did so by "allowing" their wives come to the learning sessions. Others contributed money or labour. The women have learned to keep records, manage their money, and use the financial services of a bank. Many are now learning to read and write and to use more sophisticated mathematics in accounting for their income and expenses.

Perhaps the most important change for Bomani's future, however, is that new patterns of leadership and responsibility have been established among the women. They have learned that they can carry out an activity that is important to their community. They have learned to work together, to assume and delegate responsibility. They have begun to deal with the authorities and agencies that provide access to the resources they need for further activities. Most of all, they have learned to believe in their own abilities.

The original idea of an oven has grown by now to include a second oven, a bakery building, and a tea and bread kiosk. The women are market-

ing their bread in other villages. Some women continue to make handicrafts for extra income and some have learned new crafts. They are now talking about starting a poultry project to provide eggs for the bakery and an additional source of income and food.

Ups and downs along the way : It hasn't been easy, of course. Differing view-points had to be reconciled. Raising the money needed was very difficult. The group met weekly, and there were continuous problems with those who arrived late or failed to attend. The women were strict, however, about their agreements, and stern with those who failed to live up to them. They often charged a fine for absences. Primarily, it was the women's growing enthusiasm that kept the project going. Both the co-ordinator and the facilitator got sick; each was absent from one meeting and unable to lead the group in others because of "fever and coughing." The latrine shed the women were building fell down and they had to start all over again. There were problems with the bread at first, and the two women who had originally learned to make it had to go back to Kanamai to learn how to measure ingredients.

Perseverance and the beginning of prosperity : But the women kept it and the project began to prosper. They decided to keep their money in the bank, rather than at the treasurer's home, in order to gain interest.

Today the group's bread is in demand. Our culinary critics report that the bread, which was "very good" earlier in the project, is now "excellent". The women are proud of their achievement. They have gained a lot more than a way to earn some money. □□□

Courtesy : World Education Reports, New York, July 1980, Number 22.

What is Involved in Teaching a Subject ?

— K. H. Lawson

The author looks at the relationship between curriculum and method, the values implicit in the choice of what to teach and how to teach it, and the criteria by which success can be judged.

THIS may appear at first sight as a fairly straightforward question. We are concerned with teaching 'A' to 'B' and this involves defining the subject, selecting various elements of it for a particular course and devising various techniques which will effectively bring about learning. The problems appear to be technical ones concerning 'what' is to be taught and 'how'.

But there are also value implications in the general question. The selection of content and method cannot be separated from more general considerations of what we are teaching for. Even when a subject is defined as e.g. history, chemistry or economics, what is actually implied may be far from clear. The kinds of learning and the kinds of teaching to be employed are also influenced by our educational philosophy, and the purposes and requirements of particular students as well as by the expectations of society and our employing institutions.

In selecting content and method, therefore, it seems impossible to approach the 'what' and 'how' questions in education except through the ethically oriented form of what ought I to teach and by what methods am I justified in teaching it? The questions are not simply technical in character, and 'what

is appropriate' is as vital a question as 'what is the most effective'.

Possible Curricula Approaches

When dealing with a subject as traditionally defined we are dealing with a collection of systematically related concepts, facts, theories, hypotheses, skills, techniques, and ways of testing and establishing propositions and conclusions. In one sense to teach a subject is to develop a mastery of all these things and this is to view the subject from the inside. It has its own logic, its own priorities, and it is the demands of the subject which determine much of what is done. A paradigm of subject teaching is that designed for specialists such as the scholar and others who learn to function as historians, chemists and economists in education, research or in industry and commerce.

For the non-specialist in search of 'liberal education', insights, and an understanding of the world, or in search of solutions to non-academic problems, the requirements may be very different. To what extent do they need to see the world with all the refinements of the specialist? How useful and how effective is knowledge within a subject which falls short of mastery? Are we trying to teach all students of econo-

mics to be economists, to see the world as an economist sees it, or are the majority, and especially in adult education, wanting only to have some appreciation of what it is like to think as an economist but with only a limited mastery of that form of thought ?

The answer to this kind of question will probably vary from subject to subject. In areas such as local history, geology and the field studies generally, it may seem appropriate to aim at some degree of mastery because these are subject areas in which it is possible to function as an amateur at a 'hobby' level. In other areas some general level of 'appreciation' of the subject might be required, whereas in others the need is for knowledge which helps to shed light upon, or helps to solve some problem beyond the subject itself. Up to a point, subjects such as local history are an end in themselves and self justifying, and those engaging in them, as in pottery and art, are attempting to become practitioners of a kind. The problems of teaching for extrinsic or instrumental purposes seem to be much more difficult to resolve. How much knowledge, and of what kind, is necessary in the field of, say, local Government, in relation to the resolution of local political problems ? What relationship is there between theory and practice in such fields ?

In general terms the answer to the question of what to teach seems to depend upon a number of supplementary questions derived from the particular context, the particular subject, and a general philosophy of education. Bearing in mind that a 'subject' comprises many things including cognitive knowledge, skills, techniques and so on, the particular 'mix' which is selected has to be chosen in the light of a number of considerations. The 'mix' chosen

will determine the shape of the particular curriculum and while no single curriculum model might emerge, emphasis on one direction or another seems possible. To what extent, therefore, are we to aim at a 'behavioural objectives' model and to what extent is an 'expressive' curriculum appropriate. Do we teach mainly for predetermined 'closed' responses, specified skills and performances, or for more open ended 'personal response', discovery of significance, and insight ? No single answer seems possible, but can we begin to consider how to teach until such questions have been asked ?

The Notion of 'Teaching'

It might be tempting to regard 'teaching' as a specific activity on a par with 'instructing' but it seems more fruitful to regard 'teaching' as a many faceted idea of which 'instructing', 'drilling', 'rehearsing' and so on are sub-categories. It can be suggested, therefore, that we regard teaching as any set of activities which has the intention of bringing about learning and to concentrate on the roles of the teacher and the range of skills involved rather than upon the act of teaching as if it were finite and definitive. 'Good' teaching on such a view would be that which is intended to encourage learning of a specified kind and which in some way is demonstrably effective. The methods used would vary with the kind of learning which is anticipated. No single method is barred provided that it encourages learning of the desired kind, whether it be rote learning of facts, the performance of skills or the understanding of concepts. The activities which count as teaching could embrace planning, the organisation of the course and the classroom, the provision of materials and books, in addition to such activities as lecturing, demonstrating, evaluating,

criticising, correcting, encouraging, explaining, to mention only a few. In his various roles, the teacher may be seen as guide, arbiter of standards, representative of a subject and of an institution, and the tasks performed are related to these roles. Judgements on the tasks performed can be based upon efficiency criteria and the main question will then be 'do they work?' in the sense of producing the intended learning. On the other hand, a further question can be asked. Are we concerned with efficiency and learning at any price, or is there a value dimension by which teaching is to be judged?

Value Dimension of Teaching

On this view, teaching is more than any set of activities which brings about learning. It tends to have a set of value criteria which suggests that some forms of learning rather than other kinds, and some methods of teaching are especially favoured. 'Good', therefore, is applied to teaching with reference to such criteria. A typical statement which illustrates this, claims that "Teaching may be characterised as an activity aimed at the achievement of learning, and practised in such a manner as to respect the students' intellectual integrity and capacity for independent judgement.

Such thinking may lead to an emphasis upon certain types of teaching models to the exclusion of others. Whether or not they lead to efficient learning is seen as secondary to their moral and ideological acceptability, and if efficiency criteria become secondary to value criteria there is a danger that dogma can exclude effectiveness. At the same time it has to be recognised

that 'efficiency' can exact too high a price, hence the importance of what are sometimes called 'educational' values.

The point to be made here is that 'good' teaching is definable in a rather complex way and the basis of the judgements made is not always explicit. Ideological stances are unavoidable but whether or not a particular method actually produces learning is a consideration which cannot be avoided and it would be to the detriment of the educational enterprise if it were to be overlooked on the strength of some prior value judgement about acceptability. It would be mistaken to hold that a particular ideology is the only one appropriate to adult education.

Conclusion

What we seem to be left with is a recognition that the question as to what is involved in teaching a subject has no simple or single answer. It is a question which cannot be divorced from context. There are many possible teaching objectives derivable from the notion of a subject and an almost infinite number of possible goals deemed relevant to and by adult students. The educational and adult educational values which influence our choice of objectives and our teaching methods are both closely interrelated. In such a matrix there can only be many answers to our question of what is involved in teaching a subject and many criteria by which to judge whether or not the teaching is done well. What we should guard against are assumptions that there is a limited range of solutions and a limited range of valid methods. □□□

Courtesy: Adult Education, National Institute of Adult Education, Leicester (U. K.) Vol. 52 No. 6, March 1980.

able, at the same time we have been careful in maintaining the riches of the subject matter...Most of the people have no opportunity to receive an education costly in time and in money along a course so difficult and under a system so very complicated. Thus knowledge illumines only a very limited area of the country. The nation can hardly make any progress on the road to freedom under the burden of such stupendous ignorance. We should, therefore, exert ourselves in finding the easiest and the quickest means of reducing this burden on as wide a scale as possible.

Fiction and poems have spread all over the country through the medium of the Bengali language. This has given rise to a serious apprehension that the uneducated and half-educated minds in Bengal are gradually tending to become weak in their mental faculties and dissipated in character. An all-round education is urgently needed as a remedy for this." □□□

(Contd. from page 21)

Text-book Teaching and Adult Education

education in the standard idiom. Information material of the third phase can be deciphered by the neo-literates and others with or without the help of adult education worker at any stage of their learning.

Of course, by this type of approach one cannot be over ambitious and have high expectations from adult education teacher. In this case it is not possible to achieve 80% or 90% of statistical success but, no doubt, it is possible to expect good quality and quantity of success. One can easily say that it is impracticable because of several reasons one can quote, but let us not look at this from our expert point of view. It is hoped that it would be possible to tap the education that rural literates happen to have and make it available to their own illiterate people. □□□

IAEA Recent Publication

Handbook for Adult Education Instructors

Rs. 4.00 ; U.S. \$ 2.00

Available from :

Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi-110002

The Indian Journal of Adult Education 40—years Ago

(Vol. I No. 2 February, 1940):

"The Indian Adult Education Association begins its life at a time when the work of coordinating activity and exchanging experience is paramount. The Association has already established good connections with most of the provinces in the country. We hope that workers in South India of whom some are already associated with the Association—Prof. N.G. Ranga, as one of its Vice-Presidents, Mr. Surya Narayana Rao of the Servants of India Society and Mr. P.M. Gopalkrishnan, of Madras and Pudukotai, respectively, as Associate Secretaries—will, we hope, take a large share in the work of the Association in the coming year...We are glad to hear that there is to be a South India Adult Education Conference at Madura on February 9th, 10th and 11th and we shall look forward expectantly to hearing about its achievements in due course...

The Association Office

"The Secretarial offices of the Association will be at *Friends' Settlement, Hoshangabad, C.P.* It is hoped to build up here a central bureau.

"It is neither necessary nor indeed desirable for any one to plough a lonely furrow. Isolation is sterile in this age. Let us band ourselves together as determined and far-sighted workers, remembering that we are "Lighted to Lighten."

"President : Dr. R.P. Masani, Vice-Chancellor of Bombay University ; Vice-Presidents : H.I.H. The Princess of Berar, Mrs. V.L. Pandit, Dr. Syed Mahmood, Prof. R.N. Ranga, M.L.A., Mr. C. J. Varkey, Prof. A.N. Basu, Hony. Gen. Secy : Mr. R.M. Chetsingh ; Hony. Treasurer: Prof. H.B. Richardson."

We introduce with this issue a new feature, INDIAN JOURNAL OF ADULT EDUCATION—40 YEARS AGO, which will throw interesting light on the various phases through which the history of the Indian adult education has passed.

We begin first with a short extract from an article how and where the Indian Journal of Adult Education began its life and who were its early pioneers and office bearers.

*The next part is an extract from an article, *Intelligible Introduction to General Knowledge*, which gives Rabin-dranath Tagore's views on what was then called 'popular education', but now termed as adult education.*

This new feature will give an insight into the variety of themes published and the Journal's fascinating past, and, we hope, will enthuse those engaged in the noble cause of promoting literacy and non-formal education in the country.

RABINDRANATH TAGORE ON ADULT EDUCATION

(Vol. I No. 2, February 1940): "We have undertaken to publish a series of text books for the education of the masses. The aim of this enterprise* is to spread among the people of Bengal a fair knowledge of all the important things that one ought to know. Every care has accordingly been taken to make the language simple and free from technical terminology as far as practicable."

* *The Viswa-Bharati Publishing Board had undertaken to publish a series of books for popular education. Tagore wrote this in general introduction to the series.*

Adult/Non-formal Education Programmes

first year of NAEP. Similarly, by August 1979, 49 universities and 515 colleges have started their literacy programmes in earnest with many more getting themselves ready for involvement. State Resource Centres have been established in most of the States to give technical leadership to the NAEP.

The working group on adult education has made detailed financial estimates. Accordingly, the per learner cost was estimated at Rs. 80 to which was added 10 per cent administrative and evaluation cost, and 20 per cent of the total so arrived at was estimated for post-literacy and follow-up programmes.

Looking ahead to the second year, it has been pointed out that the task for 1979-80 is to identify environment-building activities and to create a con-

viction among the organisers of the programme, various development agencies among the illiterate and poor learners themselves that real development is possible only by the involvement of the latter through a process of education. Greater confidence and stronger determination have been recommended for the second year.

Even now adult education in India is mainly adult literacy. But gradually the emphasis is changing. A day will soon come when the needs, aspirations and problems of adults are taken care of through a process of education, which will be a blending of both formal and non-formal, life-oriented and functional. That is what we look forward to. The NAEP is expected to achieve a situation in which all people are literate and can continue learning throughout their life time. □□□

RECENT BOOKS FOR NEO-LITERATES

1. AANSOO BAN GAE PHOOL आंसू बन गये फूल	—Vimla Lal —विमला लाल	Rs. 2.00
2. NARAK AUR SWARGA नरक और स्वर्ग	—Dr. Ganesh Khare —डॉ० गणेश खरे	Rs. 1.50
3. SUKH KAHAN ? सुख कहाँ ?	—Bimla Dutta —विमला दत्ता	Rs. 2.00
4. MARJAAD मरजाद	—Dr. Satish Dubey —डॉ० शतीश दुबे	Rs. 1.50
5. SAPNA सपना	—A. A. Anant —अ० अ० अनन्त	Rs. 2.00

Available from :

Indian Adult Education Association
17-B, Indrasprastha Marg, New Delhi-110002

Orientation Programme for Instructors

The Indian Adult Education Association organised a five-day orientation programme for its first batch of 38 instructors, running adult education centres in South Delhi colonies. The venue of the programme was the headquarters of the Bharat Scouts and Guides in New Delhi. The programme began on May 10 and ended on May 14, 1980.

The programme was inaugurated by Dr. N.A. Ansari, Joint Director, Directorate of Adult Education, Ministry of Education and Culture, Government of India. The Directorate of Adult Education, and the Directorate of Education, Delhi Administration, extended their whole-hearted support and cooperation in making the programme a success.

With the help of specialists, a more workable and systematic schedule was drawn up for the five-day programme. Besides the lectures and discussion methods, the highlights of the programme included practical demonstrations, face-to-face talk between the teacher and the taught, and a question-and-answer session. A few documentary films were also shown to demonstrate the visual effects of the teaching aids.

During the five-day programme, 12 specialists discussed with the instructors the various aspects of training and methodology which may prove effective. On the concluding day, the Director of the Indian Adult Education Association, Shri J. D. Sharma, addressed the instructors and gave a few practical hints for their benefits.

The valedictory address was delivered by Shri D.V. Sharma, Joint Director, Directorate of Adult Education, Ministry of Education & Culture, Government of

India. The Bharat Scouts and Guides provided all necessary help and facilities in making the programme run efficiently well. □□□

Regional Seminar on NAEP in Bihar

The Indian University Association for Continuing Education, New Delhi, in collaboration with the Shri Krishna Ramruchi College, Barbiga (Monghyr) in Bihar, organised a two-day regional seminar for the involvement of universities and colleges in the State of Bihar, under National Adult Education Programme on March 14 and 15, 1980 in Barbiga. The main objective was to enlighten, through study and discussion, the institutions, the teachers and the students about the NAEP and the various issues related to its effective implementation.

Forty-four delegates, which included one Vice-Chancellor, seven Principals of colleges, three NAEP/NSS Coordinators, 19 NSS/NAEP Programme Officers, nine local participants and six resource persons, attended this two-day meet.

Inaugurating the seminar, Dr. S. P. Sinha, Deputy Chairman, State Inter-University Board, Bihar, emphasised that technological development was most important for a nation's development. He narrated various attempts that were made in the State of Bihar since 1937 to eradicate illiteracy, which did not prove successful for various reasons. He claimed NAEP as a massive, ideal and well-planned programme, likely to pull the country out of the woods. The two-pronged attack on primary education and adult education would nip the problem of dropout in its bud because this has

been the most ticklish problem in the past. He pleaded for the involvement of universities and colleges in the NAEP as it was very vital for its success. Dr. Sinha also said that extension should become a function of the universities and colleges on par with other functions.

Scope

Speaking on the scope of the seminar, Shri J. D. Sharma, Hon'y. Secretary, IUACE, outlined the frame of reference for the seminar and said that the seminar should consider in depth three things :

- (a) Extension Education —In this context he referred to the UGC guidelines.
- (b) Curriculum Development —Linking Extension with curriculum & the modalities of giving credit to students & teachers.
- (c) Special programmes for women and other weaker sections of society such as Scheduled Castes and Scheduled Tribes.

Presidential Remark

In his presidential remark, Prof. Gaya Prasad Singh, Vice-Chancellor of Bhagalpur University, pleaded for making adult education an integral part of the curriculum and that every student and teacher should be fully involved in the programme. It was not the duty of only the NSS or the NAEP Cells, he added. The Vice-Chancellor said that if the academic community and the Government owned the programme then only it would succeed. He also pleaded for linking of education with the social environment and appea-

led to the student community to involve itself in the programme.

The following were the major recommendations of the seminar :

1. Adequate financial provisions should be made for the conveyance of instructors, supervisors and project officers.
2. It was the duty of the supervisors and staff to coordinate with other agencies to provide the components of social awareness and functional skills.
3. Space for opening a centre should be provided by the people themselves.
4. Allocation of funds for kerosene should be increased.
5. No adult education functionaries (NSS/NAEP Coordinators) be transferred too often from one place to another in the interest of the programme.
6. A theoretical paper on extension education as done by the Madras University, SNDT University, and the Osmania University be introduced in the universities.
7. Certificates should be awarded to students with marks for field work or extension work by the university. Suitable credit should also be given to teachers for extension work just as given for teaching.
8. Income generating programmes for women should be introduced.
9. All adult education programmes for women should include a component of health and family welfare.
10. Arrangement for creches should be made wherever possible.
11. For Scheduled Castes and Scheduled Tribes Centres, the instructors should be from the community itself. □□□

INDIAN ADULT EDUCATION ASSOCIATION

Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Hussain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers, Educational 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 is located in Shafiq Memorial, at 17-B, Indraprastha Marg, New Delhi.

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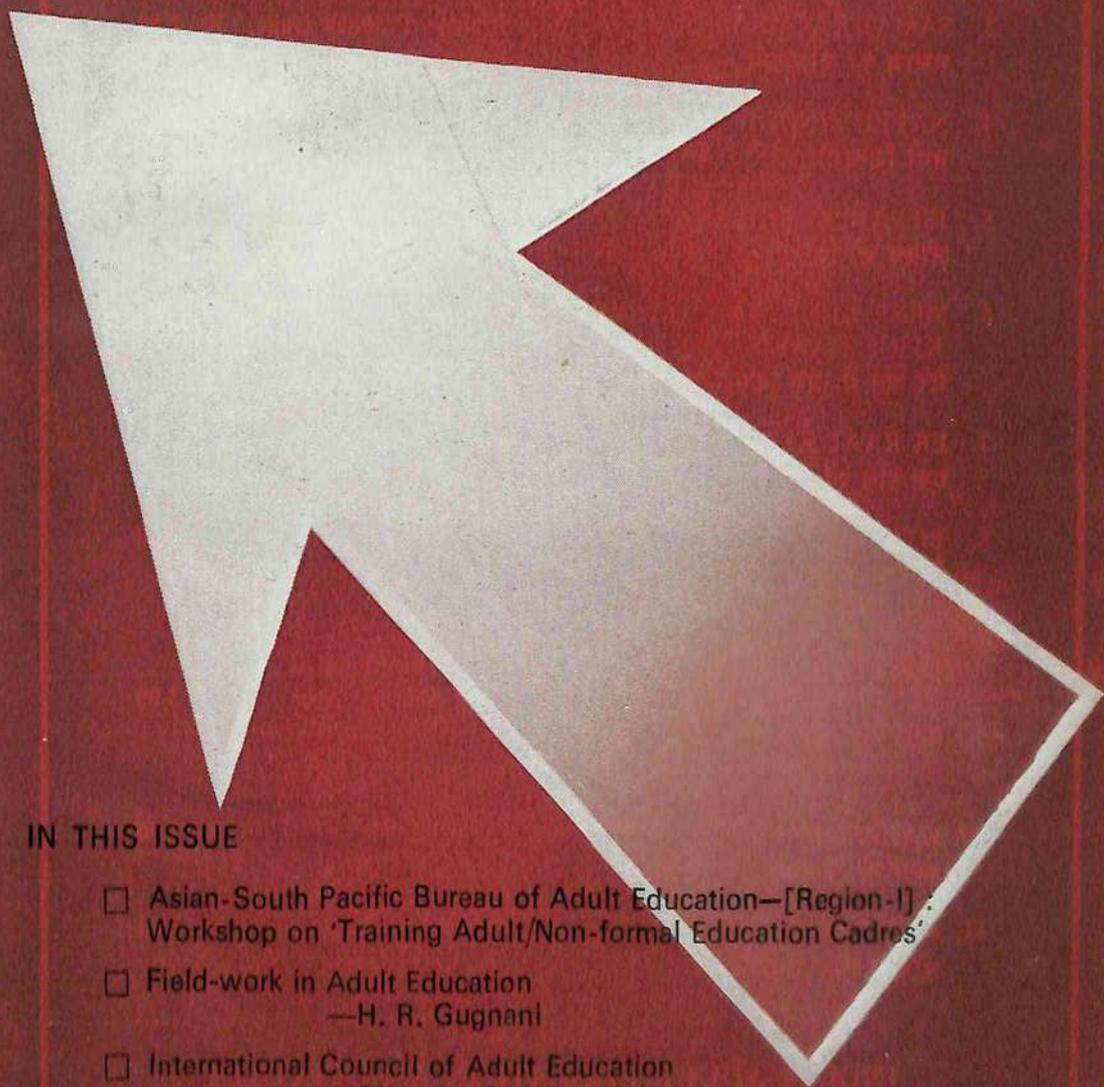
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Vol. 41 No. 6 and 7

June—July 1980



IN THIS ISSUE

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Workshop on 'Training Adult/Non-formal Education Cadres'
- Field-work in Adult Education
—H. R. Gugnani
- International Council of Adult Education
—Malcolm S. Adiseshiah
- Language Issue in Adult Education
—Om Shrivastava

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The Indian Adult Education Association regrets that due to circumstances beyond its control, it has not been possible to carry out its regular publication schedule for some time past. We are, however, making every effort to catch up with the schedule. We seek the indulgence of our readers to bear with us for some time more.

—Editor

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ON TRAINING

It was some 50 years ago, in the corridors of the Mother of Parliaments, a heated discussion took place on the subject of "training of teachers", a subject quite non-controversial for our times but one not so familiar in those days. An enraged and impatient Member of Parliament burst out to say, "Sir, you train horses, not men. You educate men!" Since then, much has happened to make the word, "training", very respectable. It has come to stay in the world of education as one of the most critical tools of change and development in our times.

We are generally familiar with "training colleges" and the "training of teachers" as part of the formal educational system. But training in India as a tool for developmental change began seriously with the community development movement in the country. A vast infrastructure was created and developed for this purpose, it catered to different categories of development functionaries from the Gram Sevaks and Gram Sevikas to the Development Commissioners. The non-officials were also brought into the movement—from the Sarpanches to the MLAs and M.Ps. The overall endeavour in this was to have, as a national effort, leadership training for development tasks. Then, as now, the idea was to involve the leaders and functionaries in solving their own problems. Local initiative and community participation were the basic requirements for leadership and community development.

In this context, it is necessary to recall some elements in the history of training for adult education, particularly in relation to adult education as an instrument of national regeneration and development.

Community development was essentially method-oriented, although it was not unfashionable to think of community development as a process and a movement in those days. It was methodology and technology oriented on the conscious or unconscious assumption or belief that methods had almost an independent or overriding critical importance. People were the target and not the means. They could be manipulated for desired changes. Although the programmes were meant for people and their betterment, methods and techniques were much more important. During this period, adult education also underwent a transformation which brought it a heightened development stance. (To draw a line between community development and adult education has always been an extremely difficult proposition.)

Adult education in recent years is seeking greater developmental relevance. At this point, it may be appropriate to ask ourselves how relevant and effective is its training philosophy and programme. Are we occupied too much with methods and processes and seeking excellence in techniques? How important are the people? Are the structures, through which we are operating, promotive of innovation and relevance in training? Today we tend to think big about national programmes of development. In the process some critical realities that matter at the local or micro level are ignored or not adequately attended to—one of them being training. We know we are moving beyond the goals of literacy or numeracy. But the need is to aim at the total person for a total change in a problem-solving process. This has to be necessarily part of a developmental process. How is our current training philosophy and practice related to all this? The time has come for an objective and immediate assessment of training in adult education in all its complex ramifications. An examination of this may provide the necessary beginning for a creative change that is necessary in adult education.

ASPBAE

(Asian-South Pacific Bureau of Adult Education)

(Region-I)

WORKSHOP ON

“TRAINING ADULT/NON-FORMAL EDUCATION CADRES”

IN

MADRAS

From June 30 to July 3, 1980

ASIAN-SOUTH PACIFIC BUREAU OF ADULT EDUCATION [ASPBAE] REGION-I

Workshop on 'Training Adult/Non-formal Education Cadres'

Representatives of the associated countries of the Asian-South Pacific Bureau of Adult Education, Region-I participated in a workshop held at the State Resource Centre, Madras (India), from June 30 to July 3, 1980. The workshop of the second conference/seminar of ASPBAE comprised specialists from Afghanistan, Bangladesh, India, and Sri Lanka. The theme of the workshop was "Training of Adult/Non-formal Education Cadres", which dealt with the new concept of developing cadres for the adult/non-formal education programmes of Asian countries.

The question of developing cadres in adult education/non-formal education arose out of the discussions at the International Symposium held at the University of Madras from January 28 to February 1, 1980, on the subject, "Adult Education and its Role in Reduction of Inequalities". It was agreed that if adult education/non-formal education is to address itself to the question of inequalities then at its heart there should be a few people who are committed to the concept of equality and believe in making adult education/non-formal education as a means of reducing inequalities.

The workshop pooled inter-state experience and thinking on problems of :

- (a) recruitment and selection of adult education/non-formal education cadres ;
- (b) initial and continuing training of adult/non-formal education cadres ; and
- (c) relationship of the cadres with other members of adult education/non-formal education service.

Summary of Recommendations

The Workshop of ASPBAE decided that :

1. The Adult/Non-formal Education movement in the countries of the region should be cadre based in view of ;

- the need to bring about a total re-structuration of the education system with the help of Adult/Non-formal Education.
- the urgency to correct the serious socio-economic inequalities in our societies with their mass poverty consequence, and the capacity of Adult/Non-formal Education to sensitise people on this issue, and
- the problem at bottom concerning human beings and the person-to-person human approach, which characterises Adult/Non-formal Education.

2. The cadre should consist of a group of committed workers, committed to the three objectives of educational restructuration, socio-economic equality and justice in the human context, carefully and trained institutionally and in service in Adult/Non-formal education, and attached to a voluntary agency. Such a cadre should be :

- preferably young,
- possessed of the necessary aptitude for and commitment towards the objectives ;

— from the rural areas, and

— open-ended as to educational background and the number involved.

3. The selection of the cadre should involve :

- a number of agencies ;
village level agencies (Sri Lanka),
district council level agencies (Bangladesh).

State Resource Centres (India).

— a process of identification of cadre material through :

self-identification, observation, consultation, examination of the output of the person, and public advertisements in some cases.

4. The training of the cadre should involve ;

— the organising of training as a means of testing one's vocation, and for those whose vocation is confirmed a period for acquiring the necessary knowledge, skills and attitude.

— the training content which will comprise (i) the practical part of living and learning to serve the rural and urban slum community, (ii) the academic part of natural, social and human sciences including the new teaching—learning participatory pro-

cesses and (iii) the understanding of the political processes and political options for the cadre and the community.

- a duration which would vary from 6 to 12 months,
- the organisation of periodic refresher courses and a system of self-evaluation,
- the necessary infrastructure which would include residential facility for the cadre and the trainers (for every, 30 cadres there should be 6 trainers) a library and teaching aids and stipends to cover living costs.

5. The Adult/Non-formal education cadre so formed must be part of an organisation, which could be national, or state, or district or local, which must lay down the conditions of service, including those of old age and retirement from active service for the cadre members.

6. The educational situation in the region is quantitatively daunting. There are more children out of school than in school and there are 400 million illiterate persons, who are more than half of the world's adult illiterates, living in this region and all this will be so at the turn of

the century. This also presents an opportunity to Adult/Non-formal education, as the majority of both the children and adults will not have to be deschooled and can become learners in the participatory and anticipatory senses. There will continue to be dilemmas.

What our countries need is mass national learning programmes (and not pilot or demonstration projects), and this only our governments with their resources can undertake. Where do the voluntary agencies and their cadres fit into this mass national picture? They do, but that needs thinking and clarification. The Government Adult/Non-formal education functionaries are like the cadres of the voluntary agencies. Their selection and training are decisive and here the voluntary agencies and their cadres can help. There is also the problem of imbalances in financing as between the formal system and adult education and non-formal education, as between vocational and population education part, and the consciousness-raising part of adult education. These the voluntary agencies and their cadres should squarely face, make known and help solve.

Topics Discussed and Conclusions Reached

The following were the topics discussed and the conclusions reached on each topic are given below :

- (1) The Need for Adult/Non-formal Education Cadres ;
- (2) Selection and Recruitment of Non-formal/Adult Education Cadres ;
- (3) Machinery for Selection/Recruitment of Adult Education Cadres ;
- (4) Training of Adult Education Cadres ; and
- (5) General Review of Adult/Non-formal Education in Various Countries.

1. The Need for Adult/Non-formal Education Cadres

This topic was discussed under the following two heads :

- (1) Is there a need for an Adult Education Cadre ?
- (2) What is a cadre ?

Conclusions

On the question of the need for a cadre for adult education, there was broad agreement that we should have such a cadre for the following three reasons ;

(a) to bring about a restructuration of the educational system, with the help of Non-formal/Adult Education ;

(b) to make persons aware of the existence of serious socio-economic inequalities in present-day society and the capability of adult education to sensitize people which the formal system

cannot ;

(c) to ensure that in dealing with human beings, a man-to-man relationship, a human approach is used. This cannot be done by law or through the formal system as illustrated in the Sarvodaya Shramdan approach.

On the second issue, viz., what is a cadre, two views were expressed. One, a cadre is a group of committed workers, carefully trained either in-service (as in Sri Lanka) or institutionalized (as in the communist or religious order), attached to a voluntary agency.

The second view was that the cadre may also consist of adult education functionaries of the Government and there may be a combination or a cross-over between the two.

2. Selection and Recruitment of Non-formal/Adult Education Cadres

Conclusions

The profile of the adult education cadre should be as follows :

- (i) There should be no hard and fast rule regarding age limit but the younger the better.
- (ii) The cadre must possess the necessary aptitude for and commitment towards the ideals to which adult education is related.
- (iii) The adult education worker, as of today, is by and large urban based. The majority of the population in the region, however, lives in the rural areas. There should, therefore, be greater emphasis in future recruitment by drawing people from the

rural areas. In other words, the Adult Education Cadre material should, by and large, be rural based.

- (iv) A distinction should be made between adult education cadre and adult education functionaries.
- (v) There need be no numerical limit in regard to Adult Education Cadres. Their strength should depend upon various circumstances, e.g., size of the movement, whether it is an existing movement or a new one, etc.
- (vi) No minimum educational qualifications need be prescribed.

3. Machinery for Selection/Recruitment of Adult Education Cadres

Conclusions

(i) A number of agencies may be involved in the process identification of Adult Education Cadre material e.g.,

— Village level agencies (as in Sri Lanka)

— Council level agencies (as in Bangladesh)

— State Resource Centres (as in India)

(ii) The process of identification could be through :

— Self-identification (as in Sri Lanka, Sarvodaya)

— Observation (as by State Resource Centre, India)

— Consultation

— Examination of the out-put of the person (animator, supervisor, etc.)

— Advertisement (in some cases)

(iii) As regards the adult education functionaries belonging to Government, they are governed by their own system of selection/promotion. The voluntary agencies working in the field of adult education should make their services available to Government, wherever possible, to help them in their selection/promotion.

4. Training of Adult Education Cadres

Conclusions

(i) Training should be defined as a period of testing of vocation and acquisition of necessary knowledge, skills and attitude.

(ii) The content will comprise practical aspect (Shramdan) like working and living in the rural areas/slums, etc., and acquisition of necessary academic inputs and political orientation. This would also involve substantial changes in the teaching-learning process and in the goals of learning.

(iii) The duration of the training

may not be rigidly fixed but the initial phase may vary from six months to one year.

(iv) Some of the practical consequences of the training programme include (a) organisation of the poor with the help of the cadres ; (b) the infrastructure needs would include residential facilities for trainers and the cadres, library, teaching aids, stipend, etc., (c) periodic refresher courses including self-evaluation, and (d) definition of the conditions of service of the cadre.

5. General Review of Adult/Non-formal Education in Various Countries

Conclusions

I. Most of the countries of the region are confronted with a formidable quantitative problem—whether it is in relation to out-of-school children or adult illiterates.

II. This should provide an opportunity to Adult Education Cadres to

engage in the development of new systems/strategies of education in respect of the vast segments of population which remain outside the pale of the formal system.

III. The major task facing all the countries in the region (barring Sri Lanka) is a mass national programme

for Adult/Non-formal Education—not merely pilot programmes.

IV. The need for such a national programme has only recently been recognised in most countries of the region particularly, India, Pakistan, Bangladesh and Afghanistan. The commitment has, however, yet to be converted into a financial commitment.

V. Even though the resources are with the Government, and, as a result, the major implementing agency will be Government itself, a cadre-based Adult Education Programme by voluntary

agencies should have a real impact, for the good, on the entire programmes.

VI. Non-formal Education is still quite weak in the countries of the region. In fact, in most countries, it has not yet got off the ground. The Adult Education Cadres of voluntary agencies have a special responsibility in this field, too.

VII. Population Education should have a special place in all Adult Education Programmes. It is both a technical and a human task. Adult Education Cadres of voluntary agencies should have a role to play in this field also.

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*Non-formal/Adult Education Cadres— What, Whom and How ?

Dr. Malcolm S. Adiseshiah

THIS Asian Workshop of ASPBAE, Region I, has two origins. The first is the Asian Seminar of ASPBAE in Teheran in 1978 when we all met together to take stock of the Non-formal Education movement in our region. The second is the International Symposium held in the University of Madras last January when some 30 of us, natural and social scientists, from all over the world met together under Unesco auspices and for the first time in its 30-year history, confronted adult education with the major problem facing us in the Third World—which is our inequalities. The need to form cadres in each of our countries arose out of these two meetings and their conclusive concerns. Why ?

Because the educational and inequality malady we are treating is serious and profound and so the cure has to be in the hands of skilled, devoted and committed persons.

Let us look at the two areas—Non-formal Education first and Inequalities second.

Non-formal Education

We all know what non-formal education is. It is an organised learning activity outside the formal system—such as the para professional courses for unemployed graduates or the employed who are looking for some skill upgradation run by this university, or the Mohammed Iqbal Open University system of Islamabad, Pakistan, or the Sarvodaya courses in Sri Lanka, etc. So far, we saw non-formal education as *supplemental* to the formal system, as *gap-filling* in providing skills which the formal curriculum could not, as *remedial* in either picking up the drop-outs, push-outs and left-outs of the formal system and giving them some education or correcting the mistakes of the learning in the formal system—a kind of deschooling and reschooling.

But at Teheran we discovered that Non-formal Education was not only supplemental, gap-filling and remedial, it was substitutional, in the sense that non-formal education is another word for a complete restructuration and reoverhaul of the educational system. Why is there need for this radical role for non-formal education ? It is because we found that our formal schools, colleges, universities are not only creaking at the joints, and leaking at the top and bottom, but are also

* This is the keynote address delivered on June 30, 1980 by the Chairman of the Workshop, ASPBAE, Region I, on the theme, Training of Adult and Non-formal Education Cadres, at the University of Madras, State Resource Centre, Madras.

not very relevant to the world we are living in today and facing tomorrow, that it has failed in its purpose of helping us, all of us men, women and children to learn, to earn and to learn to live—what Unesco calls *Learning to Be*. Let us look at some facets of this failure of the school and college system. We all know that 60 per cent of our primary school children drop out before class V. (I heard that our minister has been told that our drop-out rate in this state has fallen from 51 to 35 per cent). On this, I refer him to the World Bank's study on Indian Education with the significant title : "*Investment in Indian Education : Uneconomic*".

We also know that field studies in this country have shown that 80 per cent of high school and college completers come from the top 80 per cent of our society. We further know that the system discriminates against women and girls, 50 per cent of boys and only 25 per cent of girls are enrolled in our secondary schools. Again whereas 100 per cent of workers in Japan have primary education, 85 per cent of Phillippine workers, 55 per cent of Korean and Sri Lanka workers, in India only 10 per cent of our workers have primary education.

The World Bank Study that I have referred to speaks of the irrelevance of what is learnt at school. Indian and Asian children spend more hours in school than European or American children, it says but they learn less and learn wrong. In comparative tests, it shows that Indian children did the worst. Forty per cent of children from industrialised countries answered correctly about the location of a volcano, 30 per cent of Chinese children, 20 per cent of Iranian children and only 18 per cent of Indian children. Or in another question testing observation, 10 per cent of children from rich countries failed, while 36 per cent of Indian children failed. The Bank Study quotes the overall score for comprehension as 26, with Chile 14, Iran 8, India 5. And so I could go on.

WHO Study

WHO has last week come out with a study to show that our universities in India are over producing doctors, of whom we have 80,000 whom we cannot sustain, and so we have become the world's largest donor of medical manpower—15,000. Indian MDs—which is 13 per cent of the country's total are working abroad, "and there is scarcely a recipient country in the world where there are no Indian physicians". This 15,000 doctors represent a lost investment of \$144 million (Rs. 115 crores). Only last week I was in the Kennedy Space Centre at Cape Canaveral, Florida, where I met 25 of our top IIT graduates—scientists and engineers—working enthusiastically at their tasks in NASA. On top of all this waste, irrelevance and discrimination, the system ignores our rural adults, 450 million of whom are illiterate in this ASPBAE, Region I.

No Limits to Learning

Lest I gave you the impression that the failure of the formal school and university system is a feature of Asia or the poor Third World only, I invite your attention to some startling facts reported in the latest report of the Club of Rome, (which at long last makes up for ignoring education in its futurological forecasts

so far), the report again significantly entitled, "*No Limits to Learning*". It refers to a United State government study which states that 13 per cent of the 17-year old students in its schools cannot read well enough to understand what they are reading and apply it to solve their problems : that 23 million of its adults, which is 10 per cent of the population, is functionally illiterate in the sense of not being able to read and write enough to apply for a job. The school as a learning locale is failing every where.

In terms of learning content, I recall going through three stages in my school and non-school life in defining learning—first learning was to me to learn facts (at school), second learning was to me to learn information (at university), third learning was to me learning how to learn (at Unesco) ; but not all this is useless baggage. My children and yours must learn to anticipate and control the future. Learning must be anticipatory because 70 per cent of the jobs in 20 years will be new ; it must be participatory with no teacher-student hierarchy, because for such learning no one has a monopoly.

These are some of the stakes of Non-formal Education—which is another term for the complete rehauling of education as an anticipatory, participatory learning system and this is where cadres come in.

But before that let me deal with what I called the second origin.

Inequalities

We know that our societies in Asia and the Third World are characterised by massive poverty because we have a society which uses its resources to satisfy the demands of the rich minority and ignore and deny the needs of the poor majority. This power of the small number of the well-to-do and the corollary weakness of the large mass of the poor is a result of the inequality of ownership of assets. The statistics are familiar : five per cent of rural households own 40 per cent of the land, 80 per cent of private financial assets are owned by two per cent of the business community and so on. All this is well known. But what is disturbing and new is a recent ILO study released this month which shows that our working poor will not cross the poverty threshold for a long time—may be 10 years or more. (I must ask the other Asian delegates to excuse my constant reference to India. The reason is that the documentation on this country is abundant and uptodate and the situation here may apply to others of you).

ILO STUDY

The ILO Study points out that 26 per cent of our workers are agricultural landless labourers (48 millions), who are all living below the poverty line, that the minimum wages for them even in our socialist states will have to rise by 33.6 per cent in West Bengal, 63.5 per cent in Kerala and 20.2 per cent in Tripura for the agricultural labourers to live above the poverty line. As for the other states the difference ranges from the need to increase minimum wages by 163 per cent in Bihar, 155 per cent in Orissa and 90 per cent in U.P. and Tamil Nadu to 39 per cent in Haryana. What the ILO Study does not deal with is the cause for this poverty of our hard working (and productive) agricultural labourers, and the

long time lead they face to rise above it. That is to be found in the unequal agrarian relations and that also is what we noted at the international symposium last January here in Madras that the all pervasive problem of poverty in our societies arises from inequalities in the distribution of our human and physical resources. And education in this situation cannot be neutral. Either it can support and sustain the unjust status quo as it is doing or it can oppose it and prepare to change it. And that is where cadres come in.

Cadres

The dictionary meaning of cadre is "a framework, the permanent establishment forming the frame work of a body". Such cadres are well known to us—in the Ramakrishna Mission, in the Sarvodaya Movement, in Sri Lanka and India, in the membership of the communist parties (and the DMK, AIADMK parties on the language issue), among the monks and nuns of the various religions.

It will be noted that whenever and wherever a major human or social situation demands the kind of change which only devoted service and skilled thought and action can bring about, the system of cadres arises. So too in education, to develop a new learning system which will mesh together the present formal, non-formal and informal lines and be anticipatory and participatory and to make such a learning system an instrument to move towards a less inegalitarian and more equitable society, through making people conscious of their rights of which they have been deprived (very much as our political processes today have made our so called illiterate masses so highly politically literate and conscious, that the same voter going into the same booth votes for a national party candidate for the federal parliament and a state party candidate for his state Assembly)—for this Herculean task of the double change in the learning system, we need in each of our countries in Asia, a small band of devoted, committed and highly skilled and sensitivised men and women—an educational cadre of no more than 10, 15, 50 or 100 persons in each country.

The Task

The task thus before this workshop is a many sided one. First, to pass in review our present educational system and our society and argue as we did at Teheran in 1978 and Madras in January 1980 on the needed change in the learning system and its relation to our largely illiterate and unjust societies. Second, to agree that one instrumentality for bringing about the desired changes in education and society is the establishment of Non-formal/Adult Education Cadres. (The qualifying phrase Non-formal and Adult Education is simply a reminder that we are moving away from the formal system). Third, to discuss and agree upon methods and means of selecting and recruiting such cadres in our countries, such cadres which will be living in constant danger at the front lines of the battle against the status quo. Fourth, the content and methodology of training such cadres and the time period involved—2 years, 3 years, 4 years. Finally, the means of strengthening and refreshing the sacred vocation of such cadres—which is a dismaying task with an unending perspective—all this must be understood and accepted by each of us who are in the position of serving our society and our people.

(Contd. on next page)

INAUGURAL ADDRESS

by

Shri Thiru C. Aranganayagam

Minister for Education, Government of Tamil Nadu

I am very grateful to the Vice-Chancellor for inviting me to participate in this UNESCO-sponsored meet, which will discuss at length the training facilities to be provided to adult education functionaries. Any proposal designed for developing cadres in Adult and Non-formal Education is most appropriate and timely in the context of the massive National Adult Education Programme the country has launched. During the last UNESCO Symposium on Adult Education, I had suggested that a centre for training of adult education functionaries should be established in Madras and I am glad that concrete steps will be taken in that direction in the very near future. A venture like this to be effective and useful should be collaborative in nature to which the Government, universities and other interested organisations will be lending support to it. I am sure that with the collective wisdom of the participants something concrete and precise will emerge out of the deliberations at this seminar.

I have always had a deep faith in the capacity of Adult Education to bring about individual growth and social transformation. Unfortunately, the formal system of education alone which we have created for ourselves does not serve these purposes fully. The common people, who mostly remain outside the school system inspite of its huge size and enormous cost, continue to be deprived, not only of education but also of many other good things of life that will promote individual growth and help to bring about an egalitarian transformation. A good national system of universal primary and adult education for our country should enable the common people to know and assert themselves and involve them in meaningful and challenging programmes for improving the quality of their lives. It will also imply the early fulfilment of the constitutional directive to

Non-formal/Adult Education Cadres— what, whom and how ?

(Contd. from pre page)

This is rather a tall order to accomplish in four days. We can but start on the long road that beacons, the road which our educational cadres will have to both hew and tread, and in whose mission we count ourselves proud precursors. That is the task of the Workshop—to be the precursors of the Non-formal/Adult Education movement being transformed into a cadre-based learning and learned movement. It is in that perspective that we should now set ourselves to work at our workshop. □

Thiru C. Aranganayagam

provide good elementary education to all children. It will further imply a substantial increase in the access of the common people to secondary and higher education.

The urgent need today is to lay stress on incidental and non-formal channels of education to involve the entire community in the educational process rather than depend exclusively upon the professional teachers and by making the system decentralised, diversified, elastic and dynamic.

The success of the endeavour would largely depend not only on the selection of right type of personnel for its implementation at all levels but also their suitable training and orientation. For the purpose, Training Cells should be established in the states with a batch of three to four key persons who would serve as a team of Resource Personnel for conducting orientation and training course for the teachers, supervisors and other adult education functionaries. The resource persons themselves should have the needed preparation and orientation in specialised institutions like the one under contemplation. These orientation programmes may take the form of seminars, workshops, study groups, etc. The personnel of other concerned departments may also be required to attend such orientation programmes so that there may be proper understanding and integration. The Ministry of Education and Social Welfare, with the co-operation of the State Governments, should encourage inter-State visits of the personnel who are involved in the scheme, to see the working of the programme in other States. Similarly, UNDP, UNESCO and FAO should be able to provide facilities, through Fellowships for study visits to other countries, where Functional Literacy Projects are in operation so that they can have mutual exchange of experiences and ideas. Successful projects in different areas may be visited by workers from other areas and this will help in the dissemination of knowledge.

For centuries, the masses have learnt to adjust their lives with the handicaps of illiteracy and so they have not shown eagerness to remove that handicap. That is why it is necessary to create a new environment which should act as an impetus for the masses to remove that handicap.

It can be done by a judicious use of the mass media which lie at our disposal. But this alone will not be sufficient. Highly placed functionaries from all quarters, public leaders, social workers, government officers and others should give their active support to the building up of the new environment.

But the greatest responsibility will lie with the adult educator working on the spot. He has to see, as far as possible, that what is generally called, measures for functional upgradation, and creation of social awareness are introduced as a concurrent programme. Literacy students should learn not only literacy but should begin to raise the quality of personal as well as community life.

A further thing which would help the adult education worker to build up a proper environment would be to bring the individual adult learners closer to one another, to enable them to appreciate and encourage its qualities, achievements

and contributions of one another. Let the adult education centre be a place to which the participants develop a sense of belonging. Let there be freedom, variety, diversity and flexibility in the programmes.

The significance of the mass movement lies in the solving of the day-to-day problems in the lives of the common people and to help them come into their own. It is only such a movement that will generate the needed socio-economic forces and enable the country to provide good education to the people, and the educational effort itself will strengthen the programmes of mass mobilization for improving the quality of life in society.

I heartily commend the proposals to have an institution for the Training of the Adult Education. The success will obviously depend upon the close collaboration between the educational, social and political workers. It will depend even more upon the number and quality of individuals who are committed to its objectives and who are prepared to dedicate themselves to the development of its programmes. This is a glorious challenge to the Government as well as to the educational, social and political workers at this critical juncture in our history when the courage and wisdom of our people have given us yet another opportunity to shape our destiny. I earnestly appeal to you, planners of the programme, to recognize the urgency and uniqueness of this challenge and to rise to the occasion. I wish your endeavour all success. □

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PRESIDENTIAL ADDRESS

by

Dr. G. R. Damodharan

Vice-Chancellor, University of Madras

AT the outset I would like to draw your kind attention on some of the observations made by the World Bank's Sector Policy Paper on Education in order to lay emphasis on the significance of the present workshop and also to point out the direction in which the present workshop could proceed. The World Bank's Paper, which is a resume of the travails of the less developed countries in reaching literacy to the masses, pinpoints that the enrolment in higher education in some of these countries has expanded at a faster rate than at the primary level. It observes that the demands made by the more articulate and forceful groups in society for more publicly subsidised education at higher levels have had negative as well as positive effects. It further observes that the absolute enrolment numbers at the primary level have already a massiveness about them, as in India, which make further increases over the current figure very difficult of achievement, especially because there is an overall constraint of resources. The World Bank Paper does recognise that this constraint is partly the result of the inadequate priority accorded to education. The Indian experience is that whenever economics are sought to be made, it is the allocation for social expenditure that is curtailed, and more pointedly the moneys earmarked for education. I wish to state that it is at this juncture the role of adult/non-formal education as one of reducing inequalities by universalising education, by creating awareness of these facts among the illiterate as well as literate masses, has to be appreciated critically.

As a mark of recognition of this role of adult/non-formal education, an International Symposium on the subject, "Reducing inequalities through Adult Education", was held at the University of Madras from January 28 to February 1, 1980. At the International Symposium it was resolved to conduct regional workshops at different regions to focus attention on different issues confronting adult education workers at national and regional levels. Hence, the present workshop.

Here I wish to state that the problem in education is not only of access to it but also of the quality of instruction. Hence adult/non-formal education despite providing access to education for the masses must also provide quality. This calls for training of the personnel at various levels in the delivery system of adult/non-formal education. Hence I request the present workshop to discuss the issues of developing cadres for the adult/non-formal education programmes. I do hope that the workshop will pool regional experiences and solutions on problems of (a) recruitment and selection of adult/non-formal education cadres, (b) initial and continuous training of adult/non-formal education cadres (c) relationships of the cadres with other members of adult/non-formal education service, which have already been mentioned in the working papers.

Before concluding, I would also request the workshop to review the question of motivating the political leaders, administrators and legislators on the need to link adult education in development activities for reducing illiteracy and augmenting non-formal education and to attain the goal of universal primary education. I wish the programme a grand success.

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Field-work in Adult Education

Hans Raj Gugnani

"The village adult education centre holds the key to the success or failure of any rural adult education programme. The success depends on how carefully it has been conceived, organised and implemented at the grass-root level," says the author. For carrying out field-work, which is a difficult and complex task, new methodologies and approaches have to be evolved, worked out and developed, if adult education programmes have to have any meaning and purpose in achieving their objectives.

The author deals with some of the basic problems of field-work, such as methodology, self-management, ground work, method and approach and several other aspects, which go a long way in helping to create climate and conditions conducive to improve the working of the animators, coordinators, follow-up workers, reporters and all those engaged in the task of making the national adult education programme a success. The author strongly feels that there is need for developing field-work on proper lines and creating an independent 'discipline' in adult education.

FIELD-work in the context of any specific development programme or activity includes : (i) surveys, investigations, research, etc., to make an in-depth study of any specific issues or problems in any specific geographical areas ; and (ii) organisational and operational work in the field. This paper is concerned with the latter aspect of field-work. Further, it also concerns itself with field-work in relation to a specific development activity viz. adult education in general, and National Adult Education Programme (NAEP) of India in particular.

A word about NAEP and some of its salient features would perhaps help in the fuller appreciation of the role of field-work in relation to this specific development programme. In points of

coverage and time-span, NAEP has perhaps no parallel—aiming as it does, to cover about 100 million illiterate adults, mainly in the age group, 15-35, in a period of about five years, up to 1983-84. Another significant feature of NAEP is that it is not a mere literacy programme, but is an indispensable part of a development plan aimed mainly at the amelioration of the conditions of rural poor and illiterates through a package plan of literacy, upgradation of functional skills and raising the level of all-round social awareness. Obviously, the programme of this size and dimensions cannot be implemented by any single agency ; and therefore NAEP, from the very beginning, has envisaged a variety of agencies to share implementation responsibility, viz. State Government ;

voluntary organisations ; universities and colleges ; Nehru Yuvak Kendras ; all development departments/agencies, besides Education Departments ; employers in public and private undertakings etc.,. As the pre-condition of the success of such a massive time-bound and development-oriented programme is the active and systematic work in the field by a variety of agencies (with and without past experience in the line), the subject of field-work in adult education in the context of NAEP assumes special significance.

Importance and Neglect

There are thus no two opinions on the importance of field-work in adult education. It is, in fact, the field, i.e. the village adult education centre that holds the key to the success or failure of any rural adult education programme. It is here that the true adult education work i.e. the actual teaching-learning process goes on day after day. The success of the programme largely depends upon how carefully it has been conceived, organised and implemented at the grass-root level.

Nonetheless, the personal attention, care, guidance and encouragement that the field-work should receive from those responsible for the implementation of the programme at the higher levels, leaves much to be desired. The village centre is often far away from the district or project headquarters (even farther from the State capital) ; the terrain, sometimes, is too difficult to reach the centre without an arduous journey through *kaccha* roads, hilly, forested, desert or marshy lands ; and the night-halt, if absolutely unavoidable, is viewed as punishment by the visiting officials, used to the facilities of Rest and Circuit Houses in towns and cities. No wonder, the UNESCO publication on "The Experimental World Literacy Programme :

a Critical Assessment" makes an apt observation on field-work when it says that "field-work was often viewed as exile".

Field-work Methodology

The fact is that day-to-day field-work in adult education is largely left to be done by the front-liners themselves i.e. the learners and the instructors. This fact, along with twin facts of importance of this work and its current neglect from above, should make adult educators think hard in evolving a suitable field-work methodology. Over the years, we have evolved suitable methodologies in areas like development of curricula ; production of suitable teaching-learning materials for different groups of learners, personnel training ; research and evaluation, etc. But not much thought has been given to evolving suitable field-work methodology or norms which should help the field-work go on smoothly on its own momentum. Such a field-work methodology in the context of organisational and operational aspects of adult education has to devote attention mainly on three aspects viz. the local community ; the adult learners' groups ; and the front-line workers.

Involvement of Local Community

The total involvement of the local community is a very important pre-condition for the success of any development programme. This is true also of the National Adult Education Programme. NAEP has to be viewed more as a people's movement than any other traditional type welfare or development activity. The field-work methodology in relation to NAEP would therefore call for an entirely new approach as compared to the traditional community welfare programme in which the role of the State has been that of a giver of certain inputs and facilities and of the participants as receivers of benefits.

A fundamental change in outlook has to come in viewing NAEP not as a programme imposed from above, but as the people's own programme in which the people themselves are the subject and object of the programme and it is their own efforts and future that are involved. Once such a change of outlook in the field-work methodology occurs, the task of creating a favourable environment for the launching and success of NAEP becomes easier.

Further, the involvement of the community has not merely to be confined to the creation of favourable environment, but also its active participation in the mobilisation of local resources to supplement the efforts of the organisers of the programme. The field-work methodology must, therefore, concern itself in devising suitable norms for activation of local community in taking keen interest in the programme and thus providing both direct and indirect help in its implementation.

Self-Management of Adult Education Centre—Creation of Learners' Group

The adult learners' group should effectively establish the autonomous group-identity with the group members assuming upon themselves the democratic responsibility of day-to-day management of the group work. This self-management of the group work by the learners themselves, with the help of instructor and with very little of outside intervention, could be conceived through the formation and democratic functioning of Group Committee or *Proudh Shiksha Kendra Committee* or by any other similar name as the group may like to give to such a committee.

Such a Group Committee could consist of a few members (say 5-6), comprising 3-4 members elected by the

group from amongst themselves; and 1-2 persons in the village who enjoy influence and respect with the community and the instructor. The latter may act as the secretary; while the chairman of the Committee could be elected by the Committee itself.

The role of this Committee would be to deal with all matters concerning the day-to-day work of the group as a whole as well as such matters as may help the work of this Committee directly or indirectly. The tasks of this Committee may include, among others, the following :

1. **Attendance:** (regular, irregular); drop-outs; finding reasons for drop-outs or irregular attendance; finding solutions to improve situation in such matters.

2. **Discipline:** All matters of discipline learning, ensuring smooth and efficient working of the centre.

3. **Problems:** Problems of group members affecting their learning process and participation; discussions on common local problems affecting the participants' day-to-day living, including occupational and health problems etc; and finding possible solutions for solving the problems.

4. **Visits:** Arranging visits by external resource persons for the benefit of the centre, as re-enforcement to functional development of group members as well as raising their level of social awareness.

5. **Supervision and Guidance:** Offering assistance in the supervision and guidance work by the supervisory and administrative personnel of the project as well as from the District and State level officials responsible for implementation of adult education programme.

6. **Materials and Supplies** : Discussions on the suitability of materials and other teaching aids supplied to the centre; making suggestions to project officials regarding materials relevant to needs and interests of group members; ensuring timely supply of books and other materials to the centre, etc.

7. **Post-literacy and Follow-up Work** : Ensuring that the project management makes suitable arrangements for continuing education for the group members, after they have completed the literacy course.

This Group Committee could also decide about its own methods of work keeping in view the local conditions and may take decisions on such matters as periodicity of meetings; the preparation and submission of periodical committee reports, etc. The Group Committee could also take decisions on such matters of local interests as (i) when the teaching-learning work should stop or be temporarily interrupted due to seasons of peak agricultural work; (ii) important local events like local festivals, local functions, etc, when the centre may not work; or when they may organise a special cultural or social programme on any such occasion.

The above mentioned field-work methodology, aiming at the establishment of autonomous learners' group-identity for the self-management of the adult education centre has several advantages : it gives the learners a strong feeling that it is their own centre and for their own benefit and that they have the direct responsibility for its successful working. The association of one or two influential and respectable members of the village on the Committee should help bring the local community close to the centre—the former helping in the work of the centre in many ways e.g. creation of

environment; enrolment drives; mobilisation of local resources, etc. This will also give the adult learners a training in the democratic method of organising themselves into groups, and in working together to achieve the common objectives collectively. Late Mr. J.C. Mathur had strongly favoured the formation of such learners' groups at the field-level. The farmers discussion group or the *Charcha Mandals* in the Farmers' Training Programme have effectively established a two-way communication channel between the farmers on one hand, and specialists and radio on the other. Again, such groups, by the name of "class-committees" have also been established and are functioning in the adult education programme in Tanzania and have greatly benefited the organisational work at the field level.

Areas of Field-work

The identification of various activities that should constitute field-work in adult education and the role of the front-line workers, mainly the instructor and secondly the supervisor, should constitute another important aspect of field-work methodology in adult education. By and large, the field-work includes creation of favourable environment for the programme; animation and motivation work; instructional work; coordination work with other development agents in the field; post-literacy and follow-up work and the work of reporting to the project. The functional objectives of each of the above mentioned activities are briefly indicated below :

Creation of favourable environment with the object of bringing home to the village community the benefits of adult education, using various methods of mass-media, local meetings with the help of influential and respectable

persons of the community and even through person-to-person contact.

Animation and motivation of village leadership and population towards all kinds of development activities in the village and the role of adult education programme not only in imparting literacy training but also functional development and raising the level of social awareness; contact with the formal leaders of the community like Panchayat Sarpanch; office-bearers of cooperatives; village functionaries like Patel or Patwari; and also with the informal leaders including progressive farmers and others enjoying considerable local influence with a view to mobilising the community support for the adult education centre.

Instructional work for the transfer of knowledge, skills and information as defined in the syllabus and curriculum by using the methodology and teaching materials elaborated by the State Resource Centre or any other agency entrusted with this work; instructional work to be supplemented through discussions with field agents of other development departments; especially for the upgradation of functional skills and for raising the level of social awareness among the learners' group.

Coordination of literacy work with other field agents of development departments and agencies to ensure the success of the three dimensional adult education programme comprising literacy, functional development and social awareness.

Follow-up work for putting the newly acquired literacy to use as an effective communication tool, to be able to take advantage of the rural library or any other centre of continuing education for further self-learning;

to be able to take advantage of the extension literature and to participate actively in the various village organisations like cooperative societies, rural development agencies, Charcha Mandals, Mahila Mandals, youth clubs, etc.

Reporting to Project headquarters, through periodical reports on different aspects of instructional and field-work with a view to providing feedback information.

Role of Front-line Workers

As is evident, most of the above mentioned areas of field-work are to be done by the front-line workers, especially the instructors with the help of local community. The field-work methodology has, therefore, to appreciate fully the role of instructor who, in fact, is much more than only the instructor. Considering his many-sided role as helper in the creation of environment, animator, instructor, coordinator, follow-up worker and reporter, and considering also that he is a part-time worker getting a nominal remuneration of Rs. 50/- p.m., this front-line worker i.e. the instructor, should get a respectable social status both in the eyes of project personnel and the local community. The traditional approach of equating the status of a person with the remuneration paid to him has to be abandoned and the instructor has to be looked upon as a useful social worker and the nominal remuneration paid to him, as an honorarium. He should derive his status from the useful social work performed by him for the benefit of the community. His work may receive social recognition, by awarding a few non-monetary incentives e.g., award of a certificate of meritorious work to the

community; public honour at a local ceremonial function organised to mark the completion of a successful adult education course or the beginning of a new course etc. This fundamental change in approach and outlook may constitute an essential element in the new field-work methodology.

The operational strategy and the evolving of certain standardised common norms for front-line workers in relation to various areas of the field-work listed above, have all to be worked out in detail and suitably dovetailed with teaching-learning process. This should help in achieving the desired outcomes of the programme. Such a field-work methodology will not only spell out the various approaches and methods of doing the different types of field-activities; but may also clearly indicate the desired outcomes from each of such field activities. For example, it may have to be ensured that the component of NAEP that helps in raising the social awareness of the learners is carried out without endangering peace or without destabilising society.

In devising suitable norms, the field-work methodology has also to take into account the cultural and socio-economic structures in any village (e.g. whether the village leadership is based on caste-faction); role of other local functionaries endowed with some sort of statutory authority in their own fields of work; and the existence of other leaders exercising considerable influence on the people. This would require a certain degree of tact and resourcefulness on the part of the front-line workers specially the instructor who has to make himself acceptable to almost all sections of the community by

establishing rapport with the village leaders and by establishing his own image as a neutral person acceptable to different castes or faction groups in the community. Similar care has also to be taken in working out details in various other field activities e.g. selection of suitable site for adult education centre, gradual development of the centre from first a meeting place to begin with, for discussions on common subjects of local interests, to its eventual development into a real teaching-learning centre; introduction of self-management techniques in the day-to-day running of the centre for ensuring active participation of the learners in the work of the centre, etc.

Conclusion

As will be seen, the field tasks that are envisaged in the adult education programme are multifarious and complex and sometimes even sensitive in nature; and would call for systematic building up of field-work methodologies and approaches for handling these tasks with utmost care. The field tasks enumerated in the preceding paragraphs and the broad approaches and methods indicated in handling some of these task are not exhaustive, but only illustrative. The purpose of this paper is to bring out the urgent need of developing "Field-work" into an important and independent 'discipline' in adult education (like other disciplines of curriculum development; teaching-learning materials; training; research and evaluation etc). This may greatly help all those responsible for the implementation of adult education programme, in general, and in the training of front-line workers in particular.

Problems in Evaluating Adult Literacy Programmes

C. Rajyalakshmi

The paper is a research study into the problems encountered in evaluating functional literacy programmes. The data for the paper were drawn from a study entitled 'The Study of Functional Literacy Programme of the Integrated Child Development Scheme (ICDS), Kathura (Haryana)', undertaken by the Council of Social Development, New Delhi. The study was sponsored and funded by the Department of Social Welfare, Government of India. Dr. T.A. Koshy was the Project Director and Dr. Victor Jesudasan was responsible for the field work.

INDIA is one of the few countries in the world, which has a large illiterate adult population. In absolute numbers, the country has the largest number of illiterates. Over the past several decades various efforts were undertaken by individuals, voluntary agencies and various organisations of the Government to combat illiteracy. Various programmes in the past have been organised, but most of them had different emphasis and different target groups.

Functional Literacy: In recent years, adult literacy programmes have become functional literacy programmes. Such programmes are not merely teaching programmes but are combined with functional requirements of the target groups. In such an approach, the literacy component is integrated with developmental activities like agriculture, nutrition, community development, etc.

The NAEP

On October 2, 1978, the National Adult Education Programme (NAEP) was launched with the stated goal of

converting 100 million illiterates into literate over a period of five years. Various types and kinds of agencies will be involved in this endeavour. Each of them may be dealing with different target groups.

Need for Evaluation: It is increasingly being realised that such adult education programmes should be periodically evaluated. Such evaluation should be 'constructive' rather than 'destructive' in the sense that the evaluation should identify both the strong and weak points and also should provide guidelines for improvement of the programme. As a part of NAEP, many types of evaluation studies are planned to be undertaken.

Objective of Study

The major objective of this study was to point out some of the problems that were encountered while evaluating the functional literacy programmes. The purpose was neither to lavish praise nor to find fault with the agency that was commissioned and carried out the study. It is hoped that this paper

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RAILWAYS ARE YOUR PROPERTY. KEEP IT CLEAN,

Northern Railway

C. Rajyalakshmi

would provide a few pointers that could help other evaluation efforts to modify the design or the strategy.

The Setting

The Integrated Child Development Services (ICDS) Scheme has been in operation since 1975. The ICDS provides a package of health, nutrition and education services to young children, expectant and sick mothers especially from the lower socio-economic groups. One part of this package is functional literacy classes for women in the age groups of 15-35 years. The scheme is financed by the Central Government and executed by Anganwadi worker (per 1000 population) at the field level. The Department of Social Welfare, Government of India, which is the funding agency, commissioned a voluntary agency to evaluate the functional literacy programme of the ICDS. The research agency designed the study in two phases. During the first phase, it was planned to provide a 'status report'—data collected during this phase will be treated as 'bench mark' against which the programme will be evaluated at a later stage.

Problems Encountered

It is fairly well known that programme administrators are apprehensive about any evaluation. They are apprehensive that the evaluation will compare the programme against a norm and may come to the conclusion that the implementation is inadequate. In this study also the research team came up with such apprehension. The programme administrators used to state: 'The programme has been in operation for too short a time.' 'Functional literacy aspect is not the main emphasis of ICDS'; 'rural women are not motivated to learn literacy', etc. The apprehension

was more because an external research agency was involved in the evaluation. Some efforts were even made to decry research *per se*. On the other hand, the apprehensions were not also openly expressed because the funding agency (i.e. Department of Social Welfare) had commissioned the research agency. If the programme implementers had requested for such an evaluation and if they were involved in selecting the research institution, perhaps this apprehension could have been minimised.

In order to counter this apprehension, the researchers tried to have a low profile and not acting as experts with their noses in the air. Further, the term they used was 'status study' and not 'evaluation study'. Although such a strategy helped to reduce the apprehension, it did not remove it.

The functional areas that were supposed to be covered in functional literacy programmes dealt with health during pregnancy and lactation, health and hygiene of children and family planning. In order to gauge the level of knowledge of the participants in functional literacy classes, the schedules contained questions on these areas. When questions were put to participants, who were unmarried and in the age-group of 12-15 years, the participants simply giggled, hid their faces and refused to answer. Even though the investigators were told not to smile or laugh and to keep a neutral tone of voice, interviewing such girls was impossible.

1. Enrolment of Literates

It was observed in this study that around 30 per cent of those enrolled as functional literacy participants had

already attended formal schooling. About 12 per cent had schooling beyond eighth grade.

This resulted in two types of problems. First, on the assumption that the programme has been in operation for one year, a literacy test measuring third-grade level of literacy skill was conducted and administered to the participants. About 83 per cent of the post-primary school educated participants scored 90 per cent or more in this test. Naturally, this level of achievement in literacy skill could not be attributed to participation in functional literacy programme. Second, in a few villages, the Anganwadi workers had instructed the literate participants to declare that they never attended formal school. Such people, although classified as illiterates, their literacy access was found to be very high. It is difficult to imagine that in some Anganwadi three or four illiterate women scoring very high and all other illiterates scoring zero !

2. Enrolment of Women from High-Socio-economic Groups

It was observed that a higher proportion of those enrolled in functional literacy classes were from higher socio-economic groups. For example, 20 per cent of the women reported that their families own 10 acres or more of wet land. Further, 51 per cent reported that they do not have any other occupation other than being housewives. That is, they do not go out of their houses for work. In terms of interviewing women in the rural areas, it was an easy task for the research as the women were available in their houses. Out of a total of 714 enrolled women, only 42 or 6 per cent could not be interviewed as they were out of their houses for work. Although this was easy from the point of research

work, it was inappropriate from the point of view of ICDS which is meant for the weaker sections.

3. Difficulties in Contacting Participants

There were two sources to contact a functional literacy participant.

(a) through attendance register maintained at the Anganwadi, and (b) from the Anganwadi worker who knows the women through functional literacy classes.

Registers : In most of the Anganwadis, the attendance registers were not maintained properly. Hence complications and problems were faced in contacting the participants. A few are listed here.

Duplication : Duplication of names was found in some centres. In some villages where there were more than one Anganwadi, the same names were found in more than one register.

It was also noticed that in some centres the names of those who have migrated, left the village permanently years ago; people who have come to the village for only a short stay, were also found in the Anganwadi registers. So, instead of an effective sample size of 870, only 515 were interviewed. In rural India, a woman can be uniquely identified by her caste, and husband's name or father's name. In many cases, the registers did not contain such information. So, the work of identifying a woman and to contact her was very difficult. Very often the research team had to spend a lot of time in tracing out the "real" functional literacy participants.

Anganwadi Workers : Anganwadi workers and helpers were requested by the research team to help in locating the respondents. Sometimes they tried to misguide by showing a wrong respondent, who was not aware of the

C. Rajyalakshmi

programme or attended the functional literacy class even once! Often the Anganwadi worker or helper, who used to accompany the evaluation team, enter inside the house, few minutes prior to the interviewer and when the participant comes out, before the interviewer confirms the respondent with identifications, used to give a clue as to what her name should be, as if she is introducing the respondent to the interviewer. The respondent used to take the clue to answer the way the Anganwadi worker desired.

The Anganwadi worker seems to have felt that the more respondents they

procure, the better would be the reflection of her work. Hence, they would ask some other women take the name of a respondent, who was not available on the days of survey. This was done so that the sample size could be larger.

To summarise, in this paper some field problems encountered by researchers representing a voluntary evaluating agency in evaluating adult literacy programmes of the government, have been briefly discussed. An attempt has also been made to highlight and focus on a few points that could be useful for future efforts in modifying the evaluation strategy. □

WE HAVE DONE IT OURSELVES !

"Others to reach the moon.

We to reach the village,

Go to the people.

Live among them.

Start with what they know.

Build on what they have.

And of the best leaders.

When their task is done.

Their work completed ;

The people will say :

"WE HAVE DONE IT OURSELVES !!!"

Wilfred Odera

District Adult Education Officer

Machakos, (Kenya)

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International Council of Adult Education

Malcolm S. Adiseshiah

THE seventh meeting of the International Council of Adult Education opened with a two-day seminar on June 2 and 3, 1980, at Washington USA, on the subject, Adult Education and Poverty, covering a wide spectrum including the urban poor, rural development, science and technology, primary health care and women. Some idea of the substantive issues involved may in this wide-ranging discussion be glimpsed from the following: The many causes and facets of poverty were analysed and the need for strengthening the links between adult education and development planners and where it functions to restructure patterns of international aid were emphasised. It was agreed to establish a Commission on Adult Education and Poverty to carry out further studies on the major issues identified at the meeting.

NEAP in the Lead

The Council reviewed the state of adult education in the seven regions of the world—Africa, Asia and the Pacific, Arab States, the Caribbean, Europe, Latin America and North America. The general finding was that the Third World governments were beginning to give greater priority to Adult Education, the Indian National Adult Education Programme being in the lead in this regard along with similar efforts

by Iraq, Mexico, Peru, Brazil, Thailand and the Philippines. In Europe and North America, the Adult Education Programme is becoming increasingly diversified to meet problems of inflation and unemployment and the problems of the ageing. The Council endorsed eight programmes for the coming year which are: the women's programme, a research consortium, primary health care, participatory research, setting up 100 adult education libraries, science and technology, convergence and the open-university press. The programme and the budgets for 1980 and 1981, comprising \$150,000 for the core activities of the Council plus \$300,000 for projects and programmes were approved. It was decided to invite member countries to aim at financing the core activities of the Council. The Council admitted four new members at its Washington meeting—USSR, Trinidad and Tobago, Barbados and Iraq and accepted the membership in the Council of the International Association of University Adult Education. It welcomed China's invitation to organise an adult education seminar in that country and expected to accept its membership in the Council during the year. It decided to hold the next annual seminar and council meeting in Baghdad, (Iraq).

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Language Issues in Adult Education

Om Shrivastava

What should be the language of instruction for an adult learner? Obviously, the natural answer is his or her mother-tongue but the question is not as simple as it looks to be, if viewed in the context of wider objectives of Adult Education, namely, creating social awareness so that people can participate more and more in development process. However, a controversy has risen in recent years on the question of language choice for literacy, which is linked with issues of cultural identity and nationalism. Social and political issues have centred on the question of access to western thought and culture, science and technology, and the problems of translating such thoughts into the language of the people and giving the traditional language a written form.

The author discusses in depth the differing view-points among researchers whether the teaching should be easier in the mother tongue or in the second language, regional or national. He points out the advantages and disadvantages of both. A study was conducted into the effects of using the dialect of adult learner in the initial stage of the programme, the objective of which was to provide functional literacy skill in the standard of regional language. He compares the gains of functional literacy skill when exposed to text material in his own dialect and in the standard regional language, which was not the learner's first language. His findings are revealing and thought-provoking and offer a wide range of ideas that need to be considered by the instructors in deciding the language question.

THE choice of language for literacy teaching is of vital importance and involves an almost endless list of political, economic, educational, and social concerns. The subject is important because it appears to be psychologically and culturally sound to provide education in the language of the learner—the mother tongue. The language question has been a subject of discussion since the early nineteenth century, when it revolved around the education of children. More recently, the spread of literacy work among adults the world over has brought the discussion to the field of adult education.

When countries in Africa, Asia, and Latin America became independent, the question of language choice for literacy became linked with issues of cultural identity and nationalism. Political concern centred round the desire to absorb small groups into larger communities and to unify the diverse cultural and political groups within a nation. Financial and technical issues have included policy decisions related to budgets for education and the availability of trained staff and other resources. Social and cultural issues have centered on the questions of access to Western culture and techno-

logy, and on changes in traditional customs related to such factors as distribution of population, division of labour, and social and religious taboos. Linguistic factors have included problems of translating new and technical vocabulary into traditional languages and of giving traditional languages a written form.

UNESCO suggested as early as 1953 that in order to increase the tempo of education for the masses, the language of instruction should initially be the mother tongue of the learner, using the script of the regional/national language. Then, by a transfer process, the learner should be given instruction in the regional language. It was argued that this approach would create more interest among the learners, make it easier for them to learn, and preserve their pride in their own culture. At the same time, learning the regional/national language would give them access to the dominant culture and to the economic system.

Although many international bodies have recognized the importance and discussed the implications of learning to read and write in the mother tongue, there has been little systematic research, with adult learners, on the use of the mother tongue in literacy education. There has been, however, a significant amount of research done with children as subjects in formal educational settings, and it has raised to controversial theories about the choice of language of instruction that have relevance for adult learners as well.

On one side of the controversy are researchers who support the direct method—that of bypassing the mother tongue and teaching only in the second language—arguing the advantages of their position as follows :

(a) The learner becomes confused by first learning to read in the mother tongue and then having to transfer to another language,

(b) teaching literacy in the dominant language will give the learner tools for admission to the dominant culture and will aid in his or her economic development,

(c) some subjects, such as mathematics, are more easily handled with only one language,

(d) the learner will learn more quickly and will be competent sooner if all instructions are in the second language, and

(e) typically, the teacher is better trained in the national language than in the local language.

On the other hand, there are researchers who plead for the advantages of the mother tongue approach :

(a) Once a learner has learned to read, transferring this skill to another language is easy ; the second language can be introduced systematically,

(b) the learner will learn to read more easily if the material makes sense to him or her, and will be more likely to develop a sense of success in learning.

(c) the teacher has a potentially stronger relationship to the community.

Although the studies are so far inconclusive on a number of significant questions, they do indicate a leaning towards the mother tongue—regional/national language approach. These conclusions, however, were based on research done on children. Very little research is yet available when the subjects are adult learners.

The author, therefore, undertook to study the effects of using the dialect of the adult learner in the initial stage of a programme in which the final aim was for the learner to acquire functional

literacy skills in the standard regional language. The study compares the gains in functional literacy skills when the initial exposure to written text material was in the dialect, to the gains when the initial exposure was in the standard regional language, which was not the learner's first language.

The subjects of the study were 369 learners chosen from those enrolled in an adult education programme in Rajasthan (India). They were divided into two groups. The first group of learners—the Dialect Group—was instructed in reading and writing skills at the basic literacy level, first in the mother tongue, and then in the standard regional language. The other group—the Regional Language Group—went through the programme from beginning to end in the standard regional language. In this study, the dialect was *Wagadi*, and the standard regional language was Hindi; both used Devanagari script. The achievement of the two groups was measured through a functional literacy skill test designed for this study.

The data show that the overall functional literacy scores of the two groups were not significantly different. The overall functional literacy score was made up of scores on the component parts of literacy: reading, writing, comprehension, and numeracy. A further analysis showed that the Dialect Group had better scores than the Regional Language Group in writing and numeracy, but there was no significant difference in reading and comprehension scores.

Teachers' records and assessments of the groups showed that the Dialect Group of learners took fewer days to reach the basic literacy and numeracy level than did the Regional Language Group of learners. Teachers also rated

the Dialect Group better than the Regional Language Group both in maintaining interest and in achievement, although the perceived superiority in achievement was not substantiated by the research results.

In addition to the insights gained about the language of instruction in literacy education, another set of findings came out of the daily diaries of the teachers, the supervisors' assessment schedules, observations in the field, and conversations with the teachers and supervisors. It was generally agreed that the involvement of the learners and the village community as a whole in starting and running the literacy centre is an important factor in its success, and that when the teacher explains fully the objectives of the programme to the participants and the community prior to starting the programme, the learners' results are better.

Learners' scores are also better when the teaching methodology emphasises the involvement of learners, stresses both meaning and word recognition in teaching, reading, and uses other principles of adult learning. Learners' scores are negatively affected, often strongly so, by irregular attendance, particularly when the reasons for the irregularity are economic.

Another finding was that the use of the adult education centre as a forum for public education, using resources from both inside and outside the village—including folk media and cultural programme such as puppets, storytelling, drama, and games—helps in making a better learning environment, and results in better literacy and numeracy scores. The importance of this finding should not be underestimated.

Conclusions

On the basis of the evaluation of the data, it can be concluded that, in terms of achievement of overall functional literacy of the learners, there is no significant difference between learning initiated in the mother tongue and that initiated in the standard regional language. The data did indicate, however, that where there is a positive difference in terms of the components of functional literacy (e.g. numeracy and writing), it is in favour of the Dialect Group.

It also seems clear that interest in learning to read and write, as well as the rate of progress for the total programme, favours the Dialect Group. This means that, although there may not be a significant difference in the functional literacy learning, there is no disadvantage in learning through the mother tongue at the initial level and they may, in fact, be advantages.

The data on which to base decisions on the choice of language may seem inconclusive on the basis of the results of this study. The study does, however, offer a range of factors that need to be considered before the choice of language of instruction is made :

1. What are the linguistic differences between the dialect and standard regional/national languages?
2. How complex is the written script of the standard language?
3. What is the status of the dialect in the region?
4. What are the resources (people, material and money) available to produce materials for adults in the languages under consideration?
5. Are there resources of written literature and information available in all languages under consideration?
6. Are there any national policy directives on the matter?

Each of these is important to consider in deciding the language question. The cause of literacy and development should not be hampered by organizers rigidly taking sides in organizing programmes in either the dialect or the regional language only. The wider objective is to provide means of communication to the masses in order that they may participate more fully in the development process of their nation. □

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Adult Education in Other Countries

PAUL J. MHAIKI *

China

IN 1949, although China had a population of 500 million, only 20 million pupils were enrolled in the 30,000 primary schools and a mere one million in the 4,000 secondary schools. There were no technical schools and very few institutions for tertiary education.

With the founding of the Republic, all educational establishments were nationalized and various reforms introduced. The stated purpose of education was to develop the student morally, physically and culturally. It was also to serve proletarian politics and be combined with productive labour. These aims were incorporated into China's constitution.

Today, with universal primary education, 150 million children are enrolled in one million primary schools and 87 million attend 196,000 secondary schools. One thousand two hundred technical schools have been set up in factories and 1,500 elsewhere. Universities and colleges number 4,600.

Adult Education may be said to have started in China in 1924, when the United Front formed by the Communists and the Kuomintang Government in Kwangchin opened a cultural institute for the peasants and started a literacy campaign for soldiers and villagers.

During the 1949-1952 revolution,

*Director, Literacy, Adult Education and Rural Development Division, UNESCO.

great efforts were made to eradicate illiteracy. Classes were held in every village by day during the slack season and in the evenings during busy periods. The government provided funds for teaching and writing materials, for printing and distributing textbooks and for providing trained teachers. Literacy examinations were instituted and certificates issued. As a result, although it was generally easier to organize classes among workers than among peasants in the rural areas, 100 million people had become literate by 1966.

Before the Cultural Revolution of 1966, workers and peasants were also encouraged to attend "spare-time" secondary education classes. In all, 8,400 special schools were created for them, known as "May 7th Universities" in the rural areas and "July 21st Universities" in the cities.

Many adults study by correspondence or by means of radio or television. In 1976, 43,000 students were enrolled in nine different courses.

The Institute produces its own textbooks, which are distributed free of cost to the students. It also trains correspondence instructors, who are paid for teaching and for marking scripts. Instructions are not, however, confined to the correspondence method but make use also of face-to-face teaching and for radio and television. In this way, a large number of people have been trained at

very low cost to assist in the modernization of the sector that employs them.

This is only one of the correspondence schools in China providing adults of all ages with education for development. It offers an example of non-formal education of particular interest to the developing countries since it succeeds in combining manpower training with continuing education for adults.

Vietnam

It is claimed that illiteracy was wiped out in North Vietnam in 1958. Under President Ho Chi Minh, in view of the great importance attached to education, one department of the Vietnamese Communist Party was given responsibility for the eradication of illiteracy. The Ministry of Education organized general education for adults and the Ministry of Labour took charge of workers' education. In South Vietnam, although four million people were still unable to read and write in 1975, the end of illiteracy was celebrated in March 1978.

Vietnam is unique in its unsparing efforts to propagate literacy during long years of war. The factors that made such an achievement possible include political commitment to the concept of national reconstruction through education; the qualities of leadership displayed by political cadres in mobilizing the people to learn and to understand the importance of education; the desire for knowledge exhibited by the workers and peasants, and the dedication of the literacy teachers themselves.

It is interesting to note that, although Vietnam has a national language, each minority group was made literate first in its mother tongue and only later in Vietnamese. Alongside

its literacy campaign, the nation established universal elementary schooling, without which the number of illiterates continued to rise. At the same time, a system of complementary or post-literacy education was devised for specific professional and occupational purposes.

In present-day Vietnam, there is a strong belief that education and production in factories, on farms or elsewhere are directly related. Education is conceived in three stages. A child proceeds from kindergarten through ten years of formal education to university and/or professional or technical schools. An illiterate peasant or worker would attend literacy classes, then a general education course and then complementary or adult education classes up to a level enabling him or her to function better, or to enter technical or professional school or university. In this way all adults are given the chance to educate themselves to the full extent of their abilities.

Educational opportunities are provided for adults in all walks of life, with priority given to cadres, young people workers and peasants who wish to improve their skills and increase their political consciousness.

Today, all the villagers are literate; life expectancy has risen from 40 to 73 years, rice production has reached 6,700 kilogrammes per hectare and every house is brickbuilt. The village has a club, a cultural society, a library, a museum, a swimming pool and a hospital and provides many social services free. The nursery school, kindergarten and primary school are free and are attended by all children up to the age of 15. Sixty to 70 per cent continue their studies at secondary school, while the rest combine work with complementary education.

Most of the cadres have reached the second level of the complementary system, equivalent to seventh grade, and a few have reached the third level, equivalent to 8th-10th grade. Several village leaders, including two engineers have gone on from literacy classes to obtain university degrees by means of complementary adult education. It is hoped that all villagers will complete a ten-year cycle of education by 1980.

USSR

Continuing adult education is a comparatively recent phenomenon in the USSR. Two pedagogical institutes are engaged exclusively in this work—the All-Union Znania Association, which publishes many books and is responsible for the "People's Universities", and the Research Institute for Adult Education in Leningrad. Two other establishments study certain aspects of adult education in relation to their primary centres of interest: the Institute for Research into Educational Problems of Bringing up Children conducts research into the influence of parental education on child-raising, the educational environment in collectives, the fostering of desirable attitudes in young people entering the world of work and educating them to make good use of their leisure-time; the Research Institute for Educational Content and Methods, although chiefly concerned with formal education, assists young people attending vocational training institutions or employed in factories to obtain compulsory secondary school certificates,

The Adult Education Research Institute in Leningrad has for a long time been engaged in developing textbooks and methodology and setting up correspondence and evening courses to provide adults with formal, professional

and technical education. It is now in the process of training and retraining teachers for adult education. The specialist staff of the Institute offer instruction on methods of teaching natural science, the social sciences and various professional, technical and cultural subjects to adults. The Institute cooperates with the All-Union Znania Association in providing lecturers for the People's Universities.

The All-Union Znania Association was founded in 1947 to propagate the ideological, scientific, technical and cultural achievements of the Soviet Union. It acts as a transmitter of knowledge from specialists in all fields to the general public, by means of lectures given live or by radio and television. These lectures, delivered to gatherings of working people all over the country, form what are known as "People's Universities". Lectures may be organized singly or in a series to cover a set curriculum over a one-to-four year period, allowing participants to study for an academic qualification.

'People's Universities' form an effective system of continuing education in the USSR. Approximately eight million people study in their leisure time to acquire knowledge in the arts and sciences. Over 560,000 scientists, cultural workers and economists teach for the Association on a voluntary basis and by 1974, 13,500,000 people had graduated from the 'People's Universities.'

All developing countries stand in need of active educational campaigns such as that organized by the All-Union Znania Association and it is indeed laudable that experts and specialists, highly educated at public expense, should help to repay their debt by offering their services free to educate their fellow-citizens.

□□□

THE INDIAN JOURNAL OF ADULT EDUCATION 40—YEARS AGO

AIMS OF ADULT EDUCATION*

Volume I No. 4—June 1940

“Adult Education is often confused with adult literacy and, though under the special circumstances obtaining in India, adult literacy has to accompany adult education ; adult education is something more than the teaching of the Three Rs. It is rather teaching the people the values of life. In adult education there has to be more emphasis on teaching the people the art of living rather than the art of deciphering a few alphabets on the printed page. Therefore in contrast with an over-emphasis on the literacy attainments, rapid skill in calculation and memorisation of a number of facts accurately, the Co-operative Adult School has its own objectives to attain. The Co-operator measures these in terms of health efficiency, economic efficiency, social efficiency, civic efficiency and efficiency to spend the leisure profitably. His approach to curriculum making is, therefore, sociological and he does this by a process known as ‘group analysis’ i.e. by analysing the group activities from the various objectives, I have referred to above.”

ADULT EDUCATION IN THE SOUTH

Volume I No. 4—June 1940

“The activities of the South Indian Adult Education Association, Madras, are already set out in their bulletins and the Report of the First Conference in Madras in January, 1939 has, been given wide circulation. Taking his inspiration from the Workmens’ Night Schools Federations, Shri T.J.R. Gopal spared no pains to get the South Indian Adult Education Association going. By enlisting the cooperation and sympathies of eminent educationists like Dr. George S. Arundale, Dewan Bahadur S.E. Ranganathan, Sri K. Venkataswami Naidu M.L.C. and Sri N. Rajagopalan, Bar-at-law, the Mayor and Deputy Mayor respectively of the Madras Corporation, Sri C.J. Varkey, then Minister for Education, and other ministers and members of the Madras Legislature, a footing was made at the First Adult Education Conference of Southern India.

“...The first fruit of the Madras Conference, as far as the districts were concerned, was the holding of the First District Adult Education Conference on 3rd June, 1939, at Mangalagiri (Tinnevelly)... It was then that the Tinnevelly District Adult Education Committee was formed. The last meeting of the enlarged Committee, including educationists of the district, Headmasters of Schools and Principals of Colleges met at Tinnevelly, under the Chairmanship of V.S. Hejmadi, Esq., ICS, District Collector. After a review of the work that was being done by the Tuticorin Municipality and the District Board of Tinnevelly, it was resolved to take one Taluk at a time for intensive work and Sri A. Srinivasa Raghavan, M.A. of the Hindu College, Tinnevelly, came forward to organise this work in the Tinnevelly Taluk.”

* Reproduced above is an extract from a broadcast talk by Mr. A. B. Mande, who was engaged in the work of training teachers for adult education in U.P. The talk was published in June 1940 issue of IJAE.

IAEA NEWS

Population Education Camp in Kurukshetra

The Indian Adult Education Association in collaboration with NSS Unit of Kurukshetra University, organised a one-day Population Education Camp in village Jubbal (near Radaur) in Kurukshetra District in Haryana on June 8, 1980.

Initiating the discussion, Shri J.L. Sachdeva, of IAEA, underlined the magnitude of population problem in the country; the facts about the increasing rate of population in India; the important causes of increase in population, and how this was creating social and economic imbalances.

Dr. Amar Singh, Reader in Economics, Kurukshetra University, underlined the effect of population explosion on economic growth of the country. He enumerated the cost benefit ratio of a child in developing country like India and developed countries. He dealt in detail on how the rapid increase in population in this country had neutrali-

sed the gains of the economic development since independence.

Dr. Prem Nath of the Primary Health Centre, Radaur, mentioned the promotive and preventive aspects of health education. He emphasised the need for child and mother health-care and the importance of immunisation for the infants. The various diseases caused by water contamination were also underlined.

Sarvashri A.P.S. Lamba, Coordinator, NSS, Kurukshetra University and B.R. Luthra, Programme Officer, NSS of the same University, also participated in the discussion.

About 50 persons including a Sarpanch, Panches, village leaders, school teachers, college students and NAEP instructors, participated in the programme.

This was the first in the series of camps to be organised by IAEA with a view to integrating population education with adult education.

TRAINED ADULT EDUCATORS' CONFERENCE AT WARANGAL

Resolutions and Recommendations

1. This Conference of Trained Adult Educators held at Warangal (Andhra Pradesh), on July 12, 1980, under the auspices of the Warangal Adult Education Association, Warangal, after due deliberations, feels that the brief training at present imparted to adult educators needs to be thoroughly modified as it is found to be totally inadequate to serve its purpose and does not fully equip the animators and the supervisory staff so as to enable them to

shoulder their responsibilities effectively. It is of the opinion that more than in any other spheres of education, as the Adult Education Programme demands of a strong political will and commitment on the part of the organisers and calls for the social awareness and conscientization among the adult learners, the need for a better training of the personnel cannot be over emphasised. Literature for use in the centres should be highly flexible,

enunciating only the broad principles of the nature, scope and choice of the content course, the actual material for study to be improvised by the teacher or to be chosen from a comprehensively edited material, so as to suit the requirement of the individual centres depending upon the occupational composition and nature of the adult group, rural/urban, cultural/social status etc., giving due importance to the 'conscientization', which is found totally lacking in the present training programmes.

2. The Conference strongly urges upon the Government of Andhra Pradesh and the respective universities in the State to take immediate steps for incorporating adult education as an integral part of the teacher-training curriculum to be followed in teachers' training institutes and colleges of education all over the State.

3. The Conference is constrained to observe that the voluntary organisations wherever functioning in the State are not taken into confidence in the implementation of the National Adult Education Programme and strongly feels that in order to enlist public participation, the involvement of these agencies at the training and organisational levels is highly desirable and conducive to the spirit of the programme. The Conference is of the firm opinion that in order to encourage local participation, voluntary organizations and individuals with a record of service and good work with past experience and involvement in welfare activities should be considered for personnel recruitment at all levels on a preferential basis.

The Conference, after careful scrutiny of the issue, is thoroughly convinced that the stipulation of opening a minimum of 30 centres for any

voluntary organisation to receive Governmental aid has been an impediment to the rapid spread of literacy and promotion programmes and, therefore, it is strongly recommended to relax the rule in the best interests of the National Adult Education Programme and that as a matter of policy, a quota of centres should be allotted to voluntary organisations of repute and good standing, on a subsidy basis and under the control of the District Adult Education Authority, thus bringing together commitment and resources for better and more rapid results.

4. The Conference learns that the Kakatiya University has come out with plans and proposals to institute the Faculty of Adult and Continuing Education which would enable them to take up systematic training of personnel at various levels and also the organisation of adult education centres. The Conference urges upon the Government and also the University authorities for expediting this urgent innovation.

5. The Conference observes that unfortunately the present District Boards of Adult Education smack of bureaucratization while the nature of the problem demands of more and more democratisation. In many cases, the Boards are not fully constituted and in several cases, they are not alive to the situation. Deplorable instances can be cited where to date, not a single meeting of the Board has been convened, though the massive programme is on for more than a year, in its name.

The Conference urges upon the board authorities to see that recognized professional organisations, voluntary Adult Education Associations and other welfare organisations are given adequate representation in the implementation of this programme. The

Conference further observes that at present the co-ordination among the respective departmental officials is observed only in principle and urges upon the Government to devise measures of better co-ordination to the best advantage,

6. Keeping in view the post-graduates in adult education emerging from various universities, it is strongly recommended that all available trained adult educators should be forthwith employed on a priority basis in the National Adult Education Programme, Universities, and in State Resource Centres.

7. It is further resolved to request the Government to take immediate steps for providing an in-built mechanism of periodical survey and evaluation by independent experts and for instituting research cells for improved methods of motivation, teaching and training techniques, involving voluntary agencies, thus decentralising the present set of centralised expertise.

8. The Conference recommends that shorter but more intensive and well planned courses be introduced, so that two batches of literates may be turned out each year, replacing the present course of nine months' duration. The Conference feels that this would ensure holding power of the Education Centres, while speeding up the pace of the programme targets.

9. The Conference urges upon all political parties to create Adult Education Promotion cells particularly at the village level and to aid this common national endeavour, in keeping with their avowed objectives and publicised manifestoes.

10. The Conference, with all its sense of responsibility, views the problem of the adult illiterate commu-

nity as a problem of struggle for existence and feels that for any success in this direction, some kind of incentives, monetary or material, should be provided to the neo-literates.

11. The Conference urges upon the Warangal Adult Education Association to consider schemes of experimenting in 100% literacy drive in some remote hamlets with the co-operation of other welfare organisations, to undertake a critical study of the literature used in the State in Adult Education Centres and also to survey the impact of the National Adult Education Programme on village life and literacy drive with reference to certain specified project. □

COOPERATIVES AND NAEP

The National Cooperative Union of India (NCUI), New Delhi, has advised all the State Cooperative Unions and its Projects to coordinate their activities with the NAEP.

The NCUI Cooperative Education Field Project, Anantnag, organised three courses in Khanabal (Anantnag), Sopre and in Srinagar for Assistant Project Officer and Field Supervisors of the State Adult Education Department. The participants were enlightened about NCUI's education programmes, cooperative principles, importance of village cooperative societies, mode of organisation of cooperatives, etc.

The NCUI Cooperative Education Field Project, Keonjhar, Orissa, has adopted three villages, under Sadar Thumpura and Champua blocks in order to develop socio-economic interest of the villagers through intensive problem-oriented education.

Three Adult Education Centres have been started in collaboration with Nehru Yuvak Kendra, one at Silliasman

and two for males and females at Ashoki under Thumpura Camps.

The NCUI Field Project, Ganjam, Orissa, is collaborating with NYK in its adult education projects. Eight adult

education classes have been started in the societies adopted by the project. Out of these six were for males in which 200 persons were educated and two classes were for ladies imparting education to 60 participants.

FORTHCOMING PUBLICATIONS ON ADULT EDUCATION

Directorate of Adult Education Publications

The Directorate of Adult Education, Ministry of Education and Culture, will be bringing out shortly the following booklets :

- (1) An Urdu Primer for women,
- (2) Planning and Organising Adult Education Programme for Workers.
- (3) Guidelines for Planning and Organisation,
- (4) Two books, one on Awareness (illustrated) and the other on Prevention.

Warangal Adult Education Publication

The Warangal Adult Education Association proposes to publish a book on adult education, covering various aspects such as (a) Motivation Techniques (b) Teaching and Training Techniques (c) Curriculum Development (d) Organisation (e) Co-ordination and (f) Developing Programmes for Weaker Sections etc. The purpose of this publication is to help the field workers, professionals, academicians, planners, who are involved in implementation of the programme at various levels.

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INDIAN ADULT EDUCATION ASSOCIATION

Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Hussain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers, Educational 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 is located in Shafiq Memorial, at 17-B, Indraprastha Marg, New Delhi.

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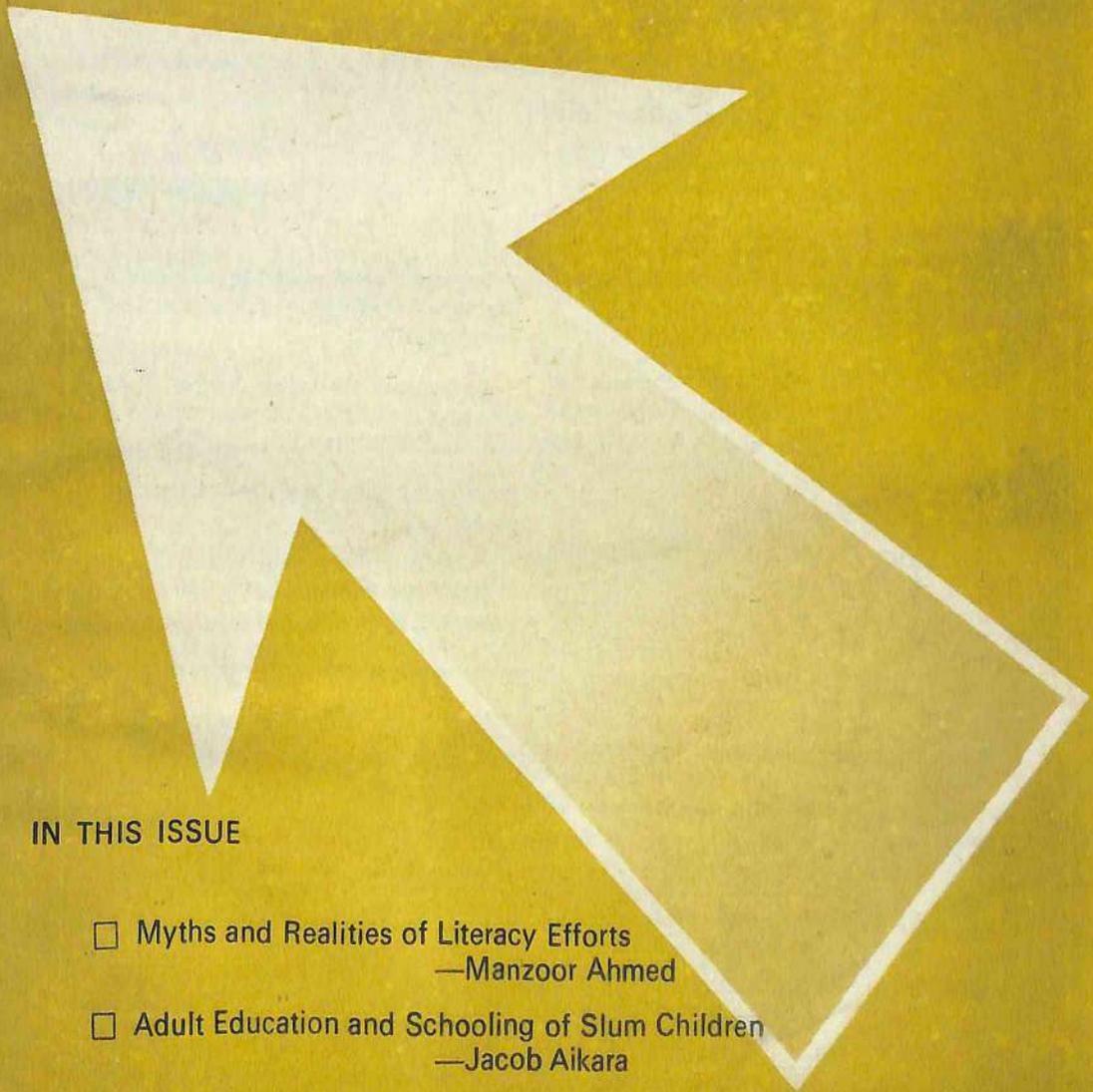


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—Jacob Aikara
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—Onkar Singh Dewal

INDIAN ADULT EDUCATION ASSOCIATION



Indian Journal of Adult Education

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The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. 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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The Indian Adult Education Association regrets that due to circumstances beyond its control, it has not been possible to carry out regular publication schedule for some time past. We are, however, making every effort to catch up with the schedule. We seek the indulgence of our readers to bear with us for some time more.

—Editor

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DEVELOPMENT AS EXPERIENCE

There is such a thing as development from within and without. They are really two sides of the same coin. The two aspects are deeply and intimately interwoven. The latter is the more manifest, ranging from national development programmes of gigantic proportions to the development of the village through not so impressive programmes like building roads and schools and digging wells, rejuvenating a Panchayat and so on. Consciously striving for these is very much in the air these days, although one may debate about their adequacy, nature, utility and meaningfulness for the people, depending upon the merits of each case or the perception or attitude of the people.

Our pursuit of development of the more visible kind is often dependent upon what modern science and technology and organisation that goes with it can and do achieve. People work for programmes and often do not perceive them as acts of achievement of a meaningful kind. They are often an activity outside themselves and not an experience, particularly that has an intimate meaning. The crux of the problem at the human level of the developmental process is making "activity" and "experience" one and the same. This is only possible if people are suitably and adequately sensitized. Let us remember at this point, sensitization is one of the most important functions, if not facets of adult education.

Our problem is that with many efforts we often view development as something we need very badly and desperately and it must come to us here and now. We want it to be gifted by some of the more visible gods of the day. This is not only harmful but also undesirable. Presently, this state of affairs is often compounded by our present-day leaders (especially political) by playing gods in the developmental game. They promise many things to people and some of them do deliver what they promise. In fact, a good part of leadership these days consists of what you do for the people without caring for what really happens to them because of what you do for them. In this context, leadership is essentially the art of creating a dependent people. It would not be an exaggeration to say that since independence our leadership at all levels is, by and large, working overtime to create a nation of dependent people. This must go and this is possible if we sedulously make development an experience in human and personal terms and not a gift from a benign source from above.

There are several ways to ensure this. One of them is developing in our adult education programme a philosophy that is people-sensitive. Not all the talk of "people's involvement and participation" has meaning unless development has a meaning for them. It should always be ensured as an experience. Experiences should consist, in this context, of "creating development" within the framework of people's perception, attitudes, feelings and values combined with intense hope and high purpose. This applies to the whole gamut of development, from organising a Mahila Mandal to building a Kosi Dam.

While it is a happy augury that adult and community education are becoming increasingly people-centred, the question is how soon can we be effective? If there is no dynamism in this welcome re-thinking set in motion, there is a real danger of bypassing people in development itself. This is not a cheerful future to look forward to!

Myths and Realities of Literacy Efforts

Manzoor Ahmed

If it is agreed that literacy skill is not an end in itself and that the real concern is not that a large number of people in the world today cannot read and write but the fact that the illiterate people do not have access to knowledge and skills that they can use to improve their own situation, and that they are not participants in a process of self-sustaining and self-reliant development to change their present circumstances, then the problem of illiteracy and continuing adult education need to be redefined realistically and the folklores about literacy abandoned.

The Folklores of Literacy Projects

LITERACY efforts are frequently based on a number of assumptions, which have not proven to be generally true. These invalid assumptions are :

- a) That there is a high level of motivation for literacy learning among the educationally deprived and economically disadvantaged segments of the population in the developing countries, and that these people are anxiously waiting to seize any opportunity for literacy learning that they are offered.
- b) That there is plenty of opportunity to use the newly-acquired literacy skill, that there is a flow of relevant and appropriate reading materials for the neo-literates, and that the learners can make significant use of their new skills in their own life situations.
- c) That a functional level of literacy skills that are useable in the learner's life situations and for

further self-learning can be acquired on a part-time basis within the short duration of a few months with the time and energy that the learner can normally devote.

- d) That linking literacy learning with the teaching of other practical skills and knowledge creates sufficient motivation for literacy learning, that such links can always be established, and that such a "functional" programme can be designed and implemented with the available human resources in the developing countries.

World Literacy Programmes

The lessons of the Experimental World Literacy Projects sponsored by UNESCO in some ten countries in the 1960's and other smaller but even more determined and systematic efforts in many countries support our contention about the folklores of literacy projects.

The basic lessons of the experiences from many parts of the world, to put it

starkly, are that in a non-literate environment and a primitive rural economy with most people engaged in subsistence activities, literacy *per se* is not a practical necessity; and that it is extremely difficult to maintain motivation and interest in literacy efforts for the majority, even when these efforts form a part of a broader functional education programme. In fact, an emphasis on the mechanics of literacy skills may become a distraction and impede the attainment of such other important goals as creating a critical awareness of the learners' own situation, the dissemination of useful practical knowledge and skills, and organising collective self-help actions.

We are, of course, talking about literacy programmes in the context of the usual social, economic, and political configurations found in most of the Third World countries and not of literacy and adult education efforts as integral components of a revolutionary transformation of economic relationship, social structure and distribution of political power. Even in a revolutionary situation, sustained and patient, educational, motivational, and propaganda work on a broad front for many many years is required to mobilize the masses in favour of a new order. The successful, long-term Cuban literacy campaign that is frequently cited as a model is a singular and unique story even in the revolutionary context.

Some Realistic Propositions

If I may revert to my original question, the problem is not of producing neo-literates on a massive scale through literacy projects and following up these projects with continuing educational opportunities because this is generally an unrealistic, if not irrelevant proposition for the illiterate masses in the Third

World. I do not mean to say that those who are interested and motivated and can make use of literacy skills in their daily life should not have the opportunity for acquiring these skills and that follow-up activities and reading materials for these new literates are not important. But this will involve a minor proportion of the adults and cannot be the centrepiece of the national adult education programme in most Third World countries. The much larger and critical problem is that of organising diverse adult education activities and permitting continuous participation in such activities that can directly contribute to solving crucial life problems and meeting basic needs of people. The most elementary need, of course, is a minimum level of income for individuals and family units. This is the main instrument and the primary assurance of meeting their basic needs. If this notion of continuing education for adult—literate, newly literate, or illiterate—is regarded as valid, we can go on to think about the operational implications of this notion. I venture the following propositions, particularly with regard to the connection between adult education and improving the economic situation of the poor rural families :

- a) Adult education programmes have to be viewed and conceived more broadly than as only literacy teaching or even just delivering knowledge, information, and skills. It has to be recognised that the most effective and relevant learning takes places through the process of solving real problems rather than in the classroom or an imitation of it. Diagnosing the potentialities and constraints of an economic project, formulating concrete goals and plans,

creating appropriate institutional structures for implementing the project, managing the project, and ensuring meaningful participation of the people concerned in all of these activities are more significant learning problems than teaching literacy skills or even equipping workers with a production skill. All of these learning needs are best met through the participation of the learners in concrete action projects to solve problems of health, water supply, nutrition, and raising the income level. Discrete educational efforts divorced from such action projects are generally inconsequential in their impact on the lives of the rural masses.

- b) National and sub-national adult education bodies, in assisting local efforts, have to develop new criteria of project formulation and new performance standards and guidelines in line with the broader roles of the adult education activities and personnel in relation to income generation projects. The central bodies also have to develop their own capabilities of analysing the economic opportunities, maintaining dialogue with economic development agencies, and assessing and preparing income generation projects. Only by developing these capabilities, can the central bodies provide support to local efforts and carry out experimental and demonstration projects of their own.
- c) The adult education workers at all levels have to play a larger role than at present as the

agents for social change and economic development. If education is viewed as a vital flow of nourishment through all development activities rather than as a separate service activity, the educational workers must have an understanding of the total efforts and the place of education in these efforts. For income-generation and other development projects with educational components, the educational worker should be the orchestrator of the projects. In most situations, he has to play a key leadership and facilitative role for designing and initiating a new brand of integrated community development efforts that address the basic needs of poor rural families. It is not possible for him to be an expert in many fields, but he should be able to draw upon and utilise the help of people and agencies with specialised competence in different areas.

- d) Specific educational activities will not be the entry point, the centrepiece nor the determinant of performance standards in economic projects. The rationale for the special educational elements (as opposed to the continuous and unplanned process of learning of the participants through association with a project) is their contribution to the achievement of the economic objectives of a project. The project, therefore, will have to be evaluated in terms of income generation, creation of employment, distribution of income, enhancing the potential for future economic progress and

such other criteria rather than by the amount of knowledge and skills acquired by participants irrespective of the use and benefit of this knowledge and these skills.

- e) Since the economic initiatives have to be taken in specific localities on the basis of local economic prospects and institutional structures, a centralised programme approach would be highly inappropriate for the adult education components of such initiatives. Diagnosis of opportunities, design of projects, and management have to be at the local level with a high degree of local autonomy and local control over the resources. Participation by the beneficiary population in the management of the projects also requires local autonomy. This, however, does not mean that technical assistance and financial resources from outside should not be available to the local projects. Assistance is especially needed in developing local competence for planning, managing and evaluating projects.
- f) Economic projects and the educational elements in them aimed at helping the disadvantaged groups of society need to be focussed on specific groups with homogeneous socio-economic backgrounds, interests, and aspirations. Such groups may be landless farmworkers, mothers from poor families, destitute women without a male bread-winner in the family, out-of-school adolescents from poor families, groups of traditional artisans who have lost their

traditional market and so on. This is in contrast to a common approach for a geographical unit such as a village or a district and a sectoral approach in the form of an agricultural project or a cottage industry project. The geographical or sectoral approach ignores the differences in the circumstances, needs and interests of different socio-economic group in the same locality and tries to fit them all into one mould. Very often, these efforts end up serving the interests of the relatively wealthy and influential people at the cost of the poor and the deprived. Projects designed for homogeneous interest groups may cut across conventional sectors because the concern is about the particular situation of the target population rather than adherence to sectoral jurisdictions. When the project approach and goals are derived from the particular situation of a disadvantaged group, it is less likely to be dominated or controlled by other interest groups.

- g) Economic projects usually require capital funds. Small-scale projects for disadvantaged groups need to be labour-intensive; therefore, the capital needs are small for each project and in many activities the participants have to gradually build up their own capital assets. Nonetheless, few projects can begin without at least some seed money. The adult education agency involved in income generation activities, therefore, must either link-up with other development agencies which can supply the capital funds or have a evolving credit fund of its own or must otherwise have access to funds to meet the small capital needs of the economic projects. □

Courtesy : Adult Education and Development (German Adult Education Association). No. 14, March 1980.

Adult Education and Schooling of Slum Children

Jacob Aikara

The children of urban slum dwellers are the most poor and deprived section of our society. The problem of motivating parents to send their children to school deserves serious consideration. The number of drop-outs among these is quite large for reasons of poverty and ignorance. As the author rightly points out that unless parents take the initiative it is unlikely that the children will ever go to school.

A study was carried out in a slum area in one of the metropolitan cities of India, which reveals certain useful findings on the problems of education of the slum children. It was found that the parents in the slum area, by and large, were illiterate and poor, and that most of them were migrants from rural areas and unskilled labourers. One of the most important and significant findings of this study had been that the poor educational and occupational conditions of the parents had a negative effect on the education of their children.

In this thought-provoking article, the author not only deals in depth the causes of illiteracy and drop-outs, but also offers suggestions how to promote adult education and schooling of slum children on proper lines.

SLUMS are usually pockets of the most deprived sections of the urban community. They are economically, socially and educationally backward. Majority of the slum-dwellers are illiterate, poorly employed and unable to have the basic urban amenities, such as water taps, drainage, electricity, health services, etc.

As far as education is concerned, city slums in India are places of educational backwardness and illiteracy. The typical scene one can see in an Indian city slum is that of children of the school-going age wandering about on their own, playing marbles or such games. Some of them, of course, help their parents in their work and in looking after their younger children. There are others who try to have their own

means of livelihood by working as shoe-shiners or shop/hotel boys or selling newspapers, sweets, balloons, etc. There are still others engaged in anti-social activities such as pick-pocketing, bootlegging and gambling. The parents are too much pre-occupied with their struggle to earn their livelihood and for survival. They have neither the time nor the economic resources either to see their children through school or to supervise their education. Illiterate themselves, they are largely unaware of the benefits of education.

Educational Problems

The problems of education of the urban slum children, though basically same as those of education of the poor and deprived sections, are somewhat

more complex. First of all, there is the problem of motivating parents to send their children to school. With the possibility of relatively independent and unsupervised infancy and childhood, slum children are not likely to be attracted to school unless their parents strongly encourage and motivate them to do so. When the parents themselves are uneducated, unaware and unconvinced about the value of education, it is unlikely that they will function adequately as motivators.

Secondly, there is the problem of enabling the slum children to overcome the handicap of poverty. The poor economic condition, under which slum children live, often interferes with their schooling. Not infrequently a school-age slum child is required to contribute to the family income or to make his own living. More often than not, it inhibits the child's schooling altogether or at least interferes with the quality of the child's work at school. Poverty can hold back slum children from school in still other ways. For instance, they may be burdened with the household chores or responsibilities for younger siblings that make regular school attendance impossible. Or they may be unable to have the minimum necessities like books, clothes, footwear, etc., to go to school. Provision of schooling for slum children, therefore, calls simultaneously for action that enables them to be drawn out of the constraints of poverty.

Thirdly, there is the problem of retaining those who enter school. While development of strategies to counter the constraints of parents' ignorance and apathy in general and of poverty in particular is extremely important, it is equally important to introduce into the structure of the school system features that will operate to retain the slum children in school. It is estimated that

in India about 60 per cent of the children enrolled in class I never complete class V and about 75 per cent class VIII. Conditions being unfavourable to education, in slums the drop-out rate is presumably much higher than the all-India figure. Illiterate and uneducated parents cannot be expected to take as much responsibility as their better-to-do and educated counter-parts for the retention of their children in school. The school itself should have mechanisms to hold the slum child in the school. School, therefore, must be made as attractive, interesting and relevant as possible to the slum children.

Thus the problem of the education of the slum children is multifarious. On the one hand parents have to be encouraged and motivated to send their children to school and it must be seen to that the education of children does not become the least financial burden on the slum family. On the other hand, it must be ensured that those who enter school do not leave before they complete their schooling. First of all, it must be accepted that slum areas differ from other localities in socio-economic and ecological aspects. It may be, therefore, unrealistic to think that education of children in slum areas can be successfully carried on in the same manner as elsewhere.

Educational Backwardness

The biggest problem of the schooling of children of the slum workers seems to be the educational backwardness of the slum workers. Unless the parents take the initiative, it is unlikely that the children ever go for schooling. As far as the parents are concerned, first of all, they should be convinced that schooling of the children is worthwhile and will have returns at least in the long run. Secondly, sending their children to school must be economical-

ly viable for the slum parents. This means that their education should not create any additional financial burden on the slum family.

Recently a study was carried out in a slum in one of the metropolitan cities of India. The study has certain useful findings on the problem of the education of the slum children. First of all, it was found that slum parents by and large are illiterate and poor. Most of them are poor migrants from rural areas, who have come to the urban areas to eke out a living. Many of them are unskilled workers. Secondly, it was found that poor educational and occupational condition of the parents had negative effects on the education of their children.

The data of the study showed that parents who had no out-of-school children had a relatively better educational status and that parents, whose all children were out of school, had a poorer educational status than those whose some children were in school and others out of school.

Percentage of Parents by their Education and by the Number of their Out-of-School Children

<i>Parents' Education</i>	<i>No. of Out-of-School Children</i>			<i>Total</i>
	<i>All</i>	<i>Atleast one</i>	<i>None</i>	
1. Illiterate	28.84	34.80	36.36	100(N=839)
2. Literate without formal schooling	23.29	39.38	37.33	100(N=292)
3. Up to Class IV educated	22.92	31.25	45.83	100(N=240)
4. Up to Class VIII educated	11.92	30.32	57.76	100(N=277)
5. Up to Matriculation (Not passed)	10.34	19.54	70.12	100(N=87)
6. Matriculate	17.02	12.77	70.21	100(N=47)
7. College educated	—	16.77	83.33	100(N=6)
8. N.R.	—	100.00	—	100(N=2)
Total	23.18	33.08	43.74	100(N=1790)

Occupationally, most of the respondents in the study were found to be engaged in blue collar jobs as factory workers, porters and the like. In the present study as many as 62 per cent of

the parents were reported to be blue collar workers and just 0.74 per cent engaged in white collar jobs as that of clerk, teacher, sales representative and executive. As some level of education

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is a requirement for white collar jobs, in a population in which very few people are educated, one cannot expect to find many white collar workers.

The situation is not likely to be different in the slums in other cities in India. Any programme for the education of slum children should take into account this fact of the educational and economic backwardness of the slum children. The two well-known problems of the education of children are failure to enrol at all and dropout before completing studies. These two factors make for the failure of schooling in the case children. The question that arises here is why many of our children, despite the drive for universalization of elementary education, fail to get enrolled in school and why a large number of those who enter school, abandon schooling without completing the studies. It is generally accepted by the researchers in the field that poverty and poor educational background (arising out of the low educational status of the parents) are the major causes of the failure of schooling in our country. The children of slum workers are not an exception to this. The slum workers are generally employed in blue collar jobs and most of them earn hardly enough for their livelihood. Being largely illiterate, the slum workers lack an educational background that is appropriate to create an attitude favourable towards educating their children.

In fact, the above mentioned slum study has shown that poverty and poor educational background are the important factors that interfered with the schooling of the slum children. The study, referred to, gathered information on 1786 out-of-school children, of whom 865 never went to school and 921 dropped out from school. Most of the reasons given by parents for their

children's failure to be in school can be reduced to either poverty or poor educational background. As many as 374 of the 921 dropouts (40.26%) discontinued their schooling on account of reasons that are economic, viz. need to do household work, starting to earn, and poor economic condition. Another 409 (44.41%) children dropped out for reasons that can be ultimately reduced to poor educational background, viz. lack of interest in studies and failure.

Coming to the second category of out-of-school children, 865 children in the sample of the above mentioned study have never been to school. The twin reasons of poor economic and educational backgrounds seem to have been operative in the case of most of them, too. Economic backwardness hindered the school entry of as many as 398 children (46.01%). In these cases parents were not in a position to provide their children with books, dress, etc., or the children were required to do household work at home. Regarding the other major reason of poor educational background, it was found that 337 (38.96%) children failed to enter school because of discouragement from parents or because of lack of interest in schooling, which in all probability points out the absence of persons at home to encourage them to go to school.

Some Solutions

Any attempt or programme meant to solve the problem of the slum children's education, therefore, must take into account the two main factors responsible for the problem. They should be tackled at the parental level. Children are indifferent to schooling. This is especially true of children of illiterate parents. Parents have to be motivated to send their children to school. As far as the parents are concerned, two things are necessary. First, schooling of their

children should be economically viable. Second, they should be convinced that schooling is useful to their children at least in the long run. In the first case it is the question of seeing that schooling of the child does not bring any additional financial burden on the family. However, it can be problematic, if the child is contributing to the family income by way of some kind of work or looking after home and household work. A child who is working or looking after home cannot be expected to attend the school leaving aside the commitment to the family. Such a child can be helped by bringing education at the child's own convenience, viz. non-formal educational programmes that do not interfere with the child's earning or household work.

The slum child whose schooling is hindered by reason of poverty can be helped by providing books, school bags, uniforms etc., and also by seeing that schooling does not interfere with the child's role of contributing to the household economy and of managing the household work. What is today suggested in order to take care of the educational needs of children engaged in earning and household work, is non-formal education, that can be made available to the learner at a time and place convenient to the learner. But all these do not ensure the schooling of slum children, because it is not poverty alone that hinders their schooling. Basically parents must be motivated to send their children for schooling. They should take the initiative in the schooling of their children. This is not happening in the slum areas. Apathy of parents may be considered to be the biggest hurdle in the education of the slum children. People from the economically and educationally backward sections, as the slum dwellers, are pro-

verbially suspicious of schooling. They think that their children waste their time with paper and pencil in the school. They are so pragmatic and utilitarian in their approach that they look for immediate benefits from education. In order that the slum parents take interest in the schooling of their children, their attitude towards education has to be changed.

So far the drive for the eradication of illiteracy in India has been focussed on the schooling of children. Accordingly, great stress was placed on universal compulsory education for the children of 6-14 years age group. The assumption in this approach has been that in course of time illiteracy would disappear if the children were given schooling. But we have not succeeded in our efforts for achieving universalization of elementary education. As a result, the number of illiterates in the country has gone up. One of the main reasons for the failure of universal elementary education in India is the indifference or non-cooperation of the parents. Education of children is very much dependent on the parents' awareness and favourable attitude towards schooling. Adult education inculcating the value of schooling is an important step to be taken for the success in the schooling of children. Unless the parents themselves are convinced of the positive gains of schooling, they will not function as motivators of children in schooling. Today this is being realized and there is increasing stress on adult education.

Adult education today has deviated from the social education's exclusive focus on traditional literacy, viz. the learning of the three Rs. Its focus is rather on functional literacy, i.e. minimum knowledge required to live successfully in one's socio-economic and

political environment. In view of the increasing number of illiterates and of the failure to achieve the target of universal elementary education, one of the objectives of adult education should be the inclusion of an attitude favourable to the schooling of children. The success of our efforts for the universalization of elementary education and thereby eradication of illiteracy will very much depend on the interest taken by the adults in the schooling of their children. The section of the people which very much requires such an attitude is that of the poor of the country, as the slum workers in our cities.

It is not enough that facilities are provided for schooling. Of course, material facilities are necessary. For example, if there is no accessible school, one cannot expect a child to have schooling. Secondly, if a child is too poor that it is required to look after the household work in order to allow both the parents to work and earn for the family or is required to earn his own livelihood, one cannot expect it to prefer schooling to its commitments at home. However, if the parents are indifferent to the schooling of their child-

ren, it is unlikely that the children pursue schooling, even if they are free from household work and even if school is easily accessible to them. Here comes the role of the parents by way of taking the initiative to send their children to school.

Role of Adults

The role of adults, especially among the poor, in the schooling of their children has not been sufficiently emphasized. Today, there is the massive National Adult Education Programme. It should take up as one of its objectives, inculcation of an attitude that is favourable to schooling of children. It may not be an easy task. The adults, who are so poor that they are totally engaged in their struggle for life, must be made to cast off their prejudices against learning. They must, on the other hand, be convinced of the usefulness of schooling for their children. Once the parents are convinced of and appreciate learning, then they will be willing to take measures to remove other hurdles to the schooling of their children. Let generation of a positive attitude towards schooling form part of the objective of adult education, whether it be functional literacy or "conscientization." □

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Adult Education and the Urban Poor*

Malcolm S. Adiseshiah

THERE are unresolved conceptual and computational problems in measuring poverty that are related to varying income definitions and analysis and the absolute and relative cutting points of levels of living on the one hand, and the data collection uncertainties on the other. Allowing for these constraints, it may be estimated that of the world population of over 4 billion in the 1970s, around 900 million persons live in urban areas, and about 400 million of them are poor. These are rather crude and global estimates of poverty, as they include among the urban poor 18 million in the US, 3 million in Canada, 8 million in the UK, 57 million in India, 20 million in Indonesia, 16 million in Brazil and 12 million in the Philippines. I shall here, however, concentrate on the urban poor in developing countries, who number around 320 million. A little over one-third of the urban poor in developing countries live in the slums and urban shanty towns: 15-20 per cent of the population of small cities live in slums: and 20-30 per cent of the population of large metropolises like Rio de Janeiro, Karachi, Calcutta, Lagos, Manila live in slums and such like settlements.

The indices of urban poverty have been amply documented in terms of low employment patterns and even lower income levels of the persons, the

widespread malnutrition and mortality rates among them, and the underurbanised nature of their housing, transport, water supply, roads, health and education facilities.

Marginality Concept

This position of deprivation is described as marginality by some political scientists and sociologists, as the culture of poverty by some anthropologists, or as the result of market forces by some economists. The marginalism concept refers to these people not participating in political decision-making processes, not being beneficiaries of adequate health, education, water supply, and transport facilities, and being generally excluded from the benefits of the economic growth of the cities. The second characterisation, the culture of poverty, is an attempt to englobe the life styles of these people with their low income casual work, inadequate health and education provisions, and where impoverishment passes on from one generation to the next in a kind of self-perpetuating vicious circle. The third, market reference is in relation to the claim that poverty is the resultant either of individual deficiencies within the free market system or of State interventions in the market, which prevents the automatic equation of rewards with hard work, initiative and thrift.

The first two characterisations are flawed, in my view, as they look at the urban poor from the point of view of the

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values and interests of the urban rich, and from that point of view look upon the urban poor as an unwanted nuisance, on slums as blots on the beauty of the green city, or the pink city, or the garden city, on street vendors, pavement hawkers, and overloaded buses as unnecessary impediments in the way of the fast-moving private sector motor cars, and on education and health as areas where their unmet needs for higher and higher education add super specialised curative care should be provided. It is these interests and preferences of the urban well-to-do which result in the anti-urban-poor policies as expressed in urban housing and construction of tenements whose rental (at an average of 1/6 to 1/7 of monthly income) is outside the capacity of the urban poor, the one-way streets and subways on the main roads, the banning of pavement hawkers, street carts, bullock carts and in some cases even cycles, and the growing proliferation of subsidised higher education and hospitals (which cater to the well-to-do). The third description ascribing urban poverty to the results of and/or interference with the free market might have some plausibility if the urban poor are a post-World War II emanation or are the unemployed or non-working poor. However as eighteen and nineteen century writers in the heyday of *laissez faire* pointed out long before any state welfarism concepts developed, there were the masses of urban poor in their own countries, in Egypt, Asia, on the one hand and the majority of today's urban poor are the working poor on the other. That is, the market rewards them, for all their full-time hard work, with a wage on which they and their families cannot subsist.

Poor-Rich Urban Dichotomy

But there is one valid factor that

these characterisations of the urban poor—of their marginalism, the cluster of their poverty traits and their market unsuitability—bring out into the open, and that is rather important, important for the adult educator and his whole-time preoccupation with first studying and later preparing through the instrumentality of adult education to alleviate the symptoms, indices, and expressions of urban poverty which I have just referred to. That valid factor is that poverty is not a one-dimensional state of existence which in part the world's deprived sections, weaker sections, backward sections seem to highlight. It is not simply a state of deprivation or a state of lacks—lack of adequate food, lack of proper housing, lack of curative health care, etc. Poverty is an interrelated social phenomenon wherein the urban majority are poor, lacking every thing, as the urban minority is rich, having access to everything. The Indian Sixth Five Year Plan, for example, recognises this poor-rich urban dichotomy and inter-relationship clearly and expresses it in two situations. First, using consumption as proxy for income, it points out that according to the 28th round of the National Sample Survey, the consumption of the two lowest deciles in the urban areas in 1973-74 was 9.2 per cent of the total urban consumption, while the two highest urban decile consumption was 40 per cent of the total. Second, it uses the Reserve Bank of India's study in 1971-72 of the distribution of assets to show that the average level of asset holdings per household was roughly the same in both rural and urban areas, with the poorest 20 per cent households, each having less than Rs. 1,000 assets, accounting for less than one per cent

of such assets, while the top four per cent of the households with assets values of Rs. 50,000 or more each, owned over 30 per cent. These two situations are related. The under-consumption of the urban poor majority is a function of their non-assets ownership, or rather the ownership of assets by a minority. In other words, urban poverty is a social status resulting from the use of the assets of the community in such a way that the basic wants of the majority are not met, and the relatively unlimited needs of the minority are fairly, fully and increasingly met. The adult education worker in his work with the urban poor will not be able to deal with this cause for urban poverty directly; he will only be dealing with some of its symptoms—lack of education, lack of gainful employment, lack of housing, etc., but he should always be aware that behind these symptoms that he is dealing with, are the social structural causes which need to be dealt with by the urban poor community itself as I shall indicate at the end.

The causes of urban poverty, which are a part of poverty in general, are thus to be found in the way in which the country's resources are owned and used to meet or not meet the needs—even the minimum needs—of all its people. We have now had the basic needs programme for over eight years, since it was first formulated and approved at the World Employment Conference in 1972, and made a part of the national development plans as in India, Pakistan, Indonesia, Brazil, etc., and executed. The results reported today by the 1978 ILO Survey is that in protein consumption there has been a decline to 56 grams a day, 87.9 per cent of the population have acquired no further skills, and mortality and morbidity rates continue at high levels com-

pared to that of the industrialised countries, which means that the basic needs programme has made no dent on urban poverty. The cause for this situation of no progress is given somewhat forthrightly in the Indian Plan document: "The problem of unequal access remains serious, despite the formal acceptance of the principle of equality of opportunity. The benefits of the social services (the minimum needs programme) flow largely to a small minority"—the minority which owns assets, controls political processes, makes economic decisions, and runs the educational/cultural net works.

Training from causes of urban poverty to some of its manifestations, the first point to note is that the future 25 years urban concentration of population between 1975 and 2000 AD in the developing countries at an additional one billion people will be two and a half times the increase of 400 million, which took place in the last 25 years between 1950 and 1975. Within this expansionist trend, a disquieting feature is that the mass of the urban population are being concentrated in large metropolitan cities compared to small and medium towns which are decaying both relatively and absolutely. The problem of the big cities will continue to dominate the future even more than the past and for which adult education needs to prepare itself.

There is general agreement in theory and on the basis of empirical studies that this growth of cities is caused by rural-urban migration. In fact, most official documents make migration the sole cause for the growth of our mega cities, without allowing for the other cause for the growth of its people, namely the high rate of population growth. I feel that there is need for some studies on the growth of the

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urban population due to migration from rural areas on the one hand, and that due to population increase among the urban poor, on the other, as this will have some influence on the content of adult education in urban areas.

Studies in all developing countries show that the drift from villages to towns is from the unemployed (and the poor) of the villages coming to cities to look for employment (not necessarily for better employment) and some means of living. In this sense urban unemployment is a transfer of the locale of rural unemployment, and urban poverty is an extension of rural poverty. It is within this decisive manifestation of the search for employment, that other affinities such as kinship, caste, language, religion, village origin operate as dependent variables. On this question, I know that social scientists are divided: they are divided really on the larger issue of the role of caste and other kinship ties in the system of inequality in our society. This is an area in which some more case studies or participant observation studies are needed. Studies in my Institute show that the primary operating factor is the search for employment, while the actual location of the migrant in a particular slum, its where, what and how, in the cities depends on various kinship affinities.

Other accelerators and prodders of urban poverty are: (a) land speculation, which is one of the prime factors behind the growth of slums and squatter settlements; and on which studies are needed to throw the light of knowledge and stimulate public discussion on what is now hidden and handled under-handedly; (b) the pace and pattern of industrialisation which is in a sense naturally biased towards the cities because of their ready access to capital and labour and the specialised financial, legal, and technical ser-

vices, and the national and international markets they offer, plus (despite all the plans for industrial decentralisation and opening up of the backward areas) such government policies as exchange rates and tariffs which add to the city bias; (c) the role of rural development which determines how much of the annual labour force entrants can be absorbed by the rural areas, and how many have to migrate—which, in turn, is a function of the distribution of land, the demand for agricultural products, the choice of agricultural technology and the availability of the inputs of fertilisers, credit, etc. Thus to understand the nature and contour of urban poverty, at both the macro and micro levels, there has to be a study in depth of the pace of rural development; (d) the tax incidence on the urban poor which a World Bank study estimates at around 10 per cent of the income or expenditure of the urban poor, which is heavier than that of the urban non-poor, except those at the top. There are means of reducing the regressibility, increasing progressivity of the taxes, and amplifying "the fiscal residual" of the urban poor which can counter the negative effect of the tax system and this adult education can teach the tax paying voter; (e) though better served in education and health than their rural counterparts, the low quality education and health services in slums where the dropout and leftout rates are as high as in rural schools, and infant morbidity two to eight times that of the urban non-poor means that the urban poor like the rural poor are caught in the vicious circle where low income ensure ineffective education and poor health services which perpetuate low productivity and produces in turn low incomes; finally (f) similar considerations apply to the transportation and communication net works which bypass the urban

poor, as they do the poor everywhere, and for which I have used the term under-urbanisation.

In fact, I would like to end this part of the expose on the cause and manifestations of urban poverty with a somewhat lengthy quotation from the Indian Plan document which, if you can put up with the jargon, has a message for us in this seminar. It says: "What is essential is to consider the entire system of human settlements consisting of villages, town, cities and metropolises as a single issue with a balanced spatial pattern functionally somewhat different from one another, but woven into an integrated pattern of complementarity, rather than subservience, each with a distinct personality and character. In such a hierarchy of settlements, each should be assured of a reasonable share of the socio-economic overhead. Such an integrated approach would lead to a wider distribution of development and an all-round increase, not only in productivity, but also in human well being", which for me would mean some alleviation of our massive urban and rural poverty.

The first task of adult education is the organisation of the urban poor, in particular the poor community in each locality, as suggested by India's Draft Sixth Plan in the rather unusual section headed 'Distributive Justice' which concludes with the directive: "And finally, the rural and urban poor have to be organised. Their vigilance alone can ensure that the benefit of various laws, policies and schemes designed to benefit them do produce their intended effect". I agree, and would add two comments in the form of modifications to this Sixth Plan directive. One is that the adult education work here should consist of organisation of the poor by

the poor—not by us from the outside, not by us of the upper classes, and not even by us of the adult education group. The other is for such an organisation to begin with studying the causes of urban poverty (not merely its symptoms and manifestations), even as action programmes are launched for the organisation to counter some of the more glaring effects of poverty. The organisation will then in time be able to press for those structural changes that will reduce and remove poverty. This organisation of the urban poor to fight for their rights is in my experience the Madras City Adult Education, which is rousing the consciousness of the learner to know about his condition and do something about it.

Second, the adult education programme should aim at the organisation of the poor (who in general have a minimum of literacy because unlike the popular illusion the rural migrants are not illiterate and unskilled, they are educated and motivated) which should be assisted to undertake its own surveys and studies for opening up new lines of gainful occupation for its members, including entrepreneurial avenues, together with the needed facilities of credit, materials, and markets. Enough studies have been made by social scientists about the past and present, actual miserable occupational structures and low incomes status of the urban poor. Now on the basis of feasibility studies by their own organisation, we should move out of this morass of their being treated as the labour of last resort into their using the statutory provisions for tiny and cottage industries, for various avenues of self-employment, for differential interest rates schemes etc, (a) to open up new employment avenues for its members, and (b) to set up,

(Continued on page 30)

Understanding Adults

Onkar Singh Dewal

The author in this brief paper has made an attempt to bring forth some of the characteristics of adult learning, which may help the adult communicators in correctly understanding adults and properly undertaking the teaching activities.

As a large number of communicators in the National Adult Education Programme are school teachers, who are used to teaching young children, it is necessary that they first acquire the new teaching methods and knowledge and understanding of the psychology of adults and their difficulties. Only thus can they prove to be good adult educators.

TWO main educational programmes for the country are to universalise elementary education and to 'educate' 100 million adults. The tasks are massive and challenging. The number is colossal. The second task is more complex. It involves making adults literate, arresting relapse of neoliterates into illiteracy, making them conscious of their rights and duties, making them aware of their present lot and inculcating in them new attitudes, values, and perceptions in consonance with socio-economic realities of the country. To ensure success, it demands mobilization of resources, building up of infrastructure and setting up efficient management and coordinating agencies. It also demands a close look at adult psychology especially their way of learning and looking at things.

It has been conceived that under the National Adult Education Programme (NAEP), programmes will be launched by a project officer assisted by supervisors and instructors. The gross-root workers will be instructors and

supervisors. As a large majority of these communicators may be school teachers, they are likely (unconsciously) to operate teaching models which they have used with young children. To de-condition them will require time and effort. An attempt has been made here to lay down some of the characteristics of adult learning, which may help the adult communicator in correctly understanding an adult and properly undertaking teaching activities.

Who is an Adult ?

Before undertaking discussion on adult learning and adult behaviour, let us reflect for a while, who is an adult?

There can be various criteria to judge whether one is adult or not. One and the chief criterion is age. When one crosses over, say 16 or 19 or 21, we call him adult. Age considerations vary in different societies and cultures. Another criterion can be economic independence and the place an individual occupies in the family. A boy of 15, who takes major decisions about himself and his family and has

economic independence is an adult. Still another criterion can be the level of maturity reached by a person. Someone has jokingly said that merely by replacing thumb by a *bidi* or cigar, one does not become an adult. An adult is one who *behaves* in an adult way i.e. a *mature* way.

An adult is a mature person who has an ability to plan for the present keeping the future and the past in mind. This characteristic has the support of the Piaget's theory of cognitive development. During pre-adolescent stage, the thinking of the child is mostly present-oriented. His reasoning and mental operation are concrete-based. As he grows in age, he develops the capacity to think not in terms of concrete operations but in terms of formal operations. An adult thinks on hypothesis which lead to logical deduction, he thinks about things which do not exist but for which there is a possibility of existence in future. At this stage an adult develops the ability not only to *describe* things but also to *explain* things. From reality and from *here* and *now*, he goes to possibility and into the future. This ability to plan keeping all probable variables (by just imagining them) is one of the hall-marks of adult personality.

When Paulo Freire says that it is the prerogative of human beings to live not only in today but also in yesterday and tomorrow, he means that the adults can think not in terms of here and now, and what is 'actual and real', but in terms of what can be made possible. Keeping future goals and past experiences, an adult plans his present.

The second characteristics of an adult and mature person is to put in concerted and continuous efforts for realizing pre-determined goals and objectives. An adult develops patience to postpone the immediate pleasures

for long range gains. This persistence and perseverance needed for goal attainment is another characteristic of an adult.

The degree of above two traits i.e. planning and action, separates an immature person from a mature one; planning and action are the outcomes of an individual's perception about the immediate world he lives in, and transacts with. Both these characteristics depend upon what the individual thinks about himself and about the world he lives in. Thus a person's views about one-self (self-concept) and the views about the world (*Weltanschauung*) form the bedrock of his personality. It is on the basis of self-concept and one's world-view that adults plan and act. If an adult communicator does not understand these basic components of adult personality, he cannot hope to succeed in his commerce with adults. Thus to get fully acquainted with an adult, one has to understand his (adult's) self-concept and his world-view. This knowledge is the essential pre-requisite for an adult communicator.

Focus on Adult Education Programmes

In the NAEP, a majority of the learners belongs to rural area of low economic group. Most of them live below poverty line. Poverty and deprivation not only effect health and mortality but they also develop peculiar personality traits. These traits frame and consolidate self-concept and world-view. As an adult communicator, one should be well aware of this fact.

Poverty and deprivation generate superstition, and other-worldliness, low level of aspiration and dependent thinking. These, in turn, reinforce and consolidate poverty. This vicious circle is to be broken. It is extremely simple

and easy to describe what should be the focus of adult education but extremely difficult to design conditions which will actualize that thrust and focus. Since an adult communicator will have interactions with rural and economically backward adults, awareness of some of the common personality traits will enable the instructor to understand them better.

Personality Traits

Some of personality characteristics of disadvantaged adults are as follows:

Limited Perception

As a result of poor economic conditions, the disadvantaged people get limited exposure to the world. This develops *limited perception* which, in turn, becomes an obstacle in understanding new ideas. It makes them close minded (Rokeach 1960) i.e. individuals who will not welcome or accept an idea which does not coincide with their way of thinking, the ideas do not dissolve in their experience (Abercrombie, 1969)

Limited Vocabulary

As the disadvantaged people often have geographical stability and often perform inscribed roles, they have *limited register and limited vocabulary*. If the communicator knows this limitation of an adult, he will be very cautious in using words. Words if not properly used do not mean anything. They hinder communication.

Poor Self-concept

An individual develops views about oneself in context of what he *thinks* about himself. As one grows in age and experience, he develops his perceptions about himself. Often the remarks of others (of the "significant others")

play a vital role in developing these perceptions. Poverty and social deprivation develop a negative and restrictive self-concept of one's own competence and capabilities. He can't evaluate himself accurately. He is likely to evaluate himself lowly. This tendency stunts self-confidence and saps initiative. It is for this reason that people do not live at their best. The poor self-concept can be seen in their low achievement, motivation and low level of aspirations. Consequently, the efforts put in are little or marginal. The whole outlook on life is one of *survival*. Persistent poverty over generations creates a culture of *survival*. Their concern is of immediate present rather than of a long range goal. The real motivation to excel oneself peters out. Lethargy and dullness pervade and permeate all their actions and reflections.

Unquestioning Obedience

Adults brought up in an authoritarian climate and fed on authoritarian diet develop an attitude of unquestioning obedience. The habit to question and examine things is often lacking. They look for ready-made solutions. They often ask for decisive solutions and seldom offer alternatives. Such persons honestly believe in the sanity and sanctity of tradition. Departure from the past is fraught with anxiety. The reason is departures bring one into social conflict. And it is avoided.

Excessive Fatalism

Fatalists seldom believe that they can be the masters of their own destiny. There is an un verbalized and implicit understanding that in the game of life, much is imposed from above, by social, natural and supernatural forces. That there is little which can be achieved through *effort*. They lack the conviction

that by effort man can change himself and transmute his environments. This fatalism undermines their conviction in their own competence. They seldom agree with the views of Toresten Husen (1974) that man can write the scenario of his life.

Bruner in "*Man : a Course of Study*" observes that many ethnic groups and in all primitive societies, the world is taken for granted. It is believed that nothing can be changed in this world and in one's life.

Rigidity and Dogmatism

Uncomfortable experiences in life teach adults to force the world into rigid structures. They see things *in* black and white. They don't understand that many times things my happen *between* black and white. The ability to tolerate ambiguity is not in them (Brunswik, 1949). Such people find it difficult to manage cognitive ambiguities (Festinger 1957).

Variables Affecting Adult Learning

Teaching is a planned activity designed to facilitate learning. Learning is a process which depends upon various features—some residing outside and some inside the learner. A good plan of teaching must take into account these variables. I have identified ten variables which reside within the learner. These variables must be kept in view while teaching adults. Adults and youngsters differ on these variables. A comparative account follows.

Reaction Time

Children have high reaction time. The adults have comparatively low reaction time.

Attention Span

Compared to adults, children have short-attention span. Adults have longer

attention span and can devote more time to things of abstract nature.

Ability to Memorise

Some children may be good at long-term memory and some at short-term memory. But on the whole children do not dislike memorising factual items i.e. in some learning areas children themselves think that learning by rote is good. Like children, adults differ on short-and-long-term memory. But on the whole they do not like to memorise things. This is because they consider memorisation a wasteful effort.

Further, being in advanced age, they have developed other faculties like critical evaluation, application of knowledge, analysis of a situation, etc. Hence, they do not like to memorise things.

Language Skills

Language skills can be broadly divided into two categories—expressive and communicative skills. In both these skills, children have a limited facility. The communicative and the expressive skills are well formed in adults.

Attitude Towards Instruction and Education

Children consider instruction and education as their full-time job. As such, there is no escape from instruction. Instruction and education for adults are a part-time job. They, therefore, do not take it so seriously.

Attitude Towards Teachers

Children hold teachers in respect and take them as model. The impact of a teacher's personality is tremendous on children. Adults normally do not hold adult educators as models. The status gap between an adult and an adult educator is very small.

(Contd. on page 32)

Adult Education for Women

T. R. Nagappa

The author in this short article points out the apathy, indifference and the neglect shown towards the adult education of women in India. He quotes figures and goes into the various causes of low literacy percentage among the women. The small investments made on education during the five successive plans show what low percentage of allocations were made on adult education and much less on women.

He makes some critical observations of the NAEP and offers suggestions, which deserve consideration by planners in any future programme of adult education.

WOMEN in ancient India, i.e., during the Vedic age, enjoyed a high status in life. They made a significant contribution to the social, political, religious and cultural life of the people. This position, unfortunately, did not continue for long and women lost their original status in life for various reasons. Many evil customs like purdah, *sati*, child marriage, dowry, polygamy, enforced widowhood began to be practised. As a result, her position was reduced to that of a dependent. However, social reformers like Raja Ram Mohan Roy did yeoman's service during the nineteenth century for the emancipation of women.

The National Committee on Women's Education, set up after Independence during 1958-59, emphasised the need for special educational opportunities for women. Subsequently, the Report of the Committee on the Status of Women in India (1974) pointed out that women do not have even access to the rights and duties granted to them under the Constitution. Besides, they have no

knowledge of the various development programmes undertaken by the Central and State Governments.

Present Position

Today, women constitute 51% of the world population and 48% of the Indian population. Literacy among women during 1941, prior to Independence, was only 6%. Even after more than 30 years of independence, the census of 1971 records only an increase of 12.44 per cent. The literacy percentage of women during 1971 was only 18.44%. When the total percentage of literacy for India (1971) was only 29.35%, how could the percentage of literacy for women, in particular, increase? What are the reasons for such a small growth of literacy in India? Compulsory primary education was introduced in India in 1961. Schools have still not been provided to all the villages. The school education is not attracting the children. There are taboos still being observed for entry of girls to primary education. Several State Governments have provided in-

centives by way of mid-day meals, attendance bonus, distribution of textbooks and clothes to the children of the weaker sections of the society. In spite of all this, the progress of primary education is not happy. Because of the poverty of the parents, even children are made to work and contribute to the income of the family. Girls, in particular, have greater responsibility in life. They have to look after the children at home, as their mothers go out for work.

Illiteracy is being fought from the other end. Investments on adult education have been estimated at Rs. 450 crores to make 150 million adults of the age-group 15-45 literate. The following table shows the expenditure on adult education during the five successive Plans :

Items	P L A N S				
	I	II	III	IV	V
	(In crores of rupees)				
Education	153.0	273.0	597.9	786.0	1285.0
Adult Education	5.0	4.0	3.3	4.5	18.0
Percentage spent on adult education in relation to education.	3.3	1.5	0.5	0.6	1.4

When the total amount spent on adult education during these five plans is only Rs. 34.8 crores, one can imagine the meagre amount spent on adult education for women.

About 46% of the rural population live below poverty line. This section has to be provided a minimum needs programme. They are to be apprised of the various development programmes and motivated to actively participate in them for their individual as well as community development. The learners

of the adult education centres are to be made active agents of change.

National Adult Education Programme

The Central Government launched a massive programme of National Adult Education on 2nd October 1978. The present mass movement has drawn experiences from the previous national and international adult education literacy programmes and has tried to improve upon them. The special features of the programmes are : (1) the programme has received acceptance from different political parties, (2) it is a mass literacy programme covering 100 million illiterates of the age group 15-35 in a period of five years. The estimated cost on the programme is Rs. 686 crores, (3) provision has been made in it for a liberal financial assistance to voluntary organisations working in the field of adult Education ; (4) special emphasis is on the education of weaker sections of the society like Harijans, Girijans (forest tribes) and women; (5) the three dimensions of the programme are literacy, awareness and functionality as against a single component of three R's incorporated in the previous traditional literacy programmes. Some of the special features of the NAEP are that it is flexible, diversified, systematic in approach and relevant to the environment of learners' needs.

State Resource Centre

In view of the special nature of National Adult Education Programme, State Resource Centres are established in each of the States for the preparation of teaching and reading materials, training of key-level personnel and undertaking of programmes for promotion of adult education in the respective States. Rural women along with men work in farms and attend to most of the agri-

cultural operations. In addition, they have a special role to play in mother craft, house-keeping and nutrition. Several Resource Centres have prepared literacy Primers in keeping with the interests of the adult women learners.

Observations

The experience of one year of the working of the NAEP has brought out certain administrative bottlenecks.

It is expected that the National Adult Education Programme should ultimately become a people's movement. The programme has not found adequate publicity in rural areas. As such, a proper climate is yet to be created for work in rural areas.

The number of adult students at a centre should be 30; but the enrolment target will have to be relaxed in the case of women centres. Even then it would be difficult to gather all the ladies in one centre. Therefore, "Home Classes" as experimented by Smt. Kusum Sayani, in Bombay, may be tried. That is, classes could be held in a centre clustering five or more houses.

There should be equal remuneration

for both men and women teachers as qualified women instructors are not usually available in the rural areas in view of low literacy prevailing there. Secondly, very few people come forward to volunteer their services. Therefore, special remuneration would work as an incentive to attract qualified lady teachers.

Women classes have certain limitations. Girls, who attains puberty are not permitted to attend classes by their parents. Married girls have to obtain consent from their husbands and mothers-in-law to attend classes.

Mothers, who attend centres, may be permitted to bring their children as in the case of Mahaboobanagar Experimental Centres in Andhra Pradesh. But, arrangement will have to be made to look after their children during the class hours.

Supervision, as in the case of male classes, need not be enforced. There is one supervisor for every 30 centres. A lot of difficulties may come in the way of lady supervisors as the work involves touring and night halts. Hence, part time supervisors depending upon the areas, may be appointed. □□

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THE INDIAN JOURNAL OF ADULT EDUCATION 40 YEARS AGO

"INDIA SHALL BE LITERATE"

(Vol. I No. 5—August, 1940)

"I am taking the liberty of sending you advance notice of the publication of a book, which will probably be one of the most important books published in India during the current year, namely "India Shall Be Literate", by Dr. Laubach, the internationally known expert on adult literacy from the Phillipine Islands. Dr. Laubach has made three extended visits to India and has been intimately associated as consultant in all the principle literacy campaigns in India in recent years such as the Bihar Campaign, the Bomby Campaign, and the one in Punjab, Orissa etc.

Dr. Laubach has often been called the "Father of Adult Literacy" and has contributed no little to the revived interest in adult education in this country. He has himself sat in with the committees composing the primers and readers for adult literacy in at least a dozen Indian vernaculars.

The book is strictly non-sectarian. Though a Christian Missionary, Dr. Laubach has been equally co-operative with and inspirational to all shades of religious, political, and social persuasion.

The book is being published practically at cost, without royalty to the author."

"TEACHING ILLITERATE ADULTS"*

(Vol. I No. 5—August, 1940)

"By conversation you can tell illiterates in your locality the history of the land they live in, the crops that grow there, simple rules of health, hygiene, etc.

The adult is quicker than the child in grasping ideas and assimilates them better.

She (adult woman) loves to hear of the women of other land; how they live and work. She does like to know how to better her standard in life.

Effort of social workers have been just patchy and spasmodic.

A mass concern needs a drive, an expeditionary campaign which is too much for the honorary workers carrying on a small scale.

I fully hope and believe that an organised campaign of students will be very successful.

Education has given them great benefits, personal benefits, assets to fit them for society and the world. The University is endeavouring to make them honest citizens, bearers of the torch of learning and they are entrusted with a certain amount of responsibility, too."

* (From a broadcast talk on "Women and Adult Education" by Mrs. Savitri Rajim, from AIR Madras.)

Book Review

The World of Literacy—Policy, Research and Action : Major contributors : Margaret Gayfer, Budd L. Hall, J. Roby Kidd, and Virginia Shrivastava; International Council for Adult Education; IDRC, Ottawa, 1979. P. 128

Reviewer : N.A. Ansari*

The book is the result of a review of the complete research projects undertaken on adult education over the last 20 years in different regions, different languages and different disciplines, especially in the Third World, in order to analyse and synthesise the findings of these projects. It brings to bear on many of operational aspects of literacy in various countries like India, China, Cuba, Tanzania, Vietnam, Iran, Algeria Mali, Brazil, Somalia, etc.

The ten-year UNESCO/UNDP Experimental World Literacy Programme, which ended in 1975, has strengthened and renewed the international and national reflection on literacy, its possibilities and its limitations. The work is a contribution to the ongoing efforts in that direction. The contributors are of the view that literacy is considered as a political right and thus to be governed in a political manner, in all the countries whether socialist or non-socialist, industrialized or non-industrialized, developing or developed. Although literacy efforts are being made throughout the world, the number of illiterates continues to grow and it is likely to swell to one billion by the year 2,000. Universal literacy can only be accomplished with the coordinated and concerted efforts of both formal school education system and adult literacy programmes.

It is, however, generalised that the success of literacy programmes depends on the national political will, as the experiences of Russia, Vietnam, Brazil, Cuba and Tanzania have been vis-a-vis

the application of different methods and investment of vastly different sums of money by these nations.

The contributors to this work have interpreted a vast amount of literature about literacy; say about 150 books, papers and reports, etc. They find that over the past 15 years thousands of persons have gained new insights and experiences in literacy work and many of them have got expertise in relevant resource and evaluation techniques. These specialists are mostly drawn from the Third World countries.

The interpretations and conclusions have been made under the following major heads :

1. Factors in the Achievement of Literacy,
2. Planning,
3. Organization and Administration,
4. Personnel,
5. Participants,
6. Curriculum, Content, and Methods,
7. Costs of Literacy Programmes,
8. Environment for Living Literacy

The contributors have suggested various useful guidelines which may be kept in mind by agencies responsible for adult literacy work while formulating their programmes. Separate guidelines to primary school system have been spelt out. These guidelines can be taken as lessons learnt through the past experiences and consequently are of considerable value.

* Dr. N.A. Ansari is a Joint Director, Directorate of Adult Education, Government of India, New Delhi.

Punjab Society of Adult Education

The Director, IAEA, Mr. J. D. Sharma, visited the Punjab Agricultural University, Ludhiana, on August 20, 1980, for adult promotional work.

At the last annual Adult Education Conference held in October, 1979, at Amritsar, an appeal was made by the President and others to the Punjab adult education workers to set up a State level Adult Education Association. Some teachers of the Punjab Agricultural University, Ludhiana, and a few other adult education workers of the State did form an Association, which is named as Punjab Society of Adult Education. They requested the Director to affiliate the Society to IAEA but this could not be done in view of the fact, that no society or association could be affiliated to the IAEA without first completing a three-year period of its existence. However, the Director assured Dr. Ranjit Singh, Secretary of the Society, that short of affiliation, IAEA would render all possible help and guidance to this newly formed organisation.

While on a visit to Ludhiana, the Director addressed a seminar, on "Dimensions of NAEP". The seminar was attended by about 50 Faculty Members, students, etc.

In the afternoon, the Director attended a special meeting of the Executive Committee of the Punjab Society of Adult Education, which was attended by some 12 members, including Dr. Raghbir Singh, Dr. Ranjit Singh and the Prof. and Head of the Department of Extension Services. He placed be-

fore the Committee certain suggestions for short-term and long-term programmes, which the State Association can undertake. The Committee went into these suggestions at length and almost all of them were accepted. Particular emphasis, it was agreed, would be given to the following items of work :

- [1] "Clearing House" service through a bi-monthly Newsletter (This Newsletter would contain a column entitled "Profile of an Adult Educator").
- [2] Holding of one-day/two-day seminars/workshops.
- [3] Production of literature for neo-literates (The Society would collaborate in this task, in particular, with the Regional Resource Centre, Punjab University, Chandigarh, and the Department of Continuing Education and Community Service, Punjabi University, Patiala).
- [4] Organisation of training programmes for adult education functionaries.
- [5] Organisation of special programmes for women.
- [6] Functional literacy programmes linked with development schemes.

The Committee also decided to set up District Units in the State, where possible, and launch a drive for enrolment of members.

The Executive Committee also suggested that the three-year rule being followed by IAEA for affiliation of institutional members should be relaxed in respect of those institutions which had been promoted by or set up at the instance IAEA.

In Chandigarh, the Director had discussions with Mr. K.L. Zakir, Coordinator, Regional Resource Centre, Punjab University, Chandigarh, and the latter said that he would be glad to collabo-

rate with the Punjab Society of Adult Education, Ludhiana, in production of literature and other related activities in the field of adult education.

Established in a small, modest way, the Punjab Society of Adult Education, consisting of a band of sincere, devoted and experienced workers, is bound to grow from strength to strength and to have a definite impact on the adult education in the State in the foreseeable future.□

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Adult Education and the Urban Poor

like the rural poor's various agencies, an organisation which will address itself to the needs of the urban poor for credit, raw materials and markets in starting up these occupation. Here I must point out that to my knowledge there is to date no such massive productive or credit or marketing agency in the Third World countries to back up the urban poor, as there are for the urban non-poor and the rural poor. This is the functionality facet of adult education in its operation among the urban poor.

Third, the adult education programmes should address themselves to working along with the organisation of the poor to identify the infrastructure needed in the locality—lights, roads and pathways, ownership and plots and house construction, safe drinking water, sanitation and latrines, education, training and health facilities—and take action to see that the urban facilities in these areas are made available to the members of the organisation. In this connection, the organisation should be encouraged to undertake for itself a specific study on the socio-economic costs and benefits of slum clearance versus slum improvement. I have seen very impressive studies on this issue by the World Bank, by social scientists and governments in East Asia and Latin America. In the absence of such data, at present this issue is decided in our countries on the basis of political necessities or financial availabilities. I propose that the organisation of the poor in the local community be helped as one of its adult education exercises to

undertake this study for itself and on this basis decide whether it is in their interest to adopt a clearance policy or an improvement policy. They can undertake this study, as they undertake more complex and sophisticated calculations in their daily and family life. This is part of the programme of continuing education.

Political and Cultural Education

The programme of continuing education will include political and cultural education of various kinds: the last two general elections in India in 1977 and 1980 demonstrated the fertile political education ground for adult education: cultural activities involve creative writing, participation in drama, music and various other traditional and new art forms and sports and games for younger members of the community.

In the urban areas, practically in all Third World countries, the radio and television are available in all their plenitude and fulness. But here again as the net works are controlled by elite groups, as the urban poor like the rural poor are not participants in the formulation and dissemination of the radio and TV programmes, this tremendous mass media potential for transforming our unjust societies is being neglected. The programmes are for the most part developed to meet the needs of the minority elite urban groups, and in a few cases comprise programmes of what these groups think the urban poor should have. There is here a task for adult education to organise the urban poor to enter the radio and TV programmes as programme formulators and

participants, and not simply as clients and objects.

The prior condition for adult education to begin to discharge these functions vis-a-vis the urban poor is the political will and commitment of the governments to turn their educational priorities around, under which second and university level education together consume the major part of the education funds at annually increasing rates, while primary and adult education which cost between 1/3 and 1/8 per pupil of secondary and university education are starved for funds and support. Back of this is the lack of knowledge and understanding of the explosive possibilities of adult education for helping in the attainment of the goals of a democratic and just society which all countries affirm. Adult education for the urban poor will have to begin with education of the governing and political net works of the country, so that there can be a real and clear political commitment for adult education.

These are thus the multifaced, multitudinous aspects to adult education work with the urban poor. The morale of my note is that urban poverty like all poverty in our society is structural, that adult education work consists in helping organising the poor local community, which comprehends but surpasses the smaller groupings based on the indices of castes, kinship, village and religious affinities, to become conscious of the structural causes of poverty, to press for their change, and to undertake such ameliorative short-term actions ranging from creating new employment avenues to ensuring ownership of house plots and building viable houses as the community organisation decides and organise continuing and cultural education programmes desired by them, using all media that is at the disposal of society. But first, society must be helped to make a commitment about using adult education as one of its instruments for the attainment of its goals of development and justice. □

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For children, there are no fixed ways of looking at things but not so with the adults who have fixed ways of looking at things. A new pattern does not easily emerge in their experience.

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Attitudes and values of children are

in the formative stage. Adults have well-formed and well-differentiated attitudes.

Attitude Towards Positive and Negative Motivation

Positive motivation is always most welcome both to children and adults. But, in certain situations, children may work by negative motivation. Like children, adults also like positive motivation. But as compared to children, they do not get so elated by positive motivation. With respect to negative motivation, the adults certainly dislike and oppose. □□

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"When we are using education to change people's lives and enable them to participate fully in the life and development of their nation, we are harnessing it for no less than revolutionary purposes."

*'World Education Reports'
—March 1980|Number 21*

INDIAN ADULT EDUCATION ASSOCIATION

Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Hussain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers, Educational 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 is located in Shafiq Memorial, at 17-B, Indraprastha Marg, New Delhi.

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WHAT HOLDS A COUNTRY TOGETHER ?

"Basically, the people's love for it and willingness to work and sacrifice for it.

"Of course, this is not entirely altruistic, for each person knows that his interest is intrinsically bound with his country's future"

—Indira Gandhi

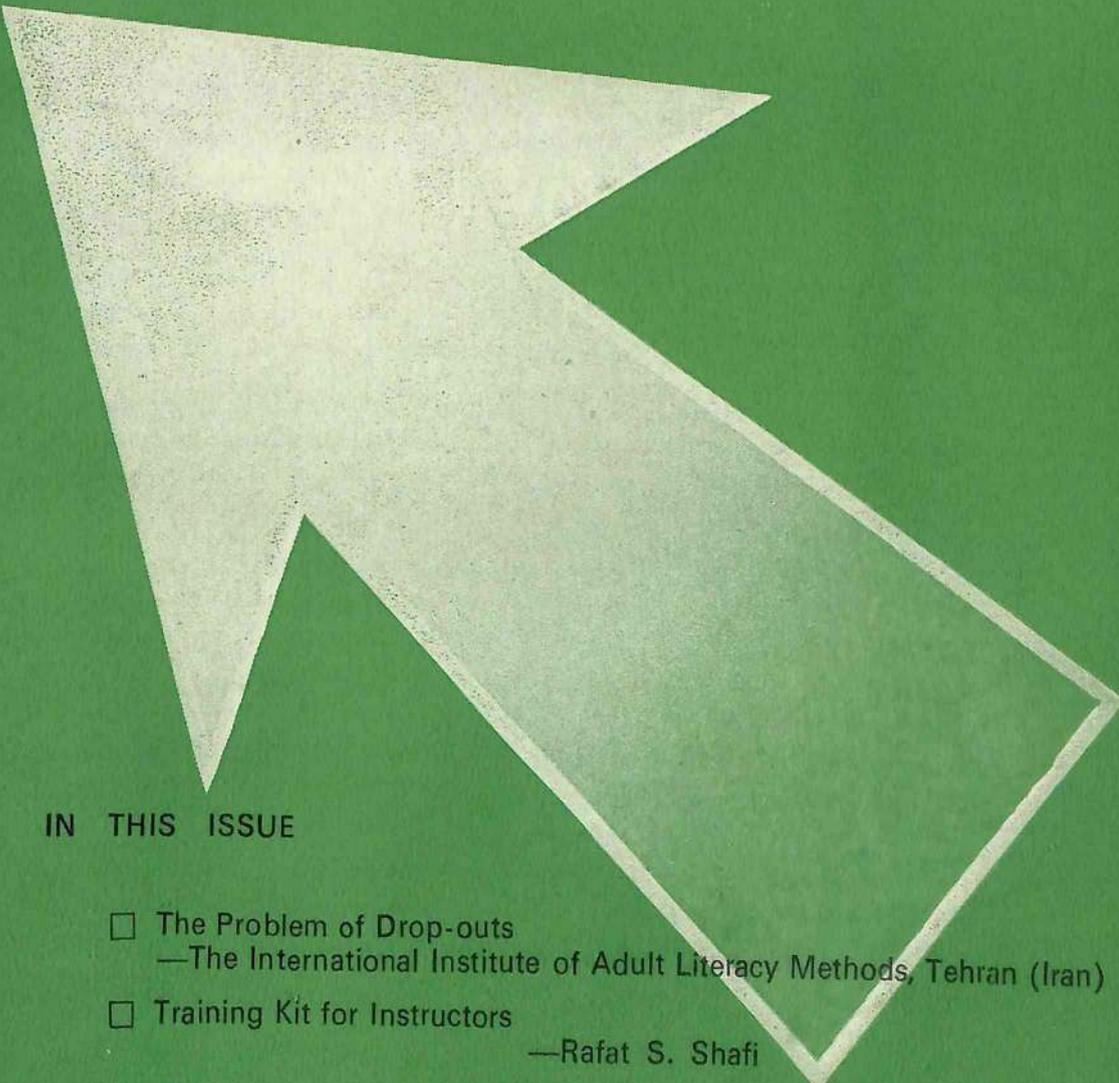


come, let us all work together

Indian Journal of ADULT EDUCATION

Vol. 41 No. 9

September 1980



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—The International Institute of Adult Literacy Methods, Tehran (Iran)
- Training Kit for Instructors
—Rafat S. Shafi
- Mass Literacy Campaign in Nigeria : 1940-1960
—Michael Omolewa

INDIAN ADULT EDUCATION ASSOCIATION



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On Learning to be a Learner

Not too long ago, two girls in near-ragged clothes, of not more than eight years, were talking to each other as they were watching each of the customers going into one of the popular local markets for their daily purchases in the city of Delhi. These girls for a paltry sum of 50 paise (sometimes at the most Re. 1), are usually engaged for carrying a head-load of purchases of the customers from the market. One of them said, looking at one of the women, "She is a stingy and miserly woman" (wo kanjoos hai). "She does not pay anything for working for her." The other girl replied, "No, she is not a stingy woman. She is not very rich (wo paise wali nahin hai), she has to save her money and that is why she does not engage girls like us to help her."

This small piece of conversation has an illuminating aspect to it, if one cares to understand the dynamics of human behaviour even in a situation that looks so trivial especially for persons who are interested in knowing about the process of learning. The girls not quite of their childhood were able to make very perceptive observations about people's behaviour based on what can be called "tested experience." They knew some were stingy, some were economical and some that could afford to employ girls like them for helping them and more than that they could identify and categorise people in terms of their usefulness to them. These girls at a tender age had learnt to assess not only human behaviour in terms of their usefulness to them but also human nature itself. What made them understand these people so perceptively? Their intuitive intelligence was no gift of an enlightened society or their schooling, for they had none. It is the struggle for existence of the poor that makes them learn about people and the situations they wrestle with in all their complexity by a motivational process of an intensive kind but also a mental process that is discerning. They turned out to be students of human nature at the intimate level of living itself. Their daily lives are a continuing crisis. If they don't earn, they don't eat. It is the crisis that is their teacher. If this is true of youngsters, it should also be so to a large extent in the case of adults. The process of learning is at its best when facing challenges, born of an intensely felt crisis.

To be educated is not just how much you know or how much you have achieved or how accomplished you are. It is essentially your capacity to know and learn at any given time on the basis of what you see, face and experience. It is a mental and emotional set or a condition. It can be dynamic to the extent it is really personal and critical in a special way. This is not to suggest that a crisis is an endemic necessity for learning or there is need for a simulated crisis all the time for learning. It is the lack of critical need that is at the heart of personal learning not being so strong in adult education.

In a sense, we are learning all the time as the two girls did not only as part of every-day life through socialisation and the more basic processes of acculturation but through self-perceived reality of the crisis they were in. A goal-oriented behaviour creates easier conditions for learning.

In our endeavour to relate adult education with development, we tend to conceptualise the latter abstractly devoid of the elements of personal and social crises, with the result motivation does not surface as a personal necessity. Most often our adult education programmes are wrapped up in methodologies to be used and theoretical goals (unrelated to people) spelt out. Adult learning processes must be akin to what the girls felt, a personal crisis. With adults, it should be enmeshed in forward looking concerns. Only within such a climate can one be an effective learner.

□□

The Problem of Drop-outs

In any programme of adult literacy, the problem of drop-outs is one of the most significant and important one. Research studies on drop-outs are few and inconclusive. There is an overwhelming need for well-designed suggestions and reasons for drop-out, particularly, the motivations underlying the behavioural phenomenon.

According to reports from drop-outs, their family circumstances, personal obligations and fatigue from work discourage them from pursuing their courses. These reasons, though look valid and important, seldom explain the whole truth.

The problem of drop-outs, discussed in the present paper, has been the outcome of a deep research study by a reputed international institute engaged in adult literacy methods. It throws abundant light on the varied and complex problems of drop-outs, and attempts to define 'who is a drop-out' and later brings into focus the reasons for dropping out. The study finally makes some suggestions to overcome the difficulties facing the drop-outs.

Who is a "drop-out" ?

A drop-out is usually understood to be a participant, leaving a course without accomplishing the programme's objectives. In literacy programmes, use of the term implies that learners have been unsuccessful in mastering the fundamentals of literacy, and that the instructional effort made this consequently been a failure as far as they are concerned. It is, however, possible that "drop-outs" have achieved the personal objectives that led them to enrol in the course and are therefore leaving it with a sense of success rather than of failure. In some societies, literacy is commonly taken to mean the ability to sign one's name; when an individual in such a society has learned how to write his signature, he may lose

all interest in any further literacy attainment.

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

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

Various operational definitions of the drop-out have been developed by individual literacy programmes to suit

*Condensed from the Review of the Literature on Drop-outs, an Interpretative Bibliography on the Problem of Drop-outs, published by the International Institute of Adult Literacy Methods, Tehran (Iran), 1980.

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

In spite of discrepancies in the definition of drop-out, drop-out statistics are frequently used to measure programme success. In literacy programmes, one or two months of instruction may be of little value in introducing the adult into the world of the word, whereas four to six months' instruction may provide a reasonable guarantee of continuing literacy, if follow-up is offered. Thus, it is logical for literacy programme organizers or sponsors to consider those who have persevered for only one or two months to be failures, in so far as the objectives of the programme are concerned.

In addition to considering the point in time at which the student becomes

adrop-out, many literacy projects consider the student a drop-out if he either does not sit or does not pass the final examination. It is interesting to note that few projects distinguish between "failures" and "drop-outs". In other words, both participants failing the final test and participants completing the course but not taking the test are treated as drop-outs. Organizers probably know from experience that there is little likelihood of failures re-enrolling and for this reason consider them drop-outs.

One method of estimating the drop-out rate in adult literacy projects is to indicate the difference—at two points on the same time line—between the number of adults enrolled and the number completing the course in terms of project objectives.

Age

At this point, it is difficult to say whether age has anything to do with adults' withdrawal from a class. Three of the studies reviewed investigated this question but failed to discover any consistent trend. Two Indian studies carried out in the same State drew conflicting conclusions: (i) that there is no significant relationship between age and drop-out; (ii) that there is a tendency among older people to leave their courses before completion. The majority of students who stayed in classes were under 18 years of age.

Most studies dealing with the problem of drop-out restrict themselves to asking "Why did you leave the class?" One reason frequently mentioned by adults is that they are too old to learn. From the above studies, however, it may be inferred that the prevalent belief that advanced age adversely affects learning is largely subjective and has little scientific basis.

REASONS FOR DROP-OUT

Attempts to identify the causes of student drop-out from literacy programmes reveal that the problem is basically one of motivation. Adults may have one or many reasons for wishing to become literate. These may include the desire for personal advancement or social recognition and the improvement of vocational skills. Since adult education programmes are voluntary by nature, all external influences being favourable, adults will remain in a class so long as they believe that it answers their personal requirements. Programmes that ignore adults' motivations, disregard their comfort and schedule classes at inconvenient times or places will probably lead to frequent absenteeism, disillusionment and eventual withdrawal from the course. The drop-out phenomenon is the result of personality and environmental factors so diffuse, complex and inter-related as practically to defy identification. However, a study of drop-outs' responses to questionnaires indicates the significance of the factors listed below.

Occupational Obligations

Most adults enrolling in literacy programmes have families to support and work obligations leave them with little time for attending classes. For example, adults engaged in farming in Indian and Iran and Thailand stated that their daily tasks prevented them from completing literacy courses.

In the case of women, Unesco and Indian studies list maternity, child-care and domestic work as the main reasons for drop-out. In addition to motherhood and domestic chores, women also share many agricultural tasks with their husbands. These studies suggest that work in the home and in the fields

prevents many women from completing courses.

Family Obligations

In the developing countries, where illiteracy and poverty are prevalent, societies are generally agrarian, hierarchical and rural. In such societies, where the joint family is the norm, the head of the family makes decisions for all other family members and his decisions are rarely questioned. This has direct implications for literacy programmes. A family member must obtain the permission of the family head before enrolling in a class. The family head may be unwilling to give permission because, in his opinion, class attendance will interfere with that person's normal duties and the literacy skills learned will be of little apparent advantage to the family. Estimates in Indian and Iranian studies indicate that between seven and ten per cent of men and women find that family commitments interfere with their study programmes.

Illness and Fatigue

More women than men list physical ailments and fatigue as reasons for premature course withdrawal. Rural literacy programmes in Indian and Tanzania also cite fatigue as a reason for abandoning courses. One study from India names poor eye-sight as a cause of drop-out among adults.

Economic Reasons

Financial hardship also prevents participants from completing course. In the Zambian project, students left because they could not afford to buy the required reading materials.

Attitude to Learning

People brought up in an oral culture, even if persuaded to enrol in literacy classes, often find it difficult to shed preconceived notions such as 'I'm too

old to learn", "literacy is useless", and "schools are for children". Since these conventional beliefs prevent them from taking literacy seriously, many fail to complete courses in consequence. Results of the Indian and Tanzanian studies indicate that adults dropped out because they lacked confidence in their learning abilities.

In the case of women, many seem to stop attending classes after marriage. The Unesco study reveals that marital status and a husband's approval of his wife's attending classes have considerable bearing on drop-out. A woman who attends classes regularly before she is married may then drop out because her husband disapproves. This finding is supported by the Life-Long Literacy Project in Pakistan where 27.6 per cent of the women gave marriage as the reason for their withdrawal from classes.

Scheduling

Both, the time of day and season of the year, affect attendance. The Udaipur (India) study reports that some students were unable to continue because class times clashed with their meal times. Another Indian study, conducted in the neighbourhood of Delhi, shows that 15 per cent of the participants dropped out because of class hours, class location or the time of year. The literacy sub-projects operating during periods of intense agricultural activity (sowing time and harvest), or coinciding with periods of leave from factories to attend to individual plots, are always likely to have a high rate of drop-out.

Distance and Transportation

Unsuitable class location and transport problems may discourage adults from attending a literacy course. The Unesco study reports that inconvenient class location and transport problems

result in early withdrawals among women, while in India distance alone causes a number of women to drop out.

Weather Conditions

Extreme weather conditions prevent adults from attending classes regularly. The Thai project reports that adults drop out because of bad weather, heavy rains and safety problems. The Unesco study dealing with women also mentions unfavourable conditions as one reason for drop-out in many countries.

Unsuitable Curricula

Teaching materials and methodology, instructors' backgrounds and personality factors influence adults' attendance in literacy classes. Studies from Ethiopia, India and Kenya, demonstrate that many adults feel dissatisfied with curricula, materials and methodology. In India, lack of interest in the subject matter and the employment of young teachers lacking authority and experience led many women to leave before completing their courses.

Work and Family Responsibilities

Personal, family and work-related reasons are most frequently named by adults as the principal causes of drop-out. Most studies emphasize that adults' responsibilities towards their work and home consume much of their time. Not infrequently job transfer or the search for a new job compels adults to move from one place to another. Also, adults have family obligations that leave them with little energy to pursue their studies. Women report that despite motherhood, childcare and overwhelming household duties, they also have to assist their husbands.

Organizational Reasons

Organizational and instructional reasons are the second most important reason given by adults for leaving their courses. Class times, length and type of courses, class size, provision of separate classes for men and women, the distance of course centres from the co-ordinating office and other logistical problems are organizational matters. Adults in literacy programmes indicate that the class locations and times, the distance of centres from their homes and transport difficulties are sufficient obstacles to class attendance. In addition, curricula, reading materials, method and unsuitable teachers tend to inhibit attendance.

ASSESSMENT OF STUDENTS' NEEDS

Literacy is considered to be one factor in community development. If literacy programmes are to enable adults to participate in development programmes, it is essential that these programmes reflect the immediate and long-range needs of the students. In order to assess needs, the following procedures are suggested: contacting the head of the community, observing people in their natural setting, interviewing those who represent the values, customs, motivations of different segments of the community; and conferring with extension agents who have regular contacts with members of the community. The basic purpose of the whole needs assessment process is to enable people to assess their situation, articulate their needs and recognize their problems.

CURRICULUM PLANNING

This phase entails decisions on content, preparation of literacy materials and the training of literacy personnel. Reports from Pakistan and Unesco state that inappropriate materials, irrelevant

curriculum and unsound teaching methodology induce many adults to discontinue their studies. The following suggestions may be considered:

Reading Materials

1. The contents of the literacy primers must reflect the needs and problems of the adult student.
2. Literacy materials should be developed on tested pedagogical principles; they should be based on the existing experience and knowledge of the students; they should use graded vocabulary in lessons, and include practice exercises enabling learners to progress at their own pace.
3. The adult should return home after each class with a feeling of accomplishment. Each module, although complete in itself, constitutes one part of the whole subject. The teacher covers one unit per session, so that a learner who misses a particular session is not lost when a new lesson begins.
4. If the adult students are to stay in the class, it is necessary that reading materials be within their range of comprehension. Materials should be simple to understand and set in large print so that adults experience no difficulty in reading. Illustrations are important and should be situation-specific. In preparing materials, an inter-disciplinary team consisting of a linguistic expert, a psychologist, a sociologist, an educator, an artist and a literacy student can make an informed contribution to the choice of content and format.

5. In addition to class reading materials, a variety of supplementary readings on topics of interest are needed to improve basic literacy skills, stimulate the desire for further reading, arouse curiosity and expand the students' interests.

Training of Literacy Personnel

The degree of training required by literacy personnel will be determined, to a great extent, by the quality and size of the programme planned. Nevertheless, it is desirable that all personnel—organizers, supervisors, teachers, researchers and evaluators—be trained to perform their specific functions within the overall programme. Their training should not be theoretical only, but should include practical work experience.

Teachers, who play the predominant role in imparting literacy and also in maintaining the records on which later programme assessments will be based, should be given short, intensive training courses, followed by in-service training. Their effectiveness as teachers should be assessed before they are placed in the teaching situation.

Training courses should cover the following skills: class organization; establishment of rapport with adults; introducing lessons and making teaching a co-operative effort rather than a one-way flow of information; matching learning with the life experience of learners; choice of methods and materials; the use of the teacher's manual; maintenance of registers and periodic assessment of pupils' progress.

Student Participation

Adult literacy programmes are non-formal by nature and thus require non-formal approaches, as opposed to centrally controlled and centrally-

executed projects. The cardinal principle governing the development and implementation of adult education programmes calls for maximum participation by all students at all phases of the programme.

Unfortunately, there has always been a lack of dialogue and collective effort in the organization and administration of literacy projects. Any programme, if it is to achieve its objectives, must be developed with the people and not simply for the people. Student participation in planning is, in itself, a guarantee against excessive drop-out.

Motivation

Anyone enrolling in an adult education programme is entitled to ask: "Why should I become literate?", "Is this a form of interference in my life?", "What is the purpose of this programme?", "How will literacy help me?" Illiterates may not express themselves in quite these words, but those are the questions in their minds. Extension agents, community leaders and teachers, with the aid of the mass media, are advised to discuss these questions with the target group, so that the adult students can clearly understand what the programme is all about and how it will help them to lead fuller and better lives within the community.

Location and Times

The location of learning centres and class times are key factors in any literacy programmes. Wherever possible, classes should be arranged at some central location, convenient for large numbers of adults.

Class Size

On pedagogical principles, other things being equal, small classes are

[Contd. on page 32]

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Training Kit for Instructors

Rafat S. Shafi

In order that any adult education programme should operate on right lines, it is essential that there is a suitable teaching-learning material kit with a competent instructor. The instructor, being a human agency, has a key role to play in the programme. His preparation and training are essential components for the success of any programme.

This paper is an exercise in identifying and designing the training material in the form of a training kit. The kit provides useful reference material and helps all those who are in charge of training and working for the development of field functionaries. The items proposed in the kit should be printed material, visual aids and similar other useful materials.

THE conditions are crucial for bringing the adult education programme on the ground level. One is the suitable teaching-learning material and the other is the competent instructor. The instructor plays a key role in the field as it is through this person that the process of teaching and learning is activated at the centre. His preparation, therefore, assumes an important dimension. His training has to be precise, to the point and uncomplicated. It is with this point in view that this paper is conceived.

Minimum Contents for Training

There are several dimensions of training related to the role of instructor, perceived by the pedagogues. They relate to the organisation of centre, motivation of the learner, creation of the learning environment, pedagogy of adult teaching and learning, capabilities for organising the programme and the centre, mobilisation of resources and

integration of adult education with the developmental programmes and processes. Management capabilities, skills, attitude and devotion are some of the other dimensions of the instructor's role. Many more attributes of these roles can be included in this list. However, the experience gained in the past one year of the NAEP has made us to feel the need for bringing the training content at a micro level and define the training contents in precise terms, keeping in focus the learning capacity and capability of the instructor.

It has been realised that the minimum training needs of the instructor may relate to: (1) knowledge and skills in regard to the literacy and numeracy methods and adult teaching process (2) development of knowledge and skills in discussion techniques, and (3) identification of his own role in the broader context of NAEP. This will also include a minimum understanding of NAEP, its objectives and approaches

so that he can understand his own role as the field level functionary of this programme.

Need for Training Kit

This paper is an exercise for identifying the training materials keeping in view the above minimum contents of training. These materials may be centralized in the form of a training kit so designed as to provide useful reference material for all those who are in charge of training and are engaged in the preparation/development of the field functionaries, specially the instructor. The kit may contain some printed materials, some visual aids and other similar items. The main objectives of the kit is to meet the minimum needs of the trainers in relation to :

- (a) reference material useful for the training of instructor ;
- (b) simple visual aids which will help in the clarification of the concepts and techniques ;
- (c) ground rules for the methodology and process of training, and
- (d) simple techniques of evaluation.

This kit will contain only those items which will provide assistance to the trainer in conducting the training programme effectively for the instructor.

The kit may contain the printed materials such as : What is NAEP, expected roles of instructor, the training manual of instructor, illustrative lesson plans for conducting training sessions in regard to the:

- (a) knowledge-oriented contents and
- (b) skills-oriented practicals.

Content sheets may be added on

literacy methods, teaching learning materials, group dynamics. Discussion techniques may include, how to organise group discussion, how to lead group discussion, use of group discussion as a tool for problem-solving e.g., role play. Simple visual aids, for example—charts, flash cards, film strips for illustration of the contents. Evaluation of the training programme showing simple techniques for :

- (a) evaluation of learners,
- (b) success of programme, and
- (c) evaluation of the trainer may also be included.

Samples for these evaluation sheets may be given in the kit. Similarly, suggestions for the follow-up of the training programme in the field may be given. These suggestions may include techniques of supervision for :

- (a) development of the field functionary ; and
- (b) development of the programme at the adult education centre.

The kit may also include samples of :

(1) objective type tests for baseline and terminal evaluation of the trainees,

(2) programme evaluation by the trainees, and

(3) trainers' evaluation by the trainees. These, and other similar useful items, may form the contents of the training kit, all designed for the benefit of the trainer. The kit may be pre-tested in the field and finalised as a prototype material for training of instructors. The detailed contents of the kit are given on the following page.

SUGGESTED CONTENTS OF TRAINING KIT IN DETAIL

- I. Objective Type Tests
 - Multiple choice.
 - True/false.
 - The most correct statement.
- II. Lesson Plans
 - Knowledge-oriented contents.
 - Skill development practicals.
 - Observation field trips.
- III. Literacy Methods
[content sheets]
 - Analytic method.
 - Synthetic method.
 - Numeracy.
- IV. Teaching-Learning
Materials
[content sheets]
 - basic materials.
 - supplementary materials.
 - follow-up materials.
- V. Preparation of
Materials
[content sheet]
 - Lesson units for literacy teaching.
 - Lesson units for numeracy.
 - Simple visual aids, e.g.,
charts, flash cards, glove-
puppets, flannel drop.
- VI. Group Discussion
[content sheets]
 - Techniques of small group
discussion.
 - How to lead group
discussion
 - Role play
 - Puppet play
 - Decision-making and group action.
- VII. Motivation of Adult
Learners
[content sheets]
 - Use of cultural activities.
 - Use of role play.
 - Use of puppet show.
 - Use of films/film strips.
 - Use of demonstrations.
 - Use of small displays.
- VIII. Evaluation Sheets
 - Trainees' achievement.
 - Programme assessment.
 - Trainers' evaluation.
- IX. Follow-up of the
Training Programme
(content sheets)
 - Supervision techniques.
 - Refereshers courses.
 - Workshop techniques.
- X. Training Manual for
Instructor.
- XI. Expected Role of Instructor.
- XII. What is NAEP (simple and brief)?

Sample of the Training Kit

In order to give a clear idea of the contents of the kit, a sample of the objective type test is developed below. This test may be administered before the training programme for establishing a base-line. This same test may be administered at the end of the training programme and the difference obtained in the total number of marks of the first and last test sheets may indicate the gains of each individual trainee. A sample format of the test is given below :

OBJECTIVE TYPE TEST

[A sample of multiple choice test on what is NAEP ?]

Tickmark the most correct answer in the following three choices given in each statement.

1. NAEP is :
 - (a) a development programme
 - (b) a functional literacy programme
 - (c) a mass-literacy programme.

2. NAEP is :
 - (a) the Programme of the Government of India.
 - (b) the Programme of the Union Ministry of Education.
 - (c) the Programme supported by the international agencies.

3. NAEP provides coverage to the adults in the age-group of :
 - (a) 15-35 years.
 - (b) 15 years and above.
 - (c) 21 years and above.

4. NAEP is designed with a view :
 - (a) to universalise primary education;
 - (b) to provide 100% coverage to all illiterates in the country;
 - (c) to link adult education with formal system of education.

5. A well planned adult education programme :
 - (a) should enable the learners to play an active role in social and cultural change;
 - (b) should make learners aware of their problems;
 - (c) should bring the learners together for a common goal.

6. Effective education takes place only :
 - (a) in school situation;
 - (b) in work and life situation;
 - (c) under the guidance of a good teacher.

7. Under the NAEP, literacy skills should be imparted :
 - (a) to the poor, deprived and under-privileged persons.
 - (b) to the school drop-outs.
 - (c) to all attending the adult education centre.

8. The literacy programme should be related :
 - (a) to the working and living conditions of the learners;
 - (b) to the specially developed adult education materials;
 - (c) to the needs of the adult education functionary

**"Illiteracy and poverty are everybody's burden.
Let's work together to remove this burden."**

Mass Literacy Campaigns in Nigeria : 1940-1960

Michael Omolewa

The paper is a historical study of the mass literacy campaigns in Nigeria during the two decades, from 1940 to 1960, surveying the origin, describing the development and examining the major problems of adult education. It contains some of the major findings of a research study done into the field of adult education by the learned author.

The history of the literacy campaigns in Nigeria is a fascinating story of the attempts made in the past to focus the importance of extending education outside the school walls and to make it a vehicle of social, political and economic change.

MOST nations have had occasions to embark on mass literacy campaigns at different times of their history. Felt needs had prompted China, Russia, Ghana and Tanzania at various times in their history to launch mass literacy campaigns.

The assumption is that literacy is indispensable to the process of the full development of man. Reading and communication by writing have been found helpful to soldiers, traders, priests and most categories of workers. Reading in particular exposes one to ideas. Thus if one accepts the definition of adult education as 'that force which in its ideal application can bring about a maximum of readjustment of attitude within a society in the shortest possible time and which involves and imparts new skills and techniques required and made necessary by the change', reading and writing would be found essential ingredients of adult education. Furthermore, literacy is linked up with a basic ability to understand and appreciate.

Even the limited definition of literacy by the UNESCO insists that literacy is 'the ability to read and comprehend a piece of written matter which is the experience of the person tested, and the ability to write a message conveying items of specific information'. Literacy is also considered fundamental to the acquisition of most skills.

Literacy in modern times is often conceived as the ability to read and write in any language in a locality. In Nigeria, it is the acquisition of skill in the reading and writing of any indigenous language and/or English. It is useful to recall that Christian missions pioneered literacy and education in Nigeria and thus influenced its development. As early as 1529, it is known that the Portuguese King John III had instructed his emissary, Estevao da Gama 'to take special care to command the sons of the Negroes living in the village to learn, to read and write and how to sing and pray while minister-

For those interested in details, tables and bibliography are available with the author.

ing to the Church'. The participation of the Christian missionaries from Portugal, England, Scotland and France could, however, not produce a mass movement required for a campaign. Campaigns are more efficiently serviced by government support, and require the participation of the mass media, traditional rulers and local dignitaries and the support of the entire mass of people.

The aim of this paper is to survey the origins, describe the development and examine the major problems of the earliest efforts in mass literacy campaigns in Nigeria. An attempt is made to discuss the early limited achievements in literacy work before 1940, to explain the later impetus between 1940 and 1955, and subsequent decline as from 1955. A final section seeks to undertake the difficult but useful assignment of 'interpreting history', drawing some attention to important themes that emerge from the prosecution of the first mass literacy campaigns in Nigeria.

Origin and History

The story of the literacy campaigns in Nigeria began in 1841 when the German priest, Rev. J.F. Schon and the Nigerian missionary, Mr. Samuel Crowther, led an expedition up the River Niger. One year later, two missionaries, Freeman and Townsend, began to plant Mission Stations in Western Nigeria. These pioneers had with them works on the Grammar and Vocabulary of both Hausa and Yoruba languages. Their aim was to incorporate in their teaching of the Gospel, some literacy work. Joined by a team of devoted missionaries and teachers, including Rev. and Mrs. Gollmer, Mr. William March, Mr. Edward Phillips, Rev. Taylor and Rev. Muller, missionary work

was launched in parts of the country. Between 1845 and 1846, the CMS Mission in Badagry was able to report the establishment of a literacy class for the youth and the adults with an attendance of 30. The Scotland-based Presbyterian Mission joined the crusade in 1847 followed by the Baptists in 1850, the Roman Catholic Mission in 1860, the Qua-Iboe Mission in 1887, the Dutch Reformed Mission in 1904 and the Seventh Day Adventist Mission in 1914.

For various reasons already discussed elsewhere, only a fraction of the Nigerian population was exposed to the early literacy education. It may be observed that even the CMS, which seems to have invested more energies than other Missions in the promotion of adult literacy in Nigeria, recorded minimum achievements in this direction. This position did not change much until the outbreak of World War II.

First Mass Literacy Campaign (1940-1944)

It is a great irony that the outbreak of World War II also served as an occasion for the establishment of the important mass literacy campaign in Nigeria. Although there existed a continued apathy to literacy in parts of Nigeria, more Nigerians began to appreciate the importance of literacy. There are records of groups of women who demanded literacy education as part of courses on child welfare, protesting: 'We wish to teach other women how to keep death from the door of the hut, but without these lessons, we shall make mistakes and forget'. At Calabar, men and women were said to have demanded a knowledge of reading and writing :

- (a) to read the Bible ;
- (b) to keep up with their children who are going to school ; and

- (c) to write letters to their men and women folk and to read letters from them.

At Sagamu, men and women wanted the knowledge to meet the condition set by the Methodist Mission, which required literacy as a condition of church membership. Furthermore, the West African Students Union based in London and the soldiers who had been exposed to literacy at the war theatres embarked on publicity work on the eradication of illiteracy. To this end, they submitted that ;

1. literacy had opened their eyes ;
2. literacy would assist in the upliftment of the black race into the social, political and economic heights attained in the advanced countries visited during the War ;
3. literacy is most essential for the development of political awareness ;
4. literacy can eradicate ignorance, disease and poverty ; and
5. literacy remains a portion for the generation of knowledge. The soldiers returned determined to extend the benefits of literacy to colleagues and compatriots.

New Liberal Approach

Perhaps the most important influence was the deliberate effort made by the colonial government to provide literacy education to more Nigerians as part of the process of explaining government policies and programmes. Furthermore, the change in the attitudes and approach of the British Government during the War years and the institution of a new liberal approach seemed to have had a decisive impact on the establish-

ment of mass literacy campaign in Nigeria. As part of the new attitudes, the British Government in 1940 initiated a programme for the development of the colonies. It has remained strange to many scholars that the British Parliament proceeded in February 1940, only six months after the outbreak of World War II, to approve the policy of colonial development and welfare. The policy itself involved a substantial increase of expenditure on colonial development from £1m. to a maximum of £5 m. a year.

The change in official policy towards development in the colonies thus affected issues including literacy education, community development and social welfare, subjects which began to occupy the mind of the British Government as from 1940. To implement the new government objective, the Secretary of State for the Colonies set up an Advisory Committee on Education charged with the duty of reviewing the progress and problems of educational development in the colonies. The new Committee set up a sub-Committee in May 1941 with the following term of reference :

To consider the best approach to the problem of mass literacy and adult education in more backward Dependencies, taken into account the emphasis which the Advisory Committee has laid in past years upon community education; and to make recommendations.

The Report of the Sub-Committee titled, *Mass Education in African Society* was submitted in 1943, and was published in 1944.

The Committee noted the grave problems of educational development in the Dependencies and considered

them as of special importance and urgency. It observed that attention had been focussed primarily on the young to the exclusion of the adult. It further pointed out the dangers of partial development in a nation and requested that immediate action be taken to promote school education for the young as well as for the adult. It lamented the incidence of mass illiteracy and warned in the *Forward to the Mass Education* document that :

“A man may be healthy, though illiterate. He may be prosperous without being learned ..but it is far truer that the general health of the whole community, its general well-being and prosperity, can only be secured and maintained if the whole mass of the people has a real share in education and has some understanding of its meaning and purpose. It is equally true, that, without such general share in education and such understanding, true democracy cannot flourish and the rising hope of self-government will inevitably suffer frustration.”

The importance of extending education outside the school walls of the children was further brought out during a debate on colonial affairs in the House of Commons on July 13, 1943. During the course of the debate, the Secretary of State for the colonies announced that ‘in many colonies we see, first, a mass of illiteracy among adults, and second, an all too small percentage of present-day schooling population giving, therefore, little hope on present lines of reducing that mass of adult illiteracy’. He warned that the position had to be altered radically and urgently. The *Mass Education* document emphasised the importance of

education to ‘those who have never been to school or whose schooling has been of a rudimentary nature’. The focus was expected to be on the adult population who were to be induced to be ‘more receptive to new ideas’. It seems therefore that the establishment of the new education programme was founded on the assumption that education is a vehicle for change. In the Ten-Year Development Programme, the Department of Education in Lagos spelt out the content of mass education :

1. Instruction in reading and writing in vernacular;
2. English for those who desire it;
3. Elementary arithmetic for farmers etc;
4. Organised discussion on matters of interest;
5. Instruction on matters which lend themselves to treatment by the classroom method such as cooking and sewing for women; and
6. Production of simple reading materials in vernacular and English suitable for adults.

The Launching, 1944-1955

Education officials were requested to handle mass education in the provinces. And, as from 1946, Mass Education Officers were appointed. Traditional rulers were involved in the campaign strategies. Indigenous languages were used in the vernacular classes while English was added as second language in a few centres. The fruits of the research by Dr. Frank C. Laubach were made available to adult instructors. Thus instructors were enjoined to be patient with the adult students; encourage adults and not to discipline them,

as an incentive to learn: 'and adults should leave every lesson feeling that they have learned something they can pass on at once to some one else'; reading matter should be appropriate and of interest to the adult; and instructors must learn to know early that 'adults have more developed reasoning powers than children and (that) when learning to read the language they speak, they quickly associate the written symbols with the spoken words'. One instructor who employed some of these teaching strategies is reported to have confessed: 'This method works! We shall not fail. When we teach a man by himself and by this method, he learns as much in an hour as a child does in a term'. All mass education officers in the country embarked on the training of adult instructors and the production of suitable literature. The emphasis was on the use of audio-visual aids, charts and illustration boards. For the adult was not to be encouraged to learn the abstract and the meaningless.

It must be remembered that missions had kept alive the interest of their converts in literacy work. Thus government effort was supported by the enthusiasm of the Christian population. Many converts continued to be present in the few adult classes, carried their Bibles and moved from home to home to remind colleagues of the hours of attendance in the centres. Thus by 1945 the promotion of literacy work had become a community affair involving individuals, missions and government. Finally, there was the enthusiasm of District Officers who linked literacy work to community development, building of roads, bridges and dispensaries.

The issue of the language of instruction was resolved as the Nigerian

language was taught at the primary level while the 'advanced' programmes provided courses in both Nigerian languages and English. There appeared a festive spirit everywhere as men and women moved to adult literacy classes to learn. Vanter observed that everywhere in Northern Nigeria, there was a great urge to read and write and that this urge amounted, with many, to an obsession. This was perhaps reminiscent of the Education *Jihad*, the war against ignorance, *Yaki da Jahila*, among the Hausa at the turn of the nineteenth century. It was the age of A.J. Carpenter, J.S. Ogunlesi, E.R. Chadwick, R.M. East, N.O. Ejiogu, Mallam Nubu, Mallam Ahmadu Coomasie, J.W. Court, F.A.O. Akomolede V. Kuforiji, Aliyu Yola, M.A. Olajide and Mamman Okikiri.

Men and women were involved on voluntary basis in the building of classrooms using local materials. Native authorities provided roof timbers, windows and doors and cement for the floors. People did not mind the absence of desks and chairs as they sat on the floors or on woods under palm shades. NEPA posed no problem as hurricane lamps and lanterns were used with profit.

The consequence of the investment of funds, literature, time and energy by the Government and people of Nigeria was significant. Most village and towns owned adult literacy classes, obtained the services of instructors and owned libraries and/or reading rooms. The result was also found in the large increase in the number of literate citizens capable of writing letters and reading stories and newspaper articles in simple language. Thus at Katsina alone, Mallam Ahmadu Coomasie, Head of the adult education movement at

Katsina, registered 5,000 adults in his classes. One fifth (1/5) of these students subsequently obtained certificate of literacy. By 1953, all the twelve provinces had joined. And in the 1953-54 financial year, about 34,000 certificates of literacy were issued.

Commenting in 1961 on the phenomenon rise in the number of literate Nigerians and on the decisiveness of the mass literacy campaigns in Northern Nigeria, Vanter wrote :

“There is an arithmetical poser in Northern Nigeria by which 12 times 12 becomes 1,710,508. 12 provinces for 12 years to date have conducted an adult literacy campaign which (sic) so far has resulted in the enrolling of almost one and three quarter millions in literacy classes.”

It is estimated that about five million people benefited from the renewed effort of government, local authorities and the people. Of these, about two million could read and write while the rest could read but could not write.

Identifying the Felt Needs

Mass literacy was not conceived as the promotion of the knowledge of reading and writing only. Rather it was hoped that such knowledge imparted by exposure to literacy would be applied. For example, traders were expected to benefit from the courses in arithmetic to undertake simple accounting systems helpful to their business. Carpenters were in a similar way expected to learn new techniques; and farmers to learn about insecticides and pest control measures through reading. In general, the whole population in a given community was expected to be

wholly involved in the task of identifying the felt needs. The Secretary of State for the Colonies carefully spelt out the details of mass education in one of his communications when he defined the term as :

“the process of inducing the people to take active part in the movement for better living in all its forms. It is concerned not only with mass literacy and adult education, but also with better use of the land, better hygiene, better housing, social welfare, co-operation and any other activity aiming at better living.....It is a means by which the people themselves may be persuaded to give their free efforts and assistance for the extension of education and other services. It may ultimately be found to be the only effective means of securing the enthusiastic support of the people for development in all its forms in the rural areas of Africa.”

Even in the defined areas of operation, the people were sufficiently motivated to record a huge success. New roads were built, bridges were constructed; post offices sprang up and Town Halls were erected in parts of the country. Literacy classes were by no means neglected as men and women strived to eliminate the handicaps created for them by illiteracy. Thus mass education took on a dimension of rural development campaign. Village and District Councils were established to determine needs and plan the execution of agreed programmes. Adult Education Officers went on inspection to examine projects and evaluate them. Village libraries had some supply of literature including magazines and newspapers to enlighten and inform and entertain.

Problems and Decline (1955-1960)

The mass literacy campaign in Nigeria faced many severe difficulties. First was the reluctance of the Colonial Office to invest funds on adult education directly. Thus in reaction to the laudable proposals submitted by the Adult Education Officer, Carpenter, the Nigerian government was instructed that 'the scheme for adult education aspect of mass education should be defrayed from Nigerian funds and that application should not be made for a grant from the Colonial Development and Welfare Funds'. Adult literacy programmes were, therefore, denied access to the pool of funds created for the development and welfare of all colonial peoples. A directive was further given to the effect that 'the proposal in regard to adult education should come from adult themselves and that no scheme should be applied to any particular locality until it is first certain that there is a demand for the facilities suggested in the locality'. This directive expunged from adult education any government or specialist leadership and planning at a time when commissions were set up to survey higher education in the colonies and to review the existing school education.

Furthermore, Nigerians were not all agreed on the priority of adult literacy. The southern parts of the country, where literacy rate was already high, shifted, as from 1955, the emphasis from mass literacy campaign to the promotion of Universal Primary Education for the children of about six years of age. It must, however, be admitted that some funds were made available by the West Regional Government to promote adult literacy and the accompanying Village Library Scheme. However, not even the expatriate staff

was prepared to change the policy of putting emphasis on formal education. This seems to be the background to the request by Ogunlesi in October 1956 for office accommodation for adult education staff and a lecture room for training field workers. J.D. Hamilton, a Provincial Adviser, replied in a letter dated November 1, 1956 :

"With reference to your letter..... I regret there is no accommodation anywhere at all at present in Akure for an Adult Education office .."

Another official had minuted a day previous on Ogunlesi's letter :

"Apparently, Akure is high in the scheme of things, thus we are inundated for quarters or office accommodation. Unfortunately, we are not in a position to help at present."

The story was different in Northern Nigeria where literacy classes continued to flourish. Libraries and reading rooms were established by Mrs Joan Allen then stationed at Kaduna. Rupert East of the Department of Education retired from Government work to head the newly established Gaskiya Corporation at Zaria. The Corporation intensified its production of *Gaskiya Ta Fi Kobo*, *Jakadiya*, *Mwanger U Tiv* and the *Nigerian Citizen*.

The decline of the programmes began with the regionalisation of administration and the subsequent varying degrees of interest by the regional governments in mass literacy. Adult Education Officers in the South began to complain of lack of sufficient fund, incapable instructors, poor teaching methods and poor enrolment figures. At Aisegba in Ondo Province, the literacy classes folded up because 'the

people were disgruntled when their dancing team was not selected for the Native Dance Competition for the Royal Visit of 1956. When an Adult Education Officer visited the town only four men and four women were present in the class.

With Independence, the Ashby Commission and the focus on higher education as from 1960, mass literacy began to sing the *Nunc Dimitis*. It has not been revived since then. The few gains seems to have been made largely by the spasmodic and essentially limited efforts of the units of government responsible for social welfare and community development, the UNESCO, the Universities and lately the Nigerian National Council for Adult Education, co-sponsors of Functional Literacy Programmes, since 1965, and the Literacy Day. Some publishing effort seems to have further survived this decline. However, mass resignations from adult education work, which have accompanied the emergence of politics, the military intervention in politics, the civil war, and the oil boom have further made an impact on the campaigns. For Nigerians discovered that it was more rewarding materially to work as *emergency contractors* and businessmen, and become 'Honourable' citizens than push about the doctrine of the eradication of illiteracy.

Lessons of History

Now that the present administration plans another mass literacy campaign, some important issues arising from a historical survey of the earlier effort should engage one's attention. The first is the need for research. For example, there is as yet a lack of reliable or sufficient data to demonstrate the 'growth' or otherwise of literacy in the country. Research into the teaching

of adults and production of Primers and establishment of curriculum is not sufficiently intensive. Yet, as Margaret Wrong put it about 35 years ago, 'Literacy Campaigns can succeed only if there is reading matter of interest'.

A noticeable feature of educational planning has been the lack of appreciation of the role of the proper education of the adult. Yet as Gardiner asserts :

Mobilisation of the masses of any given country means making sure that every citizen is equipped to make an effective contribution to national development. This is why non-formal education focuses on the under-schooled and those who have never had any opportunity for schooling and training.

But even those who are aware of the need for adult literacy invest only half-heartedly in it.

It seems that the present administration in Nigeria has begun to think of reducing the number of adult illiterates in the country. One way in which this task can be more effectively prosecuted is perhaps the reinvigoration of the Universal Primary Education (UPE). Universal Adult Education should however, be made promptly to accompany the UPE. As part of teaching aid, the administration may consider the use of mobile cinemas, and audio-visual aids. To reach a large audience at a given time, closed-circuit television may be used, provided NEPA does not fail the students and thus frustrate them.

Colleges of Education need to include adult education courses in their programmes, while those teachers pursuing further education work in the universities must be encouraged to offer adult education courses.

The important problem of finance may be tackled through appeals to public-spirited Nigerians to assist in adult literacy work. Many successful Nigerians may be reminded of the plight of the less privileged ones; and the former adult education students may be reminded of the need to provide for present students. Local Government authorities, communities and individuals may be motivated to embark on self-help programmes to build classroom and provide accommodation for teachers.

Perhaps the important issue of remuneration will remain in the country for as long as the country operates mixed economy which promotes acquisition of property. The observation made on July 11, 1946, by the adult education organiser at Ilaro remains valid today because of the dictates of society :

"There is, no doubt, in my mind that expansion on any adequate scale will not be possible without some financial encouragement for the teachers. From my experience in various provinces, I have found that the percentage of teachers willing to give their services voluntarily is very small and does not do more than touch the fringe of the needs of the masses."

Finally, it seems that some positive effort should be made to enlist the sympathy and co-operation of national and international agencies in the important task of eradicating illiteracy and providing further education for all Nigerians. Current educational trends and policy seem to indicate that the country's leaders and followers have grasped the import of mass literacy as part of the wider field of adult education. With some further guidance and planning, the prosecution of mass literacy education may assist in the

removal of inequality in the society, and thus lead to the realisation of one of country's national objectives. The 1982 Literacy Campaign poses a new challenge to the Government and people of Nigeria on the important issue of the elimination of illiteracy in Nigeria.

Some of the issues that should attract the attention of planners would include the training of personnel, the availability of sufficient number of instructors and tutors, the participation of the entire population, the generation of public awareness and the sustenance of public involvement. More fundamental is the strategy that would be devised to secure political support and an allocation of budgetary funds.

Furthermore, there would be a great need to involve the mass media, Islamic and Christian missionaries and schools in the effort. The co-operation of all these agencies in Zambia in 1945 produced the slogan for the campaign, 'Let the blind see', and the song translated into the main languages :

*Let the blind see,
Let the blind see,
Let us help our fellows,
That all men may have sight.*

It is evident that all these processes would require very careful planning. While one may not wish to advocate period of four years for planning as done by the pioneers of literacy campaign in Nigeria, one would insist that planning takes time and that haste may in fact present obstacles to the maximisation of the efforts of planners.

Finally, let it be noted that the team charged with the promotion of this important task requires all energy and would deserve all co-operation and support. □

U.S. Community Colleges and Indian Colleges— some relevant issues

Malcolm S. Adiseshiah

AFTER the meeting of the International Council of Adult Education in Washington, four community colleges—Valencia Community College, Orlando, Brevard Community College, Cocoa, Florida Junior College, Jacksonville and Broward Community College, Fort Lauderdale—in the state of Florida, USA, were visited. A community college is part of the post-secondary higher education system of the country, which has an enrolment varying between 10,000 and 60,000 students, about 40 per cent being full-time students and 60 per cent part-time ones, about half of the students doing the first two years of the four-year undergraduate degree course. The other half were doing training in various professional and vocational courses in response to the expressed needs of the local community—its industries, trade, hospitals, tourism and other services. These are phases of this system, which have little or no application to the Indian college system. First, the Community College system operates in parallel to the university and the liberal arts and science colleges. We cannot afford this kind of double parallel system of higher education. Second, as part of the affluence of the country and the local community, the community colleges are endowed with luxurious facilities—buildings, playgrounds, radio and TV studios, computers and computerised learning system, libraries, laboratories and workshops. The colleges have no student hostels and

students drive in their own cars. All this can have no application to our country of limited resources and poverty.

There are, however, certain major points of relevance of this system to our colleges. First is the outreach of the community college to those who cannot afford full-time university and college education or to those whose education has been interrupted after high school. In our country, where 80 per cent of those who complete colleges and university come from the top 20 per cent of society. This outreach of higher education to those excluded from it (through part-time education spaced over two years or a number of years as is convenient to the learner, through TV, radio and other forms of distance education for those not able to physically attend college courses) is something that every one of our colleges can pursue to counter the elite character of our system. Evening classes and correspondence education are being attempted by some of our colleges but what is needed is : (a) to make morning classes, evening classes, week end and vacation courses and the use of TV and radio as well as correspondence education a part of normal activities of all college courses, (b) to make every age relevant to learning and not restrict it to 18-21 and (c) to give the learners, doing part-time and non-formal courses, the same status as those in full-time day-time education.

Second, the response of the community colleges to the local community—in that over half of their curricula, their learning and training programmes are devised to meet the very precise needs of the community—has a message for our college system. This goes against the tradition of the separation of academic from the market place, the gain from the town, a tradition which has ill-served both the academic community and the local community. Our colleges could incorporate this phase of its curriculum and learning programmes relating to the local community in two ways: one would be for those doing the normal undergraduate course on a full-time or a part-time basis to be required to test their class room and library learning in the local village or urban slum and as part of the curriculum with the supervising teacher as well as the learner being given credit for it. Second would be a new approach for each college to devise part-time course programmes in agricultural technology, water use, animal husbandry, fish farming, handloom and cottage industries, marketing, cooperative management, home economics, tourism, computer programming, electronics, machine tools, land reform, trade union management, etc. These the local community

through the Panchayats, the cooperatives, the local industry, etc., may demand.

Third, the community colleges have a measure of autonomy and freedom in student admission, curriculum-making and evaluation and assessment, which makes for innovation and inventiveness. This also involves them in work for 12-14 hours each day from around 8 a.m. to 10 p.m. for seven days in the week. These facets could become part of our college system, if the system of autonomous colleges were universalised and every one of our 5,000 colleges were given autonomy with overall monitoring and standard setting by the universities or preferably by a Collegiate Board in each State, so that universities can concentrate on post-graduate education and research. We are a poor country but we are making the most wasteful use of our physical college plants—using their one-third to one-half of their facilities by the community colleges. The further use of our unutilised college capacity is one urgency that we can meet. It is our 5,000 colleges, which can pioneer the way forward to a more relevant and less inegalitarian education system and remove the useless distinction between formal and non-formal education. □□□

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Adult Education for Socio-economic Development in Haryana

Vijay Kumar Gupta

Adult education is the key to success in every kind of development. Literacy is a must for acquiring higher skills in all occupations, particularly those that go to build the village economy.

The author pleads for a vigorous effort to launch a concerted plan of action for changing the socio-economic scenario through a functional literacy drive in his home State of Haryana.

SOCIO-economic prosperity is an index of the extent to which a particular region is developed. Socio-economic and cultural transformation of mankind by attaining 100 per cent literacy has been one of the major objectives of developing countries after the Second World War. It has been established beyond doubt that socio-economic and cultural backwardness is very closely related to illiteracy. With the concept of decentralisation gaining ground in the democratic and developing nations, the development of basic units, i.e. various regions of a country, has assumed special significance. Industrialization, urbanization and the extent of literacy are fair indicators of ascertaining the degree of modernization of the country.

A common assumption which underlies the conviction—now widely gaining ground among educators and economists—is that education is a good investment in national development. Literacy is needed for acquiring higher

skill in all occupations, including agriculture, and for developing greater efficiency in various types of functional co-operation. It helps, indeed, in developing a rational attitude.

The economy of the State of Haryana is more or less rural-oriented. Before its inception as a separate entity, most of the parts of the State were, for various reasons, not given adequate attention for the socio-economic development. After more than 13 years of its existence, the peasantry of Haryana, the backbone of State's economic development, is still backward. Poverty, hunger and disease are still deep-rooted among the teeming agricultural workers. Though this is an all-India phenomenon but the socio-economic uplift of the people becomes the major concern of all, in general, and the Government in particular. And education, particularly adult education, assumes special significance in this direction.

That a vast majority of the people being denied education is a most

disturbing aspect of educational and socio-economic planning. Determined efforts should be made to universalise elementary education up to the age of 14 years. Educational facilities should be extended to adult population to remedy their educational deprivation and to enable them to develop and utilize their potentialities. A clearly conceived, well-planned and relentless struggle against illiteracy will enable the masses to play an active role in bringing about social and cultural change. The agro-based population of Haryana can be benefited to a large extent by such movement. The prevailing thinking about adult education is based on the assumption:

- (i) that illiteracy is a serious impediment to an individual's growth and to the country's socio-economic progress;
- (ii) that education is not coterminous with schooling but takes place in most work and life situations;
- (iii) that learning, working and living are inseparable, and each acquires a meaning only when correlated with the others;
- (iv) that the means by which people are involved in the process of development are at least as important as the ends; and
- (v) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

These assumptions very well fit in the existing rural-oriented socio-economic set up of Haryana. In 1961, the average literacy in the State (then a part of erstwhile Punjab) was 19.9% as compared to 24.2% in India i.e. approximately 4.3% below the national

figure. In 1971, the average literacy in the State rose to 26.89% as compared to 29.46% in India i.e. approximately 2.57% below the national figure. The increase of literacy in Haryana during the decade 1961-71 was 6.99% as compared to 5.26% in India. As literacy is a fair indicator of modernization of an area, Haryana could still be labelled as a backward region. As already indicated, there are many historical and geo-political reasons of its backwardness. This is not the proper place to dwell upon them in details. I shall only endeavour to stress upon the role adult education can play in the socio-economic development in Haryana.

Haryana launched its own programme of adult literacy after November 1, 1966. During 1968-69, the Government of India sponsored a scheme in order to educate farmers to become aware of the field potentialities and to see that a literate farmer can get technical knowledge from the Department of Agriculture, Broadcasting and Education. The scheme also aimed at providing technical know-how of field operations and to have the maximum produce from the land by adopting new methods in farming. In spite of many efforts, the picture of mass literacy in Haryana remained a dismal one. Hardly 25% of the adult people could be said to be educated. However, it is heartening to note that the present Government has resolved to wage a well-planned and relentless struggle against illiteracy to enable the masses to play an active role in bringing about a social and cultural change.

In the words of J.P. Naik, an eminent educationist, "The liquidation of adult illiteracy is the most important programme of national development and on it depends several other programmes such as agricultural pro-

duction, family planning, etc." As has already been pointed out that socio-economically, Haryana is still a backward region of the country. And if statistics are any indication, it is backward educationally, too. In the existing set up of Haryana, adult education can emphasise imparting of literacy skills to persons belonging to the socially and economically deprived sections of this State. The vast segment of its population in the age-group of 15-35 is, by and large, engaged in agricultural and related occupation. We in this State do not require the status-quo to be maintained but certain innovations in social, economic, and political field to be made so as to raise the standard of common man, particularly those living in rural areas.

Education of rural labour, bonded labour and such other weaker sections of our rural society can help them develop various skills for organising themselves in order to take active part in various development activities. Through education a positive thinking on parti-

cipating in self-employment projects can be inculcated. People can be made aware of the local resources and other external economic inputs for launching small projects. Educating them will also mean the development of morale and motivation of those despaired people. The Government of India has a plan outlay of Rs. 18.35 crores and a non-plan provision of over Rs. 1.77 crores in the budget for adult education programme in 1980-81. I am sure Haryana, one of the progressive States of the country, will get its due share to launch rural functional literacy projects, produce source material for teaching and reading, and set up Nehru Yuvak Kendras for vocational training.

In short, through adult education we shall not only be endeavouring to eradicate illiteracy from our State but shall be making an attempt to alter our socio-economic system and thereby enhancing the functional and social literacy of the masses and laying a strong foundation for an all-round economic development of our region.

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IAEA NEWS

Population Education Camp at Ajmer

The Indian Adult Education Association, in collaboration with the Ajmer Adult Education Association, organised a one-day Population Education Camp in Shramic Vidyapeeth Campus in Ajmer on September 14, 1980.

The following resource persons participated in the panel discussion :

Dr. (Mrs.) Amrit Kaur, Reader Regional College of Education, Ajmer; Shri A.K Gupta, Head, Sociology Deptt, D.A.V. College, Ajmer; Shri M.K. Marwah, D.A.V. College; Dr. N.S. Chholkar, University of Sierra Leone, West Africa; Dr. Y. Mathur, Jawaharlal Nehru Medical College, Ajmer; Smt. Kanta Marwah, Secretary, Ajmer Adult Education Association, and Shri J.L. Sachdevā, Indian Adult Education Association, New Delhi.

About 40 persons including a Sarpanch, Project Officer, Supervisors and Instructors of National Adult Education Programme, participated in the one-day meet.

This was the second in the series of camps to be organised by the Indian Adult Education Association with a view to integrating Population Education with Adult Education.

Adult Educators from Philippines Visit India

The Indian Adult Education Association received a five-member team of adult educators from Philippines, which came to visit India for a study of Adult/Non-formal Education Programmes, at its office on September 12, 1980.

Miss Feliciano C. Santiago, Assis-

tant Schools Division Superintendent, Bulacan, was the leader of the team.

This team had discussions with office-bearers, life member and staff of the Association on Adult Education Programmes in India and the Philippines.

Adult Educator from Australia visit India

Mr. Greg Mallyon of the Council of Adult Education, Melbourne, Australia visited the Association recently and had discussions with the staff of the Association on Programmes of Indian Adult Education Association.

International Literacy Day— Brief Reports

Bombay

The Bombay City Social Education Committee celebrated the International Literacy Day by organising a public function on September 8, 1980. Dr. Balliram Hiray, Minister of Education, Public Health and Family Welfare, Govt. of Maharashtra, was the Chief Guest. Prof. M.G. Mane, President of B.C.S.E.C. presided.

Dr. Hiray in his address said that educating illiterate adults was a very challenging job for which the Committee workers should get awards along with primary and secondary school teachers. He suggested that education should be linked with family welfare.

Calcutta

The Navasiksha Prachar Kendra in collaboration with the Lutheran World Service celebrated the International Literacy Day by holding an examination of about 1,200 students (both children and neo-literates) in their 25 non-formal pavement schools.

Delhi

The Delhi University Adult Education and Continuing Education Cell in colla-

boration with Indian Adult Education Association and in cooperation with the Directorate of Adult Education and Directorate of Education, Delhi Administration, organised a function in Delhi University on September 8, 1980. Professor Abad Ahmed, Director, South Delhi Campus of University of Delhi was the Chief Guest.

Speaking on the occasion, Professor Ahmed said that poverty in this country would not be eradicated unless the ways of thinking of the people were changed and this could come only through education. He said that the Government alone could not bring this change and it should be the duty of every educated person to educate atleast two persons. He said that skill development should go in hand along with literacy education.

Prof. Ahmed distributed certificates to the adult learners who had completed a 10-month NAEP course of the Delhi Administration.

The adult learners presented a cultural programme on the occasion.

An exhibition of books, posters, charts and other material produced in adult education centres was also organised.

The function was followed by a panel discussion on "education for weaker sections of society" in which Dr. A.K. Jalaluddin, Prof. J. Veeraraghvan and Shri J.D. Sharma participated.

A brochure entitled "Some Critical Considerations in Adult Education" edited by Dr. S.C. Bhatia, was brought out on the occasion by the Delhi University.

Madras

The Adult Education Association, Madras, organised a meeting on Septem-

ber 8, 1980, at local library authority building in Mount Road, Madras.

Dr. K. Sowrirajan, M.L.A. and Shri K.N. Rao were the main speakers on the occasion. A plan to educate through separate literacy centres for manual labourers and workers was also prepared.

Vallabh Vidyanagar (Gujarat)

The Adult Education and Extension Programme of the Sardar Patel University celebrated 'World Literacy Day' on 8th September, 1980' by organising various cultural programmes and competitions. The University had started 60 adult education centres for involving college/university students in this programme.

The workers of the Adult Education Centres had decided to eradicate illiteracy and create social awareness through organising reading competition, writing competition, Rangoli competition, cleanliness competition along with dramas and dances and songs.

Writers' Workshop in Angul (Orissa)

The State Resource Centre, Utkal Navjeevan Mandal, Angul, Orissa, organised a writers' workshop to produce literature for neo-literates from July 11 to 22, 1980. Many young writers participated in this workshop.

Dr. S.C. Dutta, former Hony. General Secretary of the Indian Adult Education Association, was the Director of the Workshop. Smt. Bimla Dutta, Shri Bhagwati Saran Sharma, Director, State Resource Centre, Bihar and Shri I.B. Mishra, Secretary, Orissa Adult Education Association, participated in this workshop as resource persons.

Six manuscripts were prepared as a result of this workshop.

IUCE NEWS

Parent Education

Towards the end of last year, Unesco published, as part of its activities associated with the International Year of the Child, a selective annotated bibliography on Parent Education. It contains 250 select entries, an introductory essay and a list of French journals on the subject. It was compiled for Unesco by the International Federation for Parent Education.

Since the role of parents is of overriding importance in the harmonious development of the child's intellectual and emotional faculties, Unesco takes the view that parent education should form an important part of adult education. The bibliography will also fulfil another priority objective of Unesco: that of helping to improve international exchanges of information between individuals and institutions working in the field of adult education.

The booklet can be obtained, free of charge, from: Adult Education Section, Unesco, 7 Place de Fontenay, 75700, Paris. □□

Seminar on "Adult Literacy Material Production"

The National Service Scheme Unit of Osmania University, Hyderabad, conducted a seminar on 'Adult Literacy Material Production' on February 18, 1980. Dr. Bernard Foster, Field Officer, Scottish Adult Literacy Unit, and Mr. Martin Good, Head of the Basic Skills Unit, National Extension College, acted as resource persons.

Dr. Foster presented the visual aids development in Scotland for the use of adults. The aids included those of

literacy, numeracy, basic skills, along with an assessment part. Mr. Good said that the learners were encouraged to contribute writing to the various publications. Mr. Gopalkrishna, Secretary (Education), Govt. of Andhra Pradesh, presided over the seminar.

Later, the visitors were taken to the adult education centres organised by the NSS-NAEP Units of Osmania University. An exhibition of teaching/learning materials on population education and adult education, prepared by NSS of Osmania University, was also organised. □□□

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The Problem of Drop-outs

(Contd. from page 9)

always favoured as these permit group interaction among participants and enable teachers to devote individual attention to learners. In other words, the class must not be so small that unit costs are excessively high, nor so large that individual attention becomes impracticable.

Admission Rules

Experience from most countries indicates that literacy organizers seldom establish strict admission rules. It could be said, therefore, that when literacy is taught as an integral component of a specific campaign, admission guidelines are helpful in reducing drop-out rates. Literacy programmes of a more general nature can afford to be more liberal in this respect.

Re-admission

When adults do leave courses prematurely, personal contacts can be used to bring about a change of mind and regain a lost student.

Supervision

The purpose of supervision is to ensure that the literacy centres implement their programmes efficiently ; that teachers' difficulties are speedily recognized and solved ; that adults who stop attending their classes are contacted ; and that teachers maintain their records properly.

CONCLUSIONS

In literacy programmes, drop-out is one of the most significant problems. General observations suggest that the number of adults completing their course is not satisfactory and varies considerably from one programme to another.

Research studies on drop-out are few and inconclusive. They seldom do

more than obtain impressionistic statements from adult drop-outs. Hence, there is an overwhelming need for well-designed studies of reasons for drop-out ; particularly the motivations underlying the behavioural phenomenon.

According to drop-outs, their family circumstances, personal obligations and fatigue from work discourage them from pursuing their courses. But these reasons, although important, seldom explain the whole truth. We hypothesize that since these adult students are practical and expect immediate gains, they find that attending class interrupts their established routines. When they feel that gains from the course are less than the sacrifices they are making, their motivation to attend decreases.

The trouble probably begins when programmers, in their enthusiasm to initiate a literacy class, overlook basic principles of organization such as explaining the purpose of the class and telling adults explicitly what their responsibilities are and what benefits they may expect. While conditions which satisfy all adults in any one programme are difficult to obtain and even more difficult to maintain, attention to the following points might assist in reducing the drop-out rates from literacy classes :

1. That basic needs of the adult students are satisfactorily assessed and the course content reflects these needs.
2. That classes are conducted at times and places suitable to students.
3. That students experience a sense of accomplishment on the completion of each class. □□

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Indian Journal of ADULT EDUCATION

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—Anita Dighe
- Study Circles in Sweden — A Participant's Viewpoint
—John Benseman
- Teaching Literacy Through Media
—P. V. Krishnamoorthy

INDIAN ADULT EDUCATION ASSOCIATION



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The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. 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.

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Content Analysis of the Journal—Some Thoughts

Going through the back issues of the Indian Journal of Adult Education is not only a useful exercise but also a stimulating one. A journal with 40 years continuous publication has gone through vicissitudes, as varied as nation's life itself.

In order to educate ourselves, we have made a content analysis of the journal of the past two years—1978 and 1979. An analysis of the same in summary form is given on Pages 27 and 28 in the present issue of the journal. While a content analysis is generally indicative of various interests and stances that are manifested in the journal, certain critical aspects about the journal can be pinpointed in a tentative way. Tentative because it is confined to two years only and analysis lacks process aspect over time.

For instance, the theoretically oriented articles, categorised under conceptual/philosophical/historical/perspective/method/policy, are 89 in number. Those related to programmes and projects are 64. The difference is quite significant in the sense that the theoretically oriented articles occupy a hegemonical position in the hierarchy of interests of the journal. It is difficult to say if this has been the case in the earlier history of the journal. Does this mean, it has been or is a journal of ideas? It is difficult to say. But what is necessary is to ask, how relevant are and were these ideas? As the journal moves into the future, there is need for balancing of the proportion of theoretically oriented articles and those with practical and programme orientation.

Analysing the articles on the basis of location of the projects, the journal emerges as a publication of an all-India character. Matter reported is from 14 States, representing practically the whole of the country.

Another aspect of the analysis of the content, with reference to authors, presents somewhat an unhealthy picture. A breakdown of authors *vis-a-vis* articles written by them shows that 68 authors wrote one article each, seven authors wrote two articles each and one author wrote four articles. In other words, the overwhelming majority of the authors found the place in the journal only once. The interest in the journal obviously is not sufficiently strong enough to have developed a body of seriously interested writers for the journal. It may be that adult education is not a serious or an attractive subject. It may be also that active adult education workers are not keen on writing. This may not have been true in the earlier years. Nevertheless, this is a serious lacuna. Unless we develop serious interest in writing about adult education, the quality of the journal is not likely to improve adequately.

Among the authors, 62 are Indian journalists and 23 are foreigners. The proportion is welcome and shows sufficient interest in the journal in India and outside. It may be in the long run, however, better that we have a few more Indian authors proportionately than foreign.

An analysis of the readers' views shows an interesting aspect of the journal. The majority of the views were of the nature of comments. Twenty were comments, two were protests and two were clarifications. Is it a case of the journal not exciting enough to create discussion and controversy leading to the generation of new ideas ?

The content analysis is in no sense final or categorical. It is an exercise in learning about the journal. This exercise, it is hoped, will create some interest on the part of its readers and prompt them to make suggestions for making the journal of the kind they would like to see. Also it would be for those organising and editing the journal a very useful feedback opportunity.

The past is in the present, at least to some extent; the present is parent of the future ! Healthy link between past, present and future selectively is needed to make the journal an effective mouthpiece of adult education and all that it stands for. □

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Last date for receipt (by hand or registered post) of the entries is November 30, 1980. Along with each entry, a fee of Rs. 5 is to be sent in crossed Postal Order payable to "The Director, Directorate of Adult Education at New Delhi Post Office".

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davp 80/212

Promoting Adult Literacy Through Mobile Creches*

Anita Dighe

The 'Mobile Creche' programme for adult literacy is a means by which a change can be brought about in the lives of the construction workers. Among the package of services offered, the role of educational programmes, particularly those of literacy, may be viewed as being reinforcing and mutually supportive.

The literacy programme is basically learner-centred. The teaching-learning material, especially designed for the construction workers, reflects that the programmes arranged are to be functional.

The present appraisal study was undertaken by the author to examine the functioning of the literacy component of the adult education programmes and to study some of their innovative aspects.

MOBILE Creches for the children of working mothers developed from a simple response to the inhuman neglect of young children of migrant construction labour on large construction sites in Delhi. Today, this agency runs a chain of Day Care centres in Delhi and Bombay for the children of underprivileged working women, either living on construction sites or in resettlement colonies. A question can be raised as to the relationship of the 'Mobile Creches' with the adult education programme. In order to understand the relationship, it is necessary to see the whole programme in its historical perspective.

The programme began in a truly small way. Initially some equipment such as *charpais*, mats, feeding utensils were brought, a tent was pitched near the construction site and a Gramsevika

was hired to take care of the infants, to keep them clean, dry and comfortable while their mothers worked.

There were many problems that had to be overcome, not the least of which was the initial distrust of the mothers, who were reluctant to hand over their babies to total strangers. Another problem was finance. The fact that over the years, 'Mobile Creches' have overcome both these hurdles, winning the confidence of the mothers, and have received financial aid from numerous individuals and organizations, indicating the measure of success that the programme has achieved.

And today, the programme provides much more than mere creche facilities. Over the last ten years, it has grown both in size and reach among different sections of construction workers.

*This appraisal study was undertaken by the author, who is Consultant, Directorate of Adult Education, in collaboration with Mina Swaminathan of Mobile Creches and G.L. Jambhulkar, Harpal Singh, Karuna Tyagi and Roopa Gupta of the Directorate of Adult Education, and Lalitha Chandrashekhar of Jawaharlal Nehru University.

But all along the focus of attention has been on the infants themselves. The adult education programme in Mobile Creches has continued to develop as part of an integrated programme of child care.

As the programme gradually expanded, the first target population to be included after the infants, were their older siblings. For, while the babies were being cared for, the youngsters just stood around, curious but unoccupied. It thus became necessary for the organizers to attach a *balwadi* or a nursery section for children between 3 and 6 years and some kind of elementary school for children between 6 and 12 years.

The need for adult education was felt when the organizers realized that the benefit derived by the infants in terms of health, nutrition and medical care would be limited as long as their parents remained unaware and illiterate. Thus started the literacy and non-formal education programme for adults.

Services Provided

Apart from imparting education, the 'Mobile Creches' have been providing various services. These services were incorporated into the programme as and when the need arose. Thus, carpentry classes for boys, sewing classes for girls, hobby centres, teaching of skills, such as bicycle repair, stove repair, were started at different times among the slum and construction workers and met with varying degrees of success.

One of the important services provided is health service. Regular visits of a team of doctors are an integral part of the programme. The timely treatment of infections, a nutrition programme for the children and

their mothers, immunization programme and health education given through the adult education programme are some of the measures taken to improve the general health of the community.

The literacy classes for men were started in 1971. When the womenfolk evinced an interest in the classes, separate classes were started for them. In the last one year, a special curriculum, developed earlier on the needs and problems of construction labour, was used in the centres with the help of a primer, a set of discussion charts, and various other teaching aids such as flashcards, games, and booklets. The primer is titled '*Apni Baten*' and is written in two parts.

The Annual Report of the 'Mobile Creches' for 1978-79 points out that "a total number of 1514 persons, out of whom 691 were women and 823 men, passed out of the centres over the period. The average daily attendance was 691 (329 men and 362 women) with some fluctuations. Owing to the special conditions under which construction labour lives and works, there was considerable irregularity in attendance but a fairly high turn-over of people in the classes, especially among women".

With regard to the literacy programme, according to the report, "Tests at two levels were conducted towards the end of the period in October/November 1978. There were 274 examinees (130 in the elementary level group). All passed at the elementary level and 135 at the advanced level. The certificates were distributed at a special function."

Sewing-cum-literacy classes are conducted for two hours in the afternoon, which are meant for the benefit of

young girls who are either school-going or school drop-outs or have never been to school. The curriculum for this group includes not only basic literacy and numeracy but also elementary cutting and sewing, practical nutrition and general knowledge.

Mothers' meetings are conducted in all centres by senior and experienced supervisors assisted by a specialized resource team. The team gives practical demonstrations and arranges discussions on topics like child-health, immunization, supplementary feeding, pre-school diet, low cost nutritious recipes, conservation of nutrients in food and other topics related to child health and development.

An important medium of communication used by 'Mobile Creches' is the theatre. A stage troupe, named *Lok Doot*, regularly regales the community at work sites with a medley of skits, folk songs and dances, which aim at entertaining as well as educating the audience in a lively manner. The troupe gives two performances every month on different construction sites.

From the above description of the 'Mobile Creches' programme, it is apparent that an integrated package of services is offered to different sections of the community of construction workers and slum dwellers. The educational programme is so linked with the other programmes and services that it is difficult to extricate any one component and study it as being unrelated to the rest of the programme. In other words, the literacy component of the adult education programme has to be understood and examined in relation to the other programmes—its success or failure cannot be measured in isolation.

Present Study

The present study was undertaken to examine the functioning of the literacy component of the adult education programme and to study some of the innovative elements of the adult education programmes. The specific objectives could be reiterated thus :

- (a) to examine the functioning of the adult literacy centres ; and
- (b) to study some of the innovative aspects of the adult education programmes.

Constraints of the Present Study

The present study has several limitations. It is not a comprehensive study by any means. A team of two female investigators was especially appointed for a period of one month. Two male investigators from the Directorate of Adult Education (one Technical Assistant and one Senior Technical Assistant) helped in data collection work after office hours for a period of about two-weeks. In addition, a student from the Jawaharlal Nehru University volunteered her services for a few days.

Logistics was the main problem. Since the centres are widely dispersed in the city, and since the literacy classes are mainly held late in the evenings, visit to centres (particularly by female investigators) was difficult. The team spent one whole week in visiting the day centres in order to familiarize themselves with the Creche Programme and to understand that literacy was an essential component of the package of programmes. Thereafter, the team visited 13 literacy classes, including four sewing-cum-literacy centres. A show by the '*Lok Doot*' was attended by the team one evening besides two

training sessions. In addition, the team of two female investigators attended two mothers' meetings at the literacy centres.

to the constraints of time, finances and logistics, it was decided to merely confine the study to an observational assessment of the programme.

Main Observations

In all, 13 literacy classes were visited. Logistics played an important consideration in the selection of such centres. Care was taken, however, to visit centres for both men and women. The following table shows the name of the centre, the date and time of visit.

Table 1

<i>Name of Centre</i>	<i>Date of visit</i>	<i>Time of visit</i>
1. Wazirpur	27.7.79	2 to 4 PM
2. Sangampark	26.7.79	2 to 4 PM
3. Trilokpuri	31.7.79	2 to 4 PM
4. New Seemapuri	2.8.79	2 to 4 PM
5. R.K. Puram	10.8.79	7 to 9 PM
6. Nehru Place (Female)	30.7.79	7 to 9 PM
7. Nehru Place (Male)	30.7.79	7 to 9 PM
8. Madan Gir (Female)	1.8.79	7 to 9 PM
9. Madan Gir (Male)	1.8.79	7 to 9 PM
10. Baba K.S. Marg	16.8.79	7 to 9 PM
11. Baba Kharag Singh Marg (Male)	Centre not being run	
12. Baba Kharag Singh Marg (Female)	16.8.79	7 to 9 PM
13. R.K. Puram (Female)	10.8.79	7 to 9 PM

The classes at these centres were run either at a temple or in a home or in open space. The attendance on the day of the visit in comparison with the enrolment was as follows :

Table 2

<i>Name of the Centre</i>	<i>No. of learners enrolled</i>	<i>No. present on date of visit</i>
1. Wazirpur	10	3
2. Sangampark	20	15
3. Trilokpuri	10	15
4. New Seemapuri	13	14
5. R.K. Puram (Male)	23	20
6. Nehru Place (Female)	26	10
7. Nehru Place (Female)	20	4
8. Madan Gir (Male)	16	6
9. Madan Gir (Female)	17	10
10. Baba Kharag Singh Marg (Male)	NA	11
11. Baba Kharag Singh Marg (Female)	NA	7
12. Baba Kharag Singh Marg (Male)	NA	7
13. R.K. Puram (Female)	15	13

Table 2 shows that the enrolment figures were between 10 and 20 and that the attendance on the day of visit showed variability. In some centres it was about 30% of the enrolment, in others it was 100%, while in some it exceeded the enrolment figure. Since children of the construction workers are permitted to attend these classes, it is possible that either some school-going children or school drop-outs were attending these classes on the day of the visit of the research team. In terms of age-range of the learners, the range was between 10 and 45 years.

The children of construction workers were earlier never sent to school. It was only after the Mobile Creches had opened classes for these children that the tradition of sending children to schools was gradually established. As a result, the adult literacy classes consist not only of illiterate adults but also of children who are school-going or are school drop-outs. During the extensive discussions with the organizers, it was emphasized by the latter that the literacy classes were a combination of school-going, school drop-out and illiterate persons. Further, the concept of a 'batch' or a group of learners attending the centre for a fixed period of time is alien to the

functioning of the literacy classes. Due to the mobility of the construction workers and their migratory pattern of work, literacy classes are more geared to cater to individual needs. Thus individuals can join a literacy class whenever he or she wants to and can continue for as long as considered necessary. As soon as the instructor thinks that the learner is ready to take the literacy test, the test is administered. There are two levels of tests—elementary and advanced level tests.

In view of the fact that a literacy class is a heterogenous group and in order to ascertain how each homogenous group was attended by the literacy instructor, an attempt was made to group learners into four categories. At each literacy centre, the research team asked the instructor to classify the learner into the categories of literate, semi-literate (advanced), semi-literates (intermediate) and beginners. The literates were to consist of school-going boys and girls who could read and write fluently. Semi-literates (advanced) were those who were in the course of studying Part 2 of 'Apni Baten'. Semi-literates (intermediate) were those who were in the course of studying Part 1 of 'Apni Baten' from lesson 4 to 7. And beginners were those learners who had either just been admitted as illiterates or who had not reached up to lesson 4 of Part 1 of 'Apni Baten'.

Table 3. Break-up of learners by level of literacy

Name of Centre	Total	Literate	Semi-lit. advanced	Semi-lit. intermediate	Beginners
1. Wazirpur	3	—	—	1	2
2. Sangampark	15	7	3	3	2
3. Trilokpuri	15	8	2	3	2
4. New Seemapuri	14	9	—	2	3
5. R.K. Puram (Male)	20	5	7	4	4
6. Nehru Place (Female)	10	3	1	3	3
7. Nehru Place (Male)	4	2	2	—	—
8. Madan Gir (Male)	6	2	4	—	—
9. Madan Gir (Female)	10	2	6	1	1
10. Baba KS Marg (Male)	11	5	—	5	1
11. Baba KS Marg	—	—	—	—	—
12. Baba KS Marg	7	—	—	—	7
13. R.K. Puram (Female)	13	—	—	3	10
TOTAL	128	43	25	25	35

Table 3 on prepage shows that practically every centre contained a mixed group of learners. Due to heterogenous grouping, the task of the instructor would become even more cumbersome and difficult. An attempt was made to ascertain how the instructor coped with different levels of learners. The research investigators were asked to describe the literacy activity, if any, that was taking place with regard to each group of learners. Literacy teaching was not necessarily the main activity of most of the centres. In one centre, men and women spent one evening mainly in singing. In others, the main activity was sewing, embroidery or cutting. In two centres, the literate or school-going learners were reading library books or newspapers. In some of the other centres, the instructors were teaching from either Part 1 or Part 2 of the primer '*Apni Baten*'. The motivation of the instructor played an important role in determining the type of activity the learners were engaged in. It was found that in six centres, the instructors were themselves interested in literacy teaching work and as such the learners also seemed to evince interest in literacy.

With regard to material facilities, the night classes were mainly provided with petromaxes. The learners typically sat either in a circle or, in the case of the sewing class, face-to-face around a short-legged table. The informal seating arrangement provided suitable informality for mutual exchange and sharing. In some centres, it was noted that the learners were not provided with either slates, pencils or primers.

Mothers' Meetings

As mentioned earlier, the literacy component is part of an integrated

package of services offered to the adults, particularly women. The mothers' meetings were held periodically on various topics relating to health and nutrition. The research team attended meetings in two centres in order to understand this aspect of the programme. The topic for discussion during that week was cleanliness—particularly of one's home and environment. Puppets were used to introduce the topic. The story dealt with two women and the quarrel that ensued when the woman living on the upper floor threw her garbage into the courtyard of the woman living on the ground floor. Ultimately, the village chief was called and he explained that garbage should be thrown into garbage tins and not into anybody's home. He also emphasized the importance of cooperating with one another and keeping the neighbourhood clean.

These demonstrations/meetings were held from 2 to 4 in the afternoon. At the centre in Sangampark, the attendance was 40, while at Trilokpuri, there were about 60-70 people present. In both the places, a large number of children were present.

In Trilokpuri, the research team found that the instructor was better able to drive home the point of cleanliness than the instructor at Sangampark. After the puppet show, the instructors asked some of the girls to repeat what they had seen. This not only provided the necessary reinforcement but also ensured that the main message had been understood by the observers. The puppet show was, on the whole, enjoyed very much by the women particularly the scene of quarrel between the two women.

After the puppet shows at the two centres, the female investigators did

some informal interviews with about 10 women and girls in each centre. These interviews showed that the women generally liked such meetings where they learnt about nutrition, health and cleanliness. While some of them thought that they hadn't learnt anything new, others were of the view that they had understood how quarrels can arise over small problems. At both the centres, the women who were interviewed said that they would discuss what they had learnt with members of their family and with their neighbours. Some of the women from Sangampark Centre said that they would now keep garbage tins in their homes.

Lok Doot

Another dimension provided to the Mobile Creche programme was the use of the theatre for entertaining as well as educating the community. *Lok Doot* is a theatre group that consists of about 13 members—most of whom are full-time Mobile Creche workers. The group performs about twice a month at the construction sites. The themes and the stories of the skits and mimes are drawn from experiences that are common to the target audience of the Mobile Creche programme. In the course of their work, the workers and the supervisors are encouraged to identify some of the common problems and themes that have immediate relevance to the community. Some of the themes that have been identified relate to debts, spending habits, alcoholism, superstition, child marriage, status of women, dignity of manual labour, importance of unity, etc. An attempt is made to use the 'spoken' language of the audience for whom the skits and mimes are intended. The research team witnessed two plays staged at a cons-

truction site off Pusa Road.

The first skit was "*Kanjoos Baap, Andha Beta*" (blind son of a miser father). The skit related to health education and conveyed the importance of eating green vegetables and the danger of blindness caused by deficiency of Vitamin A. The entire play was worked out in rhythmic verse dialogue and acted in mime.

The research team noticed that the audience interest was aroused by the story and was sustained till the end. The message of play, to eat green vegetables, was brought out by a song and dance on the subject.

The second skit was called "*Andh Viswas*" (blind faith). The skit attacked the blind belief of people in superstitions and attempted to motivate people to consult a doctor in times of serious illness. The skit had a good admixture of humour, lively characterization, folk music and farcical plot.

After the performance, the research team conducted some informal interviews with the viewers. Some of these were group interviews while others were individual interviews. The male respondents were interviewed in two groups in order to ascertain what impact the plays had had on them and to find out if the main messages had been adequately comprehended. The interviews showed that the men had understood that the main message of the first play was the importance of eating green vegetables and that of the second was the need to take ill persons to the doctor and not to go to quacks or believe in witchcraft and superstitions. Among the women interviewed were Kamla, a 20-year-old labourer, who lived on the camp site.

She said she could "read and write letters". On being asked what she had liked most, she said she liked "dance, songs and the drama". The message of the drama had reached her, namely that she would take the children to the doctor when falling sick.

Prabhavati was another female respondent. She was 30 years of age and worked as a labourer on the construction site. She was illiterate and could not answer questions with regard to what she liked or did not like about the plays. But she said that she had learnt that "it was important to give green vegetables to the children".

Hasina Begum, Hamina Begum and Abdul Kadir were interviewed in a group. While the first two were illiterate and did not do any work, Abdul was a labourer and had passed eighth grade. Their responses showed that they had understood the main message of the plays.

Narayani and Rukmani belonged to the neighbouring camp site. They were 35 and 25 years of age, respectively and were illiterate. They said they not only enjoyed the humour and entertainment but learnt the importance of eating green vegetables.

Training Programme

The research team had the occasion to attend two training sessions for the instructors. The training sessions are held every Tuesday. On the first Tuesday of the month, there is a general meeting of all the supervisors and instructors. For the following three weeks, the instructors are divided into three groups on the basis of their experience and length of service in the programme. The research team attend-

ed one general meeting and one training session for the new recruits among the instructors.

The details of the two training sessions are described here as training methodologies. The observations of the research team are noted below. No efforts were made to conduct interviews after the training sessions to determine their efficacy.

In the general meeting, the team observed that since all the trainees sat in a circle, better interaction was made possible. Specific issues relating to running of the centres were taken up for discussion. These issues related to :

- (1) library books for the neo-literates or the school drop-outs and the types of books that were preferred.
- (2) attendance register and the manner in which to maintain it ;
- (3) literacy tests to be administered to those who were ready to take the tests ;
- (4) community surveys and the experiences of the instructors with such surveys.

The research team noted that on each of these varied issues, opinions were sought from the instructors. Their individual experiences in the field made the discussion lively and interesting. Also certain common problems got focussed. For example, it was realized that wife-beating was commonly prevalent. It was decided by the group that a play, highlighting the problem of wife-

beating would be staged. The training session was participatory and as such resulted in better involvement of the instructors as well as the supervisors in the training activity.

The training programme for the new recruits among the instructors started with a discussion on the advantages of conducting a discussion. Opinions were elicited and the main points were jotted down on the blackboard. Thereafter, the instructors were asked to draw a lot and one of them was asked to initiate discussion on the topic mentioned on the chit. While the discussion was initiated by one of them, the others were made to role-play. This went on for a while. Then there was a collective analysis of what went right or wrong with the discussion on the given topic. In the course of the analysis, attention of the instructors was drawn to the importance of making a beginning with every-day experiences of the learners, and the need for using the local language or dialect. The same topic was then given to another instructor asking him/her to initiate and conduct discussion. This was repeated several times with one of the supervisors demonstrating how to conduct a discussion.

At the end of this practice session, the instructors were asked as to what they had learnt from the discussions that were conducted. It was emphasized that a discussion could be initiated on the basis of a specific incident, a common experience or any ordinary event that would be of interest to the learners. It was important to gradually build up the confidence of the learners so that they could think on any issue and start asking questions.

Conclusions

The present study was mainly a

preliminary study and as such it is possible only to arrive at some tentative conclusions regarding the adult literacy programme of the Mobile Creches.

In the Mobile Creche programme for adults, literacy is not regarded as an end in itself. Rather, it is regarded as a means for bringing about overall changes in the lives of the construction workers. Among the package of services offered by the programme the role of the educational programmes, particularly literacy, may be seen as being reinforcing and mutually supportive.

The literacy programme of the Mobile Creches is basically learner-centred. In trying to cope with the needs of an essentially migrant population, it has had to be flexible in approach. The concept of a group of learners joining at one time and completing at the end of a certain number of months does not apply to its programme. The learners at the centres are necessarily a heterogenous group and as such learning has to be as individualized as possible. The study showed that practically each centre that was visited by the research team consisted of a mixed group of learners—ranging from the illiterates to the literate. From the perspective of the instructors, the crucial problem would be that of being able to cope with a heterogenous group of learners at the same time. The testing system showed flexibility in that the learners could take a qualifying test as and when he or she was ready to take it.

The teaching-learning materials used for the literacy programme showed that they were especially designed for the construction workers. The materials thus reflected that they were functional and learner-centred.

The preliminary study, however, highlighted some of the innovative aspects of the programme. The training methodology for the instructors was found to be participatory and as such, needs to be looked at more closely for possible wider utilization and dissemination.

The traditional media such as puppetry and theatre were ingeniously used to motivate learners or to reinforce nutrition and health messages. Further, the manner in which the skits or plays were evolved and developed in *Lok Doot* showed that each instructor was encouraged to be responsive to local needs and problems of the community. An opportunity was also presented to tap the creative potential in each individual instructor.

Recommendations

The study team made the following recommendations :

- 1) A more detailed study of the adult literacy programme could be undertaken. Such a study could ascertain the level of literacy reached by the learners, the impact of literacy on their lives and the retention of literacy among those who are literate.
- 2) The learner-centre approach of the adult literacy programme

needs to be encouraged and further strengthened. The flexibility of approach that characterizes the adult literacy programme could be regarded as one of the models for doing literacy work with an essentially migrant population. This model could have applicability in the case of migrant agricultural population in the rural areas. The flexibility of approach with regard to duration of programme and the testing system needs to be studied in greater details.

- 3) The training methodology could be looked at more closely. Due to its participatory nature, it could be widely used and disseminated.
- 4) The role of the supervisor needs to be studied. The involvement of the supervisors in the training programme and their role in obtaining feedback and in guiding the training programme could be studied in order to ascertain how the training and management structures are inextricably linked.
- 5) The potentiality of development theatre needs to be further explored. The interest it evokes and the impact it has on the viewers have to be better understood and appreciated.

"Mass illiteracy is India's shame and must be liquidated. But the literacy campaign must not end with a knowledge of alphabets but it must go hand in hand with the spread of useful knowledge."

—Gandhiji

Study Circles in Sweden—A Participant's Viewpoint

John Benseman

The author travelled widely in Sweden to study adult education. During his nine months of travel in Sweden, he explored a wide range of different forms of educational provision for adults. The range and variation of these experiences have been extensive.

While meeting fellow teachers, researchers and administrators, he gathered valuable information and ideas. The experiences of the author, as a participant in Swedish form of adult education—the study circle—are particularly significant and can prove useful to others working in the field of adult education.

FOR many people Sweden is the *nirvana* (salvation) of adult education. While innovations and developments abound in many areas throughout the world, Scandinavia in general, and Sweden in particular, have long been acknowledged as forerunners in both quality and quantity of adult education provision. Where else can one point to a participation rate in agency-directed educational activities of between 25-30% of the adult population at any one time? Or where else one-fifth of the national outlay on education goes to adult education and labour market training? Or, as one observer pointed out, Sweden spends approx. £7 on non-vocational adult education for every £1 spent on this area in the United Kingdom.

Origin of Study Circles

As with the folk high schools, the study circles' origins are deeply rooted in the country's historical past. Late last century various popular movements (especially the Labour and Temperance groups) sought to develop

a form of education that would promote and operationalise their organisations' objectives. Co-operative movements for example, utilised the study circle as a method of training their members in commerce and management; farmers sought answers to problems related to their livelihood, trade union leaders studied social science and industrial law. The study circle in Sweden then, is a veritable self-help educational group—one that has increasingly won government support and financial backing.

Definition and Basic Conditions

What exactly is a study circle? Officially a study circle is defined as "an informal group which meets for the common pursuit of well-planned studies of a subject or problem area which has previously been decided upon". In order to qualify for registration and government assistance each circle must:

- 1) cover at least 20 study hours (of 45 minutes each),

- 2) have at least 5 and at the most 20 participants—including the leader—present at each study hour,
- 3) work on a basic study material acknowledged by the study organisation,
- 4) have a leader approved by the study organisation,
- 5) keep a list of attendance for each meeting, and
- 6) pursue the studies methodically within a subject or a domain of subjects.

In addition to these basis conditions, there exists a number of detailed conditions referring to reduced study time and less participants for certain groups of participants or certain subjects.

Leadership of the circle can in fact unofficially be shared among the members, but is officially allocated to a maximum of two persons. The leader does not require any particular qualifications for the post, other than the approval of his/her fellow-students and the study organisation. Very few persons apparently make a 'career' of being a study circle leader—a pattern that is preferred by the sponsoring agencies as it runs contrary to the general philosophy of study circles. Circle 'leaders' ideally come from the group of learners.

Finally, it should be pointed out that the study circles are organised and run by ten voluntary organisations, many of which are often closely linked or affiliated to 'parent' groups, for example, the Workers' Educational Association (ABF) is an educational arm of the labour movement, and in particular the blue-collar trade union group, LO; the Educational Association

of the Temperance Movement is clearly linked to temperance movement groups, and the Citizen's Educational Organisation has the Conservative Party among its five affiliated members.

Curricula and clientele are generally believed to reflect the sponsoring organisation's philosophy, though there is no research to back this claim.

As both an adult educator and a short-term resident of Sweden, joining a study circle to learn Swedish seemed an ideal opportunity to gain an additional insight into the functioning of this sphere of Swedish adult education. While it is important to note that experiences in one particular circle are insufficient grounds for making generalisations about all Swedish study circles, I feel nonetheless that the experience of being a circle participant can give a good indication of the functionings of this particular type of educational provision as well as recounting experiences that are relevant to adult education anywhere—a perspective that is often neglected or disregarded too readily in adult education writings.

Having decided to join a Swedish language study circle, my wife and I set about contacting one of the study organisations advertised in the local underground station. As holders of a residency permit, we were entitled to 240 hours of free tuition in Swedish. These lessons could be taken *en block* in intensive 6 hours \times 5 days a week courses, or spread over a longer period with 2 \times 3 hour periods per week. Due to our other commitments, we opted for the latter and were invited to join a 'mixed-level' circle that had recently started at one of the local adult education centres.

Experiences

Although we are both inveterate consumers of education as well as reasonably experienced educators of 5-year old through university level, 'first-night flutters' were a very real phenomenon for us—an experience that is sobering and valuable for anyone used to an educator's role. As complete 'illiterates' of Swedish, we approached our first session with considerable apprehension and unease. Past educational experience, mutual support and the knowledge that English was so widely spoken in Sweden proved to be invaluable support, which few of our fellow-students possessed.

The group of students who welcomed us so warmly on our first night were delightful exceptions to the clientele analyst's rules of participation. All were immigrants—from Chile, Bolivia, Czechoslovakia and USSR (participants in later sessions included a Saudi Arabian, Finns, a Pole and a West Indian). Most were over 60 years (average age for the group approximately 50) and were usually housekeepers or had blue-collar, low-skill occupations.

The normal circle leader was away ill (a factor that has subsequently had a marked influence on the group's development) and her place was taken by a young multi-lingual university student who guided and cajoled us through our first session¹.

Through the ensuing sessions during winter and spring, we settled into a routine of attending classes twice a week and watched the ups and downs

(1) The extent to which a basic language leader can avoid slipping into the conventional 'tutor' role is often debated by adult educators in Sweden, though study circle organisers point to examples, where language groups have survived and even thrived without anyone fluent in the language being learnt, and where leadership is decided in the conventional way.

of the classe's progress. As with all experiences, positive factors constantly mixed with the negative throughout.

The level of tutoring (or 'circle leadership') overall was patchy. The unfortunate illness of the usual leader disrupted the group's learning as we fought to adapt to the different styles and methods of a series of substitutes. The sporadic use of four different leaders undoubtedly led to a correspondingly sporadic pattern of learning and was also probably a major factor in the withdrawal of a number of participants.

Although most of the tutors clearly had experience and training in second-language teaching, they usually failed to exploit the richness of human experience that the group contained. Instead, there was a heavy reliance² on rather sterile, printed material which often led to participants looking for 'the answer' in the written text instead of the leader utilising the more proven methods of audio-lingual teaching. The deficiencies of the former were sometimes dramatically illustrated when students would inadvertently digress on a tangent topic related to their situation or experience. The upsurge in interest and participation were always conspicuous and yet only rarely was this sort of excursion deliberately engendered.

The leaders' commitment to the task at hand was often questionable—as reflected, for example, in their lack of preparation for the session. The uncertainty of their long-term retention as circle leader was probably a major factor in this matter and therefore reflected poor organisation of staff etc., by the circle organisers.

(2) Only one tutor relied solely on oral/aural methods.

The other major criticism that could be levelled at the leaders was (like many educators world-wide) their inability to cope realistically with the differences in student levels and abilities. Instruction was subsequently geared to the 'pace group' whose level was often well above that of the others. The latter, when confronted with material well beyond their levels, were then 'steered' (or spoon-fed) through exercises by the tutor, with an accompanying lack of real learning. Certainly the level of instruction was only rarely aimed at its true level of operation. This process tended to confuse these participants, with many of them acquiring an increasingly fatalistic attitude to learning ("I'm too old/dumb to learn") or withdrawing altogether.

Drop-outs

At the other end of the spectrum, a number of participants with reasonable initial levels of fluency became bored and dropped out also. No effort was apparently made to assess the 'entering behaviour' of these participants and place them in classes with appropriate levels of instruction.³

To balance these criticisms, it must be said that most of the participants who stayed, the distance achieved reasonable levels of fluency in Swedish. The efficiency (i.e. learning overtime) of these levels generally, however, I feel was questionable and atypical for such

an efficiency-conscious country as Sweden.

In terms of efficiency, the withdrawal rate for the group was also very high—over 65% by my estimation (a figure that is actually below that found in a research study of municipal adult education). Sweden's efforts to extend the provision of adult education to the educationally and socially disadvantaged are well known, so it came as a complete surprise to see the 'wastage' through such a high withdrawal rate from our study circle.

Most of those who withdrew from our group were immigrants in dire need of language training—a high-priority target clientele in Sweden. Almost without exception, these students would attend one or two sessions during which they experienced great difficulty coping with the material (or in cases of the more able speakers, became bored with our group's bumbling pace and level) and then would not reappear again. Only in one case (where the woman returned to Czechoslovakia) was aware of the usual external factors (e.g. lack of time, etc) acting as the prime cause for withdrawal. Undoubtedly, this rate would have been even higher still if it weren't for the group solidarity among the Chilean refugees in the circle.

The high withdrawal rate among such a group is clearly an area of great concern and probably not a phenomenon peculiar to Sweden. For there would appear to be little point to designing and refining various outreach techniques, if the participants recruited from the target groups subsequently drop out within such a short period. Obviously, as this example shows, outreach work is but the tip of the iceberg for realising the educational potential of all adults in a society.

(3) Each organisation usually has a number of circles of different levels in the more popular languages running concurrently. Although this situation provides a reasonable range of levels, many feel that the organisations should be more extensively co-ordinated, thus providing an even more extensive provision and an accompanying ability to offer courses at different levels. The ability of circle to cope with students of such different abilities and experience in one area, some organisers thought that needs to be extensively researched.

Cordial Atmosphere

The most memorable aspect of the circle was undeniably the warm atmosphere in which the group worked and for which the leaders must take considerable credit. For although there may have been faults in some areas, all the activities were carried out in a cordial, relaxed atmosphere of co-operation and 'we-ness'—a feeling that embraced and included the circle leader. Despite the wide variations in levels operating within the group, the students achieved a high level of co-operation often enabling the circle leader to have a low profile in the learning process.

With only our rudimentary Swedish in common, communication was obviously limited, at least initially, but this hindrance was also a key motivational factor in extending vocabulary and improving fluency. Attempting to speak a foreign language can leave the learner feeling rather vulnerable, so feelings of acceptance and support from fellow-students are all-important in maintaining and extending confidence. In this respect, our group was beyond reproach.

It is all too easy for education visitors to a country to see and experience the education system at an official level, removed from the daily grind of the system's functioning (I hesitate to use the word reality, in that the academic, administrative and organisational worlds have their own reality, but these may differ substantially from the reality encountered by the participants and tutors). This short article represents an attempt to relate some of the grist of

the mill in one particular Swedish study circle.

Despite the impressive figures (relative to other countries) relating to Swedish participation,⁴ financial backing and so forth, a closer look at the operational level has shown for me, a number of shortcomings as well as significant pluses. For while many countries grapple with the basic problems of, for example, extending (or just maintaining!) provision, Sweden's problems can be shown to be not inconsiderable in their own way, as for example, in the quality of the teaching process and drop-out rates. Sweden then, does have its share of problems in adult education; they are merely different in nature. □

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(4) Though there is currently concern over the apparent drop in proportion of low-educated participating as government-imposed ceilings on overall provision begin to take effect.

Non-formal Education and Rural Development— A Case from Rural Tamil Nadu

C. P. Dodge

C. P. Dodge worked as a Field Director for the British-based development aid agency, OXFAM, in India. He discusses a case where educational activities could stimulate steps of a desirable development and socio-economic improvement.

THE Manigandam Panchayat Education and Development Society was organized three years ago by a young Jesuit father in a drought-prone area, about 20 miles from Trichy. He trained five local youths in non-formal education techniques in a small thatched building and they began their work in the surrounding villages. Simultaneously, several other voluntary agencies and committed development workers from around the State have launched non-formal education programmes with the goal of establishing a link between the illiterate poor and the Government programmes for economic development. They stress that non-formal education is not merely an attempt to make people literate, but a process of education which goes far beyond reading and writing. Literacy is an important part of non-formal education but only a part. Several innovative voluntary agencies are presently engaged in non-formal education, some with the assistance of the National Adult Education Programme (NAEP) and others with minimal resources of their own. The basic outline of non-formal education, as a means to enable

the poorest to gain access to programmes of economic development, can be summarized in a theme which has evolved from the work in Manigandam.

Introduction to the village is the starting point. An introduction to the village community must be established by the organisation and usually this involves initiation of an activity which is non-controversial. Economic and service projects, such as agricultural extension or a health clinic are readily accepted, but these benefit primarily the land-owning peasantry. The landless-poor cannot take advantage of an extension programme or a clinic and, therefore, despite the presence of such programmes, the quality of their lives does not necessarily improve. Education, on the other hand, is readily accepted in most villages and provides an opportunity to establish a presence in the village and is the vehicle by which an animator is carried into the community. Night classes can be organised without expending money for projects which benefit the middle and upper levels of village society and without offending the village leadership. Like-

wise, the pitfalls of a paternalistic programme designed solely for the landless are avoided.

Group formation is the second step. Non-formal education classes are organized and the response is usually a large initial turn-out, if only because everyone wants to see what is happening. Later, as the night classes continue, the attendance may fall, but a core group of 25 adults is considered an ideal size. Timing of the classes must take into account the work cycle of the people and be scheduled to meet after the day's work is completed. Early evening is the most suitable time for the villagers in Manigandam Panchayat Union, after the field work is completed but before the night meal is taken. The class centers around letters of the Tamil script, key words are selected to stimulate discussion about familiar objects or events within the village context. Literacy work is the basis for forming a group within the village and non-formal education begins.

Discussion is the third element of the theme. Discussion about familiar events and relationships provides the stimulus for deep reflection by the group and fosters group identity. The animator guides the discussion sessions by introducing the symbols which are discussed and gradually an awareness of local social relations and problems emerges. The well-known technique of selection of a relevant symbol, tying it to a common work associated with a prominent problem is employed to stimulate and give direction to the discussion.

The discussion exercise is central to the whole process and leads to certain conclusions which are agreed upon by most members of the group. At this point, the individual, group,

and animator become "aware" of a common problem. The achievement of this level of awareness is sometimes seen as an end in itself, yet to make the final linkage between non-formal education and development, further involvement by the animator with the group is necessary.

Identification of a common problem or problems can lead the group to seek a solution. This process again involves considerable discussion, careful preparation by the animator, consideration in detail of every course of action open to the group but finally allows the group a chance to test their ideas. Solutions may range across a whole series of possible courses of action, depending on the problem, the group and resources available and the consequence of any particular plan. The Manigandam villages have engaged in collective bargaining by landless labourers against landlords for higher wages, but unsuccessfully in the first round because the landlords hired nearby labourers and effectively boycotted local labour, forcing the local group to seek day labour outside the immediate area. Another village group deposited small weekly contributions in a chit fund and made it available to members for use during times of severe financial stress. This fund has continued for two years and shows no sign of disappearing. The use of non-formal education, involving people from the poorest background, usually left out of the development process and bringing them to a point where they can not only identify their problems but also initiate solutions, is a most encouraging prospect.

Stone Cutters: A Practical Case Study

The ways in which a non-formal educating group can conceptualize their

problems and evolve strategies to tackle them, varies widely from village to village in Manigandam Panchayat Union. One example, from the stone cutter community, provides a striking example of successful action which came from non-formal education. Fifty-two families of stone cutters live in a hamlet adjacent to the main village and work in the quarry one mile away. Building contractors from Trichy have always employed the stone cutters on a daily piece wage basis since they controlled the lease of the quarry.

The weekly night classes of non-formal education were started in July 1978. There were two adults from the stone cutters hamlet who were literate, thus classes were centered here. Initially, both men and women crowded into the small verandah of the dilapidated community center to listen to the animator. Gradually, the novelty of the meetings subsided and a core group of 21 regular attenders settled down to the routine of learning the Tamil script and discussed the topics raised by the animator. Forty-four weeks later, three representatives and the animator travelled to the district headquarters in Trichy and met the government officials concerned to ascertain the position of the quarry and lease regulations as the group decided that their economic problems were due to the contractor's control of the quarry lease.

The quarry lease could be given to the workers provided they organised themselves into a cooperative society and deposited Rs. 15,000 with the Government. The Government awards leases on a preferential basis to worker cooperatives. Six weeks went by before a decision was reached by the group to organize themselves into a cooperative, with substantial support from the entire hamlet, but not with un-

animous support. The contractor had a tight hold on several of the families through indebtedness and he used this to sow discord amongst the stone cutters. Fortunately, the contractor's hold on the community was not that strong, despite the loans which he had given to some of the families and in the end six families moved to a quarry 30 miles away to continue working for the contractor.

The cooperative was registered and an application filed with the Government to lease the quarry. Negotiations between the cooperative and Government centered on the deposit and eventually resulted in the Manigandam Panchayat Union Education Development Society standing surety for the required Rs. 15,000 deposit. The result of one-year of work by the animator has benefited the stone cutter community substantially in improved income, with an average increase of 30 per cent in the first year. Similarly, the community has a new sense of dignity because they actually accomplished most of the task themselves. The animator continued the weekly classes until December 1979, concentrating the weekly sessions on consolidating the group and cooperative society. He has now recruited a local teacher to continue the literacy work and visit monthly to reassure the community of his continued interest, but his primary work is now with other illiterate groups in neighbouring villages.

The Manigandam Panchayat Union Education and Development Society played an important role in these villages, but they are anxious that the importance of non-formal education be understood. The temptation to seek a quick solution to the problems of similar stone cutter communities by organizing cooperative societies for the purpose of obtaining a

lease without doing the requisite awareness-building among the workers would only short-circuit the process of non-formal education. It must be emphasized that the process of group formation, nurturing an awareness through discussion of the local setting and then struggling to find the appropriate

solution is the process which links non-formal education to development and socio-economic improvement. The dignity of the local people, their unique situation and finally their ability to solve their own problems is the real purpose of non-formal education, with the complementary benefit of literacy.

Courtesy : Adult Education and Development, September 1980, Number 15. (German Adult Education Association).

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Teaching Literacy Through Media

P.V. Krishnamoorthy

RADIO and television have been used in certain countries of the world for direct teaching of literacy. Even in India, the television centre at Madras is experimenting with teaching literacy through television. It must, however, be conceded that the efficiency of media in *direct* teaching of literacy is extremely limited.

However, in adult education, in its broadest sense, the media can play a very useful role. They can help to *raise the consciousness of all people*, to make the deprived and under-privileged aware of their "unequal, weak and discriminated status and motivate them to demand the urgent liquidation of inequalities." Media can also help to *sensitise* the urban and rural privileged few of their responsibilities in minimising these inequalities in their own self-interest. In a representative system like ours, democracy will be meaningful only when it becomes really "participatory". In achieving this objective of making ours a participatory democracy, the media can and should play an important role. This would necessarily mean that the media should become *accessible* to the people at large and the programmes should become *participatory*.

For the sake of convenience we may divide the media into four broad categories :

(a) Mass Media (b) Local Media
(c) Community Media (d) Traditional Media.

We are excluding for the purposes of this paper, print and film media.

Mass Media

This includes the big or large media like Radio, TV, Satellites, etc. These media have the following characteristics :

1. They can 'reach' large areas and cover vast populations.
2. Radio and TV are instantaneous and quick.
3. They are often cost-effective, if used on a massive scale.
4. Communication is, however, unfortunately *vertical*, top to bottom, with very little flow in the reverse direction.
5. The big media have a tendency '*to direct*' instead of stimulating thinking and action.
6. Most often media encourage *passivity*, and thought processes are often immobilised. This is unfortunate.

The lopsidedness of the one-way flow of information can be partly rectified by organising/listening/viewing groups or forums around specially designed radio or TV programmes. Adult education centres would be ideal as listening/viewing groups. These learner groups could *discuss* the contents and the relevance of the programmes broadcast in terms of their own environment and experience and send their reactions to the originators of the programme, thus, establishing a two-way traffic.

Group discussion, if well conducted, can help to clear cobwebs in thinking. It can also lead to action under certain conditions. The Radio Forum experiments in many parts of the world have proved the efficiency of this method. If for any reason, the programmes cannot be listened or viewed at the time of the broadcast, the items could be made available to the groups either on audio or video cassettes. This idea is now being taken up seriously in Coimbatore and Srinagar by the respective radio stations located there.

Local Media

Radio and TV can be "local" if they operate on low power, viz. one kilowatt or less, catering to a small, identifiable, homogenous audience, preferably speaking a common language or even dialect. The programmes have to be *area specific* and closely related to the audience served. The ideal condition would be to ensure participation of the people in the programmes so that there is a sense of involvement and commitment. The people should have *access* to the technical facilities. The experiment of allowing non-professionals to handle radio and TV equipment to produce their own programmes have paid rich dividends even in this country.

Local broadcasting will be eminently successful if transmission facilities are provided to growth centres like agricultural universities, research institutes, etc., to enable such organisations involved in development to make their own programmes keeping in view the needs of the clientele living around them. Two-way communication, access and participation would be possible in these circumstances.

Community Media

Community Media are a 'delink' from the national and regional network.

They are independent units and work with the simplest and most unsophisticated of media tools like the half-inch portapack, Super 8, the ultra-portable tape/cassette recorder. It is a service, meeting the needs of a small and identifiable community as distinct from even the audience of a local low power radio transmitter, which could be sizeable in a country like ours. The community should be homogenous with common problems. Even a large building site consisting of construction workers could be benefited by community media. It is in this situation that *horizontal communication* becomes possible, both within the group and with other groups with similar problems.

In the name of professionalism, local talent is often kept out of active participation. Much ado is made by media men of so-called professional competence. In adult education, at least media will remain ineffective if they are not accessible to the learners and if the learners do not actively participate in programme making.

Professionalism should not be insisted upon and the learner groups have to identify their own problems, seek solutions, put them together in the shape of programmes using formats and techniques known to them. Of course, it will be advantageous to offer basic minimum training facilities for the learners in the handling of the equipments, in simple scripting and programme making, etc. The need to *deprofessionalise* programme production and *demystifying* equipment handling is of the utmost importance. This will help upward mobility and vertical communication in the reverse direction. The programmes also would help convey grass-root reactions/suggestions to top level policy makers.

A slightly more sophisticated method of community media is the use of mobile outside media vans with audio video and projection facilities which can go into the heart of any community and assist the members in the use of these facilities to make their own programmes. Care has to be taken to see that the "professionals" do not stifle the style and originality of the performers in the community. Among all media, the community media is closest to adult education in assisting people through use of appropriate media to identify their own problems, analyse them realistically and seek solutions without any undue external stimulus or guidance.

Traditional Media

In a predominantly oral culture, like ours, the traditional folk artistes have played and continue to play an important role both as entertainers and communicators. The folk artistes are of the soil, speak the local language and dialect and above all, are accepted as honourable members of the community. The Bhawai groups of Gujarat and Kathiawar are highly respected by the village people and so are the millions of folk performers throughout the length and breadth of this country. Folk and traditional forms like Ottam-Thullal and Chakyar Koothu of Kerala, Burra Katha of Andhra Pradesh, Alha of Rajasthan and U.P., and such others have proved their efficiency as vehicles of communi-

cation. Puppetry is another medium wanting to be exploited for adult education. Glove puppetry is so simple that even an instructor in the adult education class can make effective use of this medium.

Folk media have even acted as social correctives and exposed hypocrisy and social tyranny. Folk performers can be of great assistance to adult education programmes specially in creating awareness and kindling interest in literacy and functionality. It will be a worthwhile exercise to get the folk performers and the media men together to enable them to exchange ideas. If the folk artistes get involved they have their genius to put the messages across into their clientele in the most acceptable manner. Folk artistes are very sensitive to audience reaction and response and in many cases can provide excellent feedback on programmes and policies of the Government if only we care to utilise them. Much lip service has been paid to the efficiency of traditional media but very little has been done for extensive use of this most important and effective of all media even in adult education.

Mass Media like Radio, TV, and Film have a role to play in adult education but Community and Traditional Media are closer to the people and can play a more effective role in enlisting the willing support of the people to adult education. □

As far Adult Education is concerned...so many people do not understand what it means. Even now I am trying to understand it. Superficially, the meaning is very clear, but the deeper meaning is rather different. Adult Education does not mean reading and writing alone. It has much deeper significance."

—Jawaharlal Nehru

A Content Analysis of the Journal for 1978 and 1979

We have made, as part of our self-education, a content analysis of a limited kind of the Journal. The analysis was confined to two years, namely 1978 and 1979. A rigorous content analysis within a more precise conceptual framework over a longer time would have been a more worthwhile exercise. But that was not done for various reasons, more particularly it would have been a very rigorous and time-consuming exercise, which was not possible. The present content analysis, therefore, is just a recent "glimpse" of the Journal. But it provides some stimulus for thought.

The content analysis was confined to the kind and nature of articles published, their stance with regard to development and related matters. The categorization conceptually was not rigorous. It was essentially broadly impressionistic.

We reproduce below a summary of the analysis. (See also some editorial thoughts on the subject on pages 2 and 3.)

1.	Conceptual and/or Philosophical	...	...	41
2.	Historical	...	...	7
3.	Perspective/Futuristic	...	...	6
4.	Policy oriented	...	...	4
5.	Methods of Adult Education	...	...	16
6.	Research (Evaluative, Operational and Basic)	...	...	15
7.	Project and / or Programme oriented	...	...	15
8.	Development oriented (Programme Content or Approach)			
	General	...	...	11
	Specific | Particular			
	(a) Agricultural/Rural Development	...	...	28
	(b) Population	...	...	1
	(c) Health and Nutrition	...	...	1
	(d) Employment	...	...	1
	(e) Status of Women	...	...	5
	(f) Youth	...	...	2
9.	States represented in terms of programmes on projects (location)	...	...	14
10.	Authors/Writers—Indian	...	...	62
	Foreign	...	...	23
11.	Conferences/Seminars/Workshops	...	...	27

12. Readers' Views (letters)			
(a) Various Themes (Education, Development, Libraries, etc.)	...	...	7
(b) Nature of Views			
Protest	...	...	2
Clarification	...	...	2
Comment	...	...	20
Correction	...	...	nil
13. News—Kind of News			
Celebrations	...	...	4
Events	...	...	9
Programmes, etc.	...	...	4
14. Advertisements—Indian (Mostly of the Association)	...	...	35
Foreign	...	...	2

IAEA NEWS

Workshop on Linking Adult Education with Income Generating Projects

THE Indian Adult Education Association organised a two-day workshop on Linking Adult Education with Income Generating Projects on October 13 and 14, 1980, in New Delhi.

The workshop discussed the type of skills which could be imparted in adult education centres in rural and urban areas, the agencies whose help could be sought for providing these skills, how funds could be raised for this activity, how could the sale of products be organised and which development agencies could assist in this work.

Forty adult educators from Delhi, Chandigarh, Haryana, Punjab, Rajasthan, Madhya Pradesh, Maharashtra, Orissa and Uttar Pradesh participated.

INTERNATIONAL LITERACY DAY
Janta Kalyan Samiti, Rewari
(Haryana)

The Janta Kalyan Samiti, Rewari,

celebrated the International Literacy Day on September 8, 1980, at the village Sulekha in Bawal Block. Adult learners, rural youths, instructors, sarpanches and panches and others took active part.

An exhibition of adult and health education material was organised on the occasion.

A one-act play, *Anpad Tai*, (Illiterate Aunt) written in local dialect by Shri R.N. Mahlawat, Project Director of the Samiti, was staged.

A symposium on rural development was also organised.

Prizes were given to those workers who have done outstanding work in promotion of adult education. A sewing machine was donated by the Samiti to a widow. □

The Indian Journal of Adult Education

40 Years Ago (Vol. 1, No 6, October 1940)

THE CENTRAL GOVERNMENT AND ADULT EDUCATION

It will be recalled that great expectations were raised throughout the country by the appointment of an Adult Education Committee by the Central Board of Education. Below will be found the main conclusions of that Committee and the decisions of the Central Board as recorded in the report of its proceedings of May 1940. We trust they will be read widely so that as soon as Delhi is relieved of its present pre-occupations, adult education workers can impress upon the authorities the necessity of implementing the sentiments expressed or endorsed by the Board.

Editor I J.A.E.

AT its annual meeting held in December 1938, the Central Advisory Board of Education considered the question of adult education both generally and with special reference to the removal of illiteracy and the provision of village libraries. The Board, while aware that active steps were being taken in some provinces to combat illiteracy, felt that this most important problem should be examined on an All-India basis. It accordingly appointed a Committee under the Chairmanship of Dr. Syed Mahmud, then Minister of Education, Government of Bihar, to examine this problem and to report on it. The report of the Committee was submitted for consideration by the Board.

The main conclusions and recommendations of the Committee and the decisions of the Board with regard to them are set out below :

* (1) To secure an early and effective solution of India's educational problems, the provision of facilities for adult education on the widest scale and the introduction of a free and compulsory system of primary education are of equal urgency and must be treated as complementary to one another.

* (2) While the literacy campaign is only one aspect of the adult educa-

tion movement, the prevalence of illiteracy in India at the present time makes it the aspect to which immediate attention must be devoted.

* (3) Literacy is a means to further education and must not be regarded as an end in itself. The primary aim of the campaign must be not merely to make adults literate but to *keep* them literate. To achieve its object the attack must be launched on the widest possible front with the help of every agency, human or material, which can in any way contribute to its success. Continuous and effective propaganda of all kinds is essential.

* (4) Efforts should be directed in the beginning to persuade illiterates voluntarily to undergo instruction. If a voluntary system fails to achieve its object, ways and means of bringing pressure to bear on illiterates should be explored.

* (5) In a movement of this character the utmost freedom must be allowed to experiment and regard must be had at all times to local conditions. No useful purpose would be served by attempting to prescribe methods or draw up a code applicable to India as a whole. Valuable assistance might, however, be afforded to Provincial Governments and other authorities responsible for adult education if a

* Adopted by the Central Board.

committee of experts were appointed to report on questions of teaching technique and survey the results of experiments.

(The Board was of opinion that it would be premature at this stage to appoint a committee as suggested. It is too early as yet to survey the progress of the movement as a whole or to assess the results of the experiments which are being carried out in many areas. The Educational Commissioner was asked to collect information from Provincial Education Authorities as and when available and to prepare a statement for the Board.)

* (6) Whatever subjects are introduced into the curriculum and whatever the teaching methods adopted, the form in which instruction is given must be intelligible and interesting to the student and the instruction itself should be closely related to his occupation, his personal interests and the social and economic conditions under which he lives.

* (7) It is unnecessary and inexpedient in view of the circumstances prevailing in India to draw any rigid distinction between adult education in the strict sense and technical, commercial or art instruction or to regard the latter as falling outside the sphere of the former. The easiest way of approach to many adult students may be through subjects of a vocational character.

* (8) With a view to defining what is meant by an adult, it is recommended:

(a) that a boy under the age of 12 should not be admitted to an adult centre under any circumstances;

(b) that a boy, so long as he is attending a full-time day school, should not be encouraged to attend evening classes as well; and

(c) that subject to (b) above and

wherever the numbers justify it, separate classes should be organized for boys between 12 and 16.

It is unnecessary to fix any age limits in the case of girls who wish to join adult classes for women.

(9) Every effort should be made to enlist the help of voluntary agencies. Classes run by reputable associations should receive every encouragement and bodies, whose primary objects are not educational, need not be excluded if adequate safeguards are provided against any risk of the movement being used for religious or political propaganda.

(10) Universities should be urged to expand and popularize the work of their extra-mural departments and the Board decided without students of exceptional ability to take a university course.

(With regard to this recommendation and recommendations Nos. 12 and 13, the Board decided without endorsing them to ask Provincial Governments to bring them to the notice of universities in their areas for such action as they might think fit).

(11) An extension in the number and scope of institutions providing technical, commercial and art subjects of a cultural or recreational kind should be included in their curricula.

(12) Adult education is a branch of social reconstruction. Social science in a practical form should be taught in all universities.

(See note under No. 10)

(13) The possibility of making a period of social service obligatory on all students in Universities and pupils in the upper forms of high schools should be carefully examined. Pending the setting up of a special committee for this purpose, a strong appeal should be made to all educated persons, and

* Adopted by the Central Board.

in particular to Government servants, to render voluntary service in connection with the literacy campaign.

(See note under No. 10)

*(14) Mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern can be used with great effect in adult education. To enable them to be employed much more widely than at present, steps should be taken to increase the supply and reduce the cost. Information on this and other points should be collected by the Bureau of the Central Advisory Board of Education.

*(15) An adequate supply of trained and competent teachers is the fundamental need in adult as in every other branch of education. Teachers in day schools may be expected to form the nucleus of this supply but in view of the fact that teaching methods which are successful with children are not always suitable for adults, they will require a special course of training. It is recommended that the course of training in the normal schools should include instruction in the technique of teaching adults.

(16) It will be necessary to supplement the professional teachers by a large body of helpers drawn from other occupations. The training of these is an essential preliminary to their employment, particularly if they are to be in charge of classes.

*(17) Every Province should appoint Inspectors and Organisers, expert in and able to devote their whole time to adult education. The appointment by at least one Province of a number of full-time teachers for adult work only is a commendable experiment.

*(18) The movement so far has depended very largely on unpaid service but it is reasonable to anticipate

that it will soon require a very considerable proportion of paid workers, especially when the demand arises for instruction beyond the stage of mere literacy. The financial implications of this, including the rates of pay and conditions of service to be offered, are matters for local consideration.

(19) A library is an essential adjunct to every adult education centre. Liberal grants should be given to increase the number and size of libraries, particularly in rural areas, and to assist the production of suitable literature. The Central Government should help in the distribution of books and other literature by granting special postal concessions. Provincial Governments should take immediate steps to deal with the present unsatisfactory state of affairs so far as the supply of text books is concerned.

(While in full agreement as to the need for extending libraries and providing suitable literature the Board felt that no useful purpose would be served by asking the Central Government for special postal concessions as suggested by the Committee.)

*(20) The importance of a wide expansion of facilities for adult education is even more important in the case of women than that of men. The method of approach is varied and less formal. A number of suggestions for furthering the movement among women will be found in section IX of the Committee's report.

(21) Illiteracy is not confined to the village; a large proportion of the workers in urban areas is also illiterate. In this connection, it is essential to secure the co-operation of employers of labour and associations of workers. The question of levying a tax on those employers of labour who do not make adequate provision for the education of their employees is worthy of consideration.

* Adopted by the Central Board

(The Board felt that practical difficulties would arise with regard to the levying of a tax on those employers who do not make provision for the education of their employees).

(22) It should be obligatory on all Government departments, central and local, to ensure that their staffs are literate.

(While agreeing as to the desirability of all Government Departments giving every encouragement to their staffs to become literate, the Board did not agree that this should be made obligatory under existing circumstances).

*(23) The progress of the Adult Education Movement can only be ensured if its control in each Province is vested in a single authority. That authority should be the Education Department. It should be the duty of the Education Department (a) to establish satisfactory contacts with other authorities in the Province concerned with social reconstruction of which adult education is a part and (b) to delegate authority to such subordinate bodies and to appoint such officers as local circumstances may require for the effective organization and supervision of the movement.

(24) The cost of the literacy campaign alone, apart from other essential developments in adult education, will impose a very severe strain on the resources of most provincial Governments. In view of the extreme impor-

tance of bringing the campaign to a successful conclusion at the earliest possible date, the Central Government should afford financial assistance to those Provincial Governments which are prepared to carry out approved schemes within the next five years.

(In view of the prior claims of primary education to any financial assistance which might be forthcoming from the Central Government towards educational development in the Provinces, the Board was unable to accept the recommendation of the Committee that the Central Government should make a specific grant to Provincial Governments for carrying out approved schemes of adult education).

(25) In each Province there should be established a Bureau to collect and distribute information with regard to the adult education movement. There should also be a Central Bureau to collect, collate and publish, at regular intervals, information as to the progress to the movement in all parts of the country. The Bureau of the Central Advisory Board of Education should be equipped to undertake this latter function.

(The Board was in sympathy with the general policy outlined but thought it advisable to wait for action by Provincial Governments before expanding their own Bureau for this purpose).

(26) The returns as to literacy in the Census Report should be so amended as to make them more useful for educational purposes.

* Adopted by the Central Board

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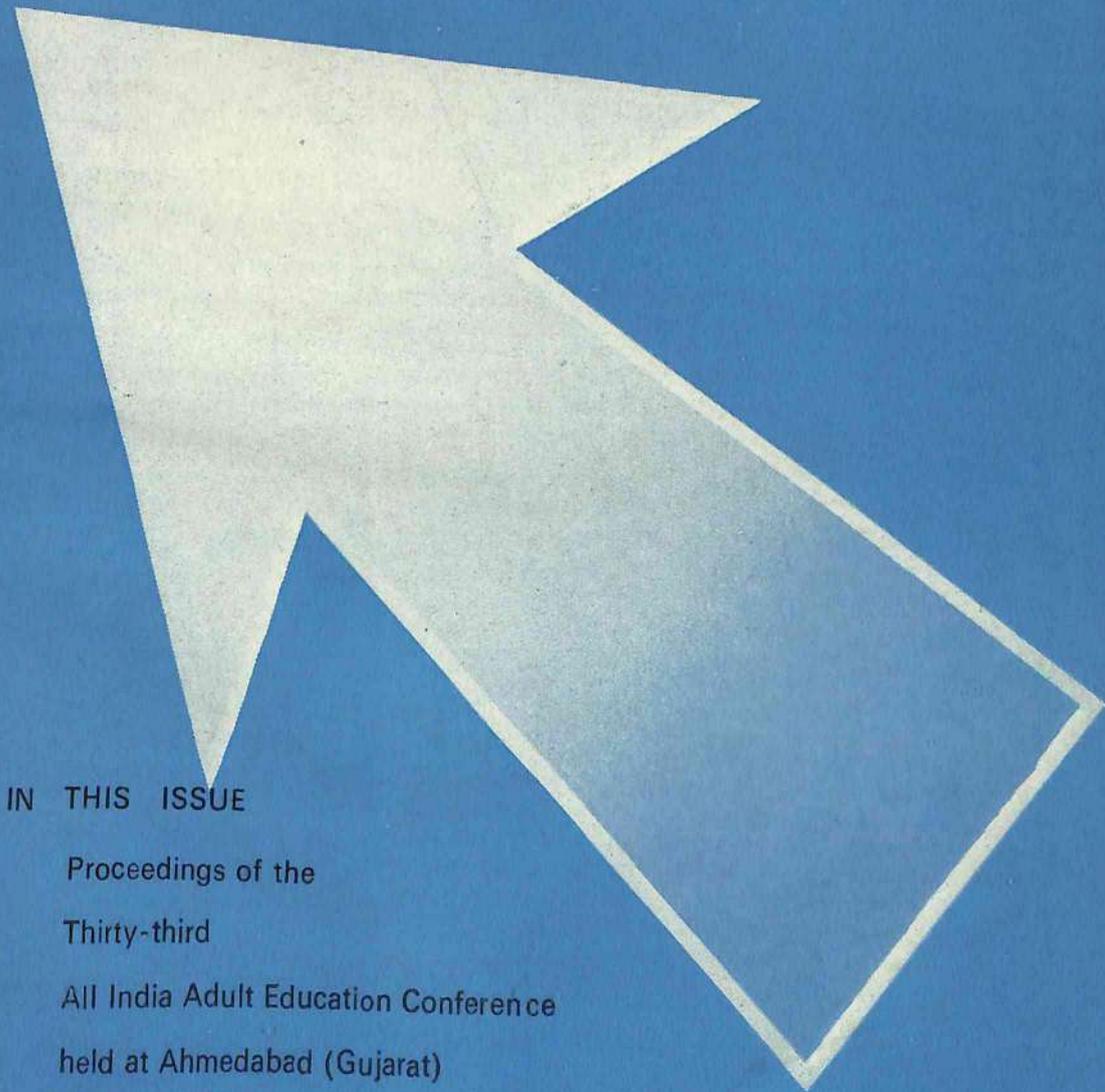
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Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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The Indian Adult Education Association regrets that due to circumstances beyond its control, it has not been possible to carry out regular publication schedule for some time past. We are, however, making every effort to catch up with the schedule. We seek the indulgence of our readers to bear with us for some time more.

—Editor

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Adult Education and the Last Man

The statement adopted by the 33rd Annual Conference of the Indian Adult Education Association at Ahmedabad this month is an uneasy mixture of high purpose and revolutionary fervour on the one hand (particularly in its opening paragraphs), and eager and ardent plea for help and cooperation from the people and the Government on the other. The former is bold and imaginative and the latter suppliant and quiescent or so it seems.

In the opening paragraphs, a sentence reads thus: ".....development is for man, all of man, whole of man and is concerned with what happens to the last man." Then the statement goes on to say: ".....the centrality of education, particularly of adult education, to development demands, integration of adult education into the overall national educational system, which, in turn, must be integrated with the national development plans", and that "the adult education programme must become a part and parcel of the minimum needs programme of the people and, therefore, a national commitment; this commitment is a mandate for all times, regardless of political changes and should be honoured by all Governments; adult education should be fostered as a movement to bring about the desired social changes and equality, through economic and social development".

A star on each one of these words. Indeed, they are most inspiring and timely. Set in these words, the agenda for adult education movement, in general and the Association in particular, is nothing short of a programme of social revolution of no ordinary consequence or dimension. Words like 'movement', 'commitment', 'social change', 'equality through economic and social development' are right insofar as they come out of the need for a relevant kind of adult education. But what is missing in the statement is that there is no clear indication as to the ideological basis for such a hope and aspiration, let alone the capability for bringing about the same. At the heart of every social movement, and more particularly a social revolution, there should be an ideology that is historically evident, necessary and compelling in its meaning and purpose for persons who are part of it. Is that the kind of adult education that the statement is referring to?

Beginning with clear, forward-looking, even dynamic language, what follows, although not contradictory, is different in tone and effect. It seems to be a climb-down from the high and the inspiring to the very mundane and common place. Apart from saying some relevant things about what should go into adult education, the Conference *urges* the Government to provide higher allocations to the University Grants Commission, then it *requests* the Government to take immediate action on the recommendations of Kothari Review Committee, and *solicits* the support of the Government both financially and otherwise from the Centre and the States. While it may be necessary to seek help and cooperation from the Government, the need for certain things to be done with financial assistance is inescapable. What should

bother those concerned with adult education is that it reveals what seems to be a disturbing kind of dependence on the Government. You cannot talk of a social revolution and at the same time put out your hand for mercies, big or small. Those who are strong and confident do not ask for it; they *demand* it. In any case, there seems to be a lack of assertion that comes from a faith and conviction based on an inspiring ideology and a practice of that ideology.

May be, on a calmer reflection, the statement represents mixed elements in adult education itself. We have understood adult education over the years to be a concept, a process, a programme and a movement at one and the same time and the rank and file of people in adult education are involved in varying degrees in all these. It continues with some as a movement, some consider themselves as workers in the field; and running adult education classes means fighting with the problem of getting funds and some prepare themselves for a more effective role by improving the methods and processes of adult education. Of course, all these are necessary. But what is the vital need of the hour? If adult education is to be a movement for radical social change to bring about desired developmental goals, there is not only a need for a clear-cut ideology that inspires people, especially those concerned with development and the quality of human life, but also an approach and plan of action for the same. The time, therefore, has come for those who serve the cause of adult education and the Association for honest self-appraisal. Do we have the wherewithal—ideological, organizational and technological—for initiating or being part of a social revolution? A real social revolution need not be and should not be of a violent character though it will have to be, of necessity, disruptive of those values that hold back millions in a state of deprivation of every kind and the system that perpetuates it. If adult education has to move forward as a social movement or a revolution, it has to reorganise and restructure itself differently. It has to honestly take note of "the last man" as the statement so succinctly and dramatically puts it. Our philosophy, methodology and programme, above all our ideology, need revamping. And pray, what is our record in liberating "the last man"? This would be an uncomfortable subject for reflection.

Is it not strange that in spite of nearly 40 years of adult education work in the country, we still have to plead for the desirability of adult education in the country's national development in general and education in particular? That it has a place in the country's Five Year Plan and the developmental effort in adult education and in the educational system, nobody questions. Even if some financial allocation is made, it lacks adequate direction. The problem really is that adult education has not been taken seriously by people who matter. Most of our political elites seem to find the educated poor either of no consequence or a hindrance to their style of life and existence. We take adult education seriously or we do not. If we do, our institutions involved in development must also take adult education seriously. Apart from evolving methods, strategies, we need to have leadership that measures up the challenges of a dynamic adult education. The time has come for real heart-searching on the part of the Government, the people and above all those who have been in adult education and who swear by its name and importance. Until this is done, the future of adult education and all that goes with it is indeed bleak. And the talk of linking adult education with the last man would be hollow, if not merely fashionable rhetoric.

Highlights of the Conference

- A total of 334 delegates, individual as well as representatives of various institutions and organisations—private and governmental—from 22 States and Union Territories, participated in the Ahmedabad Conference.
- The largest number of delegates came from Gujarat (66), followed by Rajasthan (62) and Madhya Pradesh (44).
- The State-wise break-up of delegates was as follows :

Andhra Pradesh	...	17	Manipur	...	4
Bihar	...	11	Mizoram	...	2
Dadar and Nagar Haveli	...	1	Nagaland	...	1
Delhi	...	19	Orissa	...	2
Gujarat	...	66	Pondicherry	...	1
Haryana	...	2	Punjab	...	5
Jammu and Kashmir	...	2	Rajasthan	...	62
Karnataka	...	9	Sikkim	...	1
Kerala	...	13	Tamil Nadu	...	9
Madhya Pradesh	...	44	Uttar Pradesh	...	14
Maharashtra	...	22	West Bengal	...	27

□ A delegate from Gujarat, Mr. Babubhai J. Dholaria, who was illiterate and had never gone to school till the age of 18, is now an M.A., B.Ed. through self-education and working for the adult education.

STATEMENT

Adopted by

The 33rd Annual Adult Education Conference

We, the 334 delegates from 22 States and Union Territories of India, participating in the 33rd Annual Conference of Indian Adult Education Association held at Ahmedabad from 2nd November to 4th November, 1980, resolve as under :

That the need of the hour is to have a Dynamic Adult Education Programme, which may enable the community as a whole to go through a process of social change and increased self-confidence for effectively participating in national development.

(1) With this end in view, the Conference reiterates its earlier resolve at the last annual conference at Amritsar that :

- (a) development is for man, all of man, whole of man and is concerned with what happens to the last man ;
- (b) the centrality of education, particularly of adult education to development demands, integration of adult education into the overall national educational system, which, in turn, must be integrated with the national development plans ;
- (c) the adult education programmes must become a part and parcel of the Minimum Needs Programme of the people and therefore a national commitment;
- (d) this commitment is a mandate for all times, regardless of

political changes and should be honoured by all Governments ;
and

- (e) adult education should be fostered as a movement to bring about the desired social changes and equality through economic and social development.

2. The programmes of adult education should meet the specific needs of the learners, be flexible, continuing and aimed at ensuring the larger participation of the weaker sections of the society in the progress of development and decision-making. Foremost attention should be given to the programmes for women, educational institutions and organisations for women should play an important role.

3. Educational institutions, (schools, colleges, universities), voluntary organisations, trade unions, co-operatives, women's organisations and organisations of the rural poor be involved in a big way to participate in the movement of adult education.

4. Co-operation, co-ordination and integration of the efforts of agencies involved are most vital for the successful implementation of the programme. All Government departments concerned with development must participate effectively and meaningfully in this programme to achieve the desired goals. The Central, State, and local Governments should ensure participation of

development departments in this venture.

5. More and more educational institutions of all categories should be involved in the programme (the school system/collegiate and university system and professional colleges of all categories).

6. Adult education, community service and extension services should form part of curriculum, giving both students and teachers academic credit ; university system should assume extension as an important responsibility and give it the same status, as teaching and research. The programme of continuing education in universities be strengthened and directed towards the needs of the weaker sections of the society ; population education, health education, nutrition education, and environment education should constitute important programmes of the universities and colleges, within the overall framework of adult education and extension.

7. The Conference urges the Central Government to provide a higher allocation of funds to the University Grants Commission to enable them to implement the extension programme in a big way through universities and colleges in order to bridge the gap between the universities/colleges and the community.

8. The Conference expresses its grave concern on the restrictions imposed by the Central Government on account of non-release of funds for programmes organised by the voluntary organisations. These restrictions have hampered and given a serious set-back to the activities of the voluntary organisations, which have a major role to play in the adult education movement. The Conference urges the Central Government to remove these restrictions forthwith so as to enable the voluntary organisa-

tions to participate in the adult education activities including post-literacy and follow-up programmes. The Central Government should take immediate steps for the release of funds to the voluntary organisations.

9. The Conference requests the Central Government to take an immediate decision on the recommendations of the Kothari Review Committee on the programmes and to make available the report and decisions of the Central Government without any further delay.

10. The Conference calls upon the IAEA to set up a group to review the adult education activities in the light of the recommendations made by the Kothari Review Committee.

The Conference assures the Central and State Governments that all possible steps will be taken to make the programmes effective and meaningful so as to achieve the desired goals. With this end in view, the Conference solicits the support, both financial and otherwise, of the Central and State Governments with a view to making the adult education programme as a mass movement and an instrument of socio-economic change. In this connection, the Conference places on record its appreciation of the generous role played by State Governments of Kerala, Karnataka, Tamil Nadu, Bihar, Haryana and Jammu & Kashmir by providing adequate funds in their State budgets for strengthening the adult education activities in their States.

The Conference requests the other States to help and contribute in the same way and calls upon its members to work more closely and increasingly with State Governments, Municipal Corporations, Municipalities and Panchayati Raj institutions in the country. □

A Brief Report of the Ahmedabad Conference

By

Mr. J. L. Sachdeva

The 33rd Annual Conference of the Indian Adult Education Association was opened in the glittering Senate hall of the Gujarat University with floral buntings and invocations on November 2, 1980. The three-day session of the Conference in which as many as 334 delegates from 22 States and Union Territories participated, concluded on November 4, 1980. The main theme of the Conference was "Towards a Dynamic Adult Education Programme". The Gujarat State Social Education Committee, which has its headquarters in Surat, played host to the delegates of the Conference. Some of the basic points, which emerged out of the deliberations and discussions, and formed part of the Statement adopted by the Conference, are given below :

- (1) that efforts should be made to involve all sections of the people in the Adult Education Programme.
- (2) Educational institutions, voluntary organisations, trade unions, cooperatives, women's organisations and organisations of the poor be involved in a big way to participate in the movement of adult education.
- (3) The Conference demanded that the Central Government should release funds earmarked for voluntary organisations in the field of adult education to enable them to organise and execute the adult education programmes.

- (4) The Statement adopted by the Conference pointed out that adult education should include health education, basic knowledge of nutrition and environment.

It urged that efforts should be made to help those who belong to the weaker and vulnerable sections of the society in the adult education programme.

The Union Minister of Planning and Labour, Mr. Narayan Datt Tiwari, in his inaugural address, which was read out in his absence, said that education was a very important aspect of human resource development at every level and aims at the intellectual, social and emotional development of the individual. He added that Adult Education Programme would have to be modified in such a way that human resource development of youth and adults through literacy, numeracy and technical skill may continue to play an active role and be relevant to the economic activities. Education, as he puts it, is an input to the development process and is not schooling alone, but a life-long learning experience. Mr. Tiwari emphasised that the significance of the Adult Education Programme would depend on how different development agencies were involved in this process.

Earlier, the President of the Indian Adult Education Association, Dr. Malcolm S. Adiseshiah, in his remarks as Chairman, paid compliments to the

Gujarat State for keeping the torch of adult education burning and for making National Adult Education Programme a success through voluntary agencies.

Dr. Adiseshiah said that the balance-sheet of adult education since independence had not been a happy one. The country had 301 million illiterates (exclusive of people of 0-4 age-group) and in the age group 15+, the number was 200 million in 1971. These were the people, who he feared live below the poverty line and needed attention most.

He said that NAEP was a massive adult education programme and during its two years of operation, 5.8 million illiterate adults were made literate. According to him, a sum of Rs. 39 crores was spent by the Central and State Governments on NAEP in two years. Out of it, voluntary agencies received Rs. 2.5 crores as grants. He pointed out that the biggest contribution of NAEP was the involvement of over 600 voluntary agencies in the programme. Dr. Adiseshiah said that the NAEP created several impressive agencies at the Centre and the State levels. In the 6th plan (1980-85), provision has been made to extend education to those who had been denied this programme. He asked the delegates to offer concrete suggestions regarding the implementation of the programme in the future.

Prof. Yashvant Shukla, Chairman of the Reception Committee, in his welcome address, recalled how the concept of adult education was so close to the heart of Gandhiji. He wanted through it the development of Man and his Environment.

Prof. Shukla read out the message received from the Governor of Gujarat,

Smt. Sharada Mukherjee, wishing the Conference a success.

Mr. V.S. Mathur, General Secretary of the Indian Adult Education Association, proposed the vote of thanks. He said that the main purpose of the adult education was the liberation of man and to create consciousness and hope for a change. He added that Adult Education Programme could be dynamic if it becomes a people's movement in which the role of the voluntary agencies was important and significant.

ZAKIR HUSAIN MEMORIAL LECTURE

The 1980-Zakir Husain Memorial Lecture was delivered by Prof. Raj Krishana, Professor of Economics, University of Delhi and former Member, Planning Commission.

VALEDICTORY ADDRESS

The valedictory address of the Conference was delivered by Dr. P.C. Vaidya, Vice-Chancellor, Gujarat University. Dr. Vaidya emphasised the need to launch a crash programme for the eradication of illiteracy. He said that in order to enable the vast masses to enter the national main stream, they should be made literate.

Dr. Malcolm S. Adiseshiah, in his concluding remarks, said that a time would soon come when education would be universalised and adult education would become a part of the total educational system.

Two cultural programmes of dance and drama were arranged by the Gujarat State Social Education Committee on November 2 and 3, 1980. The Municipal Corporation of Ahmedabad gave a reception and a garden party to the delegates in its sprawling lawns.

“Towards a Dynamic Adult Education Programme”

EDUCATION, as an important input for human resource development, has been accepted in all our developmental plans. But so far our investments, by and large, in human resource development have been in the formal education system, which is largely irrelevant to our present needs and requirements. The vast mass of the people, who constitute the bulk of the working force in the country, have remained unexposed to ‘education’ in this process; this can be set right only through non-formal or adult education programmes, which can significantly contribute towards their social and economic development.

India has a long tradition of adult education, as old as our civilization itself. From the earliest major formal drive for adult education, which was launched in the then princely states of Mysore and Baroda in the beginning of the 20th century, to the National Adult Education Programme launched in October 1978 is a long story of experimentation in various facets of adult education, which underwent a change in name, style and content from time to time. The NAEP was launched after considerable preparation and after the Central Government, Parliament, and State Governments had approved of its policy framework as a mass programme. The national perspective and philosophy of NAEP is unique and impressive. It has not, however, had the time to face and solve the problems it generated. If one were to look for the major cause of this outcome, it is perhaps to be found in its implementa-

tion, in the manner it has actually been worked out and executed. The programme has somehow tended to become, with some exceptions, mainly a literacy programme. There was also the problem of the poor use of the programme and its funds by some voluntary agencies. Also some State governments were not enthusiastic about the programme and did not favour the participation of voluntary agencies.

The concept of adult education itself is still under discussion and debate. It is still widely used to mean adult literacy. To many, the two terms are synonymous and coterminous. This has been rather unfortunate and had caused a considerable setback to the adult education movement in the country. The NAEP failed to dispel this misconception. There has also been an opposition, set forth by some, between formal education and adult education, between universalising primary education and expanding university education and providing for the education of illiterate adults. This interested opposition is short sighted because primary education cannot be universalised with a base of illiterate parents : it is also false as will be seen later in the role of the primary school and the university in the programme.

Adult Education for Development

The need of the hour is to have a Dynamic Adult Education Programme. This, in other words, means that adult education should enable the community, as a whole, through a process of social

change and increased self-confidence, to effectively participate in national development.

Development means change and this could only come when people have acquired the necessary knowledge. Efforts have been made in the past to link adult education with development but these have met with only partial success. Most illiterate adults are not interested in mere literacy programmes and, in order to achieve the desired results, literacy has to be linked with skill-learning programmes. In the ideal situation, literacy should come as a part of skill-learning and need not be the starting point at all. This is easier said than done. But a continuous, sustained effort has to be put into making adult education a part of the integrated development plan for a particular area. Any scheme of adult education, if it is to prove useful and purposeful and acceptable to the target groups, has to take note of the broad economic situation in the country. This situation is that there is a great deal of under-employment all round, particularly in the rural areas and this poses, in absolute terms, a problem even more serious than that of educated unemployment in the urban areas. In fact, the under-employed population with below subsistence income in the rural sector constitutes the largest group in the 'weaker sections of society'. Adult education must come to the help of this majority group of the working poor by arranging, directly or with the help of other agencies, skill-development and income-generating programmes.

Some of the main characteristics of a 'Dynamic Adult Education Programme' are given below :

—the programme should meet specific needs of different groups of

learners. This should mean that adult education is not just one pre-determined programme but a variety of need-based programmes.

—a dynamic programme of adult education should have flexibility in its organisational structure, content and methodology of education.

—a dynamic adult education programme should be a continuing programme of education as the needs of learning groups continue to change and expand.

—the programme should aim at ensuring the participation of the weaker sections of the society in the process of development and decision-making.

To achieve the above, the following are some of the suggested adult education programmes.

Existing Educational Institutions for Adult Education

With the limited resources available in the country, it is desirable that the existing institutions should be utilised for adult education and more particularly the village/urban schools should be made the centre of activity, the fulcrum both for formal and non-formal/adult education. This has been tried with success in developing countries like Indonesia and Philippines. The schools should, in other words, become, wherever and as far as possible, the Community Centre, more particularly in the rural areas. It should improve the community life and should concern itself with the people, their needs, welfare, recreation, and vocational education. This would solve the problem both of physical infrastructure (space, seating etc.) and organisation,

In the Gujarat State Evaluation Report on NAEP, it was stated that only about one-fourth of the adult education centres were located in public buildings and the rest were located in the homes of instructors themselves. This, by any standard, is an unsatisfactory arrangement. The village/urban school should, under the proposed scheme of things not only look after the formal/non-formal education of the 6—14 age group but also the education of the local adults. A sub-centre, particularly for women, may be set up outside the school premises where necessary but the school teacher(s), assisted by a small committee of locals, should be overall incharge of the education of all from 6, to say, 60. There should be adult education teachers to work for (a) non-formal education for out-of-school children and (b) for supervision of the education of adults. In other words, the school should provide facilities for the education of both children and adults under one roof and under single supervision.

In cases where the school infrastructure itself is not quite viable, some other local organisation, may be, a village Panchayat, a youth club, a *Mahila Mandal*, which may be viable and interested, could be entrusted with this responsibility. The important thing to bear in mind is that all developmental agencies in the field should have 'common facilities' rather than an isolated approach so that the local school system may be continuously strengthened. Adult education should become a part and parcel of national educational system and adequate financial provision should be made in the national, State and local Governments' budgets.

Voluntary Effort

An active voluntary adult education

movement has by now developed in the country, and this should be made full use of. More and more voluntary organisations should be encouraged to participate in the adult education programme. The Government being the main funding agency in adult education programmes in a country like India, it is but natural that the major financial support for adult education work would come from the Government. The role of genuine voluntary organisations in this task cannot, however, be underestimated. Such organisations have more freedom for day-to-day working, for innovations, for bold experiments and the like, from which the Government agencies can profit and adopt. Adequate public funds should, therefore, be placed at the disposal of voluntary agencies in order to enable them to share a sizeable part of the burden of adult education work. In order, however, to get the best out of the voluntary system, Government should ensure that they have internal autonomy, subject to overall accountability (for proper use of public funds, etc.). In other words, Government should assist and promote voluntary effort without attempting to control it. The system should also be decentralised to ensure that there is enough scope both for large and small voluntary groups to contribute their mite to the adult education programme. The smaller groups would perhaps need more technical than financial support. This should be freely made available to them. In fact, anyone and every one in the community, who has the time, inclination, and the capacity for participating in the programme should be enabled to do so. This can be ensured only if the decision-making power is located at the District/Block level.

Trade Unions and Co-operatives

While emphasis was rightly laid on

the involvement of voluntary agencies in the implementation of NAEP, important voluntary agencies such as trade unions and cooperatives were excluded from participation in the scheme. The employers, whether in the private or public sector, have been assigned an important role in the spread of adult education among their employees. The employers, however, need the active support and participation of trade unions in such a people-centred programme. Trade unions are already contributing their share in the economic and social development of the country. To make the adult education programme dynamic, trade unions, like their counterparts in some other countries, should be actively involved in this human development activity as well. The co-operatives, which have a wide network all over the country, could also play an important role in implementation of any adult education programme, more particularly the co-operatives of professional groups, of consumers and the like. The socio-economic development of members of co-operatives and their education should go hand in hand. Participation by these two agencies in adult education should help make the programme dynamic, more broad-based and effective.

Promotion of Women's Organisations

In order to give women their rightful position in the main stream of national development, it is essential that adult educators should help in promotion of women's organisations at the grass-root level. These organisations, once developed, will take care of women's education like vocational skills, home improvement, child care and development, family relationship, craft training as well as their status in society. Women

adult educators thus have a special responsibility in regard to the women's full participation in the adult education movement. Adult education movement must establish close links with the Central Social Welfare Board and other similar organisations.

Other Agencies

Involvement of the non-governmental agencies, e.g., Khadi and Village Industries Commission, all-India or State Handicrafts Boards, banks, cooperative societies, etc. is also essential for the success of adult education programme. Their active involvement in the adult education programme may also be slightly easier than that of the Government agencies. This source must be tapped to the fullest extent possible.

Organisation of the Poor

The aim of any good adult education programme should be to build organisations of the poor and the deprived and this should be the instrument for change. In a word, through adult education, the poor and deprived sections of the society should be made conscious of their needs and requirements and the programme should help them assert and fight for their rights, solve their problems and to share in the fruits of development. The role of adult education should be to develop leadership from amongst the urban and rural poor themselves so that they can withstand the exploitation from vested interests. It should develop creativity and sensitivity among the adults, develop their personality, help them to stand on their own legs, to be self-reliant and self-confident to solve their own problems.

Cadre-based Programme

The adult education programmes so far have been largely unstructured. The

plans and provisions are on an *ad hoc* basis and so also the services of the personnel employed for the job. The time has come to make the programme cadre-based, backed by adequate and proper training for the cadres. The adult education cadres should work not only for adult education as such but also for other related programmes like family welfare, small savings, health, etc. One of the primary jobs of these cadres, who would be from rural areas and hill tribes and would mainly belong to the voluntary organisations, should be to educate their people and help them in getting organised for group action. The training of the cadres at the grass-root level, which has been ignored in the past, deserves a special word. Within one year of the launching of NAEP, it became evident that the Instructor was the weakest link between the newly created administrative set-up and the vast masses of the people in the rural areas, who were expected to be mobilised and served by the volunteer Instructor. The Instructor must, therefore, be enabled both through adequate training and an assured career to perform the difficult task assigned to him with proper skill, confidence, commitment and devotion. This would involve a replication of State Resource Centres (S.R. Cs) at district level and below, where hundreds and hundreds of instructors can be put through training and orientation as a continuous process. These S.R.Cs and D.R.Cs should, as far as possible, be attached to voluntary organisations.

Involvement of University System

The involvement of the university system in the country in the adult education programmes is a happy augury. The inexhaustible energy represented by the vast student community and

members of the Faculty in our Universities/Colleges can be channelised very fruitfully if they can lend a helping hand in extension activities including adult education. At present, some 60 universities and 750 colleges have got actively involved in various adult education programmes. The University Grants Commission (UGC) guidelines on the subject should, however, undergo a substantial change in order to make this participation more purposeful and realistic. Some of the suggestive changes may be along the following lines :

- (1) Universities should take effective steps to link extension with curriculum, and award academic credit to both students and teachers taking part in extension work. Participation in adult education programme should be a recognised form of extension.
- (2) Universities should take science and appropriate technology to the people for the improvement of rural life. Practical aspects of science in the common man's day-to-day life should be brought home to the villagers so that a scientific temper, a spirit of enquiry is created for social transformation of the people steeped in superstitions.
- (3) The Universities should recognise adult education as a discipline because adult education requires a type of person who must have the qualities of leadership and the ability and knowledge of a teacher. Adult education work to be done by untrained volunteers and school teachers should become a thing of the past. It calls for interdisciplinary and multi-disciplinary skills, which are the Uni-

versity's unique contribution to the adult education movement.

- (4) Continuing education programmes so as to update the knowledge of professionals should be an important function of the university.
- (5) The financial and administrative constraints, which presently hamper smooth functioning of the programme, should be overcome by the U.G.C. and the Universities by incorporating suitable changes and improvements.

Utilisation of Traditional and Modern Mass Media

The traditional media of mass communication, which still hold sway among the masses and are effective instruments should be used, with advantage, for adult education purposes. The stimulus for economic well being is closely linked with the culture of the people. The modern media of mass communication has also an immense educational potential for the uplift of the rural and urban people and should be used for adult/non-formal education.

Selective and Reward-based Approach

A system of incentive and reward should be introduced in certain well defined areas where strong motives for learning to read and write can be expected to raise productivity and the standard of living. The Kothari Commission (1964-66) has recommended a similar approach for eradication of illiteracy. One such easily identifiable group is the industrial sector where a large number of workers continue to be illiterate. All large industries, public

sector undertakings and similar concerns should be made responsible, if necessary by law, for making their employees functionally literate within a specified period of time and suitable incentives may be provided for the same. Similarly, in the rural sector, for instance, a village panchayat, which has succeeded in wiping out illiteracy from its area, may be rewarded with upgradation of the local school, setting up of a dispensary, a milk collecting centre or the like.

Conclusion

The adult education movement in India has truly reached a historic stage. It is the bounden duty of adult educators to make an open declaration of the options available before the country. The people both in the countryside and in the towns and cities are getting restive and impatient. They want a change upwards in their economic and social status. The change from a feudal to an egalitarian system is inevitable. The question is how this change can be brought about. Adult education may perhaps be decisive in pointing the way forward. Properly planned and organised, the adult education programme may bring about a social transformation through non-violent methods, which is overdue. In the absence of such an initiative from the national leaders, the Government and the adult educators, there is the danger of our becoming a society of violence and conflict, prone to parochial and sectarian ends. The writing on the wall is clear. If we do not act quickly and decisively we shall do so only at our peril. The adult educator has a clear-cut duty cast on him. If he fails on this occasion history may not forgive him.

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Welcome Address

By

Prof. Yashvant Shukla

Chairman of the Reception Committee

I deem it a great privilege to welcome you all to this distinguished gathering on behalf of the President and Members of the Reception Committee formed by the Gujarat State Social Education Committee. I am sure this Conference held in this historic city, where memories of the pioneering work of the Father of the Nation still linger, will provide fresh inspiration to carry on the work so dear to his heart, namely, to so change the face of the country as to set an example to the world torn by conflicts and dissensions. One of the many constructive and ameliorative work close to Gandhiji's heart was adult education. Thus, his concept of adult education comes very close to what we now call non-formal education. He was not content with mere literacy. He was concerned with the development of man, and through him of the nation.

This is a city founded by Sultan Ahmed Shah, some six centuries ago. Legend has it that in a hunting programme in this area, the Sultan found a hare confronting a hound. He was so impressed by this that he decided to found his capital here. This is symbolic enough to convey the significant character of the people inhabiting this region. Though they look apparently mild and gentle, they have an iron determination to go ahead with the task on hand. They have a catholic outlook on life, are tolerant and compromising in their dealings, always avoiding quarrels as something non-productive.

This city, which is a cultural and industrial hub of our country, has many things to offer to a tourist especially its historical monuments. I hope, the delegates will have time to spare and visit the historic places of this city.

A word about the host organisation will not be out of place here to mention, I hope. It was established in the wake of our independence, some 32 years ago at the instance of the Chief Minister of the erstwhile Bombay State, the late Mr. B. G. Kher. It was then called *Proudh Shikshan Samiti*, but is now renamed as the *Samaj Shikshan Samiti*, because of the new functional awareness of the adult literacy programme. Its first President was the late Mr. Kanaiyalal (Kanjibhai) Desai, who was an eminent freedom fighter and a social worker. So was its first Hon. Secretary, the late Mr. Kalyanji Mehta of the Bardoli fame. It was he who brought a new life into the work of the Samiti and with the help of Mr. Chunibhai Bhatt, the Social Education Officer, appointed by the Gujarat Government, the Samiti imparted literacy to 11 lakhs of people in Gujarat. Mr. Bhatt added a new dimension to the work of the Committee by bringing out literature for the

neo-literates. By now the Committee has brought out 300 titles, comprising a variety of subjects useful for the neo-literates.

The Committee has its headquarters in Surat and is housed in a spacious building named after its president, Mr. Kanjibhai Desai. It has a library which has an excellent collection of books on adult education. It is fortunate in having a devoted band of member-workers, who are drawn from a cross-section of the people like writers, social workers and educators. The Committee hopes to organise a training programme for social education workers and evolve its own cadre for non-formal education.

No one is more aware than myself of the many short-comings in our hospitality. However, I have full faith in your generosity not to mind them. I tender my apologies on behalf of the Reception Committee to all those who would have felt inconvenienced in spite of our efforts to provide them all comforts.

We are meeting at a historic moment in the life of our country. A long span of 32 years of our independence has not fulfilled our dream of making our people active participants in the democratic processes and development programmes, in short, masters of their own destiny. Many of them are still ignorant of whatever is going around them. I am sure the message of this Conference will reach them through the active work of our adult educators.

The Indian Adult Education Association, the sponsoring organisation, has aptly fixed as the theme of this Conference, "Towards a Dynamic Adult Education Programme". I am sure, the deliberations of this 33rd session will amply clarify the dynamics of adult education to the field workers. In spite of our efforts spread over years, we have not been able to hit upon a practical way to propagate universal adult education, because of several impediments, psychological, social, economic and political. Lack of political will and perhaps vested interests of some in keeping our countrymen illiterate and ignorant have so far foiled the efforts of well-meaning field workers.

Many voluntary agencies are still bogged down into what is called the mere literacy programmes. I hope that this session will show us the way to gear up the efforts to bring out an effective programme of universal awareness, conducive to the growth of our democracy and economy.

In the end, I take this opportunity to thank the IAEA for accepting our invitation to hold the 33rd session of the Conference in Gujarat. I thank all my co-workers, volunteers, donors, advertisers and others who have helped in a variety of way to make the Conference a success. I especially thank the Gujarat State Government for its support and encouragement, the Ahmedabad Municipal Corporation for their hospitality extended to the delegates and the authorities of the Gujarat University for sparing their hostels and providing other facilities at their disposal at the delegates' camp and the venue of the session.

I thank you all for attending the session,

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Inaugural Address*

By

Mr. Narayan Datt Tiwari

Minister of Planning and Labour and Deputy Chairman

Planning Commission

I am happy to know that the Indian Adult Education Association is holding its annual conference in Ahmedabad from November 2 to 4 on the subject of "Towards a Dynamic Adult Education Programme". I have had the privilege of being associated with the adult education programme in various capacities, including that of the President of the U.P. State Adult Education Council. Those of you, who are regular participants in these conferences, will also recall my address to the annual Adult Education Conference held in Lucknow in November 1974. Such conferences offer a serious forum to all concerned for an exchange of experience and a better understanding of common problems; they also help to forge new links, apart from promoting bonds of professional interest and furthering the cause of national integration.

Human Resource Development

Education, as you know, is a very important aspect of human resource development at every age-level. It aims at the intellectual, social and emotional development of the individual. Education in this context should be interpreted in a comprehensive sense to comprise all sections and influence directed towards developing and cultivating a person's mental abilities, knowledge, skills, attitudes and behaviour in such a way that the individual's personality is developed to the fullest possible extent, so as to be of positive value to the society in which he lives. A process of change cannot be considered development unless it allows the human being to realise more of his potentialities and to expand, taking into account the national context and the cultural specificity of the people concerned. This means for every citizen the acquisition of skills of literacy, numeracy and computation, and of basic understanding of the surrounding world, irrespective of the system adopted, or the place, sequential order, and age at which these are required. Seen in this perspective, education, as an input to the development process, is not schooling alone but a seamless continuum of life-long learning experience from, and related to, one's real life environment: the artificial distinctions between formal and non-formal education and between mass education and select group education thus vanish. Our concern in educational development should be oriented towards tasks to be done and results to be achieved, rather than be defined in general terms of programme structure and organisation, institutional frame, inputs to be provided, and facilities to be created or expanded.

*Read out in absentia

Universalisation of Education

In spite of the fact that we have over 6.5 lakh schools and colleges, more than 3 million teachers, about 10 crore students, and an annual budget of the order of Rs. 2,900 crores for education, it has not been possible so far to achieve the goal of universal education of all children up to the age of 14 years as enshrined in our Constitution. For every three children enrolled in primary and middle schools, one other child is left out. Over 80 per cent of the children not enrolled so far are confined to about a dozen States, who would find it difficult to allocate the necessary economic resources to achieve in the near future the goal of universalisation in accordance with the present pattern of elementary education.

We have to think of the disadvantaged groups such as the Scheduled Castes and Scheduled Tribes, whose children are on the periphery of our schooling system. About 58 per cent of Scheduled Castes children and 63 per cent of Scheduled Tribes children are yet to receive elementary education. Educational surveys have revealed that non-availability of schools is no more a major constraint ; socio-economic compulsions, particularly among the weaker sections, the none-too-relevant nature of curricular programmes, and lack of essential facilities in schools seem to be some of the more important factors in this regard. Even the existing facilities for elementary education are not optimally utilised. This problem, though educational in character, would require for its solution a more comprehensive approach aiming at development of the community and at meeting the basic needs of the people such as health, nutrition, food, clean drinking water, family planning, maternal and child care and skills to earn a better living. This shift of emphasis towards minimum education for primary human needs must permeate all our educational programmes and be specific to different target population and varying age-groups.

The growing population, the slow progress made by the formal system and the heavy incidence of wastage and stagnation at the primary stage, have given rise to the increase of mass adult illiteracy in our country. As you know, the absolute number of illiterates has been growing over the years notwithstanding the general but modest improvement in our literacy rates. We have reached a

“EDUCATION, as you know, is a very important aspect of human resource development at every age-level. It aims at the intellectual, social and emotional development of the individual.”

stage where the approach to, and organisation of adult education programmes would have to be modified so that its major instrument is human resource development of youth and adults through literacy, numeracy and technical skills relevant to economic activities. It should be coordinated with, and, in some cases, incorporated into other development activities and programmes and

supported by post-literacy, continuing education through a network of rural libraries and group activities related to local development. We have to consolidate existing facilities and programmes with critical inputs for quality improvement and to weave them into economic activities in the society. The intention is to promote through such education human resource development, particularly among weaker sections and socially handicapped groups, so that the credit and other assistance programmes provided in the Plan reach them and are put to maximum benefit of the poorest among the poor.

“WE have to consolidate existing facilities and programmes with critical inputs for quality improvement and to weave them into economic activities in the society.”

I am a believer of the hypothesis that adult education ensures the success of our democracy and mass participation of all citizens in the national development effort. The Indian struggle for independence was not a mere struggle in political liberation but it was also directed towards achievement of social and economic progress. Social reform was, in fact, the political creed of the freedom movement and faith in morality was its strength. The preamble to the Constitution of India reflects the fundamental values of Indian society when it declares that its aims are “to secure to all its citizens justice—social, economic and political ; liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and to promote among them all, fraternity, assuring the dignity of the individual and the unity and integrity of the Nation”. The people of our country are the agents, custodians and protectors of these goals and the Government a vehicle of action. The uplifting role of education, in general and of adult education in particular, needs no elaboration or emphasis here.

It is in this context that we should look to adult education as more than a single-track literacy programme. For instance, it can be an effective means of promoting communal harmony and national integration. Through adult education not merely can the views of communalism be eradicated, but a new ethos of community living can be supported, consistent with our concepts of development for the welfare of the people through our own efforts and according to our own needs.

Integrated Package

We are engaged in the ever-continuous process of planned economic development in which every one has to play a significant role. By enhancing productivity and maximising production in our fields, farms and factories, we can substantially raise the standard of living of our poverty-stricken people and

provide them with avenues of gainful employment. Adult education has a role to play in this endeavour in helping organise people, develop relevant skills, create awareness of development potential and programme, and enable productive participation in the different sectors of development. Another area of great concern is that of population stabilisation. Our objective is to reduce the net reproduction rate to one per cent by 1995. This would require an effective family planning effort as part of an integrated package consisting of health care, water supply, sanitation, infant nutrition and care of the aged. The educative and motivational aspects could be taken care of through adult education in conjunction with other sectoral inputs.

Promotion of community sports and cultural programme can also go along with adult education programmes. In fact, they will ensure an effective medium for the spread of the development message including education. People will be motivated to participate in adult education programmes, if we make it profitable and enjoyable. Meaningful and effective tapping of the massive reservoir of creative resources available with the community in the form of their cultural traditions and latent talent should be the objective of adult education.

Functional Literacy Programmes

It is obvious that the programme of adult education needs to be made functional depending upon several factors governing the individual's life and community inter-relationships. Adult education can bring about the desired attitudinal changes in man not only towards man but also towards nature and towards conservation of our natural biological wealth. The importance of the latter, I am afraid, is yet to be appreciated by many of our people, including the educated. Through suitable teaching and learning materials and discussions in groups, the people can be enabled to preserve our forest and other scarce resources. The techniques of soil conservation, water management and utilisation of energy need to be disseminated. Adult and youth learners in the community may be involved in actual afforestation programmes. Voluntary groups can be formed to go into the work of developing nurseries of plants suited to the local environment which can meet fuel, fodder, food, and fertilizer needs. Coordinated efforts involving a number of agencies engaged in agriculture, forest, education and other rural development activities can help in the enrichment of our environment, optimisation of our natural resources utilisation, and enhancing the quality of life of our people in the rural areas.

Extension Education

Our past experience shows that extension education is one of those areas where Government efforts alone cannot achieve much. The success of the adult education programmes will therefore depend on how different developmental agencies will be involved in a concerted way for the comprehensive formulation of the programme, designing the actual content of courses and training materials, implementation of the actual programme, and its evaluation. If the adult education programme becomes the exclusive responsibility of a single department, the whole concept, strategy and impact of adult education would be lost. In fact,

inter-sectoral integration and multi-agency cooperation are essential to ensure the success of the programme covering various departments like agriculture, industry, information and broadcasting, social welfare, health and family welfare, all of which seek to serve within their own spheres the same purpose of ameliorating the living conditions of the masses.

People's Movement

I appreciate the theme of the Conference, which is "Towards a Dynamic Adult Education Programme" Dynamism can only be organised and sustained as a movement among the people and in the community. We have to avoid overbureaucratisation and creation of vested interests and pockets of political patronage in programmes of this nature. Inevitably, the success of such a dynamic programme will depend on the participation of our people, illiterate and literate, uneducated and educated, poor and rich. Once it becomes a people's movement, not only will illiteracy be wiped out from India, but the coverage and quality of our general education will also improve. There is no doubt that a more enlightened citizenry would then emerge, which can contribute effectively towards all round development of the country. I need hardly stress that the youth of the country have a significant role to play in such a dynamic adult education programme. Their idealism and zeal, active habits, positive attitude towards service to others, an urge to be self-reliant and willingness to explore newer and even non-conformist approaches to societal problems are relevant here.

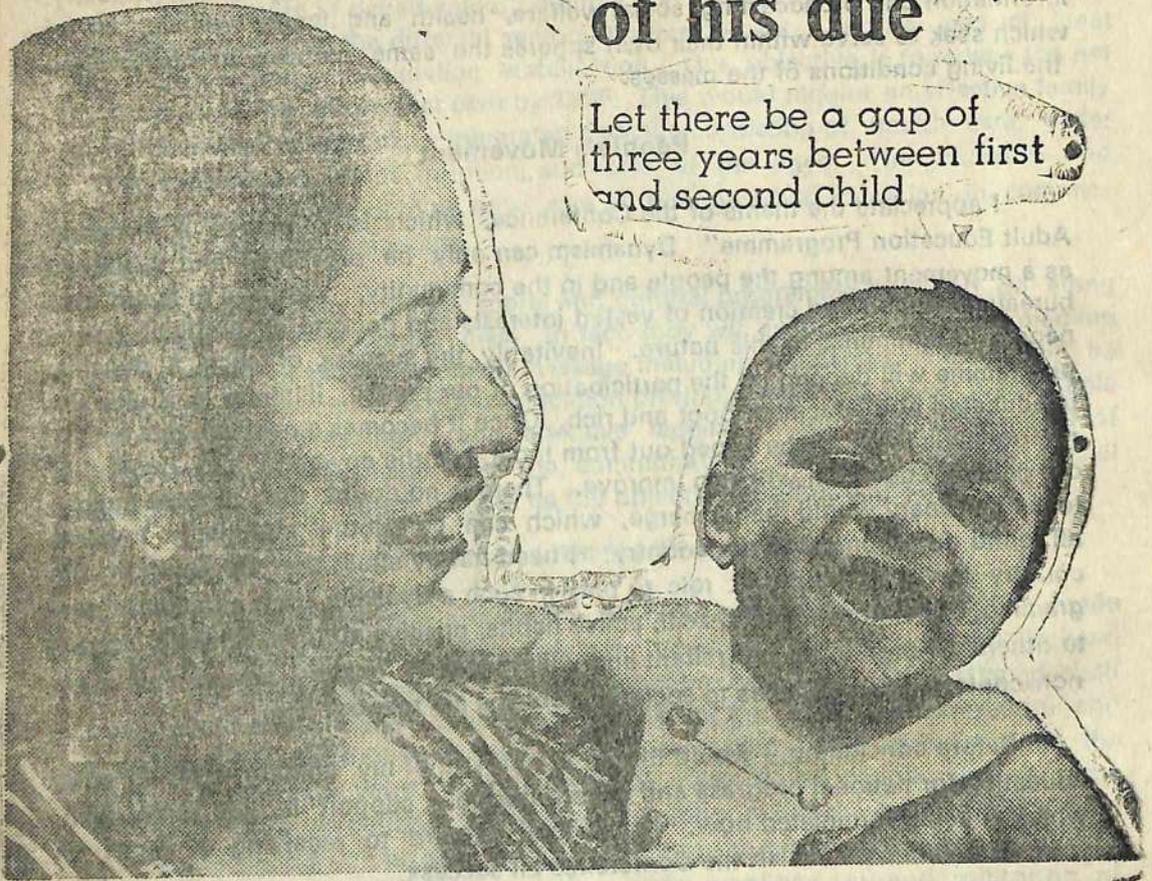
Before concluding, I would like to assure you of my abiding faith in adult education for national progress and of all possible support in the Sixth Plan, which is being formulated now. I shall look forward to receiving a report on your deliberations. I wish the Conference all success.

"At the turn of the century, the schools and the universities in the country will be used round the clock to cope with the compelling demand of education for 200 million children and 370 million adults."

—Dr. Malcolm S. Adiseshiah

Don't deprive your first child of his due

Let there be a gap of three years between first and second child



The first three years of a child are vital for his mental and physical growth. He needs all your love and affection.

These you can provide only if you do not have the responsibility of another child during the three formative years of the first.

Common methods for spacing children are

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For more information contact the nearest health care centre

▼ **Give your child three years of undivided attention**

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REPORT

of the

General Secretary, Mr. V.S. Mathur, for 1979-80

PART-I

It gives me great pleasure in presenting before you the report of the Indian Adult Education Association, since we met in Amritsar last year. The consolidated report from Institutional Members form Part II of this report. The Association carried out the following activities during the period under review.

NATIONAL WORKSHOP ON "LINKING LITERACY WITH DEVELOPMENT"

The Association in collaboration with the State Resource Centre, Gujarat Vidyapeeth, organised a national workshop, second in the series, on "Linking Literacy with Development" at Ahmedabad from November 19 to 22, 1979. It was inaugurated by Mr. Naval Bhai Shah, the then Gujarat Minister of Education and presided over by Mr. D. Naik, Vice-Chancellor, Gujarat Vidyapeeth.

About 70 delegates from different parts of the country participated in this workshop.

The delegates were divided into two groups to discuss the two themes, "Linking Literacy with Development Programmes" and "Linking Development Programmes with Literacy", respectively.

A consolidated report of the Mysore and Ahmedabad workshops is under print.

NATIONAL SEMINAR ON ADULT EDUCATION FOR WOMEN

The Association with financial assistance from the UNESCO, Paris, organised a National Seminar on "New Trends in Adult Education for Women with Special Reference to Literacy" at the Indian Social Institute, New Delhi, from February 19 to 22, 1980.

Dr. (Mrs.) Chitra Naik was the Director of the Seminar, which was inaugurated by Mr. K.R. Narayanan, Vice-Chancellor, Jawaharlal Nehru University, New Delhi.

The seminar considered the recent trends in adult education and the implications for women's education, problems of motivation, the content and methodology of adult education (with special reference to women's literacy), follow-up and continuing education programmes for women and organization and administration of adult education programmes for women.

Mr. A.N. Buch, Mr. L.R. Shah and Mrs. Devika Jain addressed the delegates on various problems that were under discussion.

About 60 delegates, mostly women, from different parts of the country attended this four-day meet. The report of the seminar has been published.

Workshop on Linking Adult Education with Income-generating Projects

The Association organised a two-day workshop on "Linking Adult Education with Income-Generating Projects" on October 13 and 14, 1980, in New Delhi.

The workshop discussed the type of skills which could be imparted in adult education centres in rural and urban areas, the agencies whose help could be sought for providing these skills, how funds could be raised for this activity, how the sale of products could be organised and which development agencies could assist in this work.

Some 40 adult educators from Delhi, Chandigarh, Haryana, Punjab, Rajasthan, Madhya Pradesh, Orissa, Uttar Pradesh and Maharashtra participated.

TRAINING PROGRAMMES

The Association organised four training programmes for adult education functionaries during the period under review.

The first, on the request and in collaboration with the State Resource Centre, Haryana, was organised in Gurgaon from October 22-25, 1979. Some 30 senior level adult education functionaries from Haryana State (Department of Adult Education), Nehru Yuvak Kendras, voluntary organisations, universities and colleges attended this training programme.

Besides leading adult educators, a number of experts from various development departments participated in this programme. As many as 12 papers were presented.

The second training programme on the request of and in collaboration with the World University Service (Delhi University Unit) was held for three days in December 1979. About 100 students and a few teachers drawn from different colleges of Delhi participated in this programme.

The third training programme was organised in collaboration with the Bharat Scouts and Guides (Haryana Branch) for Scout Masters and Guide Captains in Chandigarh from January 27-31, 1980. Some 55 participants from Haryana and Union Territory of Chandigarh attended this training programme.

The fourth programme was organised by the Association for its first batch of 38 instructors of NAEP centres in New Delhi from May 10-14, 1980. Twelve resource persons spoke on different aspects of NAEP during the five-day programme.

Study Visits of Adult Education Functionaries

The Association sponsored eight grass-root adult education workers for study visits to different institutions working in the field of adult education in the country.

WORKERS' EDUCATION

The Association with financial assistance from the Central Board of Workers' Education organised seven one-day schools on various aspects of workers' education in Delhi Cloth Mills during the year under review.

DISSEMINATION OF INFORMATION

English and Hindi Journals

The Association continued to publish its English monthly, Indian Journal of Adult Education, and Hindi monthly, Proudh Shiksha, during the year under review.

Prof. J.C. Kavoori took over as Honorary Editor of the English journal from March, 1980.

Newsletter

The Association continued to publish its monthly Newsletter (for members), giving information on adult education in India and other developing countries. The Newsletter also contained, information on books and articles published on adult education in India and abroad.

Information Service

The Association plays a useful role in providing information on various aspects of adult education in India and abroad. A number of queries were received during the year from various quarters and the Association rendered service by supplying the necessary information and thus helped many organisations in planning and organising their programmes.

BOOK PUBLICATIONS

The Association brought out the following books during the year under review :

- (1) Handbook for Adult Education Instructors
- (2) Adult Education, Development and NAEP
- (3) New Trends in Adult Education for Women
- (4) Linking Literacy with Development (under print)

Books for Neo-Literates

- | | |
|--------------------------|------------------|
| (1) Aansoo Ban Gae Phool | Vimla Lal |
| (2) Narak Aur Swarga | Dr. Ganesh Khare |
| (3) Sukh Kahan? | Bimla Dutta |
| (4) Marjaad | Dr. Satish Dubey |
| (5) Sapna | A.A. Anant |

32nd ANNUAL CONFERENCE IN AMRITSAR

The Association organised its 32nd Annual Conference in DAV College, Amritsar, from October 7 to 9, 1979. The theme was "Adult Education and Development in Relation to NAEP"

The number of delegates, who attended the conference, was 418 from 23

States and Union Territories. It was inaugurated by Mr. A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia, New Delhi. The valedictory address was delivered by the former Union Minister of Social Welfare, Mrs. S. Muthu.

NEHRU LITERACY AWARD FOR 1978

The Nehru Literacy Award for 1978 was presented to Mr. G.K. Gaokar in Amritsar, on October 7, 1979.

The 1979 Award was declared to be given to Mrs. Krishna Aggarwal on November 2, 1979.

It was decided that the 1980 Nehru Literacy Award will be given to Mr. J.R. Nagar, founder (Upkulpati), Rajasthan Vidyapeeth, Udaipur. The announcement was made on the International Literacy Day, September 8, 1980.

ZAKIR HUSAIN MEMORIAL LECTURE

The 1979 Zakir Husain Memorial Lecture was delivered by Dr. (Mrs.) Rajmala P. Devadas, Director, Shri Avinashlingam Home Science College for Women, Coimbatore, in Amritsar on October 8, 1979. The theme was "Wither the National Adult Education Programme?"

CAMPS ON POPULATION EDUCATION

The association organised two Population Education Camps during the year under review.

The first camp was held in collaboration with NSS unit of Kurukshetra University in a village near Kurukshetra on June 8, 1980.

The second camp was held in collaboration with the Ajmer Adult Education Association in Ajmer on September 14, 1980.

Population dynamics, features of Indian population, causes for increase, relation of population and economic growth, effect of family growth on mother and child care, preventive and remedial health measures were some of the subjects discussed at these camps.

About 100 persons including villagers, school teachers, project officers, supervisors and instructors participated in these camps.

The Association will shortly organise two more such camps in Coimbatore (T.N) and Aligarh (U.P)

BILATERAL TALKS WITH DIRECTORATE OF ADULT EDUCATION

The Association had its fourth bilateral talks with the representatives of the Directorate of Adult Education on January 24, 1980. The training of functionaries, research in adult education, the role of mass media in adult education were some of the topics discussed.

ADULT EDUCATION CENTRES IN DELHI

The Association set up 59 adult education centres in South Delhi colonies during the period under report. Out of these, 37 centres have completed their

tenure of 10 months. The remaining centres will be completing their tenure by the end of this year.

GORAKHPUR SURVEY

The Association in collaboration with the Gorakhpur University, Gorakhpur, conducted a sample survey of training facilities for NAEP Instructors in that area. Results of the survey were published in the March 1980 issue of Indian Journal of Adult Education.

VISITORS TO IAEA

The Association received:

- A) a four-member delegation from Thailand in February 1980.
- B) a five-member delegation from Nepal in June 1980; and
- C) a five-member delegation from the Philippines in September 1980.

There were useful discussions with these delegations on matters of mutual interest.

The following foreign visitors also visited the Association's office during the year under review.

- 1) Prof. Paul Fordan, Director, Department of Adult Education, University of Southampton, U.K.
- 2) Mr. David Butt, Director, Monte Flora Community Education Centre, London.
- 3) Ms. Mary L. Rainey, Washington, U.S.A.

COLLABORATION WITH OTHER AGENCIES

The Association collaborated with the following organisations in their various adult education programmes during the year under review:

- 1) Delhi School of Social Work, Delhi.
- 2) Delhi Adult Education Association, Delhi.
- 3) Delhi Council of Child Welfare, Delhi.
- 4) Bhilwara District Adult Education Association, Bhilwara.
- 5) All India Education Society, Vrindavan, District Mathura.
- 6) Regional Resource Centre, Chandigarh and Angul (Orissa).
- 7) Haryana State Resource Centre, Chandigarh.
- 8) National Institute of Educational Planning and Administration, New Delhi.
- 9) Bharat Scouts & Guides, Haryana, Chandigarh.

COMMITTEE MEETINGS

The Executive Committee held five meetings after the Amritsar meet in October 1979.

I am grateful to all members of the Executive Committee and others concerned for their co-operation during the year.

PART-II

LAST year when we had met at Amritsar for the 32nd Annual Conference, we had presented a brief report on the work done by our institutional members for the period ending September 30, 1979. The report was compiled by the Association on the basis of information supplied by our member organisations through a 14-point questionnaire.

This year, too, the Association sent out a similar 14-point questionnaire to its member organisations. The response, however, has not been as good as it was last year. Out of a total of 220 questionnaires sent out to an equal number of our member organisations, only 35 responded to the information asked for. The State-wise break up of these organisations is as under :—

Bihar	2	Manipur	2
Uttar Pradesh	1	Madhya Pradesh	4
Maharashtra	6	West Bengal	2
Rajasthan	3	Andhra Pradesh	2
Tamil Nadu	6	Kerala	2
Karnataka	1	Gujarat	4

A majority of these are run by voluntary organisations. This means, out of a total of 22 States and 9 Union Territories, only 11 States and 1 Union Territory responded to our questionnaire. This is also an indication that work has considerably slowed down in most of the States and Union Territories in so far as voluntary agencies are concerned.

These 35 organisations were running 6,023 centres—5143 in the rural areas and 880 in urban areas. There were 1693 centres for women, 3601 centres for men and 729 combined centres. An interesting factor that has been revealed by this study is that there were as many as 839 centres run exclusively for Scheduled Castes and 617 centres for Scheduled Tribes, that is, a total of 1456 centres. This indicates that the weaker sections of society viz., women, Scheduled Castes and Scheduled Tribes etc., have received a fair measure of attention in the implementation of NAEP, during the period under review.

LEARNERS' ACHIEVEMENTS

The learners' achievements in reading, writing and numeracy appear to be satisfactory. In 10 months' time, the learners could read simple sentences printed in bold letters, read headlines in regional newspapers, etc. As reported by most of the respondents, the progress of learners in writing is less when compared to their ability in reading. However, they could write their own names, the name of their village or city, four-to-five-word sentences and do simple letter writing. A

few organisations have reported that the learners in some centres could even address simple letters to banks and Block Development Officers. The general feeling, however, was that much was needed to be done, particularly by way of follow-up for better achievement at the centres. In counting, the achievement of learners has been much better than in reading and writing. Most of the learners were able to count up to 100, in certain cases up to 1,000 also and solve two-digit addition sums.

In Functional Upgradation

Out of the 35 institutions that responded, 10 had made some efforts for linking adult education with income-generating programmes and for functional upgradation. The following activities were undertaken under this aspect :

- Food preservation
- Dress making
- Poultry farming
- Bee-keeping
- Knitting
- Palm-leave products
- Leather products
- Tooth powder making
- Candle making
- Soap making
- Paper bags, etc.

In Social Awareness

As reported, many organisations have made varied efforts to create some awareness among the learners in respect of their economic and social conditions, political problems and also about their surroundings. At most centres the following topics were discussed :

- Health and sanitation
- Citizenship and democracy
- Rights and duties
- Eradication of social evils like dowry, prohibition, etc.
- Population, cooperatives, functioning of Government at various levels etc.

RESOURCES TAPPED

(a) *Financial* : Out of 35 organisations that responded, 31 stated that their programmes were run with the assistance received from the Central Government. The remaining have done on their own or with financial aid from the State Governments. However, most of them, rather all of them, have complained that sanctions both from the Central and State Governments were very much delayed. Quite a few organisations did not receive the second instalment of grant even after the completion of 10 months and none received any grant for follow-up programmes.

(b) *Human Resources* : By and large, there have been no difficulties in this.

- (c) *Material Resources* : In most cases necessary material was made available by concerned agencies such as SRCs, but there were complaints of duplication of material in certain cases, specially the primers.

COMMUNITY INVOLVEMENT

It was for the first time that community involvement had been visible very much. This was the impression of most of the responding institutions. Different sections of community were found willing to be involved in NAEP.

Suggestions for Improvement and Implementation of NAEP

The following suggestions have been made by the concerned organisations :

- i) Honorarium to staff should be increased ;
- ii) A vigilance team should be formed at the Centre and pay surprise visits to adult education centres ;
- iii) NAEP certificate holders should be given preference in jobs ;
- iv) Grants should be released well in time ;
- v) NAEP needs more publicity ;
- vi) Suitable budget allocations should be made for providing the functionality component of NAEP ;
- vii) There should be adequate provision, financial and administrative, for linking adult education projects with development programmes ; and
- viii) Coordination between Governmental and voluntary agencies should be improved.

NEW FEATURES

The following new features have come to light :

- i) Cooperative societies of learners have been formed for bettering their lot.
- ii) People have opened bank accounts.
- iii) 'Morchas' were organised against price-rise.
- iv) Audio-visual aids were utilised on an extensive scale.
- v) Income-generating programmes were introduced and work-oriented functional literacy was being practiced.

EXPECTATIONS

Almost all the 35 organisations have expressed their willingness to continue with the programmes provided financial assistance is made available to them uninterruptedly. □□

GROUP REPORTS

At the Plenary Session, the Working Paper on the theme of the Conference "Towards A Dynamic Adult Education Programme" was read out by Mr. V.S. Mathur, General Secretary of the Association, and a general discussion on the paper followed. Representatives from various States gave an account of the work done in the field of adult education in their respective States. The delegates were divided into five groups. Each group had a theme of its own to discuss and deliberate and made its recommendations.

Group I

Theme : Adult Education Programmes for Rural Areas: Participation of Voluntary Agencies and Cooperatives.

Chairman : Mr. B.B. Mohanty; *Rapporteur* : Dr. (Mrs.) Asha Dixit.

Group II

Theme : Industries—Involvement of Trade Unions and Workers.

Chairman : Mr. C.R. Bhatt; *Rapporteur* : Dr. N. Venketiah.

Group III

Theme : Post-Literacy Programmes and Participation of Youth.

Chairman : Mr. Anil K. Sinha ; *Rapporteur* : Dr. K. Sivadasan Pillai.

Group IV

Theme : Role of Schools, Colleges and Universities.

Chairman : Dr. R. Jayagopal; *Rapporteur* : Mr. J.C. Saxena.

Group V

Theme : Problems of Women and Weaker Sections.

Chairman : Dr. (Miss) M. Chakaravorty; *Rapporteur* : Dr. J. B. Ray Choudhary.

Report of Group—I

THEME : ADULT EDUCATION PROGRAMMES FOR RURAL AREAS—PARTICIPATION OF VOLUNTARY AGENCIES AND COOPERATIVES

Group I, which consisted of 78 members (delegates), welcomed the theme of the Conference namely "Towards a Dynamic Adult Education Programme". The group discussed the entire spectrum of adult education in rural areas with particular reference to the problem of voluntary agencies and cooperatives. Dynamism, according to the group, combined in it flexibility and change. Without dynamism, there can be no progress. The group discussed various problems of voluntary agencies, which, according to it, were as follows.

1. How many centres should be run by an agency or cooperative? The Group felt that an agency implementing the National Adult Education Programme should normally have a unit of 30 centres. But in this, flexibility should be observed.
2. The Group considered adhocism as a main problem of the rural development schemes. Most of these are drawn on an ad-hoc basis. The result is that after a short time the work stops, unfinished or half-finished, and nothing substantial comes out of them.
3. Motivation for education should be such as to create a sense of awareness that knowledge and efficiency can bring about economic benefit to all sections of the people in the near future.
4. Coordination and Cooperation with various Agencies: The group felt that coordination and cooperation are lacking in most

of the adult education programmes. To make them dynamic, a close coordination between various development agencies is essential. Since every development programme has an adult education component, it is necessary that funds should be made available to it without delay.

5. As to the problems relating to evaluation and monitoring, the work should be the responsibility of university-based adult education departments.
6. Adult Education for Women : A special effort is needed to make women's education as part of rural development.
7. The training of adult educators should be the responsibility of universities and the departments of adult education working under them.
8. Post-literacy and continuing education should not merely be confined to literacy, but should form part of the total education of adults in rural areas. Education should assume the role of a comprehensive adult education programme.
9. In all adult education programmes for rural development, support and cooperation of local leaders should be enlisted.
10. At micro level, a committee should be formed to take the rural adult education programme in an effective manner. □

Report of Group—II

THEME : INDUSTRIES—INVOLVEMENT OF TRADE UNIONS AND WORKERS

The Group decided that the topic assigned to it should be discussed in relation to the theme of the Conference and, therefore, the discussions centred on the following :—

1. Types of agencies to deal with education in industrial set-up;
2. Types of workers;
3. Types of educational programmes;
4. Coordination between workers residual programmes;
5. Materials to be prepared for workers' education.

The group decided that only such programmes should be organised in industrial areas which :

1. enrich the lives of workers through knowledge and better understanding of their environment;
2. prepare them more adequately for vocational and technical training through general education;
3. improve the vocational skill and technical knowledge of the workers for raising their efficiency and increasing productive ability;
4. develop the right perspective in them towards work;
5. there should be need-based or tailor-made courses after identifying the needs of an industry or a group of workers such as, health education, citizenship education, family welfare education and 'safety measures' education, etc. Educational programmes suited to the needs of women should be organised exclusively for the woman wor-

kers whose number is increasing nowadays.

The group felt that an adult education worker should be looked upon by the industries and other agencies as a human being, with various facets to his personality. He has different roles to play in his life such as a worker, a family head, a citizen and fellow worker in bringing about improvement through education. He will increase production of industry, which in turn, can help the community and the management.

The following workers should be covered under the adult education programmes :

1. Urban and rural,
2. Organised workers and unorganised workers, and
3. Skilled and unskilled workers.

The group recommended that the following agencies may take up the responsibility for imparting education to workers.

Governmental agencies

1. Central Government
2. State Governments
3. Industries (Public Sector) and others

Non-Governmental agencies

1. Union Agencies including co-operatives
2. Industries (Private Sector)
3. Trade
4. Educational Institutions

Coordination and Cooperation

1. Coordination and co-operation can be sought from members of the governmental

and non-governmental agencies and trade union leaders on the advisory committees of workers' education at the national, state, regional and district levels.

2. The activities of the Board of Workers' Education should be expanded for the benefit of all kinds of workers.
3. The literature produced by the Board of Workers' Education should be made use of by all agencies engaged in the workers' education.
4. All measures should be taken for efficient working of the Board of Workers' Education and to develop liaison between the Board and other agencies in workers' education.
5. A net work of Shramic Vidyapeeths should be started in all the industrial towns for workers' education in urban areas.

Finance

1. The Central Government, besides providing cent percent financial aid for the Shramik Vidyapeeths should encourage other agencies in the field of workers' education by providing atleast 50% of the expenditure.
2. All the State Governments should set apart adequate provision for workers' education in their respective States. The State Governments should provide financial assistance at least to the tune of 50% of the expenditure on workers' education.

Involvement of Trade Unions

1. The Trade Unions should not

only focus on the rights of the workers, but also concentrate on making provision for workers' education. A portion of their funds should be set apart for arranging educational programmes for the workers.

2. The Trade Union leaders should cooperate with the agencies engaged in the workers' education and in persuading the workers to get them maximum benefit out of the educational programmes.
3. The Trade Union should request the managements of the industrial establishments to organise the required educational programmes for the workers.

The Trade Unions should be so oriented that they think in terms of overall development of individual workers so that they do not become a social stigma; only then the workers can share the benefits and enjoy the progress and prosperity in a proper way.

The Trade Union leaders should also be consulted in the selection of teachers, drawing up curriculum, etc. to get the maximum support to run the programme of workers' education successfully.

There should be full cooperation and coordination between the Board of Workers' Education, State Directorate of Adult Education, voluntary agencies and other educational institutions involved in the workers' education.

Material Production

Basic materials, supplementary materials, reference materials, continuing education materials for monitoring and evaluation, and audio-visual media and materials should be prepared and

supplied to all the concerned agencies.

Programmes for Women

Classes for woman workers with vocational orientation base as their specific needs should be organised.

(Other details may be found in the report of group No. V)

Woman workers should be made

aware of the opportunities of employment of higher categories and ways and means of getting themselves involved.

Leadership Training

It should be imparted to men and woman workers so that they can solve their own problems without being exploited by others. □

Report of Group—III

THEME : POST-LITERACY PROGRAMMES AND PARTICIPATION OF YOUTH

The group, which consisted of 52 members (delegates), spent four-and-a-half hours, discussing the various aspects of the theme, clarifying the conceptual as well as practical implications. Most of the members actively participated in the deliberations.

After a brief self-introduction by each member of the group and a cordial note of welcome from the Chair, the group spent sometime on understanding the implications of the title and the changes needed in the theme. It was felt that post-literacy was only one of the components of the adult education programme, and as such the term 'post-literacy' does not imply the full connotation expected. Instead, 'Continuing Education' was more suitable as it implies a continuation of the first phase of the programme. It was further felt that if functionality and awareness were also to be taken into account a better title would be 'follow-up'. Participation of the youth, school and college students, unemployed youth, etc., was considered an essential

constituent of the participants. Since literacy needed effective follow-up to prevent neoliterates relapsing into illiteracy, and as awareness can be inculcated among the target group through appropriate materials, the group favoured the terminology originally suggested and resolved to go further into the problem in all its intricacies.

The group felt that during the first phase, priority should be given to literacy, but referring to the order, due importance and recognition should be given to the other two aspects viz—awareness and functionality and linking the programme with the socio-economic development of the community. The second phase should be the post-literacy stage, where library services, both institutional and mobile, discussion groups, supervised study, extension work, etc., are involved. The third stage should consist of short courses, leading people to the main stream of formal education, if they so desire, in order to obtain some certificates which may help them enter into some better jobs or at least to pursue their literacy skills uninterrupted so

that they may not relapse into illiteracy. Here the group favoured a development-oriented and multi-stage programme. The participants shared their experiences and considered projected targets on the basis of existing situations. The Chairman summarised the issues that emerged out of the discussions and the session was adjourned so that the participants can think over the problems once again and arrive at some valid conclusions and make proper recommendations.

Some members of the group expressed the desire that the duration of the centres has to be increased to two years for ensuring effective literacy skills. Dissenting notes were also voiced from the point of view of sustaining the interests of the learners for longer durations and from practical experiences. The consensus reached was that irrespective of the duration of the programme, if one can read with comprehension and communicate freely in written form in one's mother-tongue, the facilities offered to such people will come under the common title 'post-literacy' programme, which would not only strengthen the acquired skills but also increase the vocabulary, improve vocational efficiency and make 'awareness' up-to-date and action-oriented.

The group resolved to recommend the formation of an expert body to examine the duration of the programme prevalent in the continuing education in the light of expectations and actual achievements and to suggest appropriate durations for not only the first phase of literacy but also for the post-literacy stage.

In respect of the question of ensuring the participation of the youth, the group felt that both rural and urban as well as educated and uneducated, skill-

led and semi-skilled, employed youth from the community have to be involved in various facets of the programme through different approaches. The instructors can cooperate in the post-literacy programme. The group endorsed the view that the neoliterates also, after the lapse of two years or so, can become active participants in the follow-up activities: exchange of youth groups from one village to another or from one project area to another. This measure was suggested as a means for ensuring their support and cooperation.

The group was also of the opinion that post-literacy or follow-up programme should definitely be planned and implemented in relation to the initial programme and that it should not only cover literacy aspect but include functionality and awareness components.

The five models suggested by the NAIC Committee were examined, though not in great detail, and the members explained the actual working of the models in some States. No one model was recommended for the entire nation but it was resolved that appropriate models with necessary adaptations may be accepted for use at the local level. The programme, it was felt, should be linked with socio-economic programme as a package scheme involving all developmental and allied agencies.

The supply of books and periodicals for neoliterates was recommended as an effective means for post-literacy or follow-up programme. It was agreed that the vocabulary of the neoliterate has to be taken into account and books for the interest of such groups be prepared following the technical aspects of producing neoliterate literature such as, report writing, discussions in work-

shop, modification of rewriting, reviewing, field testing, editing, designing, illustrating, layout, etc. The group felt that specific procedures and criteria have to be evolved for the production of neoliterate literature, whether it be a book or a periodical. Adequate illustration with minimum factual content was suggested for wall newspapers meant for post-literacy stage. Neoliterate corners in rural literacy centres or new neoliterate libraries were suggested as follow-up measures, which can gradually develop into a consultancy agency or nucleus of all community development programmes.

The group felt that the NAEP has not succeeded to the extent expected by its planners and promoters, but considerable achievement has been made in literacy and awareness components, whereas in the functional aspects, the attainment is not up to the mark. More income-generating projects and problem-solving approach were recommended as remedial measures.

The administrative arrangements needed also caught the attention of the group. The cadre suggested was that a C.E.W. (continuing education worker) can be the administrative instructor or any unemployed youth of the locality or specialist in different vocation in the case of functionally oriented post-literacy programmes.

The group resolved to recommend that such a worker should be given not less than Rs. 100 as honorarium per mensem and be put in charge of not more than five continuing education centres. It was suggested that NSS volunteers, health workers, library workers, Gram Sevaks, etc, should be considered for selection as continuing education workers. Since a massive programme like NAEP could educate only about five million people in two years, the group felt that at least 20

years would be required for eradicating illiteracy to a considerable extent and hence a 20-year plan be drawn for post-literacy and follow-up work by a separate cadre of continuing education workers.

The hierarchy suggested was:—Continuing Education Worker—Supervisor—Assistant Project Officer/Project Officer—District Adult Education Officer—who are working with the District Adult Education Board and the District Resource Units. The group recommended that in place of giving a consolidated salary or drawing pay scales, for different cadres, an expert group may be asked to go into the question and evolve salary scales in terms of qualifications and experience.

The group recommended that the size of each project should be limited to 100 adult education centres and an Asstt. Project Officer for each project. Adequate provision for the training of personnel involved in the programmes was also recommended by the group.

The group felt that consequent on the post-literacy or follow-up programmes, the people should be enabled to cross and live above the poverty line. This should be self-revealing consequent on the self-evaluation by the learner himself. Besides, the self-evaluation by the worker, external evaluation periodically was suggested by the group. It was also specifically recommended that village level evaluation should become an inevitable part of the programme. Similarly, improvements in term of economic upliftment and change of attitudes were also suggested as criteria for evaluating the project. The group felt that the progress in the literacy art alone is not sufficient but it can be easily evaluated and should be made known for the guidance of others.

Members of the group expressed grave concern over the non-availability of timely financial support and suggested simplification of procedures and regular release of funds. It was proposed that incentives may be given to those involved in the programme as beneficiaries.

Incentives were recommended for the learners, instructors, supervisors by way of books and periodicals free of cost, certificate of merit, good service entry, etc. However, the group was of the view that a small committee should go into the details of providing incentives as an in-built programme.

Grading books for use in the post-literacy stage as well as measures to translate good neoliterate books from one language to another were also strongly favoured by the group.

The conclusion of the group was that however best the first phase of the literacy programme may be, without a

properly planned and implemented post-literacy stage with necessary linkages established at all levels, the programme cannot either deliver the goods or create lasting impact on the community. It also held the view that no uniform pattern of post-literacy programme can be evolved, but necessarily there should be local adaptations, within a common frame of reference. Post-literacy work does not imply the full coverage in the strict sense of the term but it embraces all the NAEP programmes. For the maximum utilisation of the services of the school-and-college-going youth as well as out of school/college youth be mobilised through appropriate measures. The group felt that the priority given to adult education should not be minimised and by all means and at all costs, we should try to educate all the illiterate people in the country within the shortest span of time and prevent them relapsing into illiteracy through appropriate post-literacy and follow-up programmes.

Report of Group—IV

THEME : ROLE OF SCHOOLS, COLLEGES AND UNIVERSITIES

1. The group consisting of members (delegates) discussed the above mentioned theme in detail. They favoured the utilisation of existing educational institutions in the country as nucleus for a dynamic adult education programme, and made the following recommendations :

It recommended the fullest use of the school plant and other facilities available like library, laboratory, audio-visual equip-

ment, play-fields etc., for promoting adult education activities.

2. The services of school teachers may profitably be utilised for literacy programmes. However, the group felt that teachers of elementary, secondary, and higher secondary schools may be used for promoting adult education programmes after a suitable orientation, training and exposure to androgogical methods.

3. In view of the high rate of wastage and stagnation at the elementary stage, it was suggested that suitable measures may be taken to enable the teachers to play a more positive role in minimising the rate of drop-outs, who subsequently swell the number of illiterate adults in the country.
4. The help of students of secondary/higher secondary schools could be taken for all supporting, preparatory or facilitating roles connected with adult education programmes including motivational activities like organising recreational programmes, conducting entertainment and other cultural activities.
5. School facilities should be utilised by other development departments and agencies for extension and demonstration purposes, ensuring fullest participation of the local people.
6. The group felt that suitable incentives/remuneration may be paid to the teachers engaged in adult education activities. At the same time, adequate supervision and evaluation of teachers' performance should be ensured.
7. For the successful functioning of adult education through schools, better coordination of the local community/panchayat/government departments and voluntary organisations in the area should be ensured.
8. For promoting adult education programmes, university system in total should be involved.
9. The group further recommended that inter-departmental cooperation should be obtained for adult education for area-development activities.
10. Certain areas, like methodology of teaching adults in the literacy classes, different approaches for adult education work for various sections of the society, methods of evaluative and analytical designs used in adult education programmes, should be entrusted to the universities.
11. Training of key-personnel and trainers should be arranged by the institutions of higher education.
12. Training of key-personnel and trainers should be arranged by the institutions of higher education.

Student animators should be motivated through diverse kinds of incentives in the form of linking curriculum with extension, awarding degree for community or social work, transfer of technology for improvement of rural life and urban slums. Such incentives should be similar to those provided for N.C.C. or N.S.S. work in some universities.
13. Universities should take effective steps to link extension with curriculum and award academic credit to both students and teachers for taking part in adult education and extension work.
14. Universities should take science and appropriate technology to the people for the improvement of rural life.
15. Universities should recog-

- nise adult education as a discipline.
16. Universities should guide in the formulation of follow-up and continuing education programmes for updating knowledge and skills.
 17. Universities should engage themselves in various evaluating and research activities connected with adult education programmes.
 18. In order to enable the Universities to play a leading rôle in adult education, adequate funds may be provided by the Central and State Governments and the U.G.C.
 19. Colleges and universities planning adult education programmes should resort to area development activities of which adult education should be an integral part.
 20. Institutions of higher learning for woman should, on a priority basis, launch adult education programmes, pertaining to women.

Report of Group—V

THEME : PROBLEMS OF WOMEN AND WEAKER SECTIONS

After extensive discussions, the following major problems were identified by the group with regard to women and the weaker sections of the society.

Major Problems

- (i) Women and members of the weaker sections of society suffer from starvation, malnutrition and disease.
- (ii) They suffer from scarcity of land, money and other assets.
- (iii) They remain mostly unemployed for most part of the year.
- (iv) The resources of this section of the people are poorly managed and, as a result, they tend to remain in debt most of the time.

- (v) They suffer from social insecurity and maladjustment.
- (vi) The people belonging to this section are not aware of their rights viz. political, voting, etc.
- (vii) They are still under the influence of traditional customs, like purda, dowry and other taboos.
- (viii) These people are not able to take advantage of the existing institutions meant to help them.
- (ix) They are generally exploited by the upper and richer class of society,

Problems Related to Women

- (i) Overwork —both inside and outside the house

- Child bearing and rearing :
- home management
- (ii) Economic—dependent on male members of the family.
- (iii) Women are not given chances in making major or important decisions regarding family issues.
- (iv) Women are not free to attend adult education centres because their husbands or in-laws prevent them from doing so.

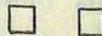
Recommendations

The following programmes are suggested for this class of people.

- (1) Functional literacy with vocational component in it. (Training)
- (2) Money generating programmes such as crafts, weaving, baking, food-preservation, basket-making, Ambar-Charkha, etc.
- (3) Emphasis should be given for the formation of cooperatives ; improved marketing facilities be provided in each village and in slum areas for collecting milk and other products from the poor people.
- (4) It was also realised that for effective production and distribution of the material produced by the class of poor people, simple skills of management should form part of their process of

learning. The group recommends that an improved marketing system should be established at all levels—village, taluka, district, etc.

- (5) Change agents should create demand for the products of the poor people. Bank loans should be made available for self-employment projects such as preparation of paper bags, hand-made towels, embroidery and palm-leaf products, etc.
- (6) Action groups should be created in solving the local problems relating to land, water, etc.
- (7) There should be continuous follow-up studies for adults of this group so that they do not go back to the same old state again.
- (8) Co-operation of other agencies should be sought wherever it is necessary.
- (9) The adult education programmes should aim at changing the attitude of men towards women in matters like decision-making, learning and earning.
- (10) Emphasis should be laid on teaching health care, home management and population education.
- (11) Long-term problem-oriented programmes should be organised for this class of people.



“All forms of education up to the very highest range should be made available to any adult who has the interest and capacity and the determination to work.”

Unesco, 1965

**1979 NEHRU LITERACY AWARD
PRESENTED TO
MRS. KRISHNA AGARWAL**

The 1979 Nehru Literacy Award for outstanding contribution to the promotion of literacy and adult education in the country was presented to Mrs. Krishna Agarwal, Chairman of the Bhartiya Grameen Mahila Sangh, Madhya Pradesh Branch, by the President of IAEA, Dr. Malcolm S. Adiseshiah.

The citation for the award says that Mrs. Agarwal has been instrumental in making over 10,000 rural women of Madhya Pradesh functionally literate through a family life, research orientation project and had thus given a new insight into women's education in rural areas.

In her reply, Mrs. Agarwal suggested that there should be a review of the whole system of women's education and a special plan drawn, which should consist of the literacy education at the base, specially considering the situation in which women are being treated in homes and society.

Born on October 22, 1932 in Delhi, Mrs. Agarwal holds an M.A. degree from the Delhi University and Diploma in Social Policy in 1965 from the Institute of Social Studies, Hague, Netherlands.

REPORTS FROM THE FIELD

**BCSEC STARTS TELEVISION
SERIES**

The Bombay City Social Education Committee has started weekly television demonstration lessons entitled "Chala Shiku Ya" in collaboration with the Bombay Doordarshan from October 6, 1980. It will consist of 26 telecasts.

The project demonstrates the process of socio-economic change of the illiterate poor. The demonstrations deal with methods of creating awareness and imparting functionality and literacy.

The demonstrations cover the following :

- (1) Various devices of initiating discussion among the learners ;
- (2) The use of equipment at an adult education centre.

- (3) Utilising the services of experts for imparting knowledge and functionality ; and
- (4) Undertaking community activities.

For further information, contact or write to : J. M. Gadekar, Social Education Officer, Bombay City Social Education Committee, Adarsh Nagar, Worli, Bombay-400025.

**BIHAR GOVERNMENT TO SET UP
ADULT EDUCATION CENTRES**

Sixty-two new projects for adult education would be launched in Chotanagpur and Santhal Paraganas in Bihar. The projects envisaged setting up of 18,600 adult education centres in the current financial year at an estimated cost of Rs. seven crores. □

TRAINING OF INSTRUCTORS IN SIMLA

The Department of Education, Government of Himachal Pradesh, organised a training programme for adult education instructors in Jumbal near Simla from November 12-14, 1980.

Mr. R.K. Malik, Assistant Director of Adult Education, in his inaugural address emphasised that creation of social awareness among the learners was an important part of the adult education programme.

59 instructors participated in the three-day training programme.

DOCTORATE OF EDUCATION FOR K.M. BHATNAGAR

Mr. K.M. Bhatnagar, a life-member of the Indian Adult Education Association, has been awarded Doctor of Education degree by the University of South Dakota, U.S.A. for his thesis entitled "Education of Rural Women and Fertility Decline in India: An Education Policy Analysis."

Mr. Bhatnagar has worked with the Ministry of Agriculture, Government of India, New Delhi, in Centre for Population Studies in Iran and with United Nations Food and Agriculture Organisation.

SEMINAR ON ILLITERACY IN INDUSTRIALISED COUNTRIES

The International Council of Adult Education, Toronto, Canada, will hold an international seminar on "Illiteracy in Industrialised Countries" in England in October-November, 1981.

Further information can be had from Prof. Alan Wells, Head of Adult Literacy and Basic Skills Unit, Kingsbourne House, 229-231, High Holborn, London WC IV 7DA.

SEWA (IMPHAL)

A voluntary agency 'SEWA' has been established in Imphal, Manipur. The organisation works for income generation, skill development, social upliftment and improvement in the quality of life of the weaker sections of the society.

The association has prepared reading and writing materials (in Manipuri) for National Adult Education Programme and has assisted volunteers in the IYC. A Youth Volunteers' Training Course on Community Development was organised from September 24 to October 2, 1980.

A Newsletter entitled 'Sewa Newsletter' is being brought out by it since October 2, 1980.

TEXTILE LABOUR ASSOCIATION, AHMEDABAD

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For further information, write to Mr. M.T. Shukla, Secretary, Textile Labour Association, Majoor Mahajan, Bhadra, Ahmedabad. □□□

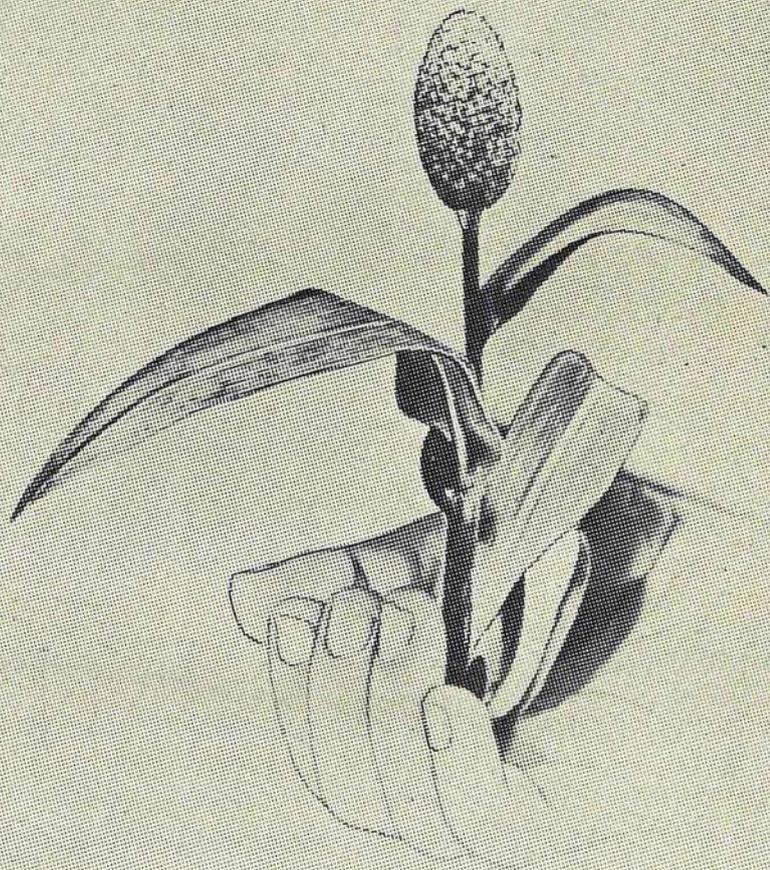
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INDIAN ADULT EDUCATION ASSOCIATION

Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Educational 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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Indian Journal of ADULT EDUCATION

Vol. 41 No. 12

December 1980

IN THIS ISSUE

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- Investment in Adult Education Instructors
—D.V. Sharma
- The Hidden Dreams—The Neo-literates Speak
L. S. Saraswathi and
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Indian Journal of Adult Education

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The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. 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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Indian Journal of Adult Education

Volume 41 No. 12

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Building for Tomorrow—the Case for the Young Adults

To some tomorrow spells out hope; to others an impending doom or an unbearable nightmare. And yet to some others tomorrow does not mean much. The last of these are the ones who have shut their eyes to the future and their number could be legion.

Whatever the future, it has to be faced. And in these days with the capacity of man to gaze into future increased substantially, the future in some ways is foreseeable and to some extent it can also be manipulated. To the very young and yet to be born soon, the future with all its challenges is two to three decades away. The challenge to shape their future is most critical in the long run and we should plan this early and in an imaginative way. To the young adults, the future is right at their doorstep. In terms of strategy, it is the most critical group. What the young adults do in the next decade and what happens to them, will in good measure spell out the kind of world we are building for our coming generations. (This is not to underemphasise the needed attention, the older adults merit.) Providing the young adults an assured future will have to be given topmost priority so that they can have a place in the world and a part to play.

The current scene of our country is one of the youth going berserk—at least seemingly so—it is agitations one day and riots on another. This is especially true of the youth in the urban setting. The malady is spreading to the rural areas. At the heart of this is not only unemployment and poverty and the like but more importantly alienation from the roots of everything that was comparatively stable until recently, particularly the family and the community. What we make of them and what happens to them must become the first concern of all development. Here adult education for the youth has to seek for itself relevance of an effective kind. Adult education has to go beyond providing knowledge and understanding and developing sensitivity but make them into effective agents of change of their own times and society of which they are a part, so that they have a stake in what they are building for themselves as their own future. They should not be treated as creatures of change but be helped to become agents of change themselves.

How much of our adult education is geared to this important task would be a worthwhile exercise for adult educators to find out.

A change agent has to have a sense of personal worth of a socially sensitive kind, a sense of being a means and not just an end especially for others' good, a skill or a job or a profession that needs to be outer-directed and not inner-directed, the knowledge that the world and its resources are of a finite kind and quality and he is its custodian and preserver. Enhancing its usefulness, socially and economically, is his moral responsibility.

Having these as part of adult education is nothing short of a high calling for educators who are working in the field. Do we have in this kind of thinking any ideological framework or technological know-how and above all the sympathetic sensitivity for the young? To blame the young for their excesses (which is much in fashion these days) and for their intense, often convulsive, passion for change is a judgment which in many ways condemnatory of the older generation. It is time we understood the young adult in the long run as the maker of things and not destroyer. Only when this is done, the future of young adults and the world they are yet to create is assured. Adult education is both a challenge and a problem on the one hand and a possibility for infinite good on the other, especially if we are dealing with the young adults. The youth, the world over and in India, is seeking a place for itself assertively and aggressively and even clumsily and violently. Choice in this is neither to oppose it nor submit to it but to help it. Testing times lie ahead for adult educators.

HOMAGE TO

**Dr. (Mrs.) WELTHY
H. FISHER**



**Born : September 18, 1879
Died : December 16, 1980**

The Indian Adult Education Association, on hearing the sad demise of Dr. (Mrs.) Welthy Honsinger Fisher, called a special meeting on December 17, 1980, and passed the following condolence resolution.

“This meeting of the members of the Indian Adult Education Association places on record its deep sense of sorrow and heart-felt condolences on the sudden and sad demise of Dr. (Mrs) Welthy Honsinger Fisher at Heritage Village, Connecticut, (U.S.A.) on December 16, 1980.

Dr. Welthy Fisher, founder of Literacy House, Lucknow, and World Education Inc., New York, U.S.A., was a relentless fighter against ignorance and illiteracy among the poor and continued to work long after she had crossed the half-century mark. In spite of old age and failing health, she carried on her campaign for adult education as an essential component of progress with a deep sense of commitment till her last.

For her outstanding work, and dedicated leadership in the field of adult education, she was awarded the Nehru Literacy Award in 1968 by the Association. She was honoured by the Delhi University with the Degree of D.Litt., honoris causa, when she visited India in March 1980 at her centennial celebrations on the invitation of the Government of India.

In the death of Dr. Fisher, the world has lost a pioneer in the cause of the poor and a dedicated worker in the field of adult education. Her death is an irreparable loss to the people of India with whom she had identified herself so closely.”

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Training of Cadres for Adult Education—an Outline

S.C. Dutta

In our June-July, 1980, issue, we carried a summary of recommendations, the topics discussed and the conclusions reached, at the ASPBAE (Asian-South Pacific Bureau of Adult Education, Region I) workshop, on "Training of Adult/Non-formal Education Cadres" held in Madras from June 30 to July 3, 1980.

The present paper, Training of Cadres for Adult Education—an Outline, is a study in depth of the training programme for adult educators, on which a discussion followed at the last ASPBAE workshop.

ADULT Education is an instrument of development and social change aiming at the establishment of a social order where every one will have equality of opportunity, and live in freedom and prosperity. Adult educator is the harbinger of a new social order of free and happy people. His job is to assist in evolving a pattern of social behaviour and practices of certain social values, which will enable people to progress. He is to prepare human mind to absorb technological changes necessary for the dynamic society. He is to create a scientific temper among the people for making them realize that change in their socio-economic life is possible. Much of our difficulty has arisen because in traditional societies steeped in ignorance, superstition and apathy, a belief has grown that change in their life-style is not possible. Adult educator will have to dispel this belief and instead instil among the people that change is possible, and necessary and can be brought about by the cooperation of all. Adult educator should broaden intellectual horizon and deepen social and economic aspirations of the masses. He should make them socially conscious and make them aware of the forces which stand in the way of their growth and development. In order to do this, he himself will have to understand the operation of these forces and combat them.

Underdeveloped communities impose many impediments on the individuals to develop themselves fully. Inefficient technology, unequal social relationships and antiquated social institutions combine to create a socio-economic milieu, that tends to deprive individuals of their economic security and social status. Adult education is the instrument through which these impediments are sought to be removed and appropriate economic, social and cultural pattern evolved.

Poverty of material resources is the basic problem in underdeveloped countries. This poverty primarily exists because technological advances in methods of production—industrial and agricultural—have not kept pace with the

The author would welcome comments on this paper.

demands on the limited resources. To solve this problem, therefore, technological standards have to be improved and increased production ensured. The increased production also needs to be equitably distributed. Awareness of this critical knowledge is the responsibility of adult education. Many of our vocational practices, production techniques and social behaviour are based on old customs and traditions. Any change will mean breakdown of the entire pattern of life, and not of a particular aspect. The change thus can be total and not *ad hoc*. If, therefore, one is to succeed in introducing technological change, one has to stimulate in the adult a revaluation of the assumptions—conscious as well as unconscious—on which the adult bases his belief and which guides him in his day-to-day conduct in life. This is the perspective that should always be before the adult educator and guide him in his work. This is the perspective that should be imbibed by the adult educator during the training that he undergoes. He needs also the intellectual equipment to meet these sophisticated demands on his intellectual resources and initiative. He should be committed to these values and dedicated to the task of achieving these objectives.

The training programme of adult educator, therefore, holds the key to his success, indeed to the success of entire development programmes in developing societies. The training should be geared to suit the requirements of an educator, who functions not merely to convey new skills but more to convey the values in life to replace some of the existing ones which weaken people's conviction of their control over environment. The training must inculcate in the trainee himself this conviction, for otherwise how can he convince others? Furthermore, the method of training should embody the essential principles of the process that the trainee is expected to put across to the people. During the training period, the trainers and trainees must in their own lives behave and act according to the new values and attitudes, which we wish to transmit to the people. The methods and technique followed in the training should promote democratic and cooperative thinking, living and action.

The latest thinking on the role of adult education in reducing inequalities, removing of poverty and promoting social justice has highlighted the need of treating adult education as an instrument of social change and the need for a properly motivated cadre of adult educators conscious of their task and competent to achieve it. To identify this cadre and to train it properly is the task of adult education movement.

Recruitment

The first task is the recruitment of this cadre. Preference will have to be given to those who show concern for the poor, are conscious of the inequalities, injustices and oppression, and are aware of practicing effete and worn-out customs in our society where "a few live on the shame and subjection of the many". Dedication to the cause of the removal of poverty and inequality from our society will be an added qualification. Belief in social justice will be another qualification. Ability to work cooperatively with other people and establish rapport with the adult community will be the most desirable quality.

Once the cadre is formed, the training will have to be imparted in two phases (i) Ideological and (ii) Technique of work among adults to impart consciousness or social awareness. This will also include training to enable the poor to form their own organisations for securing the benefits, which are meant for them and to see that the exploitation going on at present is gradually stopped.

The first phase of the training will be imparted through study circles and discussion on subjects like feudalism, capitalism, liberalism, socialism, Marxism, radical democracy, Gandhism, Sarvodaya, freedom, new economic order, social justice, land tenure system and land reform, social system, industrialisation, technological development, cultural heritage, renaissance, etc. Once an adult educator has gone through this phase of training, he can be taken to phase two. In phase one, he had been imbued with social values and understanding of the ethos in which he will have to operate. Democratic values will be ingrained in him. Concepts like equality and poverty will be clear to him. Forces which prevent individuals to grow and prosper will be obvious to him. Impediments to all-round development will be evident to him. He will be ready to function in the field at the grass-root level. Once the political orientation of the adult educator is over, we can move on to the second phase of the training.

It would be worthwhile if we could attempt to find out the essential content for the training of an adult educator at the grass-root level. It should be:

- (i) to develop leadership qualities and organisational ability;
- (ii) to provide knowledge of social, economic, cultural and psychological conditions of adult living in urban and rural areas;
- (iii) to impart clear understanding of suitable methods and techniques of adult education, and
- (iv) to inculcate a democratic and cooperative outlook.

The training course must, therefore, include subjects like:

- adult psychology, sociology, economic and folk culture.
- philosophy and content of adult education.
- method and techniques of adult education,
- practical training in methods of working with adults including participatory learning, participatory training, human relations, etc.
- communication skills, including use of audio-visual aids, etc.
- knowledge of local, social, political and economic situation, forces for or against change/development, occupation pattern, extent of unemployment and poverty, extent of industrialisation and urbanisation.
- link between education and economic and social development.

The objective of the first phase of training will be to inculcate consciousness, commitment to change and willingness and ability to act for bringing about desirable social change. It will also develop in him democratic attitude and behaviour conducive for working among the adults. The objective of the second phase of training will be to develop the following knowledge, skill, and attitude among adult educators.

Knowledge

He will have to acquire knowledge of functional literacy, civics, family life, environmental health, history, geography, general science, general knowledge, current affairs, home-making and home-keeping, profitable use of leisure time, craft and vocational training. He will have to know about various agencies carrying on programmes of community welfare and social service in the area of operation, agencies of local-self government and their role in adult education and other developmental programmes. He will also acquire knowledge of methodology to deal with adults and know something about the psychology of adult learners in a given environment.

Skill

He will have to acquire skill to deal with the adult in a respectful manner, select and handle teaching materials and tools, and adjust them to suit the different groups, communicate knowledge, skill and attitude to adult through participatory methods (like discussion, dialogue, question and answer session) and to encourage adult learners to actively participate in the learning process. He will also have to acquire the skill to organise the poor for self-help and cooperative action and to see that the benefits of development programmes reach the poor and are equitably distributed among them.

Attitude

He will have to develop the readiness and willingness to accept adult education as a life-long process, which implies that the adult educator himself is ready to learn from the adult learners. Every such learning situation meant for the learner is also an opportunity to himself to be a learner.

He is ready to accept new ideas, prepared to be challenged by the views and needs of learners and ready to change in response to the needs of the learner. He is willing to test new theories and practices. He has belief in the ability of the learner to develop and change and has positive desire to assist the learner to assume a new role in society.

Thus the adult educator, who has passed through the two phases of the training programme, will not only be an andragogue but also an ideologue. He will be the harbinger of a new social order, a new culture and new values based on equality, social justice, freedom and plenty for all. □

“By conversation, you can tell illiterates in your locality the history of the land they live in, the crops that grow there, the simple rules of health and hygiene, etc.

The adult is quicker than the child in grasping ideas and assimilates them better”.

Investment in Adult Education Instructors

D. V. Sharma

In the present paper, the author, a senior adult education officer, strongly pleads for building up a support mechanism for an adult education instructor so that he can not only improve his professional skill for running the NAEP centres successfully but can also sustain his own personal growth. He makes some suggestions, which can go a long way, if adopted, in creating a favourable climate conducive to the growth of the instructor, who, though the lowest in the hierarchy, is, nonetheless, the most important but weakest link in the chain of functionaries.

It is a universally recognised fact that the most important person for the success of NAEP is the instructor. Unfortunately in our total planning, we have not paid due attention to the building of this person. Several forums, organised to promote the adult education programme, have brought out the fact that unless some support, technical, moral and physical, is provided to the instructor, it will be difficult for us to attract good instructors and retain them in the programme.

It is very often said that the instructor is a part-time worker. In other words, he is a volunteer. The amount of Rs. 50, which is paid to him, is nothing but an honorarium for his services. This amount enables him to meet some of his incidental charges needed for organising the adult education centres. No doubt, we have conceived of adult education instructor as a volunteer, but, by and large, it is also a fact that the instructor is considered by all our field level functionaries as a foundation of the total infra-structure created for implementing the National Adult Education Programme. In spite of this, the instructor has a very poor self-image and feels himself to be a functionary of NAEP at the lowest rank in the hierarchy. He finds himself in a state of ambivalence, that is, importance of work on one hand and the lowest position on the other. The instructor himself feels that he is a functionary of the NAEP, who occupies the lowest position in the hierarchy. We try to impress upon him that Rs. 50 is indeed very insignificant and, therefore, would not induce any person to work with enthusiasm unless he possesses a spirit of sincerity and dedication. Principally, it sounds well. But we all know that it is difficult these days to find such a dedicated person who would work without receiving adequate remuneration specially among the poor sections of our society, who more often than not find it difficult to make both ends meet. The instructor, as we all know, usually belongs to the most disadvantaged section of our population and hence he strives hard to seek financial support to sustain

Any suggestions or comments by the readers in support of strengthening the hands of instructors and improving the quality of man in him will be gratefully acknowledged by the author.

himself at the survival level.

Wide Gap in Remuneration

The gap between the remuneration paid to a supervisor and an instructor is so prominently marked (although we consider instructor as a part-time worker) that the instructor feels it as an act of serious discrimination against him. Even if we plead that an instructor is a part-time worker, our expectations from him are such that call for his involvement virtually for the whole day in some form or the other in the activities and affairs relating to the successful functioning of adult education centre. For example, his activities include securing community support, seeking cooperation of local development agencies, organising social and cultural functions, including national festivals, encouraging people for community action, attending to meetings, etc., in addition to his usual duties of imparting literacy, creating awareness, developing functionality, filling the monitoring and evaluation returns and other records to be maintained by him but required by his superiors. By all accounts from any standard, this task seems to be quite time-consuming and needs a lot of initiative, drive and commitment on the part of instructor.

The programme, if we give a second thought, has really not envisaged any compensation or return for this person for accomplishment of such a difficult task that he is supposed to achieve. On looking around, we find, unlike other functionaries of Extension Departments where a village functionary is able to derive some tangible benefits from the department he represents, adult education has hardly anything to offer this person as a reward. It is, therefore, high time that we give some serious thought on evolving a system of making some modest investment in our instructor so that his association with adult education programme not only benefits the community but also enables him to achieve self-improvement in his own life, both in economic as well as socio-cultural fields.

Technical Support and Guidance

Drawing upon the opinion of several knowledgeable persons, one can arrive at that something needs to be done without giving further time to improve the socio-economic conditions of the instructor as well as giving him due recognition in society. It is needless to emphasise that most of our instructors are ill equipped educationally and otherwise also. A short training course, as envisaged in NAEP, is in no way enough to impart them necessary skills. It is also recognised that one's ability to benefit from the training depends considerably on one's educational level and other such exposures. Since their educational level is, by and large, low, the instructors find it very difficult to do all that is expected of them in relation to the learners and community. The initial training which is provided to them is rather inadequate to equip themselves to discharge their duties efficiently. Also their handicap is felt more severely in the absence of any system or mechanism of providing him technical support and guidance regularly in the field.

Measures to Help Instructors--Some Recommendations

Keeping these realities in view, it is desirable that we might undertake some of the measures to help the instructor not only to accomplish

his official task better but also to improve his own functioning as a productive member of the society. It is evident that it may not be possible for the country for the time being to pay to this person a salary at par or near the salary of our primary school teacher. Nevertheless, mere payment of a higher salary even may not be a guarantee for better performance of the instructor. That is why the concept of continuous flow of investment in the instructor is being advocated here. Some of the things which can be tried for instructors are well within our reach and perhaps would not need any serious financial commitment on the part of the administrators and others. It might, however, need some flexibility in our existing rules and regulations and a different outlook in treatment to this person who feels neglected and uncared for. Some of the practical suggestions being given in this regard are as follows :

- (1) As has been said earlier many of our instructors are not educationally well equipped. It should be possible for any State Government or Union Territory to allow these instructors to upgrade their educational qualifications just as this is done in the case of other teachers in formal system through self-study and correspondence courses. Any instructor who successfully completes one cycle of a 10-month programme of NAEP should be given the facilities of increasing his educational qualifications without attending any regular course.
- (2) Instructors would need considerable support from the libraries and other agencies producing useful material and literature. All these agencies may be requested to put the instructors on their mailing list and the libraries to extend reading and borrowing facilities if need be without charge. This facility to the instructor implies receiving of material from various extension agencies as well as libraries. This will enhance his status in the eyes of the community members. Incidentally, it would enable him to possess a lot of written material, which will add to his own knowledge and ultimately result in better performance.
- (3) In our country several extension agencies have created a net work of well conceived training facilities. These facilities are usually meant for the deprived section of our society living in the rural areas. If one receives training in one or more of these programmes, he is likely to increase his own productivity in his profession and earn more or start a new vocation for a better life. It should be possible for the District Adult Education Officer and Project Officer to identify some of these schemes in their respective areas. Our instructors should be encouraged, enabled and facilitated to take benefit from some of these schemes. If some agencies have certain provisions for financial support for entrepreneurship, the officers should be able to secure these for the instructor. In turn, the instructor should be enabled to help his learners in the same way as he himself has been helped by others. If instructor receives this type of support from senior adult education officer, he would certainly develop greater commitment to the programme because he is bound to feel that somebody in the adult education programme does care for him. The skills thus acquired will increase his income and incidentally

- give him a confidence to share some of these skills with learners.
- (4) It should be possible for the supervisor with the help of Project Officer and DAEOs to provide at least one newspaper to each instructor. This indeed is a very small investment but will go a long way in giving status to the instructor as well as providing him with a material which he can use to enhance his own knowledge and understanding of the current affairs. He can also share the news with learners and as well as with other people in the rural areas, who would benefit considerably from sharing of news by the instructor. This will undoubtedly increase participation of learners and other members of the community in the national affairs. If it is not possible to provide a separate newspaper to the instructor, at least the primary school of the area may be asked to pass on its daily newspaper to the instructor to be used in the evening.
 - (5) Many instructors are holding classes in their own houses as they do not have any other place for organising an adult education centre. When a person uses his own residence for learners, he does incur some expenditure on account of maintenance and wear and tear of the facilities like sitting, cleaning, drinking water, toilet, etc. to the learners. Some arrangement should be made to make payment to this instructor, howsoever meagre it may be, for such facilities as he utilises his own resources for organising the centre and we may compensate him for the same. This money would go a long way in meeting some expenses for petty repairs of the poor instructors' residence. The amount would naturally vary from place to place. But some provision can certainly be made to help the instructor in this respect. Delhi Administration is already thinking of making some payment to the instructor for the use of his residence for organising the centre.
 - (6) The woman instructors can specially be given one or two *dhoties* in order to present themselves in a respectful way. We might also think of a providing some kit, which could be used to provide first aid to the woman learners.
 - (7) There should be some system of identifying good instructors and giving them appropriate rewards for their good work. These instructors may be given such regards on national occasion like Independence Day, Republic Day, Gandhi Jayanti, etc. They may also be invited to the functions in the village or at the block level. It would be nice to send them written invitation for attending these functions at village, block or district level. This will also go a long way in acquiring a status in the eyes of their fellow workers and the community as a whole.

The prestige and status of our instructor will also considerably depend upon the treatment he is getting from the supervisors, project officers and other senior officers in the Department of Adult Education. We all senior adult education functionaries have got to conscientiously ensure that we do not give instructors the impression of being their subordinate. While visiting centres, instructors should always be given due respect in the presence of learners even if there is something wrong on their part. Any action by officers with a view to improve

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Non-formal Education—a Perspective

Indu Pandit

Non-formal education is a new concept, a new thrust forward to accelerate the pace of development in self-education. In the present article, the author explains what non-formal education stands for, why is it required, its broad objectives, its thrust and focus, its content, organizational concept, and the various agencies, which can be mobilised from different fields for a massive action-oriented programme.

THE development of individual through education is a continuous process, cutting across the entire continuum of one's life. In this regard, organised educational efforts are to be canalised to ensure maximal development of individuals of diverse age groups, occupations, interests and aptitudes. The process of education, which is traditionally adopted in the Indian context, is the formal education through schools, universities and other institutes. This formal system has failed to cater to the differential needs of the heterogeneous population, possibly due to the rigid constraints imposed upon its functioning.

Nearly three-and-a-half decades have passed since India's independence and it is time that we take stock of the effectiveness of this system of education and take remedial measures that may be required to enhance the utility of education to a wider population. Alternate educational programmes, which cater to diverse needs, are to be carefully evaluated to decide upon the appropriate ones. The need for a programme of non-formal education, having flexibility in terms of scheduling of programmes, duration of the course, admission criteria, procedure for evaluation and certification has been argued here as a viable alternative for our developing society today. This system focuses on the adaptability of the education system to relate the contents to the needs, interests and environment of the educand and its ability to link up education with other social and economic inputs in rural and urban areas.

What is it ?

The report of the International Commission on the Development of Education, Faure Report 1971, entitled 'Learning To Be' explains the term, non-formal, to indicate that learning activity, which may take place outside the usual setting of the classroom, is dependent upon the age of the learner. The Faure Report summarized the new pattern of learning as follows¹ :

"The concept of education limited in time to school-age and confined in space to school buildings must be superceded. School education must be regarded not as the end but the fundamental component of total educational activity, which includes both institutional and out-of-school education. A proportion of educational activity should be deformedalized and replaced by flexible diversified

models". Klois, Lang and others (1976) have defined the non-formal education as any institutional and systematic educational enterprise (usually outside the purview of traditional schooling) in which content, media, time units, admission criteria, staff facilities and other system components are adopted for particular student populations (or situations) in order to maximise the maintenance constraints of the system. Philip Coombs² defined non-formal education as "one which is imparted through organizations outside the formal educational institutions". He emphasised that the term education should not mean merely the several levels and types of formal education i.e, primary, secondary, post-secondary, general and specialised but all those systematic programmes and processes of education and training that lie outside formal education. These non-formal programmes include, for example, worker and farmer education training. Non-formal education is also defined as "an organized systematic educational activity carried on outside the framework of the formal school system to provide selected types of learning situations to particular subject groups in the population, adults as well as children".

The non-formal educational programme is flexible in nature as against the rigid formal system and is responsive to the needs of the learner. While it is utilitarian education outside the formalized hierarchical structure of the education system, it may serve the purpose of preparing the individual for entry into the formal system. It is essential to differentiate between non-formal and informal education. While, the former is education given intentionally outside the formal system, the latter refers to education incidentally picked up in life situations. In addition, informal education takes place almost all the time, informally and incidentally; whereas non-formalized educational programmes are organised and planned in relation to the specific needs of the learner. Besides, non-formal education is aimed at bringing the vast population of farmers, workers, small entrepreneurs and others, who have never been inside the formal classroom and perhaps never will be, a state of useful skill and knowledge, which they can apply to their own specific situations leading to the development of the nation.

Why is it Required ?

The fundamental commitment of Indian democracy is to strive for an egalitarian social order. Resources, human as well as material, need to be mobilised for national development. However, as Julius Nyerere says, "Development is essentially the development of man."³ Unless the citizenry is trained, skilled and equipped with knowledge and abilities, national development will remain merely as a visionary dream.

The Education Commission examined the spectrum of education in relation to national development and observed that illiteracy was inconsistent with an age of scientific and technological progress and emphasised the need to liquidate illiteracy and provide facilities for continuing education. It has further reiterated that "conventional methods will be of no avail in the achievement of this objective and if the trend was to be reversed, a massive unorthodox national effort was necessary." "The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and accelerating

programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large, commercial, industrial and other concerns should be made functionally literate as early as possible".⁴

The stark poverty of our masses paints a dark picture. The former Finance Minister, H.M. Patel⁵, has been quoted as saying that "two hundred and ninety million Indians earn less than Rs 60 a month and 56% of the people are living below the poverty line".

Under such conditions, education through the formal set up remains a luxury for the common masses, whose school-going children are compelled to contribute their bit to the family income by working as domestic servants, farm and hotel boys or in factories and business establishments.

"Non-formal education is not a second class education for second class people. Non-formal education is the people's power, the power to change our society and to make it move towards path of justice, tolerance, understanding and charity."

Malcolm S. Adiseshiah

The education system presently in operation caters to less than 2% of the weaker sections of the society and consequently, the formal system of education remains a peripheral system serving the needs of only that section of society which can afford to send their children full-time to school.

In 'Policy and Performance in Indian Education', J.P. Naik has pointed out : "It is also necessary to remember that exclusive reliance of the full-time formal education has an inherent bias in favour of the classes which can afford to feed, clothe and send their children to school on a full-time basis".⁶ Poverty is undoubtedly casting its long and grim shadow over matters academic, as Subhas Kirpekar rightly points out. If education has to widen and equalize opportunities, it cannot be *time-bound* and confined to formal schools but should provide opportunity for continuous life-long learning. Dr. Malcolm S. Adiseshiah has reiterated that the vision of an alternate educational system is inextricably tied to the vision of a more just and more equal India".⁷ We have to find the correlation between our economic and social objectives and educational inputs, and the educational component has to be integrated with development schemes.

The high drop-out rate in the present system of education is a pointer to the fact that our education is not related to the needs of people. Reporting in the Times of India, Subhas Kirpekar⁸ points out that the Education Ministry's statistics show that, of those who care to enrol at the primary stage, only 15 to 20% manage to go through school. This means that a little over 80% of the drop-outs are left

illequipped to face the world. About 70% of our population is illiterate and 50% of the children drop out of school after first or second year of schooling and only 25% reach up to class VIII. This shows that the formal system of education is partly effective for only half and fully effective for one-fourth the population of students entering formal education process of learning. Now even 1986 seems unlikely for fulfilling the target of compulsory education. With its rigid curriculum, single point entry, sequential process of learning, theoretical bias and academic approach in teaching, the formal system of education is outmoded and out-dated, and rightly termed as 'the British legacy of authoritarianism' by Gunnar Myrdal. Moreover, we have 165 mother tongues in India. Out of these, not even 50 are used as the medium of primary education and only 15 used as medium of higher education. This difference between home-language and school-language further accentuates the artificiality and superficiality of the formal system. Only 10% of the total population in the age-group 15-25 are receiving education and 90% are without any educational facility whatsoever. The bulk of our population remains alienated from the society. So long as this dysfunctional system persists, we can never hope to educate and elevate our masses effectually. J.P. Naik has warned that, "We can continue with this structure at great national peril".⁹

Cognizance has also to be taken of the phenomenon of 'knowledge explosion'. The skills and abilities required by the society are continually and perpetually changing, and different from what the schools are accustomed to teaching. Each new discovery and development demands a new educative effort, which the formal system of education is not attuned to undertake. Science and technology have pervaded all spheres of life. Channels of continuing education have to be provided for the urban and rural population to upgrade and update their skills and abilities. For this, we cannot rely solely on the traditional techniques and system of education. To educate the farmers on the new technology of agriculture and farming, it is not necessary to subject them to the grill of learning the 3 Rs (Read, Write and (A) Rithmetic) first. Instead, the functional application of science and technology can be imparted through non-formal channels. The non-formal educational programmes will have to be used to strengthen and supplement the formal system of education, if we want that each individual should continue to learn throughout his life. He can choose that channel or combination of channels, which may best suit his needs and convenience at any given moment. This will also help in bringing back the vast number of non-enrolled children, school drop-outs and push-outs, illiterate masses, labourers, farmers, workers and other into the national mainstream.

Major Objectives

Some of the major objectives of the non-formal education are :

- a) to develop, broaden and deepen the social commitment of education and relate it to the needs of the society ;
- b) to build a deliberate, systematic, intentional, parallel system to the formal system of education and to make the closed educational system more flexible and open ;
- c) to feed the appetites of learning of hungry people and change the institutional approach to education ;
- d) to promote human resource development and improve the functional

efficiency of people ;

- e) to bring about attitudinal changes in people and develop an objective, scientific and rational outlook in them ;
- f) to provide easy access to useful information about the environment for participation in social life and rendering useful service to the community ;
- g) to promote professional and occupational growth of rural and urban communities ;
- h) to meet the educational needs of a large number of out-of-school youth ;
- i) to teach basic skills of reading, writing and arithmetic ;
- j) to impart agricultural education and training to small farmers and land-less labourers ;
- k) to promote cottage industries, arts and crafts and to prepare the individual for self-employment ;
- l) to develop awareness of democratic citizenship, rights and duties ;
- m) to develop power of self-expression in people and create forums of public opinion ;
- n) to mobilize public opinion and create a participant society ;
- o) to usher in desirable social changes and ensure social justice ; and
- p) to develop confidence in people so that they can determine the best available course of their actions.

While there may be overlap, some objectives have been explicitly included to illustrate and emphasize the breadth of application of the concept of non-formal education in the Indian context.

Thrust and Focus

The non-formal educational programmes can be attempted to cater to the educational needs of the following target populations :

- a) Non-school going children in the age group 6-14 years. This will help to promote universal elementary education and also prevent dropouts which are maximum, i.e., 50% at this stage.
- b) Out of the school youth in the age group, 15-25 years, only 10% of the youth of this age group are receiving education and the rest form the bulk of illiterates and semi-literates.
- c) Socially and economically backward, underprivileged working class men and women, tribals, the unemployed and underemployed illiterate classes.
- d) Primarily all working children, youth, adult men and women deprived of education, school drop-outs, push-outs and all those who are outside the formal school system and for whom no educational facilities have been organised.

Content

An initial survey to identify the learning needs of the clientele, their potentialities, mental preparation, vocabulary, vocational trends, socio-economic status will be the basis of determining the content. The objectives of the development of individuals have to be closely related to the overall objectives of national deve-

lopment. Besides the functional literacy programmes, the contents should have a strong vocational bias with stress on practical skills and knowledge related to the learner's environment in rural and urban areas to enhance the functional and operational efficiency of the individual.

In the urban industrialised area, the content of non-formal education should stress mechanical and technical skills, operation and repair maintenance of machinery, tools and implements, electrical circuitry, metal work, masonry, carpentry, office work, clerical and secretarial work, and book keeping. Training in commercial and marketing operations and processes, plumbing, dress-making, tailoring, cooking, and other occupations. Besides, basic scientific concepts and their application in different spheres and the role of technology in modern life, could be of value and relevance. Also, literacy programmes and informative programmes on current affairs of national and local interest and importance, family life education and population education, would provide the required degree of broad-based concept or thinking. Health, and hygiene, child care and nutrition, arts and crafts, physical education, sports, athletics, leisure time occupations, cultural interests, programmes of nation building, social service and citizenship education, would complete the list.

In rural areas, the content of non-formal education should be organized to stress rural development. The focus of the content should be on the rural population to realise awareness of basic scientific principles and their application in the rural environment: agriculture, farming, fertilizers, pesticides, soil conservation, irrigation; fishery, forestry, animal husbandry, poultry-keeping, bee-keeping, dairy-farming; small-scale, cottage and ancillary industries; road repairs, layout and maintenance; maintenance of agricultural machinery, implements and tools. as also the use of indigenous and alternate technology within their means i.e. gobar gas plants, solar energy, etc.

Spinning, weaving, cane work, leather work, health and hygiene, nutrition and child care, family life and population education, sanitation and drainage, informative programmes related to local self-government, environmental awareness, social and national issues, folk music, folk dancing, puppetry, sports and physical education, leisure time activities are some of the more important component of non-formal education.

Organization

The control of the non-formal education will be diffused with the maximum involvement and participation of local talents and materials. The adherence to sequential promotion, from class to class, single point entry and fixed time schedule, has to be replaced by multiple entry, flexible training with a choice of full-time, part-time, evening self-study, vocational and correspondence courses.

The methods of teaching should be work-oriented and organized through active interaction with the materials to be mastered. There should be minimum time lag between learning and application.

The centres of non-formal education should be located in any suitable, available space: temples, mosques, farms, fields, factories, libraries, public buildings, halls, private homes, gardens, groves, village *chaupals*, schools, etc., as per their suitability, can be utilized, as centres.

Agencies

The success of the non-formal educational programmes depends upon massive mobilization of forces and the efforts of committed people from all walks of life :

- (a) Central, State and local governmental educational departments and agencies; educational experts, universities, educational research institutions, teacher education institutions, college and school teachers.
- (b) Private and voluntary agencies, social service groups, N.S.S. cadres, extension service departments, such as government and semi-government and non-government groups, workers, farmers, youth and women's organisations.
- (c) People from different rank and file of society i.e. community leaders, doctors, lawyers, shopkeepers, educated unemployed youth, housewives, school dropouts, pensioners, workers, persons with or without formal education.

Conclusion

Dr. Malcolm S. Adiseshiah advocates this system of education when he says: "Non-formal education is not a second class education for second class people. Non-formal education is the people's power, the power to change our society and make it move towards path of justice, tolerance, understanding and charity".¹⁰ It is the people's programme and at all levels it has to motivate and mobilize people and make them active participants in the process of learning. Through successive stages, from planning to the implementation stage, there has to be community involvement. The hallmarks of the programmes should be vision, innovation and flexibility. A constant process of evaluating the programmes should also be set up and the feedback utilized for modification, improvement and development of the programme. □

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Let's Look at our Assumptions

Beryl Levinger and Tom Drahrman

NON-formal adult education is largely a science of trial and error. We make assumptions about the learning process and about learners, and when these assumptions don't seem to mesh with reality, we modify our plan of action. We are often less flexible, however, when it comes to modifying or refining our assumptions.

Most of us have a set of notions about the way participation enhances learning and community development. Here, we isolate eight of these assumptions and identify critical questions about them. In so doing, we hope to generate a checklist of points to be considered in designing non-formal education activities. Such a checklist can assist in examining assumptions in the light of the needs of specific learning groups, and in highlighting issues that should be dealt with in project evaluations.

ASSUMPTION : THE POOR AND THE LESS EDUCATED GENERALLY LACK CONFIDENCE IN THEIR ABILITY TO IMPROVE THEIR OWN LIVES.

- * Do we have empirical evidence that bears this out ?
- * Is this a patronizing assumption based on a "deficit" theory of education ?
- * Are there any areas in which the poor and the less educated are especially self-confident ?
- * To what extent is such a "confidence factor" more dependent on real economic, social and political

conditions than on access to non-formal education or community development programmes ?

ASSUMPTION : PARTICIPATORY APPROACHES LEAD TO POSITIVE CHANGES IN THE ASPIRATIONS AND EXPECTATIONS LEARNERS HOLD ABOUT THEIR LIVES.

- * What empirical evidence bears this out ?
- * What happens to disadvantaged people as they develop a heightened sense of their poverty along with new aspirations ? New aspirations create rising expectations : do bitterness, frustration, or withdrawal occur when expectations go unmet ?
- * Are the problems of the poor due principally to limited expectations and self-confidence or to limited skills ? Should we focus more on improving skills or on raising expectations ?
- * If we focus more on expanding expectations than skills, do we consign the poor to educational programmes inferior to those serving the middle class ? Does this maintain the poor in uncompetitive roles with respect to the middle-class labour force ?

ASSUMPTION : PARTICIPANTS (I.E., LOCAL PEOPLE) ARE ALWAYS BEST SUITED TO IDENTIFY THEIR OWN NEEDS.

- * Are there certain kinds of needs or problems local people are not best suited to identify ?
- * Can non-formal education programmes that address needs not identified by participants be effective ?
- * Are outside "agents" needed to provoke thought, discussion, and action ?

ASSUMPTION : IF THE USE OF PARTICIPATORY APPROACHES WERE WIDESPREAD, SIGNIFICANT DEVELOPMENT CHANGES WOULD RESULT.

- * Can significant development change be accomplished without broad-based reforms in land tenure, employment, and access to credit and social services ? Aren't these well beyond the scope of non-formal adult educators ?
- * What development changes are most likely to stem from participatory approaches ? A tide of rising dissatisfaction with the social, economic and political status quo ? Or concrete actions and projects undertaken in response to particular problems ?
- * Is change always desirable ? If so, what kinds of changes should we seek to promote across the board ?

ASSUMPTION : HELPING LEARNERS TO DEVELOP SKILLS SUCH AS THE ABILITY TO CLARIFY VALUE POSITIONS, RECOGNIZE CAUSE AND EFFECT RELATIONSHIPS, MAKE CONSIDERED JUDGEMENTS, AND TAKE RESPONSIBILITY FOR ACTION, IS AS IMPORTANT AS HELPING LEARNERS DEVELOP MORE CONCRETE ABILITIES IN SPECIFIC DEVELOPMENT SECTORS.

- * What evidence supports the view that the poor disproportionately lack such process skills ? In assuming that they lack these skills, are we

being patronizing, and basing our activities on a deficit model of education ?

- * In emphasizing processes, do we shortchange the teaching of other skills that could help alleviate poverty more directly ?
- * How are process skills like these usually taught ? Are they most effective when taught alone, or together with more marketable knowledge ?

ASSUMPTION : PARTICIPATORY APPROACHES HELP TO BROADEN THE DECISION-MAKING BASE WITHIN A COMMUNITY. EXPANDING THE DECISION-MAKING BASE AIDS DEVELOPMENT.

- * What evidence shows a relationship between learners' exposure to participatory approaches and participation in community decision-making ?
- * Is the desire to expand the decision-making base culturally biased ? Are there cultural groups for whom oligarchic rather than democratic decision-making styles result in a more efficient marshalling of resources ? Do we need to change our learning approaches when working with such groups ?

ASSUMPTION : PARTICIPATORY APPROACHES ARE SUITABLE FOR MOST KINDS OF TRAINING SITUATIONS.

- * Do we have empirical evidence to bear out this notion ?
- * Can we identify any skill areas where learning would be more efficient if more traditional didactic methods were used ?

ASSUMPTION : PARTICIPATORY APPROACHES ARE CULTURALLY SENSITIVE.

- * Are there cultural groups for which participatory approaches would be

inappropriate (e.g. a highly structured clan society) ?

- * How often do participatory approaches engender conflict? When this occurs, can we say that our approach is culturally sensitive?

Our efforts to focus on assumptions and the questions related to them have led us to some tentative conclusions about the participatory approach.

First, we believe that we need to concern ourselves with optimum rather than maximum participation. What kind of participation is best for a particular group of learners in terms of their needs and cultural setting ?

Second, the practical nature of non-formal education precludes acceptance

of any dogmatic theory or unassailable set of assumptions about participation. Thus, while the eight assumptions we identified are probably true some of the time, we seriously doubt that any is true all of the time.

Third, non-formal adult educators, including those who believe in participatory approaches, still need to consider and use a broad range of education and development options. We cannot allow ourselves to be locked into an approach or process that may not always be appropriate or effective. Methodological flexibility is certainly no vice, and orthodoxy, when it comes to process, is no virtue. □

Courtesy : Reports Magazine/March 1980. No. 21

INVESTMENT IN ADULT EDUCATION INSTRUCTORS

(Contd. from page 12)

their functioning should be taken without injuring self-respect of the instructor. If the senior officers of Adult Education Department make a point to treat the instructor respectfully and set examples for others, this will in itself develop confidence and self-respect in him.

While making these recommendations, it is not the intention to convey that the remuneration of the instructor should not be increased. This should certainly be increased to the extent possible. Nevertheless, there will still be many in the villages and elsewhere who would like to work for adult education on a voluntary basis. They should continue to be welcomed and considered as example worthy of following by others. We feel adult education programme cannot be sustained unless there is a spirit of voluntarism. This spirit can only be fostered by senior officers, if they themselves show through their action and behaviour that they are prepared to spend more time and energy than warranted by rules and regulation for the sake of learners, instructors and others to promote the cause of adult education. □

The Hidden Dreams—the Neo-literates Speak

L.S. Saraswathi and D. J. Ravindran

As part of an experiment to obtain feedback from learners at the centres run under the National Adult Education Programme, a two-day camp of neo-literates was organised by the Rural Development Society in Chembakkam village of Tirupporur block in the Chinglepattu district of Tamil Nadu.

A total of 32 adults, both men and women, had come from five villages and views were sought from them as to what they thought of the NAEP, of their lives and environment, their ability or inability to attend school in early life, their experiences and impressions, their desire to continue or give up studies, availability and frequency of reading material and their reactions on the idea to form into a study circle for identifying the problems of education and the means to solve them.

The answers to some of the questions are revealing and show that, given the means, the rural adults are very eager to learn and there are no limits to learning.

THE National Adult Education Programme was launched in 1978. Thousands of adult education centres started functioning. Many thousand adults participated in the programme and completed a course of ten months' duration. As an important component of the course, they learned to read and write. What happened after the course? What is it that lies ahead? How could they utilise the skills of literacy they acquired? Do they have an environment of literacy? If they had an opportunity to create an environment of literacy, what could be their ideas regarding the format and content of the materials suitable for them to read? These were some of the relevant questions asked in the context.

With these questions, the Rural Development Society, involved in the development of education work in rural areas of Chinglepattu district in Tamil Nadu, organized a two-day

camp of the neo-literates in Chembakkam village in Tirupporur block in Chinglepattu district on the 8th and 9th June, 1980. A total of 32 adults, both men and women from five villages attended the camp.

The method used was discussion. In order to facilitate it and help adults to get involved into discussion, few questions were raised. These questions were related to their experiences while learning to read and write, especially their life, their ability or inability to attend school early in life, their experiences as an illiterate and literate, which were impressive to them, their desire to continue learning, the availability of materials, their idea of the format and content of the materials, the frequency with which they require the materials, if they required, their idea about organizing themselves for reading and discussing the materials.

Literacy Experiences Unfolded

Each one of the adult participants was given an opportunity to express himself or herself about their experiences in learning to read and write. The experiences expressed were mainly in terms of relevant interesting episodes from their lives, the literacy skills they had acquired and their self-image. The expressions, in their own words, were powerful as they were charged with their feelings. Those experiences, which were not very much similar, are presented here :

- A. "I did not know anything about education. I was afraid of the school because of the teacher's rod. I thought it was better to graze cattle than to attend the school. At times I used to go with some of my friends to see movies. When the title, the names of actors and actresses appeared on the screen, few of my friends, who could read, would do for me. I used to sit like a dumb person. I used to feel shy. Then came the National Adult Education Programme. I joined the programme as I had a desire to learn to read. Some of my relatives teased me by saying that what you could not learn at five, you can't learn at 50. Still, I continued. I have now gained confidence to read newspaper, cinema posters, etc. I often wish I had studied while I was young. Even when I was an illiterate, I never could say that I was one. If anyone asked me about my educational level, I used to tell them that I had done my seventh as I wanted them to think highly of me. When I really learned to read, I started talking to people
- with a lot of confidence."
- B. "When I was young, I was sent for grazing cattle. I learned to act in the folk-dramas. I had to learn by heart long songs. The director would write songs on a piece of paper and ask me to remember them. I would ask someone to read them out for me. While he read, I would look at the paper. I learned in the process a few words. When I started working very hard in the field, I forgot all about them. Through the adult education programme, I have learned to read and write to some extent. Now I can read slowly. I have learnt to read letters, which come to me by post."
- C. "I did not go to school while I was young. I used to play with other children. An incident comes to my mind. I was sitting in a bus one day. We were waiting for the bus to start. At that time a beggar came and gave me a paper. I looked at it and pretended to be reading and gave it back to him. I saw others reading out something written on it and giving him some money. I felt ashamed that I could not read. Now when the National Adult Education Programme was brought to the village, I joined the centre along with some of my friends. It was quite difficult for me to learn to read. I felt that I ought to have learned while young. When I actually started learning, I felt great and I want to read more and more. Now I can read cinema posters, the political party notices and bus signs."

- D. "I did not know how to read and write. When I saw movies, I used to blink not knowing how to read the names of the actors and actresses. I joined the adult education programme and can read now. I can write my name, the names of my parents. I can write a letter. The habit of asking some one else to read the letter for me has gone. I go to movies often. I have the courage to go out on my own. I try and read the sign boards on the way. I pick up any small bits of newspaper on the way and start reading, spelling out the words. I often think that I should have some books to read. Some people keep asking me what is the big idea of your studying? Are you going to take up a big job somewhere? I don't answer. I know that I love to read."
- E. "I went to school for a year when I was young. I could read a few words. I had to discontinue my studies as my father wanted me to work in the field. When the adult education centre was started in the village, my father encouraged me to go and attend it. Now, I can read cinema posters, name of the theatre, newspaper headlines. I can read big letters, spell out the words. Now, I don't have anything to read."
- F. "The school was far away. I studied up to two standard. Then I was sent for grazing the cattle. I was taken to another village. Boys of my age teased me. Then I bought a primer and started learning on my own. All I was anxious for was how to learn to read and write. My parents were not in favour of sending me to school. I cannot forget one incident which helped me to take the decision that I must learn to read. One day some boys wrote on the wall that I was a thief. When others read it and teased me, I felt terribly ashamed for not being able to read what was written on the wall. I started learning on my own. When the adult education programme was brought to the village, I jumped at the opportunity. I learned to read fluently in four months. I started reading the magazine 'Rani'. Now I can compete with those who teased me. I have a keen interest in reading a lot. I wish I could get lots of books to read."
- G. "I never attended any school. I started working in the field very young. I joined the adult education programme. Now I can read slowly. I consider it something great that I can read now. I have often seen some of my friends reciting cinema songs from books. I used to think, "Will I ever learn to read books in my life?" Now I can read them slowly."
- H. "I was worried in the beginning how I was going to learn. But it was not all that difficult. I could learn the key words easily. I was encouraged by lots of people visiting the centre. I have now attended several meetings outside our village. I am somehow able to communicate to my people from Bombay."

- I. "I was in a school for two years. My father passed away. I dropped out of school. In a few years I forgot all that I had learned. I could no longer read or write. Now I have learned once again and can read newspaper headlines after attending the adult education programme for about a year."
- J. Four girls, who came from one village, said, "We can sing, dance, etc. We have now come out of our village to attend a camp like this which we never did before. Because of the adult education programme, we often meet, try to talk and learn even when the centre is closed. We want to study further, and have a desire to continue learning."

Demand for More Books

Almost all the participants shared the view :

"We need to do something so that the acquired skills of literacy are not forgotten. We need materials that we can read. We want to learn about all that we do not know. We have few books to read. We want more. We cannot afford to buy all the books."

Type of Material Needed

The participants gave several suggestions for the type of material they need. Their discussions regarding the materials could be summarised as follows :

They need a fortnightly or monthly magazine so that they are sure of getting new and fresh materials periodically. This could be supplemented by books, if possible, once in three or six months.

After suggesting nearly 22 names for the magazine, they decided upon

Makkal Kalvi (People's Education). The get-up of the books and the periodical was also discussed. According to them, the lettering should be quite bold. They showed a book, for sample, which was printed in bold letters. The materials should be illustrated. The size should be such that they are able to carry it wherever they go, even to their place of work. The printing should be clear, and not blurred. They showed a newspaper to indicate what they meant by neat and clean and free from smudging.

The language used, according to the neoliterates, should be simple and should be in spoken language.

The content of the periodical could be stories, songs, jokes, puzzles, games etc. They suggested nearly 100 different topics about which they wanted to know. The list included a *variety of* (a) articles and subjects, such as earrings, clothes, bangles, powder, eye-lining black, kumkum, other types of forehead decorators, chappals, soap, spectacles and tooth powder; radio, television, telephone, tape recorder, cinema, record; car, bus, train, scooter, ship, aeroplane, helicopter; charcoal, kerosene, light, matchbox; iron, tar, cement; pen, ink; stainless steel vessels, wire-bag, suitcase, needle, magnet; (b) *the natural phenomena* of rain and sunshine, thunder, lightning, cloudiness, eclipse, rainbow, stars, moon; (c) *the economic truths* such as taxation, supplementary occupations, marketing, cooperation, exploitation, contract cultivation, getting loans from the banks, poultry, dairy; (d) *the social phenomena* of caste, differentiation in village community, becoming a leader, government, religion, education, laws especially acts affecting them such as land ceiling, Panchayat Act, Pawn Brokers' Act, etc., (e) *Matters relating to Health*, such as

health status, indigenous medicines, functions of hospital; (f) *Wonders of Science*: such as rockets and aeroplanes; (g) *Geography and History* of different parts of India and other countries, starting from their local areas of Thirukkazhukundram and Mahabalipuram extending to Kerala, Ceylon, Malaysia, Singapore, America; (h) civics ; constitution, elections, government, panchayat, (i) *agriculture* ; sugarcane, rubber, urea; (j) *Women* : maternity, family welfare.

Organization for Continuing Learning

A suggestion was offered to form a group of neo-literates in each village, which will take the responsibility of identifying the problems of reading and writing among the neo-literates and to see that reading material is available to them. The group will also take the responsibility of conducting discussions on the materials read. It will also try to set up a small library.

Scene Beyond Literacy

The camp of the neo-literates held in Chembakkam village showed clearly that ;

1) The literacy learning was an

emotionally valuable experience for the adults who participated in the NAEP;

- 2) Their expectations from literacy learning were something very personal and social;
- 3) The neo-literates are interested in learning further and they have a thirst to know about several different matters known and unknown to them;
- 4) They have very little or no access to the relevant materials, which would help them to maintain a reading habit and find a practical value for the skill they possess.
- 5) They have ideas to create an environment for literacy but have very little means to implement them; and
- 6) With the availability of some basic help in the form of relevant materials, atleast in the initial stages, the environment for literacy could be made a possibility and a necessity in the near future.

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Imparting Mass Training to Farmers

G.G. Nandapurkar and K.H. Sirdeshpande

The present study carried out in the Parbhani district of Maharashtra throws interesting light on the impact of mass training programme in effecting a change in knowledge and attitude, and adoption level of farmers.

The results obtained are startling. They have shown that training has resulted in influencing favourable attitude as well as gain of knowledge and adoption of improved agricultural practices to a considerable extent.

AGRICULTURAL development means increasing the productivity and improving the economic conditions of the farmers. This, to certain extent, depends on the level of knowledge, attitude and adoption of improved practices by the farmers. The programme of mass training is aimed at achieving these objectives by imparting training to the farmers.

A break-through in agricultural technology in the last two decades has contributed a great deal to increase in farm yields. However, the efforts to adopt appropriate technology and to make it relevant being limited, some of the innovations remained promising until resources and training facilities were made available.

In the present paper, we intend to discuss the impact of mass training programme in effecting change in knowledge and attitude, and adoption level of the farmers, who received the training. Training is an educational situation or process by which the skill, competency and ability of trainees to perform specific jobs are increased.

It also offers an opportunity to further development of the individual. Training is a continuous process, which requires careful planning on the part of the trainers.

Patel (1968)¹ found that most of the trained farmers gained sufficiently high adoption scores than those of the matched untrained farmers.

Singh (1968)² concluded that training imparted to farmers resulted in effecting changes in knowledge, attitude and adoption of improved practices.

Pimprikar (1974)³ revealed that there was more gain in knowledge of trained farmers who exhibited favourable attitude compared to untrained farmers. There was a significant association between training and adoption,

Methodology

The present research study was carried out in the jurisdiction of Parbhani district as the mass training facility for the farmers was available at the district headquarters. Out of 350 trainees, 180 or 51 per cent were selected at random. They had enrolled themselves for the training in different batches. The list of the respondents was arranged serially, and from the list, 50 per cent of the trainees from each batch were selected and interviewed before receiving the training and the same trainees were again interviewed after the training.

The results of the study are presented in Tables 1 and 2.

TABLE 1
CHANGES IN KNOWLEDGE, ATTITUDES AND ADOPTION LEVEL OF TRAINEES
BEFORE AND AFTER RECEIVING THE TRAINING

Sr.	Category	Before training		After training	
		Number	Percentage	Number	Percentage
Level of Knowledge					
1.	Low	47	26.12	11	6.12
2.	Medium	104	57.77	57	31.66
3.	High	29	16.11	112	62.22
Attitude					
1.	Unfavourable	114	63.33	34	18.89
2.	Favourable	66	36.67	146	81.11
3.	Neutral	—	—	—	—
Adoption level					
1.	Low	86	47.78	16	8.88
2.	Medium	89	49.44	100	55.56
3.	High	5	2.78	64	35.56

TABLE 2
MEAN DIFFERENCES IN THE BEHAVIOURAL CHANGES DUE TO TRAINING

Sr. No.	Behavioural changes	Mean score before training	Mean score after training	Difference of mean score	't' value
1.	Knowledge	16.24	37.64	21.40	22.29 **
2.	Attitude	8.79	11.79	2.97	14.11 **
3.	Adoption	17.20	34.26	17.06	57.84 **

**Significant at 0.01 level of probability.

The results indicate that 26.12 per cent of trainees had low knowledge regarding improved agricultural practices, 57.77 per cent had medium and 16.11 per cent had high knowledge before receiving the training. After obtaining training, there was a considerable change (62.22 per cent) among the high level category. Thus training has resulted in adding knowledge. As regards the attitude, data show that before receiving the training, 63.33 per cent had an unfavourable attitude, whereas after receiving training, the trainees' attitude was changed markedly from 36.67 per cent to 81.11 per cent. Similarly, there was a considerable change in the level of adoption of improved agricultural practices after receiving the training. It went up from 2.78 per cent to 35.56 per cent. Therefore, it can be concluded that training has resulted in influencing favourable attitude as

well as gain of knowledge and adoption of improved agricultural practices to a considerable extent.

Table 1 gives information regarding the changes acquired in knowledge, attitude and adoption as a result of training. The impact of training (Table 2) was calculated by using 't' test. The calculated 't' test indicated significant mean differences. The data showed considerable increase in gain of knowledge ; the mean score of the respondents was 37.64 after exposure to training, whereas it was only 16.24 before receiving training. Similar trends were also observed in attitude and adoption of improved agricultural practices. Thus, training has resulted in changing knowledge, attitude and adoption, which, in turn, changed the behaviour of the respondents. The above findings are in line with the findings of Singh (1966), Patel (1968), Patel and Patel (1969), and Pimprikar (1974).

Action Implications

Providing training to the farmers at mass training centres was found to help in the development of a favourable behavioural change. Therefore, frequent training programmes may be organised to boost up the agricultural production along with the behavioural changes.

It is also necessary to create a general awareness among the people about the various schemes of assistance of the commercial banks and how people can take advantage of them. It will help to bring about a desirable change in attitude towards commercial banks and strengthen economic motivation.

Training may be imparted in farm management, improved farm technology and entrepreneurship development. Training in entrepreneurship will help them to think in terms of profit maximization and risk-orientation. □

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The Indian Journal of Adult Education 41 Years Ago

(Vol. II No. 1, December 1940)

THE FUTURE OF ADULT EDUCATION IN INDIA

The writer of this article, Dewan Bahadur K. S. Ramaswami Sastri, has something to say, which all organizers and promoters of adult education need to ponder.

—Ed. IJAE

IF we wish adult education to become widespread and fruitful, we must not be mere worshippers of words or be theory-ridden as we are today in India. Planning is all-important in this, as in all other realms of national activity. If the primary requisite of all education is to make it a community centre, such a pre-requisite is all the more needed in the realm of adult education. There is no use in making a mere fetish of the three Rs, though literacy is no doubt a basic necessity. A man can be literate and yet uncultured, nay, a positive menace to the good life. On the other hand, he can be illiterate and yet be cultured and contribute to the growth of the good life, as often happened in the case of the previous generations in India brought up on the stories of the Ramayana and the Mahabharata and on the social wisdom and agricultural and industrial skill not reduced to writing but transmitted orally from generation to generation.

I do not mean to suggest that we must merely go through the traditional round of oral education as heretofore. Modern life is as complex as modern knowledge, and the simple idyllic life, which needed but a few simple formulae of agricultural and industrial life and a few bits of proverbial wisdom for guidance in the domestic and social spheres, has gone never to return. But it is certainly not enough to borrow the modern technique of literacy and lay

the flattering function to the soul that we have done all that is needed and all that is expected.

We have thus to plan for modern life. We have to plan also for Indian life. We should not sacrifice "Indianness" at the altar of modernity, or modernity at the altar of "Indianness". We must realize that our goal is a free, federal, united, prosperous, modern India. We must underline everyone of these words and adopt methods which will make everyone of them a word of life, a word of energy, a word of power.

Adult Education and Responsible Government

Without adult education the goal of responsible self-Government will never be attained. The franchise has now been conferred on about 40 millions and the day of adult franchise is not far off. But adult franchise without adult education is like trying to rest a pyramid on its apex. Further, we are concentrating today on elementary education for children. But though on paper the figures of child literacy seem to be such as to inspire some hope, yet it is a well-known fact that a large percentage of children that attain literacy lapse into illiteracy very soon in the rural parts. This is mainly due to the fact that the parents are illiterate and have no faith in education and send their children to school out of compulsion or out of purely mercenary motives so as

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Adult Education Functionaries

The Indian Adult Education Association in collaboration with the State Resource Centre, Haryana, organised a week-long training programme for the State-level adult education functionaries of Haryana from December 10-16, 1980, at the Dronacharya Government College, Gurgaon.

Recommendations

The following major recommendations emerged out of the training programme:

1. District State Resource Units should be established to prepare teaching-learning material for the district.
2. Provision should be made for supply of radio set and newspaper at each centre.
3. The books on health, child and mother care, social education, printed in bold type should be transferred from the school libraries to Adult Education Centres.
4. Opportunities should be provided for inter-state visits by State Adult Education functionaries.

The training programme was inaugurated by Dr. A K. Jalal-ud-din, Professor of Science at the NCERT and former Director, Directorate of Adult Education, Ministry of Education and Social Welfare, Government of India, and presided over by Mr Naseem Ahmed, Director of Public Instruction (Schools), Government of Haryana, Chandigarh.

Dr. Jalal-ud-din in his address said that education was something which brought about a behavioural change and aimed at all round development of an individual. He said that learning and doing could not be separated and

in organisation of any Adult Education Programme this should be taken care of.

Thirty-eight adult education functionaries, including State-level adult education functionaries, district adult education officers, project officers, youth co-ordinators from Nehru Yuvak Kendras, functionaries from voluntary organisations, from university and colleges from Haryana participated in this training programme.

The following major topics were covered :

NEAP : Concept and Objectives; NEAP and its Components; Role of Various Agencies; Linking Adult Education with Development; Adult Psychology and Motivation; Role and Responsibilities of Adult Education Functionaries, Role of Mass Media, Material Production and Follow-up, NFE for the Age Group 9-14, and Monitoring and Evaluation.

The valedictory address of the Training Programme was delivered by Mr Dharendra Singh, Deputy Secretary, Ministry of Education, Government of India, and presided over by Dr. S.C. Dutta, Vice-President, Indian Adult Education Association. Mr Singh said that Adult Education had a crucial role to play in the whole endeavour of national development and regeneration. He said that adult education programme should result in reducing social inequalities, and bring change in the social and cultural life of the country.

Dr. Dutta in his presidential remarks said that planning for adult education should be done at the district level. He said that literacy might not be the starting point in an Adult Education Centre. Dr. Dutta said that Adult Education Programme

should result in the formation of Organisations of the Poor so that they could act as pressure and service groups.

Field visits formed an important part of the Training Programme.

Female Literacy Goes Up

Female literacy in India during 1961-71 decade went up by 6.15 per cent, from 15.32 per cent in 1961 to 21.97 per cent in 1971, according to the "Census Atlas" brought out by the Census Commissioner.

The highest percentage of increase (23.27) was recorded in Laccadives, Minicoy and Aminidivi Islands, and the lowest (2.07) in Bihar.

In Laccadive Islands, female literacy went up from 12.76 per cent in 1961 to 36.03 per cent in 1971.

In Bihar, it increased from 8.17 per cent in 1961 to 10.24 per cent in 1971.

Only three districts recorded a fall in female literacy during this period. These are Tripura West (-14.11 per cent), Manipur West (-2.39 per cent) and Manipur South (-2.16 per cent).

The state-wise percentage of increase was : Andhra Pradesh (4.31), Assam (4.14), Bihar (2.07), Gujarat (6.23), Haryana (6.56), Himachal Pradesh (12.51), Jammu & Kashmir (5.89), Kerala (16.97), Madhya Pradesh (4.99), Maharashtra (11.20), Manipur (4.00), Meghalaya (4.02), Mysore (7.85), Nagaland (8.52), Orissa (6.17), Punjab (9.27), Rajasthan (3.05), Sikkim (5.38), Tamil Nadu (9.8), Tripura (12.48), Uttar Pradesh (4.1) and West Bengal (6.29).

The percentage increase among the Union Territories was : Andaman and Nicobar Islands (13.75), Arunachal Pradesh (2.71), Chandigarh (13.39) Dadar and Nagar Haveli (4.50), Delhi (4.69).

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THE FUTURE OF ADULT EDUCATION IN INDIA

to save their children from the drudgery of agricultural and industrial labour and to see them belong to the ranks of the black coated gentry, whether such a change is in the best interest of themselves and their country or not. The contagion of their illiteracy is more potent than the infection of their children's literacy ! Statistics are not available today about such lapse into illiteracy, but such lapse is a widespread evil.

Some Straight Talk

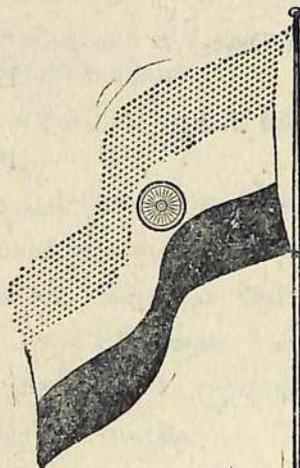
What then we are to do in the interests of culture and citizenship ? We must look to the past of India and also look into the present position of the advanced countries today. As a matter of fact we learn from neither. In ancient India, there was fairly widespread adult education though there might not have been equally widespread literacy. The Puranic recitations and expositions of the immortal epics of the land, the performance of the Harikathas, the ballads singer who sang folk-songs as well as sublime devotional and ethical lyrics, the Bhajans and the Sankirtana portions all held aloft the torch of national culture and the masses benefited by such national illumination. The village dramas, and even the puppet shows did considerable educational and uplift work. But we have allowed all these to decay and almost disappear; whereas it is the part of national wisdom to retain them and add to them the newer forms of enlightenment technique fashioned by the west.

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Hearty Greetings on the Republic Day

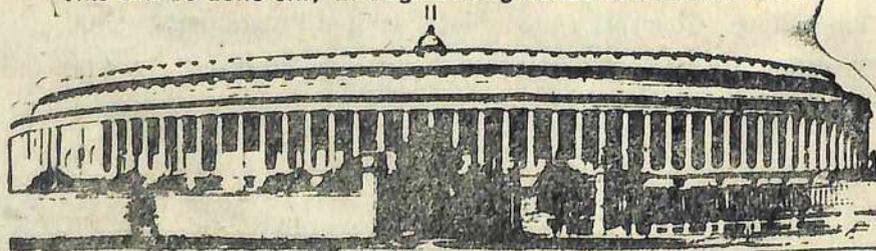
On January 26, 1950 the people of India laid the foundation of a Sovereign Socialist Secular Democratic Republic. In the past 31 years we have many achievements to our credit.

We have

- Set up democracy on a strong foundation;
- Overcome chronic food shortages;
- Emerged as one of the most industrialised countries;
- Risen to be a top ranker in Science and Technology;
- Fought off successfully three external aggressions
- And our voice counts in international forums.

Yet much more has to be achieved for securing complete social justice to all and raising the standard of living of the people.

This can be done only through strong bonds of national unity.



**Consolidate National Integration And Strengthen
Secular Forces For Progress And Security**

INDIAN ADULT EDUCATION ASSOCIATION

Founded in 1939, Indian Adult Education Association, a voluntary organisation, aims at enlarging and improving the content and quality of life through education visualized as a continuous and life-long process. In its earlier days, the Association strove hard to get adult education recognized as an essential component of an alternative development to which man becomes central. This having been recognised, the Association now directs its efforts towards making the programme effective.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It holds 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 this policy, the Association has instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out numerous publications on themes relevant to adult education, including the Hindi-editions of some UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Educational 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 is located in Shafiq Memorial, at 17-B, Indraprastha Marg, New Delhi-110002

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