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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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## Ring out the Old, Ring in the New

Ring out the old, ring in the new ! This has been the way we have ushered in the New Year, year after year for many years.

In everything new, there is hope and some fear and above all a feeling and a desire that things should change for the better. So, it would be our hope for the journal.

In these columns on a few occasions, we have written both in a reminiscing spirit and a futuristic stance—hoping to bring out a better and a more relevant journal. But these exercises have been of a general nature. We are taking in the coming months concrete steps in this direction.

We should like to share these point-wise with our readers :

(1) Majority of the authors/writers send in their articles on their own. These are usually based on their thinking, experience or study. There is a spontaneous element in these and a willingness to share what they have and they know. We would welcome these articles for they signify participation and involvement. Since these are quite individualistic and often lengthy, they often need reorganising and pruning. These would be done without cramping the style of the author and more importantly not tampering with the special character and individuality of the writing. This will be done with the cooperation of the authors/writers themselves. Most of these will be published in what we shall call **OPEN ISSUES** of the journal.

(2) Another arrangement, which we believe will add a new and a qualitative dimension to the journal, would be bringing out **THEMATIC ISSUES** or issues of a critical and relevant nature with the cooperation of the country's leading persons in the field of adult education in particular and development in general. For some of these issues, we expect to invite **GUEST EDITORS**, most qualified to editorialize on the theme of the issue. Participation in the **THEMATIC ISSUES** would be by and large by invitation.

(3) Both the **OPEN ISSUES** and **THEMATIC ISSUES** sometimes may have columns for **DEBATE** and **DISCUSSION**.

(4) There is need to make the journal representative at two important levels : (1) programme efforts from every part of the country should be reflected in the journal, especially those that have meaning and relevance for the country and (2) the journal should reflect, both ideologically and technically, realities of adult education both as a philosophy and an experience. This is possible if more of the **ADULT EDUCATORS** and **DEVELOPMENTAL THINKERS** write for the journal. The important gaps in these are **RESEARCH REPORTS** of high quality including **CASE STUDIES** and **HISTORIES**.

(5) The journal would keep up with current thinking on adult education and development in related fields through **BOOK REVIEWS**. We would also need **BOOK REVIEWERS**.

(6) A more rigorous and attractive **GET-UP** and **DESIGNING** of the journal is under way.

As we enter the New Year, these are our thoughts. These would be made a reality in more imaginative and effective forms only with the cooperation of the readers. If some of you hear from us seeking your help, do not be surprised. All we want you to do is to ring in the new with us with all your heart and soul ! It is our collective duty to see that the new is better every time !

# Fighting Illiteracy in Kerala

K. Sivadasan Pillai

*It is estimated that there are 13.5 lakh people in the age-group of 15-35 in Kerala, who cannot read or write in their mother tongue. To meet this alarming situation, a time-bound programme, called NAEP, was launched on October 2, 1978. According to the State plan, 50 lakh people in this age-group were to be made literate before the end of March 1983.*

*As against the target of 4,000 centres to be opened during the year 1979-1980, only 460 centres were opened with financial assistance from the Centre. Not much progress could, therefore, be made to remove illiteracy in Kerala. However, there are many voluntary agencies and other organisations which are working for the propagation of adult education in Kerala.*

*The author, in this short paper, has made a survey and study of various organisations and agencies working for the promotion of literacy through non-formal education in Kerala, linking their schemes with development.*

*The author hopes that with the willing co-operation and active support of the people of Kerala, it would not be difficult to achieve cent percent literacy much faster than expected.*

**K**ERALA has the highest percentage of literacy among the Indian States. According to 1971 census, 60.42 percent of the people in it were literate. Educationally, culturally and socially Kerala is far ahead of other States. For such a State, this percentage of literacy is nothing to be taken much pride of. Considering the fact that there are about 90 lakh illiterates in Kerala, the situation is far from happy. It has been estimated that there are 13.5 lakh people in the age group, 15-35, who cannot read or write in their mother tongue, Malayalam.

To meet this rather alarming situation prevalent all over India, the Government of India launched a time-bound pro-

gramme against illiteracy on October 2, 1978, called the National Adult Education Programme (NAEP). The States were asked to formulate State plans and the same is known as SAEP. Kerala also formulated its five year plan for combating illiteracy in line with all-India pattern. Accordingly, 50 lakhs were to be made literate before the end of March 1983. However, the year 1978-'79 was considered to be the year of preparation and not much was expected by way of targets during that year. The actual gains during the year helped the planners to become more realistic and the plans were reformulated. Accordingly, all the 13.5 lakhs who were in the age group 15-35 were to be covered in a five-year period as

follows :

Year	No. of Centres	Coverage
1978-1979	1,000	30,000
1979-1980	4,000	1,20,000
1980-1981	10,000	3,00,000
1981-1982	15,000	4,50,000
1982-1983	15,000	4,50,000
Total		13,50,000

The actual attainments during 1978-'79 and 1979-'80 were not commensurate with the targets. As against the targeted 1000 centres, only 130 centres were given financial grant by the Centre. It was felt that this low achievement was due to the difficulties in the early stages of launching the programme. But the same fate continued during 1979-'80 also. Only 460 centres were given financial assistance as against the targeted number of 4000. One can imagine how lagging behind really we are in the implementation of the SAEP. This situation was the result of the combined effect of many factors. Some of these were beyond the control of the planners, while others could easily be overcome. There are at least some, who believe that there is something wrong in the implementation of the Programme.

In the implementation of NAEP, voluntary agencies were given top priority. In response to the announcement of the NAEP, many new agencies cropped up and got themselves registered. Realising the financial implications, the Government imposed one year's standing and experience to any voluntary organisation. In Kerala 12 voluntary agencies were recognised, allotting them 460 centres. Of these KANFED (Kerala Association for Non-formal Education and Development) got 130 centres (30 in Ernakulam district and 100 in Palghat district) and

the remaining 11 agencies got 30 centres each. These agencies include the Kerala Hindi Prachar Sabha, Dakshin Bharath Hindi Prachar Sabha, Kasturba Trust, Vinobaniketan, Gandhi Peace Foundation, Dale View, Vijnana Sahitya Samiti, Victory Education Trust, CSI, etc. Some of these agencies dropped out before completing the project, others completed the project, or were only half way through. Many were still awaiting for their second instalment of financial grant.

### KANFED

The KANFED, is a registered organisation mainly intended for propagation of literacy and non-formal education and linking these with development. The State Resource Centre for non-formal education had also been entrusted with this organisation. Besides training a number of instructors, supervisors and key personnel, it had published primers, guide books, handbooks, technical books and even materials for neoliterates. A weekly, *Kanfed News* for the learners, a fortnightly "*Anaupacharika Vidyabhyasam*" (non-formal education) for workers and a monthly wallnewspaper, "*Nattu Valicham*" for neo-literates are also regularly published by the KANFED. It gets financial assistance from the German Adult Education Association mainly for the production of materials. The State Government also gives a token grant to the KANFED for organisation and administration. A literacy march was organised in October-November, 1978, covering the entire State in 33 days to create awareness among the elite and the illiterates. It took part in the exhibitions conducted at Trivandrum and Trichur and is planning to bring out a film on the literacy movement in Kerala. Literacy centres

run by KANFED in the prison and rescue homes deserve special mention. It has, within the three years of its functioning, become a formidable agency in the State.

### Kerala Granthasala Sangham

This is another agency, which has done a lot. In 1970, while celebrating its Jubilee, the Sangham organised literacy surveys, which brought to light the alarming illiteracy prevailing even in the capital city of Trivandrum. It approached the Centre for financial assistance for running 7,000 centres at the rate of two each in the rural libraries affiliated to the Sangham. The Centre sanctioned only 20 centres to begin with as a pilot project. In 1971, these started functioning and it was a learning experience for all associated with the project. Necessary modifications were made in the project and three pilot projects were organised thereafter. By this time the Sangham published literacy primers, handbooks, a chart and a number of books for neoliterates. A weekly for neoliterates, *Saksharakalam*, was also published by the Sangham. The *Krupskaya Award* was given to the Sangham in 1975 by the UNESCO in recognition of the Sangham's activities in the field of literacy and adult education.

### Sastrasahitya Parishad

This is another agency, which deserves mention. This organisation is engaged in popularising science and publishes four periodicals regularly meant for upper primary school and high school pupils, college students and youth, and for laymen. A wallpaper *Gramasastram* has also been started recently. Science corners, science quizzes, etc., are also regularly organised by the Parishad. It brings out books also.

### Mitraniketan

This is a community education centre which also renders valuable service in the field of adult and non-formal, education.

### Government Sector

Since 1973, the State Government, through its development department, has been organising farmers' functional literacy programmes (FFLP) in four districts of Kerala with cent percent financial support from the Centre. Every year 60 centres were run in each of the four districts at the rate of 10 centres for each National Extension Block. During 1979, its nomenclature was changed to RFLP (Rural Functional Literacy Programme) and an intensive drive was made in two blocks each in the four districts. In each Block area, 150 centres were organised, each centre catering to about 30 adults.

In addition to this, the Nehru Yuvak Kendras functioning in seven districts also have taken up adult education as part of their work. Nearly 50 centres have been organised by each of these Kendras.

The Social Welfare Board, through its various welfare schemes, is also trying to enter in its fight against poverty and illiteracy.

### University Sector

Next to the voluntary agencies, institutions of higher learning have been called upon by the Centre to shoulder this responsibility. The University Grants Commission and the Indian University Association for Continuing Education have endorsed the role to be played by the teachers and students of the university. Guidelines have been formulated for their involvement. Accordingly, 60 universities are taking part in

the NAEP through 640 colleges, running 7,960 centres. Kerala and Calicut universities have also taken up this programme. Four hundred and sixty centres have been sanctioned to be run by 34 colleges under these universities.

In the Kerala University area, on March 31, 1980, there were 150 centres functioning under the auspices of 13 colleges with financial assistance from the U.G.C. By the end of September 1980, the number of centres may go up further. A separate centre for adult education and extension has been formed in the University of Kerala. It was inaugurated on February 2, 1980 by the President of India, Mr. Neelam Sanjiva Reddy. The University has resolved to extend its frontiers breaking all barriers and to reach out to the community. The University centre proposes to launch regular training programmes, action and applied researches into its activities. It is hoped that the Universities can take a lead in this field.

## **Conclusion**

There are agencies and personnel keenly interested and involved in the process of eradicating illiteracy and providing education to the needy as a life-long process. Some voluntary organisations are trying to equip themselves better to do effective work. Some agencies are organising centres without anticipating any support from the Government. It is high time that all those who are interested in seeing Kerala as a 'literate State', should work in unison and do something urgently. It is for Keralites to strive hard and secure 100% literacy at the earliest. Conditions are conducive only for Kerala to achieve this target. Malayalees staying outside Kerala also have to think seriously of this and evolve action plans. If things move at this pace, even in 2000 A.D., we can't achieve cent percent literacy. But if we decide and act, the target could be achieved even before the end of the eighties. Let us try hard for this : □

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# Motivational Problems in Functional Literacy Programmes

C. Rajyalakshmi

*The paper contains two studies undertaken by the Council for Social Development, New Delhi. The first, "An Experimental Non-formal Education Project for Rural Women to Promote the Development of the Young Child" at Mahboobnagar (Andhra Pradesh), was sponsored and funded by the UNICEF and the second, "The Study of Functional Literacy Programmes of Integrated Child Development Services Scheme, Kathura, (Haryana)", was sponsored and funded by the Department of Social Welfare, Government of India.*

*The studies were undertaken under the Project Director, Dr. T.A. Koshy, and Dr. Victor Jesudasan was responsible for the field work.*

**T**HE magnitude of the problem of adult illiteracy, which is highly prevalent, is enormous. Eradication of illiteracy is the current task in hand of every adult educator, the people, government and voluntary agencies involved in this stupendous programme. According to 1971 census, there were 97.1 million illiterates in the age-group of 15-35 years. Their number has probably now gone up to 100 million. The Central Government had realised the need for designing a massive country-wide literacy programme by involving various organisations and personnel to cover this segment of the population. The main focus is on women of economically backward and socially deprived sections of the community, Scheduled Castes and Scheduled Tribes.

## Functional Literacy

Adult literacy programmes have now become functional literacy programmes, as they combine with the functional requirements of the various target

groups. Literacy has been linked with various developmental schemes like agriculture, nutrition, community development, and rural development.

## NAEP

The National Adult Education Programme was launched on a large scale to cover the objective of converting 100 million illiterates into literate ones over a period of five years. Various kinds of agencies and functionaries are involved, with different tasks to deal with different target groups.

## Motivation

Motivation is one of the potent factors, which it was realised to be lacking at various organisation levels from planning to the implementation of literacy programmes. The lack of motivation at a particular stage impairs the functioning of the whole system. This is a universally accepted phenomenon. Many literacy programmes are found to be failures mainly due to lack of moti-

vation on the part of the learner. Success of any literacy programme is dependent on how good the motivator is as also the planner and the adult educator! It has to be well planned and thought out otherwise in the present context of rural set-up persistent motivation, constant persuasion may lead to demotivation.

Motivation should be natural, proper, convincing to the community and according to their environmental needs. The community should be made aware of the programmes being implemented elaborately, otherwise, the possibility of the whole concept being misunderstood can be anticipated.

### Objective

The objective of this paper is to focus attention on some motivational problems encountered in two adult literacy programmes for women. It is presumed that this paper would be able to provide few indicators in redefining the motivational strategies for NAEP.

*Data*: The data presented here is drawn from an action-cum-research project, designed as a field experiment, carried out by Council for Social Development in Mahboobnagar district of Andhra Pradesh.

*Project Setting*: Non-formal Education for Rural Women.

The aim of this experiment was to determine certain components of health, nutritional and educational services that can be delivered to rural population. This study had *three* experimental treatments: Functional literacy class (F/LIT), an oral-cum-demonstration education with medical services (consultation and medication); supplementary nutrition to expectant

mothers, lactating and weaning mothers and their pre-school children (MCC), and a combination of the above two (MCC+FLIT).

Once the sample list was drawn, the women in the list were contacted individually by a team of motivators, who were functional literacy teachers and health educators. The team took the help of local village leaders, caste leaders, school teachers, *kavalikars*, who contacted the women individually and enlightened them regarding the proposed implementation of action programme, the benefit that would be available depending on the experimental treatment. Some base-line data were collected from only those who had given their consent to the motivators to participate in the programme. In spite of this, a heavy dropout had been observed. Out of a sample of 132 women in functional literacy class, 35% refused after giving consent to be interviewed. Among the 70 women, who expressed their willingness to participate in the programme, 29% refused to participate in the programme. Finally, from a sample of 132, only 12 women or 10% participated in the programme.

### Factor for Non-participation

The basic factor for non-participation and dropout was low level of motivation. The women in this study area had no interest for literacy. They did not consider these programmes as useful in the context of their environmental needs either immediately or in the long run. To probe further into these causal factors, an indepth study was attempted at the end of the Phase II Survey. Out of the total of 65 participants, 37 (57%) were dropouts and 12 (19%) were non-participants

in functional literacy class. A few examples of the responses given by non-participants in functional literacy class will be of some interest to know the factors responsible:

(a) A non-participant exclaimed: What is the use of literacy for women?

(b) A middle-aged woman retorted: No need to be literate at this age!

(c) A shepherd women screamed: Education is not necessary to tend the sheep!

(d) A recently widowed washer-woman frowned with frustration: Will I get married if I attend the literacy class?

### Dropouts

The women who never inclined to attend the literacy class, but compelled by the teacher, in-laws, husband, caste and village leaders, attended for a few days or a day or two to oblige them and dropped out. This continued pressurising the respondent resulted in demotivation.

The non-participant complained that the teacher used to trouble her by frequent visits, and the in-laws suggested her to go at least once to the centre. Out of disgust, she attended once and gave up attending further.

### Non-participation

A few participants complained that their names were included without their knowledge. Motivators contacted the other members of the family, like mother-in-law, husband, etc, in the absence of the respondent, and got the assurance on behalf of the respondent. Many of them complained that they want to get rid of the motivators, as they were pressurising too much with-

out giving any relevant information about the programme. The participant pathetically illustrated the point as to how forcibly she was persuaded by the Sarpanch, teacher and the *kavalikar*; hence she gave her verbal consent but migrated later. Another women annoyed very much with the Sarpanch's persuasion, shouted arrogantly at the interviewer: "You take the information from Sarpanch's wife and let Sarpanch's wife participate in your literacy, and don't come back again!"

Further, it is clear from this study that the factors that account for lack of motivation are lack of leisure, family resistance, absence of any monetary or material incentives, irrational beliefs, geographical distance, perceived negative norms about adult literacy, negative attitude towards women's literacy, unawareness of the programme, time constraints, etc.

## II

The second study, an evaluation of Integrated Child Development Services in functional literacy, undertaken by the Council for Social Development recently in Haryana would be worth examining to know some of the motivational problems encountered.

### Project Setting

The Integrated Child Development Services (ICDS) scheme has been in operation since 1975. The ICDS provide a package of health, nutrition and education services to young children, expectant and nursing mothers especially from the lower socio-economic groups. One part of this package is functional literacy classes for women in the age-group, of 15-35 years. The scheme is financed by the Central Government and executed by the *anganwadi* worker.

The study area falls under the jurisdiction of Rohtak district in Haryana State. Though predominantly agricultural, it is also industrially developed. The villages in the study area have facilities like electricity, wells (drinking water), canals and tubewells; 64% of the villages have post-offices. Excepting the two villages, others have *pucca* roads. The occurrence of floods every year is the greatest menace of the area.

The adult learners' interests and urges are curbed by inefficient management of the programme. The teacher or *anganwadi* worker has too many problems to face and to maintain the participants' involvement. It is, at times, distressing to see that the teacher, though interested, is unable to do anything because of lack of support, supply of teaching/learning materials, and proper facilities to manage the class. Many of the *anganwadi* workers revealed slowly that the slates, chalk pieces, visuals, posters were supplied only few days prior to the evaluation team's visit.

This state of affairs naturally demotivate both the teacher and the taught. The data reported have been drawn from functional literacy programme of the ICDS. The participants were asked to report if more women were to attend *anganwadi* regularly, what new facilities they would need, and what suggestions they would like to offer for modifications of the already existing facilities.

A higher percentage of women (91%) considered facilities for sewing as a priority requirement of their interest. Taking in view of their interest and needs, if attempts were made to combine literacy activity, this might motivate them as an effective medium to increased participation. It is heartening to

note that 45% of women wanted better teaching and learning materials. This implies that if adequate preparations are made many of them may be motivated to attend classes.

In this study, it is clearly evident that people are interested not only in knowing about health, nutrition and child care but also in recognising the need for a better teacher. This has been pointed out by about 12% of them. If these gaps of inadequate management are taken care of, the literacy linked with health and nutrition may prove to be a great boon.

To ascertain the reasons that prevented the participants from attending the functional literacy classes regularly, the participants were asked to report the reasons.

A higher percentage (81%) of women said that household work and field work are the two main reasons for their not being able to participate regularly in the programme. Obviously, this percentage constitutes the lower, socio-economic group, and therefore calls for special attention to be paid to time factors suitable for this group. About 18% gave reasons for non-participation such as: the teacher does not teach well, *anganwadi* worker is irregular, timings of the classes were not informed before, caste discrimination in distributing the supplementary food, lack of good teaching/learning material; there was nothing interesting to learn from the class, and such other things as irrelevant talking, etc.

### Summary

The motivational problems discussed earlier calls for evolving an in-built motivational strategy to facilitate participant's involvement and sustenance in the literacy programmes. This should

be based on the socio-economic milieu, environmental and community resources, needs, aspirations, attitudes of the target groups (participants) and teachers. Since NAEP is planning to carry out the programme on a massive scale, involving voluntary agencies and personnel at various levels, coordination and sequential planning for motivation is an important factor to be considered. At the implementation level, not only the participant is to be motivated, but there is need for motivating the older members of the family [husband, in-laws etc.] to remove the negative factors, leading to refusals, dropout and non-participation.

Further, the following strategy may be adopted to encourage participant's motivation :

- (1) The functional aspects need to be paid more attention i.e. utilising handicrafts that are of interest to the participant as a medium to teach literacy.
- (2) As around 12% of the participants enrolled are found to be literate beyond eighth grade, functional literacy class may not be of interest to them. Hence this might lead to forgetting the three Rs or reverting back to illiteracy, because of old age and may result in dropout or non-participation.
- (3) To avoid these factors, higher level primers may be introduced which should be meaningful; the present primers, visuals and posters do not seem meaningful either to the teacher or to the taught.
- (4) The teacher does not know how to use the primer, visual,

poster, flit chart, etc. and what to teach. Needless to say that the functional literacy materials need to be carefully, adequately revised in the interest of NAEP.

- (5) The teacher needs to be adequately trained and guided properly, as it was evident from the data that participants mentioned before required better teachers as their priority requirement.
  - (6) Since literates beyond eighth grade are enrolled, they can be used as functional literacy teachers to facilitate individual attention to other participants.
  - (7) (It is clear from the data presented that the group of expectant mothers was bound to drop out from the literacy class at some point of time; hence this group may be dropped out from the enrolment itself.)
  - (8) Girls of 10-14-year age group, the school dropouts, may be enrolled, as they may have a higher motivation to learn. This age group of adolescent girls might incidentally benefit and learn about their forthcoming role in marriage, child-bearing and child-rearing.)
  - (9) To increase participation, the classes should be less frequently organised, two or three times a week.
  - (10) Literacy programmes, if linked with economic programmes or development programmes, may prove to be more useful.
- (Contd. on next page)*

## INTERVIEWING THE ADULT LEARNERS

*Group leaders should know how they should behave when interviewing learners. They must be "patient, understanding, goal-oriented, simple and accurate in expression, undemanding, unimposing, cooperative, respectful, and 'unbraggerating.'" They should also know what they must not do : not to make a rude approach, despise and degrade the participant, repeat things too many times, confuse the participant, get angry or show any superiority that could instill inferiority complex in the participant. The eight golden rules to follow are :*

1. **Make the interviewee comfortable.**
2. **Show more interest in the person than in the filing of forms.**
3. **Observe the interviewee and watch his or her facial expression during the interview.**
4. **Be aware that reading the sentences in the form does not convey the message fully. Your explanation of the message with the right interpretation is absolutely essential.**
5. **You are not investigating the interviewee but gathering information, which is important to prepare yourself for class discussion.**
6. **The records need to be as readable as possible.**
7. **The group leader should interview participants, if possible, before he starts class.**
8. **After finishing the interview, please submit the questionnaire to the office as soon as possible.**

## MOTIVATIONAL PROBLEMS IN FUNCTIONAL LITERACY PROGRAMMES

*(Contd. from pre-page)*

If care is being taken to protect participant's daily wages, they might be motivated to participate in the literacy class.

- (11) It is often observed in practice at the field implementation level that there is a lack of coordination between various units of the programme,

which needs to be integrated, leading to the isolation of functional literacy from the other integrated programmes. This calls for a more effective coordination. This can be achieved, if planning is based on the realities of the field and the felt-needs of the prospective participants, □

# Development of Adult Education in Nigeria

Thomas O. Fasokun

*The present study was made to measure the level of development of adult education in Nigeria. Nearly 630 people, drawn from different agencies working on adult education in Nigeria, were involved in the study. The results obtained show that :*

*(i) the observed level of development of functional literacy was 12%, remedial education 26.81%, further education 71.29%, vocational and professional education 22.26%, and aesthetic, cultural and civic education was 18.06% compared to the expected level.*

*(ii) By using t-test analysis, it was discovered that significant differences occurred between the expected and the observed levels of development of adult education in Nigeria.*

*As a result of discussions and analysis made, the conclusions and implications arrived at have been highlighted in the following pages :*

**I**N Nigeria, the term adult education, as used in the national policy on education, consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system. The objectives of adult education are :

- (a) to provide functional literacy education to adults, who have never had any formal education;
- (b) to provide functional and remedial education to those young people who prematurely dropped out of the formal school system;
- (c) to provide further education to different categories of completers of the formal education system in order to improve their basic knowledge ;
- (d) to provide in-service, on-the-job vocational and professional

training to different categories of workers and professionals in order to improve their skills ;

- (e) to give the adult citizens of the country necessary aesthetic, cultural and civic education.

In order to achieve these objectives, the Nigerian National Council for Adult Education (NNCAE), a voluntary organization, made a proposal for inclusion of the above objectives in the Third National Development Plan (TNDP), 1975-1980. Since the launching of the TNDP in 1975, adult education has consistently engaged the attention of governments at the Federal, State and Local levels. Now that the TNDP is being rounded off, it is pertinent at this stage to assess the present level of development of adult education in Nigeria before the Fourth National Development Plan (FNDP) takes off in January 1981.

## **Problems**

This study addressed the question : What is the present level of development of adult education in Nigeria ? Specifically, what are the present levels of development of functional literacy, remedial education, further education, vocational and professional training, aesthetic, cultural and civic education in Nigeria ?

## **Research Hypothesis**

Based on the fact that a lot must have been achieved in the area of adult education in Nigeria as a result of the interest generated by the governments at the Federal, State and Local levels since the launching of the Third National Development Plan in 1975, it was hypothesized that :

“There will be no significant difference between the expected and the observed levels of development of adult education.”

## **Data Collection**

A research instrument in the form of a questionnaire was designed and used by the investigator to collect data for this study. The instrument, which initially contained a 50-item questionnaire, covered what adult education consists of in Nigeria, namely, functional literacy, remedial education, further education, vocational and professional training, aesthetic, cultural and civic education. In each of these areas of adult education, the respondents were required to indicate both the expected and the observed levels of development of adult education with regard to :

- (a) scope of programme ;
- (b) number of participants involved ;
- (c) number of staff involved ;
- (d) financial provision ;

- (e) provision of materials and equipment ; and
- (f) provision of physical facilities.

The 50-item questionnaire was vetted by a panel of four judges, who were quite familiar with adult education in Nigeria. On the advice of the panel of judges, the items on the questionnaire were reduced to 40 to avoid unnecessary duplication and ambiguity.

## **Reliability of Instrument**

The reliability of the instrument was determined by the test-retest method on a random sample of 20 people who have been involved in adult education. The 40-item questionnaire was given to each of them to complete. Two weeks later, the same 40-item questionnaire was given to the 20 people to complete again. Through this process, a correlation coefficient of .85 was obtained as the reliability coefficient of the instrument.

## **Administration of Final Instrument**

The 40-item questionnaire was distributed among 850 people. The participants were drawn from different agencies that are responsible for adult education in Nigeria. The agencies covered were the Federal and State Ministries of Education and Community Development, voluntary bodies, the universities and some industrial and commercial establishments.

Altogether, 627 completed questionnaires were returned and analysed by the investigator. This represented 73.76% of the entire questionnaires originally distributed.

**Analysis of Data and Results**

The data collected from the administration of the research instrument were assigned scores by the investigator in order to enhance an unbiased computation and reporting of the results obtained from the study. Percentages were then used to determine the proportions of the expected level of deve-

observed in each of the areas covered by the respondents.

Table 1 presents a summary of the analysis of the percentage expected and the percentage actually observed with regard to the present level of development of adult education.

From the analysis presented in Table 1, it can be seen quite clearly that the observed levels of development of each

**Table 1**  
**Analysis of the Expected and Observed Scores with Regard to the Present Level of Development of Adult Education**

	Functional Literacy		Remedial Education		Further Education		Vocational and Professional Training		Aesthetic, Cultural and Civic Education	
	Expected in %	Observed in %	Expected in %	Observed in %	Expected in %	Observed in %	Expected in %	Observed in %	Expected in %	Observed in %
Scope of Programme	100	8.92	100	23.63	100	87.76	100	20.75	100	19.72
Number of Participants	100	13.76	100	37.82	100	78.35	100	14.16	100	4.82
Number of Staff Involved	100	10.63	100	18.66	100	68.26	100	18.23	100	12.44
Financial Provision	100	14.82	100	18.65	100	50.83	100	29.55	100	31.93
Provision for Required Materials and Equipment	100	3.42	100	21.47	100	62.74	100	22.36	100	28.63
Provision for Physical Facilities	100	20.36	100	40.13	100	80.79	100	28.45	100	10.81
Overall Total	600	71.91	600	160.86	600	428.73	600	133.50	600	108.35
Overall Percentage Average	100	11.99	100	26.81	100	71.29	100	22.26	100	18.06

lopment of each of the identified areas of adult education that were actually

of the identified components of adult education are as follows:

- (a) Functional Literacy..... 11.99 percent of the expected ;
- (b) Remedial Education.....26.81 percent of the expected ;
- (c) Further Education.....71.29 percent of the expected ;
- (d) Vocational and Professional Training.....22.26 percent of the expected ;
- (e) Aesthetic, Cultural and Civic Education.....18.06 percent of the expected.

28.71 and 88.01% must be filled.

However, in order to determine whether or not these differences were significant, it was considered necessary to subject the same data in Table 1 to statistical analysis. Table 2 summarizes the scores on which the t—test was computed.

The results of the t-test analyses of the differences between the percentage expected and the percentage observed in each of the identified components of adult education yielded the values

**Table 2**

**Analysis (using the t—test) of the Differences between the Percentage Expected and the Percentage Observed with regard to the Present Level of Development of Adult Education**

	Analysis	Mean	Standard Deviation	Computed it—value.
Functional Literacy	Expected Scores	100.00	0.0	32.86
	Observed Scores	11.99	9.45	
Remedial Education	Expected Scores	100.00	0.0	28.63
	Observed Scores	26.81	8.59	
Further Education	Expected Scores	100.00	0.0	24.17
	Observed Scores	71.29	5.96	
Vocational and Professional Training	Expected Scores	100.00	0.0	25.73
	Observed Scores	22.26	7.72	
Aesthetic, Cultural and Civic Education	Expected Scores	100.00	0.0	28.62
	Observed Scores	18.06	6.40	

The figures presented above show that before the expected level of the development of each of the identified areas of adult education could be reached, a considerable gap ranging between

between 24.17 and 32.86. With 626 degrees of freedom in each case, these values were found to be statistically significant at 0.01 level of probability. On the basis of these results, the hypo-

thesis, which stated that :

“there will be no significant difference between the expected and the observed levels of development of adult education in Nigeria”

was rejected.

### Discussion of Results

It was postulated in the hypothesis tested in this study that there will be no significant difference between the expected and the observed levels of development of adult education. This assumption was essentially based on the fact that between 1970 and 1980 both the Federal and the State governments have been fully aware of the importance of adult education to national development and as a result of this awareness, a lot ought to have been done to ensure the development of adult education.

However, the results of the analyses performed to test the hypothesis did not support that prediction. The results indicated that not much has been achieved in each of the identified areas of adult education in the country.

### Functional Literacy

In the area of functional literacy, the study revealed that very few people participated in the few centres that were opened on experimental basis only. In these centres, functional literacy programmes were usually designed for nine months. This short period probably constituted one of the major reasons why adults found it just impossible to cover enough work that could make them permanently literate. Another possible reason why functional literacy programmes have failed to make much impact on the adult population could be

attributed to the simple fact that instructors of the right calibre were never attracted to participate in this programme. The remunerations paid to these instructors were quite low and only people who barely had the basic skills of reading, writing and the knowledge of arithmetic could participate in this programme.

The results of this study also suggested that more than 85% of the work on literacy programme in Nigeria as a whole has been geared towards the traditional type. In it, adults have been made to learn how to read and write and at times calculate and nothing more. In most of these programmes, adults have been found using the materials suitable only for children in their classes. Since most of these children's materials are probably unsuitable for most of the adults, a good number of them stopped attending classes because they could not easily see the benefits that would accrue to them from attending such classes.

### Remedial Education

In the area of remedial education, only few centres have been opened in some big towns and cities to cater for those young people who prematurely dropped out of the formal school system. In most of these centres, adequate funds have not been provided to procure the materials and men that would be required in running such programmes.

### Further Education

In the area of further education for different categories of completers of the formal education system, a tremendous progress has been achieved. Adequate facilities have been provided to ensure the success of such program-

mes. It must be mentioned here that the beneficiaries of this programme have also gained from the formal education system. In essence, it may be argued here that the different agencies that participate in further education programmes are merely increasing the literate abilities of the 25% that have been declared literate. The net effect of this is that the remaining 75% of Nigerians, who are illiterates, may probably remain so unless something positive is done to bridge the wide gap now existing between the literates and the illiterates in Nigeria.

### **Vocational and Professional Education**

The other areas of adult education namely, vocational and professional training and aesthetic, cultural and civic education have not been vigorously pursued in Nigeria as could be seen in the figures presented in Table I.

Vocational and professional education seek to train adults in some trades and crafts or improve the knowledge of tradesmen and women who have already been in various trades. The results of this study clearly indicate that not much success has been achieved along these areas. This probably suggests why the bulk of the people in different trades remain frustrated because of the returns from their trades have not been commensurate with their inputs. Most of them should be taught how to manipulate their various trades in order to achieve the desired results.

Enough attention has not also been paid to aesthetic, cultural and civic education as revealed by this study. Many adults have not been able to see the importance of these aspects of education to their existence.

This apathy on the part of our adults might probably be as a result of their low-level education. Perhaps adults need to be literate first before embarking on aesthetic, cultural and civic education.

Finally, the study also showed that the percentage expenditure on adult education for the current plan period was 0.03% of the total provision for education. It was discovered that many State Ministries of Education had no vote at all for adult education since it has been transferred to Local Governments. It was also found out from the study that even at the Local Governments' levels, the meagre money voted for adult education was rarely used for it. The results of this situation are revealed in a number of problems which militate against the successful implementation of adult education programmes as clearly spelt out in the National Policy on Education.

### **Conclusions and Implications**

Within the realm of the findings of this study, the following conclusions appear justified :

- (1) Nigeria is still underdeveloped probably because about 75% of its entire population is illiterate and it cannot be carried along in the development of the nation.
- (2) The policy makers and the different agencies responsible for adult education appear not to have seriously considered concrete projects on which action could be based. As a result of this situation, adult education has not been pursued with the vigour at

which formal education is being pursued and encouraged. For instance, Nigeria appears to concentrate 99.97% of the total vote meant for education on formal education, which only benefits just about 25% of the entire population. Adult education, which is supposed to be given to the remaining 75% of Nigerians, who are illiterates, now enjoys 0.03% of the total vote on education.

- (3) Adequate efforts have not been made to monitor the development of each of the components of adult education. As a result of this situation, policy makers tend to think that much progress has been achieved in the area of adult education.

The findings of this study have the following implications for adult educators :

- (1) For any nation to be developed, majority of the people must be literate. An educated farmer, for instance, will be far more productive than a hundred uneducated farmers put together.

For instance, the educated farmer will probably make use of the findings of the various agricultural research stations. He will probably be prepared to learn the modern techniques of planting and harvesting certain crops from these research centres. To achieve this standard, adult education should be pursued with vigour at which formal education is being pursued and encouraged.

- (2) To ensure that adequate funds are made available for the development of adult education, concrete projects like those of the formal system should be embarked upon. If the findings of this study are anything to go by, it appears that more attention should be given to the planning and implementation of concrete programmes, which could help to develop the present level of adult education in Nigeria. □

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### PROMOTING HUMAN WELFARE

*Our education system has to foster the social goals of living together and working together for the common good. It has to prepare our young people to play dynamic and constructive parts in the development of a society in which all members share fairly in the good or bad fortune of the group, and in which progress is measured in terms of the human well-being, not prestige buildings, cars, or such things.*

**Julius Nyerere**  
**Education for Self-reliance**

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# Towards a Broader Concept of Adult Education

M. Elias

*Adult education should not be understood to be merely a programme of literacy. For this, adult education functionaries and those agencies involved in it will have to look far beyond the popular concept.*

*If it has to become a mass movement, adult educators will have to work for the total development of the individual and build up a new society.*

*In this short paper, the author attempts to highlight the broader concept of adult education for the benefit of adult education functionaries. They should see it in proper perspective and utilize the opportunity in raising the economic, cultural and political consciousness of the people.*

**A**DULT Education is not something which could be limited to space and time, conditioned by functionaries or agencies and understood as a mere literacy programme. It is a mass movement, a pilgrimage that marches towards the realization of the total development of the individual and thus builds up a new society. Limiting adult education in any manner reduces the originality of its nature and scope.

An attempt has been made here to focus attention on the broader concept of adult education, and to suggest ways and means to realise it at the operational level.

## Conceptual Level

Is it possible to have an understanding of adult education, which does not include any of the following types of education undertaken by adults?

- whether it is remedial education like literacy programmes and new language studies, or

- civic education, political and community competence,
- education for health, welfare and family living,
- education for self-fulfilment like art, music, drawing, literature and crafts, or
- education for vocational, technical and professional competence.

Tanzania, which spends about ten per cent of its education budget on adult education, even introduced the concept that every primary school should also be an adult education centre. Hence, broadly, children also come under the purview of the concept of adult education.

Is there any one, who does not need adult education to lead to a more purposeful life with efficiency?

An illiterate adult, either in the rural or urban set up, needs adult education to sign his/her name, to read the headlines of newspapers in order to under-

stand the dynamics of the society. He should be able to read bus routes and help his children acquire learning.

Adult education introduces in an agricultural worker knowledge to apply improved techniques in farming, the use of modern implements in cultivation and new varieties of seeds, fertilizers and pesticides.

For a person working in a factory, adult education is necessary to equip himself to be a better and more efficient and skilled worker and to understand his duties and responsibilities well. He must be able to guard his rights and interests. Job satisfaction and better relationship with the employer are facilitated by adult education.

All professionals need adult education precisely to make them more efficient and better skilled in their professional field, to become familiar with the latest researches and development in science and technology. Adult education could bring them closer to the new approaches and methods and to the new ways of assessing one's performance. It is helpful to provide a relevant answer to the new demands and the challenges of the society.

Young people in the colleges do need adult education to understand points of similarity and the conflicts between the old and the new and to interpret the signs of times which call for seeing things in proper perspective. It is to prepare them for new leadership, and involving themselves against inequality and injustice in the existing social structure.

Adult education has got a great relevance to women. They need to be helped to liberate themselves from the fetters of tradition and superstitions, which enslave them in innumerable ways. Every woman today is conde-

ned to be economically dependent. They are not encouraged to involve in social and economic activities and thereby join the main stream of actively participating in building the economy of the country. They are to be freed from the pressure of dehumanizing attitudes of the society like crimes against sex, dowry system, lack of equal wages, etc. Awareness to fight against the above forms of oppression could be created effectively through adult education.

There is no field, which cannot be touched by adult education, whether it is political, economic, social or cultural. There is also no common approach in adult education. Whatever might be the approach, it should quicken the process towards the reconstruction of society by mobilizing all the potential resources available in the community.

The above points for a broader understanding of adult education call for the breaking up of all the barriers that limit its dynamism from reaching out to every citizen at all levels in the society.

### **Operational Level**

It is not impossible to initiate adult education in the villages, in which it operates beyond the concept of a 'centre', inviting and facilitating the participation of the whole community irrespective of any difference in the socio-political or cultural factors. Can these 'centres' not function effectively without the administration and the supervision of project officers and supervisors?

Some may raise the objection about the feasibility of such approach. If adult education has to become a mass movement what other alternatives do we have to initiate the process of change in the society?

## Role of Functionaries

Whether in the macro or micro level, we then question the functions of the project officers, the supervisors and the instructors, who administer adult education centres. To facilitate community participation in decision-making and execution and to bring about a thrust forward in adult education movement, an alternative system of management procedure has to be adopted. We have enough instances from our experience to substantiate that any selective approach planned for total development seldom assumes the character of a mass movement.

Hence, while understanding adult education beyond the limit of a 'centre' in a village, to be more precise, we have to reflect upon the task functions and the roles of project officers, supervisors and instructors in relation to the villages. It must be mentioned that the existence of an adult education centre in a village is in no way polarised against the involvement of the whole community. We may have adult education centres formally functioning where the names of the adult illiterates are enrolled. We may have instructors, who are virtually the managers and the organizers of these centres. We may have supervisors to maintain that these centres fulfil the basic requirements and objectives of the programme. And we may have project officers, who administer the entire programme. Yet, at all levels one need not be restricted to the adult education centres. The main thrust is to respond to the demands and the calls for the involvement of the whole community for any effective action.

## Role of Instructor

Concretely in a rural set up, an instructor with his/her personal qualification and commitment and deep

understanding of the community will occupy himself or herself in involving the whole community. He or she will not restrict the target group as men or women to the age group 15-35, who will gather regularly in a particular place at their convenient time to make collective reflection on themselves and on the society they live in. He or she will not be satisfied to stop his or her activity within the four walls or within the limited time.

On the other hand, the vision of the instructor, who organizes the centre and creates consciousness among the community members, is broadened. This develops by identifying oneself with the community through interaction and taking part in the activities of the village. The instructor should become a resident of the village, affiliate himself as a member of the club and organize educational tours, group meetings, seminars, cultural programmes, tournaments, visits to vocational centres and so forth. These activities of the instructor help to win the confidence of the people in the village, and the community gets a momentum to move as self-motivated single force in a process of change initiated by the instructor.

## Role of Supervisor and Project Officer

What could be the task of the supervisor and project officer, who are the caretakers of the Government to monitor and administer the programme? Primarily, their attitude should be one of openness and of seeking cooperation. Their approach must not be one of control or check; rather it should be more meaningful and purposeful. Their functions are to keep on feeding the centres and the community with facts experience, issues, challenges and programmes.

They should constantly look for unifying the activities of different centres and communities and provide a broader base. The programmes should be attractive and relevant and have variety in teaching/learning materials, techniques and mass media. They should certainly look for the local resources available and the culture of the respective communities to be integrated with the adult education programme. Hence festivals, marriages, recreation, occupation, certain practices and customs, and the experience of the people as a whole will acquire a new meaning and will be assimilated into the movement. In this way, adult education will begin to be regarded as part of life and activities of the people. It will bring about a new transformation in the society.

The functionaries will only be the coordinators, linking the people with the Government development departments and provide them with sufficient guidelines so that they are able to participate in the Government programmes. These functionaries should engage themselves in continuous evaluation of the strategies and whether the programmes are path-oriented towards the achievement of national goals. Researches on motivational factors, adult learning principles, group interaction analysis, socio-cultural character and the level of participation among the people, etc., are valuable studies to be undertaken by the functionaries. Such studies will enable them to discover the limitations and factors that block the development of the individual and to reorient the programmes towards better realization of the goals.

#### **Role of Adult Learners and Community**

At the centre, the adult learners form

a unit that gathers to reflect critically on their lives in the society. It will be a body that will generate energy needed to launch an action programme once they realize about their unfulfilled basic needs and dehumanized conditions. They will be the forerunners for creating awareness in the community and for participating actively in the movement. The literacy acquired, together with the awareness of oneself and of the society will enable learners to gain self-confidence, which will impel them to enter into the movement for further change.

Being a social activity, adult education will not be justified if it loses its capacity to embrace in its fold all the people in the villages. All, young and old, teachers and professionals, money-lenders, land owners, artisans, workers, agricultural labourers, petty shop keepers. etc., should form themselves into a corporate body for non-formal education. They should toil for the transformation of the existing society and to work for a more just and egalitarian society. Charity, fraternity, justice and equality will be the ruling code of the community.

#### **Conclusion**

In short, adult education can become a movement only if those involved in building a community share the common experience of sub-human living and deprivation of the basic rights of a community living constantly under fear, anxiety and tension.

The greatness of this unique nature of human being does not lie in satisfying one's own ego, but rather utilising it to raise the economic, cultural and political consciousness in others. It is not in autism but in altruism, that one realizes oneself as a fully human. □

# Promoting Family Planning through Non-formal Education

K.S. Chalam

*In any programme of national development, family planning should be made an integral part of non-formal education, pleads the author.*

*The importance of population control is essential if the fruits of development are to reach the illiterate poor and improve the lot of the weaker sections of the society.*

*In a survey conducted in the Jalaripeta, a colony of fishermen in Visakhapatnam (Andhra Pradesh), the results obtained reveal some interesting thinking on the part of the people on family planning, which requires correctional attitude through sustained efforts of non-formal education. There is need for evolving a proper policy and popularising family planning programmes through non-formal education for bringing about attitudinal change.*

**A**DAM Curle in his book, "Educational Strategy for Developing Societies", remarked that, "Underdevelopment constitutes a vicious circle. Because people are ignorant they are poor; because they are poor, they are sick, because they are both these things they produce very little and so they become poorer". Another important contributing factor to this vicious circle of poverty in developing countries is 'population explosion'. This explosion is to some extent is the result of the ignorance of the people. "Of the two major problems confronting man in the last quarter of the twentieth century", says S. Chandrasekhar, "are the threat of world conflict, nuclear or conventional and the current global 'population explosion'; the latter is perhaps more grave and disturbing in the long run". Moreover, in a country like India where different faiths, races and castes dictate the norms and ways of life, the formulation of any democratic, positive,

population policy constitute a serious problem to planners. The serious consequences of this 'population explosion' are unemployment, low rate of growth, higher dependence ratio, increasing demand for food, inequalities and other such socio-economic consequences which hinder growth. The rate of growth of population in India is more in rural areas than in the urban areas.

The planners and policy makers in India have recognised the magnitude of the problem and adopted family planning as an integral part of an overall national development programme. In fact, India is the first country in the world to adopt family planning as a state policy. During the successive five-year plans, a considerable amount has been spent to implement the family planning programme, realising the importance of population control. In spite of the efforts, it has not yet achieved its goal because it could not

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Paper read at the National Seminar on Development of Universities and Colleges in the Programme of Continuing Education for Weaker Sections, held at Waltair, 2-4 October, 1980.

reduce the fertility rates of those groups of people for whom the programme is really intended.

### Case Study

In order to study this problem, a survey was conducted in the Jalaripeta (fishermen colony) of Visakhapatnam (Andhra Pradesh). This area was selected for the study because the slum area represents a poor community.

### Methodology

Information from the sample-size of 105 households was collected by surveying every fifth household. To facilitate random sample selection, sample household were marked and then the schedule administered. The facts and figures were collected with the help of a schedule. The respondents were approached through the local leaders. The confidential part of the schedule, particularly of the women, was noted down by lady investigators. Both the husband and wife of the households were contacted at their convenience. Almost all the respondents asked us after the interview as to what benefit they would derive from it. Some people even expressed the fear that the survey was conducted with a view to do sterilisation of people, to which most of them were opposed.

### Socio-economic Conditions of Fishermen

Jalaripeta is situated north-east of Visakhapatnam town. It is half a kilometre away from China Waltair. The area of the slum extends nearly half a kilometre of the coastline with a natural bay. All the huts are clustered around a central place. The roofs of the houses are made of palm leaves in a cone shape. During the rainy season,

the area gets water-logged and there is no outlet for water to drain off.

The miserable socio-economic conditions under which the fishermen (Jalaris) live is an important problem needing attention. The income of the fishermen remains uncertain and depends on the catch of the day. The fishermen play with their lives when they go out to catch fish on the high seas. They are as much uncertain of the catch as of their return home. The whole family of a fisherman struggles hard for existence. While male members go out for fishing, or do boat-making, net-making, the woman folk engage themselves in selling fish, rope-making and doing other household chores. The fishermen, as a community, usually form an isolated segment of the community, because of the geographical and social factors. They have to live near the coast so that they can attend to their work without any difficulty. Therefore, the fishing villages are located in remote parts of the coastline with inadequate communication facilities and away from developed society. As a result, the community life, religious rituals and customs of the Jalaris are their own different from others.

The survey showed that over 63% of the families in the community have an average family size of 4-7 people and 20% have 8-10 people per family. The fishermen have joint family system and there are households where a family size of 21-25 members is not rare. Since the size determines the income, the number of members in the family is high. As the incidence of loss of lives or risk on the sea is very high, the fishermen feel that they need more children to cover the loss. In such an eventuality who can support the family? If more members are engaged in fishing, the total catch of the fish will be more,

which, in turn, will bring them more income. It is this feeling that makes them have a bigger family. The average annual income of a household in the fishing colony is Rs. 3,718, and 74.28% of the household surveyed get an income of less than Rs. 4,000 per annum. At the present rate of prices, one can well imagine the standard of living of the fishermen. In other words, the incidence of poverty is very high.

### Family Planning Attitudes

Although people do not want children for economic, health, individual or social reasons but cannot do so without adopting family planning methods. Severe problems of emotional strain and sometimes even physical impairment arise in intimate human relationship between husbands and wives. Birth control or family planning needs a voluntary acceptance from both. But in a backward country like India "the choice of acceptable birth control methods under poor living conditions, particularly in rural areas, where privacy, running water, electricity, any knowledge of reproductive physiology and, most important, motivation, are more or less absent".\*

In this study of the Jalaris, it was found that 70.48% of the people in the community are aware of the family planning programme but only 4.76% have adopted the family planning methods. About 32.28% of the population are aware of the spacing between children but 52.38% want more children. They were asked whether they will accept the family planning if the present incentive is raised to a thousand rupees. About 97% of them rejected the proposal and said that they did not

want to equate children with cash. All the 4.76% of the people, who have adopted family planning have done so for genuine desire to have it and not due to coercion or reward. Out of these, nearly half of them had used condom as a method of birth control and the rest had used pills, got themselves sterilised or observed Brahmacharya (celibacy). Yet another important feature of the study revealed that 68.75% of the population expressed that sterilisation was the best method of family planning and another 25% favoured pills.

Several studies were made on the attitudinal aspect towards family planning. The general conclusion was that education, socio-economic status, urbanisation, place of residence, economic security, rationalism, contact with mass media, and knowledge about the world might contribute towards acceptance of family planning. But, the present study showed that these factors were lacking among the Jalaris as a result of which majority of the population do not observe family planning methods. It is also reflected in the fertility rate of the community which is (106.38) more than the national average (70.70). The reasons for resistance or non-adoption of family planning methods were that 47.52% of the people have a fear of adverse affect on health. They feel that by adopting family planning methods a person becomes weak, unable to work and becomes incapable for sexual union after sterilisation. They have the false notion that they cannot do manual work, cannot lift heavy weight and women get bulging bellies after sterilisation. Another 27.62% of the population did not accept family planning because of religious beliefs. Since all the Jalaris are Hindus, they are led by the religious belief that "When we are

\*S. Chandrasekhar—Infant Mortality, Population Growth and Family Planning in India, George Allen & Unwin P. 272.

not able to stop death, who are we to stop birth; it is given by God; any hindrance to God's wish is a sin". However, some people did express the view that they need more children to earn and also to cover the incidence of death. About 6.67% of the respondents explained that they were not adopting the family planning methods because of economic reasons. Another 11.43% expressed the view that they need more children for economic reasons. This clearly shows that ignorance and economic backwardness contribute to the high fertility rate among this poor community.

### Need for Non-formal Education

The family planning attitudes of the Jalaris show that the message of family planning has not reached the target groups. It may be due to lack of communication and transport facilities. It is very easy to approach the inhabitants of a city with the message of family planning since cities have government hospitals, clinics and social welfare agencies with whose help the family planning extension worker can go to the people. But the village pose a problem in this respect.

In spite of various agencies working for promoting family planning among the rural people of Andhra Pradesh, some sections of the society like that of Jalaris, both in villages and urban areas, are not responding well to the family planning programme. It may be due to the failure of the communication media undertaken to reach these groups or it may be due to the lack of community workers to popularise this programme. A new idea or programme can be easily launched among this group through their own people as the same may not be acceptable if it is done through outside agencies. Moreover, the motiva-

tion and attitude of this poor community towards family planning indicate that they were not properly motivated nor educated about the advantages and disadvantages of the programme. They were just informed about the programme by outsiders. Therefore, through non-formal education, a change in attitude can be brought about among these groups towards family planning. Here the non-formal education can be an organised educational activity outside the established formal system—whether operating separately or as an important feature of some broader activity, that is intended to serve unidentifiable learning groups and learning objectives.

In order to create these conditions, social education with a new set of curriculum and methods may be evolved. The minimum package programme of non-formal education for rural development as suggested by the International Council for Educational Development, under the chairmanship of Philip Coombs, may be used to develop positive attitudes towards family planning. But such programmes get credibility only if the leaders of the community are involved in it. Most of the programmes intended for the weaker sections fail to click because outsiders take up the job who have no commitment to the ideals of the programme. However, the success of family planning in a poor community like the Jalaris is not dependent only on bringing about attitudinal changes through non-formal education but more on a basic change in their economic conditions. This may take a long time but the programmes should be more enduring. Even short programmes like these can prevent further deterioration in the living standards of the people. □

# "You Are Our Real Parents"

R. V. Kamath

*WE cannot take a leap high above the sky to catch the moon.*

*But we can certainly go to our villages to educate men and women there.*

*We can't pay them in cash or kind to fulfil their daily needs in plenty.*

*But we can surely educate them to make them realise how they can help themselves and improve their living standard.*

*Our soft, smoothing touch can bring them hope and cheer and a sense of belonging and feeling of comfort and courage in their times of difficulty.*

*We can convert their curses into blessings.*

*We want to educate them to face life boldly, for education is the only means to emancipate rural folk.*

*Then, let us be up and doing without any further waste of time.*

*Let us approach the villagers in tune with their day-to-day living.*

*Study their problems, languages, customs and atmosphere in which they live, which is full of strife;*

*And be true to the villagers like the 'naked fakir' (Gandhiji), who lived with them, worked for them and died for them.*

*Let's do what they want and give them what they need as their friend in need.*

*Let us know what they want to know and tell what they do not know.*

*Give up all our city superiority complexes—*pomp*, pride, vanity and outward show—when we approach them.*

*And let's lit the lamp of knowledge, leading them from darkness to light.*

*To enable them to imbibe the spirit of self-reliance.*

*With oath and banner in hand, let's germinate the seeds of knowledge in them.*

*To strengthen them to stand but not to bend or break.*

*Let's remove the artificial man-made barriers and disparities.*

*And convert every villages to a model town or city.*

*Let both villagers and city dwellers be as good and real citizens of India.*

*And feel one with the untouchables, the poor, the illiterate and the down-trodden.*

*Let us shake hands with them and give the needy and uncared untouchables—the Scheduled Castes and Scheduled Tribes—what they want.*

*Let us live and die with them.*

*And not approach them with an air of superiority or by giving them sermons.*

*And only then they will come to you to open their hearts and say :*

*"You Are Our Real Parents".*

### **Integration of Population Education with Adult Education**

The Indian Adult Education Association in collaboration with the Family Planning Foundation, New Delhi, is formulating a pilot project proposal for "Integration of Population Education with Adult Education".

The planning and survey work for this project has been undertaken by IAEA in collaboration with three institutional members in Rewari (Haryana), Ajmer (Rajasthan) and Angul (Orissa).

The main objectives of the Project would be :

- (a) to make adult education more community-oriented and in the process develop meaningful population education programmes;
- (b) to identify, develop and integrate innovative population education in adult education work.

### **Bangladesh Adult Educators Visit Association**

The Indian Adult Education Association was happy to receive a team of four adult educators from Bangladesh, who were on a visit to India for study of adult education programmes, at its office on December 23, 1980.

The President of IAEA, Mr. V.S. Mathur, welcomed the team members and explained them the activities of the Association. Dr. S.C. Dutta, Vice-President, Mr. J.C. Saxena, Treasurer, Dr. (Mrs.) Asha Dixit, Joint Secretary, and the senior staff members of the Association also participated in the discussion with the visiting team.

## **NEWS FROM THE FIELD**

### **Janta Kalyan Samiti, Rewari, Haryana**

The Janata Kalyan Samiti, Rewari, had been running 85 adult education centres in Bawal and Rewari Blocks of Mohindergarh District in Haryana State during 1979-80. They made 1059 adults functionally literate.

The Samiti organised workshops with the help of Directorate of Adult Education, New Delhi, for preparation of Primer and follow-up literature in NAEP.

A book entitled 'Anpadhtai' was published by the Samiti.

The Samiti had started follow-up programmes for neo-literates from March 1, 1980. Daily newspapers, weekly newspapers, periodicals, books etc. are being provided to learners, through a Trunk Bicycle Library in rural areas of Rewari sub-Division. The mobile library is lending books not only to the neo-literates, but also to the other villagers. Wallboards have been fixed in 20 villages, and local news are written on these boards. A newsletter entitled 'Janta Kalyan Samiti Suchana Patra' has been started. It gives current information to the neo-literates and villagers on education, employment, cottage industries, agriculture, welfare activities, population education, etc.

The Samiti has started a two-year condensed course for destitute women with financial assistance from the Central Social Welfare Board. Some 20 girls will appear in the Matriculation Examination in March this year.

The Samiti has also undertaken a scheme of providing buffaloes to war widows, destitute and poor women with financial assistance from the Central Social Welfare Board.

The Samiti is also running a dispensary in one village.

### **Rajasthan to open 10,000 Adult Education Centres**

The Chief Minister of Rajasthan, Mr. Jagannath Pahadia, recently announced that 10,000 adult education centres would start functioning in Rajasthan during 1980-81 and a sum of Rs. 1.21 crore would be spent.

### **State Resource Centre, Trivandrum**

The State Resource Centre of Kerala Association of Non-formal Education and Development organised a three-day seminar in Trivandrum in October, 1980 in connection with the second anniversary of NAEP. About 232 delegates including 63 women took part in the Seminar.

Nine position papers were presented during the Seminar. Dr. Malcolm S. Adiseshiah, M. P., was the resource person at the Seminar.

### **Formulation of New Health Education Policy**

The Indian Medical Association (IMA) suggested that in the formulation of a new national health policy, emphasis should be laid on educating the community on healthy living.

In its comments on the new policy being discussed by the Planning Commission, the IMA made it clear that it would not be fair to assume that so

far the approach to health care has been mainly disease-oriented and hospital based. "Efforts have also been made outside hospitals to provide medical services in a big way and the preventive aspect has not been neglected", the IMA had stated.

It also suggested that family planning should form part of the new policy as dilution of present medical services had been mainly due to the population explosion.

It also suggested that more emphasis be placed on dissemination of health education through schools at a younger age. "Holding health education and propaganda meeting at the street corners with the aid of health volunteers should also be considered," it added.

## **IUACE NEWS**

### **National Seminar on Involvement of Universities and Colleges in Continuing Education**

A three-day National Seminar on "The Involvement of Universities and Colleges in the Programmes of Continuing Education for the Weaker Sections of Society" was organised jointly by the Indian University Association for Continuing Education, New Delhi, and the Department of Adult/Continuing Education, Andhra University, at Waltair from October 2 to 4, 1980.

Dr. D. Subba Rao, Director and Head of the Department of Adult and Continuing Education, was the Director of the Seminar.

This was in continuation of the two earlier seminars held at the Osmania University in Hyderabad and the University of Poona, Pune. The Seminar went a step further in formulating certain models of continuing education for women.

Fifty-one delegates drawn from Rajasthan, Delhi, Gujarat, Maharashtra, Tamil Nadu, Orissa and Andhra Pradesh representing universities, colleges, State Resource Centres, voluntary organisations, Government departments attended the Seminar.

The three-day Seminar was inaugurated by Prof. M. R. Appa Rao, Vice-Chancellor of the host University and the key-note address was delivered by veteran adult educator, Dr. Mohan Sinha Mehta.

It adopted the following resolutions :

I. This Seminar resolves to recommend to the University Grants Commission to appoint a panel to study and publish, through a task force, to be constituted in consultation with the Indian University Association for Continuing Education, a compendium of both the existing programmes in continuing education in various Indian universities and other institutions and to suggest such new programmes as have a meaningful relevance to the appropriately identified critical groups, e.g. rural women, rural youth, artisans, marginal farmers, tribals, slum dwellers and service occupations.

It recommends to the UGC to ask the said task force to examine available models of continuing education programmes for weaker sections in opera-

tional terms and to suggest programmatic models of need-based continuing education programmes for specific critical groups.

II. The Seminar appreciates the concern of the UGC for the participation of the universities and colleges in the programme of the weaker sections of society so as to bridge the gap between the university system and community. The Seminar feels concerned that the present pattern of the UGC to the universities on a sharing basis of 75.25% for a programme for the weaker sections of society is not conducive to promoting the objectives of the programme and request the U.G.C. to provide assistance on 100% basis.

The programmes for weaker sections of the society are extremely difficult to operate because of many constraints. The Seminar feels that the period of assistance of the Commission for these programmes be at least 10 years so that the programmes make a meaningful impact.

Research has to be encouraged on this newly emerging branch of university activity. The Seminar requests the UGC to constitute a panel of Continuing Education like other panels of the UGC and invite research proposals from Universities for assistance on a 100% basis.

The Seminar further urges the Commission to provide research fellowships, research associateships and teacher fellowships for enabling the academic community in the university system to undertake action-oriented research.

The Seminar also requests the State Governments to include the expenditure on staff and programmes of continuing education in the maintenance grants of the universities after assistance from the Commission ceases.

The Seminar finally requests the UGC to consider the programmes of continuing, extension and adult education at par with the other programmes of teaching and research.

### III. The Seminar resolves that:

(a) The UGC within the policy framework should work out operational and financial modalities of Extension being equivalent to Teaching and Research. It feels that without such an exercise being accorded the highest importance, it would be futile to promote both extension and continuing education programmes in any meaningful and stable manner.

(b) This Seminar perceives a lack of clarity in matter of commitment to the policy of extension, being the third most important function of the university/college, and the lack of operational modalities in its effective implementation. The philosophical, psychological and operational acceptance of extension/continuing education programmes will largely depend on the will of the government to work

out the modalities of laudable philosophy.

(c) The UGC should envisage the initiation and maintenance of Continuing education programmes as a long range policy and planning exercise shall be based upon resource allocation by allocating substantial fund already available with the UGC for the priority task of continuing education.

(d) The UGC should anticipate, explore and work out the details for setting well established department of adult/continuing education in various universities.

IV. The UGC should invite proposals for the setting up of departments/centres of continuing education in the Sixth Five Year Plan from universities where such centres do not exist at this stage and see that at least one/two universities in each State participate in the programmes of continuing education.

### **New UGC Chairman**

Dr. (Smt.) Madhuri Shah, President of the Indian University Association for Continuing Education and Vice-Chancellor of S.N.D.T. Women's University, Bombay, has been appointed Chairman of the University Grants Commission.

## EDUCATION OF THE HANDICAPPED

The University of Delhi has plans to develop expertise in the education of the handicapped. The initial specialisation of the University is in the area of the education of the deaf. As part of the Ministry of Social Welfare's programmes in this area of vital national concern, the University has recently started a five-week Refresher Course for the teachers of deaf children from various schools in North India.

Based on a multi-disciplinary syllabus, the University has involved experts from the Departments of Linguistics, Education, Psychology, Physics, Medical Colleges, Lady Irwin College, All India Institute of Medical Sciences, the NCERT, the Ministry of Social Welfare, Delhi Administration and several voluntary organisations. The UNICEF, New Delhi, has provided substantial support in terms of funding and expertise.

The Delhi University is the first University in the country to take interest in the continuing education of the teachers of deaf children. It has plans to initiate work on other aspects such as public awareness on early detection of deafness, research in instructional technology and conceptual matters.

Dr. S. C. Bhatia, the Course Director, finds the interest of the participating university experts as of keen sympathy for the cause and of a great social concern for the education of the weaker sections of society. The University dons participated in several activities at the pre-course planning stage. The present year is being celebrated as the International Year of the Disabled Persons all over the world. The University's current effort is more a precursor to its greater involvement in the area.

Incidentally, the University of Delhi is probably the first of its kind in providing extensive and appropriate facilities to blind students pursuing higher education. The Adult Education and Continuing Education Cell in the University has undertaken this programme in the belief that much work needs to be done in the neglected area of the education of the deaf right from orientation/training/re-training of teachers, designing meaningful courses at the pre-primary, primary, secondary and senior secondary stages, and studying parental/community attitudes towards and awareness of the need to provide education, training and rehabilitation of the deaf children.

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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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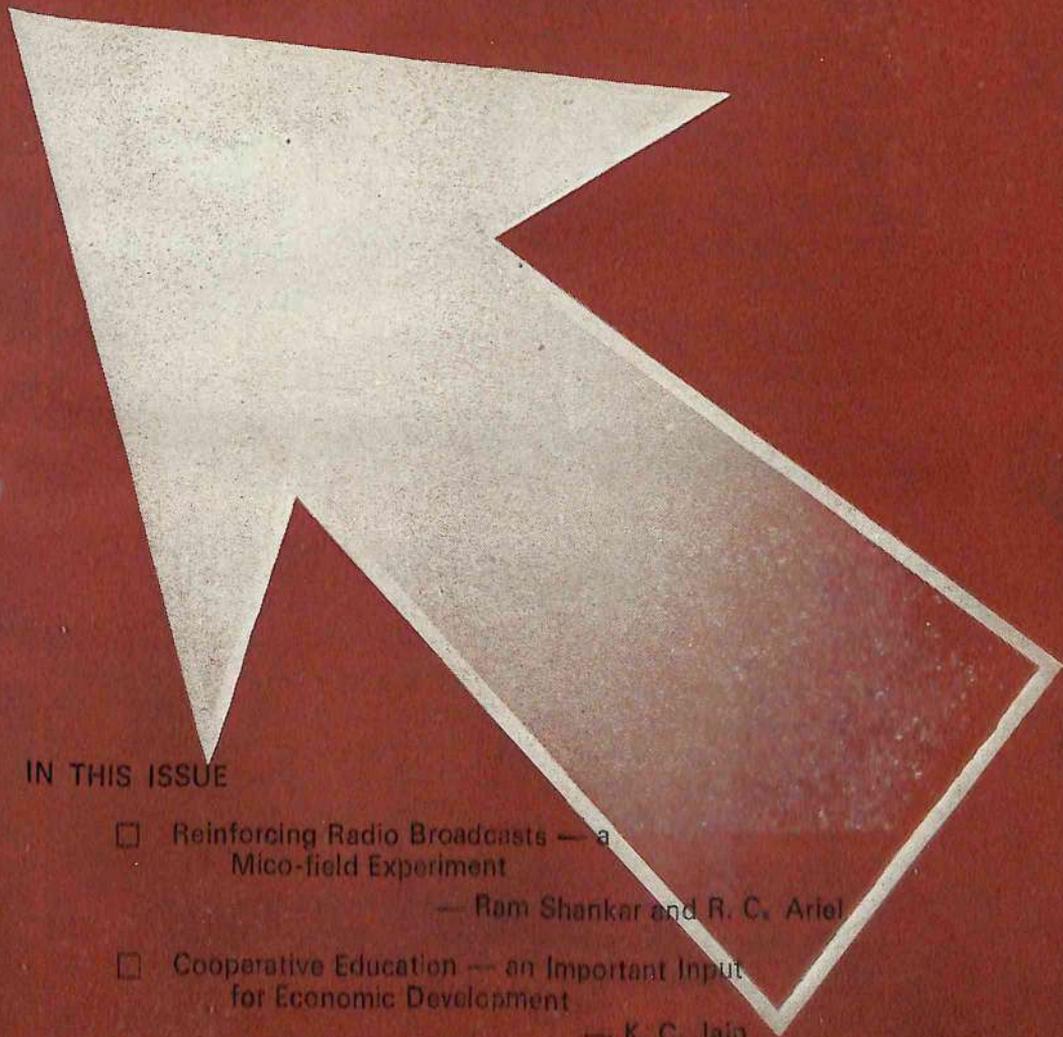
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# Indian Journal of ADULT EDUCATION

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**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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## Remaking Man Anew

A scene which I witnessed as a young lad comes to my mind vividly—a scene which I deeply cherish even today. It was a meeting of about a hundred literacy workers and volunteers. They all seemed to be an exuberant and a positive lot. The meeting, by all considerations, was a very important one. The speaker of the day was none other than Frank Laubach. On every one's face there was admiration and even awe. To listen to the man, the tallest of them all in the world of adult literacy, was nothing short of a mountain-top experience.

"Each-one-teach-one" rent the air. It seemed at the time that it was an answer to the prayers of all those involved in adult literacy. It was a sound method and it seemed to have a philosophic ring about it. It also seemed to have the ingredients of a movement. More importantly it was so simple and clear. It was the magical way to solve the problems of illiteracy and ignorance. It was this unquestioning faith that made them proclaim, "India should be literate!" Not many at the time questioned the practicality of it. Well over three decades have passed and we have not made much headway with the each-one-teach-one method. Its magic has disappeared into the limbo of time. And yet the memory of listening to the man lingers over the years.

While the idea did not prove practical, its intrinsic worth lay in the realization that effective adult literacy is possible as part of a social responsibility of the people themselves as individuals. The idea has relevance for our times because at the root of all social action there should be social responsibility.

The concept and practice of adult literacy—rebaptised as adult education—is becoming more and more broad-based and relevant. But the idea of social responsibility as part of adult education is not receiving adequate attention. May be it is the lack of attention of this kind, among other reasons, that has come in the way of adult education becoming a movement of historical consequence.

The debate and some efforts, therefore, to make adult education relevant in developmental terms among educationists are timely and welcome. While the need to make it a part of a larger movement is being increasingly realized, the character and nature of the movement is not fully spelt or adequately identified. Concepts and methods, however impressive and appealing, do not provide the elan for a movement. They should emerge from an ideology that inspires people in a profound way.

The reasons why adult education is not part of a dynamic and effective movement are not far to seek. One could be that its fate and fortune are too closely tied up with the formal educational system. Another could be the preoccupation with technology and methodology of adult education to the near exclusion of ideology in which it should have been firmly rooted. Yet another reason could be its lack of community orientation and so on.

Going back to the day when I first heard Frank Laubach, I heard the same day another great man, one of the great evangelists of those days, Stanley Jones. He spoke of remaking man anew. He eloquently pleaded for a fundamental reconstruction of society, which he said was not possible unless we remake man anew. Only a profound faith in man and his potential for growth can thus be possible. Man as part of history over time has proved this beyond any doubt. As I recall the two great men, I often wish what they said was said by one of them. The two speeches were one of a piece. In the coming years and decades, the essential challenge in adult education is to combine the vision of these two great men.

# Reinforcing Radio Broadcasts – a Micro-field Experiment

Ram Shankar and R.C. Ariel

*The present study, a micro-field experiment, seeks to answer the question whether cassette recording can be effective in reinforcing the message through radio broadcast. In other words, can it help a better learning-understanding process or dissemination of knowledge about the subject matter?*

*For this study, two villages, which had similar socio-economic and educational background, were selected. The adult learners (subjects), who were predominantly agriculturists and residents of the villages, had grown paddy in their fields. The Farm and Home Unit of All India Radio, Lucknow, was contacted. The topic selected in the farm radio broadcast under Kisanon Ke Liya, was: "Which variety of paddy should be grown in what soil?" Based on this, an interview schedule was prepared for pre-test.*

*The findings and conclusions reveal some interesting facts, which have been highlighted by the researchers in a lucid manner.*

Ever since the introduction of the Community Development Programme for bringing about rapid economic development and social change, the All India Radio assumed its responsibility to communicate new ideas, disseminate new scientific knowledge and information among the masses. Radio transcends the barriers of illiteracy in communication. Although communication through radio is one-sided affair in which the communicator does not get immediate feedback from the audience, nor the audience can put a question immediately to the communicator in case of doubt or any other problem, nevertheless in view of mass illiteracy, which limits the use of "printed word" as medium of communication, the radio is at a great advantage. Also considering the time factor, the radio is the quickest medium for communicating new information and knowledge.

India being largely an agricultural country, agriculture is one of the sectors

chosen for planned change. For this a number of desirable steps were initiated by the Government, one of which was disseminating scientific, innovative knowledge and information through radio by organising Farm Forums and radio listening or discussion groups and making special farm broadcasts. The All India Radio has been making efforts to cater to the needs of special interest groups, such as farmers, industrial workers, women, children and so on.

However, a number of factors such as time, availability of radio set, clarity of voices in broadcast, language and usage of words affect communication through radio. The broadcasts are listened to by both, literate and illiterate. They are generally not repeated. Even if some of them are repeated, the time gap between the first broadcast and its repetition is uncertain and quite long.

It is a pedagogical fact that repetition

facilitates learning. It results in better memory and retention, which ultimately may result in increased rate of adoption. Repetition of spoken word is particularly more effective in the case of illiterate masses, who cannot store new information and knowledge in written/printed form to use for adoption at a later stage. The radio broadcast, therefore, needs reinforcement through other media like print, group discussion, rebroadcasting the message and repeating the relevant portions of the message as many times as necessary for better understanding.

The new technological development in communication equipment, such as cassette taperecorders, can be of some help in the reinforcement of radio broadcasts.

Cassette recorders are small compact taperecorders of very convenient size, which use magnetic recording tapes enclosed in cassette instead of open reel tapes. The tapes are also  $\frac{1}{8}$ " wide instead of regular  $\frac{1}{4}$ " width. The cassette tapes eliminate the threading part in the cassette recording. One has just to push the cassette tape in place to use it. The cassette recorders operate on both dry cells or house current. These are cheaper, safer and easier to handle.

### Purpose

This study was planned to seek answer to the question, 'Whether cassette recording can be effective in reinforcing a message?' By 'reinforcing' is meant better learning/understanding, which would be indicated by increased information/knowledge regarding the subject-matter.

It was hypothesized that repetition of a radio broadcast by using cassette tape recording would result in increased information level of the subjects.

### Design

For this micro-study, a 'Before-and-

after-Test' design was adopted.

Two Villages (Two classes)	Before or Pre-test	Treatments		After or Post- test
		Radio Broad- cast	Cassette record- ings (2 replays)	
Control group	Yes	Yes	No	Yes
Experimental group	Yes	Yes	Yes	Yes

### Area of Study

Two villages located in Sarojini Nagar block were selected for the study. These villages had similar socio-economic and educational background. The adult learners (subjects) were predominantly agriculturists and residents of these villages. Paddy was one of the main crops grown by farmers of these villages.

The Farm and Home Unit of the All India Radio, Lucknow, was contacted and a list of topics of farm radio broadcasts at 6.50 P.M. was obtained. This was the time when adult learners of villages could be easily contacted. The contents of these broadcasts could not be obtained beforehand. Out of the list of topics to be broadcast under the programme, keeping in view the time and season, and crops grown by the people of the area, the topic, *Kis Mitti Men Kaun Sa Dhan Boyen* (which variety of paddy should be grown in what type of soil), was selected for the study. It was to be broadcast under *Kisanon Ke Liye* programme for farmers.

In the absence of the information about the contents of the broadcast, but keeping in view the topic, an effort was made to find out some general possible contents under the given topic. Based on this information, an interview schedule was prepared for pre-test.

### Procedure

The pre-test schedule was administered in both the classes simultaneously at the

regular literacy class timings, i.e. 7.00 P.M. to 9.00 P.M. to pre-test the adult students attending these classes for determining their prior knowledge about the possible subject-matter of the selected topic for this study.

The adult students were informed and requested to come to class at 6.30 P.M. to listen to a special broadcast on the subject. The investigators reached the selected villages at 6.15 P.M. along with literacy supervisor. Each investigator had one transistor radio receiver. One investigator in addition to radio had a cassette recorder with blank cassette tape. A post-broadcast interview schedule was prepared to be administered to listeners to measure the immediate learning from the expected message.

The literacy teachers in the villages helped in assembling the adult students in the literacy class. Radio receivers were placed in each class at convenient place to let all the adult learners listen properly. They were asked to listen carefully. The radio receivers were tuned to AIR, Lucknow station. At 6.50 P.M. the *Kisanon Ke Liye* programme started. The adult learners listened to the radio broadcast.

According to the study design, the control group listened to the radio broadcast alone and then they were interviewed to determine the immediate learning that might have taken place.

In 'experimental group', while the adults were listening to the broadcast, the investigator recorded the broadcast on cassette tape directly from the radio and replayed the cassette twice after the broadcast. The listeners were interviewed after the second replay.

### Findings

In 'control group' during the pre-test, 17 adults participated, Out of them only

nine adults attended the broadcast session four days after the pre-test. In 'experimental group' there were 18 adults present in the pre-test, out of which only 13 persons attended the broadcast session after four days of the pre-test.

Table No. 1 shows the new improved varieties of paddy known to adult farmers four days before the radio broadcast :

TABLE NO. 1\*  
High-Yielding Varieties Mentioned by Number of Adults Before Broadcast

Variety of paddy	Control group	Experimental group	Total
Nagina 22	6	4	10
I.R. 20	0	1	1

During the radio broadcast, a total of 20 different varieties of paddy were mentioned. The following table shows the post-test position. It gives comparative picture of the results of the Radio and Radio plus two replays of cassette recordings :

The data showed that in control group, of nine adults only six knew one high-yielding variety of paddy, i.e. *Nagina 22*, four days before listening to the broadcast. After listening to the broadcast, the same number of adults i.e. six mentioned only this one variety, i.e. *Nagina 22*.

TABLE NO. 2  
High-Yielding Varieties Mentioned by Number of Adults After Broadcast

Control Group (Radio group)	Experimental Group (Radio & Cassette Recording group)
1. Nagina 22 6 adults	1. Nagina 22 -6 adults 2. I.R. 20 -2 ,, 3. Chakiya 59 -1 ,, 4. Jalmagna -1 ,, 5. Kaveri -1 ,, 6. Madhukar -1 ,,

\*The table includes only the adults, who were present in both the interviews.

On its face value 'radio broadcast' alone did not add to their information level. But one respondent (8) of control group did not know any high-yielding variety prior to listening to the radio. He did hear about some new varieties of paddy, though he did not remember names at the time of post-interview. Another respondent (11) did not know any new variety prior to the broadcast but he learnt one variety from the broadcast.

The data about the other group, which was subjected to the experimental variable, showed : in two replays of cassette recording in addition to radio broadcast, eight persons out of the total ten mentioned six high-yielding and new varieties of paddy after listening to the broadcast whereas only five out of the same ten had mentioned only two new varieties of paddy in the pre-test.

The data are suggestive of the fact that two replays of cassette recordings, in present case, have resulted in increased information level. Thus the findings support the hypothesis.

### CONCLUSION

1. All the message of the farm

broadcast through radio was not remembered by the listeners.

2. When the message was repeated several times, it was more easily understood by the listeners. In increasing the effectiveness of radio broadcasts, cassette recorders could play an important role. These can be pre-recorded cassette tapes or can be recorded directly from radio.
3. If a comprehensive gist of the contents of the broadcasts directed towards diffusion of agricultural innovations was available from the A.I.R., at least a week before, it would have helped a great deal in preparing the listeners beforehand and initiating discussion on the subject.

However, the present study is only a small study. The findings are tentative rather than conclusive. Similar studies or replications of this study in other regions are required to substantiate the findings. It would also be worthwhile to compare literate listeners and non-literate listeners. □

### 1981 OKES RESEARCH AWARD

The Imogene Okes Award for outstanding research in Adult Education is presented each year at the annual meeting of the Adult Education Association (USA).

Any book, research article or other public document reporting adult education research and published since July 1, 1976 may be entered. The award winner must attend the 1981 annual meeting in Anaheim to receive the award and to lead a session based on the methods or findings of the work.

Five copies of each entered publication are required and must be received not later than July 1, 1981. Address all entries or correspondence concerning the award to :

**PROFESSOR ROBERT L. BRUCE**  
Department of Education, Cornell University,  
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# Service Programmes in Universities and Colleges

S. Raju

*In the quick transformation and development of our community, the role of college and university students is of great importance and significance. The National Adult Education Programme, launched by the Central Government in 1978, provides a good base and opportunity for canalising the youth energy. Increasing participation of college and university students will go a long way in meeting the challenge of building for tomorrow in an effective way.*

*In this short and crisp article, the author pleads for active involvement of students in all rural programmes, and other constructive activities. This can also help in weaning away the youths from violence and destructive acts that we witness today in colleges and universities.*

One of the major problems that confronts today in the developing countries is the problem of illiteracy. Countries all the world over have come to realise that illiteracy contributes to an increasing poverty, and together they impede, injure and even nullify the prospects of development that they labour to promote. If the development plans of countries are to bring about any concrete results, illiteracy and poverty have to be banished. For us in India, illiteracy and poverty have been our major hurdles over the years, for "one of them holds the people by the horns while the other milks them dry". Since the bulk of the population in India happens to be illiterate and live below the poverty line, the Government launched the National Adult Education Programme (NAEP), a massive drive against illiteracy and poverty.

## Involving Universities and Colleges

The post-independent India witnessed a mushroom growth of universities and

colleges. At the beginning of independence, there were only 18 universities with the student enrolment of 2.6 million. But the number of universities has since risen to over 101 and the student enrolment to over 3.2 million. A big share of the country's budget allocations is being made on education and the bulk of it on higher education, which is research-and-lab-oriented. This being so, the institutions of higher learning should prepare the youth in such a way that they improve their own lot and contribute to the development of society and help in bringing the gap between the haves and have-nots.

It is heartening to see that higher education has made a big stride in the field of science and technology and contributed in solving many of the problems but at the same time it has created social tensions and widened the gap between the people in institutions of higher learning and the common man. It is distressing to note that such institutions with their tall buildings and highly sophisticated equip-

ments, instead of having a beehive activity round the clock, work only two to three hours a day and remain idle for the rest of the time. When due to strikes either by students or teachers, resulting in the closure of universities or colleges for months, one sees an enormous waste of money spent on them especially when people living around them do not even get square meal a day or have a roof over them.

No doubt, the universities and colleges, over the years, have given to the country administrators, politicians, doctors, scientists, engineers, judges, teachers and personnel to man all types of jobs but they are still to produce people who could work with sympathy and understanding and identify the needs of the down-trodden masses living in squalid dwellings and wallowing in poverty and illiteracy. These educated men are an oasis in the desert and they are immune to the prevailing socio-economic conditions obtaining in the society. A radical change in the outlook of the educated men and others at the universities and colleges is the prime need of the hour.

Service programmes were introduced in universities and colleges a decade ago with a view to providing students a learning experience not otherwise provided within the four walls of the campus. In addition, they provide the students with an outlet for their unbounded energy and help them possess a knowledge of the society of which they form a part. Service programmes also bring the universities and colleges closer to the community. Realising the limited resources available in the campus of universities and colleges, even Gandhiji advocated three major areas where students could do community service, viz, economic activity, literacy, nutrition, health and hygiene. A proper training of these programmes coupled

with spirit, enthusiasm and dedication in the implementation of the programmes, can bring about the following impact :

1. Students, who get exposed to the society and the socio-economic problems obtaining in the society, realise the commitment they owe to the society that spends so much for their education.

2. Students who live, learn and work in partnership with the down-trodden masses allow a slow transformation to take place in themselves. In due course, they become more experienced and sober, more mellowed and realistic and more practical and sensible. This can help bring down the campus violence to a considerable extent.

3. When students begin to occupy key positions in governing the country and guide the destiny of the people, they would be in a better position to understand and solve the problems of the people. Atleast, they would learn to be humane in their approach to problems.

The service programmes are voluntary in most universities. In others, they are becoming campus programmes. The NSS units in colleges and universities organise ten-day camps once or twice a year in an adopted village or slum area and establish a rapport with the people living there but with no regular follow-up programmes.

The launching of NAEP in 1978 and the involvement of universities and colleges to participate has come as a big boon. The NAEP, apart from providing an opportunity to participate in the great national effort, offers a unique opportunity to the students of the universities and colleges to make regular visits to villages and slum areas and work for the welfare of the community.

(Contd on page 12)

# Co-operative Education—an Important Input for Economic Development

K.C. Jain

*Cooperative Education is an important component of human development. The existence of a large number of cooperatives is an important feature of Indian economy. There are today more than three hundred thousand cooperatives with a membership of one hundred million. Imparting knowledge to members of this vast number in respect of cooperative laws, their benefits, membership rights and duties, importance of active involvement and participation in various schemes and activities, which can help improve their socio-economic conditions, is an essential part of cooperative education. Cooperatives are playing a key role in transforming rural economy of the country, where most of India's teeming millions live.*

*To develop new educational techniques and approaches, the National Cooperative Union of India, an apex organization of the Indian cooperative movement, has launched 15 pilot projects for the intensification of cooperative education in some of the cooperatively underdeveloped States. Intensification of cooperative education holds the key to further strengthening the movement. The impact of these projects has been highlighted in the present article.*

COOPERATIVE Education has been defined as the development of mankind, the whole of man, including his economic development. In developing countries, people had been deprived of a sound basic and technical education. This gap is sought to be filled up by promoting programmes of adult education. An adult education programme, besides promoting general education, has to take care of the economic development of the people. Cooperative education forms an important part of the adult education programme. Some interesting features of the former are as follows :

A welcome feature of the Indian economy is the existence of a large number of cooperatives with marked rural orientation. The country has more than 300 thousand cooperatives with member-

ship of the order of 100 million. Rural cooperatives provide agricultural inputs viz. credit, seeds, fertilisers, insecticides, implements, as well as marketing, storage and processing facilities etc., to their members. Recently, the rural cooperatives have also started supplying essential commodities, i.e. articles of mass consumption and daily use to their members and others. Cooperatives are democratic organisations and their success, like that of any other democratic organisation, is, by and large, conditioned by the involvement of members and the interest taken by them in supporting and strengthening the activities of the concerned cooperatives. This calls for necessary awareness on their part, and awareness comes through education, which is also a pre-condition for need-based action for development.

Realising the importance of education for preparing the members to accept their responsibilities, the National Cooperative Union of India (NCUI), an apex promotional body of the cooperatives of the country and the State Cooperative Unions, State level counterparts and affiliates of NCUI, are implementing and monitoring nation-wide cooperative education programmes for the members and office bearers of different types of cooperative societies, i.e. agricultural, industrial, handloom weavers, fishermen, consumers, etc., to name a few. The educational activities aim at exposing the members to the concept and principles of cooperation, acquainting members with their rights and duties, preparing them to participate in the decision-making process, up-grade the management of the societies and to establish liaison with other developmental agencies so as to make better use of their programmes and schemes. The programme is being implemented with about 1,000 cooperative instructors spread all over the country. Innovative features are being added to the programme from time to time, so as to make it need-based and result-oriented.

A recent innovation introduced in the cooperative education programme is the integration of technical guidance with ideological bias. Drawing lessons from an experimental field project, which was set up in 1972 as a field laboratory and to develop new educational techniques and approaches, the National Cooperative Union of India has launched 15 pilot projects for the intensification of cooperative education in some of the cooperatively under-developed States. It would not be out of place to add here that the country has witnessed a commendable spurt in cooperative activities but this development has been rather uneven. These States, where the progress of the cooperative movement has been short of

the national scene as a whole, have been identified as cooperatively under-developed States. Intensification of cooperative education was considered as the key factor for strengthening the movement. A strong movement means greater opportunities for the people to get institutional facilities for promoting their economy as well as improving the quality of life. In India about 50% of rural credit requirements are met by the cooperatives, which also account for more than 60% of the fertilisers sold. Certainly the country cannot ignore the revitalisation of the cooperatives. Cooperatives also provide consumption credit. Hence, the need for special projects for intensification of cooperative education among the cooperatively under-developed States.

Each project comprises one project officer, three cooperative educational instructors and one technical instructor i.e. farm guidance or horticulture instructor, depending on the requirements of the area. Cooperative educational instructors explain the potentialities of cooperative action, acquaint the members with their role and functions, encourage such individuals to join cooperatives who are still outside the fold of cooperative movement and exhort each and all to make greater use of cooperative services. The technical instructor has multifarious functions aiming at increasing the production and productivity in the fields and farms. He collects samples of soil on the basis of the use of the result of analysis, suggests to the farmers the use of proper inputs, including doses and techniques of application of fertilisers and insecticides. Post-harvesting operations, like drying and storage of produce, grading and pooling etc., also receive due attention. The project personnel have also taken up the adoption of demonstration plots so as to demonstrate the advantages of improved agricultural techniques and optimum

use of inputs.

The projects have also been instrumental in promoting subsidiary occupations adding to the income of the farmers, most of whom are small and marginal ones. A large number of tribals and landless labourers have also been benefited by the projects and a number of such people have taken to activities like dairying, poultry and fruit/vegetable growing. Some projects have taken a bold step of launching minor irrigation schemes and wherever these schemes have fructified, the once barren lands are now producing truck loads of lush green vegetables which find a ready market in the nearby towns.

It will be seen that the project activities represent a coordinated effort comprising educational input and technical guidance. The local cooperatives arrange to supply the requirements of the members who are generally farmers and non-farmers, too. This articulation besides up-grading the economy of the members has also helped in strengthening and promoting the business of the cooperatives, which has given them both a sense of pride and self reliance. Briefly, it may be added that these projects have fully established the importance of education as instrument of economic development. One would be tempted to give a detailed account of the impact but for reasons of time and space it may be difficult. However, some highlights of the impact are given below :

#### Highlights

1. Greater awareness among the members of cooperatives about their functions and role leading to better involvement and sustained support to their cooperatives;
2. Enrolment of new members of cooperatives, including women;

3. Introduction of activities for economic upliftment of women like knitting, tailoring, coir-weaving etc., and providing employment to women. In many cases, the products manufactured by the women are also purchased by the societies for sale to the public. Many a time, the local agencies, both cooperatives and other than cooperatives, come forward to provide financial assistance to meet the cost of training and some times assist in the procurement of raw materials also;
4. Adoption of modern agricultural practices by the beneficiaries, i.e. balanced application of fertilisers and insecticides, use of improved varieties of seeds, diversification of crops, scientific plantation and management of fruit trees, grading and pooling of produce by the farmers;
5. Promotion of subsidiary occupations, which help augmenting the income of farmers and providing self-employment opportunities to landless labourers etc. Subsidiary occupations include dairy, poultry, handloom-weaving, pisciculture, fruit growing, etc.;
6. Diversification of business activities of the cooperatives. Introducing sales of fertilisers, insecticides and improved seeds, agricultural implements etc., resulting in increased business of the societies and regular supply of inputs to the members.
7. Provision of consumer services by the cooperative societies, making available essential commodities

and articles of mass consumption to the members and others at fair price;

8. Development of irrigation projects. In one area, the cooperatives had been able to arrange a lift irrigation scheme, irrigating 35 acres of land. Two more irrigation schemes are under way. In one society, members had set up two community tube wells;
9. Liaison with other development

agencies, both governmental and voluntary, to take help from and support each other's programmes;

10. Other achievements include organisation of new cooperatives i.e. fruit growers' cooperatives, dairy cooperatives, chilling plants; taking over the management of marketing yards/grain stores; construction of godowns, society offices, etc. □

## SERVICE PROGRAMMES IN UNIVERSITIES AND COLLEGES

(Contd. from page 8)

### Service Programmes in Curriculum

One wonders how students, who are not serious about their studies and are prone to strikes and violence, who do not even find time to prepare for their examination held twice in a year under the semester system, and who get two to three months vacation in a year, could conduct classes for the adults for over eight months in a year? The solution to this problem lies in making service programmes compulsory for the students of universities and colleges. Courses such as rural development science, home science, applied nutrition, horticulture, soil sciences, agricultural marketing, etc., may be

incorporated in the curriculum and proper academic credit given.

The role of the professional colleges is all the more important in these programmes for they can make an application of their class-room learning to the community. They are, moreover, better placed to teach such subjects as health, hygiene, nutrition on the one side and better farming, mechanised cultivation, soil sciences, etc., on the other.

It is time that universities and colleges condescend to rededicate themselves and make an all-out effort to the challenging task that lies ahead before the country. □

## SOCIAL EDUCATION

**Social Education should train people to think for themselves, to sift truth from falsehood, withstand the power of propaganda—whether communal or political.**

—M. K. Gandhi

# Training Programmes for Adult Education Personnel—their Evaluation

R. S. Mathur

*The present paper was prepared by the author, a senior officer in the Directorate of Adult Education, Government of India, for the National Seminar/Workshop on Monitoring and Evaluation, organised by the Directorate from March 2 to 7, 1981.*

*The training of adult education personnel constitutes one of the basic inputs for making the programmes effective. A well-thought-out programme of training inculcates in the adult education workers a proper understanding of concepts, values, attitudes and capabilities, which are necessary to achieve the programme goals.*

*The author deals in detail and depth, how to make training programmes effective by their formative evaluation, impact study and various methodological considerations that go to make the evaluation process meaningful and purposeful.*

THE adult education personnel at different levels—starting from the adult education centre level to the top administrator—come from such diverse backgrounds and with such varying ideas about the conceptual, philosophical and methodological bases of the programme that their training assumes a great significance. Obviously, the responsibility that a functionary has in the programme, his role and functions would determine:

- (a) the content of the training to be imparted,
- (b) the duration for which the training should be organised, and
- (c) the methods that would be most appropriate in organising this training.

It will also be necessary to identify the agency which would be best suited to organise such a training. The training of personnel thus constitutes one of the basic inputs for making the programme effective. A well-thought-out programme of training would, therefore, inculcate in

the adult education workers, understanding of concepts, values, attitudes, and capabilities, which would be necessary to achieve the programme goals.

The achievement of programme objectives and goals would, to a large extent, be conditioned by the quality of training they are exposed to. The first question is how to make this training effective and the second is how to judge if this training has proved useful. Answers to these two questions are very vital in enhancing the value of over-all effectiveness of the training programmes as also in improving the quality of their outcome from the educational point of view.

## How to make Training Programmes Effective?

Training programmes for adult education functionaries—key level personnel including planners, administrators, middle level personnel at the national, state and district levels, and field staff at the project, supervisory and centre levels—are currently being organised by professional

organisations and agencies. Although by these, an important purpose is being served, the available experience has to be used for improving upon the existing arrangement and effort. It means that the process of organising the training can itself be quite educative and, to some degree, this being done, but not at all levels. The issue that emerges here is that in order to make the training more useful and achieve better results, it requires continuous evaluation which begins from the planning of the training programme itself.

### **Formative Evaluation**

As soon as the group to be trained is identified, it is necessary to ascertain the socio-economic background of the trainees, the context in which they are expected to work, their level of knowledge and understanding and their expectations, fears or misconceptions about the programme goals and objectives, with what attitudes they come and what skills would have to be provided for. This study will be helpful in analysing the extent to which each dimension would have to be dealt with for the purpose of giving a direction and change in the overall outlook of the functionaries and ensure a satisfactory performance of tasks that they are expected to do. In other words, training programmes can benefit greatly from "formative evaluation".

During the conduct of the training itself certain adjustments may be required to respond to the specific needs and requirements of the group but this will only be possible if the day-to-day schedule is examined and participants' (trainees) reactions on suitability of content, extent of emphasis given, methodology used, level of professional interaction etc., are obtained in a free and frank manner. Similarly, at the conclusion of the training programme, it will help the organi-

sers of the training programme to know the extent to which the objectives of the programme were met, the relevance of the topics covered, methods used and the extent to which use of these methods found appropriate, their own assessment of the overall duration of the programme and division of time—various themes, level of professional interaction and organisational and physical aspects—connected with the management of the training programme. The information gathered would provide feedback for use in improving subsequent programmes. Here we have seen how the process of organising the training programme itself could benefit from evaluation. We may now examine the methods to judge efficacy of the training programmes and evaluate their impact in the field situation.

### **Impact Study**

For determining the impact of the training programme, it will be necessary to come in contact with the ex-trainees in actual field operations and have their views on the utility of the training received in tackling the problems faced in implementing the programme and find out if the knowledge gained, attitudes and skills acquired gave them adequate confidence in meeting the field realities. If the ex-trainee happens to be a trainer as well, does he/she in the light of his/her immediate experience consider that the training received was adequate or were any areas missed which ought to have been covered earlier. Such an evaluation, therefore, would serve three important purposes. It will :

- (i) indicate the impact of the training programme—how useful or otherwise it was;
- (ii) help the organisers in analysing the weakness of the earlier training programmes; and

- (iii) enable the organisers to suitably modify the training strategy according to the feedback available. The quality of training would thus get improved and become more field-oriented.

In determining the impact of the training programme, it is necessary to discover the extent to which the ex-trainees possess competencies to respond effectively to field problems. This brings us to another issue: how shall we discover this or what methods shall we employ to know the impact?

### METHODOLOGICAL CONSIDERATIONS

#### Informal/Formal Methods

The methods for assessing the impact could become very formal or remain informal. Certain aspects could be usefully studied through the use of structured *proformae*, mailed questionnaires, written communications, but the impersonal touch may reduce the validity of such returns as they tend to become very formal. Actuality may still not come to light - the exercise could become very appreciative or very negative. Dependence on review sessions, meetings, personal interviews, use of observation techniques appear more useful in understanding the reality. Encouragement in use of self-evaluation exercises with the aid of check-lists rating scales seems more appropriate to discover their capabilities. Assessment could also take the form of flow of situation reports from one level to the next. Analysis of the reports will help the authorities to cross-check them by visits and on-the-spot discussions, observations, and probing sessions. Reactions to hypothetical situations could also be analysed, and response to certain statements could give an indication of the impact that study would have to find out the Knowledge (K), Attitude (A), and Practice (P), of the trainees, besides observing their organisational, communicational

and teaching skills. Use of both formal and informal procedures can be done with suitable combinations.

#### Internal/External Evaluation

Any study of the impact of the training programmes could be done *internally* or *externally*. If the trainers undertake such a study it will have a substantial use though it may be argued, will it be dependable enough. Similarly, if those outside the programme take up such a study it may be difficult to appreciate the context suitably, even though the credibility level may be of a reasonably high order. A combination of internal and external teams appears useful so that credibility is not sacrificed and the context of the field reality also gets suitably reflected.

However, evaluation is possible to be done by those connected with administration of the programme and its planning by professionals who are concerned with actual conduct of the training programmes and by the trainees who would also like to understand the gains that accrue to them. Each one of the above will make different use of the evaluation results and, therefore, the degree of involvement of such persons in evaluation will depend on the type of use that is to be made of the evaluation findings.

#### Experimental Design

If one wishes to develop a research bias into the study of impact and turn it into an applied research study, one could also consider using an experimental design. Groups of ex-trainees could be identified in a project or a number of projects/districts (as the case may be), which could be selected against pre-identified criteria i.e., duration, training, etc. The selected group should be in-position (at the job for which it got trained) for a reasonable period of time after the training was over. The time could range between 6-8 months or so. A matching group could

be identified, which did not receive any training and the information collected on chosen indicators could be compared to infer the impact of the training on their performance.

### Case Studies

The conditions under which training is offered also vary widely. These also affect the training outcomes and sometimes a very effectively organised training programme may not achieve fully the desired objectives because of unsatisfactory or uncongenial conditions. Case study approach, therefore, can be followed in selected instances to determine the impact of training on the working of individual trainees/programme. However, evidence will have to be collected from several sources. The sources (in the case of a trainee) could be the trainee himself, the learners, the community members, the senior officers under whom the trainee works, and so on. Specific evidence of the relationship between the quality and method of training and its subsequent effect on teaching/learning process will be a very valuable source which should be collected in preparing such case studies.

Depending upon the resources (men, money and time) available, it will have to be decided as to which of the above methods of evaluation should be employed. It may be mentioned in passing that evaluation could be the total programme of the training in the light of the objectives for which the training was organised. For example, if the training programme was to develop management skills among the top level administrators, it may not at all be helpful or feasible to adopt an experimental design. Similarly, if the materials on training were to be evaluated and their effectiveness had to be judged, it would have to be in the form of a try-out on a selected area. Use of a definite methodology in a particular training programme could similarly become a subject for evaluation. The selection of the appropriate methodology is, therefore, as important as the decision to get the training programme evaluated. Development of tools for evaluation will, of course, be in relation to the methodology decided upon for the conduct of evaluation but such tools and methods will have to be tested beforehand to see that the results are definitely dependable, valid and meet the objectives of evaluation. □

### THE THREE 'Fs'

*Literacy had to be more than three Rs.; it had to become the three 'Fs'—functional literacy, food and family.*

*The first 'F' was to carry functional literacy beyond mere reading skills into developing the thought process ; the second 'F' developed the meaning of economic skills for food production and the third 'F' was to help a villager become a better head of family.*

—Dr. (Mrs.) Welthy H. Fisher

# Continuing Teacher Education in Perspective

P. K. S. Ray

*Modernization of teaching implies modernization of teacher education programme. This takes into account the recent development in knowledge and its interdisciplinary nature, modern and challenging strategies and the need of the community to solve problems arising out of these. A good teacher is never fully prepared for teaching but is forever preparing.*

*Retraining increases the competence of the teacher. It enables him to apply specific tactics to accomplish a specific purpose. In-service education aims at extension of knowledge, acquisition of new techniques for teaching and shaping of attitude and purpose.*

*The author deals in an elaborate manner the methods and modes of continuing education programmes that can be organized for the teachers.*

THE professional growth of teachers is a vital element in any scheme of public education. Most professionals should try to keep abreast of changing times and aware of new developments—in the conception of new theories, initiation of experimental research, development of new teaching strategies and tactics, and innovations of new teaching materials. These developments are useless if their benefits are not incorporated into classroom practices. Therefore, a sound programme of professional education of teachers is essential for the qualitative improvement in general and effective instruction in particular.

## Modernization of Teaching

The modernization of teaching implies a modernization of teacher education programme. This modernization of teacher education takes into account the recent development in knowledge and its interdisciplinary nature, modern and challenging strategies and the need of the com-

munity to solve problems arising out of these. Hence, the guiding principle for educational policies is as stated by Faure Commission, Unesco (1972): "Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the keystone of the learning society". A good teacher is never fully prepared for teaching, but is forever preparing. His preparation begins long before he enters a teacher-education programme and continues long after he completes it. In a formal programme, he should concurrently be both a teacher and a learner, establishing a dual role, which he will maintain as long as he teaches. (Robinson, 1971)

In stating the need for continuing professional preparation, the Education Commission (1966) has urged the urgency in teaching profession because of the rapid advance in all fields of knowledge and continuing evaluation of pedagogical theory and practice. Knowledge is grow-

ing in extent at a very fast rate. It is difficult for professional researchers to keep pace with it, even within very narrow fields. It is, therefore, necessary for the teachers to avail themselves of the facilities for further training, keeping pace with 'knowledge explosion', new pedagogic theory and practice having modern teaching and learning techniques, methodology, teaching materials and media.

### Importance of Retraining

Retraining increases the competence of the teacher. It should enable the teacher to use specific tactics to accomplish a specific purpose. To be competent, the teacher must have a repertoire of effective techniques, a sound knowledge of the intellectual ideas to be taught, an ability to respond spontaneously to teaching opportunities that emerge from the activities of the classroom, an accurate perception of the educational process, and capacity to interact sensitively and compassionately with the learner. The importance of retraining in any professional area has always been apparent. Pre-service training only prepares an individual for the job in hand, and provides background and technical ability to start his work. But this initial training cannot help the teacher to increase his competency in various phases of teaching profession. According to Harris, et. al (1969) "Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to the professional preparation rather than professional preparation as such. Thus, transition from training, provided once and for all to training in several phases, is an absolutely necessity today. This constant training is more effective and more direct than the training provided before entry into the teaching profession. Rubin (1978) has stressed much emphasis on continuing professional development saying, "Our greatest hope of improving the quality of instruc-

tion may rest not in the training of new personnel, but in the continuous upgrading of teachers already at work". Pre-service and in-service education are the two principal components of teacher-education as stated by Denmark (1977). He has stated further that not only are pre-service and in-service education essential to teacher education, but continuing professional development is vital as well.

In-service education for teachers should work towards three ends :

- (a) the extension of knowledge in general and pertinent subject-matter information in particular ;
- (b) the acquisition of new techniques for teaching ; and
- (c) a shaping of attitude and purpose. But fundamentally, in-service education programmes are important for the following reasons.

1. Pre-service preparation of professional staff members is rarely ideal and it is an introduction to professional preparation. UNESCO Commission (1972) has recommended that teacher-training programmes should be modified so that teachers are equipped for the different roles and functions imposed by new technologies.

2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools and substantive knowledge itself and the need of the changing society at large. Education is no longer regarded as adaption to tradition, the mere acquisition of useful practical knowledge ; it must enable the pupil to assimilate scientific and technological discoveries and methods, various teaching-learning strategies through the acquisition of new pedagogical theories and practices.

3. The traditional devices of the con-

tinuing professional education, if any—the workshops, the one-session inspirational meeting, the committees and the seminars—have had negligible effect. The usable strategy to overcome the chronic obstacles along with the advance of the cause of professionalism is lacking. The workable strategy must concern itself with the matter of incentive, with provisions for overcoming disjointedness, with the procedures that ensure personal relevance, and with the requirements of practicality.

4. Education should continue throughout the whole of life, and should not end when the period of initial professional preparation is over. Hence, the concept of continuing education takes on its full significance. The experienced teachers probably reach a performance plateau early in their careers and they have less incentive to improve. Moreover, due to lack of continuous growth, the outstanding and experienced teachers have had no vehicle for improvement. The repertoire of various strategies through in-service programme would be the stimulus to further increase their competence.

5. The retraining should increase the teacher's sense of job satisfaction and nurture the extraordinary abilities that exist among teachers. The primary programme objectives may be staff development both professional and/or personal, curriculum development, improvement of instruction, programme advocacy and professionalization.

### Curriculum Frame Work

Usually in-service agencies pride themselves on their flexibility, functionality, and fine-tuned relevance. They are not tied to standardized courses and modes of instruction, not bound by degree requirements and the restrictions of the academic bureaucracy. Moreover, it is an on-going,

flexible, needs-responsive, emerging programme designed by multi-role groups to improve each person's job competency. The training programme itself must be structured to provide many learning opportunities to mature adults to assure that they learn ideas, techniques, attitudes and patterns, and to produce materials which are immediately usable in practice. A variety of informal arrangements along with a limited formal study to deliver the educational services are the main channels of in-service programme.

Before proceeding to frame the curriculum for the retraining of in-service teachers in the continuing education programme, some functions of in-service education are identified for conceptualising a frame work of curriculum programme. The functions are :

- (i) Remedials,
- (ii) developing the competence required to deal with particular problems,
- (iii) helping the individual learn what is needed to attain his or her own professional goals, and
- (iv) furnishing the stimulation and learning opportunities that counteract boredom and lowered professional performance.

The teacher educators or the academic-administrators should think whether the in-service work is to be remedial or reconstructive. If this is to be remedial, then enriched pre-service programme along with remedial courses for deficient teachers on the particular areas should be planned and the curriculum of such programme be framed. If the whole programme in the schools has to be changed and to modulate according to the needs of the individual and the society or the knowledge or pedagogical explosion, then, a serious view on a series of various programmes either through short-course or long-course retraining becomes absolutely

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necessary. A theory-cum-practice structure makes sense functionally and justifies professional status and responsibility for the teacher.

The courses, which were prescribed previously either at the secondary level or even the secondary teachers' training level are old and obsolete. Hence, to meet these inadequacies the in-service courses can be framed accordingly and the services may be dealt with through the system of formal informality for better qualitative attainment. Taking one of the instances, it is seen that after introducing 10+2 patterns in secondary schools, NCERT has implemented correspondence-cum-content courses on various enriched contents to gear up the competencies of the existing teachers. Through these courses, NCERT has given enough opportunities for developing their competencies in enriching the cognitive development. Likewise, the other agencies—Board of Secondary Education, Universities, SCERTs, All India Science Teachers' Association, ICSSR—should take up the various courses with much flexibility in nature for improving the qualitative competency of the existing teachers. In selecting the course content for the professional development programme, some major areas on school subject content, pedagogy, current educational problems leading to the needs of the students, their parents and the society are to be emphasised. The psycho-pedagogical approach, which explains the psychological basis of teaching the various subjects, may be applied more and more in teacher's retraining stage.

The teachers are facing a lot of difficulties in handling the boys in heterogeneous grouping in the classes. The wastage and stagnation among the pupils are increasing day by day. The intentions of the teachers for developing systematic behavioural frame in the minds of the

children are not in equal consistency with the intentions of children. The teaching competencies among the teachers are lacking and the behaviour modification in relation to the development of pupil behaviour is absolutely necessary. Hence to overcome such irregularities various strategies and techniques may be evolved and be practised for the in-service personnels. However, the acquisition of teaching skills through micro-teaching, developing the pupil-teacher relationship through interaction analysis, facing new problems through linear programming or simulation and gaming or through group dynamics or through simulated social skill training, developing best counselling through micro-counselling are the best additions in various teachers' training techniques during retraining of teachers. Research studies are in favour of those techniques for significant qualitative improvement of teacher behaviour which will influence the pupil behaviour directly during the process and product phases. In addition to those techniques teaching methods, programmed learning materials, self-mediated instruction are also coming up for the modification of pupil behaviour. The school guidance programmes are handicapped, hence the teachers should be well trained in implementing the programme with the availability of limited resources. The implementation of house system maintaining cumulative record for children, counselling with the children through micro-counselling approach; organisation of school complex to improve competence and faster professional growth of in-service teachers can be stepped up in the frame work of continuing programme. In each and every phase of this programme, less theoretical concept with a large variety of working principles should be the main functional aspect during retraining stages. Moreover, recent research evidence

suggests that retraining is most efficacious when it occurs in the actual work setting,

Community-centred education along with work experience has given a new light to the school curriculum where the theory and practice come closer. But the existing teachers are not well trained on the concept and theories of such a curriculum, newly introduced in secondary stages. The main purpose of introducing this area is to bring the teacher close to the community in order that he may understand its problems and appreciate its contribution to the national life. To organise this programme for implementation in the school, a special training is absolutely necessary for the teachers.

As per the statement of Rubin (1978), good teachers have always strived to fuse the events of the classroom with those in the learner's other milieu. Denmark (1977) has also pointed out that the culmination of the in-service component of the teacher's professional development is an education which enables the individual to function effectively in the particular school culture to which he or she has been assigned. However, the dominant teaching requirements are :

- (i) an awareness of the things that go with students while they are away from the school;
- (ii) a capacity to relate the established teaching content to outside circumstances, and, conversely, to blend the external forces with the content;
- (iii) a willingness to go beyond the subject-matter itself to the learner's general development, and;
- (iv) a faculty for influencing the students with whom one works.

### CONTINUING EDUCATION

There are many ways of organising continuing education for the teachers.

A relatively individualized, even personalised learning on instructional skills and tactics, adopting modern approaches in the curriculum development, personal growth, career progression and professional development will be evolved through these approaches. These are : on-site activity, teachers' centres (off-campus activity), and co-operative training complex.

#### (a) On-site Activity

The teacher can engage himself in his own campus activity either in real or simulated conditions. This approach embraces those learning activities which a teacher can engage during his normal course of daily responsibilities. Examples of this approach could include collegial or self-observation, focussed experimentation with a new teaching technique or curriculum design or exploration with a different framework for diagnosing learning obstacles. With or without using the gadgets like—audiotape, videotape, CCTV, etc., the teachers can improve his knowledge through team-teaching approach within micro-teaching. Team-leader role facilitates joint teacher diagnosis and planning, systematic observation of teaching, modelling, dynamic feedback, etc. Through this type the deficiencies of the teachers as well as their own pupil can be visualised through closed working discussions. The immediate changes in classroom transaction can be introspected through these discussions. Moreover, through the micro-teaching format, the deficiency in any particular teaching skill among the teachers for improvement, for proper handling new problems created by pupils in classroom, adopting new strategies and instruction style in the heterogeneity of the class, developing the low achievers to a desired level, discriminating the children, according to their abilities can be undertaken during this activity.

### (b) Teachers' Centres

This is an off-campus activity outside the school and their own pupils. Through the workshops, summer institutes, seminars and refresher courses, the pedagogical theories and practices with other school subjects, various teaching strategies and tactics can be acquired. In these off-campus programmes, the pedagogical aspects are of micro-teaching, the principles underlying research evidences; the interaction analysis; systems approach etc; and in practice-acquisition of teaching skills, developing the general teaching competence, adopting micro-teaching and mini-course format in training of supervisors and teacher educators, counsellors, and headmasters, etc. are the various strategies. The value of establishing teachers' centres equipped with learning facilities such as good libraries, laboratories, teaching machines, programmed materials, tapes, video-tapes, CCTV sets, computerised materials, film-strips, film etc, which could be of immense value to the teacher.

This may be an ideal means for establishing exchange of teachers, having well-competent in subject content, specialisation in a particular aspect, various teaching skills and their integration, dynamic character in various socio-cultural programmes. The deficient teacher in one school can be strengthened through another school having competent teacher. The experienced master-teachers in this approach, are not only able to pursue their own education but contribute to both the pre-and-in-service training endeavours of others.

### Correspondence-cum-Contact Courses

As the nature of work in teacher education involves skills as well as theoretical knowledge, this integrated system is likely to be more useful. All theory, whether it pertains to education, humani-

ties or sciences, may be imparted through an efficient system of correspondence, inclusive of quick feedback for positive reinforcement. Correspondence can be done through programmed or self-paced individualized instructional materials in the form of lessons or tapes or video-tapes, or through radio or television, wherever possible. During the contact phase the actual work and the practice on various aspects will be done in teachers' centres. Some other patterns of correspondence-cum-contact courses are tentatively drawn up here. Those are full correspondence course, summer-school-cum-correspondence course (SS/CC) programmes, radio and televised broadcast programme to promote distance education.

### Organizing Effective Programme

At the outset of organising the in-service programme, a four-phased programme of planning, designing, implementing and reaching closure should be considered for effective transaction of professional development.

### Planning Phase

In this phase, the concerned administrators of the authorities should visualise about the nature and activities of the programme either in off-campus or in school campus itself, the participants and their characteristics, the need of such programme—whether remedial or reconstructive, the products—the concerned teachers under retraining with the various strategies and tactics for acquisition, and proper procedures; to evaluate the competency.

### Design Phase

When the programme is adequately planned, modelling is set to work. As per the planning, the programme of retraining will be designed. Designing the curriculum with the justification of

what is to be learned, how the content is to be experienced, and why it is to be learned, are the crucial areas where teaching congruencies between theory and practice will come closer.

### Implementing Phase

As it has already been discussed in detail only the concept exploration, skill demonstrations, materials adaptation, case study analysis are some more activities indicated in addition to the various strategies of teaching skills, methodologies for developing the teaching competency and modification of teacher behaviour. These acquisitions can be developed through various teachers' training techniques like micro-teaching, programmed instruction, interaction analysis, role playing, simulated social skill training (SSST), group dynamics and T-group training for teachers. The teacher during his retraining may acquire all the avenues as per his need and ability through a system already designed. The teacher needs both proficiency in handling the new skill as well as the ability to defend the theoretical base for new practice. In this way, change is more likely to be maintained because the practice becomes a supportable part of the teachers' own behaviour.

It is a most important phase where the teachers, teacher-educators or the administrators should conceptualise whether the objectives of the programme are achieved through a series of systems; whether the actual behaviour of the practitioners is in consistency with the modelled behaviour. Through evaluation, the discrepancies will be known. The competency will again be evaluated and the degree of retention will be assessed during the follow-up activities. Consequently, the mastery of some essential skills must be achieved through

repeated practice and regular evaluation *in situ*.

In essence, continuing teacher education is crucial because knowledge, society, teachers and the school system are all subject to continuous change. During the process of these changes the teacher should acquire the competencies on: (i) knowledge criteria, which are used to assess cognitive understanding, (ii) performance criteria, which are used to assess the teaching behaviour, and (iii) product criteria, which are used to assess the teacher's ability to teach by examining the achievement of pupils. But the competencies greatest utility in the blending of the formal and informal will vary from situation to situation. To cope with these changes, the teacher should see the introduction of new technological devices, the extension of the classroom to the resources of the community-at-large, and the emergence of new instructional materials. Each of these demands special training skills, and through continuing the professional training the large repertoire of various strategies and techniques can be acquired to use at his will for the development of the pupil. Harris (1969) has stated, "The in-service education programme is not only a tool of progress, it is also a symbol of faith in the improvability of the individual". □

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## Literacy — a Tool of Development

"Whether in agriculture or in industry, a person's work depends on his ability to utilize modern knowledge. Literacy is, therefore, a tool of development and the eradication of illiteracy is important both for the conquest of poverty and for the healthy functioning of our governmental system.

The percentage of our literate population is growing. But it is increasing so slowly that the number of illiterates in the country has also kept increasing. This is an uncomfortable truth."

—Indira Gandhi

## News from the Field

### **DAEA Distributes Certificates to Trainers and Trainees**

The Delhi Adult Education Association organised a function to distribute certificates to the adult education instructors and learners in Delhi on March 6, 1981. Mr. Khurshid Alam Khan, Union Minister of State of Commerce, was the chief guest on the occasion.

Mr. Khan presented the certificates to trainers and trainees of 21 adult education centres run by DAEA in trans-Jamuna colonies of Delhi.

In his address, Mr. Khan said that adult education for women should be given priority as it would go a long way in universalizing elementary education in the country.

Mr. Khan said that education was a life-long process and its urgency and necessity would be more felt as the society progressed.

Earlier, Mr. J.R. Jindal, Vice-President of the Delhi Adult Education Association, in his welcome address outlined the activities of the DAEA since its establishment in 1972.

Mr. Hans Raj Gupta, President of the Association and former Mayor of Delhi, said that education should be a continuous process. He said that voluntary organisations had a great role in adult education programmes. He emphasized the need for providing follow-up literature to the neo-literates so as to prevent them from relapsing into illiteracy. Education for school dropouts should be given high priority in non-formal education programme, he added.

### **Developing Support Mechanism**

The training cell of the Directorate of

Adult Education, Ministry of Education and Social Welfare, New Delhi, has prepared a note to provide support to the instructor for improving not only his professional skill in running the adult education centre but also for his personal growth. Some excerpts from the suggestions in the note are given below :

- (1) Many of our instructors are not educationally well equipped. It should be the endeavour of the State Governments or Union Territories 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 NEAP, should be given the facilities of increasing his educational qualifications without attending any regular course.
- (2) Instructors would require considerable support from the libraries and other agencies producing useful material and literature. All these agencies may be asked to put the instructors on their mailing list and the libraries to extend reading and borrowing facilities, if possible without charging anything. 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 also 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 instructors 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 Officers 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 as well as with other people in the rural areas, who would benefit considerably from sharing of news by the instructors. This will undoubtedly increase participation of learners and other members of the community in the national affairs.

- (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 and providing facilities like sitting, cleaning, drinking water toilet, etc. for 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 house for organising the centre.

- (6) The woman instructors can speci-

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ally be given one or two *dhoties* in order to present themselves in a respectful way. We might also think of 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 rewards 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 for acquiring a status in the eyes of their fellow workers and the community as a whole.
- (8) 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. 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 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.

## IUACE NEWS

### Seminar on Correspondence Education

A national seminar on correspondence education was organised by the Indian University Association for Continuing Education in collaboration with the Directorate of Correspondence Courses, Himachal Pradesh University at Simla, on November 15, 16 and 17, 1980. The seminar reviewed the present system of correspondence education in Indian universities; it formulated ways and means to strengthen them; and the promotion of programme of continuing education through correspondence courses.

Thirty-five representatives from 22 universities participated in this seminar. More than a dozen position papers on various aspects of correspondence education were presented during the seminar. These papers dealt with aspects such as financing of correspondence education; sociology of correspondence education; UGC guidelines on correspondence education; problems of correspondence education in a developing country like India; administrative and organisational arrangements for correspondence education; augmenting academic inputs in correspondence education by other faculties, correspondence education and professional courses, methodology in correspondence education and promotion of continuing education through correspondence education, etc.

The Seminar was inaugurated by Mr. Shiv Kumar, Minister for Education, Government of Himachal Pradesh. In his inaugural address, the Minister said that one of the main functions of education was to prepare better citizens. He added that education was not only Three R's but an around development of the individual. It had also to develop skills. Correspondence

dence education should give skills to various categories of workers. Good citizenship should be the aim of all education, and in this regard, the universities should think of new ways and means and strategies, he said. They should cater to the felt-needs of the society, he concluded.

Dr. K.P. Pandey, Dean of Education, and Director, Directorate of Correspondence Courses, was the Director of the seminar.

The valedictory address was delivered by the Vice-Chancellor of the Himachal Pradesh University, Mr. P.P. Srivastava.

### Adult Education Projects in Tribal Areas

Adult Education Programmes in Bihar State have entered into a new phase with the inauguration of 62 additional adult education projects on January 26, 1981. These projects have been started in predominantly tribal districts of Santhal Parganas and Chotanagpur. These were in addition to 62 projects in 300 centres already being run by the State Government (two each in 31 districts of the State). Out of the first 62 projects, 18 are financed by the Central Government under Rural Functional Literacy Programme and the remaining 44 by the State Government out of the Plan resources.

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## LITERACY RATE GOES UP

According to the 1981 census, the literacy rate is now 36.17%; for females it is 24.88% and for males 46.74%. In 1971 census, the rate was 29.45%; females 18.69% and males 39.45%.

Kerala continues to have the highest literacy rate : 69.17%. Arunachal Pradesh has the lowest : 20.09%.

The literacy rate has gone up in Delhi from 55.6% in 1971 to 61% in 1981. Its position is third in the country. The second position is occupied by Chandigarh (Union Territory), with 65% literacy rate.

### IIEP'S New Chairman

Dr. Malcolm S. Adiseshiah, former President of IAEA, has been elected Chairman of the Board of UNESCO's International Institute for Educational Planning for a term of five years. He succeeds Prof. Torsten Husen of Sweden. The IIEP, located in Paris, was created by UNESCO in 1963 to promote instruction and research on educational planning in relation to social and economic development.

### ICAE'S New Honorary President

Dr. Echeverria, former President of the Republic of Mexico, has become Honorary President of the International Council for Adult Education. He is currently Director of the Centre for Study of Economics and Development, an institution based in Mexico city that brings together scholars from all parts of the world.

Dr. Echeverria succeeds Mr. Julius K. Nyerere, President of the United Republic of Tanzania, the founding Honorary President of the ICAE.

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# Adult Education in the Sixth Plan

The Sixth Plan lays emphasis on minimum essential education to all citizens, irrespective of their age, sex and residence. The approach to achieve this objective would be characterised by flexibility, inter-sectoral cooperation and inter-agency coordination. Technocracy would be adopted as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people concerned. It would be supported by post-literacy, continuing education through a net-work of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT is launched to its orbit.

Non-formal education for adults, particularly in the productive age-group 15-35 years, would receive priority in the Sixth Plan, in view of its potential for immediate impact in raising the level of productivity in the economy. The programmes of adult education, which had been initiated in the previous Plans and which form part of the minimum needs programme of elementary education would be made more effective and extended in cooperation with the other developmental activities and the employment agencies. The programmes would aim at extending appropriate educational support to the concerned groups of individuals and development departments through carefully designed group—specific and work-based curricula which would be integrated as part of development activity. They would also take advantage of the cultural and other group characteristics in the process of involving the learner groups to participate in, and benefit from, adult education programmes.

While designing this programme, the lot of the weaker sections like women, scheduled castes, scheduled tribes and agricultural labourers as well as slum dwellers would be given priority. The strategy in these cases would be the development of methods and contents suited to the varied needs and situations, thus promoting flexibility in the programme and in the means of delivery of education. It would also help to involve voluntary agencies of established repute; such agencies have shown a great capacity to innovate effectively and their involvement will be useful where culture-specific improvisations are required.

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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.

Its headquarters is located in Shafiq Memorial, at 17-B, Indraprastha Marg, New Delhi-110002

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Centres of IAEA  
—D. V. Sharma and K. D. Sharma
- Methods and Materials for Cooperative Education  
—Dharm Vir
- Role of Traditional Aids in NAEP  
—Suman Bhatnagar

INDIAN ADULT EDUCATION ASSOCIATION



# Indian Journal of Adult Education

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## Has Tomorrow been Cancelled ?

**T**HAT is the arresting title of a write-up on the thinking of some persons in the Round Table Conference organized by the Society for International Development (SID) in recent months.

This kind of view or outlook seems to manifest itself quite assertively. It essentially means tomorrow, as it seems to emerge, is the same as today—irrelevant, unnecessary and without hope or promise.

This is impressively stated in the following words : "A tomorrow, which reflects more of the same, more irrational use of the planet's resources, more attention to technics than to the needs of the people, a tomorrow based on maintaining present and creating more dependencies, which stifles human creativity and the human potential—assessing present trends, are these really the choices mankind has made for its future ? Are these really the responses of the majority to the privileged trusteeship we have been granted for the planet earth ? Or these choices only attributes to a relatively few 'trend-setters'."

Much that is happening today in the world of thought and action in politics, economics and society at all levels turns many into pessimists about the future. The "gloom-doom" syndrome is strongly entrenched among some of our foremost intellectuals. With the most persuasive scientific arguments, we are made to believe that the world is hell-bent on self-destruction. This approach to look at the future is very welcome as a shock therapy. But, as a philosophy and a basis for strategy for planning the future, it is suicidal. Mankind does not have an either/or choice. Mankind *must* ensure the survival of planet earth inspite of everything to the contrary that is seen and heard. This can be based on renewed hope in ourselves as people with destiny. How do we bring this about is one of the most critical challenges of our times. Our developmental efforts will come to nought if *hope* is not a strong and persistent ingredient.

Many things need to be done to bring this about. To take a fresh look at history of mankind itself and identify those powers that have helped it survive, would be one. Another would be, to look at science and technology and how to regulate them creatively in the service of man. Our institutional systems and the ideologies that support them need to be revamped and many others.

All these cannot be done if we do not seek for ourselves new and more creative intellectual processes that redefine life and its purposes differently. The central challenge, therefore, for education is initiation and maintenance of these processes.

Adult education is basically sowing seeds of change at the micro-level where people live, move and have their being. It is here that the new intellectual processes must begin. Are we already involved in it ? If not, are we ready for it ?

# Working of Instructors in Adult Education Centres of IAEA

D.V. Sharma and K.D. Sharma

*A comprehensive study was conducted by two senior staff members of the Directorate of Adult Education, Government of India, who were invited to participate in the training programme as resource persons, into the working of instructors in the adult education centres run by the Indian Adult Education Association in Delhi. A 30-item questionnaire, which consisted of open-ended and closed-type questions, was prepared to elicit information, inter alia, about the type of instructors working in the centres, difficulties encountered by them and suggestions for improvement of their programmes. The results of the study are quite important and significant particularly for those engaged as instructors and educators in similar programmes elsewhere.*

*The study appears in two parts—the first part, in the present issue, deals with an introductory chapter, subject of study, main objectives, data collection and their interpretation, training course and so on.*

*The second part—to be concluded in the next issue—will deal with information about adult education programmes, location of centres, nature of assistance required, reading material for the centres, methods of teaching, and difficulties faced in running the centres, besides some suggestions for improvement in the programme of the centres.*

## I

THE Indian Adult Education Association (IAEA) is a national level organisation, which is engaged in the promotion of adult education activities since 1939. When the National Adult Education Programme (NAEP) was launched, it was but natural to assign to this organisation an important role, both in formulation and implementation of this programme. Consequently, IAEA also started a field programme. It was important that such agencies should also strengthen this professional base through knowledge and understanding of field realities. In the

absence of this feedback, a real support to the field-based programme, such as NAEP, was quite difficult. IAEA was quite aware of this aspect, and this made them to organise some adult education centres. These centres were established in Delhi so that their workers receive first hand information and understand about the difficulties of grass-root level workers and develop need-based approach in solving their problems of implementation of this programme.

### Subject of Study

The IAEA organised a five-day training

programme for its instructors from May 10-14, 1980, in the Bharat Scouts and Guide Building, New Delhi. These instructors were already engaged in the organisation of adult education centres but had not received any pre-service training. Whatever training they had received was of a limited nature and was the result of their frequent meetings with the programme organisers. One such occasion was when the instructors visited the office of the Association and the time was utilised to help the instructors in solving their specific problems. The present study includes all the instructors attending the training programme.

### Main Objectives

When the Directorate of Adult Education (DAE) was formally approached by the agency to assist the IAEA in the training programmes, the staff members of the Directorate, participating in the programme as resource persons, decided to conduct a small study for their own learning. Therefore, a questionnaire was prepared to generate information of the following nature :

- Type of instructors working in adult education centres run by IAEA ;
- Instructors' reasons for taking upon the responsibility for organisation of adult education centres ;
- Nature of support which instructors received from the programme organisers ;
- Difficulties that instructors experienced in the organisation of adult education centres ; and
- Suggestions offered by instructors for improving the present programme of the centres.

### Data Collection

For collecting the necessary data, we used a 30-item questionnaire. It included both open-ended and closed-type questions. Besides the questionnaire, informal discussions with the participants were also held, which yielded very useful information.

Full-time involvement of the three staff members of the Directorate for two days gave them an opportunity to come closer to the trainees and win their confidence. It was in the spirit of complete cordiality and informality that the questionnaire was administered. No time limit had been set for filling up of the questionnaire. Trainees were, however, requested to return the completed questionnaire before leaving the conference room on the day it was administered. They were free to get any clarification that they needed with regard to the questionnaire items. Prior to its distribution, the purpose of the study was explained. Instructors were told that their free and frank reactions were needed for strengthening the programme and helping them in overcoming their difficulties.

### Data Interpretation

Information obtained through the questionnaire was tabulated and analysed. Results obtained are shown below:

#### Trainees

In all 31 trainees, 15 men and 16 women, attended the training course. They belonged to the same area in which they were working. For women, classes were conducted during day time and for men late in the evenings. With the exception of one mixed centre, other centres were either exclusively for men or women.

#### (a) Instructors' Age

Responses to age variable, both for men and women instructors, were arran-

ged under five categories:

TABLE I

Distribution of Instructors by Sex and Age

Category	Men Number	Per- cen- tage	Women Num- ber	Per- cen- tage
Below 26	8	53.33	11	68.75
26-31	2	13.33	1	6.25
31-36	1	6.67	—	—
36-41	3	20.00	3	18.75
Above 41	1	6.67	1	6.25
Total	15	100.00	16	100.00

Table I shows that the majority of instructors were young, below 26 years, followed by those between 36 and 41 years. The young instructors account for 53.33 and 68.75 per cent men and women, respectively. In the age-group, 36-41, there were 20 per cent men and 18.75 per cent women instructors. If we add instructors under 26 years and those 26-31 age-group, 66.66 per cent men and 74 per cent women would have been covered under it.

The overall result suggests that most of the instructors working in adult education centres run by IAEA were young, and the percentage of instructors above 41 years was negligible. These results reinforce the finding of the four quick appraisals, which also show that a majority of the instructors were below 30 years.

### (b) Instructors' Caste

It was important in the Indian context to study the caste and creed of instructors as this correlated with the socio-economic status. It was advised that instructors should, as far as possible, be from the weaker sections, which was the main focus of the programme. Trainee instructors represented various caste groups. Responses had been categorised under four heads, namely, Hindus (upper

castes), Muslims, Scheduled Castes and Scheduled Tribes.

TABLE II

Distribution of Instructors by Caste

Category	Men Number	Per- cen- tage	Women Num- ber	Per- cen- tage
Hindus (upper castes)	3	20.00	8	50.00
Muslims	4	26.67	2	12.50
Scheduled Castes	8	53.33	4	25.00
Scheduled Tribes	—	—	2	12.50
Total	15	100.00	16	100.00

Table II shows that 53.33 and 25.00 per cent men and women instructors respectively were Scheduled Castes. It means that the majority of men instructors belonged to the weaker sections. The lower percentage of women instructors from weaker sections as compared to men may be attributed to their non-availability. When we add categories of Scheduled Castes and Scheduled Tribes women instructors, this percentage goes up to 37.50. There was no male instructor from the Scheduled Tribes.

On the whole, it may be said that organisers seemed to have made an attempt to recruit instructors from the weaker sections of the society.

### (c) Academic Background

The educational level of instructors may not be of great importance in the adult education work, but a good educational background generally improves the chances of his acceptability among learners. This also gives him confidence to do his job better. Responses to instructors' educational background have been arranged into four categories: middle pass, matriculation certificate holders, inter pass and those with graduate or post-graduation degrees.

**TABLE III**  
Distribution of Instructors by Qualifications

Category	Men Number	Per- centage	Women Num- ber	Per- centage
Middle Pass	3	20.00	4	25.00
High School	6	40.00	10	62.50
Intermediate	1	6.67	1	6.25
Graduate/ Post-graduate	5	33.33	1	6.25
Total	15	100.00	16	100.00

As may be seen in Table III, there were more graduate or post-graduate instructors among men than women. When instructors with middle and matriculation qualifications were to put together, they constituted 60 per cent men and 87.50 per cent women.

We may thus conclude that the educational level of men instructors was better than their counterparts. But when we take into account only matric pass instructors for our analysis, we find that there were more women in this category than men.

#### (d) Vocational Background

For a overwhelming number of this group, adult education was a part-time activity, for which they were paid an honorarium of Rs. 50 (about US \$ 7). Responses to occupation of instructors showed that they came from various walks of life.

**TABLE IV**  
Occupation of Instructors

Category	Men Number	Per- centage	Women Num- ber	Per- centage
Tuition	1	6.67	1	6.25
Unemployed	2	13.33	4	25.00
Student	3	20.00	1	6.25
Service	6	40.00	3	18.75
Petty Shopkeeper	1	6.67	—	37.50
Housewife	—	—	6	6.25
Not mentioned	2	13.33	1	—
Total	15	100.00	16	100.00

From Table IV one can see that 13.33 per cent men and 25 per cent women instructors were unemployed. The percentage of student instructors was small, male student instructors were 20 per cent and female instructors about 6 per cent. The percentage of male instructors in service was quite high. The majority of female instructors consisted of house-wives and a small number of in-service persons. This may be due to the fact that even now it is not considered a normal practice for women to seek regular employment.

#### (e) Reasons for Accepting Adult Education Work

There were numerous reasons for their taking up the adult education work. The main responses have been covered under three main heads, namely, interest in social work, love for teaching and 'no reason' in the following Table.

**TABLE V**  
Reasons for Taking up Adult Education Work

Category	Men Num- ber	Per- centage	Women Num- ber	Per- centage
Interest in social work	10	66.67	9	56.25
Interest in teaching	1	6.67	3	18.75
'No reason' given	4	26.66	4	25.00
Total	15	100.00	16	100.00

Table V shows that quite a sizeable percentage of men (66.7%) and women (56.25%) were attracted to the adult education work for other than economic reasons. They were imbued with the spirit of social service and thought that by participating in the programme, they would be serving their less fortunate brothers and sisters left outside the ambit of formal system. Surprisingly, not a single instructor had given economic reason as the motivation for joining the programme. Moreover, about 25 per

cent of respondents, including man and woman trainees, left this item blank in the questionnaire. In spite of this pattern of replies, economic consideration for joining the programme could not be ruled out. As in the column 'Suggestions for improving the adult education centres', quite a good number of trainees felt that the present honorarium was inadequate and needed to be raised further.

#### (f) Mode of Selection

In adult education programme, instructors from the same place were preferred to outsiders. This was natural because they were considered to be in a better position to understand the people of the area and could afford to work on a small honorarium of Rs. 50. Responses given to the question 'Mode of Selection' have been arranged in Table VI.

TABLE VI

Distribution of Instructors by their Mode of Selection

	Men Num- ber	Percen- tage	Women Num- ber	Percen- tage
On the basis of previous teaching experience	1	6.67	2	12.50
Submission of application followed by interview	5	33.33	2	12.50
Contact by the supervisor	8	53.33	11	68.75
Information not given	1	6.67	1	6.25
Total	15	100.00	16	100.00

As may be seen in Table VI, a majority of instructors were identified by supervisors. Those who applied for the part-time work and were interviewed constituted 33.33 per cent of men, and 12.50 per cent of women. Percentage of women instructors, who had been selec-

ted on the basis of their teaching experience, exceeded men by 5.83.

It may be said that finding instructors for adult education was a difficult task. This was mostly due to meagre remuneration and there were not many persons available who would take up this job for service motive alone.

#### (g) Programme Areas

Instructors were asked to indicate the type of programmes that would interest the learners. Replies of the trainees have been arranged under three heads: simple literacy, literacy in-built with economic activity, and information about social issues:

TABLE VII

Programmes for Bringing Adults to Centres

Category	Men Num- ber	Percen- tage	Women Num- ber	Percen- tage
Literacy	3	20.00	5	31.25
Economic activities along with literacy	11	73.33	7	43.75
Social issues such as rights and duties, child marriage, dowry, etc.	1	6.67	4	25.00
Total	15	100.00	16	100.00

It emerges from the Table VII above that literacy alone cannot encourage learners to attend the centre. The majority wanted that adult education centres should arrange activities which may upgrade their economic status along with literacy. It is significant to note here that more women than men will consider literacy alone as an area of sufficient interest. However, more men want economic activities linked with literacy. More women were interested in discussing social issues in the centre than men. The significance of these variations

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# Methods and Materials for Cooperative Education

Dharm Vir

*There is a pressing need for special training and producing educational material for teachers in Cooperative Training Colleges in the South-East Asia Region. There are various agencies including the International Cooperative Alliance working in this field. The teachers trained by ICA/ILO prepare and adopt training material for use by trainees. There exists a wide gap in the field of available educational material. There are few training and learning packages, case studies, role plays, etc., for cooperative training.*

*In the present paper, the author makes an effort to focus attention on modern methods and strategies, and how teachers of cooperative institutions can be trained for the preparation, adaptation and use of suitable educational material through the various programmes, specially for the adults, offered by the International Cooperative Alliance and other agencies.*

**T**O achieve an educational objective, cooperative trainers are required to develop a strategy, prepare lesson plans and arrange learning situations. They are also required to incorporate in their strategies, relevant learning opportunities and techniques for evaluation of learning effectiveness. Although the teachers in cooperative training colleges are expected to be well qualified and experts in their subject, they need special training in training methodology and communication techniques.

As there was a wide gap in this field in South-East Asia, serious efforts are being made at the international level to fill the gap. Selected educators, teachers of cooperative institutions in the Region are being trained in modern educational methods and techniques. They are also trained for the preparation, adaptation and use of suitable educational material including audio-visual aids. Efforts are being made to furnish

them with information on available educational material and audio-visual equipment. They are also being trained in the maintenance and effective use of audio-visual equipment.

Some efforts have been made to orient teachers in modern psychological and educational concepts and participative techniques such as, case study method, case method of management, role play, in-tray exercises, business and management games. The teachers of cooperative management have shown special interest in the case method and role play and other group techniques. They have prepared several cases on cooperative management and role plays on cooperative situations. Nevertheless, there is an urgent need of training them in discussion-leading and other group techniques.

There is pressing need for :

- a) identifying suitable educational strategies, methods and techniques

for cooperative management training in the Region,

- b) modern techniques are to be adjusted and training environment be created for effective use of these techniques,
- c) teachers and their trainers need constant guidance, training and follow-up,
- d) the Region to have some educational technologists to do the job, and
- e) adequate materials for teachers and learners are to be made available in time and in a suitable form.

### Training Materials

In order to make cooperative training more effective, it is essential to procure and, if necessary, produce necessary educational and training material. The International Cooperative Alliance, CEMAS, London, produced the following manuals for use of trainers and producers of cooperative educational materials :

- i) Participative Methods
- ii) Explaining Annual Reports
- iii) Cooperative Radio Programmes
- iv) Case Writing Package
- v) Correspondence Education

The ICA Regional Office and Education Centre used and adapted some of the above material in its teachers' training programmes. The CEMAS Unit, New Delhi, helped in the teachers' training specially in the production of educational material such as training packages, role plays, case studies, in-basket exercises, etc. These materials were pre-tested by the teachers concerned in their own training environments and revised in the light of experience acquired from the field and opinions received from experts and their colleagues.

In addition, the CEMAS Unit, New Delhi, has produced the following draft

training materials :

- i) an annotated bibliography of cases on cooperative management ;
- ii) a case book (of selected cases) on cooperative management ;
- iii) a manual on role plays, along with specimens of role plays, produced by the teachers of cooperative colleges in the Region ; and
- iv) a manual on preparation and use of training package along with a model training package on shop layout and shop display.

### The Package Approach

The training packages are a series of modular training guides and self-instructional devices. They are based on the vocational education concept of 'module', which covers a definite area of training contents and techniques leading to employable skills. In the modular training system, the teaching units are based on the task of the actual jobs and its analysis. For instance, the task of a Manager of Consumer Cooperative Store is required to perform several jobs e.g. to order goods, storage, price marking, display, preventing leakages, member relations, personnel management, etc. These tasks can be sub-divided into smaller 'learning elements'. The task of shop display can be divided into selection of goods, arranging space and decoration material and choosing time for display. The Manager, completing a learning element, will acquire a new skill or knowledge, which can be used in his present job situation.

A training package lays emphasis on the psychology of adult learning and involves actively both teachers and learners in training situation. The training contents included in packages consist of independent but inter-related units which can be assembled in various ways to meet different requirements. The packages can

be supplemented by audio-visual aids and learning materials. They can be of the loose leaf type and allow for additional material reflecting local conditions. The materials in a package can be in the shape of illustrated booklets with group exercises, assignments and/or individual self-instructional devices to be used by the trainees, with minimum help from outside. The educational material can also be in shape of case studies, role plays, management games, in-tray exercises, etc. There can be two types of training packages, namely, trainers' package and the learners' package.

### **Trainers' Package**

The role of trainer using the package becomes more of a training organiser rather than instructor. The trainer arranges the training situation in a manner that learners learn from self-effort each other's experience with his assistance and the guidance given in the material. The trainers using such packages should be well trained in the new educational approach and techniques envisaged. They should field-test a package prepared by educational technologists with the assistance from subject-matter specialists, and adapt it to local conditions. Whenever necessary, they should add or substitute new exercises and assignments for different types of trainees and evaluate their performance accordingly. The trainers should evaluate their own efforts in using the training package and communicate their findings to its producers. It may thus be seen that role envisaged for a teacher/trainer implies his training in communication and action research. He should remain in constant touch with the producers of training packages.

The training package approach indicates the need of evolving an effective *training system* for trainers as well as trainees. It also emphasizes the impor-

tance of special educational institutions, which should be well equipped for the production, further development and evaluation of educational material in different fields of cooperative management. The institution should also train trainers or educational leaders and wherever necessary run correspondence courses on a selective basis.

During the training courses on Training Methodology and Techniques for Cooperative Staff Training in South-East Asia, organised by the International Cooperative Alliance, Regional Office and Educational Centre, New Delhi, and the ILO Training Centre, Turin (Italy), several training packages based on modular system were produced. Some of the subjects covered with the help of audio-visual aids were :

- i) Shop layout and display in a consumer cooperative shop,
- ii) Farm guidance activities in agricultural cooperatives,
- iii) Cooperative member education, and
- iv) Training methods and techniques.

The participants for the above courses, who were teachers in cooperative training institutions used these training packages and adapted them to their own situations. The adapted version of the training package on shop layout and display was reviewed and further improved by the teachers concerned during their participation in the ICA follow-up programme for cooperative teachers, organised by the ICA Regional Office on Education Centre, in collaboration with the Filipino Cooperative Movement and held at Agricultural Credit and Cooperatives Institute (ACCI), University of the Philippines at Los Banos, Laguna, Philippines, from February 7 to March 6, 1979.

*(Contd. on page 30)*

# Adult Education for Tribals in Orissa—Some Problems

G.R. Sudame and K.C. Bastia

*The education of the tribal adults poses some specific problems. The nature of problems varies from one tribal community to another. The educational needs of the tribal adults cannot be met by the meagre allocation of funds. The gaps in the implementation of adult education programmes in tribal areas should be analysed properly so that these can be reduced, if not eliminated completely.*

*This paper brings into focus some challenging tasks of educating the vulnerable sections of our society and implementing the NAEP among the tribals.*

ON October 2, 1978, the Government of India formally launched the National Adult Education Programme (NAEP) to provide educational opportunities to 100 million adults during the subsequent five years. Never before in our history, as an independent nation, has there been such a clear recognition of the crucial connection between education of the adults and the country's development and a willingness to back this up with political and administrative commitment. The NAEP has been visualised as an important strategy for achieving goals of redistributive justice and in taking benefits of development to the down-trodden people by making them not only literate but by developing functional skills and creating social awareness among them.

In planning and implementation of the NAEP, the State Governments have a pivotal role to play. Accordingly, the Government in Orissa had drawn a plan to cover about 45 million adults in the age-group of 15 to 35 years through the NAEP. Out of these, 18 million adults belonged to the tribal communities. The total tribal population in Orissa, according to 1971 Census, was 5,071,937,

out of which 2,526,665 were males and the remaining 2,545,272 females. Sixty-eight percent of the total tribal population is concentrated in nine districts of the State, namely, Balasore, Ganjam, Koraput, Keonjhar, Sundargarh, Mayurbhanj, Sambalpur, Kalahandi and Phulbani. One hundred and eighteen blocks in these nine districts, out of 314 blocks in the State, have been labelled as Tribal Sub-Plan area. Sixty-two tribal communities inhabit in this area and they have a much lower rate of literacy in comparison to the non-tribal communities. A comparative picture of the decadal growth in literacy for tribal population and the entire population of Orissa State is shown in the following table:

TABLE  
Decadal Growth in Literacy Percentage

	1961 Census (Percent- age)	1971 Census (Percent- age)	Decadal Growth (Percent- age)
Percentage of literacy for the entire population in Orissa	21.61	26.18	4.57
Percentage of literacy for tribals in Orissa	7.46	9.51	2.05

The preceding table indicates that the decadal growth in the literacy percentage for the entire population was 4.57 and for the tribal population it was only 2.05. The lower rate of growth of literacy for the tribals in comparison to the entire population during the decade 1961-71 suggests that special and concentrated efforts are needed to educate these people so that they can be brought to the level of their non-tribal counterparts.

The NAEP in tribal areas should work in such a way as to develop human resources and their utilisation in raising their socio-economic condition, improvement of their health and a better understanding of their responsibilities towards their family and society. The learners should also be able to understand their environment and problems and be able to bring about certain desirable changes in their conditions of living. If adult education is confined to mere acquisition of the three Rs, it is doubtful if the tribals would have any faith in it. Until and unless they are convinced that they are going to get some immediate and concrete benefits out of the NAEP., the tribals would not willingly participate in such a programme.

By October 1980, the NAEP had completed two years of its operation. During these two years, the investigator visited some tribal areas in the districts of Sambalpur, Mayurbhanj, Keonjhar and Dhenkanal in Orissa to study the functioning of the NAEP as part of a research study. The main objectives of the study were :

(i) to study the life style, local needs and problems of the tribals living in the area, and

(ii) to study the implementation of NAEP in these areas with reference to its broad objectives as outlined by the government.

In order to study the life style, local needs and problems of the tribals, an in-depth study was conducted on a sample of 21 villages selected from Bankisol, Bijatala and Jashipur Gram Panchayats under the Baripada Sadar, Bijatala and Jashipur blocks respectively in the district of Mayurbhanj, where the concentration of tribal population was more than 70% and the NAEP was in operation. The implementation of NAEP was studied in 40 adult education centres (24 for men and 16 for women) situated in those villages through personal observation by the investigator and conducting interviews with 40 instructors, 306 learners, 58 drop-outs, 108 illiterate adults, 107 community leaders and some government officials connected with NAEP.

The data thus collected have been analysed and the findings along with some of the issues and problems in the implementation of NAEP in tribal areas of Orissa are briefly reported below:

#### **Location and Physical Facilities in Centres**

It had been observed that about 80% of centres were being conducted at the residence of either the instructor or some villagers. Only a few centres were located in village school buildings, temples or in community houses. A large majority of these centres were being run in thatched sheds, which have no proper lighting facilities, adequate seating arrangement and satisfactory sanitary facilities.

#### **Attendance at Centres and Problems of Drop-outs**

In tribal villages, the houses are located in a scattered way, away from each other. Being influenced by the superstitions and beliefs, the tribals are scared to move away from their home alone at nightfall. Sixty-five per cent of centres were situated more than one kilometer away

from the learners' houses. Normally, the centres were run from 7.00 p.m. to 9.00 p.m., and therefore, perhaps a majority of the learners remained absent from them. In case of centres for women learners, the problem was more acute. Since more than 95% of the tribals belonged to the category of daily wages-earners, they returned home, most of the days, late at night. After returning home, the women had to cook the meals and take care of their children. Therefore, it became very difficult for them, particularly the women folk, to attend the centres regularly. In most of the centres, the percentage of daily attendance, when verified without prior information, was found to be less than 30%. In some cases, the attendance registers were found to be incomplete.

The average rate of drop-outs per centre for men was calculated to be 13.77%, whereas for women it was 21.47%. It was revealed that 94% of the learners left the centre because the teaching-learning situation was not interesting; 60% dropped out on account of financial problems; 27% for remaining engaged in domestic work; 29% for family problems and 16% on account of bad health. Besides these, other reasons mentioned for dropping out were inconvenient location of centres, irrelevance of curriculum, rigid behaviour of instructors, etc.

#### **Appointment of Instructors**

The instructor plays a crucial role in organising and running the centre effectively. In the tribal areas under study, it was found that 78% of tribal learners wished to be taught by instructors belonging to their community. But qualified instructors from tribal communities were not easily available on a payment of Rs. 50 per month as remuneration. Tribal candidates having less than primary level education and young teachers, younger

than 13 years of age, were also appointed as instructors at certain centres. In case of the female centres, the problem was still worse. As a result, most of the tribal instructors were not capable of effectively catering to the requirements of NAEP curriculum. On the other hand, where qualified non-tribal candidates were appointed as instructors in the tribal centres, the language and other difficulties came in their way of effective teaching.

#### **Training of Instructors**

To run the centres effectively, the instructors were given seven to eight days, training. The investigator had analysed such training programmes and attended a few of them. Based on his experience, the investigator was of the opinion that these training programmes were not capable of giving effective training to the heterogenous group of new entrants as instructors. Besides this, no orientation or training was given to the instructors during the ten months of the working of centres.

#### **Curriculum and Learning Materials**

It was found that the same curriculum was followed in all the centres. Ninety percent of the instructors appeared to attach more importance to literacy development than to create awareness among the learners and develop their functional skills. The tribal learners in the centres were from various districts of the State and their problems and needs in the daily life situation would naturally be different. The curriculum, including the learning materials, which was in use had been prepared for the non-tribal learners. Supportive learning materials such as posters, charts, etc., were not prepared in tribal languages. Since the tribal languages do not have identifiable scripts and the different tribal communities use various types

of tribal languages, it had become very difficult to prepare materials in all these languages. Due to these reasons the learning materials were not readily acceptable to the tribal learners.

#### **Administration and Supervision**

Another constraint in the implementation of adult education programme in the tribal areas was mainly due to the multiplicity of agencies functioning there and also inadequate supervision of the centres. This multiple control, administration and supervision by the different institutions resulted in duplication, wastage and confusion at times.

The centres situated in tribal villages were mostly in inaccessible regions. Since the government had abolished the post of supervisors, the District Adult Education Officer was the only officer at district level who was expected to supervise all the centres under his control. But he remained most of the time busy in official work and had very little time to go for supervision in the evening. Due to lack of supervision in some places, the instructors appeared to maintain incorrect records.

#### **Financing**

The instructors are paid Rs. 50 per month as honorarium in addition to Rs. 20 towards monthly light charges. All the instructors expressed their displeasure regarding the irregular payment of such a meagre amount of remuneration as well as kerosene expenses. It was found that due to non-payment and scarcity of kerosene, 40% of the centres remained closed periodically. The tribal instructors who were very poor could not be expected to run the centres paying from their own pocket or borrowing money to meet the lighting charges.

#### **Lack of Coordination**

The NAEP is a mass movement.

Because of its magnitude, it is very difficult to implement it effectively unless all the government agencies cooperate. But it is regrettable to mention that all the instructors and District Adult Education Officer were of the view that such cooperation from the different agencies was not readily available. The community leaders, by and large, were of opinion that the Village Adult Education Advisory Committees were existing only on paper and had never been active.

#### **Motivation for Participation**

The NAEP is not just another attempt to teach numeracy and literacy alone to the masses. To mobilise country-wide enthusiasm, response and cooperation for this programme, it is necessary to explain to the people the historic significance of this programme through public meetings, documentary films, pamphlets, door-to-door approach and other similar techniques. But in the tribal areas no such attempt was made to mobilise the public opinion in favour of the programme. Moreover, the adults, who complete ten months of education in this programme, are neither given any certificate nor any other incentives.

#### **Evaluation of Learners**

Ninety percent of the instructors have reported that they never conducted any written examination at their centres in order to evaluate the achievement of learners. A few stated that they sometimes conducted certain oral tests. Since a proper evaluation system has not been introduced, it has become difficult for the instructors to assess the learning outcome of the participants in this programme.

#### **Post-Literacy Material and Library Facilities**

Those neoliterates, who complete the ten-month programme, should be provided

with post-literacy materials through village libraries, schools, etc. But it was found that only 2% villages in Mayurbhanj district had libraries. These library facilities were neither accessible to the neoliterates nor suitable to their needs. As a result, those who completed the ten-month learning programme relapsed into illiteracy after sometime.

The above picture with regard to the implementation of NAEP in tribal areas looked very pessimistic. If adequate measures were taken to solve some of the problems discussed, we would have expected the tribals to get some benefits out of the NAEP. The following suggestions are made for solving some of the problems :

The centres should be centrally located, giving easy access to most of the learners. They should be run preferably at schools or at any other public building such as the panchayat house, etc. Each centre should be provided with all the essential amenities such as suitable furniture, light, drinking water and ventilation. Feasibility of providing some facilities for games and recreational activities may also be explored.

In order to increase the attendance at the centres, the timings should be decided in consultation with the learners, according to their convenience rather than the convenience of the instructors. Since a majority of learners are poverty-stricken labourers, light refreshments may be arranged for them so that they can directly come to the learning centre after their daily labour instead of returning to their home for their meals.

In NAEP, drop-out is one of the most significant problems. Attempts should be made to make the activities of the centres interesting and useful for the learners so that they would experience a sense of joy and accomplishment after the completion

of each class.

While appointing instructors, preference should be given to locally available educated persons. They should at least have studied up to the high school level and not below the age of 18 years. They should preferably be from the socio-cultural background of the tribals. In order to attract such qualified and suitable instructors, the rate of remuneration or honorarium should be enhanced to at least Rs. 100 per month.

The training programmes for instructors should be organised in training institutes, which have qualified trainers in the field of adult education. Short term in-service training programmes may also be organised periodically at block headquarters.

Diversified curricula, keeping needs and problems of the learners in view, should be developed. Written support materials in different tribal languages using, if necessary Oriya script, should be prepared. These materials should reflect the tribal way of life, their culture and socio-economic conditions. The State Resource Centre for Adult Education should take a lead in this regard.

Supervisors should be appointed without delay and each of them should be provided with a cycle and a torch. They should also be properly trained about their supervisory functions.

The payment of remuneration and lighting charges to the instructors should be regularised. Monthly rate of lighting charges should be enhanced to Rs. 30 and adequate quantity of kerosene be made available to the centres by issuing special permits, where necessary.

Learning-cum-production centres should be started to help adult learners to earn while they learn, by providing the needed financial support.

*(Contd. on page 31)*

# Role of Traditional Aids in NAEP

Suman Bhatnagar

*The objective of present study was to observe the comparative effectiveness of selected audio-visual aids in communicating educational message to the adult women of Udaipur in Rajasthan.*

*The findings of the study reveal that traditional aids like puppetry and kavad are more effective than the modern aids like radio and flip books. The author suggests wider use of traditional media in the NAEP to make it more successful.*

INDIA is facing two basic problems—poverty and illiteracy. The first one affects the majority of our people to live under conditions of want and degradation. The second problem hinders the development and affects the ability of the poor to overcome their predicament. On October 2, 1978, a massive programme, known as National Adult Education Programme (NAEP), was launched with a view to bring about a fundamental change in the socio-economic development.

In the NAEP, literacy was considered as one of the important components, but other developmental activities, like agriculture, health, child care, nutrition, were also added to this programme. For implementing the programme, an effective communication with the target group—adults between the age group 15—35—was a 'must'. This could be successfully achieved by using audio-visual aids. Teaching aids are more effective and enduring. The utility of audio-visual aids is manifold, as established by researches.

A large variety of audio-visuals are available like—projected and non-projected aids, modern and traditional aids. In the NAEP programme, a large variety

of aids like flash cards, posters, flip books are being used to communicate the message to adults. Projected aids like films are also shown to motivate people for participating in the programme and also for developing the awareness about the new technology in the field of agriculture and other allied areas.

If one critically examines the nature and extent of the use of audio-visual aids, it is found that the aids used at present are quite expensive. A majority of the workers in the programme cannot afford to use the aids, as most of them are stereotyped and do not serve the requirements of the people of different regions. Further, the skills needed to handle many of the projected aids are not available to the workers. The non-availability of electricity in most of the areas prevent the use of projected aids. Moreover, the transportation of the sophisticated equipment is also a problem.

Under these circumstances, traditional aids are better alternate to overcome these problems. Indian culture is rich and has a variety of folk media to communicate with their rural folk. Folk media in forms of folk dances, folk songs, folk tales, etc. are available in different States

of India. *Tamsha* of Maharashtra, *Alha Udal* of U.P., *Gavri* of Rajasthan, are a few examples of traditional folk media. Puppet, *pad*, *kavad* etc., are some of the other traditional media for entertainment.

As a matter of fact, the traditional aids are more closer to rural masses as a means of recreation and for propagation of religious teachings since generations. These aids are very cheap, handy, easily manipulated and convenient to transport from one place to another. Moreover, these aids are more popular among all sections of the population. The most significant thing about these aids is that new themes can easily be developed and expressed through them.

Traditional aids can be used with a change in their orientation and presentation. Educational messages can be easily communicated through them. The author had conducted an experiment. A specific objective of the study was to observe the comparative effectiveness of a selected audio-visual aids in communicating educational messages to the adult women of Udaipur district of Rajasthan.

### Method

A 'before-and-after' experimental research design was used in this study, which was conducted in two purposely selected Panchyat Samities (C.D. Blocks) of Udaipur district of Rajasthan. From these two blocks, 20 villages were selected randomly. A random group of 20-25 farm women from each village was selected. This was administered the knowledge test. On the basis of these scores obtained by the respondents, a homogeneous group of 15 farm women was selected from each village, constituting the final sample of 300 farm women.

The audio-visual aids representing radio, traditional puppet and *kavad*, projected-slides and non-projected flip book were selected for this study. Only one

aid was exposed in two selected villages for communicating the message on drying of vegetables.

### Modern Audio-visual Aids

Twenty one, 'two-by-two' photographic coloured slides were developed from real life situations in rural area. The slides were exposed with stimulating commentary. A radio script in Hindi of 15 minutes' duration in dialogue form of presentation was written and recorded at AIR, Udaipur. A flip book, containing 13 leaves of brief colourful visual messages on drying of vegetables, was prepared.

### Traditional Audio-Visual Aids

Glove puppets were selected for the study because they are easy to prepare and simple to manipulate. Short speeches, quick dialogues, musical effects were included in the play.

*Kavad*, another popular folk traditional medium used for entertainment and propagation of religious teachings in Rajasthan and Madhya Pradesh, was also used. This aid here consisted of a 'Story Box' made of light wood. It contained quite a number of folding doors, each like a panel hinged on one side with another panel, with colourful figures and mythological episodes and incarnations of gods and goddesses painted on each door of the *kavad*. The doors were unfolded by the "*Kavadia Bhat*" evoking the curiosity of the audience as he proceeded with the narration of the story. For the present study, a *Kavad* (15"×9"×7") was made with three folding doors on each side. Thirteen cards for drying of vegetables were developed on cardsheet of 9"×7" size to be put on doors instead of paintings on the door itself. This was done so that several other sets of educational message can be put across on the same *kavad*, with musical narration. The investigator unfolded each door and conveyed the message to the audience.

In order to measure the effectiveness of aids, a knowledge test on drying of vegetables was developed. Twelve major areas were identified which were further divided into a number of questions. Every correct alternative in a question was assigned a score. Thus a total of 55 scores were assigned for this area. The test was administered to the selected group at three different times.

First, prior to exposure of audio-visual aids to establish the bench work.

Second, after teaching the subject matter with the help of audio-visual aid, to know the gain in knowledge, and

Third, after 15 days of teaching to find out the retention of knowledge.

The difference between after-exposure and initial-scores indicated the gain in knowledge and similarly the difference between the scores after 15 days and initial scores was used for measuring retention.

The data were collected through the 'interview technique' as the farm women had low percentage of literacy.

In order to study whether each of the aids differed significantly from one another in terms of effectiveness, analysis of variance was used. Further, to find out the relative effectiveness of selected aids and to rank them in order of effectiveness, 'Relative Efficiency Index' was used. To use the method of Index, the mean scores for each aid were arranged in ascending order. The minimum mean score was taken as the base and assigned 100 units and correspondingly an efficiency Index as 1. Subsequently, the mean score for each of the other aids was compared in relation to the base score and proportionately the units were assigned. By doing this,

it was possible to rank these aids ranging between 1 and 5.

## RESULTS OF STUDY

### Effectiveness of Gain in Knowledge

The result of analysis of variance reveals that all the selected audio-visual aids differed from each other in the effectiveness in terms of gain in knowledge as the 'F value, 55.91, was higher than the table value and was significant at 0.01 per cent level.

Further, the aids were ranked on the basis of relative effectiveness.

TABLE 1  
Relative Effectiveness of Aids for Gain in Knowledge in Drying of Vegetables.

Audio-visual Aids	B-A Mean Scores	Relative Efficiency	Rank
Radio	13.83	1.00	V
Flip Book	33.08	2.38	IV
Kavad	40.42	2.92	III
Puppet	40.92	2.95	II
Slide	60.17	4.35	I

Table 1 reveals that least gain had taken place in case of radio, and therefore, it was considered to be the least effective aid. In order of rank, the next effective aid was 'Flip Book' followed by *kavad*, puppet and finally slide, which was the most effective aid. An interesting feature noticed in this study was that the traditional aids were less effective than slide but were more effective than the modern and non-projected aids like radio and flip book.

It is difficult to present authentic reasoning for the superiority of these traditional aids over the modern aids as no systematic studies regarding the effectiveness of traditional aids had been done before. But the following reasons are being given for their superiority.

The traditional aids, like puppet and

*kavad* have been in use since generations for entertainment and religious teachings. They are, therefore, deep rooted in the rural culture of Rajasthan. The only difference with respect to this study was the change of orientation. These traditional aids are established and accepted media of communication among the rural masses. These established media were a means to communicate a message and therefore, the aids might have proved to be more effective than those media which are in use only for the last few decades. Moreover, the action and stimulating commentary could also account for added attraction and sustained interest of the audience.

Out of these two aids, the puppet has been found to be superior than *kavad*. In the case of puppet, a script was prepared and dialogues were written in Hindi, interspersed with light humour. In *kavad*, the script was developed and presented in poetic form. During *kavad* presentation, it was observed that the audience were curious to know what comes on next panel. This might have helped in sustaining the interest of learners. In puppet play, the characters produced great amusement and interest among the audience. Along with entertainment, they got the educational message also. It was observed that people liked the traditional aids very much as these were quite familiar with the rural masses.

#### Aids in Retention of Knowledge

The 'F' value, 14.287, was higher than the table value and hence significant at 0.01 per cent level. Thus it was clear that all the five audio-visual aids significantly differed from each other in retention of knowledge.

The relative effectiveness of aids in retention of knowledge was also studied. The results are presented in Table 2.

TABLE 2  
Relative Effectiveness of Aids in Retention of Knowledge in Drying of Vegetables

Audio-visual Aids	C-A Mean scores	Relative Efficiency	Rank
Radio	5.83	1.00	V
Flip Book	15.91	2.72	IV
Puppet	21.50	3.69	III
Kavad	22.00	3.84	II
Slide	34.16	5.85	I

Table 2 shows that the least effective aid was radio and most effective aid was slide as it was in case of gain in knowledge. The position of traditional aids has remained the same i.e. superior to modern and non-projected aid. The placement of *kavad* has changed from third to second. May it be because of the illustrations shown to the audience along with the explanation. This might have helped the learners to remember the content easily.

#### Conclusions and Suggestions

On the basis of the findings of this study, it can be concluded that traditional aids like puppet and *kavad* can conveniently be included in the list of teaching aids as these have been found more effective than radio and flip book. Secondly, these aids are cheap, simple to make and handle and easy to transport from one place to other. Hence these aids may be used for communicating the educational messages to the people.

It is suggested that an endeavour should be made to use these traditional aids in a programme like NAEP. Regional stations can be established, where such teaching materials for the content prescribed under NAEP be prepared and distributed to different regions for their specific needs and requirements. The teachers who may be required to use and handle these materials should be given training how to handle these aids. It is further suggested that more detailed research studies be taken up for studying the effectiveness of other traditional aids from different States of India. □

# Lighting in Adult Education Centres— a Critical Study

J. Basu Roy Chowdhury

*The Bengal Social Service League (BSSL) currently runs 100 adult education centres under the National Adult Education Programme (NAEP), out of which 73 centres are for male learners, who assemble at night.*

*The purpose of the present study was to find the intensity of light available from a hurricane lantern and to assess whether the illumination was sufficient to read and write in the given condition of an adult education centre.*

*Many of the adult education centres are conducted at night. They operate under insufficiently illuminated condition. The BSSL hypothesised that illumination from four hurricane lanterns provided at these centres were inadequate.*

*An experiment was conducted at the laboratory of the Department of Applied Physics of Calcutta University, where the intensity of illumination from a hurricane lantern was measured with a luxmeter in the simulated condition of an adult education centre housed in a mud-wall structure.*

*As a result of the research done, the intensity of illumination was found to be inadequate. The BSSL recommended that only such lighting equipment should be provided which could emit brighter light. The research study further recommended establishing a correlation between lighting condition and drop-out rate at an adult education centre.*

**T**HE Bengal Social Service League (BSSL) currently runs 100 adult education centres under the National Adult Education Programme (NAEP); 73 of these centres are for male learners, who assemble at night.

The centres run by the Bengal Social Service League, on an average, had an enrolment of 30 learners (ranging between 28 and 33). The average age of learners in these centres was 29 years, varying between 15 and 43 years. Most of them were engaged in the primary sector of economy with a few artisans and businessmen among them. All of them were very poor and consequently undernourished.

These centres were located mostly in mud-walled houses. With a paltry sum

of Rs. 60 available as grant for a centre, the BSSL purchased and supplied four hurricane lanterns to each of the 73 centres.

The centres followed the "analytic-synthetic" method of literacy, which required a chart printed in large alphabets to introduce letters and words to the learners. The chart was hung on the wall and one of the four lanterns had to be placed in such a way as to provide light to the chart. The 30 learners, thus used the three remaining lanterns, which compute to an average of one lantern per ten learners.

The learners, in the system, were supposed to sit in a circle or in a semi-circle so that each one could see the other.

If a learner takes 24" of space to sit, they all require a total of 60' of space in a circular position that requires a diameter of 19.1 ft, that is, a room of 23 feet wide and a length slightly more than that, to accommodate the instructor, the chart and the blackboard. The limited space in an adult education centre, however, prevents such a sitting arrangement and the learners sit either along the walls or in rows.

### Assumptions

In conducting the study, the following assumptions were made:

- (1) Three lanterns out of the four provided at the centre are available exclusively for learners.
- (2) The learners sit in a linear position, either along the walls or in rows of 10 each.
- (3) That each of the learners occupy 24" of linear space.
- (4) That each lantern serves 10 learners—five on each side of the lantern.
- (5) The lantern is placed 15" away from the line of the learners to eliminate the shadow of the oil tank.
- (6) The mud-walls of the centre reflect minimal light.

### Limitations of Study

The findings of this study are limited by the following considerations:

- (1) Number of learners present at the centre.
- (2) Number of lanterns or other lighting equipments available to the learners.
- (3) Sitting position of the learners.
- (4) Space occupied by each learner.
- (5) Amount of light reflected from the walls.

- (6) Clarity of glass of the protective chimney.
- (7) Condition of the chimney.
- (8) Wick shape
- (9) Heat at the burning point of the wick, and
- (10) Quality of kerosene oil used in the lantern.

### Hypothesis

Taking the reports of the centres into consideration, it was hypothesised that the intensity of light in adult education centres conducted during night and illuminated with four hurricane lanterns was not sufficient to read printed matter with reasonable comfort.

### Experiment

An experiment was conducted at the laboratory of the Department of Applied Physics of the University of Calcutta to find the intensity of illumination from one hurricane lantern.

To simulate the sitting arrangement of learners in an adult education centre, a straight line was drawn on the floor of the laboratory. The hurricane lantern was placed at a vertical distance of 15" away from the line. The first learner was placed 12" away from the point where the line of wick vertically meets the line of learners, and four other points, at a successive distance of 24", were marked on the line. These points represented centre of the sitting position of learners.

The hurricane was lit and the intensity of illumination was measured after 10 minutes of lighting of the hurricane with a "Luxmeter" at each of the five points. Two readings were taken at each point—the first measuring the intensity of light on a horizontal plane, and the second on an inclined plane where most intensity in lighting was obtained. The

two positions represented the placings of the reading material—first placed on the floor and second held at an angle to get the best possible light on the reading material.

The same measurements were taken at each of the points, keeping the hurricane lantern 3" above the ground. This elevated position represented placing the lantern on a brick.

A brand new hurricane lantern with a clean clear glass chimney was used in the experiment.

**Findings**

The real distance of successive learner from the lantern, as measured with a tape, is presented in Table 1 below:

**TABLE 1**

Distance of Successive Learners from the Source of Light

Seating position of learners	Real distance	Index of distance
I	19"	100
II	39"	205
III	64"	337
IV	85"	447
V	109"	574

Intensity of illumination at each of the points, from ground level and from elevated level measured from horizontal position and from inclined position, is presented in Table 2.

**TABLE 2**

Intensity of Illumination Available to Successive Learners from one Hurricane Lantern (Measured in 'Lux')

Position of learner	Ground Level		Elevated Level	
	Horizontal	Inclined	Horizontal	Inclined
I	2-2.5	12-14	0.91-0	9-10
II	0.2-0.25	2.5-3.0	0.4	3-0
III	0.1	1.3-1.5	0.15	1.4
IV	0.05	0.8-0.9	0.10	0.8-0.9
V	Negligible	0.5	0.05	0.5

Taking the maximum illumination obtained at each of the reading as the intensity of illumination available to the successive learners, the index of illumination at various position of the lantern at various distances is presented in Table 3.

**TABLE 3**

Index of Illumination Available to Successive Learners from the Hurricane Lantern (Measured in 'Lux')

Position of learner	Horizontal	Ground Level		Index
		Index	Inclined	
I	2.5	100	14.0	100
II	0.25	10	3.0	21
III	0.1	4	1.5	11
IV	0.05	2	0.9	6
V	Negligible	—	0.5	4

*Second Half of the Table 3*

Elevated			
Horizontal	Index	Inclined	Index
1.0	100	10.0	100
0.4	40	3.0	30
0.5	15	1.4	14
0.10	10	0.9	9
0.05	0.5	0.5	5

From the findings above, it is found that intensity of illumination from a hurricane lantern kept on the ground 19" away on first position of the learner from a reading material does not provide sufficient illumination.

The illumination from a lantern kept three inches above the ground is more uniform compared to the illumination from the same lantern kept on ground. Despite the uniformity, the intensity of illumination in such case was found to be even lower than a lantern placed on ground and is quite insufficient for reading even materials printed in moderately bold letters.

The intensity of illumination goes down very rapidly with increase in distance.

The experiment finds the intensity of light on reading material of five learners in a row sitting on one side of a lantern. The learners sitting on the other side, under the same situation shall receive the same amount of light on their reading material. The condition remains basically unaltered whether the learners sit in rows of 10 or along the wall.

In the assumption of the study, a lantern is supposed to serve 10 learners sitting in a straight line, either in rows or along the walls. If one lantern emits insufficient light to serve 10 learners, three lanterns cannot emit sufficient illumination for 30 learners.

It is probable that when the learners sit along the walls and three lanterns are placed in between, a marginally brighter illumination is available. But such brilliancy cannot raise the illumination in a room to the minimum level required.

### **Recommendations**

Adult education centres conducted during night require lighting equipments which can emit light to a minimum uniform intensity of 100 'Lux'.

As the findings show that a hurricane lantern cannot provide illumination suffi-

cient to meet the requirement of even the learner sitting nearest to it, purchase of hurricane lanterns for adult education centres should be avoided.

Sanction of Rs. 60 per centre cannot buy more than four hurricane lanterns, which is not sufficient to provide illumination required for reading. An increase in the amount is recommended so that lighting equipment, which can provide brighter illumination may be purchased.

A study to find the correlation between insufficient illumination and drop-out rate in adult education centres should be undertaken. □

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**"Knowledge of three R's is utterly inadequate. Only functional literacy can enrich individual life, raise the standard of living and thereby contribute to the general development of the country"**

**—Zakir Husain**

# The Indian Journal of Adult Education

41 Years Ago

(Vol. II No. 3, April 1941)

## ADULT LITERACY IN INDIA

B.L. Rallia Ram

Dr. Laubach in his book *India Shall be Literate* has given a glowing description of the success achieved through adult literacy. According to him, in Bihar alone the official count of these 'newly made literate' during May 1938-June 1939 was 7,16,047—a splendid record. But what is the content of the phrase 'made literate'? Does it mean 'given certificates for having acquired the facility to read the first Adult Literacy Primers'? Is this literacy? It may have some utility value, but is the so-called new literate able to read the ordinary newspaper, or does he even continue with his further reading after he becomes literate? If in our schools there is a wastage of 62% amongst pupils who enrol themselves in the first primary, what is the proportion of wastage amongst these new seven lakhs of literates in Bihar? If the usefulness of this method is to be tested, a national committee should investigate the present condition of literacy of groups of these literates selected at random. The results of such an enquiry will be very helpful for any further programme of expansion.

In the Panjab, 40 college students, during their summer vacation were sent out in a group to work as missionary teachers for adult literacy in a selected village area between two large cities. After two months, these villages were visited and in certain cases the results seemed to be remarkable, but on closer examination it was revealed that in all cases where fluency in reading had been attained in such a short period, the adult had been in a school during his childhood, but had relapsed into illiteracy. But the most important observation was

that the chief interest of the people was not in learning to read, but they were more anxious to secure information about their needs and ways and means to meet them. During this period it could not be claimed that many were made literate, but the whole outlook of the villagers had been broadened, and a process of real education had begun. These students had, however, lived day and night amongst the people and had won their sympathy and therefore many people opened their hearts to them. And therein lay the real value of the experiment.

### Some Suggestions

If the adult literacy movement is to become an effective instrument of education, its direction and technique need to be changed.

Spasmodic efforts to teach people to read in three months are not to be confused with education or even with literacy. The only reasonable and scientific method would be to spread a wide net of adult nights or evening schools all over the country. These schools might meet five evenings a week for two hours daily. The course should extend to at least one year with a definite expectation of extending it to two years later. No diploma should be given unless an adult is able to assimilate and use, to real advantage, his ability to read and write.

This object could not be as easily pursued as the present wholesale quick-service-method of acquiring so-called literacy, but it is more likely to deliver the goods, and to put India on a high road to real literacy. During the year 1936-37, there were only 2,016 schools for men and women for adults in the

whole of India with 62,691 and 946 pupils, respectively. But as the Government Report giving these statistics says, "Large numbers of institutions shown therein are not strictly schools of adults but are in many cases night schools which are attended also by children."

Since this information was calculated, no substantial change has been made in the situation. Practically there are no adult schools.

If the Laubach method of giving instruction in the adult's spoken language is to be followed, much more experimentation needs to be done, and a whole process developed to carry the adult from the spoken language to the written language by successful stages. And only when he is able to acquire the ability to learn new words and new vocabulary can he make much use of his newly gathered skill. Literacy we may repeat is not an end itself, but it is only a method by which a man continually secures more information, exchanges ideas and widens his mind. The great Sir Syed once wrote that a language which is used as a medium of instruction, should possess a sufficient number of books of educational value, otherwise education is not possible. It should also be investigated if the language is at least capable of producing books of such value. This important point cannot be ignored. You cannot educate people by telling them interesting or amusing stories or childlike fables. Their consciousness of the significant tendencies of their environment must be constantly aroused through periodicals and books and other means. This is an indispensable object in any programme of making India literate.

The problem of Indian literacy can be solved by the State only. The problem is too big to be solved by private enterprise by itself. Private effort is necessary, and any sensible Government

will help private agencies particularly in the field of research and adventuresome experimentation. It must take the fullest advantage of the missionary zeal of individuals and institutions. But the main responsibility must rest with the State, particularly if it is a government of the people. It must be confessed that the State has not as yet grasped the full value of adult literacy through provision of schools for adults. It has fallen to the temptation of securing cheap 'kudos' by making much of the wholesale production of ephemeral literates in India. How many Provincial Governments have appointed whole-time officers to launch forth a well-considered scheme of adult literacy?

How much time have they spent in testing the efficacy of the methods employed? What provisions have they made in their budgets to meet the call of the hour? We have delved deep into the Governmental reports available to us, but only to be disappointed. Indeed some progress has been made, but alas far too little, and wholly and lamentably inadequate!

At this stage, the Indian Adult Education Association may play an important part, if it can secure and husband adequate resources.

(1) It may make a thorough-going and scientific enquiry into the results so far achieved and evaluate them as to their permanent potency.

(2) It may undertake to demonstrate the usefulness of different methods of adult education, and formulate public opinion regarding them. Propaganda on a much larger scale needs to be done.

(3) It may endeavour to correlate the adult literacy movement with the larger aspect of adult education, thus giving to it a new direction and a new

*(Contd. on page 30)*

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## IAEA NEWS

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### Adult Education in Sixth Plan

The Executive Committee of the Indian Adult Education Association at its meeting held on February 27, 1981, welcomed the decision of the National Development Council to accord high priority to adult education in the Sixth Plan and to involve voluntary organisations in the implementation of the various adult education programmes.

The Committee decided to offer full cooperation of the Association to the Government in implementing the various programmes in the Sixth Plan. The Committee expressed the view that adult education was an essential component of the national development strategy and if properly implemented, would lead to the prosperity and wellbeing of the large masses of people, both in rural and urban areas, particularly those living below the poverty line. The Association called upon its institutional members to extend their fullest cooperation to the Government for the promotion and development of adult education programmes in the country.

### Planning Minister Welcomes Cooperation of IAEA

Mr. Narayan Datt Tiwari, Union Minister of Planning and Labour, welcomed the help and cooperation of IAEA in implementation of various adult education programmes in the Sixth Plan. In a letter to Dr. T.A. Koshy, Hon. General Secretary, IAEA, he writes:

"I welcome the help and cooperation which the Indian Adult Education Association has pledged for the successful implementation of the various programmes in the Sixth Plan. I hope that all voluntary organisations of established

repute would cooperate in the task of socio-economic development and in raising the standard of living of the masses."

### Workers' Education Programme

The Indian Adult Education Association organised three "one-day schools" on workers' education in New Delhi from March 23 to 25, 1981. The following topics were covered in the one-day schools:

1. Aims and objectives of the trade unions,
2. Population problems and trade unions, and
3. National and social goals of trade unions.

About 100 workers participated in these courses.

### Visitors from Abroad

A team of three adult educators from Thailand visited the Association on February 28, 1981. The visiting team discussed with members and officials of the Association adult education programmes in our country and in Thailand.

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Dr. Paul Fordham, Professor of Adult Education, University of Southampton, England, and Consultant to Commonwealth Secretariat, visited the Association office on April 2, 1981, and discussed the possibilities of establishing a Commonwealth Non-formal Education Centre in India.

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## NEWS FROM THE FIELD

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### Training-cum-Workshop for NAEP Functionaries

The Department of Adult Education & Extension Programme, Madurai Kamaraj University, organised a five-day training-cum-workshop for the functio-

naires of NAEP in collaboration with the teacher training colleges in the university from December 1980 to March 1981.

It helped functionaries of NAEP gain knowledge and skill in the preparation of basic instructional and guidance materials viz. flash cards, flannel graphs, posters, literacy charts, wall pictures, wall newspapers, work/exercise books, leaflets, folders, card boards, cut-outs, transparencies, etc. It also helped them to prepare low-cost prototypes of instructional aids and materials required for the adult education centres.

The participants of the workshop prepared instructional and guidance materials in sub-dialects as to be understood in their locality. They carried with them a kit containing different materials which they had prepared during the workshop.

#### ICSSR Newsletter

'The ICSSR Newsletter', published by the Indian Council of Social Science Research, New Delhi, is a non-priced publication. It lists all the projects, fellowships, contingent and other grants given to social scientists from time to time and publishes activities regarding the Council. It also carries articles which have a bearing on social science research in general.

#### Tools of Learner Evaluation

The State Resource Centre, Pune, organised two workshops of about 50 supervisors from all the districts and universities in Maharashtra recently.

In these workshops, the supervisors prepared tentative tools of evaluating literacy, functionality and awareness. These tools were later on modified and finalised at the staff workshop of SRC members.

#### Literature for Neo-literates

The SRC, Pune, has produced a series of booklets for neo-literates. It has

brought out five booklets in the series *Lokvachna* (People's Readers). Two more booklets entitled, *Teen Lokakatha* (Three Folk Tales) and *Chimukli Isapniti* (Aesop's Fables Retold and Simplified) have been brought out recently.

Four dialogue pictures on health problems have also been prepared.

#### Training and Orientation

The SRC, Pune, organised two seminars of women members of the cooperative units in Maharashtra. About 40 women attended the seminars for four days.

Discussion in the seminars centred round the problems of women engaged in economic activity on a cooperative basis. The participants also discussed how economic activity could be a successful and viable motivation for the women adult learners in villages.

#### Research for NAEP—Guidelines

The Directorate of Adult Education, Ministry of Education and Culture, New Delhi, has decided to promote research in adult education by encouraging the individual scholars and institutions to undertake research by providing financial support to them.

It has brought out a small booklet entitled "Research for NAEP-Guidelines for Proposals", which highlights the importance of research, the role of universities, research organisations, significant areas for research, the nature of assistance available, guidelines for release of grants for research studies, conditions of assistance, etc.

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## IUACE NEWS

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#### Extension Lecture on College and Community

The Indian University Association

for Continuing Education, in collaboration with the University of Delhi, organised the first Extension Lecture on College and the Community: Some Reflections on Social Accountability of Education. The lecture was delivered by Dr. Seymour Eskow, President, Rockland Community College, New York, in New Delhi on March 11, 1981.

Dr. Eskow in his address said that the education in the United States was more pragmatic and non-philosophical. The Community College in the States, he said, had part-time and flexible programmes suited to the needs of the community. They were going a long way in bridging the gap between the formal and non-formal education system.

Dr. Eskow said that every college in India should become a Community College. He said that the present infrastructure of formal education system should be utilised for the benefit of the community. The higher education, he said, should be linked with realities of life. He said that higher education in India should be re-organised and resources for adult, continuing and non-formal education should be substantially increased.

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## NEWS FROM ABROAD

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### Canadian Association for Study of Adult Education

At a meeting held recently in Vancouver in Canada, an organisation called "Canadian Association for the Study of Adult Education" has been formed. An "Interim Steering Committee" has been set up with Mr. Gordon Selman of the University of British Columbia as its Chairman.

The Association would promote the conduct of study in the field of adult education; promote effectiveness of the means by which research is conducted, make existing research more accessible by such means as publication, translation and bibliographical services; promote communication and collaboration among those involved and interested in research in this field; and establish effective communication with those engaged in research in related areas.

Information can be had from Gordon Selman, Department of Adult Education, University of British Columbia, 5760 Toronto Road, Vancouver B.C. V6T 112.

### Population Education Programme in Nepal

A three-year project agreement between the Government of Nepal and the United Nations Fund for Population Activities (UNFPA) has recently been approved for the execution of a national population education programme.

The project will be implemented by three units: (a) Curriculum, Textbook, Supervision and Development Centre; (b) Tribhuvan University (Institute of Education and Curriculum Development Centre); and (c) Division of Adult Education.

The long-range goal is to institutionalize population education in the formal and non-formal education programmes including the university. This will be achieved by (1) analysing textbooks of different subjects to find points for the integration of population education concepts; (2) developing curriculum, instructional materials and training package for different audiences; (3) providing orientation

training to the project personnel, supervisors and headmasters, primary and secondary school teachers and pre-service and in-service teachers; (4) establishing diploma courses on population education as both separate and inter-disciplinary

courses at Tribhuvan University; (5) developing graded curriculum and materials for non-formal education; and (6) establishing 20 centres for functional literacy and continuing education and population education resources. □ □ □

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## Methods and Materials for Cooperative Education

*(Contd. from page 11)*

Our experience with the training package approach in the South-East Asian Region indicates that it involves effective teaching techniques specially for adults. The approach is mainly based on self-instruction or programmed learning of trainees. Although training packages are very effective in transferring knowledge and skills, the approach faces some limitations. First, a package involves an enormous cost for its production. Second, the package requires longer time and full cooperation from the teachers, colleagues and specialists for its production. Third, the package will need periodic changes and adaptation to local situation.

At the end, it can be said that there is

an urgent need of producing cooperative educational materials, which could be used by the learners themselves with some assistance from teachers. The ICA CEMAS, ILO MATCOM, Intermediate Technology Development Group (ITDG) and other agencies are working in this field. In addition, the teachers trained by the ICA/ILO are preparing and adapting training material for use by their respective trainees. However, there is a gap in the field of educational material. There are few training and learning packages, case studies, role plays, etc., for cooperative training. Efforts are also being made to fill in this gap through a special fellowship programme of the ICA and other means. □

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## The Indian Journal of Adult Education—41 Years Ago

**Adult Literacy in India**

*(Contd. from page 26)*

power which it at present lacks. A committee may be appointed to frame a syllabus for a one-year school for adults. Interested individuals and institutions may be encouraged to open such schools,

and these experiments may be watched with a scientific eye. It may thus pioneer the way for a more dependable movement of adult literacy. □

# Adult Education for Tribals in Orissa—Some Problems

(Contd. from page 16)

Concerted efforts from all the Government agencies, which are directly or indirectly concerned with NAEP, are necessary for its success. Different committees at district, panchayat and village levels, which do not function actively, should be revitalised to accelerate the implementation of the programme. The District Adult Education Officer should be the coordinating agent for expediting this process.

Encouragement in the form of loans, subsidies, etc., may be given to the learners so that they utilise their developed skills effectively in their vocations. This would attract them to these programmes. Public meetings, documentary film-shows, distribution of pamphlets should help publicise the benefits of NAEP.

In order to measure the achievement of learners, evaluation procedures in the form of oral and written examination should be introduced periodically during the course. At the end of the 10-month instructional programme, the learners should appear at a written examination followed by an oral examination to be conducted by some competent field level officers. The successful candidates should be given completion certificates. Suitable functions should be organised at block level to award the certificates to the neoliterates and they should be presented with post-literacy materials.

Village libraries should be set up at Gram Panchayat headquarters and the neoliterates should be provided with a wide variety of reading materials. Organisations like youth clubs, *Mahila Samitees* and village primary schools should be provided with adequate grants to subscribe newspapers and journals in regional language for the use of the neoliterates.

Attempts should be made to provide radio sets in the tribal villages through their village organisations. The neoliterates should be encouraged to form cooperative societies, farming clubs etc., for utilising the funds from various governmental sources.

It is an admitted fact that investment in intellectual improvement of human beings will bring about their all-round development. A major section of the Scheduled Tribes is educationally neglected, economically backward and so it deserves special treatment for its upliftment. The NAEP is a golden opportunity to serve this purpose, which all of us should try our best to make it a success. □

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## Working of Instructors in Adult Education Centres of IAEA

(Contd. from page 7)

in the responses of men and women need to be appreciated by the programme designers.

The new adult education programme aims at combining all the activities. Unfortunately, the type of training pro-

gramme imparted in most cases seldom deal with these issues, and when they deal, the treatment is too superficial to be of use for instructors when they organise centres. □

(To be concluded. See next issue)

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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 Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

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# Indian Journal of ADULT EDUCATION

Vol. 42 No. 5

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- Integrating Population Education with Adult Education  
—V. Mohankumar
- Utilization of Educational Facilities by Tribals of Kerala  
—A.G.G. Menon, C. Bhaskaran  
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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.

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## About A Drop-out

The following story is true in its essentials. For obvious reasons, the characters and the situations are suitably disguised.

An educational supervisor, as part of his routine work, visited one day an adult education centre in a far-off village which we shall call Ramnagar. The teacher took care to tell all the good things that he was doing. The report about this centre at the headquarters was also quite complimentary. Although a new centre, it had good attendance and the teacher was regular in his work and so on.

Out of an expected 35 students on the day of the visit, 28 were present. All of them in the usual respectful fashion rose as one man and said in unison, "Namaste", as the educational supervisor entered the class room. Then all of them sat down—all men ranging from 18 to 45 years—and began to write the alphabets with varying degrees of concentration and interest. To an outsider it seemed like a group exercise entirely of a physical kind. The supervisor saw for the one full hour he was with them, the teacher guiding them how to write and how to recognize the letters. There was no other communication except to say a few words about not going slow with the practice of writing alphabets.

The supervisor asked a few questions to the teacher about the adult learners. Half the names he could recall more or less correctly. About others he fumbled. He practically knew nothing about the background of the learners. He said most of them were married. He did not know how many children each one had and did not know what each one was doing. Most of them worked on the farms, he said casually. The supervisor asked about the three learners sitting further away from the rest, as if in a huddle. He asked why were they sitting together and apart? "Sir," the teacher said, "they are Harijans and their sitting away from the others creates no trouble for any one". The supervisor walked over to the three and engaged them in a conversation when he saw one of them covering a paper with his hands half shy and half hesitant. The supervisor took the paper from him with a gentle smile. The teacher seeing this intervened in distress, "Sir, he does nothing but draw pictures and does not want to write letters. I tell you, Sir, he is a real headache". The supervisor did not pay attention to the teacher, looking at the paper and then at the learner said patting him on his back, "You draw beautifully. If you try hard, one day you will be a very successful painter".

Two years later the supervisor went again to the same adult education centre. The teacher was the same and all the learners were new and much fewer in number. The supervisor asked him about the Harijan young man who drew good pictures. The teacher said that he was an utter failure in every way and fled to the city of Hyderpur and not much is heard of him these days, he said. He was the first to drop out from the centre.

Some years later, the supervisor walking in a market in the district town of Hyderpur saw written in attractive letters over a small shop, "Ramesh Chandra, Commercial Painter". Something within the supervisor stirred. He walked into the shop. Looking at the painter, he asked him, "Are you from village Ramnagar?" The man said, "Yes, Sir, and how do you know I am from that village?" The supervisor replied that he had met him about seven years ago in the adult education centre and remembered how well he drew pictures. The young man now in late twenties recognized the supervisor and said with tears of joy and gratitude, "Sir, I remember you now. Only you knew what was in my heart and what I could really do. After the good things you said about me, I made up my mind to become a painter and I came to Hyderpur. I worked for five years with an experienced painter. I had a very difficult time but I learnt enough to start my own shop about two years ago. I know now some English and Hindi and earn Rs. 1500 to Rs. 2000 a month." He then with a far-off look but in dead earnest said in earthy and robust dialect, "Sir, I was somewhat different from many others in my village and wanted to be better than others. Your words on that day made me feel and realise that only I could help myself. From then on I became a different man. I tried hard to learn a few trades and failed every time. As a farm hand I was never happy. Nobody seemed to like me. My family also got tired of me. I had no alternative but come to Hyderpur."

The supervisor said, "I am happy and proud to meet you again" and walked out of the shop with his heart aglow with silent ecstasy and telling himself quietly: "This is probably the best thing I have done in my life. The days of miracles are not yet over."

The seeds of change are basically in man himself. Abysmal ignorance and chronic insensitivity of this profound reality are often the cause of much of our failure in Adult Education.

# Working of Instructors in Adult Education Centres of IAEA

D.V. Sharma and K.D. Sharma

## II

### Adult Education Programme

The formal school system and non-formal system are different because of their process and programme content. That is why in adult education, especially at the grass-root level, functionaries are to be identified and persuaded to work in centres, and the importance of this information is emphasised.

TABLE VIII

Sources of Information About Adult Education Programme as Reported by Instructors

	Men Number	Percen- tage	Women Number	Percen- tage
Officers of the IAEA	13	86.66	10	62.50
Outsiders, but involved in the programme	1	6.67	5	31.25
School authority of the neighbourhood	1	6.67	1	6.25
Total	15	100.00	16	100.00

As could be seen in Table VIII, the majority of instructors in the program-

me, 86.66% men and 62.50% women instructors, had come to know about the adult education programme through the officials of IAEA. While a small number of men instructors (6.67%) had come to know about the programme from outsiders but operating in the the same area, there were about 31% of woman instructors who received the information from outsiders.

It may be said that most of the instructors came to know about the programme from the programme organisers. It was because prior to the programme, organisers had established a first hand contact with the area people and potential learners and explained to them the fundamentals of programme, won their confidence so that a conducive climate for programme was created.

### Location of Centres

Location of adult education centres influenced learners' participation. Those at convenient places attracted learners more easily than those at distant places. This was quite natural because the majority of instructors were working people or those in search of work. Fatigue of the day's work would also discourage them to bear inconvenience. Instructors' responses to the location of centres are shown in table IX:

*Note: This is the concluding and second part of the article appearing under the same title in the earlier issue.*

TABLE IX

Venue of Adult Education Centres as Reported by Instructors

Category	Men Number	Percen- tage	Women Number	Percent- age
At the instructors' residence	8	53.33	12	75.00
In the school building	—		1	6.25
Learners' residence	4	26.67	3	18.75
Temple, Panchayat Ghar, Dharmasala etc.	3	20.00	—	—
Total	15	100.00	16	100.00

The study of the above Table reveals that quite a good percentage of centres were being organised at the residence of instructors, this percentage being higher for woman instructors (by 23.7%) than for their counterparts. A good number of centres had been running at the residence of learners. In other words, about 73% to 93% centres were running at the residence of either instructors or learners. Though a substantial percentage of men centres (20%) were in buildings such as temple, dharmasala, panchayat ghar etc., no women centre was running in any of these places.

It may be pointed out that centres were organised at the residence because such arrangement was convenient to instructors, this being more true for women. Moreover, there was some difficulty of finding suitable places for centres in Delhi, which may be acceptable to both learners and instructors.

### Staff Cooperation

A supervisor was in-charge of adult education centres run in his jurisdiction. He was expected to discharge his functions in cooperation with the community as well as instructors. To the question as who supported him in the adult education centres, the responses received have been given in Table below :

TABLE X

Persons Providing Assistance to Instructors in Adult Education Centres

Category	Men Number	Percen- tage	Women Number	Percent- age
Supervisors	15	100	12	75.00
Project Officer	—	—	2	12.50
Not mentioned	—	—	2	12.50
Total	15	100.00	16	100.00

According to cent per cent men and a majority of women instructors, supervisors were the main source of assistance in the centres. About 12% of woman instructors had not answered this question, and an equal percentage reported that project officer had also helped them.

It may be said that the desired community support was not coming to the programme. The basis of this inference was that no instructor had mentioned about the cooperation received from the community. On the whole, as expected, the supervisors were the main agents of support to instructors.

### Frequency of Supervisors' visit

It has been mentioned above that in most cases, the only visitor to adult education centres was the supervisor. Response to the item, 'the frequency of visit in a month' has been covered under four heads, namely, one to two times, three to four times, more than four times and those giving 'no reply'.

TABLE XI

Frequency of Supervisors' Visit to Adult Education Centre

Category	Men Number	Percentage	Women Number	Percentage
One to two times a month	4	26.66	9	56.25
Three to four times a month	6	40.00	3	18.75
More than four times a month	4	26.66	3	18.75
No Reply	1	6.68	1	6.25
Total	15	100.00	16	100.00

There seemed to be no common pattern of supervisors' visits to the centres. About 66% men centres and 37% women centres had been visited by supervisors for three or more than three times. The percentage of men and women instructors who stated that supervisors visited their centres once a month was 26.66 and 56.25, respectively.

Results showed that more women centres as compared to men were visited by the supervisors one to two times a month. Three or more visits to the adult education centres seemed unrealistic. For real support to instructor, it is essential that the supervisor spends more time with them, discussing their problems and sharing their teaching-learning experience. If this is accepted, the number of visits by supervisors is not to be exceeded by two, this too is possible if centres are situated in the same locality.

#### Nature of Assistance

Instructors were in immediate contact with the supervisors. This is clear from the responses given by them. On the question, 'the nature of assistance' there were five categories of answers, as shown in Table XII.

TABLE XII

Nature of Supervisors' Assistance to Instructors

	Men Number	Percentage	Women Number	Percentage
Supply of teaching-learning material	5	33.33	12	75.00
General demonstration of lessons at the time of visit	3	20.00	2	12.50
Ensuring minimum physical facilities	3	20.00	—	—
Explaining the use of discussion method	3	20.00	1	6.25
No reply	1	6.67	1	6.25
Total	15	100.00	16	100.00

The largest percentage of women instructors (75%) as compared to their counterparts (33%), reported that supervisor's duty was limited to the supply of teaching materials. For an equal number of men instructors (20%) said that supervisor's visit centres to ensure that the minimum physical facilities were available in the centres, and that instructors make use of discussion method in the centre. Supervisor's duty was also to demonstrate lessons for their benefit. To women instructors (12.75%), the supervisor used his/her visit in demonstrating a lesson, which they had to present otherwise.

It may be said that a majority of women instructors felt that supervisor's main concern was to supply teaching-reading materials, whereas a minority section thought that guidance in academic matters was also his responsibility. On

the other hand, a good percentage of man instructors found that the supervisor had to attend to both academic and non-academic aspects of the programme during his visit.

### Reading Material

Instructor's responses with regard to the use of reading material in the centre showed that they were not same everywhere. Replies to these are represented in the following Table :

TABLE XIII

Primer Used in the Adult Education Centre

Primer	Men Number	Percentage	Women Number	Percentage
Naya Kadam	12	80.00	13	81.25
Urdu in Ten Days	1	6.67	1	6.25
Buniyadi Qaida	2	13.33	1	6.25
Hindustani Qaida	—	—	1	6.25

It may be found from Table XIII that 'Naya Kadam', prepared by the Directorate of Adult Education, Delhi, was the main book, which was taught in the centres, whereas there were a few centres that were also using Pahili Kiran prepared by Literacy House, Lucknow (U.P.). From this, it was evident that most of them were Hindi centres. The number of Urdu centres, as compared to Hindi centres, was quite small. *Urdu in Ten Days* and *Buniyadi Qaida* were the two primers taught by the instructors.

Informal discussion with the instructors revealed that learners preferred to have primers that were based on traditional approach and also could be learnt quickly from them. They, therefore, suggested that copies of such primers along with other

reading materials especially prepared for them, may be prepared for them.

### Method of Teaching

The method of teaching in adult education centres was that of sharing of experiences and learning from each other. The programme was based on the premise that everyone had something to offer. For this it was essential that people's initial inhibitions had to be overcome so that they reacted freely as well as with responsibility. What made instructors to select one method of teaching adults in preference to others was an important question, especially when they had not been exposed to any regular training. Information supplied in this regard is presented in the Table below :

TABLE XIV

Choosing the Given Method for Teaching the Primer

Category	Men Number	Percentage	Women Number	Percentage
Developed personal style through personal experience	8	53.33	11	68.75
Demonstration by supervisors in the AEC	3	20.00	2	12.50
Outsiders helped in acquiring the fundamentals of teaching	1	6.67	1	6.25
By studying the instructor's guide	1	6.67	2	12.50
No reply	2	13.33	—	—
Total	15	100.00	16	100.00

Some of the important observations made are listed below :

- The majority of instructors had developed teaching style through experience.

— The percentage of women instructors, who were said to have been helped by their experience in choosing an appropriate teaching method, was higher (by 24 per cent) than their counterparts. About 20% men and 13% women instructors stated that they had acquired the teaching style by observing the

demonstration lesson given by the supervisor during the visit to the centre. In other words, more men and less women instructors had been benefited by the demonstration lessons given by supervisors.

— There were instructors who thought that the study of "instructor" (Contd. on next page)

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tor's Guide' had provided them with the insight of teaching adults. The percentage of woman instructors benefited from the study of "Instructor's Guide" was quite higher than man instructors.

### Topics for Training

The content of training is generally decided by the trainers which may not always reflect the real need of trainees. To find out what content would be more appropriate, the trainees were asked to list topics, which they felt, were important for them to learn. Responses to this question have been brought in the following table :

TABLE XV  
Topics for Inclusion in the Training Programme

Category	Men Number	Percentage	Women Number	Percentage
Emphasis on the practical aspect as how to teach adults	10	66.67	10	62.50
Present training content is adequate	1	6.67	—	—
No Reply	4	26.66	6	27.50
Total	15	100.00	16	100.00

Two points emerged from the preceding Table No. XV. Firstly, no specific topic was given for inclusion in the training. Secondly, a good number of instructors had left this column unreplied. A majority of the respondents, both men and women, wanted emphasis on teaching of literacy skills in training. The emphasis on literacy could also mean that full implications of adult education programme were not understood by the instructors. This was not unexpected because for them this was the first regular training course and they might have found it difficult to express their opinions on a question of this nature. They, however, felt that items in training should be of practical import.

### Difficulties in Running the Centres

Instructors were asked to list one most important difficulty, which, according to them, affects the running of adult education centres adversely. Responses given by them are presented in the Table XVI as given below :

TABLE XVI  
Difficulties Faced in the Running of Adult Education Centres

Category	Men Number	Percentage	Women Number	Percentage
Location of adult education centres unsuitable	2	13.33	2	12.50
Supply of reading material irregular	—	—	2	12.50
Visual aids not provided	1	6.67	1	6.25
Drinking water/fan not available	2	13.33	3	18.75
Kerosene oil difficult to get	3	20.00	—	—
Desks not supplied for learners and mats inadequate	—	—	2	12.50
Learners who did not want to come	1	6.67	—	—
No difficulty	2	13.33	2	12.50
No reply	4	26.67	4	25.00
Total	15	100.00	16	100.00

Table XVI shows that about 25% of man and woman instructors had not filled up the item on difficulties experienced in the running of centres, and about 12% of them found no difficulty. According to male instructors (20%), supply of kerosene was unsatisfactory. Other two difficulties (13% each category) mentioned were: unsuitable location of centres, and non-availability of drinking water/fans in the centres. This created difficulty during the hot weather. On the other hand, for about 19% woman instructors, their first difficulty related to drinking water and the electric fan. The other three difficulties were of equal importance; they felt unsatisfactory location of the centre, irregular supply of reading materials, and inadequate seating arrangement for learners.

During the group discussion and individual meetings, most of the instructors expressed that the type of accommodation for centres was unhygienic and inadequate. They also felt that non-arrangement of fans and drinking water added to their misery in summers. The analysis of responses revealed that lack of physical facilities concerned the instructors more than the problems of technical nature.

#### Suggestions for Improving AECs

Some of the instructors pointed out a number of difficulties which they had to confront in the centres. They were asked to list suggestions which, in their opinion, could improve the overall quality of the programme administered in the centres. A few suggestions given by them are noted in the table XVII below:

TABLE XVII  
Suggestion for Improving the Adult Education Centres

Category	Men Number	Percentage	Women Number	Percentage
Venue of centre should be proper	1	13.33	1	6.25
Charts and other teaching aids should be supplied	7	46.66	3	18.75
Good and comfortable seating arrangement should be made (desks for learners, almira and chairs, stools for instructor)	4	26.67	4	25.00
Programme organisers should be in regular touch with the adult education centres	1	6.67	3	18.75
Reading materials should be supplied in time	1	6.67	2	12.50
Economic incentives should be provided in the programme (training in small scale industries, sewing facilities)	9	60.00	9	56.25
Recreational tour programmes (in which organisers should also participate)	6	40.00	6	50.00
Adults should be allowed to sit for regular school examination	4	26.67	4	25.00
Adults should be given a certificate, equivalent to 5th class for employment purposes	7	46.67	6	37.50
Adults should be given preference in jobs	8	53.33	5	31.25

Some of the important results that can be seen from the preceding table are given below :

- A majority of instructors, 60% men and 56.25% women, felt that adult education centres should include those activities which can upgrade their economic status. Men instructors suggested book-binding, candle-making, soap-making, plastic work, etc., as possible vocational course of training. Women instructors suggested sewing and embroidery work as the main activities for motivating learners.
- Quite a good percentage of man instructors (40%) and woman instructors (50%) liked to have recreational programmes in the centres, such as group tours for learners to places of historical interest.
- More man instructors (46.66%) as compared to woman instructors (18.75%) wanted charts and other teaching aids to be supplied to them.
- Almost an equal percentage of man and woman instructors wanted desks for their learners. They were also interested to have an almirah for keeping reading material and exercise books for learners. Chairs and stools were also asked for.
- In the opinion of instructors, men (26.67%) and women (25.00%), an arrangement was needed whereby learners could be accommodated as in the regular school system.

- There were about 46% man and 37% woman instructors, who recommended the issue of certificates after the learner had regularly attended the centre. Furthermore, about 53% and 31% man and woman instructors, respectively, felt that the credibility of the programme would go up in the eyes of the people if graduates of adult education centres are given preference in matters of employment.

Broadly speaking, the suggestions made by the instructors were of two types : improving the academic aspects of the programme and bringing about a qualitative change in the economic life of the people through this programme.

Instructors' concern for the learners was quite evident from the fact that the majority of them strongly felt that adult education centres could become both learning-cum-earning centres. Any programme that circumvents the basic needs of the people and right to food and work, had little chance of success. Suggestions such as linking the completion of the course with some level of formal system, awarding certificates to learners and giving them preference in employment were of a pragmatic nature. These are pointers to tangible incentives, which a person joining the centre would like to have. Abstract incentives such as knowledge for knowledge sake, a man without education is not above the animal level, and men do not live by bread alone might prove true at the philosophic level but would offer no attraction to those whose immediate concern is economic emancipation and survival. □

(Concluded)

# Integrating Population Education with Adult Education

V. Mohankumar

*The importance of population education has assumed great significance in view of a large section of the adult population of our country being illiterate. The need of the hour is to make population education an important component of adult education. The adult education curriculum needs to be revised in the light of the pressing need for population control.*

*The author in this thought-provoking paper explains how an integrated approach can help reach the message of population control among the masses.*

ACCORDING to Dr. S. Chandrasekhar, "The population problem is the most fundamental of all human problems. It affects every aspect of man's social life—individual, national and international. It affects the health and happiness of individual families; it affects the prosperity of social progress of nations and it affects the peace of the whole world, and the population problem may lead to war".

## World Population

The population of the world today is about 4 billion and the growth rate is approximately 2 per cent. This means that between 75 and 80 million people are being added annually. The world population is expected to double in about 35 years or around the year 2010. The current population situation is unique in man's experience; the highest growth rate in human history from the highest base in absolute numbers.

With the total land area of about 3.29 million square kilometres, India had a total population of 548 million as per the census held in 1971. The average density of population of the country was found to be 178 persons per square kilometre. The total population of the country is thus next only to that of the People's Republic of China. Accounting for the world's total land area of 2.3 per cent, India has to sustain nearly 15 per cent of the world's population.

The distribution of population in India is highly uneven. There are some areas with very sparse population such as the desert Rajasthan, the mountainous areas like the Himalayas and the rainy, forested lands elsewhere. Certain areas, on the other hand, are very thickly populated.

The average density of population in the State like Kerala and West Bengal is about 500 people per square kilometre.

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*Paper prepared by the author for the Workshop on Integrating Population Education with Adults Education, March 19-21, 1980.*

In some of the highly urbanized territories, the density of population is still higher. For instance, Delhi has the average density of 2,738 people per square kilometre. At present, the net annual growth rate of population is about 2.2 per cent. The cumulative effect of this annual growth rate can be seen from the fact that the population of India during the decade 1961 to 1971 increased by 24.8 per cent.

The birth rate in India has been coming down very slowly whereas the death rate has been falling fairly rapidly. As per certain calculations, the birth rate at present is 35 per 1,000 and in the coming years it is to be brought down to 25 per 1,000.

The life expectancy in India is estimated to be now slightly above 50 years.

The urban population in India has been steadily increasing and it now stands at nearly 20 per cent of the total population, as against 12 per cent in the year 1921.

The literate population in India was about 23 per cent at the time of Independence. By 1971, this percentage of the literates had increased to about 30. However, there is a great disparity between the male and female literacy in the country. According to the census report of the year 1971, the percentage of the literate men in the total population is 39.5 whereas in case of women it is 18.7 per cent only.

### **Population Characteristics**

The sex ratio in India has been unfavourable since the beginning of this century; it was 972 in the year 1901; it stood as low as 930 women per thousand men in 1971.

The percentage of young population in the age-group 0-14 is very high. As

per 1971 census, 42 per cent of the total population was in this age-group.

The population pyramid in India with a very broad base, poses a very big problem for the rapid social and economic development of the country. It has special significance for educational planning in India as we have to plan for more and more schools every year.

### **Family Planning in India**

To reduce the birth rate in our country, the Government has taken much care to create a separate department called Family Planning Department with enough supporting staff. We have crossed almost 25 years after creating this structure. The Government has taken much pains to make people understand the scheme. The publicity given to this programme, was unique in the history of our country.

Mass media have been rightly involved in propagating and popularising the idea of family planning. Unfortunately, these media have oversimplified some of the complex issues involved in the process of family planning. For example, a message frequently conveyed was that a small family is a happy family. This simple assertion could hardly be considered true or meaningful in many situations. The main purpose of the family planning information activity in this narrow sense was to create awareness of the possibility of controlling the number and frequency of births by means of various contraceptive techniques. But still we are not able to achieve the expected result! Why?

This lack of success may be due to such factors as the high level of illiteracy among the people, the low status of women, social and religious preferences and the absence of any system of social security.

The educated people are able to read and understand the materials produced for advertisements by the Government but the uneducated masses have no approach to it. The educated people are able to discuss and get clarifications regarding the scheme for which the uneducated masses are not accustomed to it. So, whatever the Government produced for publicity among the masses was utilised by the educated people. The understanding of these messages by the uneducated was either peripheral or completely nil. So the question of their having doubt about these things is completely ruled out. People with peripheral understanding approach more often quacks available in their milieu to get their doubts clarified rather than the proper persons.

Moreover, family planning is the personal matter of eligible couples. Because of our culture, people are not ready to discuss openly and freely their personal matters with outsiders. These things are discussed with great reservations and inhibitions only in very intimate (and confidence) circles. Hence, it is better to entrust these things to the reference individuals and collectives in a locality to whom people can go for guidance and consultations. These reference individuals and collectives must be identified and given proper training before they are entrusted with this job. Here comes the importance of educating the adults in a community.

### Adult Education

The idea of adult education has undergone a tremendous change in the past half-a-decade. It does not mean any more teaching the alphabets to a group of old cronies, nor does it mean teaching them to write their names. "The present thinking on adult education", states emphatically the Policy Statement on

adult education issued by the Union Government, "is based on the assumptions that :

- a) illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress;
- b) education is not coterminous with schooling but takes place in most work and life situations;
- c) learning, working and living are inseparable and each acquires a meaning only when correlated with others;
- d) the means by which people are involved in the process of development are at least as important as the ends, and
- e) the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

The same Policy Statement states further that "Adult Education should also be relevant to the environment and learners' needs". While discussing the above, the population situation in India, one of the typical characteristics of the environment in which the adults have to live, learn and work, was brought out clearly. The living, learning and working conditions of the adult learner are crammed with people, and congested. Under these circumstances one of his main needs is to learn to lead a healthy, happy and responsible family life. And here comes the importance and necessity of integrating Population Education with Adult Education.

Moreover, according to the same Policy Statement, adult education is launched "to cover the vast segment of (illiterate) population in 15-35 age group". It is around this age group almost all the young men and women in India enter

the married state and start founding their families. It is one more reason for integrating population education with adult education.

While integration is a much publicised aspect of modern methodology, integration of population education has two dimensions :

- 1) It has to be integrated with the subject area with which it is linked. In other words, if it is to be prescribed meaningfully it has to be dealt within the socio-economic context as part of the development process in social studies or with environmental topics in science or in the family life in home economics.
- 2) At the same time these subject-related or subject-based units must also be integrated within the framework of the objectives of population education.

*Developing Curriculum for NAEP*—a manual prepared by the Directorate of Adult Education, New Delhi, suggests the following curriculum content for NAEP.

- i) Individual and society—his social, environmental and civic orientation,
- ii) Employment and vocational development,
- iii) Food production, distribution and nutrition,
- iv) Health and sanitation, and
- v) Home and family life.

How to integrate population education with these curriculum contents? Let us take, for example, the third content, "food production, distribution and nutrition". In this, we can discuss the following :

- 1) the connection between population increase and food production.
- 2) the food production has increased to a great extent, but still food shortage persists. Why?
- 3) comparing a small family with a family of more children through pictures.
- 4) children get more nutritious food in small families than the children in big families, etc.

#### Conclusion

Everybody accepts the importance of population education. The Government is very much interested now in integrating population education with the school curriculum and the curriculum of adult education. In this workshop, we intend to prepare materials on population education for use in adult education centres. It is necessary to bear two things clearly in mind while preparing these materials :

- 1) the standard of the Instructors, who will be using these materials in the adult education centres and their ability to understand these materials, and
- 2) the simple illiterate and rural adult learners. □

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# Expectancies of Women from Continuing Education

Savita Markanda

*Expectancies are motivating factors promoting women to go in for continuing education programmes. For this a study was conducted in the city of Chandigarh drawing an 'Information Schedule'. Eight hundred women, within the age-group of 20 to 50, income ranging between Rs. 500 and 2,000 and educational level from primary to post-graduate, were selected for sampling technique.*

*The findings from the data so collected reveal interesting facts. Summing up, it was found that most of the respondents were keen to pursue continuing education programmes provided the facilities were made available to them.*

**R**APID social, political, economic and cultural transformations call for an all-round development of human resources. Since education is a force to upgrade knowledge, proficiency, skills, and helps in modifying attitudes and values, it is being increasingly realised that instead of being a closed circuit, education must reach the whole of society. It should also cover the entire life-span of an individual. It must, therefore, become a dimension rather than mere preparation for life.

Women in India constitute 48.33% of the total population. They are very important human resources since they play a significant role in the development of the family, the society and the country. Today, the traditional role of woman as mother, wife, and home-maker has widened. She is expected to make a vital contribution as a citizen, a member of the community, the state and the nation. She is also expected to play the role of a wage-earner to supplement family income. Besides economic pressures, there are other socio-psycho situational factors and

motivations, which prompt women, particularly urban ones, to get back to studies, and secure a job. These are the compelling factors, which necessitate the provision of opportunities to women to prepare themselves for their changing role, and for better adjustment to new social expectations. For this purpose, adult/continuing education can play a vital role by providing appropriate educational facilities. Different categories of women, who are in need for continuing education programmes in urban areas, are those :

- (a) who are already in jobs. There is a need of training and education for them to become efficient in their respective fields of work so that their image, in the eyes of their employees, as well as their men colleagues, does not fall short of the expected level. Smith (1974), in his study on the need of personnel administrators in continuing education, found that women were among the most committed personnel, but perceived themselves to be among

the least prepared ; even personnel with 20 years or more of experience, indicated a high need of continuing education in areas that have recently come to the fore-

(b) who are educated but are not working, and having gone through the period of bearing and rearing-up of children, have enough spare time which they would like to utilize in a useful manner. For them, there is a need to provide the desired education and training so that they can engage themselves in some useful, and creative work. It is confirmed by Mears (1972), and many other researchers that women today reported themselves to be dissatisfied with daily activities, and they planned careers outside home ; and

(c) who are rural migrants, living in urban areas belonging to lower strata of society. These women are generally uneducated, or less educated. For them, continuing education related to family life, health hygiene, nutrition, family planning and in addition, training in some productive area is needed, to make them economically self-reliant, as is successfully being done by *Self-employed Women Association, Ahmedabad*, and many other such enterprises.

Need-based programmes can only be developed after identifying the characteristics, needs and expectancies of the target groups. Keeping this in view, a study namely, *The Expectancies of Urban Women from Continuing Education*, was conducted in the city of Chandigarh.

For the purpose of this study, expectancies have been considered as the motivating factors, prompting women to go in for continuing education programmes.

Thirty-five possible expectancies relevant to Indian conditions dealing with economic, personal, social, educational, professional and intellectual aspects were included in the 'Information Schedule.' The respondents were asked to give response in terms of 'Yes', 'No', and 'Uncertain', in respect of each statement, and to indicate three preferences, in order of priority, out of the affirmative responses.

**Methodology**

The study was conducted in the city of Chandigarh. Eight hundred women, within the age-range of 20 to 50, having monthly family income between below Rs. 500 and above Rs. 2,000 and educational level from primary to post-graduate, were selected by employing stratified sampling technique. Data were collected with the help of an 'Information Schedule', developed by the researcher. The particulars of the sample were as follows :

**TABLE I**  
Distribution of Sample by Age  
N=800

Age in years	Number	Percentage
20 to 25	246	30.75
25 to 30	207	25.87
30 to 35	160	20.00
35 to 40	117	14.63
40 to 45	42	5.25
45 to 58	28	3.50
<b>Total</b>	<b>800</b>	<b>100.00</b>

**TABLE II**  
Distribution of Sample by Educational Qualification  
N=800

Educational Qualification	Number	Percentage
Primary	36	4.50
Middle	25	3.13
Matric	131	16.37
Under-graduate	120	15.00
Graduate	285	35.62
Post-Graduate	209	25.38
<b>Total</b>	<b>800</b>	<b>100.00</b>

TABLE III

Distribution of Sample by Monthly Income of Parent/Husband (N=800)

Income in Rupees	Number	Percentage
Less than Rs. 500	96	12.00
Between Rs. 500 and Rs. 750	170	21.25
Between Rs. 750 and Rs. 1000	143	17.88
Between Rs. 1000 and Rs. 1500	164	20.50
Between Rs. 1500 and Rs. 2000	92	11.50
Above Rs. 2000	135	16.87
Total	800	100.00

### FINDINGS

#### Age

Age of the respondents accounted for significant differences in their expectancies.

Women up to 25 had several kinds of expectancies such as:

- Attaining higher qualifications : 77% ;
- Promotion of future prospects : 83% ;
- Attaining self-confidence : 84% ;
- Personal glorification : 77% ;
- Seeking employment 68% ; and
- Enhancing social status : 73% ;

For women in the age-groups 25 to 40, Betterment of family life : 77% ; Supplementing family income : 67% ; and attaining self-confidence : 73% ; were the expectancies. For those in the age-groups 40 to 50 : Personal enrichment of knowledge : 90% ; and intellectual satisfaction : 60% were more dominating as compared to economic and domestic upliftment.

Respondents up to 40 seemed more interested in availing continuing education facilities than those above 40.

Irrespective of age, a majority of women preferred continuing education as part of the expectancy during leisure time for cognitive enrichment, economic independence, and the status of a good citizen.

#### Educational Background

Respondents of different educational levels had divergent expectancies; from continuing education.

Women educated up to Primary level thought that education would help them in overcoming inferiority complex and attaining self-confidence : 80% ; and tackling day-to-day problems independently 78% ; Those educated up to Matric aimed at supplementing income : 77% ; in addition to the above, as part of their expectancies.

Women qualified between Matric to Graduate level gave many reasons for continuing education such as personal glorification : 75% ; Economic upliftment : 60% ; betterment of family life : 80% ; Professional upliftment : 55% ; and social enhancement : 52% ; Intellectual satisfaction : 86% ; and excellence in their field of specialisation : 80% were more dominating motivations for the post-graduates.

A majority of the respondents, irrespective of their educational background, wanted to usefully utilize spare time by going in for continuing education programmes for becoming knowledgeable, attaining academic, and economic benefits.

#### Monthly Income Level

Economic status of the respondents also accounted for significant differences

in the expectancies of women from continuing education. With an increase in income, the expectancies widened from the basic learning for earning concept to the aesthetic, the intellectual and the pursuit of hobby and leisure time activities.

Women from lower income groups seemed more interested in supplementing family income : 76% ; attaining self-confidence : 85% ; enhancing social status : 78% ; and becoming good housewives : 78%.

Those coming from middle-income families were interested in continuing education for economic benefits, like getting into jobs : 55%, and professional upliftment : 68%. They also aimed at personal glorification : 78% ; attaining higher qualifications : 70% ; and becoming knowledgeable : 88%.

Women from the higher income groups were more interested in taking continuing education programmes for intellectual : 80% ; and aesthetic : 78% satisfaction, besides specialization in their own fields of study, and work : 57%. Economic gains were of little importance to them.

### Conclusions

In the cultural context of Chandigarh, majority of the women surveyed

showed interest in learning, though their priorities in terms of expectancies from continuing education differed. Age, educational background, economic status of the respondents were the contributory factors accounting for significant variations with regard to expectancies.

Those connected with women welfare in general and their continuing education in particular, such as Government agencies, religious and voluntary organisations, and universities, need to base adult/continuing education programmes upon the needs and motivations of women, as reflected by the significant results of this study. This will ensure systematic planning for providing meaningful learning experiences according to the requirements of women. To elaborate this recommendation further, it is suggested that the expectancies of women from continuing education may be viewed in the context of various independent variables considered in the study. For instance, learning experiences, methods and techniques of learning, will need differential planning strategies for women at different age levels, educational and socio-economic background.

In sum, the respondents were found to be keen to pursue continuing education programmes, the success of which would largely depend upon the facilities provided.

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# Adult Education—an Economic Rejuvenation

K. C. Vashistha

*There is a growing realisation that education has a positive and significant correlation with the economic development of the country. The three major links, according to the author, that exist for a favourable climate for improved production and better way of life are a desire for change, adoptability for applying new methods and techniques in farming and taking economic activity seriously and in a business-like manner. If applied judiciously and in a harmonious manner, it can lead to the economic rejuvenation of the people.*

There has been a lot of controversy over defining the nature and concept of adult education. Some years ago, adult education was taken to mean adult literacy but the two are now taken as two different concepts. Adult literacy is only limited to the knowledge of three R's and thus essentially the base of adult education because adult education is concerned with the allround development of an individual.

There should be no doubt about the importance of adult literacy in the context of social and economic development. Economic development is the result of two factors viz., the human factor which contributes a little more than 50% of the economic growth and the development and application of science and technology. This human factor is sometimes identified with science and technology, sometimes with education and sometimes with organization but often with all the three. The human factor is responsible for a very large share of economic growth so it becomes important to identify the elements that promote the efficiency of the human factor. Planning can only create facilities for economic development but its utilization depends on the human factor, the will and capacity

to use those facilities. It is true that an illiterate person is not able to respond to the facilities that are created for him. If he is not motivated he is not able to use those facilities.

The positive correlation between literacy and national income or per capita income is not a new thought. It is not the new phenomenon of twentieth century; rather education has become the essential condition for economic development. The same fact has been accepted by Adam Smith, the famous economist. Alfred Marshall has considered skill as the base of production and education as the ways and means of bringing economic development. The modern educationists and economists have also supported the above fact.

Further, if we study the history of development of different countries, it will convince us that there had been positive correlation between education and the economic development of the advanced countries.

It is a well-known fact that Great Britain stole a march in the beginning of 19th century over the other European countries and the United States. But in the middle of the 19th century, Germany and the United States not only overtook

her, but surpassed her in economical development because Germany and the United States of America had put very high stakes on gearing their educational systems in top form. England during that period lagged behind in providing primary education for the people.

The case of Japan is also well known. In the middle of the 19th century, she was an underdeveloped country. The rulers of the country built up a system of general and technical education and paid due attention to their industrial advancement. It made her an economically developed country. It was all due to the well organised general education of the country.

The leaders of Russia did precisely the same thing when they came to power. Indeed, the Russian example is one of the most inspiring in the annals of education and the people all over the world had a word of praise. In 1926, Russia had an illiteracy rate of 43.3% but within a decade, the back of the monster of illiteracy was broken and today Russia has become one of the superpowers of the world. It is because of the fact that she gave much importance to the education of their labourers and farmers by implementing the adult education programme honestly.

It is now fully proved that education has a positive and significant correlation with the economic development of the country. The problem before us is how to reconstruct our adult education for the economic development of our nation. For the same we must take literacy programme as the basic thing, because whether in agriculture or in industry, a person's success in his occupation depends on his ability to use, to utilize modern scientific knowledge. Thus literacy is an important tool of development and the education of illiterates is important both

for the conquest of poverty and for healthy functioning of our governmental system.

There are three major links between adult education and economic development, which should be taken for reconstructing our adult education. These links are :

### Desire for a Change

It is a well-known fact that 82% of the population of our country lives in villages which constitute a major part of the people who live below the poverty line. Uptill now we have not been able to make villagers think of the economic development of the country. They have not been able to recognise their responsibility for development of their villages. Ultimately the rich minority of large land owners and industrialists in the country have become richer and the poor constituting more than 60%, who are small and marginal farmers, landless labourers etc., have become poorer. Because of illiteracy they have never been able to have the desire for better life. They must be told that they too can improve their standard of life in terms of clothing, shelter, education, health services, etc.

### Adoptibility

If any one has the desire to have a better way of life, he cannot get it by charity, gift, agitation or by a mere talk. It is not enough to have a literacy programme. It can only be achieved by hard work and employing improved methods of production in the field and factories. Moreover, better production is only possible when the people have an upto-date knowledge of farming techniques. They should be ready to give up the old and traditional methods of production and prepared to adopt new and scientific methods of production. So we must make our people aware about the availability of these methods which can teach them

to improve their skill. It will ultimately improve the economy of the country.

Most of the villagers do their farming only for the sake of earning for livelihood in a routine fashion. They do not go beyond it. Their work in the field is not a business for them. The moment we consider it a business activity, the idea of

calculation, making estimates analysis, profit and loss, inputs and outputs accounting etc., comes in. As we all know that as long as a person regards economic activity merely a way of life, he does not achieve economic progress. So, for making progress we have to treat economic activity as a business and not as a way of life.

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# Utilization of Educational Facilities by Tribals of Kerala

A. G. G. Menon, C. Bhaskaran and N.P. Kumari Sushama

*The present research paper throws light on the extent of utilization of educational facilities by the four selected tribes of Wynad district in Kerala.*

*The results of the study show that there was a marked difference among different tribal groups with respect to the extent of utilization of educational facilities offered by the Tribal Development Department.*

*The study will go a long way in helping the planners in designing future programmes for the betterment of tribal population.*

**I**NDIA has one of the largest concentrations of tribal population in the world. According to the 1971 census, the tribal population was about 38 millions, which constitutes 6.94% of the total population in India. The widening social chasm between the economically weaker sections and the other sections of the society is clearly evidenced from the profile feature of the tribes in the country.

The planned efforts made towards the social and economic development of the tribes have not resulted in much perceptible change in the living conditions of the vast majority of the tribal population. As in other parts of the country, in Kerala also the Tribal Development Department is providing, among other facilities, educational opportunities for the tribes to integrate them into the national mainstream. This study was conducted as part of post-graduate research with the objective of analysing the extent of utilization of the educational facilities by the selected tribes and to relate it with the selected personnel and their socio-economic conditions.

## Methodology

In all, 200 persons drawn from four distinct tribal communities of South and North Wynad district of Kerala were randomly selected as respondents, for the study. A list of educational facilities offered to the tribes by the Tribal Development Department was prepared. From this list the following facilities offered were selected for the study :

- (a) sending children to school,
- (b) availing of incentives given by the Government to send children to school,
- (c) utilization of boarding and lodging grants and participation in functional literacy class.

The respondents were asked to indicate their extent of adoption of the selected educational facilities. A score of '1' was given to adoption of each of these practices and '0' for non-adoption. The respondents' age, level of aspiration, value orientation, farm size, income, information source, consultancy, socio-economic status were also measured by using appropriate techniques.

'F'-test of significance was applied to find out whether or not the tribes belonging to two categories of a selected independent variable have the same variance, with reference to the extent of utilization of education scores. Further, the normal test of significance was applied to find out the difference in the mean scores of utilization of educational facilities by the different tribal groups.

### Findings and Discussion

Table 1  
Distribution of tribes according to their extent of utilization of educational facilities (n=200)

Sl. No.	Tribe	Extent of Utilization	Frequency	Percentage
1	Kurumans	Low	22	34.92
		High	41	65.08
			63	100
3	Kurichians	Low	19	47.50
		High	21	52.50
			40	100
3	Adiyans	Low	24	55.82
		High	19	44.18
			43	100
4	Paniyans	Low	42	77.78
		High	12	22.22
			54	100

An examination of the results presented in Table 1 shows that a higher frequency of Kurumans exhibited high level of utilization of educational facilities followed by Kurichians. It also shows that, of the four tribes, majority of the Paniyans and Adiyans utilized the educational facilities offered by the Tribal Development Department only to a lesser extent. This highlights the need for the promotion of educational opportunities among the Paniyans and Adiyans in particular and other tribes in general. Moreover, most of the settlements of Paniyans and Adiyans are found in remote areas which are cut-off from transportation, communication and educational facilities, resulting in lack of awareness among the Paniyans. In addition, the tribal children are forced to work in their farms and are engaged in collecting minor forest produce and firewood, hunting and fishing, which might be another reason for the lower extent of utilization of the educational facilities by these tribes.

A bird's-eye-view of the results furnished in Table 2 on next page brings to focus some interesting findings.

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**Table 2**  
**Significance of difference in the mean scores of utilization of educational facilities by tribes**

Sl. No.	Category of Tribes	Frequency	Mean scores of utilization of educational facilities	'F' value	'u' value
1.	Young age group	107	1.32	0.997	0.16 NS
	Old age group	93	1.95		
		<hr/> 200 <hr/>			
2.	Low level of aspiration	121	1.35	1.004	8.50**
	High level of aspiration	79	1.86		
		<hr/> 200 <hr/>			
3.	Low value orientation	114	1.61	1.006	0.00 NS
	High value orientation	86	1.62		
		<hr/> 200 <hr/>			
4.	Small farm size	103	1.43	0.989	4.63**
	Large farm size	97	1.94		
		<hr/> 200 <hr/>			
5.	Low income group	91	1.50	0.009	0.00 NS
	High income group	109	1.76		
		<hr/> 200 <hr/>			
6.	Low information source use group	102	1.49	0.984	1.98*
	High information source use group	98	1.87		
		<hr/> 200 <hr/>			
7.	Low socio-economic status group	98	1.33	0.994	0.02 NS
	High socio-economic status group	102	2.00		
		<hr/> 200 <hr/>			

The level of aspiration of the tribes was found to be a very important factor influencing the extent of utilization of educational facilities by them. The association between farm size, information

sources used and extent of utilization of educational facilities was also found to be significant. It could be deduced from the above findings that as the levels of aspira-

*(Contd. on page 27)*

- \* Significant at 5 per cent level of probability  
 \*\* Significant at 1 per cent level of probability  
 NS-Non-significant

# Reviewing, Restructuring and Reviving the NAEP

Malcolm S. Adiseshiah

**A**N important meeting of the voluntary organisations headed by the Tamil Nadu Board of Continuing Education and the Union Ministry of Education headed by the Joint Secretary in charge of Adult Education, was held in Madras under the chairmanship of the Commissioner and Secretary to the Government, Department of Education, Government of Tamil Nadu, on June 29, 1981. The occasion for the meeting was the desire of the Union Ministry to review with the voluntary agencies and the State Governments the first assessment by the NAEP Evaluation Unit of the Madras Institute of Development Studies on the role of voluntary agencies in Tamil Nadu in the National Adult Education Programme.

The Joint Secretary posed some important and difficult questions. First, why in a State with the second highest literacy rate and a tradition of voluntary agencies were only 30 agencies operating under NAEP? Second, why against the target of 3,00,000 adults to be made literate by the voluntary agencies in the first two years, only 50,000 adults were enrolled in the 2,400 centres, according to the review report? Third, why is the rate of dropouts and non-participants almost equal in every centre to the members enrolled? Fourth, why was not something done about the feeling of 60 per cent of the learners that the facilities at the centre, particularly the space, building or its lack, and lighting were unsatisfactory? Fifth, why was not some mid-term correction made with regard to the almost exclusive emphasis on literacy? And even so while "the overtly expressed

expectations of learners from the adult education centres revolved around literacy, a majority felt that they had not achieved the desired level of competency at the end of 10 months", so that even the literacy emphasis was insufficient in results. Finally, and probably the most serious finding of the review was "the current level of resource allocation which in theory is Rs. 60 per adult illiterate to be educated over a period of 10 months seems unrealistic. The effective cost per learner works out to more than Rs. 400 on the basis of the present average achievement rate of 4 learners per centre (21 learners completing the course) becoming adequately literate".

These were tough questions posed by the Joint Secretary on the basis of the findings of the evaluation report. The voluntary agencies present represented over half of the 2400 NAEP centres that were run in the two-year period. They first agreed with the review report's main findings, which also happen to be the critique of the programmer by the Kothari Committee. The low literacy rate arrived at by the report is based on applying strictly the norms established by the Central Directorate of Adult Education—that is ability to read 50 words per minute, copy 10 words a minute and make minor calculations of up to three digit figures.

The report gives other statistics on the subject which is relevant; that 14 per cent of learners could read fluently, another 44 per cent with difficulty, that 26 per cent could write more than 60 per cent of the words dictated and another 18 per cent

40-60 per cent of the words ; that 50 per cent of learners could add up to three digits and 41 per cent subtract, but on one digit almost all had competence. The agencies pointed out, as the report does, that over 50 per cent were for women and the structural difficulties bore heavily on them. The need for a long-term programme—far longer than the 10 months' of the current programme—as envisaged by the Kothari Committee, the possibilities of equipping the animator for discharging the awareness role of the programme, and the urgency of ensuing the continuing education of over four lakh adults, who have been made literate by the Government and the voluntary agencies, were some of the conclusions that emerged.

But the real importance of the meeting was that this was the first official meeting called by the Union Government (the first after the new Government took office in January 1980) to review, restructure and revive the National Adult Education Programme. In fact, the Joint Secretary stated that the meeting was planned to be called on that day because it was expected

that a week or fortnight earlier, the Government announcement on NAEP would have been made. Due to some uncompleted paper work, this has been delayed, but this meeting is an earnest of the Government's decision to go ahead with the programme. There will be a meeting like this in Bombay at which the Tamil Nadu, Gujarat, Rajasthan and Bihar evaluators will also be present and then a final meeting in Delhi to restructure the programme in the light of the six evaluations, the Kothari Committee report and the Government decisions. The meeting was a booster to this State Government and the voluntary agencies.

It is true that some valuable time and momentum have been lost and, more serious, some of the experienced project personnel have had to go away into other fields.

But the call of adult education is sounding again and we, the voluntary agencies, must respond in the light of the experiences of the last two years in the helpful evaluations of that period that are available to us. □

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## Utilization of Educational Facilities by Tribals of Kerala

(Contd. from page 25)

tion, farm-size and information source consultancy of the tribes are enhanced, their extent of utilization of educational facilities offered by the Tribal Development Department would also simultaneously increase.

### Results

In general, the results of the study have clearly brought out the fact that there

was marked difference among the different tribal groups with respect to the extent of utilization of educational facilities offered by the Tribal Development Department. Therefore, the profiles of those tribes, benefited to a greater extent of the educational programmes, should be kept in view of the development planners, while designing future programmes for the betterment of the tribal areas. □

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## IAEA News

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### Population Education Camp in Coimbatore

The Indian Adult Education Association in collaboration with Sri Avinashilingam Home Science College for Women, Coimbatore, organised a population education camp in Ramanathapuram, about 25 kilometres away from Coimbatore city on March 13 and 14, 1981.

The objective of the camp was to impart information about population explosion, its implications and the need to limit the family size. Senior post-graduate students of the Child Development Department of the College conducted the programme.

A small skit was organised by the students on the first day to bring out the advantages of small family and disadvantages of large family. It was followed by songs. The implications of rapid population growth were explained.

On the second day, a Tamil play with the title *Pathinaru Petru Peruwazhvu Vazha* was enacted, depicting the happiness and unhappiness of a small and a large family, respectively. It was followed by a meeting, in which representatives of Family Welfare Bureau, Youth Club and local leaders participated.

Over 350 persons from nearby villages attended the camp.

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### News From the Field

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#### National Seminar on Population Education

A national training seminar on Adult Educators for Population Education was organised by the Directorate of Adult Education, Ministry of Education and Culture, Government of India, in collaboration with the National Institute of Health and Family Welfare in New Delhi from March 23-30, 1981. The seminar made the following recommendations :

- (1) It was suggested that task force/committee for developing training curricula for the project officers, supervisors and instructors, with a view to integrate population education, may be constituted by Directorate of Adult Education.
- (2) On lines similar to the national training seminar, seminars and workshops on population education for training adult educators may be organised at state, district and project levels. It would be desirable if the Department of Health and Family Welfare, voluntary organisations, universities and adult educators are involved in planning and organisation of these seminars.
- (3) A mechanism of concurrent training on a regular basis may be evolved to integrate population education with adult education at various levels of adult education functionaries.
- (4) It was felt that there was need for organising a national workshop for developing teaching-learning materials related to population education for integrating this component in the adult education, followed by regional workshops in order to make the materials more relevant to the specific situations. These materials should also include handbooks, guidelines leading to the development of a training kit.
- (5) With a view to ensure effective utilisation of the training inputs for adult education instructors and to save the wastage of the investments made in them, a well designed system of providing appropriate incentives may be evolved, so that the instructors are able to sustain their interest

in adult education in general and the population education programme in particular. The utilisation of this trained manpower for a longer duration (2-3 years) should be planned.

- (6) It would be appropriate if the field functionaries of adult education programmes are included in the mailing list of the State Health and Family Welfare Departments, for regular supply of materials produced and circulated by them.
- (7) The existing monitoring and evaluation system and learner's evaluation system evolved by the Directorate of Adult Education may be revised, if need be, in such a way that population education programme also finds a place in it.
- (8) Some pilot projects may be undertaken by the National Institute of Health and Family Welfare for integrating population education in adult education programme. This could provide guidelines for others on the basis of actual field experience.

#### Literature for Neo-literates

The Directorate of Adult Education, Ministry of Education and Culture, Government of India, selected 54 manuscripts in different Indian languages for the award of Rs. 1,000/ each. These manuscripts include 40 books on general education and 14 family welfare topics.

Out of 54 books selected, four are in Assamese, two in Bengali, four in Gujarati, 14 in Hindi, three in Kannada, five in Marathi, five in Malayalam, two in Oriya, three in Punjabi, three in Tamil, two in Telugu and seven in Urdu.

The Directorate will purchase 1,500 copies each of the prize-winning manus-

cripts for distribution in rural libraries, adult education, community and family welfare centres.

#### Award for Book for Neo-literates

*Jeevan Jach*, a book written in Punjabi by Dr. Ranjit Singh, Head of the Department of Extension Education of the Punjab Agricultural University, Ludhiana, and Secretary-Treasurer of the Punjab Society of Adult Education, has been selected for a national award by the Government of India in the National Prize Competition for Literature for Neo-literates announced recently.

Dr. Singh is a member of the Council of the Indian Adult Education Association.

#### Seminar on Monitoring and Evaluation

The Directorate of Adult Education organised a National Seminar-cum-Workshop on Monitoring and Evaluation of NAEP in New Delhi from March 2 to 7, 1981.

The key-note address of the Seminar was delivered by Mr. J. Veeraraghvan, Director, National Institute of Educational Planning and Administration. Dr. S.N. Saraf, Education Adviser, Planning Commission, delivered the valedictory address.

The Seminar reviewed the functioning of the monitoring system and considered ways of strengthening it. It reviewed the progress made in the area of learner evaluation. The seminar also considered the issues connected with the evaluation of training programmes at various levels.

Forty-two participants representing Government Departments, SRCs, colleges and universities, and voluntary agencies attended the Seminar-cum-Workshop.

#### SRC, Chandigarh

#### Seminar on Women in Home and Community

A seminar on *The Role of Women in*

*Home and Community* was organised by the Regional Resource Centre, Punjab University, in collaboration with Centre for Continuing Education, Punjab University at village Dhana (Chandigarh) from February 3-6, 1981. Fifty women from various villages participated.

Smt. Bimla Paul, Chairman, Social Welfare Advisory Board, U.T. Chandigarh, inaugurated the seminar. Besides discussing the various topics relating to the welfare of rural women, practical demonstration on the preparation of nutritive food was also given.

The seminar discussed the following sub-topics in groups :

- (a) Problems and immediate needs of rural women;
- (b) Ways and means of utilising the available resources for the welfare of rural women.

The village women participated very actively in group discussions and showed keenness for allround change in their lives.

#### **SRC, Pune**

The State Resource Centre for Non-formal Education, Maharashtra, published a primer for tribals speaking Bhilori dialect. The primer was planned and written by a team of adult educators, a linguist and two educated tribal youths.

#### **Writers' Workshop**

The SRC, Pune, organised a two-day writers' workshop. About 10 writers, who participated in this workshop, prepared materials such as folders and booklets for neoliterates.

#### **Award for Adult Education Manual**

A book entitled, *Vayaskara Shikshna Karpidi* (Adult Education Manual) in Kannada written by Mr. T.R. Nagappa, former Senior Research Assistant of Karnataka State Adult Education Council, received the Karnataka Sahitya Aca-

demy Award for 1979. The book had also received the Mysore University Award.

#### **G.S.K. Nair Gets Ph.D.**

The University of Kerala awarded the degree of Doctorate to Mr. G. Sankaran Kutty Nair, Teacher, Government Medical College High School, Trivandrum, on his thesis, *Training Programme for Non-Formal Education Workers*. Mr. Nair worked under the supervision and guidance of Dr. K. Sivadasan Pillai, Coordinator and Head, Centre for Adult Education and Extension, University of Kerala.

#### **Homage to Durgabai Deshmukh**

The Indian Adult Education Association profoundly regrets to record the death of Dr. (Mrs.) Durgabhai Deshmukh, Founder and President of the Andhra Mahila Sabha, Hyderabad, in Hyderabad on May 9, 1981. She was 71.

Mrs. Deshmukh was the Vice-President of the Indian Adult Education Association for a number of years. She was given the coveted Nehru Literacy Award of the Association in 1971 for her outstanding contribution to the promotion of literacy and education of the people.

She was founder Chairman of the Central Social Welfare Board, Member of the Planning Commission and Chairman of the Editorial Board of Encyclopaedia of Social Work in India.

Mrs. Deshmukh was also a member of the International Consultative Liaison Committee of Unesco from 1966 to 1969. She was honoured with *Padma Bhushan* in 1975.

Mrs. Deshmukh was Honorary Director of the Council for Social Development, India International Centre and Executive Chairman of the Population Council of India.

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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 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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- Appraisal Studies of Adult Education Programme :  
Part I  
—Anita Dighe, R.S. Mathur  
and Prem Chand

**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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## Two Legs of A Civilisation

A great American social philosopher of this century, the late Dr. Sydney Hook, who had a penchant for saying the profoundest things in the pithiest manner, spent almost a life-time trying to understand the nature and dynamics of the history of man. As part of this, he studied the various civilisations with great interest. "Civilisation", he said, "walks on two legs—Cooperation and Competition". There is an inner dialectic in civilisations that sustains their basic reality as part of a historical process. Civilisations, whether incipient or in an advanced stage of growth, have at the heart of their being two elements—cooperation and competition. They are the very stuff that goes into the making of a civilisation and its culture.

Dozens of civilisations have faded away in the long history of the man. One of the basic reasons of this can be traced to the imbalance and weakening of the two ingredients in their history. Interestingly enough, as long-enduring historical totalities, four civilisations, namely Christian, Hindu, Islam and Buddhist, all religious in nature, are with us even today in potent and meaningful forms. These historical totalities, on-going in nature, cutting across national boundaries, have both elements of cooperation and competition built into them in a real way.

One wonders if this is true of civilisations over time; is it also true of modernisation in general and directed social change, in particular, in our day? The answer does not seem to be entirely in the affirmative. Our developmental goals and the processes that go with them last long, purposely and effectively if we do have cooperation as a conscious built-in endeavour and competition is encouraged with an awareness and knowledge of the means that need to be used. Building cooperation into social change involves the understanding of the potential and actual strengths of those involved in it. Competition involves similarly insightful handling. Millions these days aspire to reach social and personal goals without sufficiently appreciating that the process involves hard work. Many from every strata today want rewards as a redressal for injustice done or exploitation to which they have been subjected to. Competition is often not convenient to them for it is not easy especially when one realises that it requires grit, determination and a strong achievement motivation, for hard work is at the heart of all competition. This becomes all the more difficult in achieving developmental goals. Also there can be no place in this kind of competition for jealousy, rivalry and rancour. It is a competition for excellence on a different plane.

It is time that we asked ourselves what place do cooperation and competition have in our developmental planning and programme. And then what about adult education itself as part of the developmental process. Our preoccupation is mostly with methods, budgetting, personal and the like. It is equally important that we create an enabling ethos. This is where cooperation and competition have a place. A useful exercise in our educational efforts would be to take a careful look at our programmes where real competition and cooperation can be deliberately included as an approach and a practice. This is easier said than done. But try we must.

# The Deadwood Glows

Chunibhai R. Bhatt

*We present here the story of a bonded farm labourer, who lived in an invisible, impeccable dungeon of ignorance and illiteracy. How he lifts himself up from the slough of despond, and emerges from darkness to light and occupies a pride of place, is a revealing and interesting saga of a person determined to fight against all odds, blazing a trail for all those hapless ones who wallow in poverty and ignorance.*

*Here is the life-story of Babubhai Dholaria, who, till the age of 18 was an illiterate, is now a Project Officer in Adult Education and Extension Services, University of Saurashtra, Rajkot, as retold by Mr. Chunibhai R. Bhatt, a dedicated and eminent adult education worker.*

**B**ABUBHAI Dholaria, who had not picked up the three Rs even at the age of 18, was considered, as most of the farm labourers who toil as slaves, a deadwood. Though illiterate, he had the wisdom to see that man is the master of his own destiny and can change it provided he has the will to do. For him, there was no other way to success but to work hard and with determination to achieve his objective. He worked as a farm labourer, a primary and middle school teacher, and now, by sheer dint of hard labour and dedication, rose to occupy a place of honour and position as Project Officer in Adult Education and Extension Services in the Saurashtra University, Rajkot (Gujarat).

Babubhai's life is a beacon light to guide and inspire nouveau literates. His thirst for knowledge was unlimited. He began his life from a scratch. His success in acquiring literacy and education and obtaining a post-graduate degree are linked with self-learning and self-development.

His ancestors, belonging originally to Dholaria, a village near Rajkot in Gujarat

State, worked as agricultural labourers. They worked on farm seasonally but were out of job during the off-season. They later shifted to Bavavala's Vadia, a bigger place, which they thought would help them get regular employment as farm labourers. But this was not to be. They had to move to Amreli in Kathiawad to get a living. It was in Vadia that Jadavbhai, the father of Babubhai, was born. He had no land of his own and had to face many difficulties there. His wife used to remain sick. However, as his children grew young, the burden of supporting the family fell on young Babubhai, the eldest of the children. The family lived in utter poverty.

From here, Babubhai's father, Jadavbhai, moved to Dhoraji, a small town in Gondal in the former old princely state. The farmers of Gondal were quite well-off and there was no dearth of work for Jadavbhai. He sent his son to school when he was seven years old. Babubhai liked his school but he could not stay there any longer as the place was quite far away. Jadavbhai later decided to return to Vadia. But in this process, Babubhai's study was interrupted and he could not go beyond

the middle standard. Life for Jadavbhai was hard and difficult. It proved to be a setback to him and it became difficult for him to live on without any work. He became economically crippled. To keep himself out of this impasse, he allowed his 10-year-old son to become a farm labourer which brought him some economic relief. But his conscience pricked and he realised that he could not send his son any more to school. He was a victim of circumstances.

Forced to live a life of chill penury, Jadavbhai one day decided to send his son to work as a farm labourer in Khajuri-Hadmatia on a paltry annual remuneration of Rs. 75. Babubhai entered into a contract to work as a bonded labourer for one year. He took up his job soon after the Holi.

Life for Babubhai here was one of toil and sweat; he had to remain at the bidding of his master day and night. There was no leave, no holiday nor even a short rest during the day. There were no fixed working hours. But his master was rather a kind-hearted person. He assigned Babubhai light duties such as weeding out wild growth, watering the field and throwing the garbage away. Babubhai liked his work.

At long last, the one-year term of his bonded labour came to an end and Babubhai was free to go home. He gave all his earnings to his father, Jadavbhai, whose joy knew no bound on his son's return. Babubhai's experience helped him to get employment in Sultanpur on a higher yearly remuneration of Rs. 90. He worked there for two years. He became an experienced hand at the age of 12. He got another job in Dhundhia Pipalia near Kunkavav. In Sultanpur, he got another job on still higher wages. He spent one-year there. He changed several jobs until he reached the age of 17.

One day a streak of light dawned in him. It was a cold day and he lay awake on threshing ground. He was counting the days of his return home. He had still to work for another 16 or 17 days as a bonded labourer when he realised how long he would continue to live such a life of drudgery and slavery.

He thought of his studies, which he had to give up abruptly. Memories of school days in Dhoraji flashed across his mind. He felt an urge to resume his studies, which would put an end to all his miseries. He had now attained 17 and had grown moustaches. "Who would admit me in a school at this age?" he pondered for a while and asked himself.

It was one morning, while digging a pit that he found a page of old *Phoolchhab*\* jutting out. He was tempted to read it. Some educated people, who happened to pass by asked Babubhai what was he doing with that old *Phoolchhab*. Babubhai felt ashamed that he was able to identify only a few words. After that he picked up alphabets and learnt to read. It became his passion. He would take up any printed paper and attempt to read it. His return to Vadia helped him to develop a reading and writing habit.

However, his evil days were not yet over. His new master would not allow him to read newspaper and felt angry whenever he found him reading. The employer thought that if he had engaged an uneducated labourer, he would not have wasted his time in reading and writing and shirked from work. An uneducated labourer, in his opinion, was always good. His master, therefore thought it fit to send him to work in the field and pass his nights where he would get no opportunity to read or write.

But Babubhai's urge to acquire knowledge and learning was so strong that he

(Contd. on page 24)

\*a daily newspaper from Rajkot (Gujarat)

# Adult Education—Some Questions and Answers

Jeevan Nayak

*Fusion of the old with the new remains in a state of flux all the time in all walks of life. Wisdom of yore stands to advantage like old paddy. It is advantageous to consolidate past experience in order to derive benefit when the occasion demands.*

*In the olden days, wisdom of the learned used to be restored in the memory of the learner. Memory is and used to be not only a unique mental strength but also a key to tradition. It was through the memory alone that all valuable knowledge flowed from one generation to another. Later, when codes of social and religious conduct were evolved, prescribed and graphically represented, their universal accessibility continued to remain in doubt. Simpler and condensed forms of communication had, therefore, to be resorted to, giving rise to anecdotes, dialogues, questions-answers, quartets of wisdom, meaningful verses, pithy sayings, idioms, phrases and the like for instant consumption.*

*While giving here some questions and answers pertaining to adult education, it is left to the readers to judge how much of the old is blended with the new and the recent.*

## **How is an illiterate defined ?**

He is a person who is unable to read, write and understand a short and simple statement of facts relating to his daily life.

## **How is literacy defined ?**

Literacy is regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing.

## **What is functional literacy ?**

Over and above, the process of learning the skills of reading, writing and arithmetic, literacy has come to be seen as a part of an educative process conforming to the principles of life-long education and as an instrument for the liberation of man and his development.

## **How are adult illiteracy and low school enrolment two sides of the same coin ?**

If the causes of illiteracy are to be rooted out, it is essential that all children of school age should have access to basic elementary education.

## **How is illiteracy more than a problem of individuals ?**

The dimensions of illiteracy are nationwide. It has direct and far-reaching economic and social effects on the country as a whole.

## **Are illiteracy and poverty co-existent ?**

The extent of illiteracy contributes to the growth of poverty on a national scale. The poorest, the worst-fed and the least well-cared for human groups are unable to participate effectively in the progress of societies to which they belong.

**Do you think that literacy in a programme of adult education is being over-emphasised ?**

No. No country can use the benefit of science and technology on the scale necessary for its development if its population includes a high percentage of illiterates. Moreover, in changing societies the written word is one of the means whereby a sense of cultural identity can be renewed and perpetuated.

**How is it that a substantial reduction in the percentage of illiterates in the population of our country has not been effected even though an all-out effort has been made in that direction ?**

The absolute number of illiterates is constantly rising because of soaring population growth.

**Is it a fact that the most spectacular successes in adult-literacy campaigns have been achieved in a context of profound social change ?**

Yes. This phase in India coincides with a period between 1930 to 1950 during which individuals faced new situations and were active protagonists in bringing about the desired changes in society.

**When can literacy work be most effective?**

When the beneficiaries themselves participate in it as agents of their training and become aware of the need for such a personal involvement.

**How can literacy programmes be integrated into the process of life-long education ?**

By follow-up. By putting literacy and numeracy to use in everyday life of the beneficiaries. By providing them suitable material in the form of texts written in their own language that take account of their level of education and of their interests.

**Is it always possible in India to apply the recommendation that initial literacy should be achieved in the learner's mother-tongue ?**

Not always. Problems arise when a language does not exist in written form and long-term research has to be undertaken to establish an alphabet and determine linguistic rules. In such situations greater use might be made of 'diglot' materials using two languages, one better known to the participants to serve as a bridge to the language in which literacy is to be ultimately attained. But such materials would be seldom used for practical difficulties in their preparation. As a result many adults throughout the country will seek to attain literacy in a second language in which they may not be fluent.

**When are adult education programmes wastefully expensive and morally unjustified?**

When there is a woeful lack of reading material for the neo-literate after he has learnt to read.

**Why does an overwhelming majority of the people who are taught to read each year become illiterate by the end of the following year?**

Their new ability is quickly lost for want of suitable reading material.

**How can the neo-literate adults enjoy the newly acquired art of reading ?**

They can do so if good books are available that deal with understandable facts and situations in their own life experience.

**How can the following be determined ?**

- a. What does the adult do with his newly acquired skills ?
- b. What kinds of reading materials he is interested in ?
- c. Whether he is able to understand the literature published for him ?

- d. Whether he is able to derive benefit out of it ?
- e. Whether the literature intended for him conforms to the social and cultural values set up by the community he lives in ?

By organising studies and surveys and conducting investigations according to the existing system of classroom education and the campaigns of adult literacy.

**What are the broad categories into which reading materials for neo-literates may be divided ?**

Three categories :

1. Primers
2. Supplementary books
3. Follow-up books

**What is generally understood by literature for post-literacy stage ?**

Literature for this stage generally comprises books on various topics to develop skills of reading and writing, general knowledge and information written in simple language.

**Is it necessary that the first stage post-literacy reading material for adults be situation-specific ?**

Yes. The first stage supplementary reading material should be a shade higher than that designed to teach the basic skills of reading and writing. It would therefore stand to advantage to allow the local teacher to work out procedures and methods of his own, directly adapted to a given community, even fitted to a single class and to encourage him to try improvements of his own design by recourse to newspapers, motion pictures, books and radio—integrated to a new area of knowledge and made relevant to the follow-up reading material.

**Should the local teacher be left to his own resources and imagination for pre-**

**paring the first stage supplementary reading materials?**

Let the local teacher be assisted and counselled by a middle-level education officer on his periodical rounds, an elder conversant with the local idiom and an aspirant leader known and respected not for his power and pelf but for his integrity.

Let him be further assisted by the following broad criteria :

- i) The themes should be very close to the everyday life of the learners.
- ii) Material should consist of small independent units roughly matching 2 to 4 pages in print in crown 8vo size.
- iii) Ideas should be very simple. Idea load should be kept as light as possible.
- iv) Vocabulary already used at the literacy stage should be augmented by 50% words most commonly spoken in the area of the learners.
- v) Sentences should be short, average length being 5 words to a sentence.
- vi) Use of conjunct consonants should be limited. Too many of them should not be used on a page.
- vii) The script should coincide with 16pt printing type. This requirement should be clearly explained to the scribe by showing a printed specimen.
- viii) Text should occupy only half the total space, the rest should be covered by simple and forceful line-drawings.
- ix) Titles should be easy to read and attractive.

**Is it necessary to have this material printed?**

No. Let the local teacher share with adjacent centres the services of an illustrator, a scribe and a cyclostyle operator who maintains an apparatus. Informal trial and error by the local teacher is needed to produce the most suitable innovations and newer designs in reading materials.

**How should the second stage supplementary reading material be prepared?**

Second stage supplementary reading material should be prepared as a by-product of literacy workshops, to be organised for a duration of at least two weeks. Participants should be trained in the techniques of writing for the new literates and checking their Mss with the potential users.

**Could there be any other methodology for preparation of second stage reading material?**

Production of suitable literature for use at this stage can also be encouraged by competitions for which printed books in the languages in vogue could be invited and prizes awarded to those found suitable. Terms and conditions underlying prize competitions may categorically state that the first concern is to find the material within the experience of the learner.

**What other factors need be emphasised for the guidance of those who propose to enter prize competitions for production of literature for the neo-literates?**

It may also be stressed that education of the adults lays minimum emphasis on

a systematic mastery of knowledge and maximum on his all-round growth as an individual capable of solving problems that arise in course of his day-to-day life.

**What should the third stage of reading materials for neo-literates comprise?**

The third stage of reading materials—the follow-up stage—should comprise books for recreational reading, general knowledge and information and should be supplemented by other materials such as sound motion pictures, recordings, wall-charts, wall-newspapers, etc.

**How should material for the follow-up stage be got prepared?**

The normal trade should be left free to come into the picture at this stage and collaborate in production of reading and reference materials for the adult learners with an assurance of bulk purchase by government agencies of a third of what goes into production at five times the actual cost involved, provided all specifications regarding type, size, lay-out, content, art work and price, etc., laid down in this behalf are strictly adhered to by the other party.

The point to be stressed for the benefit of the collaborators at this stage is that for the purpose of progressive learning by personal experience, the selection and treatment of reading materials are dictated by the demand of the learners and that they should in their own interest be ever prepared to take advantage of experiments conducted for assessment of this demand. □

# Non-formal Education Through Voluntary Action

V. K. Natarajan

*The present study attempts to analyse the implementation of the non-formal education programme launched by the Cuddapah District Vyavasaya Coolela (agricultural labourers) Sarvodaya Sangham, a voluntary organization engaged in ameliorating the lot of the poor for over 27 years. A brief profile of the Sangham precedes its activities.*

IT has been estimated that nearly 80% of our population live in rural areas and eke out their living from the land. As most of the rural people being illiterate, they are not able to take the full advantage of the benefits available to them under the various development programmes introduced by the government. Besides, they continue to be exposed to various social disabilities. The prevalence of illiteracy in rural areas retards the progress and pace of various developmental activities initiated both by the government and non-governmental organisations. According to George H. Axih, "Non-formal education can do more for rural development. It can bring the power of knowledge. It can facilitate communication among rural families and between rural villages. It can bring about a shared awareness which is associated with a consequence of interests; and it can lead to organisation and to political power."

In view of the fact that non-formal education improves the quality in man and acts as an effective tool of development among the rural poor, our government has emphasised the importance of non-formal education in rural areas. Not only the government introduced and

implemented various measures and procedures for the promotion of non-formal education in rural areas, but also called upon non-governmental organisations such as the voluntary organisations to associate, support and supplement its endeavours. Accordingly, a large number of voluntary agencies today have been playing a pioneering role in the field of non-formal education in the rural areas. Among such voluntary organisations, the Cuddapah District Vyavasaya Coolela (agricultural labourers) Sarvodaya Sangham in Andhra Pradesh is one of them.

The study here attempts to present an analysis of the implementation of non-formal education programme by CDVCSS in Andhra Pradesh. A brief profile of the Sangham precedes before the discussion of the subject.

## CDVCSS

The Cuddapah District Vyavasaya Coolela (agricultural labourers) Sarvodaya Sangham is one of the pioneering voluntary organisations engaged in the field of voluntary action for the rural poor functioning for over 27 years in Cuddapah district in Andhra Pradesh. The Sangham, started in 1952 with 173 agricultural labourers as members under

the Indian Trade Union Act, is having at present 24,000 members spread over in 600 villages. One of the main objectives of the Sangham is "to promote the social, economic and moral conditions of agricultural labourers". Keeping this broad objective in view, the Sangham is carrying out various socio-economic programmes for the rural poor such as the agricultural development, food for work, legal aid services, health education, non-formal education programmes, etc.

A broad outline of some of the non-formal education activities being carried on by the Sangham is given below.

### Non-formal Educational Activities

The non-formal educational activities were started by the Sangham nearly a decade after it was established in the form of educational and training programmes with the following objectives. They were undertaken to promote awareness among the members, which contribute to their inner strength, increasing their understanding of the social, economic and political forces at work in their environment and enabling them to fight against injustice successfully. They also impart skills to the members and their families and facilitate implementation of the programmes of socio-economic development.

### Training Programmes

A total of 27 programmes were organised and 1,745 members attended them. The duration of the programmes varied from three days to six months. The subjects covered under these programmes included community development, leadership, agricultural extension, health and nutrition, poultry-keeping, cooperation, training of rural animators, etc. The level of participation for the programmes were rural women, rural youth, small and marginal farmers, agricultural labourers, delegates, members,

and office bearers of the Sangham, village level workers and rural voluntary force, etc. The programmes were organised in the form of camps, seminars and regular full-time courses.

By and large, programmes were organised at the headquarters of the Sangham. A few were organised in villages having a large membership and where infrastructure support was available. The Sangham has appointed a Programme Director to design the courses, implement and evaluate them.

### Resource Mobilisation

The Sangham mobilised the support of a number of organisations and individuals at the local, national and international levels in organising the programmes. At the local level, the officials of the development departments of the government and also the officials of the financial institutions, such as banks, participated in the programmes as guest faculty. They also gave their views on the course content and methods of teaching on the basis of which the programmes were redesigned. At the national and international levels, the assistance was in terms of funds for running residential courses. The national organisations such as the Action for Food Production and international voluntary organisations such as CARITAS India Ltd., OXFAM, Seviss Catholic Center Fund and Indo-German Social Service Society, gave financial assistance to organise the programmes. This assistance helped the Sangham to synchronise its educational activities with the programmes of agricultural development, Maternity and Child Health (MCH), etc. and in maintaining hostel facilities for the residential programmes.

### Leadership and Community Development

As for the leaders, the role of village organisers, delegates, animators, and committee members is very important as

they are the 'change agents' for the village people. But unfortunately, they belong to the poor, illiterate and down-trodden sections. This poses a great impediment for them in discharging their duties and playing an active role in the village. They lack formal leadership qualities and dynamism. They also lack organising capacities. Having realised all these impediments, the Sangham has now and then been organising courses so as to refresh them. These training programmes make them aware to realise their roles, rights, duties and responsibilities in the day-to-day life. Once they start to regain awareness through these training courses, all the social barriers and impediments which stand as stumbling block for their development could be eliminated.

#### **Agricultural Extension Programmes**

The agricultural extension programmes were intended to support the agricultural development programmes of the Sangham. After the Sangham has started functioning, many of the members of the Sangham, who were agricultural labourers, became small farmers on account of acquisition of land through different processes. In order to promote their economic status, the agricultural development programmes were initiated. As the members were not aware of the modern developments in agriculture such as the selection and utilisation of inputs, modes of seeking credit requirements and land settlement and ownership of relevant lands, the Sangham organised seminars to educate them about these matters with the help of the development personnel of the State departments of agriculture, and banking organisations. However, no systematic evaluation of these programmes was done except the accounts given by the participants towards the end of the seminar, of their impression about the course and the possible utility of the knowledge acquired through it.

#### **Rural Animators' Training Programme**

The rural animators are a special cadre of 'change agents' introduced in selected clusters of villages to work with the rural poor and enable them to solve their problems. Having realised that mere economic and technological changes do not result in real and lasting development, and genuine development takes place when there is a greater awareness leading to personal growth, the Sangham introduced this new element. A team of 30 young men were chosen from different villages for this purpose and designated as rural animators. The role of animators is complex. Knowledge about the rural communities, skills in human relations and an aptitude to work with the people need to be developed in the trainees.

Keeping these broad objectives in view, courses were designed and spread over a period of three months. The contents of the programme included knowledge of the social and economic structure of the rural society, the dynamics of rural life, the social processes at work, working with individuals, groups and communities towards solving problems and developing skills in communication. The local officials from the government departments and the faculty of the Indian Social Institute, New Delhi, helped in the training programme. The programme was evaluated at the end of the course and was also followed up by visits of the Programme Director to the scene of performance of the rural animators.

#### **Health and Nutrition Education Activities**

The objectives of the health education activities are three-fold. First, to train the functionaries to work in the maternity and child health programme started for a selected group of villages; second, to upgrade the skills of the traditional midwives of the villages who mostly belonged to the depressed sections. And finally, to pro-

mote greater awareness among members about health, hygiene, sanitation and nutrition.

### Training of Functionaries for MCH

Under the health education activities, two auxiliary nurses and 30 rural animators were given training in basic health and nutrition and they, in turn, spread the principles of health among the members of the Sangham and their families. The areas of training courses were the principles of health, detection of anaemia, malnutrition and certain deficiencies, detection and prevention of dehydration, home treatment and simple treatment of common diseases, like cold, fever and early detection of TB and leprosy, importance of immunization of children, first-aid and home nursing. Each trainee was provided with simple drugs and a medical kit. The programme was similar to the multiple health workers training scheme run by the department of medical and health services. Some doctors from the nearby primary health centres helped in these programmes.

The Sangham also received aid from OXFAM for organising programmes and also in maintaining the MCH centre.

### Workers' Education Programmes

These programmes were organised to promote greater awareness of the social and economic environment among the rural labour. The trainees were mostly

illiterate and semi-illiterate and the programmes followed the Socratic method of training (question and answer sessions). They were also educated about the rights and benefits they were entitled to under different legislations. The Central Board for Workers' Education provided assistance twice to organise these sessions.

### Observations

The different programmes organised by the Sangham show its concern to promote awareness among its members and to help them and their children in improving or acquiring skills to increase employment chances. Besides, the programmes were also designed to complement the developmental programmes and propagate modern technology.

We had occasions to observe some of the training programmes organised and also examine the mode of planning, implementing and evaluating them. In all the programmes, the trainees and the trainers were clear about the objectives of the programme. The course content was also kept fairly flexible to cater and to suit the area needs of different batches of trainees. The size of the group of trainees in different programmes ranged from four to 75 and their age-group ranged from 30 to 60. Lecture sessions were common and audio-visual aids were rarely used. In order to keep the motivation of the trainees high, it was found necessary to have small groups and encourage their free participation. □

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## Small is Productive

*Although most farms in developing countries are small, the small minority of large farms account for most of the area ; yet there is wide ranging evidence that (comparing similar type of agriculture) smaller farms outperform larger farms in value added per acre.*

*World Development Report, 1980*

# Factors Motivating Adult Participants—a Research Study

M. Khajapeer and P. Adinarayana Reddy

If adult education programmes are planned and executed based on adult education participants' motives, much of the crisis of their non-motivation and drop-out can be overcome. The specific use of the knowledge of the factors motivating adults for attending adult education centres for preparing diversified and need-based curriculum, for organising adult education centres effectively, for selecting suitable functionaries, particularly for the grass-root levels and for implementing suitable follow-up programmes need not be over-emphasized.

The factors motivating adult participants lend themselves to a two-fold classification, namely, those belonging to intrinsic motives and the factors belonging to extrinsic motives. Intrinsic motives, which develop from within the participants, are a source of self-motivation. Extrinsic motives, which emanate from without, have their genesis in external factors like curriculum content, curriculum activities, centres' organisation and location, persons or agencies motivating the participants.

## Objectives

The study that drew its sample from the adult education centres organised by the Andhra Pradesh State Directorate of Adult Education in Sri Kalahasti Block had the following objectives :

1. to identify the motives of the participants for attending the adult educa-

tion centres in Sri Kalahasti Block ;

2. to delineate the motivators, who had pursued the participants to enrol themselves in the adult education centres in Sri Kalahasti Block ;

3. to find out whether the participants feel a sense of affinity towards the instructors—whether they like or do not like the instructors and the reasons thereto ;

4. to know from the participants their favourable or unfavourable reactions to the teaching-learning materials given to them and the reasons thereto ;

5. to know from the participants their liking or not liking of the location of the centres and the reasons thereto ; and

6. to suggest appropriate action, if any, in respect of curriculum preparation, planning and execution of adult education centres based on the findings.

## Methodology

*Tool Used* : An interview schedule to collect data was designed. The items included in the schedule were designed to collect data pertaining to personal details of the participants, their motives for attending adult education centres, their liking or not liking for the teaching-learning materials and the reasons thereto. In the schedule prepared in Telugu, the specific question posed to elicit responses pertaining to motive(s) was: What are your mo-

tives for attending the adult education centre? Under motivators who pursued the participants to join the centres, the motivators suggested for the choice of the participants were: self-motivated, instructors, parents, friends, village leaders and others. Under the items liking or not liking of the teaching-learning materials and the reasons thereto, the materials included were: slate, slate pencil, *Janavachakam* (peoples' primer), *Adaayam Penchuko* (increase income) and *Aarogyam Subhrata* (health and sanitation). These were the materials supplied to the participants attending the adult education centres in the Sri Kalahasti Block and were found appropriate for inclusion.

*Sample*: By the end of April, 1980, there were 8,816 participants in the 300 centres run in the Sri Kalahasti Block by the Directorate of Adult Education, Andhra Pradesh. This block is in Chittoor district of Andhra Pradesh and it was selected because of its proximity to the investigators. Using Fisher and Yates (1948) Statistical Tables, 32 centres were selected randomly from among the 300 centres. It was found that of these 32 centres, 15 centres catered exclusively to men participants and 14 to women. Three centres served mixed groups of both men and women.

From each centre, five participants were selected at random totalling 160 participants from the 32 centres. It was a sheer coincidence, much to the surprise of the investigators, that males and females in the sample were equal, each group comprising 80.

*Administration of the Schedule*: The schedule was administered to the sample during the last week of April, and the first fortnight of May, 1980 and the data were collected during the working hours of the centres. The responses were noted verbatim.

*Data Analysis*: The responses noted verbatim for the questions on the motives for attending the centres, the reasons for liking or not liking the instructors, teaching-learning materials and the convenience of the centres were checked for overlapping and duplication. As such, a particular motive or reason, though had been expressed more than once by the participants, was included in the list of motives or reasons prepared only once.

#### Sample Characteristics

*Age-wise Distribution of the Sample*: The sample was predominantly younger in age group, as it can be observed from Table 1. It is interesting to note that even people beyond 35 and plus were attending the centres.

TABLE-1  
Age-wise Distribution of the Sample

Age group	Number	Per cent
15-24	105	65.625
25-34	42	26.250
35-45	13	8.135
Total	160	100

*Caste-wise Distribution of the Sample*: From Table 2 below, it is clear that around 54% of the sample belonged to backward castes. Backward and the SC and ST categories put together accounted for around 74% of the sample. This shows that persons belonging to SC., ST and other economically and socially deprived sections were attending the programme more in number than the other categories.

TABLE-2  
Caste-wise\* Distribution of the Sample

Caste	Number	Per cent
Forward	42	26.25
Backward	86	53.75
S.C. and S.T.	32	20.00
Total	160	100

\*Forward Caste : Reddy, Kamma/Naidu, Vaisyas or Brahmin  
 SC and ST : Adi-Andhra, Lambadi, Mala or Madiga  
 Backward : All the other except those included under the first two categories

*Occupation-wise Distribution of the Sample* : The major part (around 63%) of the adult learners in the sample were agriculturists and around 22% of the sample belonged to the category of agricultural labourers. Put together these two categories accounted for around 84% of the SC and ST.

TABLE-3

Occupation-wise Distribution of the Sample		
Occupation	Number	Per cent
Agriculturists	100	62.500
Agricultural labourers	35	21.875
Others	25	15.625
Total	160	100

### Findings and Discussion

*Motives for Attending Adult Education Centres* : The motives expressed by the participants for attending the adult education centres are mainly sociogenic in nature and belong to a wide spectrum of interesting areas. The list of the motives is as follows :

- to acquire literacy ;
- to teach literacy to children ;
- to acquire functionality ;
- to read newspapers ;
- to read stories ;
- to read books on songs ;
- to read signboards ;
- to read names of bus stops ;
- to learn to sign ;
- to learn to write letters ;
- to learn to maintain household accounts ;
- to learn to maintain accounts pertaining to work ;
- to learn to do caste-occupation efficiently ;
- to know improved methods of cultivation : to know pests and diseases

attacking crops ; to know plant protection procedures ; and to know optimum dosage of chemical fertilizer to be applied to crops ;

- to increase income ;
- to secure job ;
- to learn socio-economic matters ;
- to know Government; sources credit ;
- to learn health care;
- to learn to observe cleanliness;
- to learn rules of etiquette;
- to learn to approach officials;
- to mix with others;
- to get educated like others;
- to learn country's affairs;
- to improve knowledge;
- to know to vote correctly; and
- to know to write promisory notes and documents.

Most of the motives expressed by the participants are related to literacy and functionality dimensions. The curriculum in operation in the project, at present, includes learning units on most of the learning needs expressed by the participants and hence fulfils the needs of the participants. To sustain the participants in the centres throughout the duration of the centres' organization, it can be suggested that newspapers, easy-to-read-and-understand story books, booklets on songs may be made available in the centres for the use of the participants after they acquire satisfactory level of literacy skills.

*Motivators Pursued the Participants to Join the Centres* : The motivators, who pursued the participants to join the adult education centres, can be known from Table 4 on page next.

TABLE-4  
Motivators Pursued-wise Distribution of Participants

Sl. No.	Motivator	No. of participants pursued	Per cent
1.	Self-motivated	78	48.750
2.	Instructors	39	24.375
3.	Parents	10	6.250
4.	Friends	4	2.500
5.	Village leaders	3	1.875
6.	(1) + (2)	5	3.125
7.	(1) + (5)	1	0.625
8.	(2) + (4)	3	1.875
9.	(1) + (2) + (4)	13	8.125
10.	(2) + (4) + (5)	1	0.625
11.	(1) + (2) + (5)	3	1.875
Total		160	100

As evident from Table 4, around 50% of the SC & ST was self-motivated. It was generally believed by quite a few adult educators that adult participants had no motivation for learning. The present study contradicts this belief. The investigators had a strong feeling, which was mostly based on their experience in the field, that, other things being equal, adult participants do have motivation for learning in Indian conditions. Lack of motivation on the part of organizers is an Achilles heel to field programmes in adult education.

*Liking or Not Liking the Instructors and the Reasons Thereto:* Out of a sample of 160, 159 had liked their instructors. This was heartening to know how smoothly the instructors were sailing with the participants. The following reasons were given by the participants for their liking for the instructors.

teaches literacy well;  
encourages;  
organizes the centre regularly;  
friend;  
asks questions well;  
emotionally balanced person;  
sociable;  
good person;  
slow and systematic in teaching;  
trains in embroidery and stitching;  
intelligent;

teaches on health and sanitation;  
trains in singing and playing;  
fellow and peer;  
narrates fables; and  
farmers like us.

The one participant, who did not like his instructor, did so, for the instructor did not teach well and also because he was a petty politician type.

The findings on the characteristics of popular instructors do corroborate with the following observations made in *The World of Literacy* (1979, p. 26)\*.

"Teachers are more successful when they create a positive atmosphere that learning is possible and that literacy learning is a joint teacher-learner relationship. The rapport between teacher and learner is strongly influenced by teacher's involvement in the life of the community. It was found in Burma and Somalia, for example, that when volunteer teachers lived, worked, and taught as part of the village community, illiterates were more receptive to attending classes than they were when teachers lived far away from the village. Adults adjust more readily to classes taught by someone who knows and understands their cultural and social conditions."

\*The International Development Research Centre, *The World of Literacy-Policy, Research, and Action*, Ottawa: 1 DRC, 1979.

The motives do give pointers to be observed while selecting the instructors for appointment and also while training them. If emotionally balanced, sociable, good, intelligent instructors and also those who are adept in skills like narrating fables, singing, playing, embroidery and stitching are selected, they will be liked by the participants. This liking may not only make them to possess initial motivation but also to sustain them and thereby to ensure higher retention quotient. While training, the instructors have to be equipped with good methods of teaching including good methods of asking questions (probably through the method of micro-teaching) and good methods of encouraging. Also, they should make it a point to organize the centres regularly and systematically apart from mixing with the participants like friends, peers and fellows.

*Liking or Not Liking the Teaching-learning Materials and the Reasons Thereto*: All the participants liked the teaching-learning materials given to them. This provides evidence to conclude that the material was need-and-interest-based and in proper format including the vocabulary.

The following reasons were given by the participants for their liking the teaching-learning materials:

Contain information on many diseases, income generation, health and cleanliness, family planning, and savings;

pictures are attractive;

need-based letters are fairly big and attractive;

well organized for learning;

topics easy for learning;

vocabulary within comprehension;

and possible to learn more in less time period.

*Liking or Not Liking the Location of Centres*: While as many as 146 participants liked the location of the centres, only 14 did not like it. Those who liked gave the following reasons:

nearer;

free from disturbance;

clean;

spacious; and

electrified.

Those who did not like, gave the following reasons:

by the side of road and amenable for disturbance;

not electrified; and

located in the house of opponents.

As can be predicated, the centre to be attractive, should be nearer the participants' dwellings, free from disturbances, clean, spacious and electrified and should not be located in the premises of their opponents.

### Conclusion

The motives of the participants pertain mainly to literacy and functionality dimensions. It will be interesting to know what specific motives participants have age-wise, sex-wise, occupation-wise and caste-wise. The participants, by and large, were favourably disposed to the instructors, teaching-learning materials and to the location of the centres. Fact finding study on the type of existing curriculum, qualities of instructors operating, and the type of place of location of centres will help to infer the qualities of ideal instructors, teaching-learning materials, and centre locational pre-requisites. □

# PLEASE SWITCH OFF

Lights, Fans, Air-conditioners, Cooler and other  
Electrical Gadgets, when you don't need in your  
Houses, Shops, Offices etc.

**This will save your money and reduce Electricity  
Consumption Bill.**

AVOID WASTAGE OF ELECTRICITY

AND

SAVE POWER FOR NATIONAL PRODUCTIVITY

**DELHI ELECTRIC SUPPLY UNDERTAKING**

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SM. O.J.

# Appraisal Studies of the Adult Education Programme

Anita Dighe, R.S. Mathur and Prem Chand

## Part-I

A unique feature of the National Adult Education Programme has been the involvement of eminent research organizations in the country in undertaking periodic appraisal and evaluation studies of the on-going programme in different States. While these studies have helped to enhance the credibility of the programme in many ways, they have also provided an opportunity to the social science research community to develop better sensitivity and understanding of the programme that is designed to bring about social change. For those associated with the policy, planning and management of the adult education programme, these studies have provided the first authentic data base for assessing the strengths and weaknesses of the conceptual, operational and technical aspects of the programme.

To date, six appraisal studies have been undertaken in five States of the country. These are :—

- (1) Rajasthan (1) : Indian Institute of Management, Ahmedabad.
- (2) Rajasthan (2) : Indian Institute of Management, Ahmedabad.
- (3) Gujarat : Sardar Patel Institute of Economic and Social Research, Ahmedabad.
- (4) Bihar : A.N. Sinha Institute, Patna.

- (5) Tamil Nadu : Madras Institute of Development Studies, Madras.
- (6) Maharashtra : Tata Institute of Social Science Research, Bombay.

These studies have the following important features and these need to be taken into consideration.

(1) Except for the study by the Tata Institute of Social Sciences, Bombay, all the other five studies deal with programmes that were run by voluntary agencies. Most of these agencies had had a long-established tradition of social service and of running development programmes for the cause of the poor and the disadvantaged. For most of these agencies, adult education was one of the programme in the total development effort.

The study undertaken by the Tata Institute of Social Sciences, Bombay, on the other hand, has evaluated the efforts of the voluntary agencies, government and the universities programme.

(2) The main objective of the studies was to make a quick appraisal of the programmes in terms of assessing the strengths and weaknesses of programme operation and of ascertaining the impact of the programme on the learners.

(3) Despite the broad objective of ascertaining the effectiveness and the impact of the adult education programme in different States, the methodo-

logies developed and used by each of the research organizations were independently designed. As a matter of fact, each research institution was even encouraged to utilize the professional experience and expertise of its research faculty in designing the evaluation study. By and large, however, the overall aims, objectives and methodology have not been very different.

(4) While the studies have highlighted the importance of qualitative, non-parametric and informal aspects of the programme along with the statistical, parametric and formal aspects, the emphasis given by the research institutions to these two aspects have tended to differ.

In the present review, an attempt is made to highlight the salient findings of these evaluation studies in so far as they affect policy and planning decisions. An attempt is also made to focus mainly on those issues and findings that are common to all the studies and for which substantive data is available.

### Sample Size

Table-1 below presents details regarding the number of agencies covered by the studies, the number of centres covered as well as the number of learners and functionaries interviewed :

Name of Study	When conducted	No. of agencies studied	No. of centres covered	% of total centres	No. of learners interviewed	Dropouts	Potential learners	Elites	Instructors
1. Gujarat	Aug. 1978 to Jan. 1979	45 VA	181	10%	530	65	—	—	169
2. Rajasthan(1)	July to Sept. 1979	7 VA	125	10%	458	139	223	348	119
3. Bihar	Sep. to Oct. 1979	19 VA	113	10%	339	67	—	—	113
4. Rajasthan(2)	Nov. 1979	50 VA	186	10%	768	321	464	555	184(T)
5. Tamilnadu	Aug. to Dec. 1980	31 VA	97	40%	194	85	97	—	97
6. Maharashtra	July— Aug. 1980	39 VA (Govt. Univ.)	292	6%	1102	232	249	—	292

### Findings

An analysis of the findings cover the following major areas. These are :

1. Composition of adult education centres.
2. Learners, enrolment, attendance, wastage.  
(closure of AECs, dropouts and under achievement).
3. Instructors' background, adequacy of training etc.
4. Teaching/learning materials.
5. Functionality and awareness components of the programme.
6. Community participation.

### I

#### Adult Education Centres (AECs)

##### Composition

#### (A) By Sex

But for Rajasthan (1) study, the other studies provide the break-up of AECs by sex :

Table : 2  
Breakup of AECs by Sex

	Male	Female	Mixed
1. Gujarat	41%	31%	28%
2. Rajasthan (1)	N.A.	N.A.	N.A.
3. Bihar	90%	10%	—
4. Rajasthan (2)	63%	31%	6%
5. Tamilnadu	36%	54%	—
6. Maharashtra	58%	23%	5%

(Rest not available)

(Contd. on next page)

Table No. 2 shows that excepting Tamilnadu, a larger number of male centres were in operation than female centres. The figures are particularly alarming for the State of Bihar.

Considering the policy directive to encourage more female participation in the adult education programme, efforts would need to be stepped up to ensure more female participation in the programme. Alternate strategies for encouraging women to join the adult education programme would have to be seriously considered.

### (B) By SC/ST

Another policy directive aimed at encouraging more SC/ST participation in the programme. A comparison of the SC/ST participation in the programme with the total population of SC/ST in the respective States shows that their participation figures were quite encouraging. While it is true that Scheduled Tribe population is often concentrated in specific geographical areas, the Scheduled Caste population, on the other hand, is more or less evenly distributed in each State.

Table : 3  
Break-up of AECs by SC/ST

	SC	ST	OBC	Total
1. Gujarat	8%	50%	16.5%	74.5%
2. Rajasthan (1)	12.5%	20.8%	7.8%	41.1%
3. Bihar	48%	18%	—	66%
4. Rajasthan (2)	9.6%	14.6%	18.4%	42.6%
5. Tamilnadu	—	—	—	38%*
6. Maharashtra	23%	17%	9%	49%

It is only in the case of Rajasthan that the S.C. participation was lesser than the percentage of S.C. population in the State.

With regard to the age-group of the learners, the studies showed that the programme reached out to learners in the 15-35 age group. There were, however, some learners in the below 15 age-group

\*includes SC/ST only.

and above 35 age-group. Rajasthan (1) study reported on the rather larger number of learners in the below-15 age-group. Whether below-15 learners should be regarded as part of the adult education programme would need to be given consideration. On the other hand, the studies showed clearly that it was the younger age-group i.e. 15-25 years, who were mainly attracted by the programme for 60% of those between 15-35 years belonged to this age-group.

## II Learners

### (a) Enrolment

The table below indicates the average enrolment per centre :

Table : 4  
Average Enrolment per AEC

State	Average Enrolment
1. Gujarat	32.4
2. Rajasthan (1)	27
3. Bihar	31.1
4. Rajasthan (2)	27
5. Tamilnadu	21
6. Maharashtra	30.9

The average enrolment per centre varied from 21 in Tamilnadu to 32.4 in Gujarat. The mean value of these averages works out to 28.2, which is slightly less than that recommended average enrolment of 30 learners per centre. But these averages hide some erratic trends of enrolment in AECs. These averages generally refer to initial enrolment. In practice, learners continue to drop out and fresh learners are enrolled throughout ten-month duration of the programme. In many cases fresh learners are enrolled to replace the dropouts with a view to keeping the effective enrolment around 30.

In Maharashtra, total enrolment (initial enrolment + additional enrolment) in 4 AECs was found to be in the range of 61-85 learners. The number of dropouts in those centres was in the range of 31-50. The figure of total enrolment seems to be quite impressive if it is analysed purely in

quantitative terms. If the initial enrolment in these centres was around 30 and the total enrolment exceeded 60, presumably most of those learners who joined the centre in the beginning must have left the centre before completing the programme. Those who continued till the end of the programme would also have attended only a part of the programme. So the learning outcome at these centres may have been quite low. Qualitatively these centres could not have made much progress.

It needs to be considered whether this practice of replacement/enrolment of learners in AECs should continue throughout the duration of the programme or whether it should be discontinued at some stage.

Yet another dimension that needs consideration is, given the fact, that seasonal migration is a characteristic feature of rural areas and as reported by the studies, one of the major reasons given by the learners for dropping out of the programme, flexibility of duration to suit the needs of the learners would have to be thought of.

#### (b) Attendance

Of those who are enrolled in AECs, those who actually come to the centre regularly is a good indicator of the interest of the learners in the adult education programme. The table below indicates the average daily attendance per centre (percentage of attendance to enrolment).

Table : 5  
Average daily attendance per centre

State	Average daily attendance
1. Gujarat	25.3* (78%)
2. Rajasthan (1)	18 (66.6%)
3. Bihar	21.3 (74%)
4. Rajasthan (2)	20 (74.1%)
5. Tamilnadu	17.8* (85%)
6. Maharashtra	20.4% (66%)
Mean value	20.4

\*Computed from percentage of attendance to enrolment indicated in the report.

From the preceding table, it can be seen that the average daily attendance in AECs varied from 17.8 in Tamilnadu to 25.3 in Gujarat. From the mean value, we may infer that on an average about 20 persons attend an AEC daily. But there are other factors to be taken into account. For the purposes of obtaining data on attendance, the quick appraisal studies depend mainly either on the records of attendance maintained in attendance registers of the attendants on the day of visit to the centres. In some cases, records were not available at all and in some other cases, they were incomplete. While on the one hand, Indian Institute of Management, Ahmedabad, which verified this data in case of Rajasthan through a sample check was of the opinion that these records could be considered as reliable. On the other hand, Sardar Patel Institute of Economic and Social Research, Ahmedabad, on the basis of a similar check questioned the reliability of this data. While the Bihar and Tamilnadu appraisals based their assessment of average daily attendance on the attendance on the day of visits to centres, the Tata Institute of Social Sciences does not seem to have conducted any sample check of the recorded attendance. Attendance on the day the visit took place after giving prior information to the agency and the instructor as in the case of Tamilnadu appraisal may not be considered as a representative sample. Reliability of the attendance data therefore needs to be established.

#### (c) Wastage

Before the programme completes its 10-month duration, wastage occurs in various forms. Some of the AECs do not complete the duration of the programme and are prematurely closed for various reasons. Learners dropout before completing the programme and from amongst those who continue till the com-

pletion of the course some may not be able to acquire learning outcome of the minimum desired level.

(i) Closure of AECs

The table below indicates percentage of AECs, which were closed before the completion of their duration of 10 months.

Table : 6

Percentage of AECs closing before completing 10-month duration

1. Gujarat	6.2%
2. Rajasthan (1)	18%
3. Bihar	0.2%
4. Rajasthan (2)	N.A.
5. Tamilnadu	17%
6. Maharashtra	29%
Mean value	12.0

In Maharashtra as many as 29% of the sampled AECs closed before completing the programme. This problem was more acute in urban areas (47%) and in respect of AECs organised by university students (56%) in that State. One reason for the premature closure of a number of AECs run by the universities is that students are busy with their studies and examinations and hence are unable to continue till the end. The major reason for premature closure in other cases was found to be lack of interest and irregular attendance of the learners. Bihar appraisal has indicated that only two centres out of 1145 AECs were closed prematurely. But since the Bihar appraisal dealt with AECs which had functioned for about six months and had not completed the 10-month duration, the ultimate figure of AECs closing before completing the full duration is not available. In any case the mean value indicates that on an average about 12 percent of AECs are closed before they complete the full duration of 10 months.

(ii) Dropout of Learners

Table : 7

Percentage of dropout of learners in AECs

1. Gujarat	2%
2. Rajasthan (1)	18.5%
3. Bihar	Not mentioned
4. Rajasthan (2)	18.5%
5. Tamilnadu	30.0% (9% for current centres)
6. Maharashtra	20%
Mean value	17.8%

The above table indicates that the problem of dropouts varied from about 2% in Gujarat to 30% in Tamilnadu and that on an average about 18% of the learners dropped out before completing the programme. But these estimates of the dropout rate are not based on any uniform definition of the term. Actual dropout rate can be worked out when the AEC has completed its 10 months duration. Tamilnadu study has indicated that the dropout rate for those centres which were still functioning was only 9%. In case of the current centres, more learners may still dropout, the rate of dropouts worked out on the basis of either the current centres alone or on the basis of current and completed centres put together may not represent the true picture of the dropout rate.

Another variation with respect to the working out of the dropout rate relates to its relationship with initial enrolment or to total enrolment. Maharashtra appraisal indicated that on an average 6.4 persons per centre or 16.5% of the total enrolment dropped out before completing the programme. The same study has indicated that the total enrolment included those initially enrolled plus those who were additionally enrolled replacing the dropouts with a view to keeping the effective enrolment around 30. If the dropout rate is worked out with reference to the initial or effective enrolment, then

the dropout rate goes up. In 4% of the AECs in Maharashtra, the dropout rate was between 51-60% when calculated with reference to the total enrolment. But if it were to be worked out with reference to the initial enrolment, it would work out to about 100% in some of the centres which continued to function because of replacement of old learners by new learners.

The definition of dropout and the basis for calculating the dropout rate are two issues which would need to be given serious consideration.

### (iii) Under achievement of learners

Another important dimension of the problem of wastage relates to underachievement of learners. Of those who do not dropout and continue till the end of the programme, a question can be asked about the number of learners who completed the programme successfully. The Tamilnadu appraisal assumes average

achievement rate of only 4 learners per centre becoming adequately literate. Maharashtra appraisal, however, indicates that around 80% of the learners could secure more than 60% of the scores in reading and writing. In Bihar, 59.6% of the learners covered by the sample study could fill up a portion of the form which was designed to test their ability in reading and writing. In Gujarat, 60% of the learners acquired the skill of reading and writing. Achievement in respect of arithmetic, functionality and awareness were still low. From this data, it may perhaps be inferred that not more than 60% of the learners complete the programme successfully. This inference, however, is made on the basis of tests independently designed by the research institutions.

Taking into account the above factors, which contribute towards wastage, not more than 50% of the learners can be expected to successfully complete the programme.

*(to be continued in the next issue)*

## THE DEADWOOD GLOWS

(Contd. from Page 4)

found a way out. He obtained a lantern from a kind village shopkeeper who lent it free to him. He would read secretly at night so that his employer would not come to know of it.

Soon a friendship developed between him and his master's son. Babubhai helped him in his studies. He was weak in arithmetic and he sought his help. Babubhai had picked up enough arithmetic to teach him.

As his contract came to an end, Babubhai changed his job again and moved to Jamjodhpur. There he found a kind master, who was fond of reading, and he gave him freedom to read newspapers.

Through the help of a friend, he passed the vernacular final examination. It was a big mile-stone in Babubhai's life and a

new vista of progress opened for him. This helped him to become a village teacher in Vivadil in Kalavad Taluka. He began to take keen interest in village service and returned his obligation by taking part in rural programmes. After some time he shifted to Kalavad and started participating in farmers' literacy programmes.

His love for studies continued unabated. He shifted to Rajkot and did his B.A. and M.A., as an external candidate. He also completed his B. Ed. with specialisation in Gujarati and English. He was finally selected by the Saurashtra University as a Project Officer in the Adult Education and Extension Services. Babubhai's life is full of inspiration and worth emulating by all those on whom the light of learning has not fallen □

# Youth and Adult Education—an Opinion Study

A. Ravinder

**A**DULT Education has, of late, assumed great significance in view of the Government's commitment to the policy and programme of adult education, laying emphasis on imparting literacy and providing functional skills and social awareness. The Sixth Five Year Plan document mentioned that adult education should enable the learner to grow conscious of himself and his environment. It is hoped that this increase in consciousness would generate social transformation. With this end in view the Government had launched the National Adult Education Programme on October 2, 1978. It was a bold attempt on the part of the Government, fixing the target of educating 100 million illiterates in the age group of 15-35 from 1979 to 1984 i.e., by the end of the Sixth plan.

The policy statement on adult education laid emphasis that the student-youth involvement in this programme would be worth-while. Besides the village youth, who are unemployed and under-employed, those who have some education could also be motivated to function as organisers of adult education centres. The University Grants Commission has also taken a decision to involve colleges and students in this national venture.

It is in this light that the present study has been undertaken. An attempt has been made here to elicit information about their attitude, their willingness and perception in relation to the national problems, particularly in the field of adult

education. The study covers the students of different degree colleges of the Kakatiya University, Warangal, including the colleges of Engineering, Medicine, Education, Post-graduation and under-graduation.

## Socio-Economic Background

Approximately 50% of the respondents were in the age-group of 19-21, while 40% were in 22-24, the mean age of the sample being 20 years. Approximately, 30% of the students hailed from the rural areas and the remaining were from urban areas. Only in the case of students of Education, the distribution was equal.

The data reveal that the upper castes dominated in Engineering, Medicine and Under-graduate group, whereas the Backward Classes figured in number in the case of Post-Graduates. The two groups were found well balanced in the colleges of Education, Scheduled Caste students forming approximately 5% of the sample size. More than 50% of the students reported that they did not stay in rural areas at any time in life. As per the occupation particulars of the respondents, Government servants ranked first followed by those in agriculture and business.

## Attitude Towards Adult Education

The major problems according to the respondents, were poverty, illiteracy, unemployment, population explosion, industrialisation, inflation, superstitions,

political instability, corruption, ever-changing system of education, food scarcity, agricultural development. Among these, 34% opined that unemployment was a serious problem; while 33% felt that illiteracy was equally a serious problem. Thirty-one percent of respondents said that poverty is a major problem, while 22% thought that 'population explosion' was another serious problem, 5% listed out agricultural underdevelopment as a major problem.

### **Illiteracy**

Almost all the respondents considered illiteracy as the most important problem, majority of them again candidly stated that illiteracy was an impediment to the development process. Another view prominently voiced by the respondents was that due to illiteracy the adults were not able to understand the problems of society and were unable to take advantage of the developmental programmes that were in operation in the country. Some other typical answers obtained are listed below :

- They could't differentiate between what was good and what was bad ;
- Illiterates were unable to guide their children properly ;
- Due to illiteracy they could not participate effectively in social activities ;
- Nor were they aware of the modern methods of cultivation ;
- For lack of education, people were being exploited by the rural elites, politicians as well as the landlords ;
- Illiteracy and ignorance make them unable to play their role in society ;
- If production was on the low key, illiteracy has much to do ;
- Over population, poverty and

ignorance, were due to illiteracy and a hindrance to any positive measure of social and economic change ;

—Illiteracy helped in creating communal problems.

### **Awareness**

To the question whether they were aware of any measures adopted by the Government to solve the problems of illiteracy, 75% of them said 'Yes' while curiously, half of the students of Medicine interviewed answered in the negative.

On further questioning about the measures initiated by the Government, 67% showed awareness of the National Adult Education Programme, while 33% knew nothing about it, let alone any special efforts of the Government in this direction excepting compulsory primary education in solving the problem of illiteracy.

Nearly 54% of the respondents said that the Government had succeeded to some extent in their efforts to meet the problem of illiteracy. Another 28% said that the Government effort was an utter failure, while the remaining could not properly assess the performance. Some of the students, who thought that it was only a partial success, gave the following reasons :

- Lack of cooperation and interest among the people and also their inefficiency in many cases ;
- Administrators were not interested ;
- No proper implementation of the Programme ;
- More drop-outs due to the poverty of the participating adults ; and
- Lack of proper motivation, training facilities for the organisers ;

Those who felt that the programme was an utter failure listed the following causes for its failure :

- No organisers involved in the Adult Education Programme were found

working properly to implement the scheme.

—There was no cooperation and participation of people in the implementation of Adult Education Programme.

—Government had not been taking proper interest to implement the programme sincerely.

—Corruption among the concerned personnel of the programme.

—The Programme was only a political stunt.

When they were further asked about their awareness regarding the ushering in of the National Adult Education Programme by the Government, 80% said 'Yes'. This awareness was high among post-Graduate students followed by students of Education and Engineering. The awareness was not considerably high among the students of Medicine and those doing Under-graduation course.

One post-graduate student, narrating his experiences, said that the people were not showing interest. The reasons, according to him, were that most of the adults get tired in the evening and that even when they attend the classes, they were not mentally prepared for learning.

A student of Engineering said that he was responsible for organising an adult education centre with the help of some volunteers, and he felt that the attendance in the classes was not encouraging. Despite the use of learning aids freely, the efforts did not evoke much response from the adults.

Another student of Engineering had similar experience. He said it was very difficult to teach the adults through the medium of their local dialect and the required cooperation was not forthcoming from the elderly people of the village.

#### Participation

When students, who were not participating in the programme were asked

to mention some causes for their non-participation, most of them felt that they were not competent for the work, while other expressed the view that they had no leisure time to spare for the programme.

#### Course Content

As to the nature of the course-content to be followed in the adult education centres, 35% of the respondents felt that agricultural development and politics should be included; 16% said that family planning methods should be introduced; 17% felt that they should be taught how to maintain proper health and hygiene; 20% held the view that education on problems of national importance should be imparted to them; 11% felt that family and child care should be included in the course; 22% said that "basic literacy" (3 R's) should be the aim of education; 7% felt that knowledge of setting up small scale industries should be imparted to them; 6% of the respondents were of the opinion that nutrition methods and basic maths should be included in their topics; and lastly another 5% said they must be made aware of social problems of the country.

#### Politics

On the question of desirability of discussing politics in adult education centres, 81% of the respondents said 'Yes'; while the remaining were against it. Of these, 25% of the under-graduates said that politics should not be taught while 89% of the students of Engineering colleges felt that politics should be taught at the centres; 33% expressed that it would help to elect proper persons as their leaders; 16% were of the opinion that their awareness of the present political conditions would increase; 11% felt that it would make them aware of the socio-economic problems of the country; while another 7% opined that it would help them to understand the policies of the government.

## Benefits of Adult Education

Most of the students felt that adult education would infuse confidence among adults and make them understand their problems better. Some of them felt that it would help in bringing up the next generation well and make them understand better about their fundamental rights and the country in general and their village life in particular. Some others pointed out that once adults get educated they will send their children to schools to make them literate. Some of the typical answers emanating from the respondents are listed here :

- The people will know how to face their problems in a much better way.
- They would know what is happening around in the world.
- The programme ushers in major changes in socio-economic conditions.
- They would understand better the problems of 'population explosion' and exploitation.
- They would become rational.
- They would realise the utility of literacy.

## Conclusion

The study was mainly intended to estimate the awareness of the youth and their opinion about the National Adult Education Programme. It was a shocking revelation that 20% of the youth interviewed at the professional and higher level of education was not at all aware of the existence of such a programme. This shows that the efforts on the part of the Government to popularise the programme have not been quite successful. They should be stepped up to popularise the movement among the youth and to invite at least indirect participation in the programme. Obviously, even the involvement of the Universities in this respect has not been efficacious. For a pro-

gramme like the National Adult Education Programme, favourable public opinion and awareness are as important as the execution of the programme itself. Voluntary organisations should be given the utmost encouragement in practice to aid the Governmental efforts by building up a congenial atmosphere, particularly in the villages.

It is significant to note that considerable number of respondents felt that agricultural development and political awareness should form part of the essentials of the course-content. National problems like family planning and imparting knowledge of the three R's were insisted by many. It was gratifying to note that at least some of the student youth could correctly interpret the objectives of the programme. In this respect, the students of post-graduation and Engineering gave evidence of a better perception of the programme than the students of other faculties.

Much of the success of the programme depends to a very great extent on how an instructor motivates the adults. This problem had been highlighted by all the students, who participated in the programme. Another aspect emphasised was the proper implementation of the programme at the grass-root level. Unless proper training facilities and other incentives are provided to the personnel participating in the programme, the programme cannot enlist the support and cooperation of the masses. The programme should not be entrusted only to the governmental authorities, ignoring the role of the voluntary organisations. So long as this aspect is not given a serious consideration, the programme, which should fortify our democratic institutions and enlighten our illiterate individuals, will ultimately degenerate into another administrative department of the Government. What remains after a time, is a parched field at the base and a floating bureaucracy above it. □

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## IAEA NEWS

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### Linking Population Education with Adult Education

The Indian Adult Education Association in collaboration with three institutional members in Rewari (Haryana), Ajmer (Rajasthan) and Angul (Orissa) would soon be launching an experimental project on "Linking Population Education with Adult Education". The target group would be adult males and females in the age-group 15-40 years. The Programme would provide these adults with knowledge, skills and information, which would be relevant and useful to them in playing their role in family, economic and civic life more effectively and efficiently within the larger context of awareness of population problem, its causes, its impact on their lives and various ways and means by which the adults can adopt family norms and improve their quality of life.

This new adult education programme will have four major components and population education will be linked with:

- Basic education* mainly designed to develop reading, writing and arithmetic skills and elementary understanding of science, society, and environment ;
- Economic life education* mainly designed to develop particular knowledge and skills associated with various economic activities and useful in making a living ;
- Family life education* primarily designed to impart knowledge, skills and attitudes, useful in improving the quality of family life on such subjects as health, nutrition, child care, family planning, home-making, home repairs and other improvements within the larger framework of population education covering causes, consequences and remedies of high population growth rates ex-

perienced at family, community and national levels.

- Civic life education* specifically designed to create awareness of fundamental rights and duties, values and norms, institutions and organizations, opportunities and obstacles, rules and methods of exercising the power of citizens to achieve the desirable goals by desirable means etc.

The experimental project will cover a period of about two years.

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## NEWS FROM THE FIELD

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### SRC, Bengal Social Service League, Calcutta

The State Resource Centre, Bengal Social Service League, Calcutta, organised a three-day Seminar-cum-Workshop on "Adult Education for the Tribals—Needs, Techniques and Approach" in Calcutta from February 19 to 21, 1981.

Fifty participants representing the Universities of Calcutta and Kalyani, Anthropological Survey of India, Cultural Research Institute, Calcutta, the State Directorate of Education, the SRCs of West Bengal, Bihar and Orissa and voluntary organisations attended the Workshop.

Mr. Satyen Maitra, Director, SRC, in his working paper suggested the following sub-themes for discussion :

- (a) Planning the adult education for the Tribals ;
- (b) Implementation of the programme plan ; and
- (c) Preparation of suitable learning/teaching materials for the tribals.

Seven position papers were presented during the Seminar.

The inaugural address was delivered by Mr. Biman Bose, Member of the Advisory Committee of the State Adult Education Board. Mr. Justice S.A. Masud, President, BSSL, presided over the inaugural function.

The participants were divided into two groups. One group discussed topics listed at (a) and (b) and the other group considered topic listed at (c).

### *Training Programme*

In January, the SRC conducted three training programmes : two for Anganwadi workers in Functional Literacy Programme under the ICDS scheme in 24 Parganas and at Sriniketan. One hundred and ten participants received the training : the third training programme was for the Instructors under NAEP in district Hooghly. Twenty-six instructors received training in this programme.

### *Publications*

The SRC has published a simple illustrated booklet entitled "*Cycle O Tar Maramati*" (Bi-cycle and its repair).

It has also produced charts of Hindi and Urdu Primers and posters on health.

### **Primer Preparation Workshop**

The Department of Adult and Continuing Education of Madras University conducted a half-day primer preparation Workshop, in which students of M.A. (Andragogy), who were the animators of nine literacy centres, participated. Also nine literacy teachers selected from the areas, where the literacy centres were functioning, participated in the Workshop. The objectives of the Workshop was to establish a methodology for primer preparation as well as to develop primer intended for specific target population. Dr. R. Jayagopal, Professor and Head of the Department of Adult and Continuing Education, directed the proceedings.

The two-and-a-half hour Workshop period was divided into three 45-minute blocks. The animators were earlier asked to collect 20 high frequency words used by the criterion group at each centre, which formed the basis for the preparation of the primer. Animators were also

advised to observe the writing styles of the learners for the purposes of cataloguing the learners' difficulties in writing certain specific letters.

During the first block of 45 minutes, the animators were asked to do the following tasks :

1. Writing of objectives for the primer (the animators were advised to clarify whether the primer prepared was intended for learning to write, read or for both ; whether the content area were to cover literacy, numeracy, functionality and awareness).
2. The animators were also asked to reflect on the teaching methodologies adopted at each centre. This aspect helped the animators even at the point of primer preparation to think of appropriate methodologies of teaching with new primer. The methodologies adopted at present ranged from traditional to eclectic method.
3. Based on the above, the animators were asked to write five objectives, which formed the basis for 10 lessons.

The second block of 45 minutes, was used for preparing five lessons of the following categories :

1. First three lessons carried high frequency letters. (Letters were selected from the high frequency words used by the learners at each centre).
2. The lessons were structured from simple letters (high frequency to low frequency) to complex letters.
3. The second lesson carried derivations of simple words (high frequency words) from the high frequency letters.

The third block of 45 minutes was used for preparing another five lessons. The sequence of the lessons was such that the first lesson contained few simple words (representing high frequency usage by the target, population) and further lessons were structured from simple words to complex words leading to few sentences.

It was decided at the end to test the primer at the individuals centres for obtaining feedback and restructuring of the primer at a later stage.

### **Training of Adult Education Functionaries**

#### *In Varanasi*

The NAEP unit of the Banaras Hindu University organised a 10-day training-cum-workshop programme for adult education functionaries from May 5 to 14, 1981 in Varanasi. Over 180 instructors participated in this training programme.

The following topics were discussed during the training programme :

Adult education, its concept and methodology, organisation of the adult education centre, technique of the village survey and establishing rapport, how to treat with the adult learners, social service as work-experience, non-formal adult education : concept and implementation strategies, skills of literacy and numeracy, socio-cultural aspects of health, screen printing, (a home industry) preparing teaching aids locally, environmental conservation and population education, supervision, monitoring and evaluation in NAEP, etc.

#### *In Manipur*

A programme for training of adult education functionaries was organised by the Manipur Adult Education Association for 21 days in January this year. The Association had opened 100 Adult Education Centres in 53 villages in the Central and East Districts of Manipur for a period of 10 months.

Experts from government department and voluntary agencies were involved in this training programme.

The training was specially designed to make different functionaries well acquainted with the needs and problems of the clientele group.

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## **IUACE NEWS**

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The 15th Annual Seminar and the General Body meeting of the Indian University Association for Continuing Education (IUACE) New Delhi, was held on March 14 and 15, 1981, at the Nagpur University, Nagpur. It was for the first time since the inception of the IUACE in 1967 that its annual meet was held independent of the annual meet of the Association of Indian Universities (AIU).

The theme of the Annual Seminar was "Continuing Education : Status and Directions". The main theme was discussed in three parts, viz. (i) concept of continuing education; (ii) the present status and (iii) its future directions. As many as 23 position papers were presented.

The two-day annual meet was inaugurated by Mr. Justice Vallabhdas Mehta, a judge of Maharashtra High Court, Nagpur Bench. In his address, the Hon'ble judge asserted that they were far behind the universities in other countries of the world in applying themselves to the needs of the community around. It was necessary that universities and colleges should repay the debt that they owe to the society.

Dr. (Mrs.) Madhuri R. Shah, President, IUACE and Chairman, UGC, in her paper said that universities could no longer remain in ivory towers. They had to reach out to the community. New models and varying alternatives had to be evolved with stress on flexibility, diversification, new techniques and widening of horizons.

Dr. Shah mentioned that the major task under continuing education was to plan programmes for them through a problem-oriented rather than a subject-oriented approach and then give them an opportunity to enrich the knowledge gained on a continuous basis.

She emphasised that continuing education had to be dynamic to meet the changing challenges of time and society. It had to be continually renewed and updated, thus making dynamism a built-in quality of the programme.

Dr. Malcolm S. Adiseshiah, former Vice-Chancellor of Madras University and former President of the IUACE in his paper, 'Some Thoughts on Continuing Education : Status and Future Directions', said that in continuing education there was no limits to the time and means of acquiring education.

Dr. Adiseshiah said that continuing education was part of the total educational system. In all countries, universities, colleges, polytechnics, engineering and technical institutes were the focus of extending various forms of education and training programmes for those who were in the world of work.

Dr. Adiseshiah gave the following future directions in this regard:

- (i) Each Board of study should identify the various areas of community work and service—rural or urban—appropriate to it, and detail how each should be carried out.
- (ii) The areas of community service should be part of the curriculum of each subject.
- (iii) Each teacher who does the class room or laboratory teaching work should be responsible for supervising the community work of group of 20 or 30 students and such supervision should be cre-

dated as part of teaching load of students.

- (iv) Some 10 to 15 per cent of final marking or grading should be set apart for assessing the student's work in this field of community service which will be a part of the specialisation he had chosen.

Dr. Adiseshiah concluded that future directions lie in making the service of the community part of the teaching and learning experience of university community, which will be its basic continuing education, and the continuing education it provides to the major sections of the local community—the educationally deprived and the economically poor on whose labour it lives and grows.

Dr. S.C. Bhatia, Coordinator, Adult Education Cell, University of Delhi, in his basic document said that continuing education programmes were beginning to recognise some national priorities such as education of out-of-school youth, population education, environmental protection, energy conservation, science consciousness in the masses, health education and the special programmes for the tribal population.

Dr Bhatia mentioned the following direction for continuing education in this country:

- (a) greater understanding and awareness about the concept among its practitioners and others through seminars, symposia and publication of literature ;
- (b) model-planning of continuing education programmes in terms of parameters such as learners' needs and learning styles.
- (c) research in various aspects of continuing education; and
- (d) identifying areas of national/regional priorities for continuing education programmes. □□

# 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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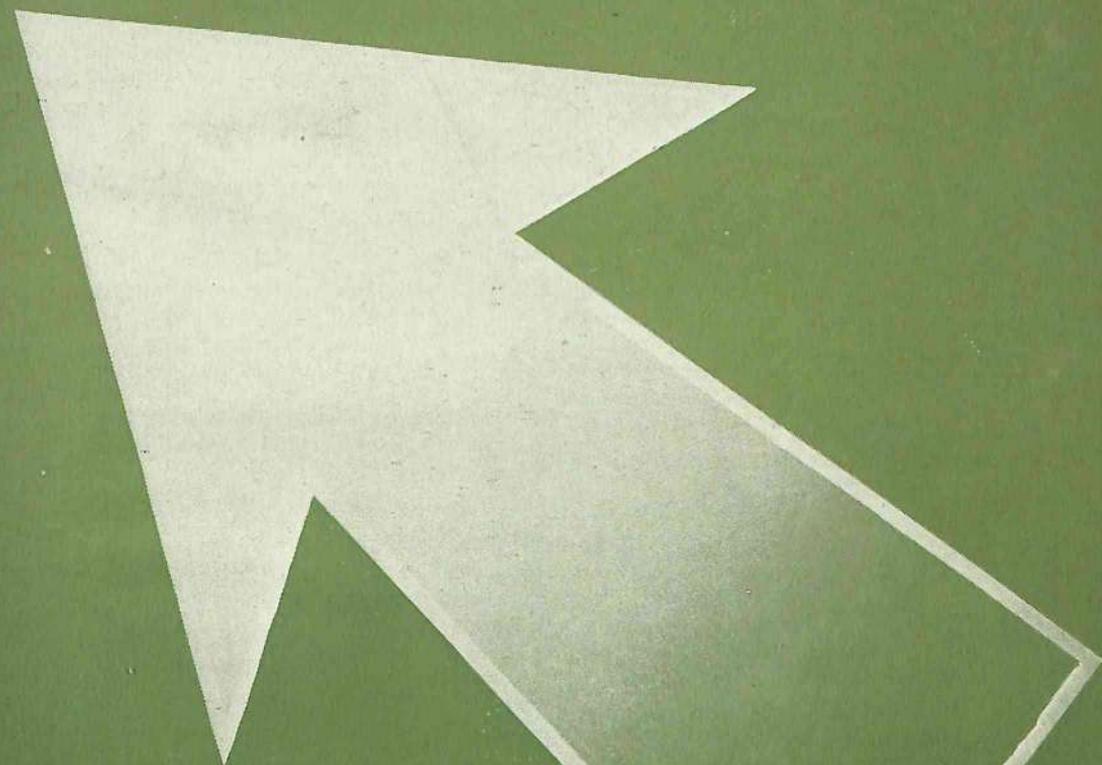
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# Indian Journal of ADULT EDUCATION

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- Appraisal Studies of the Adult Education Programme  
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- Participatory Communication — an Experiment  
—R. Jayagopal, V. Nagarajan  
and S. Selvam

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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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## Crime, Violence and Adult Education

**N**OT a day passes these days when we are not without the news of crime and violence from far and near. In fact, it is the daily diet of the reading man. Violence and crime have taken epidemic forms. One need not try hard to realise that the intensity and frequency of these are increasing unabated.

The ordinary citizens in several cities in India do not feel safe, particularly the women. Society as a whole, it seems, is becoming crime-prone as never before. A woman in Delhi would be extraordinarily brave to wear jewellery in the streets these days. The countryside, which saw occasional crime and violence, is also becoming unsafe for many, rich and poor, old and young.

At no time, of course, in the history of man, it was all peace and tranquillity ; there was always some violence and crime somewhere, but it was almost always predictable and even manageable. In fact, the struggle of Man from his primitive state to the present day civilisation has had at various stages elements of violence, but this did not come in the way of his onward and upward march to a more civilised state. But today's violence seems to be of a different order and character. It is not the spontaneous outburst of an impatient or angry person or the expression of a passing aberration. Violence and crime today also are not entirely due to the demented condition of individuals. It seems to be the symptom of a society that is beginning to rot at the roots. The man who snatches necklace from a woman, then next molests and dishonours her, is not just showing symptoms of individual personality inadequacy or pathology. It is not enough to say that some unemployed youth do such things in sheer desperation. What is happening currently, calls for urgent and serious indepth analysis of the dynamics of violence and crime. It shows all the signs of becoming an endemic condition of Man himself and his Society. Equally important is to know why is that people seem to tolerate it or are helpless about it.

To cure this critical malaise, it is necessary that we not only do some serious heart-searching but also consider taking serious steps to remedy it, including taking radical corrective decisions where necessary. The *interim* or immediate solutions are in the administrative and political spheres. And these need to be applied with all expedition and imagination by the Government with the support of the opinion-leaders and above all of men of goodwill. The long-term solutions, however, lie in two critical and complimentary areas, namely economic and educational. It is essential, in the area of economic life there is need for rearranging our priorities and programmes with a view to ensure real social justice. This is possible if the ideologies that govern our economic life promote both the cause of man and his dignity.

At the educational level, the challenge is as serious as it is going to be rewarding. The attempt immediately should be understood why violence and crimes occur and who are the kind of people who are involved in them. We should look for not only correctives, but learn to create conditions that ensure freedom from violence and crime. This involves reorganising society creatively. The real instruments for reorganising society creatively are essentially the school and the home. The time has come for reshaping the child into a socially responsible person and ensure that his or her intellectual and emotional moorings are in peace and goodwill for all. The potential for creativity at a young age is well recognised by educationists and what is needed at present is to put that faith and that knowledge into practice.

The challenge for adult education is somewhat different at the programme level and is of a very demanding kind. If adult education is to be contemporary and community-oriented, it cannot ignore the world of violence and crime.

There are many facets to education including that of adult education. Two of these are: (1) learning—an assured information base, and (2) understanding the rationale of things that take place. These in turn are so vital to people's outlook and life style. Today, violence and crime occur by and large among adults by adults and against adults and in this sense it is essentially an adult problem. What then is the task of adult education in this context? It is essentially to understand fully the problem in all its complexity and create necessary supportive and enabling role that ensures peace and safety. Adult education as a programme, as a process and above all as a movement should wrestle with this problem.

As we do this, let us, as adult educators, remember that like war, violence and crime begin in the minds of men and it is here that the battle against these must begin.

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# **FOCUS ON BIHAR**

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# Adult Education in Bihar

## FACT AT A GLANCE

1. Total Population :	...	69,823,154
	Male	... 35,865,467
	Female	... 33,957,687

### 2. Increase in Population (1971 to 1981)

Total :	... 13,469,785	Percentage increase ...	23.90
Density of Population ...	402	Per Sq. K.M.	
Sex Ratio ...	947	Females for 1,000 Males	

3. Literacy Percentage :	Total	...	...	26.01%
	Male	...	...	37.58%
	Female	...	...	13.58%
	India	...	...	34.80%

Percentage Increase in Literacy during the last Ten Years in Bihar : 6

### 4. Literacy in Some Districts of Bihar :

<u>Highest</u>		<u>Lowest</u>	
1. Patna	... 39.7%	1. West Champaran	... 18.8%
2. Dhanbad	... 39.3%	2. East Champaran	... 19.0%
3. Singhbhum	... 33.6%	3. Purnea	.. 19.2%
4. Nalanda	... 33%	4. Sitamarhi	... 19.4%
5. Ranchi	... 31.3%	5. Saharsa	... 20.2%

### 5. Cities with Highest and Lowest Literacy Percentage

<u>Highest</u>		<u>Lowest</u>	
1. Dhanbad	... 65.70%	Chhapra	... 49.65%
2. Ranchi	... 63.91%		
3. Patna	... 59.0%		

# Adult Education in Bihar—Looking Ahead

K.N. Ardhanareeswaran

IT is a matter of immense gratification that UNESCO had selected the Directorate of Adult Education in Bihar for the International Reading Association Literacy Award for the year 1981. The award has been presented to the Government of Bihar not for the number of persons made literate but for waging an unrelenting war against illiteracy and for the Government's commitment to the programme of adult education. At this point of time, it is worthwhile to pause for a while and look ahead into the future.

At the outset, it is necessary for us to get our perspective clear. Universalisation of primary education has been one of the directive principles of State policy incorporated in the Constitution. In Bihar, efforts are being made to improve the enrolment of children in the age-group 6-14 years. However, the rate of dropouts is so high that out of 100 children enrolled only 22 reach standard V and only 15 children standard VIII. We have, therefore, the problem of adult illiterates in the age-group 15-35 years. The formal system of education has not been able to cope with the growing demands. The literacy rate in Bihar as a whole has increased from 19.9% in 1971 to 26% in 1981. Apart from Arunachal Pradesh and Rajasthan, we have the lowest level of literacy in the country. What is causing serious concern is that in spite of the increase in the rate of literacy, the fact remains that the number of illiterates in

absolute terms has increased considerably. It has, therefore, become necessary to prepare a perspective plan to tackle the problem of illiteracy. In our plan, we should focus attention on short-term and long-range objectives with a view to eradicating illiteracy within a given time frame.

In Bihar, we have prepared a perspective plan for 1981-91, in which an attempt has been made to include analytical and objective data of educational requirement of various groups based on surveys and studies, creation of adequate resources support, preparation of diversified need-based and problem-oriented curricular and learning and teaching materials, development of appropriate technological innovation to activate adult participation in the learning process, creation of a cadre of professional personnel at all levels and stages of the programme, efficacious coordination with other agencies that are concerned with the upgrading of human resources as part of the developmental process. According to the perspective plan, we propose to cover 254 lakhs learners during the period 1981-91. The number of centres would increase from 24,040 in 1981-82 to 108,090 in 1991. The total coverage will be around 254 lakhs and after providing for wastage, the net coverage by the end of the decade is expected to be about 176 lakhs. In our perspective plan, we propose to enlist the support of Central and State Government agencies, Panchayats, voluntary agencies, universities,

colleges, Nehru Yuvak Kendras, industrial and mining establishments and other agencies. The total estimated cost of the whole project is about Rs. 238 crores. It is doubtful whether resources of this magnitude can be made available for the project. If we have to face the resource constraint, the perspective has to be shifted. Instead of 10-year perspective, we might have 15 year to 20 year perspective depending on resource availability.

It is of utmost importance that we have to establish proper linkages in our system. Unless education is linked with development, we are not likely to make any significant progress. The vicious circle of poverty, illiteracy and low level of development has to be broken. Our people are poor because they are illiterate and they are illiterate because they are poor. We are thus caught in a self-perpetuating poverty trap. It is, therefore, necessary that our adult education programme should take special care of the poor, down-trodden and the under-privileged sections of the community. These are people living below the poverty line and they constitute about 50% of our population. Unless we do something through the adult education programme to improve their levels of income and their living standards, our programme will lose all its relevance.

As is well known, our adult education programme is not confined to literacy and numeracy. We have to establish a system of education which is relevant to the needs of the people and also the environment in which they live. Our programme is also linked to functional up-gradation of the learners. It is necessary to improve efficiency and thereby productivity so that income levels of the weaker sections of the community improve. What we should aim at is the

transfer of technology suited to local conditions. Our attempt in this direction has not met with complete success. The adult education programme has to coordinate the activities of different departments and agencies involved in rural reconstruction. Our programme should provide a forum for articulating the development programmes of different departments and agencies. We have been working in close collaboration with the scheme, 'Training of Rural Youth for Self-Employment', (TRYSEM) and the District Rural Development agencies, as the target group of different rural reconstruction programmes is the same. I have noted that a large number of adult education centres are running as night schools with emphasis only on the literacy programme. We should give up our obsession with literacy and concentrate more on the other aspects of the adult education programme. In future, we should try and achieve better coordination and ensure that the development programmes are implemented properly and effectively.

We have not done enough in the field of awareness. The underprivileged and weaker sections of the community have been victims of exploitation in one form or the other for several centuries. It was, therefore, decided that the awareness component should occupy a preminent position in the adult education programme. On account of the low level of education in the country, it has become necessary for us to explain to the people what their rights are under the different labour laws, revenue laws and Civil Rights Act. Our attempt in this direction has been half-hearted and halting. We should put more thrust into the programme and devote more time and attention in this direction.

Another important aspect of the adult

education programme is the organisation of the rural poor to fight for their rights. It is a matter of common knowledge that agricultural labourers in most parts of Bihar are not getting their due. Even though in some places, the adult education centres had taken the initiative to organise the landless agricultural labourers to fight for minimum wages, as guaranteed under the law, we have not achieved any significant success in the field. It is, therefore, necessary that we educate the rural poor about their rights and privileges and also organise them so that they could stand up for their rights guaranteed under the law. It will not be out of place to point out here that the hold of feudal vested interests is quite strong in the rural areas. Left to themselves, they would like to continue their exploitation of the poor indefinitely. We should intervene in the matter through adult education programme and ensure that the exploitation of the poor is minimised, if not eliminated.

Our adult education programme should pay special attention to women. As the saying goes "If we educate a man we educate an individual, but if we educate a woman we educate a family." We are not paying enough attention to the education of women, who have been suffering from various disabilities, including social, economic and cultural. We ensure that the adult education centres for women revolve around specific economic activities. By teaching them one craft or other and also by educating them about nutrition, public health and sanitation, we can achieve a lot. It is, therefore, a matter of utmost importance that a special campaign is mounted to reorganise the adult education centres for women and to make them more purposeful.

The success of our programme depends, by and large, upon the effective-

ness of the instructor at the adult education centre. My general experience has been that the instructor is very much underqualified for the job entrusted to him. We have to select a person at every centre belonging to the same economic strata as the learners and this necessarily has meant that the qualifications fixed for the instructor has to be diluted. I feel that we are expecting too much from such an under-qualified person. It is a sound principle that the instructor should come from the same economic group as the learners, as otherwise there would not be emotional identification and convergence of interests between the instructor and the learners. After having selected the instructor, it is our duty to ensure that he is put through a proper course of training and reorientation so that he can perform his duties at a satisfactory level. It may also be necessary to arrange for refresher courses from time to time for the instructor in order to ensure that he is in a position to update his knowledge and techniques.

We have set up the State Resource Centre, 'Deepayatan' to provide for training of personnel and reading materials. Our State Resource Centre has contributed its mite towards the success of the adult education programme. The State Resource Centre has rendered signal service to the programme by training personnel and by producing training and reading materials. The District Resource Centres have not so far come to existence. They should be set up at the earliest in all the districts and proper linkages between the instructor, supervisor, Project Officer, the District Resource Centre and the State Resource Centre should be established at the earliest.

In the present set up, we are making practically no use of the mass media in our programme. We have to resort to ex-

tensive use of mass media to generate necessary enthusiasm in the programme and also use it as an instrument of adult education. All the adult education centres should be provided with transistor radio sets. In cooperation with the AIR, it would be necessary to prepare special programmes for the listeners. INSAT is likely to be in orbit in 1982 and a plan should be prepared for the use of the Satellite in adult education programme. DOORDARSHAN should prepare special programmes for the adult education centres. Supervised use of the mass media would be a major innovation in the programme in the future. It may be necessary to create an audio-visual-cum-mass media cell in the State Resource Centre for proper coordination of the activities in the field.

The voluntary agencies have a crucial role to play in the success of the adult education programme. In the past, in Bihar, 72 voluntary agencies had been associated with the programme. Not all of them did receive the grants from Government of India. Some of the voluntary agencies which received grants did not show results commensurate with the grants received. On the other hand, some other voluntary agencies did excellent work. One or two voluntary agencies in the State are also running the adult education programme on their own without any assistance from Government. On account of the past experience, we have to be more judicious in the selection of voluntary agencies in the future. We select only those voluntary agencies in the future. We should select only those voluntary agencies which are really committed to the programme and give them all support and encouragement so that they fulfil their objectives. With the active participation of voluntary agencies in the programme we would be in a position to make a significant contribution.

It is necessary to ensure that we take proper follow-up action after the first phase in the programme is completed. Unless we set up a chain of rural libraries and produce reading materials for the neoliterates, it is most likely that the neoliterates may lapse into illiteracy. The follow-up action should, therefore, be carefully planned and properly executed. So far we have not achieved anything significant under follow-up action. It is high time that we gear up the machinery and initiate proper follow-up action after the first phase of the programme is completed.

Needless to emphasize that the success of any programme will depend upon arrangements for proper monitoring and evaluation. It is most essential for us to identify our strong and weak areas, so as to enable us to initiate appropriate remedial action to tone up the programme in the weak areas. Constant appraisal of the programme at different levels and initiation of appropriate action to solve the problems are conditions precedent for the success of the programme.

Looking ahead, I find that adult education in Bihar has a bright future. In the past, we had a large number of success stories and at the same time we had set back in certain areas. It is a matter of commonsense that no social revolution could be brought out overnight. What we are attempting through our programme is nothing short of social revolution and it will take at least a decade, if not more, to accomplish. Unless we involve the people at different levels in the programme and unless we make the adult education programme a popular movement, we are not likely to meet with any success. Our attempt in future should be to convert the adult education programme into a popular movement and to make it into an instrument of economic and social changes.

# NAEP in Bihar—a Study in Retrospect

S. K. Choudhary

**T**HE population of Bihar, according to the 1971 census, was 5,635 crores, which is expected to go up to 7.36 crores by the end of 1984. Literacy rate in the State has been low—19.97% in 1971 and 26.01% in 1981. Among the Scheduled Castes and the Scheduled Tribes, it is still lower, 6.5 and 11.3 per cent, respectively. Literacy among the Scheduled Caste women, is insignificant, a mere 1.3% though in the case of the Scheduled Tribes women it is a little better i.e. 5%. Whereas on the one hand, these figures show the low literacy rate in the State, on the other hand, more disquieting is the uneven distribution among the various sectors of the population. These facts make adult education as much a necessity as universalisation of elementary education.

Out of nearly 1.70 crores adult in the age-group 15-35, only 51.32 lakhs, that is, nearly 30% are counted as literate for the census purposes. How many of these have attained functional literacy is only a matter of conjecture. Even by this measure only 2.69 lakhs Scheduled Caste adults and 2.87 lakhs S.T. adults are literate. This works out to only 3.2 percent of the total literate adults in the age group 15-35, whereas in the State, the population of the Scheduled Castes and the Scheduled Tribes is 14% and 10% respectively. This state of affairs calls for a crash programme of education and human development. The National Adult Education Programme has, therefore, not come too soon.

## Aims and Objectives of Adult Education

Literacy, awareness, functional up-gradation and organisation have been enumerated as the objectives of the Adult Education Programme. It is the experience of every worker in adult education that literacy alone generally does not attract an adult. In the initial stages of the programme, it is true, only literacy got precedence, not because the conceptual position was not clear, not because priorities were not determined, but because the infra-structure built for the job was not attuned to the new non-traditional approach envisaged in the NAEP.

With greater experience of working and study of the evaluation reports of the projects, it is being considered to give a new direction to the existing strategy of implementation. For us, two things have become clear. In the most cases literacy should follow, not precede economic betterment and secondly the adult educator must link himself with every individual learner coming to the adult education centre. So long as the adult education centre does not enter into the life of the adult learner and does not help him in fulfilling his most immediate need, and that is, in nine cases out of ten, the need for a better life economically, it can have little attraction for the adult. It is true that the State is trying to reach every indigent individual through various welfare measures, still the fact remains that a large section of

the population even [now stands at the periphery of the developmental efforts. The learner has got to be convinced that change is possible and can be brought about. This conviction cannot come in the learner unless the adult educator establishes his credibility with him. A learner is an individual as well as a member of a group. He must, then, have groups as well as individual needs. Among the poorest of the poor, even the individual and group needs have to be got articulated by helping the adult in having a self-perception, a perception of his being, a perception of himself as an important individual and a member of the group. The function of the adult educator will be to provide him with information regarding the facilities and opportunities available and to help him in fixing his own targets. Individual learner will have to be approached, basic data about him will have to be collected, his existing image will have to be sketched, and he will have to be followed up at each successive step. This will need intensive effort and we are sure, the kind of implementation machinery that we have built and are building, backed by the political will, will rise equal to the task.

### Achievements

During the two years, beginning from 1978, sixty-two adult education projects of 300 centres each, two for each of the 31 districts in the State were sanctioned. Out of these 62 projects, 18 were financed by the Government of India under the Rural Functional Literacy Programme and the cost of the remaining 44 is being met by the State Government out of their Plan resources. The State has a sizeable population of the Scheduled Tribes, and literacy rate among them, as indicated earlier, is abysmally low. They, along with the Scheduled Castes constitute the hard core illiterate and have been the victim

of exploitation. Keeping in view the object of bringing the benefit of education, to the weaker section of the population, including women, the State Government decided to start 62 additional projects in 1980-81 in the predominantly tribal districts of the State and sanctioned a sum of one crore rupees during 1980-81 for this specific purpose. Vigorous efforts are being made for starting these new projects. As a matter of fact, 23 project officers by now have joined after being trained for a period of 10 days.

During the last three years, we have not achieved miracles—no body has done it—we did not expect either. What we have achieved is a sense of direction, an experience to work and a will to go ahead. Hence, though we started 31 projects in 1978-79 and another 31 in 1979-80, the coverage has been to the order of not more than 2.5 lakhs. Though each of 62 projects sanctioned earlier is supposed to have 300 centres, at no point of the time, all the 300 centres function simultaneously. After the area is surveyed with the help of a simple proforma, the learners with identical similar interests and with similar socio-economic background are grouped, an instructor is generally identified from the same group and a batch of instructors is trained and sent out to start the centres, with the necessary materials and books. As soon as the centres are started, the supervisors and the project officer visit the centres and offer help in making the centres function. When these centres start functioning, a second batch of instructors is selected, trained and sent back.

In order to help the programme in teaching reading materials, a registered body by name of 'Deepayatan' has been sponsored to function as the State Resource Centre. As this organisation has been set up by the State Government itself, the Government have their hand in the

selection of personnel for the SRC. This has brought about greater coordination between the Directorate of Adult Education and the SRC. The SRC has brought out four primers and more than a dozen other books and charts including follow-up materials. It conducts the training of the adult education supervisors and project officers on behalf of the Directorate of Adult Education.

### **Evaluation**

Internal Evaluation forms an important component of the scheme and it is done by the supervisor and the project officer. However, evaluation studies are encouraged and have also been made by such external agencies of repute as A.N. Sinha Institute of Social Studies, Patna, and Xavier Labour Relations Institute, Jamshedpur. For devising methods of internal evaluation, an evaluation workshop was held in Ranchi in December, 1980. Similar workshops have also been planned in other areas of the State.

### **Keeping Communication Channels Open**

Flexibility and free flow of information are two watchwords with the adult education workers in the State. Direct communication between the adult education worker at each level is ensured by frequent State level meetings. In the past, it has been possible up to the project level only. But we consider the adult education supervisor to be the most important worker in the whole programme because through him, more than even the instructor, the programme reaches the people. In order to promote a sense of participation among the supervisors, direct link between the supervisor and the Directorate of Adult Education is being forged.

### **Innovations in Offing**

The following innovations are being

attempted in the programme :

The supervisors and the project officers meet the learners individually and in groups and inform them about the facilities being created and extended by the Government. Each individual as well as the group in helped to reflect on and articulate his/its own need and encouraged to set a goal for himself/itself. Once with the help of the field worker, the individual or the group sets a goal, the effort towards its achievement generally starts. The field functionaries provide them help as and when needed but they have generally to remain in the background. An adult education centre thus started becomes an action as well as a learning centre and the interest of the adult remains sustained.

Six hundred radio sets have been sanctioned and it is proposed to provide 600 adult education centres with these sets. AIR will be approached to design a programme for the adult learners in their rural programme. The existing programme, "Chaupal" for the rural people starts at seven P.M. which admirably suits the centres running in the evening. A similar programme for the ladies may also be designed to be put on the air in the afternoon. The learners will be encouraged to listen the programme which will be followed by the 7.30 P.M. State News and discuss it among them. An evaluation study will be undertaken to gauge the impact of this innovation on the adult learner.

### **16 m.m. Film Projector at the District Level**

Each of the 31 districts have been provided with 16 mm Cine Projector in order to exhibit films relating to development and awareness to the adults. It is also proposed to make a feature film on

adult education and money has been sanctioned for that.

### **Tape Recorder at the Project Level**

Most of the projects are being provided with tape recorders and any cultural programme, dialogue or interview with a progressive adult learner will be taped and reproduced in other centres. This will provide motivation to others.

### **Introduction of Visual Materials**

A couple of the workshops have been held in the State in collaboration with the Education Technology Centre of the NCERT and inexpensive visual materials have been developed. These visual aids made from locally available materials can be reproduced by the instructor with a little training.

### **Monitoring, Storage and Retrieval of Data**

A data storage and retrieval machine under the brand name of 'Bradma' has been bought. Once the data collected from the projects is brought on the machine its retrieval will be an easy task. This machine will be used for monitoring the projects of the selected centres on a sample basis as well as the personnel management at the Directorate level.

### **Contribution of Voluntary Agencies**

Voluntary agencies were forthcoming in a big way in the programme from the very beginning and as many as 72 such agencies were recommended by the State Government and approved by the Government of India for running adult education centres. Some of the agencies have formed a sort of consortium. At

least two such consortiums exist today, one at Ranchi and other at Simultalla (Monghyr). They provide forum for the exchange of experience, information and teaching/learning/training materials. Approximately, 50,000 adults have been covered by the voluntary agencies in the first phase of the programme.

### **Follow-up**

A scheme of follow-up has been drawn up for the learners who have completed a ten-month course at the adult education centre. It has been the experience in the past that learners relapse into illiteracy if a systematic effort is not made to keep them in touch with books and other useful material. Under the follow-up programme, Continuous Education Workers are appointed. These C.E.Ws are put in charge of 100 to 150 learners who receive books and other reading material periodically from them. C.E.Ws also help and guide these learners who did not make adequate progress in the first, i.e. the literacy phase. They also keep in touch with the workers of other development departments and try to bring the learners and the development functionaries closer.

Announcing the decision of the Government for sanctioning 62 additional projects in the predominantly tribal districts of the State, the Chief Minister of Bihar reiterated Government's faith and belief in the efficacy of the programme for social regeneration and its determination to go ahead with a renewed vigour. Whatever little success has been achieved in adult education in Bihar, it is largely due to the political will behind it. □

# Education Needs a New Deal

Satya Narayan Singh

**I**F I were the Chief Minister of Bihar for one day, I would do just one thing in education—withdraw recognition of all the high-fee charging exclusive schools.

Fr McGauley, one time Rector of Loyola School, Jamshedpur, when pointed out by me that he and others like him were creating another class in our much too stratified and divided society through their little islands of exclusivism that their schools are, was honest enough to admit that 80 per cent of his final year boys, when asked what they would do after their studies, replied they would go to America.

Given a week's time as Chief Minister, I would pull down the walls surrounding the universities and institutes of higher learning and integrate their work with the people's needs.

Hundreds of dissertations and research papers are written every year in our universities and institute. How many of them are made use of or are of any use at all?

If per chance I get six months, I would closely study Kothari Commission Report and implement its recommendations in letter and spirit and constitute by law small educational republics in the State.

"If our masters do not know how to use the powers, the remedy does not lie in taking away those powers but in training them in their correct use."—Thomas Jefferson.

## No Better Way of Learning than by Doing

In March 1981, only 26 out of 100 Biharis were counted as literate for the purpose of census only. With the kind of education we are providing, the number of functionally literate out of these 26 will only be a matter of guess.

"Bihar's position of literacy was 25th among the States of the Indian Union in 1971. It has slumped down to 27th in the 1981 Census. Economic growth is linked with literacy. No wonder, therefore, that per capita income of the State is also lowest in the country. Nothing short of a movement can wipe out illiteracy in Bihar. Bureaucracy can at best annex the UNESCO prize"—Indian Nation, Sept. 6, 1981.

It has to be critically examined what is basically wrong with our education that has made us educational backbenchers: I diagnose three :

1. Statism in education.
2. Worn and outdated educational administrative system.
3. Absence of integrated educational total planning.

Waste in education is colossal. This is true of all the three or now four sectors, namely primary, secondary, university and adult education. On page next are the figures from the primary sector ;

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*Note : Paper presented by the author at a symposium held on September 8, 1981 (World Literacy Day).*

(Figures in lakhs)\*

Year	Enrolment in class I	Number class IV	Dropout	Per cent dropout
1970-71	17.97	4.74	13.23	73.62
1973-74	18.57	5.40	13.17	70.92
1977-78	24.98	8.21	16.77	67.13

Even assuming that 60% of the children in the age-group 6-11 have been enrolled in the schools—a bold assumption indeed—and assuming further that those who complete class three, are the ones likely to retain literacy, annual addition to the number of illiterates in the age-group 15-35, which was 1.19 crores in 1971 might be in the neighbourhood of 10 lakhs. I am afraid, under the existing administrative system, a sizeable segment of the population will remain at the periphery of the educational system.

Sectoral planning in every other sector of development is being given up in favour of integrated planning. MESO area scheme, IRD and ICDS are the cases in point. What actually we need in education is a system of total planning under which the educational needs of every individual, be he a child, an adolescent or an adult are taken care of. I am tempted to visualise a system under which as soon as a child crosses its fifth birthday, the teacher knocks at the door of parents to remind them of their social responsibility of sending the child to the school. I also visualise a system under which courses of varying periods for developing diverse competencies are designed and organized regularly. Such an education will not be certificate oriented, it will have to be job-oriented. I admit that for such a system to be popular, a number of other development agencies and financial institutions will have to be involved. TRYSEM (Training of Youth for Self-Employment) is trying to attempt it. As a matter of fact, TRESEM itself can be integrated with the total

educational planning conceived above. If this does not happen and a super thermal power plant materialises at Kahalgaon, the story of Ranchi and Bokaro will be repeated and the lot of the poor Bihari will fall the hard manual soul-killing labour. In my concept of total educational planning, if such a plant materializes at Kahalgaon, the local educational authorities around it shall start studying manpower requirements of such a project and start courses for training personnel for them. As a matter of fact, the working group appointed by the Planning Commission has stressed that educational planning must also be coordinated with the efforts of manpower planning in the country. It must promote a system of education which is relevant to the local needs and provide knowledge and skills which enable the learners to participate effectively in the programme of social and economic development.

What should be a viable administrative unit for such a total planning and what kind of administrative system should be built for it are the questions that naturally arise.

In Bihar the primary unit of administration for elementary education is the community development block and a sub-division is for secondary education. There is unified command, though extremely weak at the district level. Under the Adult Education Programme, the primary unit is again the block as this programme is being implemented through projects that cover approximately half a block at a time. As a matter of fact, primary, secondary and adult education are flowing into three well insulated channels. There appears to me six plausible reasons for taking the unified command of all education to the block level itself. They are :

1. The average population of a block is around one lakh. Persons above 50 and

\*Source : Education Deptt. Bihar Statistics

children below 10 may be 15,000 and 10,000, respectively. Nearly one-third of the remaining 75,000, i.e. 25,000 are literate, though they as everyone else too need life long education. For the present they can be left out. Total educational plan for 50,000 people with varying backgrounds and needs and placed in diverse economic and social situations will not be a small job. As a matter of fact, this kind of planning will provide a challenge to the best administrators and academicians.

2. In a society like ours, unfortunately, the chances of fission are far more than those of fusion. Coordinated and joint action seldom take place. It is therefore necessary that a viable unit of administration is determined and set up.

3. Effectiveness of administration decreases in direct proportion to distance of the decision making authority and the beneficiary group.

4. Involvement of the whole community in the educational process and effort is a *sine quo non* for building a 'learning society'. Those whose children's education is being planned must have a say in the decision-making process.

5. Education belongs to the people and it must be a community effort. Till now the community did make enormous contribution in building up schools and providing other services. It is feared that with the take over of the schools the community contribution may dry up. Block is a convenient unit for such community involvement.

6. If elementary, adult, rural, vocational and middle level technical education are welded into one unit, the resources could be optimally used.

For involvement of the local community, a fairly large body, but separate from the Panchayat Samiti, may be constituted for every block or town. To safeguard the interest of special groups,

some members may also be nominated. This body may lay down broad policies, approve the budget and help and advise the local Education Officer.

### **Contribution Towards Cost of Education**

Every individual holding property, business or profession must contribute towards the cost of education grant by which the poorer areas will get far more assistance from the Government than the richer areas. Each school will have to prepare a budget, which it will have to justify in the budget-hearing by the local Education Board. Budget-hearing will be an occasion when people in general or through parents' associations will try to exert pressure on the LEB to provide greater facilities to the school in their area.

### **Administrative Frame-work**

There should be a local Education Officer who should be the custodian of records, an academic leader as also an administrator. He will also be in charge of the local resource centre. At the district level, academicians rather than administrators will have to be appointed and trained.

### **School as the Centre of Community**

The above measures will go a long way in bridging the gap between the school and local community. The roles of the schools will have to be redefined. They will be expected to design courses according to the local needs, and organize a large number of extension programmes. A day may come when a member of the community may feel pride in saying to the visitor, "Let us go and see our schools."

This is a very short paper. Large gaps have to be filled in this thesis. For optimum achievement, an ideologically correct, administratively feasible and academically sound system will have to be built, a system that really works. □

# Ranchi Consortium for Adult Education—a Case Study

Michael V. d. Bogaert

**I**F Bihar is now figuring on the world map of adult education—the State recently bagged a Unesco prize for its performance in this field—it is due to the efforts of the Government but also thanks to the not insignificant role played by voluntary organizations in some areas of the State.

One of these organizations, whose pioneering role was mentioned in the report, which the Directorate of Adult Education brought out in 1979-80 on the completion of the first year of the NAEP is the Ranchi Consortium for Adult Education.

How did this organization arise? What does it do? What is its strength today? What is its future? There are questions which are being analyzed in this short case study.

## Origin

The seed for starting the Consortium was thrown by Anil Bordia, then Joint Secretary, Government of India, Ministry of Education, in charge of the NAEP, when he visited Ranchi in April 1978 on the occasion of a two-day seminar on the role of voluntary organizations in promoting Adult Education in Chotanagpur. More than 40 voluntary organizations were represented at that seminar.

Anil Bordia spoke with great conviction at the seminar, a man who really believed in what he was saying, and looking out for allies in making of the NAEP a success. He answered the questions which were asked and clarified points on which there were doubts. He

came as a torch bearer, and passed on the flame to others. The flame was kept burning by subsequent visits of Dr. A.K. Jalaluddin of the Directorate of Adult Education and some of his associates.

By focussing strongly on the target of the NAEP, the rural poor, and giving confidence to voluntary organizations, the NAEP programme provided a challenge, and locus of cooperation which was not organization, but people-oriented. Many organizations, Governmental and others, were given an area of interest at which they could look together and work as allies, irrespective of the ideology that motivated them individually.

From the fall of 1978 onwards, the Ranchi Consortium for Adult Education has been meeting every first Saturday of the month in the same place and at the same time. Some projects represented at these meetings, cover 100 adult education centres, others only a few. Some concentrate on adult education, others on rural development, or community forestry. Some are urban based, others rural. Some are registered societies, others informal groups of a few committed individuals. Some have a Gandhian ideology, others are Christian inspired, still others draw their inspiration from Ramakrishna or Sai Baba, some organizations represent efforts of industries to engage in rural development, others are attached to educational institutions, or are just adult education projects launched by the Government of Bihar. They all meet as friends and equals at these monthly sessions.

The meeting starts with a reading of the minutes of the previous meeting. They are circulated to the members present. Then the latter report on what they have achieved in the field during the past month, or the problems they have encountered. Whenever Government officials are present, they are invited to communicate to the participants, information on schemes which may be useful. The meeting winds up with announcements on training programmes organized by member institutions, new literature available, and the programme of the next month is discussed.

### Activities

The most important activity is the monthly meeting, which just provides a forum where people interested in the same objective can meet in a routine manner. It is a great morale booster for persons working in far-flung areas, who would otherwise not have the opportunity to meet and exchange notes with each other.

There has been a certain turn-over in the membership. Groups and projects which initially showed interest, have withdrawn because the Consortium could not fulfil their expectations, or they were really not doing much in the field, and this would have become clear to others, with the danger that the group would lose face. But other groups have replaced them. There are some organizations, far away or close-by who come rarely, and there is a hard core of faithfuls who do not miss a single meeting. The 'membership' stands now at around 40 groups or projects, of which 30 regularly send their delegates. Members are not only working in the Ranchi district in Singhbhum, Palamau, Hazribagh districts of Bihar, and also in Raigarh district of Madhya Pradesh. Recently, a member has joined from the Santhal Parganas.

At the time when the Government of India financed adult education projects sponsored by voluntary organizations, the prospect of having one's project 'inspected' by a Government official was frightening for many members. The idea was then broached that we should organize our own internal 'auditing' and evaluation. The Consortium would depute a small team of members, Government officials or others, to any member organization which would request such an informal visit. Till now half a dozen such visits have been organized. Every time such a visit takes place, a report is drawn up and is sent to the project, which was visited.

The basic purpose of these visits is not to find fault, but to encourage, to ask questions, and to help the workers in the project to get a deeper insight into the dynamics of their own project.

Every year the Consortium organizes a *Mela*. Stalls are set up where handicrafts produced by adult learners are on display and for sale. A competition is held for dance items, songs, dramas, and the best group is given a prize.

### Strength of Consortium

The Consortium has not only survived, but is showing new signs of strength in spite of the fact that adult education programmes run by voluntary organizations are no longer financed by the Government. What is it that continues to attract the members to come for the monthly meetings?

The starting of the Consortium was occasioned by the launching of the NAEP by the Government of India. The members have discovered that their commitment is not to the Government—if that were so, they should have stopped functioning as soon as the Government no longer felt it necessary to provide finance to them—but to the people in

the rural areas. This commitment has only grown stronger after Government aid was stopped. The members realize very well that the problem of illiteracy and of rural poverty is something beyond political expediency, and is becoming more formidable than ever. They are determined to carry on with the work, what may happen, and find moral support in knowing that others feel the same way, and meeting such persons or groups regularly.

The Consortium helps to overcome a defect which has been noticed in the operation of many voluntary organizations in rural areas, their scatteredness over huge areas, their lack of coordination and absence of any impact at macro-level.

The atmosphere of friendly informality is another factor of its strength. Nobody feels threatened, or status conscious. There is no jockeying for power. But the informality is more than mere camaraderie. It is oriented towards effectiveness in the field, where the real action is.

Members of voluntary organizations have discovered that amongst Government officers there are men and women who are as highly motivated as they themselves are, and Government officers have, in turn, found that much genuine work is being done by voluntary organizations though the latter may not be able to submit 'proper' accounts, or the statistics, which the Government usually insists upon. The gap that separates officialdom from voluntary workers has in this case been to a great extent bridged. Not all Government officials, however, feel at ease in such an atmosphere of equals.

One more factor which accounts for the strength of the Consortium is that it has enjoyed the full-hearted support of some well established non-Governmental organizations in Ranchi, and

industries engaged in rural development. This support has made it possible for the Consortium to be effective without having funds of its own, or the services of full-time personnel.

### The Future

Since the last one year, the members began to express the view that the Consortium should grow into a legal body, registered under the Societies Registration Act XXI of 1860. A memorandum of association and rules and regulations were drawn up, and the Consortium is in the process of being registered as a Society. Its new name is *Jan Vikas Mandal, Ranchi* (Society for the Development of People, Ranchi). Its office-bearers are elected and meet every month as an Executive Committee.

A certain formality has emerged from an informal grouping. This has resulted out of a growth which has permitted the Consortium to find out who really are the members who care for the organization and to elect these as office bearers. The danger of jockeying for power which might have arisen if the organization had gone in for formal registration right at the start, has therefore been avoided. The style of running the monthly meetings remains unaltered, and the members are keen to maintain the atmosphere of friendliness and equality amongst members, whether they be matric pass local field workers, or professionals with a post-graduate degree.

On September 11-12, 1981, the Jan Vikas Mandal, Ranchi, organized a two-day workshop in order to clarify for itself what its task would be in the future. Deep searching went into this two-day exercise.

The workshop started with a sharing of experience in which the members shared their views on the main problems

of rural society, as they saw them. This was followed by an effort at analysis of this society, to discover how the present-day structures make the rich richer and the poor, poorer.

The members then tried to distill what were the basic needs and aspirations of the rural people, and what would be the role of Jan Vikas Mandal, Ranchi, in responding to these needs and aspirations. This was followed by an effort to spell out in one sentence the basic objective of the organization and to derive some secondary objectives.

The next session was taken up with a reflection on the strengths and weaknesses of Jan Vikas Mandal in meeting the enormous task which awaits it. The final session was devoted to clarifying the

strategy and basic policies of the organization.

The workshop involved a serious effort in 'corporate planning' for a few type of organization, the need of which is being felt more and more in rural India. There are still many loose ends, many matters to be clarified, but the main points regarding the future, have become clearer, and we are more than determined to carry on with the work, happen what may.

The result of this exercise may see the light in the form of a booklet for the members and others interested in adult education and rural development in Chotanagpur. □

[Focus on Bihar Concluded]

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# Appraisal Studies of the Adult Education Programme

Anita Dighe, R.S. Mathur and Prem Chand

## Part II

### III

#### INSTRUCTORS

##### a) Educational Background

The Adult Education Instructors are a critical factor in the entire programme implementation. It is, therefore, necessary to identify the educational background they possess, the social strata from which they generally come, the kind of training they receive for adult education and a number of other questions which are likely to have a bearing on their performance. The appraisal studies gathered data on some of these questions and have presented relevant data on the basis of their coverage. The data in respect of educational background is summarised below :

TABLE 7

Educational Background for the Instructors

	Educational Level (in percentages)			Remarks
	Up to Middle	VIII to Matri- culate	Matric & above	
1. Gujarat	—	—	—	
2. Rajasthan (1)	56	41	3	
3. Bihar	—	—	—	49-below matri- 51-matric and above.
4. Rajasthan (2)	41	48	11	
5. Tamilnadu	—	—	—	
6. Maharashtra	17	60	23	

The studies show that the instructors, by and large, possess low educational levels, although in the light of operational guidelines of the Ministry, these qualifica-

tions were satisfactory. However, the experience of evaluative studies (Rajasthan I and Maharashtra) has shown that educational qualifications of the instructors have a direct relationship with their performance at AECs. These studies show that higher the educational qualifications, better is the performance (as judged by variety of topics discussed and diversity of content covered in the centres). The studies also realise that feasibility and practicability may impose certain constraints in finding instructors with higher educational qualifications, especially in rural areas where we may have to rest content with the presently available staff, but training may have to compensate for this weakness.

##### b) By SC/ST

It is assumed that if more number of Instructors are appointed from amongst SC/ST, they would encourage greater participation of the underprivileged groups. The appraisal studies, therefore, studied the distribution of instructors by SC/ST groups and the findings are presented in the table below :

TABLE 8

Distribution of Instructors by SC/ST

	Instructor percentage to total Instructor			Total of SC/ST/OBC	Remarks
	SC	ST	OBC		
1. Gujarat	—	—	—	64	
2. Rajasthan (1)	9	26	NA	35	
3. Bihar	18	11	46	75	
4. Rajasthan (2)	—	—	—	—	Not shown
5. Tamilnadu	—	—	—	67	Combined SC, ST.
6. Maharashtra	15	9	NA	24	

Note : This is the second and concluding part of the article appearing under the same title in the last issue.

The table reveals that a fairly high proportion of instructors from SC, ST and OBC categories exists amongst the instructors. The proportion was, however, not as high in States like Rajasthan and Maharashtra as in Bihar, Tamilnadu and Gujarat. It shows that the agencies did give reasonably high consideration in appointing instructors from SC, ST, and OBC categories who seemed to promote the participation of learners from their own communities. Higher enrolment of SC learners could be attributed to higher involvement of SC/ST instructors. The corollary is that if enrolment of a particular section of population has to be given priority, preference should be given to the same section in matters of appointment of staff, especially at AEC level.

#### c) By Sex

It was emphasized in the policy statement that women should be given priority in enrolment, in appointment of functionaries at various levels, etc. It was expected that the appointment of more women instructors, supervisors, project officers at field level would ensure higher participation of women. The instructors' break-up given in the table below shows that the situation remained very different :

TABLE 9  
Distribution of Instructors by sex

	Instructors (Percentage)	
	Men	Women
1. Gujarat	66	34
2. Rajasthan (1)	—	—
3. Bihar	79	21
4. Rajasthan (2)	75	25
5. Tamilnadu	46	54
6. Maharashtra	76	24

The above table shows that except for Tamilnadu, more male than female instructors were running the programme. This might be a strong reason why female participation remained low as compared to men. Measures to promote women's participation both at instructor's level as

well as learner's level are called for as the two are interdependent.

#### d) Training

It is a recognised fact that training of adult education functionaries is a significant input and its absence or inadequacy may adversely affect the programme. Instructor's training is all the more important as he/she has to fully understand the philosophy and concept of the programme and methodology of organising/conducting the AECs. Table 10 gives a summary of the duration for which the training was organised :

Table 10 (on next page) shows that there was a good deal of variability in the period for which the training programmes for instructors were organised. Even though majority got trained, there was still a substantial proportion of instructors who received 'no training' by the time the studies were undertaken. There seemed an overall tendency to organise 'some kind of training', not giving the needed attention to even the recommended duration of training and the training organised tended to be of a shorter duration.

While very little is said about the content, quality and relevance of the training given to the instructors, it has been observed in some studies, that training organised was sometimes very late, and only in some cases at the commencement of the programme. Moreover, need has been expressed for in-service training, which is less 'theory-based', practical and functional. Longer duration of training, was favoured with changes in methodology to make it more meaningful.

One of the persistent problems mentioned by the instructors related to inadequacy of the honorarium of Rs. 50. An incentive system for ensuring continu-

TABLE 10

## Duration of Training Given to Instructors (percentages)

	No. of training	Less than 7 days	8-14 days	15 days & over	Remarks
1. Gujarat	20	—	—	—	Others received some training—duration not mentioned.
2. Rajasthan (1)	—	—	—	—	Not available
3. Bihar	—	—	—	—	Less than 21 days 58% More than 21 days 42%
4. Rajasthan (2)	—	8	70	11	
5. Tamilnadu	14	—	—	—	Some training to others
6. Maharashtra	8	28	43	18	

ing involvement of the Instructors would need to be thought of.

## IV

## Teaching/Learning Materials

With regard to teaching/learning materials, the studies indicated that dissatisfaction was expressed by the various functionaries about delay and inadequacy of teaching/learning materials. There was also mention of lack of appropriate teaching/learning materials. Some of the salient recommendations made were :

- more teaching/learning materials should be provided to the AECs ;
- more primers should be designed to cater to the interests and needs of heterogenous groups
- There should be timely provision of teaching/learning materials
- teaching/learning materials should be relevant to specific occupations of the learners.

## V

## Functionality and Awareness Components of the Programme

While the studies showed that by and large the emphasis of the adult education programme remained mainly on literacy, some attempt had been made, particularly by Maharashtra and Bihar, to extend the

scope of the programme to include 'functionality' and 'awareness' components. Lack of cooperation from development agencies was the main reason for the programme remaining a literacy effort. The need for establishing linkages with development agencies, however, was felt by the learners and functionaries at various levels. In the Rajasthan (1) study, the learners indicated a preference for education that was linked to such functional aspects as agriculture, animal husbandry, poultry, credit facilities and services etc. A recommendation was made to mobilize not merely information support but also provision of services, from all development agencies.

## VI

## Community Participation

Most of the studies referred to problems relating to lack of proper seating arrangements for the learners, and inadequacy of lighting facilities. While the location for AECs varied greatly what seemed to emerge was that presumably due to lack of community participation, the instructors had to agree to holding the AEC in his/her own home. Tamilnadu seems to be the only exception where the community facilities were opened up to a majority of the centres. Better coordination with the education department seems

**TABLE 11**  
**Location of AECs**

	Location of AECs (percentage)								
	School	Temple	Other Public Place	Open space	Teacher's House	Learner's House	Vill. House	No. Inf.	Others
1. Gujarat	28	3	—	28	37	—	—	4	—
2. Rajasthan (1)	4	11	8	12	41	3	5	—	16
3. Bihar	15	—	9	13	13	1	41	2	—
4. Rajasthan (2)	—	—	—	—	—	—	—	—	—
5. Tamilnadu	27	—	40	—	19	—	—	1	13
6. Maharashtra	37	7	12	5	25	7	4	—	3

to be evident in the case of Maharashtra for a majority of the centres were opened in the schools. Table 11 above shows details about location of AECs :

In any event, the involvement of the community seems to have been marginal in almost all the cases. The Rajasthan (1) study showed that the villagers had helped initially in motivating the learners to join the AECs and some of them had even provided space for AECs. But apart from this, the community had, by and large, not helped actively in the programme. Different ways for mobilizing and harnessing community support and participation would

need to be spelt out if the programme has to become a people's programme.

### Conclusion

The present analysis does not attempt to exhaust all the issues that have policy implications. Nevertheless, some of the important issues which figured in all the appraisal studies and which had implications for policy formulation have been included in this analysis. Despite the nature of appraisal studies and the fact that they were designed to serve a limited purpose, the findings nevertheless serve to indicate areas in which policy modification and/or redirection is called for. □

## Implementing Investment Priorities

The education received by poor children depends on three things: The first—Are there school places for them within a reasonable distance from home? The second—Do their parents send them to school and are they allowed or encouraged to drop out? The third—The quality of education that schools provide.

World Development Report, 1980.

# Thoughts on Continuing Education—Status and Future Directions

Malcolm S. Adiseshiah

*Continuing Education Concept:* The general theme of the annual seminar, Continuing Education—Status and Directions, calls to start with for some prefatory comments on continuing education.

First, the concept of continuing education stands in one sense in contrast to the traditional concept of education as one limited in time and space. That is, traditionally education has been identified with going to school and university between the age of six and 20 or 21. Similarly, education has been equated with the school and university. By implication, outside these formal institutions, there can be no education. Against this time and space bound limitations of education, the concept of continuing education reminds us that education is timeless, continuing throughout one's life and is open-ended in its locale and can be acquired in any and many places—in the school and college, in work, in play, in a temple, mosque or church, in cultural manifestation and centre. There are no limits to the time and means of acquiring education. That is the meaning and message of continuing education to us, who are followers of the time and space limitation of the concept. It is a call to all of us to make our school-going and

college/university acquisitions of education a part of life-long learning discipline, perspective and imperative. In this sense continuing education is not something that applies to the others—workers, office staff, farmers, illiterates; it is something that starts with each of us and to which each of us must respond, if we wish to be and to remain educated.

Second, the concept of continuing education assumes that there is already some basis of education in a person which can be continued. This condition of the prior existence of education in a person, for whom institutional and other arrangements should be made so that he can continue that education, is apparently satisfied in the case of all of us present in this seminar, and others who have been to or are in school, college and university. Though even as it applies to us who have been to school and university, the assumption that we start with some real education is open to question as was seen in 1974 when the sum of Rs. 100 crore, made available as seed capital to the unemployed graduates, had to be used to the extent of Rs. 60 crore to deschool and reschool the unemployed graduates, so that only Rs. 40 crore was left for their seed capital. But this assumption of the concept of the existence of some prior education, which can and should be continued,

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*Note : Paper presented at the annual seminar of the Indian University Association for Continuing Education held at Nagpur from March 14-15, 1981.*

applies to all persons—whether they have been to school or not, whether they are teachers, engineers and doctors or are classed by us as illiterate housewives, artisans or farmers. Let us take one of the latter groups—the illiterate farmer. He is educated, because his curriculum is the weather, his teacher is the farm, his textbook is his seed, water and fertiliser, and his examination result is the harvest outcome. Similarly, for the illiterate housewife and illiterate artisan, or roadside repair shop worker, there are curricula, teachers, textbooks, evaluation systems in their life styles. This is the reason why any further continuation of education planned for them must be based on and be a continuation from the education they already have received. This is backdrop to the concept and programme of functional education and functional literacy.

#### *Status of Continuing Education*

Continuing education today is part of the total educational system and higher education institutions are its main instrumentality in this world. In some countries as in some of the provincial governments of Canada and of Latin America, there are ministries of continuing education. In all countries, universities, colleges, polytechnics, engineering and technological institutes are the focus of extending various forms of education and training programmes to those who are in the world of work. In the socialist countries, in Scandinavia and Canada and the US, there are special institutions that have been created to provide continuing education to people desiring it.

In India, continuing education facilities are provided by our universities :

(a) through their correspondence courses, which open up various forms of institutional education to those who are not, for various

reasons, able to pursue it on a full-time basis. This form of education, which ought to be a major means of democratising higher education, suffers from several limitations. First, it is regarded by the universities as a means of earning money rather than as a means of making higher education available to those who have been denied it and desire it. Second, within the university system, it is given a second class status, in terms of the status of its professors, the learning materials, and even their evaluation standards. Third, and probably as a consequence, the employing agencies discriminate against correspondence course graduates as against those who have been through the regular courses.

(b) through courses organised for the professional upgrading of managers, technicians, skilled workers, agriculturists, engineers and doctors and para medicals by the professional institutions such as faculties, departments and institutions of managements and engineering, agriculture, medicine and polytechnics. These programmes are not organised on a regular and continuing basis and the professional bodies like the All India Technical Education Council, the Indian Medical Council or the Indian Council of Agricultural Research have not established standards and qualifying norms for these courses. As a consequence, these courses are not a part of the programmes of the professional institutions but depend on the *ad hoc* decisions or enthusiasm or lack of enthusiasm of the head and the

senior staff.

- (c) through community programmes organised for urban workers and illiterates or for rural areas—farmers, women, youth and artisans. These programmes have been growing largely through the financial help given by the University Grants Commission and the commitment and dedication of individual university and college men and women. The major problem faced by these community education programmes is that they are not part of academic life and drill of the institutions: so that for the teachers, they are an extra over and above his normal teaching load, and for the student they are unrelated to his curriculum and his major pre-occupation of passing the university examination with as high marks as possible.
- (d) through the seminars, conferences, symposia and public lectures and discussions organised by the departments of the university or college for the spread of knowledge of a new area or developments in other universities or countries, to exchange views on state of art in a discipline or in an interdisciplinary area, and to offer opportunities of continuing learning and refreshment to post-graduates. From this point of view all the seminars, conferences, endowment lectures, and symposia organised by a university ought to be part of its programme of continuing education. But by some curious historical logic or illogic, there is a clear dichotomy established by the university not only in this

country, but in all countries, between courses organised for illiterates and semi-literates in the cities and villages and in the industrialised countries—the various forms of adult education—which is called continuing education, and all other activities like seminars, symposia, conferences etc., which are kept outside this concept and so weakening and distorting it.

#### *Future Directions of Continuing Education*

In the Sixth Plan that we have just adapted, which, in turn, is based on the UGC policy statement for the Sixth Plan, which was widely discussed by the Universities in 1978-79 and approved, there is a four-fold educational perspective of preparation for responsible citizenship, scientific outlook, ethical and cultural development and skills formation set forth with two specific goals, which apply to the universities and the university community of teachers and students, namely:

“to provide a continuous process of life-long education for the physical, intellectual and cultural development of people and for inculcating in them capability to cope with and influence social change, and

“to sensitise academic communities to the problems of poverty, illiteracy, and environment degradation, through extension services and organising participation in poverty reduction and environment improvement programme.”

The Plan notes the “undesirable growth of facilities in general higher education ... and in the consequent

increase in the incidence of unemployment and the educated". It says that it has also resulted in lop-sided development in types and levels of education, undermined the role and capacity of the higher education system to promote and maintain excellence and high standards in academic programmes, encourage pure scholarship and extend the frontiers of knowledge.

The Plan provides clear directions to the university with regard to one facet of continuing education namely, that concerned with the urban and/or rural community, in which it is placed, which the UGC policy statement termed the third function of the university, namely Extension, in addition to the other functions of teaching and research. The Sixth Plan on this states quite forthrightly: "the institutions of higher learning would be encouraged and enabled to involve themselves with the development activities in the communities and provide requisite support through extension services of students and faculties. *Such extension work would be considered as part of the normal academic work of the students and teachers and not as social service* (emphasis is mine). Universities would not only extend frontiers of knowledge but also supply such knowledge to solve problems of the community on whom they depend".

Here there are clear directions for the future of this aspect of the continuing education responsibilities of the universities. I tried it out as Vice-Chancellor of the University of Madras and it worked. Here is the detailed future direction in this regard :

- a) First, each Board of study should identify the various areas of community work and service—rural or urban—appropriate to it, and detail how each should be carried out.
- b) Second, these areas of community service so adumbrated should be part of the curriculum of each subject.
- c) Third, each teacher who does the class room or laboratory teaching should be responsible for supervising the community work of groups of 20 or 30 students and such supervision should be credited as part of the teaching load of students.
- d) Fourth, some 10 to 15 per cent of the final marking or grading should be set apart for assessing the student's work in this field of community service, which will be a part of the specialisation he has chosen, and
- e) Fifth, for correspondence course students, there should be one piece of project work assigned to be carried out in the week ends.

I believe the future direction thus lies in making the service of the community part of the teaching and learning experience of the university community, which will be its basic continuing education, and the continuing education it provides to the major sections of the local community—the educationally deprived and the economically poor on whose labour it lives and grows. □

# Programmes and Impact of Non-formal Education— a case Study

Anupama Shah

*The present article is a critical study of the existing non-formal educational programmes in Baroda city. It seeks to throw light on the kinds of programmes, their physical aspects and the methods and media used to impart non-formal education.*

*The study also makes an attempt to find out the impact of these programmes on the lives of the people, specially those belonging to the weaker sections.*

*The subject areas covered are literacy, family planning, nutrition, health and cultural and physical activities.*

**T**HE Baroda city in Gujarat State was selected for a case study of the non-formal educational programmes for the youth. The city has roughly a population of five lakhs which is growing fast and the city is emerging as a big industrial town. The present study was taken up with the following objectives:

- (a) to study the existing non-formal educational programmes for the population of the Baroda city and to know the kinds of programmes, their physical aspects and methods and media used to impart non-formal education.
- (b) to study the impact of these non-formal educational programmes and their effect on the lives of the people belonging to the weaker sections.

The following subject areas were covered:

Literacy, Family Planning, Elementary Foods and Nutrition, Health—Personal and Community—Creative Use of Leisure Time/Supplementary Income, Social, Cultural, Religious and Physical Activities

## Sample and Research Tools

1. Background information and the educational methods and media of all the agencies working on non-formal education in Baroda for at least one year since 1977.
2. Impact of the NFE programmes—socio-economically poor persons (out of a total of 305, there were 25 from the high socio-economic group for the foods and nutrition programmes): checklist for studying the socio-economic status of the respondents and an interview schedule for the impact.
3. Case studies: a study of representative NFE programmes by eight agencies was made with the help of the guidelines suggested by the Asian Centre of Educational Innovation, Bangkok.

## Statistical Techniques

Percentages, intensity indices, mean scores and discrepancy scores were used.

## FINDINGS

### Background Information

A majority of the programmes were in the areas of activities of cultural, social, religious and physical nature and creative use of leisure time/supplementary income. Less than 10% of the total programmes were in the areas of literacy, health and elementary foods and nutrition. The family planning programmes were both of the informal classroom type and the individual and mass level programmes by the family planning centres.

Most of these programmes were:

- (a) offered to all the persons of a selected city area or enrolled members of some organisations from the city.
- (b) offered to women between 20 and 26 years of age,
- (c) attended by the females,
- (d) for a long duration, i.e., for a year or more than a year,
- (e) continued in the subsequent year.
- (f) of 8-12-day duration in a year but distributed throughout the year. Majority of the rest of the programmes were offered for 6 days per week for 1 to 3 hours.
- (g) conducted in the afternoon in Gujarati language in the public places such as community halls, trust and club buildings and temples.
- (h) run with the help of regular paid teachers, and
- (i) having state/central government grants

### Educational Methods and Media

Overall, on an average, very few educational groups and individual methods

and mass group and individual media were used on very few occasions.

### Socio-economic Status of the Respondents

#### *Low Income Group*

The majority of the respondents from the low socio-economic group presented the following picture:

They were head of the family with no education or education between one and seven standards. Their wives or mothers were either illiterate or educated from one to third standard. They were unskilled or skilled workers with a total family income ranging between Rs. 100 and Rs. 400 and had at least one supplementary occupation. The number of family members ranged between four and seven. They had no houses of their own but lived in rented houses. They did not own land, had no radio receiving sets, nor did they subscribe to any daily newspaper or magazine or belong to any organisation.

#### *High Income Group*

The majority of the high socio-economic group respondents presented a picture, which was in complete contrast.

They were head of the family, educated up to M.A./M.Sc. and their wives/mothers up to at least higher secondary standard. A good number of them were professional persons and had no supplementary occupation. Their income ranged between Rs. 1,000 and Rs. 2,000 and above. Their families consisted of 4 to 7 members. They lived in the rented houses but did not possess their own house or land. However, they had radio sets and subscribed to one or two daily newspapers, and at least one category of magazines, mostly social ones. They had associations with one or two organisations.

## IMPACT OF THE NFE PROGRAMMES

Areas		Overall Impact
Literacy : Reading, Writing and Arithmetic	—	Low
Family Planning : Knowledge, Practices, Opinions	—	Average
Health : Personal Knowledge	—	High
Practice	—	Average
Community Knowledge	—	Average
Practice	—	Low
Elementary Food and Nutrition Knowledge	—	Average
Practice	—	Average
Creative Use of Leisure Time/Supplementary Income Competency	—	High
		(Supplementary Income Rs. 10-100)
Activities—Cultural, Social, Physical, Religious : Gains		Average
		Low

### CASE STUDIES

Some of the outstanding observations made regarding the eight agencies, offering the NFE programmes through their case studies are summarised as follows :

#### *I Agencies*

1. Many agencies offered the NFE programmes in more than one subject matter area at one place, which was facilitating both the organisers and the participants in terms of saving time and energy.

2. It was amply demonstrated that the women's organizations and the *Yuvak* and *Pragati Mandals* could play a greater role in cultural, social, religious and physical activities and can expand their NFE programmes.

3. The services of the students of the training institutions, like the M.S. University of Baroda, in field work were utilized for the NFE programmes.

4. Persons with experience and de-

duction, both in the organised groups and the informal community groups brought continuity in the NFE programme.

5. The formal institutions, because of their resources in building and equipment, were able to run some NFE programmes.

6. Both the governmental and voluntary agencies had been successful in running NFE programmes.

#### **II Subject-matter Areas**

1. Sewing was the supplementary income activity offered by most of the agencies. However, the level of skill for marketing purpose proved to be inadequate.

2. The NFE programmes with national objectives and philosophy, such as, family and supplementary income, received a greater support from the government and thereby they seemed to

be making a better impact than the NFE programmes without the widespread acceptance.

3. The NFE programmes with the potential for the immediate benefits and vocationalization had a greater motivating effect than the pure academic and long-term benefit programmes.

4. The NFE programmes in family planning were facilitated by the easy availability of the medical services.

5. Literacy programmes needed to be offered for a longer duration with greater continuity between the classes.

### III. Participants

1. The NFE programmes for the organised groups, such as the industrial workers or women's organisations were easy to plan and conduct.

2. The NFE programmes were offered mostly to the weaker sections of the society or were being taken advantage of more by them than the better-off groups.

3. The low literacy levels of the participants came in the way of understanding and grasping the abstract facts and

managing sales of the products prepared in the NFE programmes.

4. The NFE programmes with their social and economic rehabilitation contents were possible for the handicapped.

5. The participants of the NFE programmes required economic independence and stability to implement their knowledge of nutrition and health into practical use. □

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# Participatory Communication—an Experiment

R. Jayagopal, V. Nagarajan and S. Selvam

*The main objectives of this study are to find out first how far television has served as a tool for rural communication and, second, how far it could be converted as a participatory medium.*

BORDENAVAVE (1977), while describing the varied roles of communication, states that it can be an important means for achieving conscientization, organization, politicization and technification. The prerequisite for achieving some of the goals outlined above is that there should be a coherent communication philosophy and methodology, acceptable to the beneficiaries.

Thus, the conviction is growing that the people should have more access to the communication media, not as receivers only but also as sources and actors. Bordenave, while reviewing the global situation of the role of communication in rural development, states that the adoption of this new approach to communication is producing several significant innovations in rural development communication, which are as follows :

1. Media are becoming more accessible to the participation of rural populations in programming ;

2. Messages are originated among the rural populations, and government agents, technocrats and elites—who previously always acted as sources—are learning to become receivers.

3. The content of the messages is more relevant to rural people's problems and needs.

4. Rural people are learning to formulate and articulate their ideas and feelings about matters important to them.

5. The government is learning to communicate less paternalistically and with less authoritarianism, making possible a dialogue with rural populations.

6. New technologies—such as audio and video tape recording—are making it possible to register messages and feedback from all parties in the dialogues, facilitating mutual perception and understanding.

Most communication models still reveal a transmission, persuasive orientation and only a few attempts have been made across the world on communication's role in facilitating the popular participation and action required for rural development. (Schramm, 1973) Very little research has been done so far on horizontal and participative communication areas.

Keeping this in view, the Department of Adult and Continuing Education was involved in a pioneering endeavour to telecast functional literacy programmes to an estimated rural audience of 1,500. (Nagarajan & Selvam, 1979).

The programme was conceived as part of NAEP activities initiated during

October, 1978, and was grounded on the philosophy of multimedia participatory approach, which has all the motivational effects.

Anil Bordia (1979), Adiseshiah (1979), Sharma (1978), Amrit Kaur (1978) etc., have elaborated the size, magnitude, motivational techniques and problems related to monitoring and evaluation of NAEP, and the solution to these problems partly lies in making the effort as participatory.

The term 'participatory communication' refers to the efforts along several lines to develop communication involving the community which is the expected beneficiary of the programme. The term deliberately focusses on involvement of those who are traditionally the message receivers in formulation, in generating information as a source and in programming the events. Further, the success of the participatory communication rests on obtaining proper feedback and evaluation. De Sola Pool and Schulman (1959) state that in the communication processes effects go both ways: the audience also affects the communicator. The messages sent are in a part determined by expectations of audience reactions. The audiences or atleast those audiences about whom the communicator thinks play more than a passive role in communication.

### **Project Literacy through Television**

The project Literacy through Television is an attempt to teach the illiterate adults and to communicate with them effectively. The massive programme covers 1,500 adult illiterates in the District of Chingleput, South Arcot, and North Arcot, which are within the radius of 90 km. from Madras. In this programme, all activities are designed to transmit knowledge and skills and create

opportunities for self-fulfilment and for those who have never attended any formal school and for those who have left formal educational institutions of the country.

'Life Education' was the title of the telecast programme, which had three components, namely 1. Awareness 2. Vocational Skill and 3. Literacy.

Each of the components is designed on the basis of survey findings from 169 villages. The first component aims at providing information about various perplexing issues faced in one's own family, community etc. The second component provides various occupational skills to improve the economic level and also knowledge about spending the time usefully. The third component aims at inculcating letters, simple words, sentences and simple arithmetic problems.

With a view to evaluate the merits and demerits of the programme Literacy through Television by means of getting feedback from the receiving end, communications in the form of inland letters were sent to each of the centres (weekly once), requesting the Television animators to write their remarks about performance about the programme, the learners' interest, and their willingness immediately after the weekly lessons were over.

### **Main Objectives of Study**

The main objectives of the present study are to find out: (1) as to how far Television has served as a tool for rural communication and (2) how far it could be converted as a participatory medium. The study was further intended:

1. to find out the learners' interest as evidenced through their responses and to identify whether a particular pattern of communication emerges.

2. to find out the effects of one way/two-way communication between the sender of the messages (communicator) and the receiver of the messages (animator and the learners).

3. to identify the reasons for high percentage of response during certain peak periods.

4. to find out the effectiveness of the training given to the animator by the communicators and the pattern of response after the training.

The State Government had provided community television sets to 200 villages within 90 km. range of television coverage. Operators were nominated and entrusted with the responsibility of operating the television set. The sets were located in central places either in a school or panchayat office, so that the villagers could visit and view the programme without any difficulty.

Every week, before the commencement of the life education programme, letters were sent to those persons, with a reply card, requesting them to write the actual number of viewers who had participated in the programme, their main interests and needs, the merits and demerits, and their comments about the programme. At this stage, the communication experiment was divided into different categories :

1. Response pattern, when animators were not trained.

2. Response pattern when animators were trained and no prior intimations were sent.

3. Response pattern when animators were trained and advance intimations were sent.

4. Response pattern when anima-

tor trained and the frequency of telecast was limited to once in a week.

5. Response pattern when animator trained and the frequency of telecast was twice in a week.

With these intentions the responses received beginning from November 1978 to march 1979 for 4 months were analysed to study the outcome, as against the stated objectives. The weekly responses of the animators from the various villages were analysed. Percentages were computed and the results obtained are presented below :

## RESULTS

1. The learners' interest enhances as a communicator and the learner participate in making decision. In the study at hand, it is clear, when the animators were sensitized through a training programme and when they were made to articulate with the learners, the percentage of response was high.

2. The percentage of response was low, when there was one-way communication. Similarly, the percentage of response was high where there was a two-way communication, facilitated through an animator. Through one-way communication, no feedback could be obtained from the receivers and so there was no possibility of improving the original programme according to the wishes and needs of the learners.

3. The percentage of the response was high due to the favourable learning environment created through the drama, the improved methods adopted in literacy teaching, the lean season, ultimately through establishment of the two-way communication process and the training imparted to the animator, who could articulate effectively with the source

(communicator) and the receiver (animator and the learner).

The animator's role is very crucial in the participatory process as he was able to bridge the gap between the source and the learner. Further, the animator has acted as a channel for pumping feedback. The training programme has helped to develop good rapport with the learners for identifying their needs and interests. □

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# Dropout from Adult Education Centres in West Bengal

G.L. Ray and S.K. Nandi

*Dropping out from the adult education centres is one of the major problems today. The present investigations seek to find out the characteristics of dropouts and specific reasons. They also suggest measures to improve their participation in adult education programmes.*

**C**ONTINUING education and adult education enable the adults to improve their skills and efficiency, update their knowledge and give maximum possible expression to their creativity. At present emphasis is being laid on the adult education programmes. In planning and implementation of such programmes at the grass-root level, the Governmental agencies along with various voluntary agencies have come forward.

The Comprehensive Area Development Corporation (CADC), one such organisation of the Government of West Bengal, which is running 20 Comprehensive Area Development Projects (CADP) in different parts of West Bengal for the overall development of the project area, has also taken up the adult education programme with the objective of educating the rural adults for creating awareness of their rights, duties and problems and how to solve them with their own resources so that rural employment capacity could be increased.

Under the CADP, the first adult education programme was started in April 1980. But several centres started earlier by various interested persons were also

taken over by the CADPs under the National Adult Education Programme. The CADC is now running 600 centres at the rate of 30 centres under each of the 20 CADPs.

Dropout from the adult education centres is one of the major problems all over the world. The present investigation seeks to find out the characteristics of the dropouts and specific reasons for dropout of adult education students under West Bengal conditions and suggest measures to improve their participation in the adult education programmes.

## REVIEW OF LITERATURE

The International Institute of Adult Literacy Methods in their final report in 1969-70 has pointed out that it was impossible for a hungry man to attend the literacy classes during nights after a hard day's labour, when he was not having a morsel of food.

Karnataka State Adult Education Council by conducting an interview with the students of the literacy classes in 1970, found out that employees in the household services were not permitted by their employers to attend the classes. They also pointed out that the students

found no time on account of heavy work at home to attend the classes.

The International Institute of Adult Literacy Methods in Iran had revealed that household responsibilities and shyness were also the main factors of dropout.

#### METHODOLOGY

The present study was conducted at Falakata CADP located in the Jalpaiguri District of West Bengal in October 1980. All the centres under this project were started between July 1979 and August 1980 in 12 mouzas, of which 7 were for females, 21 for males and 2 for co-education. Out of 30 centres, 9 centres were started in between July 1979 and February 1980. For the purpose of this study, these 9 centres were selected so that dropout reasons could be found out after six months of completion of the course.

List of dropouts belonging to each centre was prepared by consulting their attendance register. The data collection device used for the purpose of the study consisted of two parts. The first part was made to identify the characteristics of the dropouts. The second part was prepared to find out the reasons of dropout.

In order to examine the characteristics of dropouts, variables like age, family type, family size, family educational status, caste, occupation and income were taken into consideration. A questionnaire to find out the reasons of dropout was prepared under three main categories, viz. (i) situational and climatic factors, (ii) social factors, and (iii) personal factors. The items for this purpose were collected after reviewing available literature and discussion with the knowledgeable persons in this field.

The data were collected by personal interviews from 88 respondent dropouts

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(83 male and 5 female) randomly selected out of 171 dropouts.

#### FINDINGS AND DISCUSSION

The characteristics of dropouts from the adult education centres are presented in Table 1 on page next ;

Table 1

## Characteristics of Dropouts from the Adult Education Centres (N=88)

Age (years)	Category	Below 25	25-50	Above 50
	Frequency	55	29	4
	Percentage	62.50	32.95	4.55
Family type	Category	Single	Joint	
	Frequency	74	14	
	Percentage	84.09	15.91	
Family size	Category	Up to 5	Above 5	
	Frequency	58	30	
	Percentage	65.91	34.09	
Family educational status	Category	Low	Medium	High
	Frequency	51	35	2
	Percentage	57.95	39.77	2.28
Caste	Category	S.C. and S.T.	Others	
	Frequency	75	15	
	Percentage	82.95	17.05	
Occupation	Category	Daily Labourer	Ag. Worker	Others
	Frequency	62	21	5
	Percentage	70.45	23.87	5.68
Income (Rs. p.m.)	Category	50-100	Above 100	
	Frequency	69	19	
	Percentage	78.41	21.59	

**Age**

Table 1 above indicates that dropout from the adult education centres was highest (62.50 per cent) in the age-group below 25 years, followed by those between 25-50 years (33 per cent) and above 50 years (4.55 per cent). The age-wise distribution revealed that persons younger in age had a tendency to dropout from the adult education centres.

**Family Type and Family Size**

Table 1 indicated that of the dropouts from the adult education centres, 84 per cent belonged to single family and the remaining 16 per cent belonged to joint family. Dropouts were more prevalent in single family, probably because they had to stay in their home in the evening to look after the family.

The table further revealed that two-thirds of the dropouts from the adult education centres had small family size (family member up to 5). It indicated that because of smaller family size, they were forced to remain in the house, thereby depriving themselves from attending the adult education centres.

**Family Educational Status**

Family educational status was measured by taking into consideration the level of education of the members of the family above four years of age. Table-1 indicated that majority of the dropouts from the adult education centres had low family educational status, which indicated that the tendency to dropout was related with low level of education of the members of the family.

## Caste

Table 1 further shows that a large majority of the dropouts from the adult education centres belonged to Scheduled Castes and Scheduled Tribes. That is, the dropouts, in general, belonged to the backward communities.

## Occupation

Table 1 indicated that majority of the dropouts (70.45 per cent) were daily labourers in non-agricultural occupation. Agricultural workers came next. The occupation-wise distribution of the respondents revealed that the daily labour-

ers in non-agricultural occupation had the highest tendency to dropout.

## Income

Table 1 indicated that a large majority of dropouts from the adult education centres was from the monthly income group of Rs. 50 to Rs. 100, which indicated that persons with very low income had a tendency to dropout.

The factors responsible for dropout from the adult education centres were classified under three categories and are presented in Table 2 below :

**Table 2**  
**Factors Responsible for Dropout from the Adult Education Centres (N=88)**

<i>Factors for dropout</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Situational and Climatic Factors</b>		
1. Chilly weather	78	88.63
2. Rains	59	67.04
3. Distance of the centre	18	20.45
4. Fear of snake bite	2	2.27
<b>Social Factors</b>		
5. Not permitted by the employer	14	15.82
6. No fellow student to accompany	8	9.09
7. Irregular attendance of fellow students	6	6.82
8. Discouraged by neighbours	3	3.41
9. Fear of ghost	1	1.13
10. Lack of interest of the family members	1	1.13
<b>Personal Factors</b>		
11. Tired after hard work	63	71.59
12. Hungry after hard work	59	67.04
13. Lack of time to prepare lessons	19	21.59
14. To stay at home to look after the family	19	21.59
15. Busy in family affairs	19	21.59
16. Being aged, felt shy to attend the classes	3	3.41

## Situational and Climatic Factors

Table 2 indicated that out of four situational and climatic factors, chilly weather during the winter and rains during the monsoon were important reasons for dropout from the adult education centres. The responses indicated that the dropouts were not in a position to protect themselves from adverse weather in attending the adult education centres at night, probably because of their low income.

Distance of the adult education centres from the house was not a major problem as it was mentioned only by 20 per cent of the dropouts.

## Social Factors

A comparison of the social factors with the situational and climatic factors on the one hand and personal factors on the other revealed that the social factors as such were not important constraints responsible for dropout from the adult education centres. However, 16 per cent dropout was due to lack of permission from their employer to attend the adult education centres.

## Personal Factors

Table 2 indicated that of the six personal factors, 'tired after hard work' and 'hungry after hard work' were important constraints responsible for dropout from the adult education centres. The responses indicated that the dropouts were not in a position to attend the adult education centres at night because of hard work during the day time and lack of food to satisfy their hunger. These appeared to be related with their low wage and low income.

Other three factors namely, 'lack of time to prepare lessons', 'to stay at home to look after the family', 'busy in family affairs' were not so important and indi-

cated lack of motivation in attending the adult education centres.

## CONCLUSION AND RECOMMENDATIONS

It may be concluded that the major problem of dropout from the adult education centres was rooted in the low economic condition of the students, which was evidently due to their low wage and low income.

Problems like adverse weather, fatigue and hunger, which appeared to be very important factors responsible for dropout, could be solved by providing the students with 'chaddar' umbrella and some tiffin.

The other problems could be reduced by motivating the students through emphasising the importance of adult education in their daily life and in obtaining credit.

Training in adult education should give emphasis on entrepreneurship development and development of skill so that the students could increase their wages and income with better skill and adding a few enterprises to the existing ones. □

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## IAEA NEWS

### 34th All India Adult Education Conference in Patna October 20—23, 1981

The Indian Adult Education Association in collaboration with the Directorate of Adult Education, Government of Bihar, will be organising its 34th All India Adult Education Conference in Patna from October 20-23, 1981.

The theme is "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations".

The last date for registration is September, 25 1981. The registration fee is Rs. 15. (Rupees 5 as delegation fee and Rupees 10 as material cost).

#### ZAKIR HUSAIN MEMORIAL LECTURE

Dr. (Mrs.) Madhuri R. Shah, Chairman, University Grants Commission, will deliver the '1981 Zakir Husain Memorial Lecture' on October 21, 1981, at Patna.

#### Seminar on Adult Education Component in Integrated Rural Development

A 3-day seminar was convened by the Indian Adult Education Association in collaboration with Bombay City Social Education Committee on August 6, 1981. It was attended by about 45 delegates from different parts of the country.

Inaugurating the seminar on Adult Education Component in Integrated Rural Development and its follow-up, Mr. B.J. Khatal, Minister for Irrigation, Food and Civic Supplies of the Government of Maharashtra said in Bombay that the role of education in rural development was to shift the burden from agriculture to industries. He said that land was insufficient in the country and rural masses had to be educated regarding other village industries like animal husbandry, dairy farming, poultry, etc.

The Minister said that change in the living pattern of life and adoption of new practices should be suggested by adult educators. He said that in rural areas

the education so far had been equated with service and that attitude had to be changed. Mr. Khatal said that adult education had a relation with social and economic condition of the country and should be an important component in the development programme of rural areas.

Mr. V.S. Mathur, President, Indian Adult Education Association, in his presidential remarks said that human resource development should be an important part of all development programmes. He added that rural masses, though illiterate, were not uneducated and unintelligent. They knew their interest and they had to be told how their lot could be improved. Change of attitude of villagers was the work of adult educators, he stressed.

Mr. Mathur pointed out that adult education had four functions in integrated rural development programme: (a) to develop consciousness, (b) to make them understand how to solve their problems, (c) to have faith in themselves, and (d) to

unite themselves.

Earlier, Barrister M.G. Mane, President of Bombay City Social Education Committee, in his welcome address said that development programmes should result in reducing poverty from this country and the education of the people had great role in this respect.

Mr. J.M. Gadekar, Social Education Officer of Bombay City Social Education Committee, in his remarks as Director of the seminar, said that development did not mean increase in production only but an over-all development of the rural areas through educational programmes, for the development and welfare of the masses.

Dr. T.A. Koshy, Hony. General Secretary of Indian Adult Education Association, proposing a vote of thanks, said that the role of adult education in integrated rural development should be the improvement in the quality of life. He said that education had to be relevant and skill-oriented.

The delegates were divided into two groups to discuss the following sub-themes of the seminar. The group Chairmen were Mrs. Kamla Rana and Mr. Yashwant Shukla. The Rapporteurs were Mr. M. Contractor and Mr. S.S. Shrivastava.

1. Relevance of adult/non-formal education in the transfer of science and appropriate technology to the rural poor and the preparation of a plan of such education for small farmers, artisans and landless labourers.
2. The preparation of training models in adult education methods for scientists and technologists so as to help them transfer science and technology to the

rural areas.

3. The role of educational institutions in this programme and in what way adult and non-formal education can help in the development of rural institutions and organisations to achieve the objectives of integrated rural development.
4. The follow-up programme in Adult Education in Integrated Rural Development. (IRD).

### Valedictory Address

The valedictory address of the seminar was delivered by Mr. Baburao Kale, Minister for Rural Development, Government of Maharashtra. Mr. M.G. Mane, President, BCSEC presided.

Mr. Kale said voluntary organisations had a great role in promoting rural development and they should see that the rural masses get the benefit of the various schemes of rural development, which Government had launched for them.

### Recommendations

1. The seminar welcomes and appreciates the statement in the Sixth Five Year Plan document relating to people's participation and the role of voluntary organisations in Integrated Rural Development and calls upon voluntary organisations to extend full support in the upliftment of the rural poor. However, the seminar feels that the Government should take timely and positive steps to seek the cooperation and assistance of voluntary organisations in the planning and implementation of all developmental programmes at all levels, thereby optimising the

results of the plan programmes by enhancing the effectiveness and efficiency of the services provided by Governmental functionaries.

2. The seminar recognises that educational component in development is of extreme importance and therefore urges upon Governmental and non-Governmental agencies to make adult education as an integral part and as an effective tool in all programmes of rural development.
3. The seminar recommends that the Indian Adult Education Association should take upon itself the responsibility of bringing to the notice of the Government the difficulties and problems faced by voluntary organisations in implementing educational programmes with the development agencies and with this object convene a conference of grass-root level organisations engaged in the programmes of adult education and rural development.
4. The seminar recommends that the Indian Adult Education Association be instrumental in exploring the possibilities of setting up a training institution for senior staff members of Governmental and non-Governmental organisations engaged in adult education and rural development. This training programme should include preparation of audio-visual aids, teaching learning materials, etc., for promoting various facets of integrated rural development.
5. The seminar calls upon voluntary organisations as well as the Government to take steps to disseminate in time information

about plan programmes and assistance available to the rural poor for the successful implementation of integrated rural development programme.

6. The seminar calls upon educational institutions to take steps to transfer appropriate science and technology to the rural poor and inculcate scientific attitude among the people under the integrated rural development programme.

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## NEWS FROM THE FIELD

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### 23rd National Prize Competition for Literature for Neo-literates

The Directorate of Adult Education (Ministry of Education and Culture, Government of India), in collaboration with the Ministry of Health and Family Welfare, has announced twenty-third national prize competition for literature for neo-literates. Sixty-five prizes will be awarded, of which 25 will be for manuscripts on topics relating to family welfare and 40 for those of general education. The winner will receive a prize of Rs. 1,000 and a certificate from the Directorate of Adult Education.

The purpose of the competition is to stimulate and encourage creative writers to write suitable and interesting materials for persons with limited reading abilities. The manuscripts should widen the awareness of the neo-literates regarding their surroundings, physical, social, national and motivate them in playing an informed and active role in their social and civic life. They should also enhance literacy skills among the neo-literates.

The manuscripts should be in any of the following Indian languages :

Assamese, Bengali, Gujarati, Hindi,

Kannada, Kashmiri, Marathi, Malyalam, Oriya, Punjabi, Sindhi, Tamil, Telugu and Urdu.

The Directorate of Adult Education will purchase 1,500 copies of the each prize book when printed at a price to be fixed by the Directorate.

The last date for receipt of entries on prescribed form along with a crossed Postal Order for Rs. 5 is October 31, 1981.

For entry form and detailed rules, the Director, Directorate of Adult Education, West Block No. 8, Wing No. 7 (IInd Floor) R.K. Puram, New Delhi-110022, should be addressed.

#### **Rural Financial Literacy Programme in Baroda**

The Government of Gujarat has sanctioned a project of 300 adult education centres under the rural functional literacy programme in the Baroda district. To implement this programme, a training programme of instructors for 10 days was held at Dabhoi and Karjan Taluka from February 3-12, 1981.

About 162 adult education centres have been started in the selected villages of Dabhoi and Karjan Taluka. The remaining 138 adult education centres will start functioning shortly.

#### **Follow-up Programme for Courses in Training in Leadership in Adult Education**

A one-day seminar on follow-up programme of the training course in leadership in Adult Education held earlier in February and March in Deolali this year was organised by the Bombay City Social Education Committee at its office in Bombay on May 31, 1981. It discussed how far the teachers and supervisors of BCSEC had been able to make use of the leadership training

courses and what follow-up programmes should be taken to make use of these courses.

#### **Workshop on Non-formal Education for Women and Girls**

The Directorate of Adult Education organised a national Workshop on Non-formal Education for Women and Girls in New Delhi on August 18-19, 1981.

It was inaugurated by Mrs. Anna R. Malhotra, Secretary, Ministry of Education. Mr. S. Ramamoorthy, Joint Secretary (Adult Education), presided over the concluding function.

Thirty-seven participants, representing State Governments, State Resource Centres, universities and voluntary agencies attended the two-day meet.

Dr. T.A. Koshy, Hony. General Secretary, Indian Adult Education Association, was the resource person to the Workshop.

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## **NEWS FROM ABROAD**

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### **Nicaragua's Literacy Programme**

One of the most outstanding campaigns against illiteracy has been fought in the small, Central American country of Nicaragua. Having considered that people were the main resource of the country, but being illiterate, a "Literacy Crusade" was launched. The aim was to teach the people their political and social rights, and the importance of their role in the reconstruction of the country.

The Government was committed to community-based organisations. The universities and schools were closed, and the children given a rapid course in teaching. These children, called 'Brigastas', were then sent into the country areas. They moved from village to village, teaching the peasants to read and write. This was combined with an intro-

duction to history, geography, economics or politics. They would then move on, leaving a small nucleus in a villages to pass on their knowledge to others.

The average time taken for a student to reach the minimum level of literacy required was 58 days. On this basis, it was claimed that illiteracy was reduced from 51% to 12% of the population in 5 months during the campaign was actually conducted.

#### **Seminar on Adult Education Training and Employment in Caribbeans**

Over 100 adult educators, including 63 men and women from 19 Caribbean region countries and territories, took part

in an intensive *Seminar on Adult Education Training and Employment*, held from 1-3 June 1981, in Port-of-Spain, Trinidad and Tobago. Sponsors were the Caribbean Regional Council for Adult Education, the Congress of Adult Education of Trinidad and Tobago, and the International Council for Adult Education.

Seminar sessions allowed for a variety of viewpoints on regional training, social and economic context of employment, role of non-governmental organizations, action for and by women, literacy, ideology and nation-building, and workers' education.

The ICAE will hold its General Assembly in Paris in October 1982.

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## **ROLE OF ADULT EDUCATION**

*Adult Education plays a useful role. To be effective, adult education must be conducted by dedicated and responsible teachers and must address specific felt-needs.*

—*World Development Report, 1980*

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**Ticketless travelling is a great social evil. It is also a big drain out of the national income.**

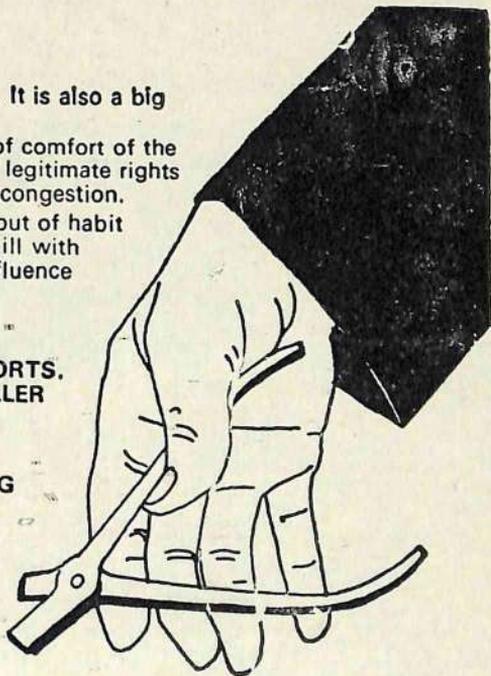
Ticketless traveller cuts out a big chunk of comfort of the bonafide passenger. He encroaches upon legitimate rights of the fare-paying customers and causes congestion.

Ticketless travelling is indulged in more out of habit than necessity. It is a deep-rooted social ill with contagious effects. It has a corrupting influence over the law-abiding citizens.

**PROTECT YOUR RIGHTS AND COMFORTS.  
CONFRONT THE TICKETLESS TRAVELLER  
AND HELP US CHECK THE MORBID  
MENACE.**

**REMEMBER, TICKETLESS TRAVELLING  
IS A COGNIZABLE OFFENCE UNDER  
SECTION 112 OF THE INDIAN  
RAILWAY ACT.**

**BE A GOOD CITIZEN—SAVE THE  
NATIONAL INCOME—NEVER  
TRAVEL WITHOUT A TICKET.**



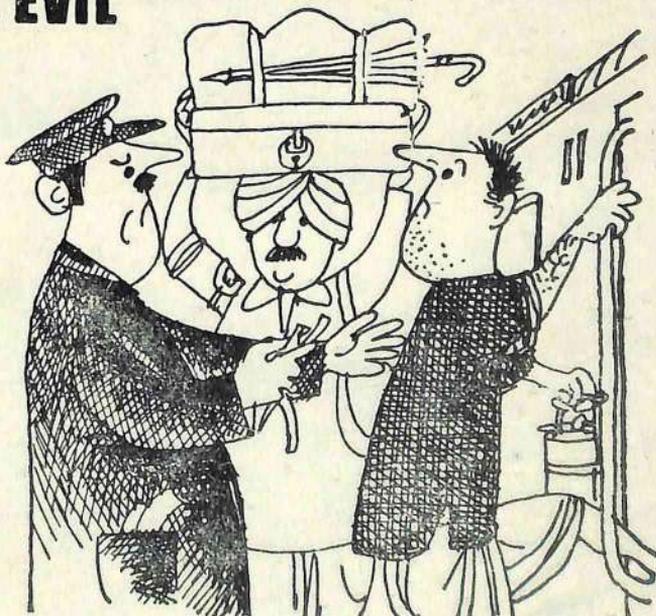
# **TICKETLESS TRAVEL IS A SOCIAL EVIL**

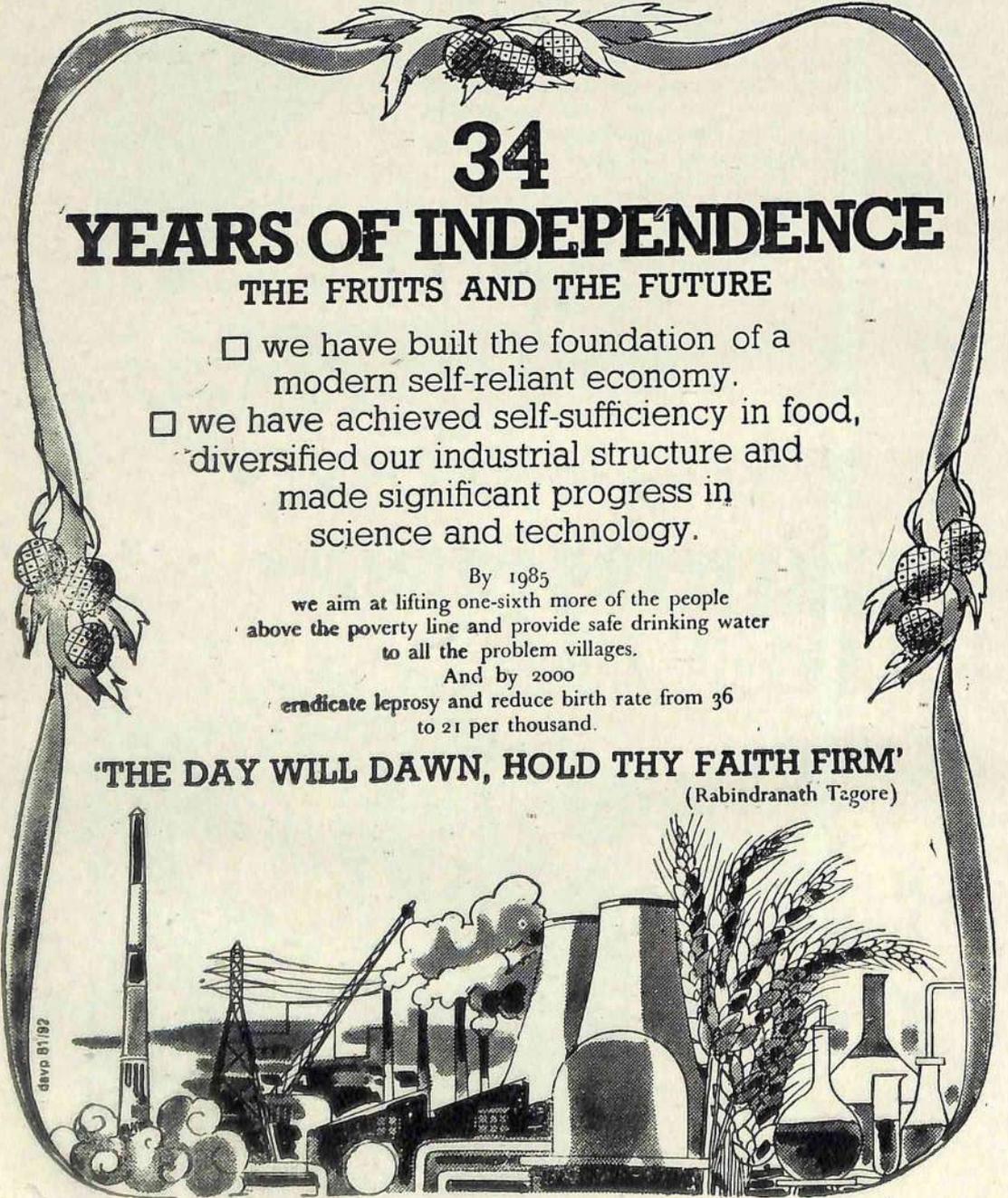
**BUY YOUR  
TICKET BEFORE  
BOARDING  
INTO A TRAIN**



**NORTHERN  
RAILWAY**

**ISSUED BY CHIEF PUBLIC  
RELATIONS OFFICER**





# 34 YEARS OF INDEPENDENCE

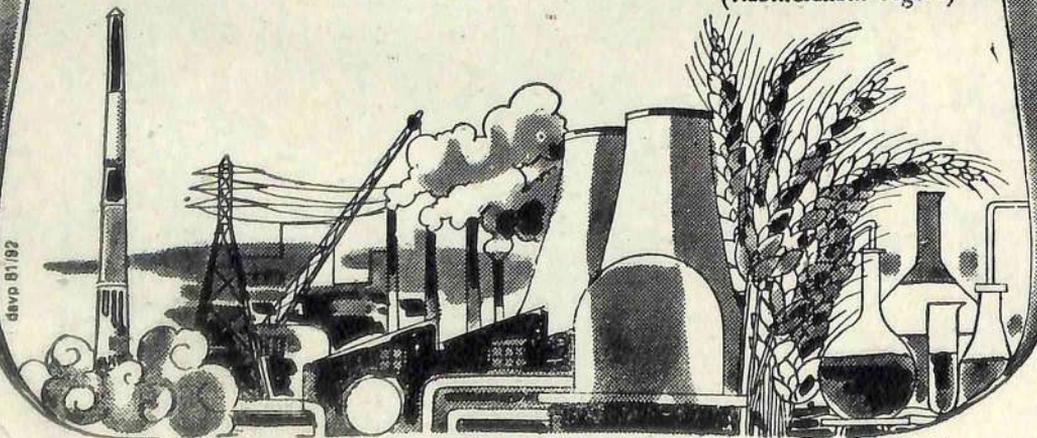
## THE FRUITS AND THE FUTURE

- we have built the foundation of a modern self-reliant economy.
- we have achieved self-sufficiency in food, diversified our industrial structure and made significant progress in science and technology.

By 1985  
we aim at lifting one-sixth more of the people above the poverty line and provide safe drinking water to all the problem villages.

And by 2000  
eradicate leprosy and reduce birth rate from 36 to 21 per thousand.

**'THE DAY WILL DAWN, HOLD THY FAITH FIRM'**  
(Rabindranath Tagore)



# Indian Journal of ADULT EDUCATION

Vol. 42 No. 9

September 1981

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- Preparing 'Readers' for Tribal Adult Learners—Some Viable Topics  
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INDIAN ADULT EDUCATION ASSOCIATION



# Indian Journal of Adult Education

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Association, 1939

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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## On Communication—Silent and Otherwise

THESE are days of mass communication and the mass media. This is a reflexion of the emerging fact that humanity as a whole is becoming a mass society—thanks *inier alia* to the high road to high technology that Man seems to be taking. Mass communications have bestowed on mankind many benefits. The world being described as “A Global Village”, symbolizing unity of mankind in no small measure, is due to the hegemonical position of mass communications today in the world. Mass communications, however, in varied forms, are also producing some distortions, affecting people and society. Sometimes one feels there is reason for concern. First of all, it has drawn a dividing line between the speaker and the listener. In ordinary life, these are interchangeable positions. In mass communication, it is never so; the dichotomy is complete. In fact, mass communications, are changing the very character of human interaction and man’s understanding of one another. Articulation and expression as part of communication have become all important. The listener at the other end is not so much an object of understanding as that of manipulation. The philosophy and approach of mass communications have relegated to the background ways and forms of communication, which provide a two-way traffic and result in a mutuality that is socially and emotionally meaningful and satisfying. It is also affecting the fact that communication goes beyond the spoken word. Also, we seem to forget that silence can also communicate. Sometimes silence is not only eloquent but shattering in its effect if done with purpose and imagination. This is sometimes a cultivated art of no ordinary significance in communication.

In one-way communication, we listen to the radio or see the television, and often in public meetings of all kinds we are helpless victims of the spoken word. The loudspeakers blare at us and we are bombarded with words in a torrential fashion. There is no togetherness in communication of this kind. Mass communication today is not only creating a dichotomy between speaker and listener, in fact, it is resulting in the fragmentation of society—one active and the other passive. One of the basic challenges in mass communication is to make it less dichotomous and divisive. This is possible if there is a conscious and creative participating element in all mass communication programmes. How to do it, is no ordinary educational, organisational and technological challenge. The manipulative character arises out of the commercial goals or political ends that underlie much of the mass communication effort today. The challenge again here is to make manipulative opportunities into creative ones. This is particularly true where raising the quality of life of people is the goal. This is also a direct area of educational challenge where adult learning is concerned.

Basic to communication is that ours is a verbal culture. Speaking to one another and social communication using various art and other forms, as part of daily interaction, are the very stuff of human living and modern technology *via* mass communication seems to be interfering with this. Our culture has preserved through words, the rich heritage of our ancients. It has been preserved in verbal forms, in daily conversation, in folk art and drama. It is communication of and among people as people.

Are modern communication systems doing damage to the fact of togetherness of people through communication ? It seems so.

The critical task, therefore, in communication is to restore it to its basic reality as a process and as a mutuality both for the speaker and the listener. The other is to restore silent communication to its rightful place.

Silent communication is not only the unspoken word that is conveyed through gestures, pauses, postures and other nuances of human behaviour and interaction, it is also putting across the real feelings of one to another, which are not part of a conversation or a spoken piece or any kind of articulation. Attitudes and intentions are often encased or contextualised in silences or verbal stances, which are felt and understood and not heard. For instance, in adult education, if one teacher starts by saying to the learner, "This is very difficult for you to learn. In any case, I will teach you", and another teacher says, "You can do it. I know you have the intelligence and the ability to do it." The silent communication in the first one is "You chaps are not really intelligent, why try an impossible task." In the other case, there is an element of trust and faith and spontaneous empathy. The element of silent communication in both these reveals the personality of the teacher, his attitudes and values. The first teacher has sown seeds of distrust and suspicion and drawn a circle around himself and kept the learners out. In the other, the teacher has drawn a circle which has taken the learners in.

In some ways, silent communication, especially in adult learning, is more fundamental than what is obviously put across for teaching purposes. Silent communication is really total in the sense it affects the entire being of the learner. It is also total from the teacher's side for his words are expressions of the totality of his personality. Silent communication can not only provide the enabling ethos for learning but also create a world of faith and confidence in which new and purposive values can blossom.

It is time that communication became more man-centred and not so much technology or technique-based.

## **IAEA'S TRIBUTE TO LATE PROF. J.P. NAIK**

The Indian Adult Education Association expresses its deep sense of sorrow on the sad demise of its former Editor, Professor J.P. Naik, on August 30, 1981, and offers its sincere condolences to Dr. (Mrs.) Chitra Naik and other members of the bereaved family.

Born on September 5, 1907, Prof. Naik graduated from the Bombay University and started his career as a tutor in Raja Ram College, Kolhapur. He took part in the civil disobedience movement in 1930 and suffered imprisonment for two years.

For many years he worked in Gorgoti in Kolhapur district and pioneered innovative work in rural education and development.

In 1959, he was appointed Advisor to the Ministry of Education, Government of India. He was the Member-Secretary of the Education Commission, appointed by the Government of India in 1964. The Commission's Report, over which he laboured hard, is one of the most important documents in the annals of educational history of India.

He joined the Indian Council of Social Science Research in 1968. He served the ICSSR for about 10 years as its Member-Secretary. Subsequently, Prof. Naik, on retirement, worked as Professor at the Indian Institute of Education, founded by him at Pune, where he guided post-graduate research students in Education.

Prof. Naik worked over the years with indefatigable zeal and enthusiasm in the cause of adult education. He worked as Honorary Editor of this Journal from January 1979 to February 1980. During this brief period, he gave to the Journal a new vision and outlook.

Prof. Naik wrote extensively on education and with great perspicacity and wisdom.

In Prof. Naik, the country has lost a towering educationist and a man with rare vision.

# J.P. Naik—the Man and his Mission

Malcolm S. Adiseshiah

**S**OME men are born with a mission, some acquire a mission, and some have a mission thrust upon them. J.P. Naik was a man with all three dimensions of a mission. Born as Dhote, in his early youth, he threw himself, body and soul, into the country's fight for freedom, was hunted because of his single minded and relentless pursuit of freedom, and went underground to carry on the tasks entrusted to him, where he assumed the surrogate name of J.P. Naik, which stayed with him for the rest of his life and his continuous mission.

On the country attaining independence, with over 90 per cent of its people without schooling or the rudiments of literacy, Naik defined for himself his mission as one of making this beloved land of his for whose freedom and flowering he had given the best years of his youth and its multi-cultured people with whom he had lived, moved, and had his being, for over two decades, making, this India of his and ours a learning society and a functionally learned society.

And so, starting in the state of Maharashtra and moving on later to all parts of India, he devoted himself to making the constitutional directive of free and compulsory education for all Indians up to the age of 14 come true. For this he formulated and executed nation-wide plans—monitored state by state—for the building of primary schools in villages, hamlets and small towns and for the training of the hundreds of thousands of teachers who were needed for the schools which were fast coming up. Before he left the national educational scene, he had the satisfaction of seeing 70 per cent of the country's children enrolled in schools.

## Educational Development

This primary education expansion called for similar development of second level education, university education and given the rapidly industrialising and agriculturally expanding economy, an accelerating programme of vocational and technical education and training. This led Naik to use the Central Advisory Board of Education (CAB) consisting of all the education ministers of the States and Union Territories, the Ministries of Agriculture, Industry, Health and Labour and the Planning Commission and the top educational experts of the country, the CAB, of which he was the Member-Secretary for near upon two decades, to develop step by step the total educational edifice of the country. With his guidance and under his prodding supervision, the CAB established plans, State by State, level by level, for the development of the vast educational establishment that we have been following.

A decade and a half had thus passed. Naik then felt that the time had come to review critically the education system of the country and chart its future

course. So was formed the Education Commission of 1964-66, of which he was the Member-Secretary, and whose Report written by him, beginning with the memorable memento of his mission "the Destiny of India is being made in her class rooms", has continued to act as the search light, the lead point and guidepost for the development of primary, secondary and university education, vocational training and technical education, the training of teachers, the production of educational materials and the financing of this whole educational enterprise.

### Helping the Cause of Literacy

At this point, in the early seventies, Naik saw the vast educational establishment, which he had helped build, develop serious cracks and fissures and even gaping holes. The majority of children who entered schools dropped out of it after the first or second year, or were pushed out by the examination system, or were increasingly being left out. Coming as he did from an extremely poor family, and maintaining throughout his life this inheritance of poverty, simplicity and frugality, so that unlike some of us, his contemporaries, living and dead (Gandhiji, Rajaji, Sardar Patel or Jayaprakash), he did not need to don the mantle of poverty; he knew poverty's inhumanities, its deep-rooted causal injustices at first hand, and realised that these were responsible for frustrating his educational mission, both in causing the 60 to 80 per cent dropouts from the primary and secondary schools that he had developed, and in their parents continuing as illiterates. Thirty years after Naik started on his education mission, 80 per cent of his fellow countrymen were still illiterates. He saw that the kind of adult education and literacy being offered to them was rejected by them because they had no relevance to their poverty-ridden, injustice-laden lives. And so at this stage, his mission became one of designing the system, called non-formal education, which enabled the child from the poor family (60 per cent of the families live not in want but in abject poverty) to help his family with its low-income earning activities while learning in his leisure time, a learning related to his life and his need for improving his family's living conditions. He also designed the functional literacy programmes for adults, which taught them to organise themselves to fight for their rights, in addition to improving their employment skills and learning the 3 Rs. And so the non-formal and adult education programme of India (he was a life member and treasurer for some years of the Indian Adult Education Association, and was responsible for its turning away from building an imposing headquarters which could in part be rented out, to intensifying its battle for eradicating illiteracy) owe to Naik's mission as much as the rest of the education system.

### His Mission

Naik's mission was multifaceted. He realised that to fight the people's poverty and the deeply embedded socio-political inequalities from which it flows, he had to use not only education which he did but all the armouries of social science. And so when the Indian Council of Social Science Research (ICSSR) was proposed to be launched in the late sixties, Naik responded to its call and became its Member-Secretary—which, in effect, meant he was its founder, creator, builder and originator. His life of poverty from the start on till the end—he

lived in a small single room in the ICSSR premises in Indraprastha Estate—made him do three things with the Council. First, realising that the only way to fight poverty and injustice was to ground Indian Social Sciences and Indian social scientists in the grass-root reality of the poverty-stricken villages and urban slums, Naik helped in creating a national network of Social Science Research Centres—one in each State was his aim—personally seeing to the building of each centre, selecting its staff, and grounding its programmes in the ugly local realities. India is the only country in the world which has this social science network and UNESCO has called the attention of all countries to this achievement of Naik's mission, and asked them to follow his example. Second, Naik, in building the Council, cast aside all bureaucratic procedures and built the enormous and effective social science programme of the country with a small skeleton staff. He knew every social scientist personally and could call on their help for the tasks facing the country. Third, he made social sciences people-centred, dealing with live men and women, their lives, their frustrating problems and their prospective triumphs. He did use social science formulae and models, but only as instruments for motivating and making people conscious of the need for action.

Naik's multifaceted mission began with education, took on the concretisation of the social sciences which he made an Indian product, and in the process involved himself in questions of people's health, which he always said was the basis for enjoying education, engaging in earning one's living, and participating in culture. And so all his life, he gave attention to questions of health, and used WHO's Alma Ata Declaration for bringing together medical and social scientists in a national programme of providing all people in the country basic health facilities by 2,000 A.D. His faith and mission are inscribed in the work, *Health For All*, produced by him and members of the group that he helped to form.

Naik's mission was by its nature individual and social, local and community based, national and international. Whether at UNESCO where he advised on education for the Third World (I remember C.E. Beeby saying after listening to Naik report on his Commission's conclusions, that this one report made his journey all the way from New Zealand to Paris worthwhile) or warned social scientists from industrialised countries not to treat the people of the Third World as guinea pigs for their experimental thesis (this was at the time when some Western social scientists were running riot among our M.P. tribals and Naga people), or in the Institute of Development Studies, Sussex, where he brought the needed corrections to the Third World educational models that were being developed there, or in Cuernavaca, Mexico, with Ivan Illich in elaborating educational alternatives for a learning but convivial society, or in WHO or ILO workshops or in helping Asia develop its Karachi Plan for free primary education by 1980, or Africa in developing its Addis Ababa Plan for comprehensive education, (in both of which he worked alongside of me), Naik's mission stood out clear, strong and unwavering.

Naik passed away on Sunday, August 30, snatched from us by the cruel hands of cancer. But he was labouring till the last on his mission. Fifteen years after the educational chart established by him in the Education Commission, a

decade after he helped found ICSSR to use research to lift us out of poverty and injustice, a half decade after the national and international resources began to concentrate on a system of Health for All, and above all four years after the great National Adult Education Programme, which he helped formulate and operate from the Indian Institute of Education in Pune to which he returned in 1978, he was at work on a book evaluating these results of his mission and literally died holding his pen to the last chapter of his monumental work, outlining our future prospects and perspectives.

Naik's mission was a deeply human and personal one. I am one of his many thousand friends in India and all over the world with whom he generously shared his fascinating personality, his unbounded knowledge and deep wisdom, and above all his capacity for love and caring for the poor man, rich man, for every man, every woman, and every child. Naik will ever be with us, because Naik, the Man and his Mission, is with us. ☐

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## J. P. Naik—a Tribute

M. V. Mathur

IN the passing away of Mr. J.P. Naik, the country has lost a person—the like of whom one sees so rarely. Naik Saheb was one who lived for others and for causes which he loved most. He was utterly selfless and was ever ready to help in all possible ways anyone who came in contact with him.

My first meeting with him took place in the annual gathering of a school. He was already an Adviser to the Union Ministry of Education. In our first meeting, we discovered that we were on a similar wave-length regarding action to be taken for educational reforms. This was before the Government of India appointed the Education Commission in 1964. The Commission provided us an opportunity to work together. And, as circumstances would have it, we lived together, or next to each other, and dined together so very often.

Naik Saheb had all the attributes of a true *Rishi*. He was not only a store-house of knowledge but a truly wise man—always eager to help the government, the various institutions with which he was connected, and the individuals, who sought for his mature advice. He always looked at the positive side of a person and sought to optimise his talents. Undoubtedly, there would be hundreds of persons who owe so much to his timely help and advice.

Naik Saheb's thoughts and action were always directed towards the advancement of the country and the weaker sections of the community. As a

builder of institutions, he was unrivalled. Amongst others, the Indian Council of Social Science Research is such a fine example of what Naik Saheb's unceasing paternal care could achieve. Few others could achieve so much in such a short period of time.

Naik Saheb's profound scholarship was coupled with his affectionate nature and a wonderful sense of humour. Those who came in close touch with him could admire his love for children, his care and regard for friends—young and old—and his innocent laughter.

I wish something could be done to perpetuate Naik Saheb's memory, specially with reference to what he himself loved to do most. The Indian Council of Social Science Research could perhaps organise each year a 'J.P. Naik Memorial Lecture' to be devoted in turn to one of the social sciences so that each social science discipline supported by ICSSR is covered at least once in a decade.

These lectures could be suitably edited and published. While the distinguished lecturers could feel free to select their themes, these could well be around the major theme of 'Alternatives in Development' from the vantage point of different social science disciplines.

The Indian Institute of Education, Pune, could develop a 'J.P. Naik Centre for Education and Development', which could carry forward in research and field programmes themes, which were so dear to Naik Saheb.

And, the Indian Adult Education Association may consider instituting a 'J.P. Naik Memorial Prize' to be awarded at least quinquennially to an organisation, which is adjudged as the best for its consistent performance in the broad field of adult education.

For me individually, Naik Saheb was such a fine 'friend, philosopher and guide' that this void cannot be filled. I shall, however, ever cherish the memories of this outstanding scholar, patriot and institution-builder. □

## SMALL IS BIG

From about 8,000 units at the time of Independence, Delhi has now more than 42,000 small and cottage industrial units, involving an investment of about Rs. 600 crores. These units produce more than Rs. 1,100 crores worth of goods, employing approximately 3.50 lakhs of persons.

To give a boost to labour intensive, self-employment generating and non-pollutant type of small, cottage and village industries, the Sixth Plan of Delhi has provided an outlay of Rs. 2,761.77 lakhs.

### SOME HIGHLIGHTS

- 294 Flatted Factories and 80 Industrial plots of Electronics Estate constructed/developed at Okhla. Allotment of the factories already done.
- Complex of Leather Goods set up at Wazirpur with the allotment of 60 modules.
- Five double-storied sheds at Bharat Nagar Weaver's Colony completed whereas 6 large sheds at New Weaver's Colony at Nand Nagari nearing completion.
- Industrial Complex at Rani Jhansi Road coming up ; land development for the complex at Patpar Ganj in progress. (Annual Production and employment potential of these complexes on completion : Rs. 13,450 lakhs and 25,000 persons respectively).
- 1,000 Industrial plots developed in Narela with the help of DSIDC (Annual production of Rs. 10,800 lakhs ; direct employment 15,000 persons).
- Loans on nominal rate of 4% and grants too for setting up village and cottage industries. Harijan entrepreneurs would not have to pay the interest. Block loans amounting to Rs. 15 lakhs also being disbursed.

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# Literacy and Development

Rajeshwar Mishra

## Part I

*Literacy and economic development are two important components of human development. While literacy is meant to acquire knowledge of reading and writing, it is not education, though a close relationship exists between the two. Development refers to the production and utilization of material resources for human enrichment or, in simple language, better ways of living on the part of the people.*

*The author, in this thought-provoking paper, attempts to show that any effort in this age of mass education to eradicate illiteracy should be viewed in terms of functional gains.*

“EVERY human being has the right to education (Chabaud, 1970)”. This principle has been proclaimed and confirmed in a number of important declarations and international conventions. Enjoyment of this right, however, is not always ensured. This is a stigma on mankind and a deterrent to development in its broader perspective.

The experience of the preceding few decades has negated the relevance of economic growth as the panacea for the social and cultural maladies of developing societies. Strategies of economic growth have not registered any impressive gains in improving the quality of life of the large masses. As a result, the third world is looking for new strategies of development where the emphasis has shifted from Gross National Product to Gross National Welfare. In the process, a concern, with equitable distribution of the benefits of development to all sec-

tions of society and with their social costs and benefits, has grown and come to be realised. In the new strategies for development being contemplated, there has been an added emphasis on mass education.

Literacy and education are often confused. Literacy as an ability to simply read and write is not education although there is a close relationship between literacy and education. “There can be no adequate education without literacy” (Rao, 1966). Literacy, to be education, should be functional. The World Congress of Ministers of Education on the eradication of illiteracy held in Tehran in 1965 stated: “A person is literate when he has acquired the essential knowledge and skills to enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community’s development and to play an

*Note: The author wishes to acknowledge his thanks to Prof. Sachchidananda, Dr. K.K. Verma and Dr. Manohar Lal, for their comments and suggestions.*

active part in the life of the country". Henceforth literacy vis-a-vis education will be taken in this form only.

### Concept of Development

Let us now elaborate the concept of development and how it is related to literacy and education. Development is a very elusive concept. In a technical sense, development refers to qualitative and structural changes in the state of an economy. Growth, as compared to development, refers only to quantitative and tangible increase in the G.N.P. Development refers to a relatively stable long-range increase in real national income that is accompanied by a change in the *attitudes of the people, their motivation, institutional set-up, production techniques*, etc. Development, from another angle, may refer to the production and utilization of material resources or to the enrichment of human resources. Material means of production refer to the economic factor in development whereas the enrichment of human capital refers to the non-economic factors such as the social, political, ethnic or educational background of the people who participate in the development tasks. As such, the current indicators of development include both the economic and non-economic factors. It is the non-economic factor which is the concern of the paper under which the literacy, as a factor of development, has been taken up.

Rao (1966) suggested the following conditions for development :

1. The basic background for economic development is knowledge and desire for better ways of living on the part of the people.
2. Readiness on the part of the masses to take to new ways of production and not be bounded by traditional types and ways of production. A better life is not going to be obtained

by charity or by gift or agitation or mere talk.

3. The third factor for economic development is that one should take a commercial or economic view of one's profession. As long as a person regards economic activity merely as a way of life, he does not achieve economic progress. This view of one's profession promotes calculation, imagination and analytical bend of mind.
4. Development of proper attitude towards knowledge and education is an important factor of development.
5. Another aspect of the attitude necessary for social development is taking a long view rather than a short view. A society which takes a short view is not a society which can develop because the essence of society is that it is a continuous phenomenon.

Now the discussion that follows will centre around how literacy *per se* education prepares people to attain the conditions necessary for development.

UNESCO (1980) declares : "No country can use the benefits of science and technology on the scale necessary for its development if its population includes a high percentage of illiterates. Moreover in changing societies, the written word is one of the means whereby a sense of cultural identity can be renewed and perpetuated. To struggle against illiteracy means to struggle for the respect of human rights and to work on behalf of development in the widest sense". An international symposium for literacy held at Persepolis in 1975 stated that literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society, in which man lives, and of its aims. It also stimulates initiative and his participation in the creation of projects capable of acting upon the

world of transforming it and of defining the aims of an authentic human development. Kurien (1978) has characterized poverty, apart from deprivation, as socio-economic phenomenon whereby the resources available to a society are used to satisfy the wants of a few, while the many do not have even the basic needs met. The implication could be that poverty is product of the disparity among the masses in the distribution of available resources. How literacy can be a powerful tool for removing or at least minimizing the disparity is well reflected in a message of Pope John Paul II to the UNESCO. He feels : "The disparity can be remedied not through bloody struggles for power, but overall, by systematically promoting literacy through the widespread provision of education for the masses. This is the direction to which we must work if we wish afterwards to bring about the changes needed in the socio-economic domain." The fact that literacy makes an individual know what he is and how to use the resources at his disposal cannot be denied. This enables him to conform through rational thinking, to the changes and modernization and have a rational outlook which are essential for development. Myrdal (1968) suggests : "Illiterate people tend to resist change and cling to traditional forms of life, while modernization of social life demands revolutionary changes in the accepted pattern. Illiteracy among the masses is inconsistent with the spirit of age in which scientific and technical progress determines the way of life and standards of living. New ideas and new practices cannot be effectively communicated to minds which are untrained to receive them and to make use of them. Any move which requires change of attitude and habits of life, it must make sense to the people."

What Myrdal said a decade back, holds true even today. When we examine the distribution of resources we find a striking difference in the share to the literates and illiterates. Be it family planning, improvement of sanitary habits or any programme of social change, the benefit is skewed in favour of those who are educated and have thereby developed flexibility of attitude towards the changing world. Family planning is still a matter of the control against the superman for the illiterate Indian mass. To those who are enlightened, it is never a taboo. Education brings about a change in attitudes and values. It develops the desire to improve oneself, to be open minded, to experiment and change to reason and judge for oneself, to be a better member of the local community and an intelligent citizen (Adishesiah, 1980). We have already discussed how the change in attitude is an essential ingredient of development.

Now turning to the arithmetical literacy, it is said that it is a vital aspect of functional literacy. From the stand point of economic development, it is atleast as important as verbal literacy, if not more. Gunar Myrdal adds : "Obviously, the ability, not only to read and write figures with understanding but also to add, subtract, multiply and divide is of importance in all industrial work, in rationally managed agriculture, in commercial and credit transactions, and, of course, in such specific development efforts as planning on the local level and building up a network of co-operatives". We have laid down earlier the implications of commercial view of our agriculture in development. Numeracy would be of great use while making agriculture as a commercial endeavour.

Coming to the direct relation between literacy and economic development,

studies show possible correlations between the level or spread of education and economic levels, with the threshold literacy rate for economic development being between 30 and 50 percent literacy, as no major industrial power has ever achieved steady industrial growth with a literacy rate below 40 percent (Adiseshiah, 1980). Of the 24 countries with per capita income of \$ 500 and above examined in one study, only three had literacy rates under 90 percent. About 90 to 95 percent literacy is seen to accompany per capita income of about \$ 5,000 (UNESCO, 1970). Examining the World Atlas of the World Bank for the latest information, it is found that when world GNP doubled between 1960 and 1975, countries with 70-90 percent illiteracy had little growth and per capita incomes below \$ 150, those with 50-70 percent illiteracy also had low growth rates with per capita incomes of \$ 300, whereas those with below 10% illiteracy had the highest growth rates and averaged over \$ 1,000 per capita (IBRD, 1970). The study does establish that a literate and educated population numbering about 50 percent of the total is a necessary but not sufficient condition for economic development.

In spite of its pivotal importance, literacy and education have remained neglected. This neglect is reflected in the comment of Chabaud (1970). He says: "Half of the world population today is less than 25 years old, one adult in three is illiterate and the other two need continually to bring their knowledge up to date. Education has a tremendous task to cope with, yet it is still treated like a poor relation, every year mankind spends on an average of \$ 7,800 for each soldier but devotes on an average of only \$ 100 to each pupil". Such a situation is alarming and constitutes a serious breach

of one of the fundamental human rights—the right to education. As a result of the colossal efforts, many countries have succeeded in substantially reducing the percentage of illiterates in their populations: meanwhile the absolute number of illiterates is constantly rising because of the soaring population and drop-outs. An UNESCO estimate warns that if present trends are not corrected, the number of illiterates may rise from 814 millions in 1980 to 884 millions in 1990, and mankind may enter the twenty-first century with atleast 954 million illiterate adults.

Nearly three-quarters of the world's illiterates live in Asia, approximately 20% in Africa and 5% in Latin America. Eleven countries have a combined illiterate population of over 400 millions. Twenty-three countries have an illiteracy rate higher than 70%. Hence the situation is nothing less than serious.

#### Situation in India

The position in India so far as literacy is concerned is well reflected in a remark made by J.P. Naik, Member-Secretary, Education Commission, 1965: "The liquidation of illiteracy is the most important programme of national development and on it depends several other programmes such as agricultural production, family planning, etc. This sector has been criminally neglected and it is extremely desirable to undertake a large scale programme in this sector and to liquidate mass illiteracy in a few years. Five or less at the most. Seriousness and earnestness of the national leadership can be well understood in that even after 16 years, when the above observation was made, the position remains the same. Pointing to the pathological nature of Indian illiteracy, W.S. Woytinsky (1957) remarked: "We noticed nothing similar that crusade in India, we heard complaints about mass unemployment among

young graduates of the universities, but we could get no answer to the question: Why cannot a million of them be mobilized for rural teaching? Such a mobilization would be possible if Indian intellectuals felt the urgency of primary education for the villages as keenly as did the Russian intellectuals in the days of my youth."

"Our consistent complacency led us to a literacy rate of 38% after three decades of liberation. Even this figure is not very convincing because in most cases the figures exaggerate the level of literacy and very much so if to this term is attached any notion of functional literacy" (Myrdal, 1970). Literacy definitions are, to a great extent, given in terms of ability to read and write.

The grim picture of literacy does not, however, mean that there had been no effort in the direction of liquidating illiteracy. Instead several countries succeed in substantially reducing the percentage of illiterates in their population.

### Literacy Programmes in Historical Perspective

The illiteracy problem has been attracting attention since long. The Sunday Schools in Wales (1730) were attended by adults as well as children. The first adult school in England was established at Nottingham in 1798 by William Singleton and Samuel Fox to instruct working men and women. In 1812, a school was established in Bristol by William Smith to teach adults to read principally Bible. Adult schools largely under the Society of Friends has been one of the most important educational agencies for the education of English working men (Thomson, 1933).

All of us must be aware of the great literacy campaign in Russia after its liberation. Under this campaign, all adults under the age of 50 were ex-

pected to go to literacy classes, and many started to attend four-year evening schools, where they followed, with infinitely more difficulty, the same curriculum that their children were studying in school during the day (Levin, 1963). When the Government of India was transferred from East India Company to the Crown, night schools for adults were started. The Indian Education Commission (1882-1883) found in Bombay and Madras Presidencies 136 and 223 night schools, respectively. Schools were also started in 1865 for the inmates of jails. Some of the most impressive adult education programmes were launched in the beginning of this century in the princely states of Mysore and Baroda. With the establishment of popular ministries in 1937, several states evinced extraordinary interest in adult education (Bordia, 1980).

All the efforts, however, were scattered and meant for a particular section of the society. It was either to literate the factory workers or to serve religious purposes. In sum, all of them contained idealistic tone except the effort in Russia which was linked to the overall national development.

It was not until the inception of UNESCO that a concerted and planned effort has been envisaged. UNESCO has been strongly committed to the struggle against illiteracy ever since the organization's first general meeting in 1946. Pioneering activities to awaken government's and public opinion to the seriousness of the problem culminated in 1960, in a world conference on adult education, held in Montreal, which advocated the organization of a vast campaign against illiteracy within a few years. In 1964, UNESCO's General Conference decided to initiate an experimental literacy programme to pave the

way for an international campaign in this field. At the World Congress of Ministers of Education, held in Tehran, in 1965, the concept of literacy was re-defined as what follows: "Rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting mainly in the teaching of reading and writing.

Applying this concept, the Experimental World Literacy Programme was carried out between 1967 and 1973 under the auspices of UNESCO and with the co-operation of United Nations Development Programme and other agencies of the United Nations Organisation. The objective was not to reduce illiteracy but to test and demonstrate the economic returns of literacy, more broadly of development. A critical evaluation of this programme provided a rich feedback with regard to literacy action. One of the constructive consequences was that programmes launched in Algeria, India, Tanzania and Mali were extended.

Meanwhile, individual nations adopted and implemented the mass literacy programmes. The feeling was that without self-awareness the mass of the nation could not contribute in the national development. Shortly after the triumph of the revolution in 1959, Cuba embarked upon a plan to eradicate illiteracy. Never before has Latin America witnessed such a dramatic and momentous mobilization of forces seeking to strengthen a people's sense of self-awareness. Nicaragua, yet another newly liberated nation of Latin America, has launched a nation-wide literacy campaign since March 24, 1980. The campaign is enlisting the services of some 2,00,000 literacy teachers who will devote themselves to teaching over 850,000 illiterates. The independent India

witnessed a fluctuating attention of the national leadership in spite of the fact that the importance has been realized by the leaders since long. The mass education, only once, had a share of 4.3% of the total outlay in education. It was not until the 2nd October, 1978, when National Adult Education Programme was launched on a massive scale which envisaged to literate some 100 million adults (15-35 years) during the Sixth Five Year Plan. With the change of political leadership the programme got slackened for sometime. Now the new Sixth Five Year Plan allocated a sum of Rs. 128 crores for the Sixth Plan period and has put it along with elementary education under the Minimum Needs Programme for the poor.

### **The Future is Bright**

In the light of the serious illiteracy around the nations, the task to tame it may seem a gigantic one, but it would be a mistake to loose heart. Between 1950 and 1970, for example, the number of the illiterates admittedly increased by 83 millions in the world population but at the same time the number of literates increased by 625 millions. Likewise the latest available estimates show a reduction in the illiteracy rates among the adult population (aged 15 and over), which should fall from 28.9% in 1980 to 25.7% in 1990. The literacy programme in Cuba, a decade back, brought about a marked change in the outlook of the people and made them more self-conscious. Literacy has changed the life of the workers in Tanzania. National Adult Education Programme, in India, within its short life, has also not been without result. The programme has been successful in making the learners more conscious and awakened. Given the small time gap and the political situation in the country, the achievements can't be ignored.

*(To be concluded. See next issue)*

# Decision-making Patterns among Rural Families

Jhansi Rani and Asha M. Bhawe

*Half of the world population comprises the women folk. But what is the exact role that women play in decision-making ?*

*The pattern and picture that emerged out of the study conducted in the Hayatnagar block of Ranga Reddy district of Andhra Pradesh in actual decision-making in selected areas of programme are quite revealing and interesting.*

*The 'FATHER' is the most important decision-maker, followed by "Father + Mother". "Mother" ranked third in taking decisions pertaining to different areas. The rest of the categories were not found to be much active.*

THE technological innovations in different spheres fail to create desirable impact on our peasant families, unless they are rational decision-makers. Decision is at the root of all human activities. Every individual is confronted with the problem of decision-making in all walks of life. Specially after the advent of several developmental programmes for uplifting rural masses, the emphasis of appropriate decision-making by the families has attained much importance.

Rural women all over the world are subjected and exposed to many innovations directed towards improvement of farm and home and are called upon to take timely and judicious decisions. Actually the women folk constitute the nerve-centre of the families, vital section of societies and backbone of the nation. Truly called the better-half of the man, the woman plays a major role inside the home as a housewife, managing the domestic affairs and outside as a partner

in his profession. Half of the world population comprises women folk. But what is the exact role that women play in decision-making? Do they make any decisions relating to farms and home by themselves? Are they consulted by their menfolks while making decisions? Is their advice or suggestion accepted by them? These are some of the questions which have to be answered before any developmental programme is taken to the women. Unless the extension workers know clearly what are the decision-making patterns among rural families i.e. who makes decisions, whether the decisions are taken at individual level or collectively, their advisory work will not be meaningful and rewarding. Thus in order to plan and carry out farm and home programmes successfully on scientific lines, there is every need for obtaining this kind of information through research. The present paper, hence, makes an attempt to study the actual decision-making patterns in selected areas.

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*Note:* This is a part of the thesis submitted by the first author to the Andhra Pradesh Agricultural University, Rajendranagar, Hyderabad, for the award of the Degree of M.Sc. (Ag).

## METHODOLOGY

The study was conducted in Hayatnagar block of Ranga Reddy district of

Andhra Pradesh. The criteria for selection of block were :

- i) its easy accessibility ;
- ii) its fairly good size ; and
- iii) the number of developmental programmes that were under way for a considerable period of time in this block.

For the selection of the village, a list of revenue villages in Hayatnagar block was collected in the preliminary survey from the block officials and office records. These villages were arranged in alphabetical order and from these, one village namely, "Champapet" was selected by simple random sampling procedure.

For the selection of the respondents, a voters' list of Champapet village was obtained from the Sarpanch. All the married women voters, whose husbands were alive, were listed out alphabetically. Using random number tables, 100 women were selected as respondents.

Shashi Puri (1971) identified 14 areas in which rural families make decisions. Of these, four areas, namely, farm related tasks, expenditure pattern, education of children and marriage of children were selected for the present study as decision-making areas.

The data were collected from the sample by using a pretested interview schedule. Data so collected were tabulated and interpreted through frequencies and percentages.

### Concepts

*Decision-making Patterns* : Depending upon the persons, who make decisions in families on various items, eight categories were evolved. These categories were treated as patterns for the purpose of research :

1. Father exclusively as decision-maker (husband of the respondent).

2. Mother exclusively as decision-maker (respondent herself).
3. Children exclusively as decision-makers (respondent's children).
4. Father + Mother as decision-makers (respondent's husband + herself).
5. Mother + Children as decision-makers (respondent + her children).
6. Father + Children as decision-makers (respondent's husband + her children).
7. Father + Mother + Children as decision-makers (respondent's husband + respondent + her children).
8. Others as decision-makers (respondent's inlaws, neighbours, friends and other relatives).

## FINDINGS AND DISCUSSION

### A. Farm-related Tasks

The major area of farm-related tasks is arbitrarily divided into four sub-areas namely, cropping pattern, storage of food-grains, marketing of the produce and management of subsidiary enterprise for the purpose of this study. The actual decision-making patterns pertaining to these sub-areas are studied in detail.

It is clear from the findings that "Others" and "Father", were mainly taking decisions for the family with regard to crop and varietal selection showing that these two were closely related areas. This could be due to the fact that majority of the respondents were young and hence they might have left the decision-making task to others, possibly the elders around them. It could also be due to lack of interest in the farm-related activities on the part of the respondents. While "Father + Mother" were jointly taking decisions

with regard to storage of food grains, "Father" was the leading person to take decisions in matters concerning disposal of foodgrains. This trend could be due to the supposed knowledge of the "Father" about the best places of marketing. Further, rural women were the main decision-makers with regard to different aspects of subsidiary enterprise. This might be due to the fact that the "Father" being busy with the main enterprise finds little time to devote himself for subsidiary enterprise, necessitating the "Mother" to rise to the occasion.

The preceding discussion leads to the conclusion that while in the main occupation i.e. agriculture, "Father" and "Others" were mainly responsible for decision making, women were the main decision-makers in regard to subsidiary occupation.

### **B. Expenditure Pattern**

This area is divided into two, namely, consumer-oriented expenditure pattern and production-oriented expenditure pattern. Again, the consumer-oriented expenditure pattern was arbitrarily divided into four, namely, decisions regarding food, clothing, religious activities and finally social and recreational activities.

#### **a) Decision-making patterns regarding consumer-oriented expenditure**

"Father" was the decision-maker for the family in deciding about the amount to be spent on food material though it was a housewife's concern. Similarly, he occupied the same position in deciding about the place of purchase of food material, number of sets of clothes for the family, place of purchase of clothes, amount to be spent on clothing. In deciding about the quantity of food material to be purchased, type of material for clothing, "Mother" held a responsible position. Children were given freedom in deciding about recreational needs and

type of recreation. "Father + Mother" formed the active decision-makers for the family with regard to decisions about amount to be spent on religious activities and amount to be spent on recreation.

#### **b) Decision-making patterns regarding production-oriented expenditure**

With regard to the decision-making patterns pertaining to purchase of land, amount to be spent on land, and purchase and amount to be spent on seed, "Father" was the leading person to take decisions. Similar trend was observed in deciding about purchase of fertilizers and amount to be spent on fertilizers, purchase of farm power and farm implements, amount to be spent on farm power and farm implements.

But a significant finding was observed with regard to decision-making patterns pertaining to the amount to be spent on labour charges. "Mother", who had been taking a less important position while deciding about other agricultural matters, was the chief decision-maker as far as deciding about the amount to be spent on labour charges. It is to be observed that "Father", the man behind the agriculture, was not the main decision-maker for the family in this case.

### **C. Education of Children**

The data revealed that "Mother" was the deciding person regarding children's education. An interesting feature was that "Children" were given freedom to decide about their level of education and also in the selection of subject. However, "Father + Mother" were in the forefront, while deciding about place of education and amount to be spent on children's education.

### **D. Marriage of Children**

Regarding the marriage of children,

“Mother” and “Father+Mother” were mainly taking decisions for their children. An interesting and painful fact observed was that children for whom the marriages were to be arranged were not involved in decision-making. This may be due to the fact that, in the area under study, the marriages are performed before the children attain their marriageable age.

### SUMMARY

In all, “Father” is the important decision-maker in most of the areas of decision-making. This is followed by “Father+Mother”. “Mother” ranked

third in taking the decisions pertaining to different areas. The rest of the categories were not found to be much active.

It can be inferred that in the village, which was under study, “Father” was the key person in taking decisions, thus giving the picture of male dominated society. However, another important pattern, “Father+Mother” was also active, which shows that the present-day rural society is in a transitional stage, slowly changing from old order male-dominated society to a democratic one where, “Father+Mother” assume equal responsibility. □

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INDIAN ADULT EDUCATION ASSOCIATION  
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# Preparing 'Readers' for Tribal Adult Learners— some Viable Topics

M. Kundu

*The present paper deals with how to prepare "Readers" for tribal adult learners and discusses some viable topics. It offers valuable suggestions for preparing reading materials for adult tribal learners. "Developing skills of reading in them is the most important characteristic which, once developed, will be of permanent help to the tribals to remove their backwardness," says the author.*

THERE are about 300 tribal communities in India, constituting 40 millions of its total population. Due to their long isolation from the mainstream of the society, primitive ways of life and strong faith in the supernatural, they are backward in many ways from the non-tribal communities. The Government through different means, particularly through 'protective discrimination', has been trying to remove their backwardness. Education has rightly been accepted as the main instrument for the purpose. In spite of all the attempts made for their education, literacy is still very low among the tribals. The gap between the educated and the uneducated, the new and the old generations among the tribals is very great. The existing educational systems, which reflect middle class (often urban middle class) culture and value, have a tendency to detribalize them. The educated tribals are often ashamed of identifying themselves with their culture and heritage. This is obvious from the tendency to adapt higher class surnames.<sup>1</sup> The researcher's interviews with some of the parents of Santal students in the Mayurbhanj district of Orissa<sup>2</sup> confirm the fact that most of the

parents of tribal students are afraid of educating their children for fear of losing them. Educating the tribal parents and changing the existing curriculum will help to bridge this gap. Researches and surveys done on the education of the tribals point out high rate of dropout among the tribal learners.<sup>3</sup> And this has been a case from the beginning. Hence education of the tribal adults is going to be a permanent feature of the educational system as 'more children out of school today means more adult needing education and training tomorrow'.<sup>4</sup>

## Adult Education and Adult Literacy

It is an accepted fact that adult education can no longer be confined to the rudimentary level or be equated with adult literacy drive. Going beyond this requires preparation of "Readers" for the adult learners. The skill of reading is crucial to every adult learner. Reading helps other language skills to develop and is often considered to be the most important, interesting and easy aspect of a language to acquire.<sup>5</sup> It is important for the tribal adult learners on the following grounds. It will broaden their outlook and help removing their back-

wardness. Superstition and blind belief are deeply rooted among the tribals, particularly among the older generation. They have a strong belief in an unforeseen world, full of spirits and witchcraft. Besides, most of them live in remote villages and are hardly exposed to mass media like radio and television. The skill of reading, if well developed in them, will be the most important "window" to the outside world. Lastly, practice in the skills of reading will cure them of their allergy to reading, which is due to their long oral tradition and absence of scripts in their languages.

### **Material for Tribal Learners**

Any adult education programme for tribals ought to be practical and pragmatic. It should create an understanding of and respect for the diversity of customs and cultures on both the national and international levels.<sup>6</sup> The material to be useful must be meaningful, relevant and applicable.<sup>7</sup> An adult education programme for the tribals ought to be still more practical and should aim to achieve more in a short span as our motive is to bring them to the mainstream of the society as quickly as possible. Keeping all this in mind, it should be specially tailored for the purpose. On examining some of the text books for the adult tribal learners in the district of Nalgonda in Andhra Pradesh and Mayurbhanj in Orissa (both districts having a high concentration of tribal population), the researcher got an impression that the existing texts are not specially tailored to the tribals' need and interest and are exact replicas of the material being provided to children at school undergoing formal education. No doubt, this is easier to follow as the curricula are ready-made, the teachers need no special training to handle them and the text books are readily available. But it

hardly serves the purpose. Therefore while preparing reading materials for the adult tribal learners, the following points should be kept in view :

1. The materials should be such as to broaden their outlook, removing superstition and blind belief, which are still very strongly found among the tribals.
2. It should equip them with the know-how to cope with the advancing world.
3. It should have high interest value for the tribals. This can be done by including topics which are close to their environment, experience and immediate need for survival.
4. It should foster in them a sense of love and pride in their language, culture and heritage.
5. The materials should be wisely and carefully selected, bearing educational, social and moral value for them. It should avoid subject matter, which aggravate their fear of the invisible world and support their belief in witchcraft.
6. Lastly, while preparing materials in particular and programmes at large for the adult tribals, the concept of polyvalence and surrender value should be kept in mind. Whatever they learn should be immediately useful to them and should concern with the whole of their life.

Thus, besides the exhaustive list of subjects to be covered for an adult education programme, the following topics will be of great use for an adult tribal learner.

### **AGRICULTURE**

Most of the tribals in India have

settled to agriculture and it constitutes the main source of their income. For some time to come, it will be the mainstay of their economy. In tribal areas, agricultural production suffers from fragmentation, poor quality of soil, and outdated methods of cultivation. For their benefit, some lessons can be prepared on soil conservation, disadvantages of shifting cultivation and modern methods of cultivation.

### HEALTH EDUCATION

Health education is very necessary for the tribals. The tribals still believe that witches and evil spirits cause diseases and take up measures, sometimes anti-social and inhuman, to propitiate these spirits. It is difficult to persuade them for medical treatment in preference to their herbal doctor and tribal priests. Suitable lessons can be prepared on the causes of disease, their treatment and the need for vaccination for such diseases as small pox, cholera and tuberculosis.

### VILLAGE AND COTTAGE INDUSTRIES

The poor economic condition of the tribals due to the low potential of agriculture can be mitigated through village and cottage industries. It can make good use of their creative faculties and the locally available raw materials. The types of industries will vary from place to place, depending on the kind of raw materials available. Orissa and Madhya Pradesh, for instance, have ample scope for *biri* manufacture and Himachal Pradesh for woolen fabrics. Some lessons can be written on the usefulness of these industries to boost up tribal economy.

### TRIBAL CUSTOMS AND CULTURE

To foster in them a sense of love and pride in their language and culture, some

lessons can be prepared on local traditions, festivals, folk-lore, music and biographies of important tribals. While preparing such lessons, all attempts should be made to avoid customs and beliefs, which aggravate unsocial and inhuman practices.

### GOVERNMENT LAWS

Ignorance of the laws of Central and State Governments relating to social and legal matters like transfer and allotment of land, private money-lending, etc., on the part of the tribals, often make them easy prey of village money-lenders and their exploitation still continues. Some lessons can be devoted to acquaint them with these laws.

### FACILITIES FOR TRIBALS

Many facilities are available to tribals for their education and economic development, particularly in Scheduled Areas, through tribal Development Blocks, interest-free and subsidised loans for farming, poultry, piggery and fishery. Due to their ignorance, they fail to make good use of these facilities. Some lessons can deal with such provisions.

From the kinds of topics mentioned above, one is likely to think that education on such topics can better be imparted through radio, television and slide shows. But one thing they forget that all these are temporal media and the image that these media have created for themselves is that of an entertainer. This is more true in the case of tribals who are less accustomed to these media and their instructional purposes. The form of the presentation may overshadow the content as obvious from McLuhan's statement: "The Medium is the Message".<sup>8</sup> Tribals will be more attracted by the picture, the sound and the entertainment they offer, forgetting the instructional purposes for which they are

used. Thus R.K. Narayan stated only a fact when he made a pleasant remark : "Such huge mosquitoes ! No wonder the people get malaria in those countries. Our own mosquitoes are so tiny that they are harmless", when a huge close-up of a mosquito was shown as the cause of malaria. This depressed the man who was delivering a lecture on malaria through slide shows so much that he remained silent for ten minutes.<sup>9</sup>

This will be the natural outcome, if attempt is made to educate them on such topics only through radio, television and slide shows. Hence developing the skills of reading in them is the most important outlet, which once developed will be of permanent help to them to remove their backwardness. □

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# Community Health Volunteer—An Adult Educator

A. K. Sen

*The Community Health Volunteer Scheme, which was launched by the Central Government in 1977, recommended for the creation of a band of self-employed professional, para-professional, and auxiliary health workers from the community itself for providing simple, promotive and curative health services to rural population.*

*The Community Health Worker's role is to bring about a change in the community through health education. He acts as a catalyst and, like an adult educator, helps in integrating health education with adult education.*

IN order to improve the health status of rural population through people's participation, a scheme known as 'Community Health Volunteer Scheme'\* was launched in the country by the Ministry of Health and Family Welfare on October 2, 1977. The scheme is based on the report of Srivastava Committee on Medical Education and Support Manpower set up by the Government of India (1974), which recommended for the creation of a band of self-employed professional, para-professional and auxiliary health workers from the community itself for providing simple promotive and curative health services.

Introduction of the scheme is a revolutionary step in the process of translating the concept of placing people's health in people's hands in the health delivery system of the nation. Under the scheme, there should be one Community Health Volunteer (CHV) selected from the village community on a part-time basis for a population of every 1,000 people. In

difficult terrain, one CHV is selected for even less than 1,000 population. If the population of a village is less than 1,000, two or three neighbouring villages are grouped together for the purpose of selecting a CHV.

## Selection and Training of CHV

The following guidelines have been provided so that the village community can select a most suitable person to work as CHV.

- i) The worker must be a resident of the village itself and can be of either sex.
- ii) He should be more than 30 years of age.
- iii) He should be able to read and write with a minimum of formal education atleast up to sixth standard.
- iv) He may be from any vocation.
- v) He should have an independent source of income.
- vi) He should be able to spare two to three hours every day for community health activities.

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\*The Scheme has recently been modified and re-designated as the 'Village Health Guide' Scheme.

vii) He should be physically active.

viii) He should be acceptable to all sections of the community.

Initial selection of the worker is made in the meeting of Gram Panchayat, which recommends two to three suitable persons. The final selection is made by the Medical Officer-in-charge of Primary Health Centre (PHC) in consultation with the field and block functionaries from the list of persons recommended.

After the selection, the CHV undergoes training for three months (200 hours) in promotive, preventive and elementary health care at the nearest PHC or sub-centre. A stipend of Rs. 300 per month is provided during the period of training.

On completion of the training, every CHV is given a kit of simple medicine worth Rs. 200. Its stock is replenished from time to time by the Government with medicine worth Rs. 50 per month. The CHV is paid an honorarium of Rs. 50 per month for his part-time activity of providing health care to rural population.

### Role of CHV

All States and Union Territories, except Jammu & Kashmir, Tamil Nadu, Kerala, Arunachal Pradesh and Lakshadweep, have joined the scheme. By the end of June, 1980, a total of 1,45,139 CHVs had been trained. It is expected that every village in the country will have its own CHV by 1982-83.

The scheme was evaluated by the National Institute of Health and Family Welfare along with six other institutes of the country. Findings reveal that the scheme has been successful to a large extent and accepted by the community. It has contributed significantly to the malaria control and to the success of

family welfare programme.

The CHV is expected to provide primary health care to rural people right at the door step. Although he will provide some elementary medical relief, his major role will be to create health awareness in the village community. In fact, coming out of his own community, a CHV is in a good position to educate the people for better living and to enlist their active participation and support in all community health activities. This band of self-employed para-medical workers will form the base of the health pyramid intended for the rural health care delivery. A CHV will act as a vital link between the officials at PHC on the one hand and the village community on the other. He will help people in better utilization of services offered by PHCs.

Village Panchayat-sponsored Community Health Volunteer is expected to play an increasing role of educating the rural adults in health. He will educate the community on various aspects of health in order to improve the health status such as prevention and control of communicable diseases, improvement of personal hygiene, use of safe drinking water, waste disposal, programmes of immunization, mother and child care, nutritious diet, promotion of family planning, etc. This will create an awareness about health in the community, which is essential for the active participation of people.

Such educational activities are common to both health as well as adult education workers. Voluntary participation of people in such activities will provide much strength in it and can bring immense benefit to both health and adult education organisations. Judging from this point of view, a CHV is truly engaged in adult education activities pertaining to health and family planning and

thus supplementing and complementing the efforts of an adult educator, who integrates health education into his programme of adult education.

### Relationship and Services

In addition to health education activities, the CHV can provide leadership in programme of educational, social and recreational, provided an effective linkage is established by adult education organization with health department, particularly at the grass-root level. This leadership may be only instructional or it may help arrangements, advice on activities, planning of programme and provision of materials and equipment in collaboration with village Panchayat and PHC. The service may be weekly or once or twice a month and the relationship could be a sustained one with the PHC assuming some responsibility for the maintenance of quality and educational worth in the activities.

### Improved Community Life

A close co-ordination between adult education agency and health department can bring an improvement in the quality of living of people. Both adult and health educator are basically interested

in bringing among people a scientific and a rational outlook into their work and living situation. An adult is interested in getting a better understanding of working of the occupation and the environment in which he lives. He wants to enjoy better health. Health education enables him to make use of his health knowledge and to translate it into individual and community action. Adult education, on the other hand, is not just teaching the three 'Rs' to the grown-ups. It is functional and is conceived in the context of socio-economic development and thus considers health education an integral part of adult education.

### Conclusion

A CHV through health education activities is trying to bring about a change in the community, which ultimately will lead to desired health action. Health education like, adult education, is an agent, which acting as catalyst, hastens the process of change. The CHV, working as health educator, is indeed an adult educator, who is engaged in special field of adult education and an adult educator, on the other hand, often integrates health education into the programmes of adult education. □

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## Rural Poverty Unperceived

*Without the need for complicated research, inservice training can help people to understand more about poverty. For example :*

*\* Family case studies : a day in the life of a landless household or how a poor family survives the hunger season,*

*\* Getting poor people to talk about significant incidents in their life and work, particularly about those they see as being responsible for their poverty.*

*\* Exploring practices and attitudes that affect, for instance, diets and fertility ; and*

*\* Seeking out those who do not use services or adopt new practices, and trying to understand the reason for it.*

World Development Report, 1980

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## IAEA NEWS

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### Seminar on Trade Unions and Community Service

The Indian Adult Education Association with the assistance of the Central Board of Workers' Education organised a seminar on "Trade Unions and Community Service" in New Delhi from September 26-28, 1981. Thirty-four delegates from five northern States participated in the seminar. The participants came from different walks of life and brought to bear upon the discussion their practical experience in the field of trade unions, adult education and social service.

The seminar was inaugurated by Mr. B.G. Deshmukh, Secretary, Ministry of Labour, Government of India, on September 26, 1981. Mr. Deshmukh said that trade unions could strengthen their base of operation, if they get the support of the community at large. He urged the trade unions to bring into their fold large mass of unorganised sector, which would ultimately help them to come closer to the community.

Mr. V.S. Mathur, President, Indian Adult Education Association, in his presidential address said that workers were getting less and less money in terms of real wages because they had to support with their income the unemployed and underemployed members of their families. He said that trade unions were becoming conscious of their responsibility towards the rural poor and were helping them in promoting their own organisations. He hoped that these organisations, once developed, would help the members to protect their interests and take advantage of the various schemes of development launched for them by the Government.

Mr. Mathur added that the trade unions should see the workers in various facets of their lives and should provide educational, medical and other facilities to them. They should establish contact with the agencies providing these services so that they could take advantage of them. He urged that trade unions must get the support of the community, if they wanted their demands to be met.

Earlier, Dr. T.A. Koshy, Hony. General Secretary, Indian Adult Education Association, welcomed the Chief Guest and the participants.

In the first plenary session, Dr. S.C. Dutta, Director of the Seminar, in his address on the Working Paper said that if trade unions continue to confine their attention only to the industrial labour, they would have to content themselves to remain a minority movement and would not be able to influence the decision-making processes and changes, which were a constant phenomenon of the socio-economic system of the country. He said that unions must be able to initiate some projects for educational, cultural and recreational activities of their family members and the people in their localities.

Dr. Dutta pointed out that the trade unions would have to actively participate in the economic development of the country by undertaking activities beneficial to the community at large. These could be cooperative, income-generating and training of the unemployed youth. He placed before the seminar three major aspects of the subject for their consideration :

1. In the light of far-reaching changes in the political, social and economic system of the country, is there a need for trade unions to extend and expand the scope of their activities ?

2. If so, is it possible for the trade unions to organise community services for the members and their families, slum dwellers and poorer sections of the society living in the area of their operation and if so what should be the nature of the programmes to be undertaken ?

3. To what extent trade unions must enter the economic field in order to serve as an alternative model through setting up cooperatives and workers' enterprises?

Mr. R.L. Thakar, Secretary, Indian National Trade Union Congress, in his address, said that trade unions must undertake adult education programmes for their members and their families. He said in order that trade unions may be effective, they should enlist the support and sympathy of the community. He suggested an alliance of democratic organisations like Trade Unions, Cooperatives, Adult Education etc, for providing service to the community.

Mr. B.M. Toofan, Secretary, Hind Mazdoor Sabha, in his address, also urged the trade unions to bring in their fold millions of unorganised people. He said that if trade unions could provide jobs to the unemployed, they would be serving the community.

Mr. Toofan said that creation of awareness among the members should be an important responsibility of the trade unions. He further said that all trade unions could not undertake service to the community because of their meagre financial resources but he called upon the national centres of trade unions to enter the field of community service.

Discussing the sub-themes of the working paper, the seminar felt that the trade unions should develop confidence and awareness among the members.

Discussing the role of trade unions in the service of the community, participants felt that the trade unions should play an effective role in raising the living standard of its members. Dissemination of information regarding avenues for employment and developmental programmes should be an important function of the trade unions and adult education organisations. Opinions were expressed that bigger trade unions and national centres should have trained social workers who could undertake community service so as to bring the trade unions movement closer to the community.

In the opinion of the seminar, trade unions should organise educational programmes for adult men and women. They should help in organising slum dwellers and the rural poor; should open consumer stores, wherever possible; should start cooperatives of various kinds and other income-generating projects.

The participants felt that removal of social evils should be an important function of the trade unions.

It was considered desirable that trade unions should play an active role in widening the mental horizon of the workers and make them aware about basic aspects of health and hygiene. Population education was considered to be an important component of educational programmes to be undertaken by the trade unions.

### Recommendations

1. The seminar is of the opinion that the basic function of trade unions is to promote and protect the interest of their members, but in their own interest and for achieving their main objectives and to get support of the community, trade unions should include service to the community as an essential function.

2. In order to strengthen the base of operation and to get support from the

community at large for their rights, the trade unions should align themselves with the movements like cooperatives, adult education, etc.

3. Trade unions should take steps in bringing in their fold the unorganised sector, including the rural poor so that they could act as pressure groups and get advantage of development schemes launched for them by the Government and other agencies.

4. The seminar notes with satisfaction the statement in the Sixth Five Year Plan document relating to people's participation and the role of voluntary organisations in Integrated Rural Development and calls upon voluntary organisations to extend full support to the upliftment of the rural poor. The seminar feels that the Government should take timely and positive steps to seek the cooperation and assistance of voluntary organisations including trade unions in the planning and implementation of all developmental programmes at all levels thereby optimising the results of the plan programmes by enhancing the effectiveness and efficiency of the services provided by Governmental functionaries.

5. The seminar urges that trade unions should start income-and-employment-generating projects for the benefit of their members and their families.

6. The seminar calls upon the Indian Adult Education Association to organise similar seminars in various regions of the country so that a consensus could be evolved and suitable suggestions could be made to the Central Board of Workers' Education for assisting the trade unions in their educational and community services programmes.

7. The seminar calls upon the Indian Adult Education Association to take steps to disseminate information regard-

ing programmes and assistance available so that the members of trade unions and other organisations could take advantage of these programmes.

8. The seminar recommends to the Ministry of Labour and State Departments of Labour and other development departments of the Government of India to convene a conference of representatives of trade unions and other allied organisations at various levels so that difficulties and problems faced by them could be discussed.

9. The seminar recommends that trade unions should organise educational programmes including vocational training programmes for their members and their families so that they could participate effectively in decision-making and could take care of their problems.

10. The seminar calls upon trade unions to take advantage of grant-in-aid scheme of CBWE for organising educational programmes for members. It also urges upon the CBWE to review its grant-in-aid pattern.

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## NEWS FROM THE FIELD

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### National Seminar on Role of Voluntary Agencies in Rural Development

The National Institute of Public Cooperation and Child Development (NIPCCD) organised a national seminar on "Role of Voluntary Agencies in Rural Development" in New Delhi from August 25-27, 1981.

The objectives of the seminar were to review the contribution of voluntary agencies in rural development in the past; analyse their experiences in mobilising people's participation in the planning and implementation of programmes and projects of rural development, particularly those aimed at alleviation of rural

poverty, and suggest ways and means of maximising voluntary action and public cooperation as instruments of effective implementation of programme of integrated rural development.

The seminar consisted of 60 participants, including representatives of voluntary agencies engaged in rural development, officials of Central and State Government departments responsible for implementation of rural development programmes and experts from research and training institutions and other technical bodies.

In his inaugural address, Mr. Baleswar Ram, Union Minister of State for Agriculture and Rural Reconstruction, said that people's participation and voluntary action were very important vehicles of rural development. The people's participation could be mobilised through organisations of the youth, organisations of women, voluntary agencies and Panchayati Raj institutions. He observed that special emphasis needed to be placed on involving the youth in programmes of rural reconstruction. Student organisations like NSS and NCC and non-student youth organisations like Yuvak Mandals and Nehru Yuvak Kendras should be assigned specific tasks in each block. Voluntary organisations and institutions should be involved in district and block level planning, especially for making the Minimum Needs Programme a success. He emphasized that the principle of helping the people to help themselves should be underlined in all schemes of rural development. Success in improving the quality of life of rural poor will depend upon the extent of involvement of vast human resources in national development. *The success of most of programmes would largely depend on support of non-governmental organisations.*

Delivering the key-note address in the seminar, Dr. S.K. Rau, Director General, National Institute of Rural Development, said that the need for public cooperation had been recognised since they began formulating the five-year plans.

The most important features of the voluntary agencies should be that they could make the programmes innovative in response to the local situations unlike government programmes which are pre-determined with little malleability. Dr. Rau felt that it was difficult to delineate in specifics the several ways in which the economic development programme could be assisted by voluntary organisations. However, they had a crucial role in matters like identification of the deserving poor, finding out their preferences and aptitudes, innovating the required occupational pattern for them, helping in improving production technology and arranging for marketing of the produce. These were the areas where government machinery was not adequate, both physically as also qualitatively.

The theme of the seminar was discussed under the following sub-themes :

- (i) Integrated Rural Development—defining Role of Voluntary Agencies.
- (ii) Experiences in Voluntary Action on Rural Development.
- (iii) Strategies for Voluntary Action to reach the Rural Poor.

#### **Education Ministers' Conference**

##### *Recommendations*

A conference of Ministers of Education was held in New Delhi on June 2, 1981. The following were the recommendations adopted in the form of Resolutions/Decisions on adult education at the Conference,

—that adult education programme should be directly related to life

situations and closely linked to needs, interests and aspirations of the adult learners and to national goals of socio-economic development ;

- that the adult education programme should not end up with the mere acquisition of basic literacy skills but should be reinforced by effective post-literacy and follow-up programmes in order not only to prevent adult learners from relapsing into illiteracy but also to bring them into the ambit of life-long learning ;
- that adequate infrastructure for administration, resource support, monitoring, evaluation and research is essential for the effective implementation and expansion of the programme ;
- that the implementation of the programme of this size cannot be envisaged without the involvement of other development departments of the Central and State Governments, media agencies, local bodies, etc. ;
- that such a massive programme cannot be successfully implemented exclusively through Government efforts and must involve educational institutions, employers and voluntary organisations which play a vital role in the field-subject. However, utmost care must be taken to ensure that the programmes does not serve the communal or parochial aims of any individual or organisation ;
- that the adult education programme must give special priority to women and weaker sections of society ; and
- that special efforts be made to cover the educationally backward regions,

## Symposium on Adult Education and National Integration

The Delhi Adult Education Association organised a symposium on "Adult Education and National Integration" in Delhi on August 30, 1981. Mr. Hans Raj Gupta, President of the Association, presided.

Mr. Bhiku Ram Jain, M.P., Mr. Mushtaq Ahmed, Mr. Inder Singh Azad, Dr. Man Mohan Gautam and Mr. Frank Thakur Das spoke on the occasion.

Mr. S.P. Milind, Hony. General Secretary, welcomed the guests and the participants. Mr. L.N. Aggarwal was the convenor of the symposium.

## Training Camp for Population Education

The Janta Kalyan Samiti, Rewari (Haryana), organised a training camp of supervisors and educators for population education relating to adult education projects in Rewari from August 20-22, 1981.

Mr. J. D. Sharma, Director, IAEA inaugurated the camp. In his inaugural address, Mr. Sharma emphasised the need to bring social change in the villages through literacy, awareness and family welfare programmes. Mr. R.N. Mahalwat, Secretary, Janta Kalyan Samiti, was the Director of the Training Camp.

The valedictory address of the camp was delivered by Dr. N.A. Ansari, Jt. Director, Directorate of Adult Education, Government of India. Dr. (Miss) S. Atish, Director, S.R.C., Haryana, presided over the function.

The following were some of the subjects covered during the training camp :

Population education and its necessity; relation of population education with adult education; effects of population increase on developmental projects, adult psychology and motivation; women and child welfare programmes; and involvement of village opinion leaders in this 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 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 indivi-

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Its headquarters is located in Shafiq Memorial, at 17-B, Indraprastha Marg, New Delhi-110002

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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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## In Due Course

NOT long ago, one of the country's leading economists, who had served on an important Statutory Committee of the Government of India, recalling his experiences of working in the Government, remarked with mixed feelings, earnestness and humour, "I have learnt many things as a member of the Committee, but I shall never forget one magic phrase that seems to be useful for most occasions and the phrase is 'in due course'."

When you fail to do something or have no time for it or do not think it important, you write back to say, "the matter is being considered", ending with the magic phrase "in due course"! To put off an answer you simply say, "you shall hear from us in this regard in due course". When you have no answer for a query, you say, "the matter is being attended to and you will hear from us on the subject in due course". If you are busy preparing a strategy note for a policy matter, again the magic phrase 'in due course' comes in handy, especially when the task grows more and more difficult. It is a phrase that is innocuous sounding. Superficially, it may spell indolence, procrastination or a diversary tactic. It is a convenient set of words for those who want to maintain the *status quo*.

The phrase 'in due course' is not just used by individuals in various states of indifference or conditions of inefficiency. It is a phrase that stems from the nature of communication pattern that exists in the bureaucratic system. In fact, phrases such as 'in due course' are embedded in the very heart of bureaucratic conduct and behaviour. Apart from this phrase, there are quite a few others, which in many ways reflect the philosophy that underlies the functioning of bureaucracy and the communication that stems from it. For instance, words like, "the matter is under consideration" and if at the other end the man is important and the subject is critical, the phrase may be further expanded to 'the matter is under serious consideration'. Another set of choice words is 'the matter has been referred to so and so Ministry or department for their views in the matter'.

As indicated earlier, these phrases are not only phrases of functional convenience but are often the result of compulsions that are part of the value system that is embodied in bureaucracy. The system is not change-prone. It is by and large not risk taking. Appropriate timing of an action is not a strong point in the system. Expeditious action or response would cramp the style of the system. And yet the greatest challenge in administration today in developing countries is how to make bureaucracy an instrument of change and development. In spite of this critical assessment, things do move to some extent and some things get done. Things in some ways are better in India than several other developing countries. What is the reason for this? Because there are individuals within the system who transcend its limitations and act with a real initiative, purpose and imagination. Bureaucracy is not just the concomitant of Government. It is present in most big organisations, industrial and business houses and public sector undertakings often are no exception. They take different and often difficult forms. The tragedy manifests itself when bureaucracy has to deal with developmental matters. Adult education or family planning cannot take place or be undertaken "in due course", or, for that matter, they cannot wait to be "considered". Timely action or response is at the root of all development action. This is more so with adult education. Let us hope, we never see the day when we come to hear or say 'adult education in due course'! If we come to such a pass, disaster for adult education is not far away!

# Literacy and Development

Rajeshwar Mishra

## Part II

**I**N SPITE of its pivotal importance, literacy has not picked up uniformly and in the desired magnitude. Let's examine some important factors responsible for the slow growth of literacy.

*Hunger and Poverty.* So long as millions of human beings, the great majority of them in the Third World, are precariously on the border line of starvation, no educational policy, however well conceived, can by itself eradicate illiteracy. In the developing countries, without the earnings of their school age children, many poor families cannot even afford the basic essentials of life. Deprived by harsh necessity of their schooling these children will grow up to swell the ranks of the great army of illiterates.

*Neglect of Economists.* In the early history non-economic aspect of development was ignored. Baldwin and Meier (1957) report: "Since the mid-eighteenth century, economists devoted a large proportion of their labours to the subject of economic development, but only a small fraction of these studies include non-economic variables and these few works are scattered throughout the mainstream of economic thought".

Myrdal (1970) has complained of the negligence of the non-economic factors by the economists. He explains: "It (education) was also seen important by economists from the time of classical authors. But in line with the biased post-war approach, it was largely forgotten by the economists when they began to study the development problems of underdeveloped countries". For the Mercantilian economists, the social and political organizations that influence economic activities, the beliefs, habits and attitudinal framework of the people, their ability to read, write and count were of little significance. They ignored the education of the workers. They commented: "Reading, writing and arithmetic are very necessary to those whose business requires such qualifications, but where people's livelihood has no dependence on these arts, they are very pernicious to the poor, who are forced to get their daily bread by their daily labour" (Mandeville, 1924). Such an attitude was only an extension of the traditional set which considered that slaves don't need any education. Some are bound to lead and some to be led.

However, Adam Smith was the first to fall out radically from his predecessors and assert that the expenditure on education of human beings is also a form of fixed capital (Smith, 1904). McCulloch wrote: "An ignorant and

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*Note: This is the second and concluding part of the article published in the last issue.*

undereducated people, though possessed of all the materials and powers necessary for the production of wealth, are uniformly sunk in poverty and barbarism". Fortunately the tradition set by Adam Smith has been carried forward by later economists. In fact, Marshall gives a full and systematic consideration to the place of non-economic variables including education in economic development.

*Colonial Rule* : Colonial rule specially in the South-East Asia is, to a very great extent, responsible for the illiteracy in the respective countries. The colonial era ended by leaving the masses of people mostly untouched by any formal education. Thus people at the time of independence had a very low rate of literacy probably far below one-fifth of the adult population (Myrdal, 1970).

*The Myths of Universalization of Education* : Time and again eradication of illiteracy was proclaimed and confirmed with a confused conclusion. Sometimes it was envisaged to eradicate illiteracy through universalization of education at the primary level. In many of the South Asian countries this was done at the cost of downgrading the mass education movement. In the absence of a multiple point entry arrangement, this one-sided effort, perhaps, was a great mistake. It has been confirmed through several studies that children of illiterate parents fall behind in scholastic achievement and that they more easily lapse into illiteracy (Myrdal, 1970). One detrimental effect of an illiterate home in village setting begins in pre-school years and these are singularly formative years when attitudes are shaped and that would tend to persist. Thus the approach of eradicating illiteracy through universalization of education is one-sided endeavour and far from balanced.

*Anti-elite Endeavour* : Literacy among the masses creates a situation where the mass is involved in the developmental process of the nation. In the Third World countries the colonial powers' contribution to education was not well intentioned. They did not like to educate people but to train clerks and create status consciousness. Myrdal attributes the non-involvement of intellectuals in the literacy programme to the elite consideration among the young intellectuals. He reacts—"The young intellectuals in India and in most of the rest of the non-communist under-developed nations have been so conditioned by the rigid elite and class structure in which they have been brought up that they don't feel that deep identification with the poor in their nation which the Russian intellectuals felt" (Myrdal, 1970). Basu (1974) is of the view that neglect of common man's education is intended to widen the gap between the poor and the rich. She comments : "The education system by building up an educated elite and neglecting popular education helped to preserve and strengthen the barrier between the upper classes and the masses."

*Lack of Political Commitment*. There has been one reform idea continually expressed with seemingly great determination and practically never contradicted : the extension of popular education and liquidation of illiteracy. This shows the earnestness with which we are concerned at the alarming illiteracy situation. But have we put in the efforts commensurate with this gigantic problem? Considering the large population of illiterates in the region, it might have been expected that when Asian countries became independent they would have been eager to embark upon vigorous literacy campaigns for the adults. For one thing adult education could have an immediate impact on development

(Myrdal, 1968). But despite its urgency not much could take place. The will and the commitment have been lacking all along. Myrdal remarks, "Organizations for adult education exist in all other countries but they have fared poorly in comparison with the established school bureaucracies, and budgetary allotment for adult education has been diminutive". Pointing to the position in India he feels that the marked enthusiasm for adult education at the end of the colonial era faded away and nothing significant could be done.

D.S. Kothari in his famous report of the Education Commission (1964-66) lamented: "So far there has been no political commitment to any programme of adult education". It is, thus, evident that lack of political commitment on the part of the national leadership has been one of the basic reasons for the slow rate of literacy programmes. The following table shows that public expenditure on education has remained completely neglected.

**Development  
does not come  
to people; the people  
move towards  
it through  
awareness  
and assertion**

**TABLE  
PUBLIC EXPENDITURE ON EDUCATION\***

Years	As % of GNP				Per. inhabitant(\$)			
	65	70	75	77	65	70	75	77
World	4.9	5.3	5.7	5.7	38	57	109	126
Developed	5.1	5.6	6.0	6.0	87	139	267	374
Developing	3.0	3.3	4.1	4.3	5	7	19	24
Asia	3.5	3.6	4.8	4.9	7	11	33	44
U.S.A.	5.1	6.2	5.9	6.1	94	151	228	265
U.S.S.R.	7.3	6.8	7.6	7.9	67	90	146	155
Europe	4.3	4.6	5.3	5.3	61	92	226	261

\*Statistical Year Book, UNESCO, 1980.

*Lack of Motivation*: "The reputed hunger for knowledge in villages—like the Marxist, influenced thesis of a revolution of rising expectations"—is largely an upper-class myth, particularly as applied to the rural districts with a traditional self-sufficiency in agriculture. The masses of people in countries like those in South Asia do not calculate rationally in terms of costs, returns and maximum profit. Often indeed they are not interested in raising living level" (Nair, 1961). She further confirmed by anthropological studies around the world that the education even when directed toward practical problems of development does not provoke an immediate response among the people least of all in the villages. A Government of India report confirms the general lack of enthusiasm of the villagers toward literacy programme. Rural adults are not particularly keen about literacy (GOI, 1957).

The economic and developmental return of literacy has well been founded and there can be no denying the fact that contribution of education to the better quality of life is enormous. The developmental prodigium of education demonstrates that at least 50 per cent of literate population is necessary yet not sufficient for the development. It has been shown how a literacy rate of 90 to 95 per cent has produced impact on the per capita income of the nations. This reflects on how much effort we have to put in to achieve this gigantic task.

When the underdeveloped countries are fighting tooth and nail with poverty and unemployment it is desirable that the participants are literate and educated. If they know that hunger, disease, ceaseless toil and early deaths are not inevitable, that it is possible to create conditions in which they can live in reasonable comfort and their children

grow in knowledge and dignity. This awakening would ensure infinite potentialities for progress.

It would be fruitless to ponder over the priorities of poverty and education. Actually the relationship and puzzle is identical to that of the chicken and the egg. Education would open the gate to understand the myths and realities of poverty and the rhetoric thereon which has been continuing since long. Literacy campaigns should be seen in the broader perspective and not something which would encroach upon the right of the elite. The elite are required to be a bit liberal and help in granting the human right which has constantly been denied to the millions of people living in perpetual mental and physical subjugation. The national leadership should play a role in bringing about an order of equality. It must not misguide the people under one pretext or the other. It should stop changing on the priorities in education in the name of some off-beat revolutionary changes. If the right to education is denied to the masses there is a danger of disaster too. Denial of this right may accumulate frustration in them, which in turn may lead either to anarchy or tyranny to growing hostility and political upheaval. This may disrupt and impoverish the economy and bring on war, (Hoffman, 1966) and other sorts of social upheavals.

Any effort to eradicate illiteracy should be viewed in terms of functional gains. Literacy for literacy's sake has its own limitations. Persons with less than four years of schooling normally cannot take advantage of literacy in terms of reading market news, keeping simple records of economic transactions and other such matters. (Chaudhary, 1979). Therefore, literacy up to this level is essentially useful and productive.

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## BENEFITS OF WOMEN'S EDUCATION

Educating girls may be one of the best investments a country can make in future economic growth and welfare—even if girls never enter the labour force. Most girls become mothers, and their influence—much more than the fathers on their children—is crucial.

—World Development Report, 1980

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# Elites' Resistance to NAEP

Markandey Rai and Harikesh Singh

*The authors make a critical study of the NAEP and the elites' attitude towards it. According to them, the various comments, criticisms, reactions and observations of different elite groups go to suggest that the Programme may work negatively and the objectives of the programme may not be achieved. He, therefore, suggests that the attitude of the elites towards the NAEP should be studied scientifically to facilitate a proper understanding of the problems of NAEP for its successful implementation.*

THE plurality of crucial problems of any society needs careful analysis and suitable treatment. Indian society is plural in its every aspect with innumerable chronic evils. Illiteracy is a curse on humanity and it is seriously engulfing the countries of the Third World. India, developing at her own pace and with her own measure, is solving her problems through planning. Before independence, India, as a colony of the British, could get little benefit of education. After independence, we realised our our problems in our own way. The problems were immense and resources scarce. But the challenge of bearing responsibility and evolving our own political, economic and social systems has been inspiring the thinking of intelligentsia in a positive direction.

Among many deep-rooted evils, illiteracy is one of the more vital problems and it appears to be unsolvable. The Government and the people believing in the welfare of humanity, realised that total human resources can be utilised effectively for production and consequently for the prosperity, only by making the masses literate and afterward skilful. The efforts made by other countries gave us insight, and pro-

grammes with different nomenclatures were launched. Though measures to curb the illiteracy have, sometimes, appeared failing because population-growth impeded the educational advancement also.

The rapidity and vastness of scientific and technological changes have brought about a transformation of our life pattern, and weakened all traditional modes and values. Adjustment to these changes is a condition precedent to survival. Resentment and bewilderment are but natural when people have to face up changes which they do not clearly understand.

In this context, there is a consensus that education should be extended to all men and women to enable them to understand the implications of these changes and to play their role intelligently in this exciting drama.

Adult education is, therefore, an impelling need, a need so imperative and overpowering that all men and women must be helped to acquire the skill and knowledge that would enable them to properly fit into the new pattern of community life into which they are fast

moving. Adult education is an indispensable necessity for the people of the developing countries. Man must be adequately equipped to reap the rich harvest that modern life offers him. Materially and morally, socially and politically, he must be fully competent to take intelligent interest in the affairs of the world. Education is no longer the close preserve of the "chosen few".

The process of all round national development in India has changed the concept of adult education significantly. It is no longer confined to traditional literacy in three R's alone. The changing socio-economic scene in the country demands an overall development of the human resources. While determined efforts are being made to universalise elementary education up to the age of 14 years, educational facilities are being extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality.

Thus the government has 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. Literacy is now being recognised as an integral part of an individual's need. The National Adult Education Programme, formally launched on 2 October, 1978, aims at providing adult education facilities to cover about 10 crores illiterate persons in the age group, 15-35, within the period from 1978-79 to 1983-84. The major objective of the programme is to develop the country's human resources in this vital age group and enable the vast majority of illiterate persons to participate effectively in the process of national development. The programme, besides providing basic literacy skills, also aims at upgrading the functional skills and creating social awareness among the illiterate masses.

To advise the government in the formulation of policies, a National Board of Adult Education and State Boards of Adult Education have been set up at national as well as state-levels. District level committees have also been set up in most of the states to ensure proper coordination and for overseeing the implementation of the programme at local level.

Assistance to voluntary organisations working in the field of adult education is one of the most successful programmes of the government activities, which continued during 1979-80. During this period, over 600 voluntary agencies had been approved for financial assistance.

Under the scheme of Farmers' Educational Literacy Project, 245 projects were taken up. The benefits of adult education through various central peace sellers project reached about 15 lakh adults during 1978-79 and about 25 lakh adults during 1979-80.

Our government has proposed many such developmental programmes but a major mistake is committed on her part. The government, while deciding the the National Adult Education Programme, did not concentrate very much on mobilization and orientation of "Chosen-few elites" in positive direction, because in Indian socio-political situation, elites are imitated by the masses like anything. If elites accept positively any mode of behaviour, fashion, philosophy and other things, the common man also aspires for the same in the same mode of behaviour. Dr. Sachchidananda rightly comments that the importance of elites and leaders, who are capable of inspiring effective action as well as of controlling and directing events, is greatly enhanced. The creation of close bond between the elite and rest of the population in order

*(Contd. on page 16)*

# Linking Literacy with Development—some Suggestions

Ranjit Singh

*Linking literacy with economic development is an important aspect of adult education. The above theme is elaborated by the author, raising some pertinent questions for the adult educators to ponder upon. He suggests a Three-L model—Literacy, Living and Liberty—to achieve the main objective of the programme, namely, the liberation and development of man.*

There is a general agreement that educational process, including formal school system and out-of-school educational techniques, constitutes in its broadest sense, one of the important means for achieving economic and social transformation of societies. Knowledge and information derived through literacy broaden intellectual horizons, help create a rational outlook and provide perspective beyond the limitations of the traditional environment. It is also believed that education can encourage the use of the increased production of goods and services resulting from economic development for a wider cultural experience and improved ways of living.

There cannot be two opinions that literacy and education have direct relationship with the development but it is still not clear how this problem can be tackled? Experience has shown that very few people turn up to attended literacy classes. It is, therefore, a burning problem before most of the developing nations. Progress might have shown on papers but the real facts are much different. It is a fact that a majority of the illiterates belong to the weaker sections of the society. Schooling, study and academic achievement for weaker sect-

ions of the society are either irrelevant or only vaguely instrumental, representing primarily a delay in entering the labour market and in establishing one's status as an independent adult. Any type of formal education intended for this section of the population will have to satisfy a pre-condition that it is going to be used for their daily scores.

## Motivation

At the very outset, these people raise the questions: Can literacy help them live a little better? Would it help them to know how to raise their yield and increase income and from where could they borrow money on easy terms and what benefits would they get from the cooperative societies? Will the programme teach them how to work and think together? Will learning by doing be a better process? Until and unless an instructor is able to provide answer to these questions, it will not be possible to motivate the people. Therefore, the programme of adult literacy should not merely be a programme of literacy but a programme to upgrade knowledge, functionality and literacy skill of the participants.

## **Linking with Development**

It is simple and easy to describe what should be the focus of adult education, but very difficult to create conditions which may produce those characteristics and focus. I would like to say that what to talk of literacy, even the functional literacy in its present form is not going to be a success. If I am not wrong, functional literacy has often meant merely improving the knowledge base for a particular rural activity, without examining the specific work situation, and the degree of freedom available to act on that information.

### **Adults**

While planning any programme, we have to keep in view that adults are different from the children atleast in two aspects. Adults have the ability not only to describe things but also to explain things. 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 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 in the future. The second characteristic of an adult and a mature person is to put in concerted and continuous efforts for realising predetermined goals and achievements.

Keeping in view the characteristics of adults, the programmes should be such that favourably influence the long-range welfare of the community, that help the community stand on its own feet, that genuinely encourage responsibility, initiative, decision-making and self-reliance at the community level.

The planning programme should link literacy with the development. Without integrating the programme of literacy or adult education effectively with the plans of economic development, the aim of removing poverty will not succeed. Edu-

cational inputs are as important as other inputs and in a way more important and significant from the long-term point of view. Adult education, being considered an integral part of rural development, it must start with the needs of the millions of individuals, who constitute the communities of the rural poor.

### **'Three-L' Model**

I would like to suggest the following stages of this process, which may be called Three Ls i.e. Literacy, Living and Liberty.

As a first step, a survey of the community should be conducted. On the basis of the data obtained, identification of the felt-needs, problems and priorities, which can directly contribute to solve crucial life problems and meet basic needs of the people may be done. Adult education programmes have to be viewed and conceived more broadly than merely literacy teaching or even just delivering knowledge, information and skills. It is to be recognized that the most effective and relevant learning takes place through the process of solving real problems.

### **Preparing Plans and Material**

Teaching material to be prepared should be need-based, easily readable, understandable and usable. Material should be prepared through a process of coordinated efforts, focussed on specific groups with homogeneous socio-economic background, interest and aspirations. Learning experiences and materials should provide learners an opportunity to determine which topics are of great interest with the local available resources and which are feasible to pursue.

### **Integration with Development**

Programmes of adult literacy must be integrated with the development projects and agencies, which can supply the

credit and ensure participation of functionaries of development programmes in the day-to-day working of the adult education centres. Project officers should keep in touch with the district level authorities, block level authorities and central level authorities with a view to ensure two-way information and instruction. They have to play a key and facilitative role of leadership for designing and initiating a new brand of integrated community development efforts that may fulfil the basic needs of poor rural families.

### **Creating Awareness**

In order to ensure participation of the learners, an awareness of the immediate problems and of lesser known issues relating to development efforts has to be promoted among learners. It is to be recognised that the most effective and relevant learning takes place through the process of solving real problems.

### **Ensuring Participation**

Participation of the learners through concrete action projects to solve individual and community problems has to be ensured. Discrete educational efforts,

divorced from such action projects, are generally inconsequential to produce impact on the lives of the rural masses.

### **Evaluation**

Evaluation of the project should be done 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 the participants.

### **Follow-up**

The adult education workers at all levels have to play a larger role than at present as the agents of social change and economic development. Thus, they have to provide proper follow-up measures to ensure success of the projects and satisfaction to the participants. The success of the programme must be measured in terms of the development of the 'man'. The programme of literacy must go beyond literacy and help to provide living and liberty to the participants. The objective is complete liberation of the Man. □

# Adult Education—Teaching through Parallel Concepts

S. Raju

*The author in this short paper makes a strong plea for integrating adult education with the population education through functional literacy or non-formal education programmes. He also urges the educators to convey the idea through an indirect method, allowing the faculty of their thinking to work and progress in its own way.*

UNLIKE formal education, where a centralised system of curriculum development is followed for adoption at various levels, the curriculum for non-formal education is adopted, designed and developed out of the experiences gathered from and in close association with the adults. Such curriculum not only plants the love of learning among the adults but helps them cultivate an integrated outlook on their life as well. The curriculum helps the learners discuss their problems in varied areas like the family, health and hygiene, nutrition, economic, cultural and political fields, etc., and to improve their health and nutritional standards, increase their income and participatory involvement with the community, besides providing a critical understanding of the environment in which they live.

## Background of Adults

As each adult is an institution in terms of experience, the teaching of adults is no easy task. The adults have a background of rich experiences with more or less fixed ideas on certain things. They have been used to a kind of living allowing themselves controlled by certain habits and beliefs, which they would not like to change suddenly. Moreover,

the adults find their problems interwoven in the dexterity of life and hence are constrained to throw a positive look on anything that comes to improve their lot. Under such circumstances, any teaching on the skill of reading or writing or improving the functional competence in contravention of their pre-conceived ideas, to begin with, may lead to jeopardising their interest in the programme and may even prove detrimental to the programme. But at one stage or the other, the adults must be made to unlearn certain things in the course of their learning things anew. They should be slowly dragged out of the shell of shyness and reservations and be made to accept the new way of thinking.

## Parallel Concepts

In the teaching of adults, greater emphasis is laid today on integrating population education, family life education, nutrition and health education with functional literacy/non-formal education. In brief, the teaching of adults centres round the family and family welfare. The concept of family and education on family welfare are sensitive issues, which the adults would not like to discuss in groups and with the educators, who are much younger to them. Ordinarily,

the idea of a small family or keeping family norms is conveyed through the picture of a small family or the opposite of it or attempting at a comparison between them. Such a picture of a small family or big family conveys the message of family planning but does not kindle the faculty of thinking on the part of learners. To say further, there is nothing thought-provoking in such pictures. The message of family planning could be conveyed to the adults with a concept that runs parallel to the one above and of which the adults are conversant with.

### Concept of Small Family

For instance, the picture of a banana tree with one or two young ones under it and the picture of another tree with five or six saplings could be shown. The tree with one or two young ones is capable of giving a better yield, whereas the tree with five or six saplings is incapable of giving more yield. The adults, who look at these pictures, are driven to think a little before comprehending the message conveyed through them. They understand and agree that if the tree is to give good yield, it should have one or two young ones only. In practice, farmers who aim at getting good yield from banana trees remove all the young ones, after leaving the first or the second, that crop up. Such an approach would make the adults think and understand that even nature is not against planning the family. Teaching certain concepts this way would help adults follow the example easier.

### Employment of Children

Again, the message that children should not be employed on a full-time basis can be shown through the same picture. The leaves of young plants that come out one after the other are useful to us and fetch us money also. If the

young leaves are removed as and when they come out, the growth of the plant gets arrested, and the plant is unable to reach the stage when it could be much more useful to us. No doubt, the children could contribute to the income of the family. If children on this basis are employed, their growth gets stunted like those of the young plants.

### Education for Progress

Animals and birds are part of man's environment. They have been with us but we do not find any improvement in their life style or living conditions. Unlike them, a tremendous change has undergone in man's living conditions and environments. His life style has changed. His quality of life has improved. There is practically no aspect of life which has not been influenced or undergone a change. May be that he may be doing the same work. But the method of doing it has changed. The instruments that he now uses have changed. He is able to do the same work in a different atmosphere. All this has become possible because he uses the faculty of thinking, which others could make no use of and improve their living.

### Education of Adults

Many an adult, who have learnt to survive without literacy for over decades, often ask the educators, "Would learning to read or write can give us jobs?" or "Would it help increase our income?". They often think, "It cannot".

Education, apart from helping the adults in their day-to-day life struggles, can also help their children. Ordinarily, children live under the fostering care of their parents till they get married. That is, for nearly 20-25 years, children depend on their parents for almost everything. It is, therefore, the duty of the parents to properly guide their

children and train them to become better citizens. If parents are to play a part in guiding the destiny of their wards, is it not necessary that they themselves should receive education?

### Women's Education

We all know how children learn from their mother. A hen takes the chick out and teaches as to how they should pick up their food and trains them to protect themselves. A cow takes the calf out to teach the art of grazing. So do all living creatures. In just the same way, a mother has to foster the children

and teach them what is basic for their survival and progress. A mother alone can impart proper training to her children. But one may ask, can a blind lead another blind? It may, therefore, be seen that the education of woman is absolutely necessary for the children to acquire education and skill.

All that is required in teaching the adults is not directly but a little indirectly, thereby allowing them to use their faculty of thinking and reason so that they could help themselves and liberate from the shackles of poverty and illiteracy. □

### ELITES' RESISTANCE TO NAEP

(Contd. from page 10)

that the elite can be viewed as articulating the aspirations of the people and promoting their interests appears to be a crucial factor in the successful development of the country. The success of various elites in bringing about rapid economic growth depends to a very large extent upon their success in arousing popular enthusiasm and upon the extent to which they can get support from major social classes such as poorer peasants and industrial workers. In India, there is a gap between the elite and the masses.

The National Adult Education Programme has already been launched but the comments, criticisms, reactions and observations of various elite groups indicate that the programme may affect negatively while the objectives of this programme are otherwise. The elites do not visualize this programme for the good of common people who could not get the minimum education for their social efficiency due to their special circumstances. The government is laying more emphasis on non-formal and adult education but the elites exploiting many benefits from formal education are not giving due weightage to non-

formal education and adult education. Therefore the attitude of elites towards this national programme should be studied scientifically. The findings of such studies may facilitate in understanding the problems of NAEP and its successful implementation.

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# Evaluation of Condensed Courses of Education for Adult Women

P. Bhagwat

*The Central Government had launched a new scheme called the "Condensed Courses of Education for Adult Women" in various States. It offers courses both academic and vocational at middle and high school levels.*

*The present study attempts to evaluate the functions of the condensed courses with regard to the objectives of the scheme and offers suggestions for improvement in the working of these courses.*

**E**DUCATION of women in India suffers from a number of problems in areas such as enrolment, retention and suitable quality of education. The dropout problem is one of the most serious problems in case of women's education; this is particularly so in case of poorer rural and tribal women. There would be a number of other reasons working against continuity of education in girls. In such special cases, the Government of India has launched a massive programme, namely, "Condensed Courses of Education for Adult Women". This programme was launched in different states for different courses: academic and vocational at different levels—middle and high-school levels. These programmes are being run by various types of institutions, which are likely to face administrative, financial and academic problems. It is expected that a thorough diagnosis of problems faced by these institutions would help to improve the efficiency of the condensed course programmes. It is for this purpose that the present study was undertaken.

## OBJECTIVES

The study was restricted to investigate academic, financial and administrative aspects of educational and vocational programmes of one selected institution, offering academic and vocational courses. The specific objectives are:

- 1) To evaluate the functions of the condensed courses with regard to the objectives of the scheme.
- 2) To give suggestions for improving the working of these courses.

## METHOD AND PROCEDURE

The study employed descriptive method of research with special reference to case study approach. The one institution having academic and vocational programmes, located in Indore, and which was willing to co-operate, was picked up for study. Since the data related to administrative, financial and academic programmes were to be collected from the above institution, the respondents were administrators, teachers and the students of academic and vocational courses.

Besides this, the old students and the institutional office record were also the sources of data. The principal of the institution, the teachers and the students from academic (higher secondary) and vocational (Montessori training) courses were contacted as given below :—

Course	Teachers	Students	Ex-stu- dents
Academic (Higher Secondary)	5	18	3
Vocational (Montessori training)	3	18	2

The data were collected with the help of following questionnaires :

1. Questionnaire for the organisers/principal.
2. Questionnaire for the teachers.
3. Questionnaire for the students.

Besides the data collected with the help of questionnaires, the researcher had also carried on interviews with 20 students—ten from higher secondary condensed course and 10 from Montessori training course—with a view to collect additional information.

The questionnaire and the interview schedules were semi-structured and covered different dimensions such as—organizational structure, type and nature of courses, admission policy, grant-in-aid pattern, personnel, community involvement, etc.

## RESULTS AND DISCUSSIONS

### Organisational Structure

On the basis of the interview and other information, it was found that this institution was governed by Management Board. The Board was progressive in

outlook and acted as an adviser to the institution. The relationship between Board and School Principal was very cordial.

### Educational Activities

The students belonged to adult age group, ranging from 19 to 27 years. The students in the regular strength would normally be 16 to 18 years. Therefore, it can be said that the course caters to women of adult age group. It is interesting to note that very old students were not studying in this institution.

Regarding the academic tasks such as writing an essay, learning lessons by heart, about 1/3 of the students found it difficult. Students also expressed the difficulty of procuring related books. They faced special difficulty with technical vocabulary. Since many of the students were from poorer families, and were having family responsibility, they were short of sufficient time for preparing for the academic assignments. Teachers have suggested that some co-curricular activities should be introduced for harmonious development.

### Personnel

The institution was having one full-time and four part-time teachers for academic course and three full-time teachers in vocational course. The part-time teachers were also working as teachers in regular school. Their qualifications ranged from B. A., B. Ed. to M. A., B. Ed. It was reported that the teachers were over worked. The smooth functioning of these courses required more full-time teachers.

### Results

The pass percentage of students appearing in the academic (higher secondary) and vocational (Montessori training) course has been given in the following table :

Academic Course				Vocational Course			
Year	Admitted	Appeared	Passed	Year	Admitted	Appeared	Passed
*1974-76	25	23	11	1975-76	15	14	14
*1976-78	25	23	—	1976-77	25	25	22
				1977-78	25	25	—

In the academic course, half of the students (11) had passed higher secondary examination. This is quite encouraging as we find that the pass percentage of the students in the regular full-course is also around 75%. As far as vocational course is concerned, the results are very encouraging. In 1975-76, 14 students passed and in 1976-77 about 100% of the students passed the course. One is tempted to conclude that these courses are working very effectively, if judged by the criterion of pass percentages.

When one examines the effectiveness of the courses, one finds that a significant proportion of these students get suitable jobs. To give an example, 13 students got suitable jobs in 1974 and 16 students in 1976.

#### Grants

According to the principal, the grants were meagre as compared to the need and the expenditure. According to the teachers, their pay was inadequate. Students were getting inadequate stipend—Rs. 15 per month. The students found it very small for purchasing books, stationery and other items of expenditure. They were mostly dependent on their families or relatives. About 80% students suggested that they should get Rs. 50 per month as stipend.

#### Community Involvement

According to some teachers and many students, community was not helpful in

\*Duration of academic course is of two years, and vocational course is of one year. The results of 1976-78 & 1977-78 were not declared at the time of survey.

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giving free services, economic help or even academic suggestions. Some teachers and students suggested that community can donate books, copies and other materials.

### Suggestions

- 1) Besides improving the physical conditions it is necessary to improve the teaching methods. Students should do more practical work and also class-work.
- 2) Duration of the courses should be extended.
- 3) Many other educational and vocatio-

nal courses such as 'Gram Sevika Training Course' should be introduced.

- 4) Production centres should be opened and these candidates should get preference in job.

To sum up, it can be said that this programme meets the academic and vocational needs of dropout cases in education. These courses should be strengthened by opening more centres in different parts of the country and by providing academic and financial assistance to the present institution. □

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# Issues in the Writing Curriculum

Marlow Ediger

*The author in this short paper emphasises the need for a teacher to select relevant objectives for learners' attainment. The teacher should possess the needed education, maturity and experience to choose objectives for his pupils. He should study and use knowledge about pupils' capabilities, strengths, and weaknesses in selecting sequential goals.*

*In short, all teachers, principals and supervisors need to analyse and synthesize diverse schools of thought in writing curriculum.*

TEACHERS, principals, and supervisors need to study, analyse and resolve issues in the curriculum. Writing is one of the three R's (reading, writing and arithmetic) and considered as a basic for all pupils to develop proficiency. The paper emphasizes a discussion of relevant issues in writing as a language art area.

## *How Should Writing be Taught ?*

There are numerous philosophies pertaining to which objectives should be emphasized in writing. A further problem pertains to which learning activities should be selected to guide pupils to attain desired ends. Finally, teachers, principals and supervisors also need to consider appropriate techniques to utilize and appraise learner's progress.

Some of the points for pupils to keep in mind may be written in measurable terms or as general objectives. Behaviourism, as a psychology of learning, emphasizes the utilization of precisely written objectives. After instruction, the teacher may then measure if a learner has/has not attained a desired measurable objective. The following are examples of precise ends for pupil's

attainment :

1. The pupil should learn to write a 50-word paragraph, containing a sentence on some topic in the introductory statement.
2. He should learn to make correct punctuation marks in ten sentences.
3. He should spell 25 or 30 words correctly.

Goals for learners to attain may also be written as general objectives. General objectives also provide direction as to what will be taught. However, the teacher cannot measure precisely if a goal has / has not been achieved after instruction. Notice the following general goals involving writing experiences :

1. to develop within pupils an inward desire in wanting to write.
2. to develop within the learner skill to write a business letter.
3. to develop within the pupil an understanding of necessary content involved in writing a short story.

Should the teacher largely determine objectives for pupils to achieve in

writing? Or, should there be ample input from learners in choosing achievable goals? It is, no doubt, easier on the teacher's part to select relevant objectives for learner's attainment. The following reasons are generally given to justify the teacher choosing objectives in the writing curriculum :

1. The teacher possesses the needed education, maturity, and experience to choose objectives for pupils to achieve.
2. The teacher can study and use knowledge about pupils' capabilities, strengths and weaknesses in selecting sequential goals. Individual differences among pupils might then receive adequate attention. A logical, rather than a psychological curriculum is in evidence if the teacher selects in ascending order of complexity objectives for pupils to achieve.

Towards the other end of the continuum, there are selected teachers emphasizing a psychological curriculum. Thus, through teacher-pupil planning, educational goals in the writing curriculum are chosen. Reasons given for advocating a psychological curriculum include the following :

1. The pupil within a flexible environment is in the best position to determine what is of interest and purpose to pursue in learning.
2. The pupil intrinsically knows which activities and experiences provide for appropriate sequence in learning.
3. The pupil should be involved in self-evaluation. Some of the best appraising occurs through means of evaluating the self.

Within a structure, the pupil may then select which purpose in writing to pursue. These purposes might include,

among others, the writing of tales, autobiographies, biographies, research results, myths and legends as well as content pertaining to mystery and adventure.

Should a separate subject curriculum be emphasized in writing, or should increased correlation and fusion be stressed?

Advocates of the separate subject curriculum might emphasize objectives pertaining to writing skills needed solely in composition. Thus, objectives such as the following may be emphasized :

1. proper form and style in the writing of paragraphs.
2. agreement of subject and predicate in each sentence.
3. use of modifiers, appositives, compounding, and subordinators to expand sentences.
4. utilization of diverse sentence patterns in writing content.
5. appropriate punctuation, capitalization, and usage.

The separate subject curriculum emphasizes that specific skills in writing have their own scope (breadth of content, skills, attitudes to be taught); as well as their unique sequence (when each learning needs to be stressed, such as within a specific primary, intermediate, or secondary school grade level).

Within a separate subject framework, the teacher may diagnose specific kinds of errors made and assist in remediation of these weaknesses. For example, if illegible handwriting is in evidence, diagnosis of specific difficulties needs attention. These problems might include improper :

1. formation of upper and lower case letters.
2. spacing between letters in a word and between words.

3. slant of letters within words.
4. alignment of letters and words.
5. proportion of letters, e.g., upper versus lower case letters.

A correlated/fused writing curriculum emphasizes that knowledge is related. Psychologists generally believe that retention of learning by pupils is increased if learners perceive content to be related, rather than fragmented. Writing experiences might then be emphasized in science, social studies, health and mathematics units of study. The following, among others, may provide relevant learning experiences for pupils in diverse curriculum areas :

1. writing up results of experiments in on-going units of study in science.
2. writing a book report on a contributing individual being studied in history.
3. writing menus emphasizing proper nutrition in health units of study.
4. writing original story / word problems to be solved by others in the mathematical curriculum.

Content in the writing activity may be evaluated in terms of accuracy, comprehensiveness, and originality. The mechanics of writing such a proper capitalization, punctuation, and usage, among others, can also be appraised in terms of realistic standards.

The correlated/fused writing curriculum emphasizes that learners utilize in new situations that what was acquired previously. Thus, achieved specific writing skills are used in diverse curriculum areas. Additional reasons given for emphasizing the correlated/fused curriculum are the following :

1. each person generally perceives content as being related rather than in isolated fragments.
2. it is easier to recall related content as compared to ideas in isolation.

### *Essentialism Versus Instrumentalism in the Curriculum*

Are there basic essential learnings for all pupils to acquire in writing ? Essentialism, as a philosophy of education, advocates that pupils acquire a common body of information usable in all writing situations. Essentialists then believe that precise writing skills may be identified and taught to all learners. To be sure, selected pupils need more time to master basic learnings as compared to others. Eventually, however, each pupil needs to acquire a core of learnings, necessary to become a proficient writer in society. Otherwise, how can a person effectively write business and friendly letters, announcements, thank-you-notes, and letters of sympathy in society ?

Essential learnings to be acquired by pupils might well include proper capitalization, usage, variety in sentence patterns, and punctuation. Each paragraph must contain coherent content with a written or implied topic sentence. Essentialists may emphasize that precise understandings and skills in writing be acquired outside the framework of functional writing situations. For example, a lesson on using question marks correctly in interrogative sentences may be emphasized as an end goal of instruction, rather than using interrogative sentences as utilitarian goals.

Instrumentalism, as a philosophy of education, advocates pupils utilizing specifics in compositions (i.e. writing interrogative sentences) as means to an end. For example, significance in using question marks is emphasized in the writing of :

1. business letters and friendly letters.
2. announcements, thank-you-notes, and letters of sympathy.
3. poems, plays, and stories.

4. science experiments and demonstrations.
5. reports, summaries, and outlines.

Instrumentalists generally emphasize that precise learnings being acquired need to be useful in the solving of problems. Pupils with teacher guidance then identify a problem, such as a need to write a business letter to order, free pamphlets for an ongoing unit of study. Next, information is gathered to solve the problem, e.g., how to write a business letter. A hypothesis results in that pupils actually practice writing business letters. The hypothesis is tested in that learners actually write a letter to be mailed. The hypothesis may be revised, if necessary. Modification to the hypothesis might be necessary if the response to the business letter did not produce what was desired by involved pupils.

Instrumentalists are against using :

1. the mechanics of writing as an end in itself. Rather, what is to be learnt is a means to an end.
2. predetermined objectives selected by the teacher for learner attainment.
3. teacher chosen learning activities and

evaluation procedures with no input from learners.

#### SUMMARY

Teachers, principals, and supervisors need to analyze and synthesize diverse schools of thought in writing curriculum. Each learner needs to achieve optimally in the second of the three R's (reading, writing, and arithmetic). To achieve optimally, pupils need to experience interesting, purposeful, and meaningful learning activities in the writing curriculum. □

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# The Concept of Adult/Continuing Education

Savita Markanda

*In the present article, the author attempts to deal with the varied concepts of adult/continuing education as a historic process for a better understanding of the learning needs of present-day society. "Continuing education", as she writes, "is taking shape, as a mid-twentieth century design for the unending education of mankind." Therefore, if modern society is to be a "learning society", continuing education is bound to become its essential and universal feature.*

THE world of to-day is going through a rapid social, political, economic, and cultural transformation due to scientific and technological advancements, and explosion of knowledge. It is now increasingly being realised that to avoid knowledge obsolescence and for better adjustment to the changing environments, education instead of being a closed circuit must reach the whole of society, and cover the entire life-span of an individual. It has, therefore, to be a continuous process accessible to all, and at all stages of life. It must not be merely thought of as a preparation for life, but as a dimension of life, distinguished by continual acquisition of knowledge and ceaseless re-examination of ideas.

This change signifies a transition from the idea of initial training to that of continuing education. It is in this perspective that the term "life-long education" was coined in *Learning to Be* (1972) to denote these activities. Kidd's (1966) observation that 'education is a

seamless robe' is in consonance with the idea of education as a life-long process.

Life-long education, according to Hawes (1974), starts with life, and ends with it. It subsumes all stages and aspects of human development, and the varied roles that individuals have to play at each stage. Education does not terminate at the end of formal schooling, as is often done in practice. It is a life-long process. It encompasses and unifies all stages of education—pre-primary, primary, secondary, and so forth. Thus it seeks to view education in its totality, and is an organising principle for all education.

Adult/Continuing education, which implies education of adults, thus becomes a part of life-long education, which is an organising principle for all education.

Educationists in various countries have attempted definition of the term "continuing education", for long. For instance, Hardin (1967) defines continuing education as a concept of all inclusiveness, which tends to the needs of the young adults, entering into a challenging world of reality; the middle-aged and their needs for vocational refresher work;

*Note: The above research paper was prepared by the author leading to the award of Ph.D. degree by the Panjab University in 1981. The work had been done under the supervision and guidance of Prof. V.R. Taneja and Prof. J.N. Joshi.*

the older age-group, who need not despairingly contemplate a diminution of vocational productiveness; and attenuation of those things, which help us live a fuller life.

Something of the cogency it has for educators and social planners is conveyed by the statement of Gould (1974) below:

“Full opportunity to learn cannot be limited to the young; it must be for everyone, in any walk of life, for whatever purposes are beneficial. It cannot be reserved to a single period of life; it must be a recurrent opportunity; an opportunity to update a skill, to broaden the possibilities of a career whether old or new, or to add intellectual zest and cultural enrichment throughout life. No longer can it be the single opportunity of a lifetime; now it must become the total opportunity for a life-time.”

Universities, of late, have been using the term continuing education for indicating several types of programmes to help different categories of adults. However, outside the universities circles, in most of the countries, the term is hardly used.

The writer, however, while using the term, continuing education, has kept in mind the comprehensive nature of the term adult education, as UNESCO now does, which includes all forms of education and planned learning for older youth, men and women.

In order to bring clarity to the concept of Adult/Continuing education, it is important to examine its basic principles.

### **Education in Life**

There is a mounting evidence that effective education can take place at any stage in life other than in the very earli-

est years, though some would even argue that systematic instruction can begin almost from the moment of birth. However, for most people, education is still associated with a particular period of life extending in India about age five to twenty-one, though many terminate their education well before this upper limit is reached. The advocates for continuing education argue that the conventional association of education with a particular period of life imposes limits and develops ‘mind sets’ which are no longer consonant with today’s rapidly changing world.

An area of scholarship which throws interesting light on the traditional concept that education should take place during youth is the study of ageing. The conventional wisdom until recent years was that there is a decline in both the potential and intelligence of adults after about mid-twenties. This decline, it was alleged, began slowly but accelerated rapidly as old age approached. Hence, it was believed that learning was much more difficult for older people.

The 1973 American Psychological Association’s monograph, “The Psychology of Adult Development and Ageing”, draws together a number of studies which “explode” this conventional wisdom. These extensive studies using intelligence tests, show that mental ability grows rapidly during adolescence, reaches a peak during late teens, or early twenties, and then gradually declines at the rate of about one per cent each year after 40 years of age. Monge and Gardener (1972) found out that there are skills associated with learning and education, which actually improve with age. Such skills, it is found, more than balance some loss of speed in certain psychometric activities, and in the sort of skills traditionally associated with formal learning in highly structured situations.

Two conclusions can be drawn from these facts about mental development. Firstly, adults can learn throughout life; secondly, by providing continuous facilities for learning to the adults, they can be helped to maintain their intellectual libido throughout life.

In sum, education can no longer be regarded as an activity bound by periodicity. Grounds now exist for the counter argument that a society, which neglects education of its adult members, is neglecting an important human resource.

### **Multi-media Aspects of Education**

Education, according to this concept, is no longer confined to institutionalised learning. It includes the whole continuum of situations for purposeful learning, ranging from well-planned and institutionalised learning to non-institutionalised and non-formal learning. The important thing is not the path an individual has followed, but what he has learned or acquired.

Increasing recognition is now being given to education that has always gone on outside schools and colleges. Non-traditional study, as it is frequently termed, has been defined by Gould (1972) as a "group of changing educational patterns caused by the changing needs and opportunities of society". On the basis of these lines 'parallel' system of education has developed in United States. Moses (1971) has discussed this 'parallel system'. His useful distinction between the 'core'—"the sequential ladder of educational progression ranging from kindergarten through graduate and professional schools" and the "periphery" has gained acceptance. The periphery, he suggests, includes "educational activities ranging from vocationally oriented programmes in business, government and the military, proprietary

schools and anti-poverty programmes to culture and leisure oriented programmes available through the regular core-institutions, religious education, television, correspondence courses, and private associations".

Moses has further argued that a sound national education system cannot be made if the periphery continues to be ignored.

It has been pragmatically realised that an individual can be well educated, and can attain extraordinary competence in a particular area of study or discipline, without having attended formal instruction at all. The Open University in the United Kingdom, and the University Without Walls (UWW) in the U.S.A., both recognize and allow credit for learning skills and competence derived from direct life experiences. Ivan Illich (1971) in his "De-Schooling Society" has gone even further and suggested that all formal schools and colleges should be closed down, and people with learning needs be matched with teachers and inventors who can meet those needs on one-to-one basis.

However, the role and importance of formal institutions cannot be minimised in providing continuing education programmes to the adults. By their numerical expansion and qualitative improvement they continue to play a major role in the education system, and the use of these existing institutions to further the cause of continuing education is probably the most economical means of facilitating the process. There is a greater interaction between these established institutions and their surrounding communities.

The U.S. President Commission (1947) observed that colleges and universities were the best equipped of all the agencies from the standpoint of resour-

ces, to undertake the major part of the job.

Ghosh (1976) observes that there are two kinds of educational needs of the adult population :

—those that can be met by agencies other than universities, e.g., adult literacy easily be carried over by trained social workers or by private agencies, child care and family planning education can be imparted by workers from Health and Family Planning Departments:

—those that cannot be provided by agencies other than the colleges or the universities, like, higher education courses for professionals, technicians, etc., which require technical and academic competence far beyond the reach of other agencies of education.

Another area of Adult/Continuing education, 'Andragogy' (art and science of adult learning), can only be undertaken by the universities by starting Adult/Continuing education departments.

University Continuing Education, therefore, has dual role : imparting formal courses in the area of 'Andragogy' for the training of extension workers, who are to work as educators of adults under various government and private agencies, and for research in the field of adult/continuing education; and providing facilities for extension education, opening of correspondence and evening courses leading to degree and diplomas.

In sum, it can be said that in order to make Adult/Continuing education a practical reality, both formal as well as alternative ways of acquiring education are necessary. Facilities such as self-learning centres, work study schemes, evening classes, correspondence courses,

open university organisations, on-the-job-training schemes, agriculture extension services, community development services, clubs, cooperatives, labour, and political organizations, are some of the examples of alternative patterns of education.

De Chambeau (1977) rightly observes that learning experiences of top quality are being offered at the place of work, where the learner is able to make immediate use of his learning. The learning-working situation becomes the praxis for creative growth.

There is a wide range of media for information and education including radio, television, libraries, newspapers, films, etc. These are the most powerful, and effective elements in the education of youth and adults alike. Through the optimum utilization of these services, more adults can be reached.

Many countries, including India, are currently endeavouring to make full use of the entire range of educational facilities, to promote Adult/Continuing education. In the Policy Statement of Government of India, on the launching of National Adult Education Programme on October 2, 1978, it has been emphasised that all the non-governmental, and voluntary agencies, should help in the education of the masses, and due importance has been given to usefulness of these agencies.

### **Recurrent Educational Opportunities**

Human beings are a national resource, and their development is becoming increasingly accepted in almost all countries of the world, including India. With this in view, re-cycling and re-training of people in their respective fields of work is considered essential. Thus, after the acquisition of basic stock

of skills and knowledge for the preparation to enter the world of work, continuing education takes up the responsibility of re-training and re-cycling the knowledge of the individual, in order to make it up-to-date. Continuing education, therefore, becomes a life-long process.

Michael Marien (1971) points out that once accumulated credentials are no guarantee against obsolescence. As he puts it, "Our tradition of awarding diplomas dates back to a time when knowledge was relatively static, and an individual could be reasonably educated for a lifetime upon leaving an institution. This is obviously not the case today when there is so much explosion of knowledge."

Striner (1972) has urged that education should be provided to those who need it, when they need it on the grounds that this would represent a sound national capital investment. Adult students would move in and out of school and work at a time that was mutually suitable for the individual as well as the employer.

Recurrent educational opportunities include free movement from one level to the next throughout the establishment, and from one establishment to another. Students may enter freely at various stages, and at many different points. At the end of schooling, each individual can choose between continuing his/her studies or entering an active life, and then re-suming the studies whenever he likes, while remaining in the job, that is combining work and education. There must be plenty of opportunity to move from one branch of education to another, and to enter and leave this or that walk of productive and community life, if it adds to the adjustment of the individual. Uninterrupted study is not the only conceivable method. It will become increa-

singly acceptable to interrupt studies between one cycle and another.

The concept of recurrent education may resolve the contradiction between institutionalised and non-institutionalised education by integrating them into a coherent system in which they complement and supplement each other harmoniously.

### **Continuing Education**

Continuing education is no longer treated as remedial education, that is, only for those who have missed the opportunity of education in their childhood, or those who are under-educated, or for attaining vocational skills. Instead, it is increasingly felt that all the people need to go in for continuing education programmes if they have to survive in this fast changing world. Even highly educated people need re-cycling and re-training in order to avoid knowledge obsolescence.

Education is now drawing closer to those sections of population which had been excluded from educational circuits, thus providing the system with new clients. The need is felt throughout the world for providing suitable educational courses to special categories of adults, such as :

- Unskilled, semi-skilled, and skilled workers, are in need of education and training for the acquisition of new work habits, new skills, and attitudes to improve their productivity, and living conditions.
- Technicians, technocrats and professionals need continuing education in order to play their respective roles effectively in the rapidly changing world.
- Leaders of thought and action, i.e. politicians, religious leaders,

teachers, voluntary workers etc., need continuing education in order to adjust their existing concepts in the light of new developments, because large sections of the population depend for guidance and direction on these people.

- Older citizens need continuing education because due to increased life expectancy, they have many vital years of their active lives after retirement, to be spent usefully.
- Women's groups with varying educational needs require continuing education, in order to adjust, to the rapidly changing socio-economic conditions.

The political, social, and economic changes, have imposed responsibilities on these people for which they were not trained, or which have been superseded with technological changes. By helping these individuals to realize their full potential, Adult/Continuing education adds to the development of human resources available in the service of the society.

### Programmes of Continuing Education

Continuing education is need-based and as such to meet the requirements of different groups of people according to their needs and expectations, variety of courses are available. Normally, these programmes are of two kinds: Credit programmes, and Non-Credit programmes.

*Credit Programmes* : There are programmes meant for giving some credit like degree or diploma to the learners. These programmes are organized for those, who could not complete their education, and had to join the world of work. Through these programmes, enthusiastic people who want to attain higher educational qualifications at a second chance,

can benefit. Such programmes are run in evening classes and correspondence courses. Through these programmes, men and women can work for university degrees, while engaged in their respective professions. Increasing admissions in Correspondence Courses and Evening Colleges show their popularity, and the Universities throughout the world are conducting these with gusto.

*Non-Credit Programmes* : The second kind of programmes are not meant for credit, but mainly for occupational or functional improvement of the learners. There are different kinds of non-credit programmes, such as follow-up motivational programmes for neo-literates, vocational training, professional re-orientation, general education, and liberal education courses.

Follow-up motivational programmes for neo-literates form an important component of continuing education, for helping them to retain their literacy skills. In fact, continuing education begins where literacy ends. It has rightly been observed by Khan (1968) that literacy without follow-up is lost in a short time.

Vocational training courses for semi-skilled and skilled workers, form an important element of continuing education, for obtaining higher standards of vocational competence for their professional advancement. It can act as remedial education for the youth above school-going age, who do not have any or adequate training to become productive workers.

Professional re-orientation programmes for professionals, for whom challenges of knowledge obsolescence are acute. Every profession should have its own built-in system, or universities can run these programmes, to cope with the growth of knowledge, and changes in methods, equipment, and attitudes.

General education courses in humanities, social sciences, and sciences are organised to enable the average citizen to keep up-to-date, to understand public issues, and the significance of progress in different fields, in order to be conversant with the 'world in transformation', rather than being its outcastes.

Liberal education, pertaining to cultural and recreational areas, also come in the domain of continuing education, and is highly relevant to establish a link between the past and the present cultural trends, and for proper utilization of the leisure. Liberal education not only focusses attention on introspection, self-knowledge, and cultural values, but it also shows concern for citizenship, and for democracy.

### Continuing Education Deliberate and Purposive

Continuing education is deliberate in the sense that learners come of their own with a particular purpose, either to refresh their knowledge or to have more knowledge. It implies deliberate efforts of a learner and a teacher to effect a

change in the former. Unstructured, or autonomous learning, is not regarded as less significant. Continuing education is not just the programmes offered in schools and universities; it is not viewed as consisting only of classes conducted by professionally trained teachers. There are no artificial barriers of time, place, duration, institution, teacher etc., but these are adjusted to suit the convenience of the learner. Its orbit is not only those programmes, which are offered to clients of a certain chronological age, but also of much wider canvas.

It aims at helping individuals realize their full potential. The emphasis is on the individual rather than the general welfare, but in the long run, it is assumed that each actively participating individual contributes to the common welfare.

Continuing Education is taking shape as a mid-twentieth century design for the unending education of mankind. Therefore, if modern society is to be a 'learning society', continuing education is bound to become its essential and universal feature. □

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## ADULT EDUCATION AND DEVELOPMENT

"Adult education, which encompasses the human, educative and political dimensions of society, can prepare the ground within countries and between countries for the hard political decisions that have to be made, as well as acting as an instrument of popular participation so that such decisions are not manipulative and elitist but are humanizing, egalitarian and liberating. Transformations of political and socio-economic structures may not be acceptable to all countries or establishments, but for many adult educators the fight for education-for-development that is centred on humanity, on liberation, on participation and on justice must still be carried out even while acknowledging the limitations and impediments encountered."

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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 indivi-

duals and institutions who believe in the aims and objectives of the Association.

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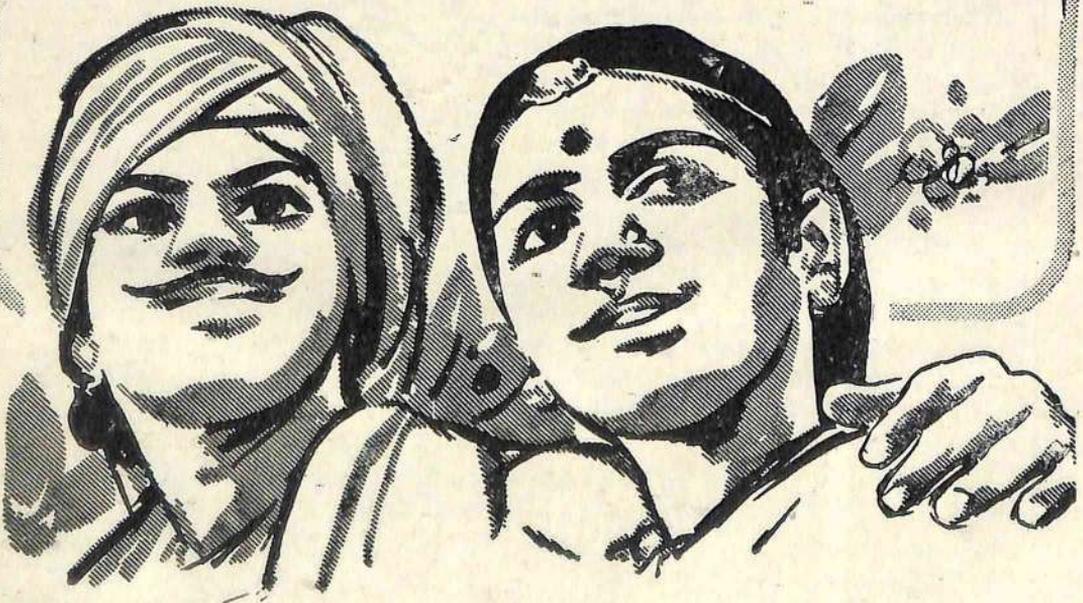
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# Indian Journal of ADULT EDUCATION

ANNUAL CONFERENCE NUMBER ( I )

Vol. 42 No. 11

November 1981



## IN THIS ISSUE

Proceedings of the 34th  
Session of All India Adult Education  
Conference held at Patna (Bihar)  
from October 20-23, 1981

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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November 1981

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# After Patna, What ?

## PART I

**T**HE 34th Annual Conference of the Indian Adult Education Association, which met at Patna in October 1981, was in a distinct way a significant one. It was significant because its overall organisational stance and thinking processes were geared to relating adult education to the need of restructuring the Indian rural society, the latter, no doubt, being an urgent need of our times.

The expected exercises were there—the Presidential Address, the Declaration, the Recommendations and the Reports of the various groups. The other highlight of the Conference was the Dr. Zakir Husain Memorial Lecture delivered by no less a person than Dr. (Mrs) Madhuriben Shah, Chairman of the University Grants Commission. In the present issue, we shall not discuss or dwell on the illuminating lecture ; that is important in and by itself and merits separate discussion or treatment. We will revert to her address in a later issue of this Journal.

At the very outset, it may be noted that the overall stance of the Conference was animated by a search for the new and the innovative in a spirit of real earnestness.

It would be worthwhile to identify and dwell briefly on some of the critical ideas and suggestions that emanated from the Conference.

### *Organisation*

(1) The most conspicuous aspect of the Conference was the extensive participation of those who attended the Conference in its various sessions. This was as heartening as it was welcome. Although not all of the speeches understandably were of a high order (and some really were somewhat common-place), a positive air prevailed in the Conference. It seemed to have a real emotional meaning for many of the participants who came almost from all parts of the country. This should augur well for the adult education movement and particularly for the Association. For any movement worthy of its name, it should have at its grassroots level emotional involvement of its people of a meaningful kind, especially in a cause such as that of adult education.

(2) The other apparent and welcome aspect of the organisation of the Conference was the wholehearted involvement of the State Government of Bihar. Their involvement seemed to spell out how serious they were about adult education and its importance and need.

### *Approach and Philosophy*

(1) The overall treatment of adult education at the conceptual and philosophical level was projected in an ideological framework that gave critical importance to the need of restructuring rural society as part of a directed social change. This part of the exercise was serious and had radical overtones although at times a little confusing—the latter will be dealt with later in this piece. Where the Conference was somewhat limited in its meaning and effectiveness was that the implications for action within the framework of the thinking that emerged were not adequately identified or discussed. Discussions on this aspect lacked the analytical rigour and radical stance of the former.

The theme of the Conference, "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations", was, as indicated above, subjected to rigorous analysis. The analysis of rural situation in general and rural institutions in particular was candid, insightful and critical without being negative. Some of the more important ideas that emerged as part of the analysis at the conceptual approach or philosophical levels are worth noting. Some of these are :

- (a) The rural situation in India is dominated by politics of an exploitive nature. There is clash of interests and it does not provide in any encouraging measure an enabling ethos for developmental programmes in general and adult education in particular.
- (b) The developmental infrastructure, both governmental and non-governmental, at the microlevel (like panchayats, cooperatives, etc.) is not adequately sensitive to the needs of the poor. The developmental infrastructure, although meant for helping the rural sector, is often

an instrument of exploitation of the poor by the rural elite. In fact, most of the gains of development are cornered by the rural elites.

- (c) Rural society by and large seems apathetic ; it seems to have neither the will nor the knowhow to face the challenge of a changing society, leave alone making use of the existing developmental opportunities through the various institutions/organisations or creating new institutions of a relevant kind for the purpose. One of the important functions of adult education, it was said, was to help the rural poor to identify these institutions as sources of usefulness for their own progress and development.
- (d) A recurring idea, which came up in various contexts, was the need for organising the poor. On the entire question of the organisation of the poor, there was some fuzziness. There were two stances about the subject which give this impression : (i) The discussion on the operational aspects of adult education gives the impression that adult education is largely organising the poor directly for liberating them through a dynamic movement, (ii) elsewhere, "one gets the impression that adult education is preparing the people psychologically and creating necessary enabling conditions for helping the poor to organise themselves. There is an element of caution or withdrawal in the latter stance. (It need not be a question of either/or. It could be both, but this was not indicated).
- (e) Caution also was evident when it is said that adult education programmes should be kept away from the political parties. A further interesting idea about the organisation of the poor is that it should exclude the elite. This uncertainty of approach does not seem to harmonise with the analysis of the nature of rural society and its infrastructure with its radical stance. Is this caution one of tactics or does it stem from the kind of adult education philosophy which we have been living with ? This is not clear; there is, therefore, a need for working out a clearer and a more harmonious relationship between conceptualisation of adult education on the one hand and its implications for action on the other. What kind of radical and relevant components should be interwoven into adult education which are practical and effective and within the permissible limits of a free and open society ? This should be thought through carefully and as early as possible. Today the rural society looks in some ways peculiar and contradictory. Under the apparently apathetic appearance, new urges are manifesting themselves. This process has a potential for being tempestuous on an unprecedented scale. In these likely circumstances, adult education and philosophy cannot be of an easy and comfortable kind. Adult education can both be radical and responsible. This involves some risks. While party politics should be avoided and adult education should not get enmeshed into the struggle for hegemony through political parties, it should deeply be concerned about making people understand the nature of political processes and their own responsibility as citizens. Adult education should deal with these problems openly and unequivocally and identify the nature of the economic and political struggles going on and develop a mental perspective, that is both responsive and responsible. This process essentially involves organising programmes for social change and equality and other developmental ends. All these, as spelt out at the Conference, are still in the realm of generalities.

The call from Patna is fairly clear. The radical analysis of the rural situation has to be worked out in practical terms and this is possible if we start in a more realistic fashion to evolve a programme of adult education which is not only relevant but also is workable.

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*Note: Part II of the Editorial will appear in the December 1981 issue of the Journal. Its focus will be on implications for action.*

## THE DECLARATION

**T**HE 34th All India Adult Education Conference held at Patna from 20-23 October, 1981, in which 403 delegates from 23 States and Union Territories of India participated, adopted the following Statement besides endorsing the reports of the four groups constituted by the Conference :

Adult education, which is an important input for development--social, economic, educational and cultural—should be fostered as a movement, independent of the political parties as a national programme to bring about the desired social change and equality through economic and social development. With this end in view, efforts should be made to involve all sections of the people, educational institutions, voluntary organisations, trade unions, cooperatives, women's organisations, organisations of the poor and Government Departments in a big way for an intensive and coordinated adult education movement and for this, fullest use be made of the existing resources, both human and material.

Widespread prevalence of illiteracy in rural areas is a severe drag on progress of rural development. The Central, State and Local Governments should ensure the active participation of their development departments in adult education and promote effective linkage with the various programmes of rural development.

Women's education is a fundamental and an urgent need of the society. The Conference urges upon all agencies the

need [to deal seriously with the problem of combating illiteracy among women. Highest priority should be given to organise adult education programmes for women in areas having literacy level below 20%, and in this task educational institutions and women's organisations be actively involved.

Adult education programmes should be related to the important national priorities, such as population education, environmental protection, energy conservation, creating science consciousness among the masses, health education, and special programmes for women, tribals and the other weaker sections of society.

It is imperative to prevent the neo-literates from relapsing into illiteracy through appropriate post-literacy and follow-up programmes. Post-literacy and follow-up programmes have been one of the weakest links of adult education programmes so far. Highest priority should, therefore, be given to the post-literacy and follow-up activities, including library services, in the years ahead. This also calls for the formulation of an integrated programme of adult education, including the post-literacy and follow-up phase. The Conference urges upon the concerned funding agencies to provide adequate financial assistance for effective follow-up activities.

The universities and colleges must realise the need for carrying knowledge and skills to the people in all walks of life

and accept service to the community as one of their important responsibilities and give Extension, including adult education, the same status as teaching and research and integrate it into their curricula. In this context, the Conference emphasises the necessity of strengthening the role of universities/colleges in the programmes of adult and continuing education.

The mass media of communication have not adequately discharged their social responsibility towards the education of the people. The Conference urges "the various media units of the Government of India and the State Governments, the press and the organisers of the traditional media to provide the necessary communication support to the adult education programmes in the areas of information, motivation and creation of a conducive environment for its all-round success.

The Indian National Sattelite (INSAT), which is being launched in 1982, should play a very effective role in promoting adult education programmes. The Government of India should provide adequate time and channels for such programmes and the universities and the voluntary organisations should prepare suitable software material to feed the INSAT in the areas of adult education.

The Conference notes that the voluntary organisations, by and large, could not make a headway in organising adult education programmes during the last year-and-a-half, mainly due to non-release of funds by the Government of India. The Conference urges upon the Government to resume the release of grants to the voluntary organisations so as to enable them to participate effectively in the programmes of adult education.

The creation of grass-root leadership is vital to the success of an intensive adult

education movement. This can be achieved through setting up of rural institutions like community centres or folk schools, and by enlarging the scope of the existing school system, particularly in rural areas, so that the schools could function as community centres. The experiment has been successfully conducted, though on a limited scale, in some States like Karnataka. The Conference urges upon the Central and the State Governments and voluntary agencies to promote the setting up of such institutions on a larger scale. Community centres or Folk High Schools as growth centres for rural education should be one of our prime objectives in the years ahead.

Experience has shown that adult education functionaries, especially the grass-root level workers need to be strengthened to enable them to discharge their functions effectively. This calls for some intensive training programmes and better monetary compensation.

More and more children should be persuaded to join the schools and all efforts be made to reduce the dropout rate. The school system should be strengthened considerably towards this goal. Specific linkages should be established between the formal system of education and the non-formal one; and fullest use be made of the resources of the formal system of education for effective non-formal education programmes as well at various levels. The formal system of education be made less rigid and more flexible and the concept of open education system be promoted.

As an immediate task, pockets of illiteracy having literacy level between 20 and 24% be identified, and a massive programme of adult education be organised by actively involving all the agencies and utilising fully all the available resources for a break-through in the adult education programme during 1980s. □□□

## RECOMMENDATIONS

**T**HE 34th All-India Adult Education Conference on the "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations", held in Patna during October 20-23, 1981, by the Indian Adult Education Association, in collaboration with the Directorate of Adult Education, Government of Bihar, recommends as follows :

- 1) The existing rural institutions should be strengthened and conditions should be created so as to enable the rural poor to participate in the decision-making process.
- 2) Adult education programmes should be intensified through the active involvement of all institutions, organisations and individuals, with particular reference to rural areas.
- 3) All the personnel of the various rural institutions and organisations should be made aware of and, if possible, trained in the principles and methods of adult education.
- 4) All neo-literates and semi-literates should be organised so as to be able to identify their sources of exploitation and fight against the same, exercise their rights and responsibilities, break the age-old vicious circles of various types of social evils and engage themselves as learning-cum-production groups in the learning society of the future.
- 5) Adult education should accelerate the process of education of the members of Panchayats and Co-operatives.
- 6) A permanent adult education centre should be established at the village level to organise different types of need-based continuing education programmes.
- 7) More and more women should participate in the learning activities so as to enable them to fully participate in the Panchayat and Cooperative affairs.
- 8) Special efforts should be made to involve the weaker sections of the community in the educational programmes so that they are encouraged to participate in the community affairs.
- 9) Cooperatives and Panchayats should be identified as the learning resources and encouraged to organise adult education programmes by adequate financial support from the Government.
- 10) Folk High Schools should be revitalised and established in different parts of the country under the auspices of voluntary agencies.
- 11) The 'School-cum-Community Centre' concept should be popularised again and implementation should start forthwith, so that the existing infrastructural facilities of the schools are utilised for adult and non-formal education,

- 12) Adult education schools should be organised for providing continuing education to men and women in various disciplines and skills.
- 13) An information programme should be suitably designed to make the rural poor aware of the various developmental schemes of the Government and other agencies, which are meant for them and they should be motivated to come forward to participate in the programmes.
- 14) A suitable programme of technology transfer should be designed so that appropriate low-cost technologies can be adopted in the farms and homes resulting in the saving in time and labour and encouraging the participation of women in learning activities.
- 15) Adult education, being a sub-system of education, is an essential input for the process of development and social change; and for our country, it should be a national movement of high priority, based by a strong political will and commitment.

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# A Brief Report of the Patna Conference

by

J. L. Sachdeva

**T**HE 34th All-India Adult Education Conference on "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations", which concluded in Patna on October 23, 1981, had strongly pleaded for the gradual transformation of village schools into village school-cum-community centres, envisaging interaction between the community and the school, which should also become the focal point for community affairs. The function of the school-cum-community centres should also be the propagation of the various schemes of the government for employment generation and for rural development.

In the opinion of the participants, adult education was an essential input in the process of development and social change and it should be an essential component of all developmental programmes so that the benefits of these programmes could reach those men and women for whom they were primarily meant.

The Declaration adopted by the Conference stated that to bring about transformation of the countryside, there was an urgent need for development of a new and dynamic leadership mostly coming from the youth. It emphasised the need for developing effective institutions and programmes both for adults and youths in the countryside like the Folk High Schools in the Scandinavian countries.

The Conference emphasised that a

suitable programme of technology transfer should be designed so that appropriate low cost technologies could be adopted in the farms and homes resulting in the saving of time and labour and encouraging the participation of women in learning activities.

The declaration said that permanent adult education centres be established at the village level to organise different types of need-based programmes, including learning activities for men and women to enable them to fully participate in the Panchayat and Cooperative affairs.

The declaration noted that the voluntary organisations, by and large, could not make a headway in organising adult education programmes during the last one year-and-a-half mainly due to non-release of funds by the Government of India. It urged upon the Government to resume the release of grants to the voluntary organisations so as to enable them to participate effectively in the programmes of adult education.

The four-day Conference convened by the Indian Adult Education Association in collaboration with the Directorate of Adult Education, Government of Bihar, was attended by over 403 delegates from 23 States and Union Territories.

## INAUGURATION

Inaugurating the Conference, Dr. A.R. Kidwai, Governor of Bihar, said that adult education programme should aim at improving the quality of life of men and

women of the country and should provide them with greater knowledge and skill. It should also generate employment and instil self-confidence among the people.

Mr V.S. Mathur, President of the Indian Adult Education Association, in his presidential address, stressed the need to gradually develop rural schools into community centres for the rural populous and to start Folk High School for the education of youth to enable them to open into moral independence as well as to bring in them a strong feeling of fellowship and responsibility for the society in which they live.

Mr Mathur said that education should aim at developing an individual's intellect, character and physique. He said that there was need for promotion of voluntary, democratic and autonomous organisations of the rural people. These alone could make the marriage between, the people's needs and available resources.

Mr Mathur said that the organisations of the rural poor, on the one hand, should be able to assert their will and their interest, and on the other, serve as their operative arm in production and for meeting their various servicing needs. He pleaded for making the voluntary organisations more effective in ushering in social and economic change.

The Chief Minister of Bihar, Dr. Jagannath Mishra, who was the chief guest, said that the Government was bent upon making adult education programme an instrument of economic and social change but in no case politics would be introduced into it. Its aim was to raise the social and economic status of the people and make them aware of their rights and duties and also improve their avenues of employment so that the rural poor might provide social leadership at every stage.

Dr. Mishra said that the Government had decided to intensify the execution of integrated rural development scheme and adult education would play a vital role in it. He said that the neoliterates should be given proper opportunities to keep their literacy skills in working order. The ultimate aim of adult education should be to provide life-long learning opportunities for the masses, he concluded.

Earlier, Mr Karam Chand Bhagat, Education Minister of Bihar, in his welcome address said that the Indian Adult Education Association, established 41 years ago, had kept the torch of adult education burning and the inclusion of adult education in the Minimum Needs Programme was primarily the result of its efforts.

Mr Raghu Nath Jha, Bihar State Minister for Adult Education, in his address, said that education and life could not be separated and it had always been the effort of the Government to link education with the life of people. He emphasised the need for extensively utilising the audio-visual techniques in this programme.

#### NEHRU LITERACY AWARD FOR 1980

The Nehru Literacy Award of the Association for 1980 was presented to Mr Janardan Rai Nagar, founder Upkulpati, Rajasthan Vidyapeeth, Udaipur, for his outstanding contribution to promotion of adult education in the country, by Dr. A.R. Kidwai.

Mr. Nagar, in his reply, said that the message and mission of adult education was not new to this country. It was the age-old message of the Vedanta and also of the Rishis of yore and their teachings were for life and redemption from death. He said that they gave not only knowledge but wisdom and scientific power to live a rich and fuller life.

Mr A.P. Sharma, Union Minister for Tourism and Civil Aviation, in his special address, said that illiteracy could be eradicated from this country if every educated could undertake the responsibility of teaching one illiterate adult.

Mr Sharma said that the high rate of illiteracy in this country was due to long foreign rule and non-availability of educational facilities in those times. He said that after independence, a lot of efforts had been made in this direction and he congratulated the Indian Adult Education Association for giving a lead in this field. Mr Sharma said that adult education programmes undertaken by trade unions had benefited a large number of industrial workers and their families and pleaded that they should now be undertaken on an extensive scale.

#### VALEDICTORY ADDRESS

The valedictory address of the Conference was delivered by Mr R.C. Dwivedi, Chief Executive, National Cooperative Union of India. Mr P.P. Nayyar, Chief Secretary, Government of Bihar, presided.

Mr Dwivedi, in his address, said that people's organisations had an important role to play in this country and urged that leadership in the rural areas should come from the grass-root level. He said that financial resources of the rural institutions were limited and they could not undertake fruitful programmes for the masses with the meagre resources.

Mr Dwivedi said that adult education had a very crucial role in promoting and effective functioning of rural institu-

tions and urged that adult education should not be taken as a programme but as a movement. He said that movement was never created by the Government and it comes from the people themselves.

He added that there were over three lakh cooperative societies in this country and they should be involved in the adult education movement.

Mr P.P. Nayyar, in his remarks as Chairman of the valedictory function, said that rural institutions should not primarily depend upon Government money. He said that their functioning would become more effective if they could get people's participation in their day-to-day activities. He said that the cooperation among various agencies should not only be at grass-root level but at all stages.

Mr K.R. Ramasubramaniam, Chairman, Deepayatan, State Resource Centre for Adult Education, Bihar, Mr S. Ramamoorthy, Joint Secretary, Ministry of Education, Government of India and Mr V.S. Jha, veteran adult educator and former President of the Indian Adult Education Association, also spoke on the occasion.

Three cultural programmes of dance, song and drama were arranged by the Directorate of Adult Education, Government of Bihar, on October 20, 21 & 22, 1981. A study visit of the nearby places in Patna was also arranged.

The Governor of Bihar and Chief Minister of the State hosted receptions for the participants of the Conference.

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#### USEFUL ROLE OF ADULT EDUCATION

Certain types of adult education play a useful role. To be effective, adult education must be conducted by dedicated and responsible teachers and must address specific felt-needs.

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# Inaugural Session

Address by

**Dr. A. R. Kidwai, Governor of Bihar**

**I**NAUGURATING the 34th session of All India Adult Education Conference at Patna, organised by the Indian Adult Education Association in collaboration with the Directorate of Adult Education, Government of Bihar, Dr. A. R. Kidwai, Governor of Bihar, said that adult education programmes should aim at improving the quality of life of men and women of the country and should provide them with greater knowledge and skill. This would help them in becoming useful members of the society. Dr Kidwai emphasised that employment generation and creation of self-confidence should be the vital aspects of adult education programmes.

Dr Kidwai said that no Government could ever tackle directly a problem of such gigantic dimension and felt that it was necessary to involve social workers and adult educators to help in the national cause.

Address by the Chief Guest, **Dr. Jagannath Mishra, Chief Minister of Bihar**

In his address as chief guest, Dr Mishra said that the aim of adult education was to bring social and economic transformation so that the masses could become partners in the development of the country. He said that adult education should develop self-confidence in the people. It should also help in reducing the poverty in the rural area.

He added that neo-literates should be given proper opportunities to keep their literacy skills in working order. Dr. Mishra felt that libraries could play an effective role in this direction. He stressed that the ultimate aim of adult education should be provide life-long learning opportunities to the masses.

Mr. V. S. Mathur, President of the Indian Adult Education Association, in

his presidential address, stressed the need to gradually develop rural schools into community centres for the rural populous and to start Folk High Schools for the education of youths to enable them to open into moral independence as well as to bring in them a strong feeling of fellowship and responsibility for the society in which they live.

Mr. Mathur said that the aim of education was to develop the individual into a harmonious being, which involved the simultaneous development of the individual's intellect, appreciation, character and physical well-being to his or her highest potentiality. He said that there was a need for promotion of voluntary, democratic and autonomous organisation of the rural poor. These alone could make the marriage between the people's needs and the available resources.

Mr. Mathur said that the organisations of the poor should be able to assert their will and interest as well as to serve as their operative arm in production and promoting their various servicing needs.

Welcome Address by Chairman, Reception Committee, **Mr. K. C. Bhagat**

Earlier, welcoming the delegates, Mr. Karam Chand Bhagat, Education Minister of Bihar, said that the Indian Adult Education Association, established 41 years ago, had kept the torch of adult education burning and the inclusion of adult education in the Minimum Needs Programme was probably the result of its efforts.

Mr Raghu Nath Jha, State Minister for Adult Education, in his address, said that the education and life could not be separated and it had always been the effort of the Government to link education with the life of the people. He said that new experiments should be made in adult education and the audio-visual methods should be utilised in this programme. □ □

# Presidential Address

of

**Mr. V. S. MATHUR**

**President, Indian Adult Education Association**

I am sure that beneath the apparent normalcy of everyday life, all of you present here can feel the turbulence of a deep crisis that grips all facets of life around us—social, cultural, economic and political. The crisis, indeed, is global and rooted in mankind's failure to solve the riddle of increasing destitution in the midst of unprecedented plenty and of abysmal ignorance alongside an explosion of knowledge and information. In the world of today, power is not necessarily aligned with morality, nor techniques with ethics and progress with social justice. While everyone of us cannot but be deeply concerned over the dire prospects of mounting human misery and increasing potentiality for human annihilation, it will perhaps be more fruitful if instead of merely talking about seeking the final solution to this world-wide crisis, we put our minds and energies to plans of action in the field of our own immediate interest, which may contribute, howsoever modestly, to that solution.

The theme that we have set for our deliberations here is the "Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations." In order to find that role, it is perhaps necessary to keep in mind the existing realities of the rural situation, the scope of adult education and the functions that rural institutions and organisations should be desired to perform. I hope it will not be considered out of place, if I briefly dwell on them.

After over three decades of developmental planning, India, even though now the tenth largest industrial nation of the world, is still largely an agricultural country, nearly 70 per cent of the population continues to subsist on agriculture and other rural pursuits. And this has continued to be so for over 70 years, despite our otherwise admirable industrial development record. The substantial portion of its rural population is landless, the pace of implementation of land reforms has been hopelessly slow, rural unemployment and disparities in income are increasing, and the exodus and push towards the cities continue unabated, contributing to the growth of city slums, which are seriously endangering the prospects of urban development.

In the villages, increasing unemployment is continually depressing, living standards in many cases going down to sub-human levels. On top of this, the wide economic and social disparities are giving rise to tensions, which may reach flash point at any moment. In this situation, economic development itself is becoming a vehicle for further inequality, as most of its rewards are being cornered by the few, who constitute the rural elites, for in conditions of gross economic inequality, those who have more, benefit more from development and those who have less, benefit less. The biggest obstacle in the way of making a dent in this woeful state of affairs is the apathy and ignorance of the people and the resulting absence of their participation in development. To remove

this attitude of apathy and ignorance must be the aim of all voluntary organisations and it is here that adult education has not merely a role to play but a duty to perform.

If, therefore, the task is to dispel the mists of ignorance and to generate the ethos of popular participation in development in the Indian countryside, adult education cannot hope to perform it except by growing out of the narrow ruts of tradition and assume a wider definition and connotation for itself. Its role cannot be limited to imparting of instruction in the Three Rs or even some other types of formal education but it must be able to answer the people's thirst for information and advice and to enkindle in them a desire to know more about everything that affects their lives or can make it economically better and culturally richer.

### AIM OF EDUCATION

The aim of education, simply stated, is to help the individual to develop into a harmonious integrated being and to equip a person to discharge effectively his or her responsibilities in life. It involves the simultaneous development of the individual's intellect, power of appreciation, character and physical well-being to his or her highest potentiality. The development of intellect alone may not be an unmixed blessing, if not tempered with the development of appreciation, namely the capacity to arrive at right values and to discriminate between good and evil. Similarly, the development of both

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**“THE task of adult education is to dispel the mist of ignorance and generate the ethos of popular participation in development.”**

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may well prove to be sterile in the absence of character, that is, the determination and will to live up to one's convictions and in the absence of physical well-being that is the capacity to endeavour according to one's aims. Together with these, the role of emotion in development of personality must also not be underestimated in any scheme of proper education.

A harmonious development of personality can further take place only in a social context. Living in a society demands constant understanding, adjustment and cooperation with others. While at times conflict may become unavoidable and desirable to fight injustice and evil, the greatest progress, as the history of human civilisation amply reveals, has been achieved through cooperation. The role of education should, therefore, be to consciously foster and promote it. But achievement of co-operation needs, in addition to education, an instrument, or mechanism for its effective realisation—an institution or an organisation.

All educationists will agree that if the aim of education is the development of personality of the individual, the individual's personality develops best when it is offered opportunities for self-expression. This may indeed take various forms—reading, writing, painting, speaking, participation in dramatics, games or other physical or cultural activities. Indeed, it is now common ground that even in educational methods and techniques, those that offer the greatest possibilities of participation in the

educational process are most effective and are most rewarding. And participation is yet another name for self-expression. Further, it may be agreed that self-expression, which takes the form of service to others, has the most beneficial effect on personality. This not only matures and mellows an individual but, indeed, brings out the best in him in terms of what are called human qualities of love, compassion and fellow-feeling which are not only the foundation of all religions but indeed of society itself. Thus, for achieving our educational purpose, we need to systematically and carefully tie up all these strands.

### ADULT EDUCATION

This applies equally to adult education. In addition, adult education must not be viewed as a poor substitute for formal schooling but rather as a necessary part of continuing life-long education. In as much as adult education aims at the system development of one's mind and expertise at work and is given at a time when one has become fully responsible for his own behaviour and economic well-being, its value may even be more. It is necessary in the immediate context of its role in Indian rural reconstruction to see it as a national instrument of promoting and regulating a social change and economic development. The question of the formal content and methods and techniques of adult education are too important to be treated summarily and will have to be determined after much careful consideration and critical examination by experts in the field.

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**“THE aim of education is the development of personality of the individual; the individual's personality develops best when it is offered opportunities for self-expression.”**

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### RURAL ORGANISATIONS

Let me now turn to the question of organisations in rural areas. As you all know, community development agencies and *Panchayati Raj* institutions have existed for a considerable period of time. They have in many cases rendered useful service. However, the comments of an eminent scholar in the field of rural development need to be kept in mind. I quote :

“The findings relating to our development experience reveal that the *Panchayati Raj* or community development programmes showed a lack of mass participation and involvement. In fact, the beneficiaries of these programmes were either the village elites or the higher sections of the Hindu caste, thus the disadvantaged groups were neglected and outpassed throughout. In other words, the benefits meant for the disadvantaged groups were cornered by the elites of the society. Thus, the *Panchayati Raj* and community development programmes could not fulfil the objective of providing immediate benefits to the masses. Rather, the development programmes, instead of being the hope of the rural masses, became the vantage operations of the elites.”

This succinctly pinpoints not only the cause of the poor performance of official organisations but also the single biggest odd that organisations in the rural areas will have to content with. Oftentimes, the domination of official institutions by the rural

elites is used as an argument to alienate the masses from these institutions and to question the utility of their very existence. This is a dangerous trend, which needs to be combated. The government's role in reconstruction of our rural areas is primary and cannot be dispensed with. The effort on the part of all those interested in rural organisations should be to ensure the proper functioning of official organisations rather than to discredit them. There is, no doubt, that the atmosphere of general apathy and lack of interest of the ordinary rural people greatly contribute to the situation. If the growth of a competent and youthful leadership among the village masses can be achieved, it is bound to have an impact on the functioning of such official rural institutions for then the rural poor would be able to have organised participation and an effective voice in the working of the official institutions and plans.

It is quite clear that rural organisations in India, generally speaking, have to achieve four objectives :

1. to bring about a more equitable distribution of assets by creating effective pressure for land reforms so that economic development does not become the instrument for further increasing the existing inequalities ;
2. to open up other opportunities for employment, in small-scale and cottage enterprises, by ensuring full utilisation of local resources as well as official plan resources ;
3. to undertake massive campaign of education both for removing the inertia and frustration of the people and for developing attitude conducive to peaceful social change ; and
4. to train a youthful leadership, ready and demanding to participate in economic and social developmental efforts.

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**“ADULT education must not be viewed as a poor substitute for formal schooling but rather as a necessary part of continuing life-long education.”**

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It is not difficult to visualize the type of organisations needed to achieve this four-fold purpose. Without attempting to prescribe a single prototype for rural organisations, since that is impossible, I would like to stress on two characteristics, which are indispensable. The first is voluntariness and the second exclusiveness from the rural elites.

Voluntariness is necessary for above everything else; the rural organisation should be able to command loyalty and a sense of belongingness to the people it wishes to serve. It cannot afford to create an impression that it is in any way an arm of administration. It is necessary that the organisation should be effectively controlled by the people themselves by a well-assured process of democratic functioning, for this it is necessary that the leadership of the organisation must come, by and large, from the rural masses and also that the people pay contribution, however small, for the maintenance and functioning of the organisation. Contributions will be a necessary safeguard to ensure both the keen interest of the poor and their effective participation in and control of the organisation. While the State should

provide legislative protection and other assistance and encouragement such as the involvement of organisations in the implementation of agrarian reforms and other rural development programmes, which will signify their recognition, there should never be an attempt to interfere in the internal functioning or to make the organisations dependent or subservient to the administration. If this happens, they will lose all values, both for successful implementation of plan programmes as well as protectors of the interests of the poor. Indeed, in that case they would be a poor substitute for the extension services of the State. While these organisations have to take interest in economic, social and political questions affecting the rural poor, they should scrupulously keep aloof from party politics. This is necessary to help retain unity in their ranks lest an association too close with political parties may bring about rift in the organisation on party political lines as has unfortunately taken place in the case of industrial trade union movement.

The exclusion of the village elites from the organisation is necessary for obvious reasons. Experience shows that the community approach, which brings in the whole community—the rich as well as the poor—in the same organisation results in effect in the domination of the rich over the poor. It is only when the organisation consists of only the rural poor that it can have credibility among the masses and can stand when needed as their champion against the exploiters.

If a thorough-going economic, social and cultural transformation and the restructuring of the rural society, which indeed is the call of the hour, has to be achieved, the importance and urgency of developing such an organisation cannot be minimised. For it alone can make the marriage between the people's needs and the available resources possible; it alone can enable full utilization of labour of the rural poor and it alone can bring in the desired institutional change and the effective participation of the people in economic development to ensure both its successful implementation and equitable distribution of the gains of growth. But to achieve the above, it must be emphasized again that such an organisation must become an effective and reliable instrument of the rural poor themselves and should, on the one hand, be able to assert its will and serve interest, and on the other, work as its operative arm in production and for meeting its various servicing needs of the people.

### ORGANISATION OF THE RURAL POOR

The four-fold objectives of the type of organisation of the rural poor that has been envisaged here will need adequate resources of education at every step. None of its objectives can be realised until its membership has received and continues to receive motivation through education to make it succeed. Even in the case of its function as a rallying point for the poor's struggle for justice and equality, education will have a crucial role. It must not be forgotten that the growth of consciousness among the rural poor cannot but have its inevitable effect upon the prevailing economic, social and cultural scene in the countryside. Conflict will develop and sometimes between sections of the poor themselves. The natural instinct all over the ages has been to resist change and not unoften this has led to head on collisions. The organisation of the rural poor can neither be a silent spectator when such eventualities do befall, nor can it wait for the event to occur before it is seized of it. It must anticipate and from the very beginning start to engender an awareness of the coming changes and inculcate

a spirit of acceptance and adjustment towards them. How else, except through continuous education, can it prepare the people to keep the process of social change peaceful and non-violent ?

It is against this backdrop that the Conference has to find what the adult education movement can do to promote rural organisations and institutions and to ensure their effective functioning. We may here recall the resolution adopted by our 1974 Conference held in Lucknow, which emphasized the need for strong, representative, self-reliant, autonomous, democratic organisations of the rural poor as watch-dogs of their interests. The resolution *inter alia* stated:

“The main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilise organised action. Programmes of adult education should stimulate and generate such action. Plans for education and action should, therefore, be within the same synoptic field as two closely interrelated activities. Education should lead to action and participation, which in their turn, would result in promoting further education. Only then will education and action acquire a dynamic character, fulfilling their historical roles in the crucial stage of the country's economic and social development in conditions of freedom and democracy.”

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**“RURAL organisations must become an effective and reliable instrument of the rural poor themselves. They should, on the one hand, be able to assert their will and their interest, and, on the other, serve as their operative arm in production and for meeting their various servicing needs.”**

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Evidently, it cannot be the task of the adult education movement to undertake the creation of organisations of the rural poor. But considering the large component of adult education requirements in the total effort for rural organisation, the adult education movement should be ready and prepared to undertake programmes, which will generate the necessary awareness and consciousness among the rural people to go for such organisations and later help the organisations themselves in their educational needs. In fact, it is to serve our own aim to see that opportunities for adult education are available as widely as possible; that we must seek the instrumentality of rural organisations to reach those who are really needy. It has been a common experience that direct programmes of education mostly benefit those who are already educationally privileged. The coordination with the organisations of the rural poor will at least open up access to some education for those who have had none.

Apart from the creation of a new environment in the countryside, the crucial need of the rural areas is the creation and development of a new trained leadership to service the rural organisations and institutions. While massive efforts are necessary for raising the general educational levels and enlightenment in the countryside, these alone cannot ensure the growth of a new leadership from the poorest and weakest sections of rural society. For this special efforts are necessary. Needless to say that the new leadership is most likely to come up from amongst the rural youth and it is to this section

that such special programmes of adult education must be addressed. We must, therefore, first of all consider the possibility of programmes which will train enough young people to man the rural organisations and institutions. Our movement can also help in other ways, particularly by making available to the rural organisations technical, educational equipments, teachers and pedagogical advice as to the content and form and method of imparting adult education needed by them.

### RURAL SCHOOLS

I may here be permitted to remind you of a suggestion made by the Adult Education Conference at Lucknow that rural schools should increasingly become community centres for the village, catering to the needs of the whole community i.e. children, youth, adults and women. I think that in the context of the present discussion, this suggestion deserves serious consideration. The idea of community schools is by no means new and by now has been the subject of much study. Several countries have adopted the idea in actual practice with very satisfactory results. It has been found that the community schools are specially suited to rural areas. The idea of the community schools envisages an interaction between the community and the school and considers the latter to be the focal centre in the community affairs. The community school is open in the evenings and during holidays and vacations, and encourages adults to make use of the school facilities whenever they can. There is no disruption of normal school activities during school hours but outside those hours the school is used for

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**“DIRECT programmes of education mostly benefit those who are already educationally privileged. The coordination with organisations of the rural poor will at least open up access to some education for those who have had none.”**

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various purposes of social and cultural activities by the community. The community school is most suitable for adult education because it is economical, making additional use of existing resources; it brings together all groups with minimum stress and creates a bond between adults and the schools. In a community school, the transition from youth to adult activities becomes easier and more natural. The potentialities of the community school as a growth centre for rural education need to be explored. I am quite sure that if our existing schools, poor specimens as they are today, are gradually transformed into community schools, we will reap richer dividends from any investments that we make for their improvement.

I may further add that one of the functions of the community-school-cum-centre should also be the propagation of the various schemes of the government for self-employment and for rural development. This will create interest of the population in the school with its obvious advantages. The school may get the benefit of larger State resources if it is aided by the different departments, seeking to use the school as the focal point of their development plans. The school can draw upon the resources meant not only for primary education but also for adult education, health education, agricultural extension, etc. This together with increased direct assistance from the State

will enable the school to provide greater facilities, and the quality of its educational services will improve.

The need of general and civic education for our rural youth cannot be overemphasised. It is needed not merely for the purpose of creating consciousness and awareness among them but also to instil a sense of confidence in their own ability to solve the problems that confront them, and to draw advantage from their better understanding of rural needs and requirements. Making them aware of government plans and programmes while ensuring better implementation of government schemes would also give them some hope that their problems after all are not insurmountable and through their own initiative and cooperation with others they could effectively take advantage of government plans to relieve hardship and misery in the countryside. It must be realised that the future of our country greatly depends on how soon we are able to achieve a high degree of efficiency in our rural economy and this efficiency can only be founded on a sound and broadbased educational system. While the time is short, the need is desperately urgent and therefore my plea for developing effective institutions and programmes for both adults and youths in the countryside.

### DANISH FOLK HIGH SCHOOLS

I would also like to draw your attention to the remarkable experience of the Scandinavian countries in the field of residential adult education. I refer to the Folk High Schools as they are called in Denmark. The institution of Folk High Schools have commanded attention of educationists all over the world. In India, it was almost 30 years back that the University Education Commission under the chairmanship of Dr. S. Radhakrishnan strongly recommended the Folk High Schools of Denmark for serious consideration of the educational authorities of the country. It is a matter of regret and disappointment that not enough attention has been paid to this idea in the following years and that a movement, which has enabled the Danish people to rise "from ignorance and poverty to about the highest general level of education and well-being of all the peoples of the earth", should not have had the appeal that is its due. The Folk High School movement was started a century back in Denmark. Referring to the part that Folk High Schools had played in Denmark, the University Education Commission mentioned that a third of the rural people attended them while another third came under its direct influence. It noticed that more than 30 per cent of the members of Danish Legislature and 80 per cent of the cooperative leaders, in a country where cooperatives play a dominant economic role, were educated at the Folk High Schools.

There is a striking similarity between the conditions in our own country and those in Denmark at the time when Grundtvig began his labours and developed ideas with regard to the Folk High Schools. Grundtvig held, "that prevailing higher education had given young people undefined impressions of a culture foreign to them and had taught them to neglect their own." He observed that the prevailing higher education rested on a system of examinations, which students were glad to take in the hope of "an assured livelihood in government service." He saw little love of culture for its own sake. There had resulted a caste of the educated and the masses of the country were left in ignorance to slave for them. The aim of the Folk High Schools, he said, "should not be examinations an assured livelihood, but for each individual the develop-

ment and enlightenment, which bring their own reward." The aim of the school should be to find "the common universal subjects to which the students want to devote their time because of their usefulness or because of the pleasure they give." Grundtvig insisted that there should be no examinations of any kind in the Folk High Schools, they were to teach things which are of common interest to the whole people.

In the ideas of Grundtvig, we may trace some influence of Rousseau but Grundtvig did not share Rousseau's fear of civilization. It has been suggested that perhaps Grundtvig learned more from Fichte's idea of a "school for youth", a school for the prospective leaders where "in full freedom, each individual opens into moral independence as well as into a strong feeling of fellowship and responsibility for the society in which he lives."

Youth, according to Grundtvig, was the proper time for enlightenment. The child, according to him, has, first of all, right to be a child and the education given to children must be adapted to their needs. Nor is adolescence the proper time for such "social responsibility education" for, according to Grundtvig, adolescent between fourteen and eighteen needs physical activity and familiarity with the work he may later have to do. But youth was the age of mental awakening when the great questions about life are asked. The soul of the full-grown youth was far more filled with the questions than it was during the transitional years and it should be the task of the Folk High School not to put questions, nor to begin or end with examinations, but to help youth find an answer to these questions.

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**“THE potentialities of the community school as a growth centre for rural education need to be explored...if our existing schools are gradually transformed into community schools, we will reap richer dividends from any investments that we make for their improvement.”**

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The fact that the Danish Folk High School movement has lost none of its vigour and enthusiasm over the past 100 years is an eloquent testimony to the strength and authenticity of the idea. With necessary variations, it has been picked up by many other countries with gratifying results. No institution can be just picked up from somewhere and grafted on another soil without modifications in the light of the prevailing economic and social situations and the peculiar genius of the people concerned. All I wish to stress is that the Folk High School idea is significant enough to be studied as an educational technique of great merit and suitability for adoption in the developing countries. If we study this movement, we can perhaps also get a better insight into how national and voluntary efforts can be meshed. I think this is a problem we in India need to solve as a matter of great priority. A good deal of literature about the Folk High Schools of Denmark is available and there has already been some experience of working of similar institutions in at least one of our progressive States, namely Karnataka. We can study these with profit and learn. If we think that the central idea is acceptable, we can work out the details of our type of Folk High Schools in our

own way. There is a strong feeling in me that under the watchful eyes of strong voluntary rural organisations, the provision, through cooperative efforts of the State and the people, of Folk High Schools and rural community centres-cum-schools, each drawing from and sustaining the other, will go a long way in transforming the Indian rural scene.

I am quite conscious of the fact that I have introduced several ideas without weaving them into a distinct pattern for the conduct of education in the service of the uplift of our rural masses. I feel that no one person can do it by himself. All of you have valuable experience in the field which must go into the making of the final pattern. Rural organisations of the poor and their use as instruments for the dissemination of adult education, the institution of cooperatives, the community schools, the Folk High Schools and existing educational facilities at all levels in the country, each seems to hold considerable promise if they can be integrated into a compact scheme with each of them having a well-defined scope and function. How it can be done is the task before this Conference. I am quite sure that the contributions made by all of you here will add to this list and we will be able to entrust all materials and suggestions coming before the Conference to an expert committee, which can put flesh and blood into the skeleton evolved by the common efforts of this Conference.

### CONCLUSION

In conclusion, I would only say that unlike other efforts, educational efforts, however awry they may get, never end in failure. There is always some result, even if not to our whole satisfaction. We learn through trial and error and there is no need to hesitate in taking initiatives although there is need to be cautious. All of us here are servants in a noble cause. Even if the final answers elude our grasp, we have the satisfaction of trying and endeavouring for the release of, though latent but tremendous, potentialities of our rural youth to make development truly national. Only thus we will achieve our national goals and only thus shall we arrive at our destiny.

## “ROLE OF ADULT EDUCATION IN PROMOTING AND EFFECTIVE FUNCTIONING OF RURAL INSTITUTIONS AND ORGANISATIONS”

**T**HE allocation of additional funds in the successive Five Year Plans for rural development has not made much impact on reduction of poverty and unemployment. On the contrary, poverty and unemployment are on the increase. The number of people below the poverty line is increasing every year and now it is estimated to be over 50 per cent of the total population of the country.

The fruits of development within the rural areas have gone mostly to the rural haves to the neglect of the impoverished sections of the community. The power structure in villages is mostly in the hands of the better-off, the enterprising and the rich. This type of imbalance is now threatening our growth and progress. The difference between the haves and have-nots, the educated and the illiterate, the modern and the traditional are threatening the very roots of democracy.

The need now is to visualise how consciousness could be developed in rural people so that they could take care of their problems and also get the benefits of various schemes of development, which have been launched for them by the Government.

Adult education can make a substantial contribution to the awakening of this consciousness. It can help them to form their own organisations, which will not only act as pressure groups but will also ensure their fuller and effective participation in economic development. The role of adult education could be to develop leadership amongst the rural poor themselves so that they are made aware of the

rights conferred by the existing laws and can withstand the exploitation by vested interests. They can be organised in such a manner that in due course a kind of self-propelling, self-generating and self-reliant mechanism is established without dependence on outside agencies. Official agencies provide largely the delivery mechanism and the organisation of the deprived and the poor would help them to build up the receiving mechanism and complement the work of the Government.

In the process of formation of the organisations of the rural poor, the women should not be left out. To enable them to have rightful position in the main stream of national development, it is essential that adult educators should also help in promotion of women's organisations at the grass-root level. These organisations, once developed, should take care of their education, including family life, child care, craft training, etc.

The Conference of the Association on “Adult Education in the Service of the Rural Poor”, which met in Lucknow in 1974, strongly urged the setting up of people's organisations. It resolved :

“There is a strong need for developing representative self-reliant democratic organisations of the rural poor as watch-dogs of their interests. The poorer sections of the rural people should be enabled to create a powerful instrument by which, on the one hand, they can assert their will and promote their interests and, on the other, strengthen their operative functions of production and related activi-

ties.”

“The main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilise organised action. Programmes of adult education should stimulate and generate such action. Plans for education and action should, therefore, be within the same synoptic field as two closely inter-related activities. Education should lead to action and participation which, in their turn, would result in promoting further education. Only then will education and action acquire a dynamic character, fulfilling their historical roles in the crucial stage of the country’s economic and social development in conditions of freedom and democracy.”

The Udaipur Conference of the Association on “Non-Formal Education and Integrated Rural Development” in 1977 mentioned the role of adult education in promoting rural organisations in these words :

“Education has to be a liberating force for the rural poor. It has to inculcate among the rural poor the awareness of the need for having their own grass-root organisations that can exercise pressure from below upon the operators and decisions-makers of the integrated rural development programme, thus preventing it from falling into a routine.”

The rural poor in general are resigned to fate and cannot think that any basic improvement in their condition is possible. Unless this despondency can be replaced by hope based on reality, the basic pre-condition for organising the rural poor for achieving a better future cannot be realised in practice. It is, therefore, essential to associate large numbers of rural poor and not merely through their selected representatives in the planning

process. If the rural poor are involved in the planning process, it will be easier for them to understand the whole problem.

There is also a need to establish a chain of rural polytechnics to provide vocational courses to assist those who are under-employed and unemployed among the weaker sections of the society. The content of the training programme should be based on local needs, opportunities and available local resources. To start with, existing ITIs and polytechnics should be provided with extension wings in the adjoining rural areas.

This will also help in reducing the burden on the farm economy and help in promoting non-farm economy, which is very much needed in the present circumstances.

Besides promoting organisations of the rural poor, it is also essential that the functioning of existing institutions and organisations in rural areas is made more effective so that they are better armed to tackle the problems of their people. Broadly speaking, the following institutions and organisations function in rural areas.

1. Panchayats
2. Cooperatives
3. Schools
4. Yuvak Mandals
5. Mahila Mandals
6. Agriculture development agencies like SFDA, MFAL and DPAP.

#### **Panchayats**

The Panchayat is an important component of the rural infrastructure for development. But this institution, barring examples of good functioning in a few States, has not made much headway. Instead of being a people’s programme with Government’s assistance, it has become Government’s programme with little of people’s participation. The need is to revitalise it so that it becomes an

effective channel of people's participation in social and economic growth; accelerate development and encourage development-oriented leadership in the areas.

The functionaries of Panchayats need consistent training so that they become change agents for improvement in the quality of life and economic development of the people. Adult education can play a significant role in raising the level of awareness of the people about the ability of the Panchayat to undertake programmes commensurate with its resources. The Panchayat also has a role in establishing rural library. The library plays a significant role in self-education of the masses. Adult educators can motivate and help Panchayats in establishing libraries in rural areas so that neo-literates can keep their literacy skills in working condition. The treasure of knowledge available in books would thus be available to the village community.

### Cooperatives

The success of cooperatives like other democratic institutions depends on the amount of interest taken by the members in their affairs. The cooperatives will achieve one of their main aims if they conduct adult education programmes for their members and prospective members, training of personnel, who have to carry on membership, education and training of functionaries on the cooperative organisational techniques, etc. Adult educators can provide the necessary help in conducting courses for the illiterates, neo-literates and other functionaries of the cooperatives. They may also be helped in preparing simple reading material, charts etc., on the philosophy and functioning of the cooperative movement for those who have freshly acquired literacy skills.

The cooperative movement more or less has remained confined to certain

sectors of economic life of the people. There is a need to widen the scope of the cooperatives, so that it becomes a people's movement based on self-help and co-operative action. The development of healthy social attitudes and leadership qualities will be helpful in strengthening the cooperative movement in the country. The adult educators has a role to play in bringing about this orientation.

### Schools

The school in rurals areas should be converted into a community centre so as to improve the community life to become the centre of social and community action, meeting the needs of children, serving the home, stimulating creative activities and encouraging vocational interest. This approach will make the concept of life-long education a reality and will not only help produce better citizen but also enable the present ones to be better citizens. The school should have a separate community worker, who would look into the non-formal education and out-of-school needs of children and youth. The school should provide facilities for the education of both children and adults under one roof.

The Lucknow Conference of 1974 adopted the following resolution in this regard :

“The rural school must be rescued from its present deplorable condition both with regard to the personnel and its social and instructional programmes. It should be helped increasingly to become the centre of education, working for the service of the whole community. Its functions should cover total education—formal, vocational, non-formal and informal for the children, the youth as also for adults of all sections of the community with particular emphasis on the education of women. The school

should become the agency through which all the services of the state in the fields of agriculture, industry, health and social well-being should be provided and coordinated and to which all sections of the people should turn in times of needs for help and advice. Working in close cooperation with organisations of the rural people, the two together, could strive effectively to ensure that the provision of the service accords fully with the needs and also that they reach those people for whom they are primarily created."

### Rural Development Agencies

A programme of economic development cannot get a firm footing and cannot be sustained unless all or the majority of those who participate in such programmes have the necessary skills to enable them to contribute their best. At present these skills are available only to the better-off elements among the participants. The small worker, farmer and labourer, are denied education and basic skills, which include attitude building, production techniques and the knowledge of basic economics.

The various development schemes undertaken in the past have not succeeded in reducing disparities. Therefore, the provision for the training (education) of the beneficiaries should be an in-built component of all such projects themselves.

The task force on adult and out-of-school education set up by the Planning Commission during the first Five Year Plan had recommended that two per cent of the expenditure on all developmental activities should be set apart for the education and training of the beneficiaries. The adult educators can play a leading role in preparing educational programmes for the beneficiaries of the rural development by various agencies.

### Mahila and Yuvak Mandals

The voluntary agencies in rural areas, like Mahila Mandals and Yuvak Mandals, wherever they exist, are, in general, confining their activities to homes and family-based work in case of Mahila Mandals, and sports and cultural activities in case of Yuvak Mandals. There is not enough people's participation in the functioning of these Mandals. The adult educators can help them in undertaking more meaningful activities for their members. The Mandals would have an impact on rural society if they work not in isolation but in close collaboration with adult education and rural development agencies. The leaders of these Mandals quite often are not exposed to various aspects of organisational management and comprehension of the various activities that can be taken by them. Adult educators can play a significant role in this regard and also in promoting the formation of these organisations wherever they do not exist.

To conclude, adult education should provide the rural poor the tool and training to be self-reliant and to be active participants in the development of the country. People's consciousness and active participation in developmental activities will go a long way in the reduction of poverty and unemployment in the rural areas.

The Conference may discuss the following sub-themes :

- (1) Role of adult education in promoting people's organisations, especially organisations of the rural poor,
- (2) Role of adult education in effective functioning of Panchayats and Cooperatives,
- (3) Role of schools in adult education,
- (4) Role of adult education in activating and stabilising rural organisation for youth and women, and
- (5) Role of adult education in providing support to the programmes of various development agencies.

# GROUP REPORTS

The delegates were divided into four groups. Each group had a theme of its own to discuss and deliberate and made recommendations upon it.

## Group I

Theme : Role of Adult Education in Promoting People's Organisations, especially Organisations of the Rural Poor.

Chairman : Dr. D. Subba Rao

Rapporteurs : Dr. (Miss) Malati M. Chakravarthy and  
Mrs. Shobaane Kanade

## Group II

Theme : Role of Adult Education in Effective Functioning of Panchayats and Cooperatives.

Chairman : Mr. J. C. Saxena

Rapporteurs : Mr. K.C. Jain and Dr. A.K. Sen

## Group III

Theme : Role of Schools in Adult Education

Chairman : Mr. Yashwant Shukla

Rapporteurs : Dr. Dharm Vir (Delhi) and Dr. (Mrs.) S.N. Gayatenda  
(Bombay)

## Group IV

Theme : Role of Adult Education in Activising and Establishing Rural Organisations for Youth and Women.

Chairman : Dr. (Mrs.) Asha Dixit

Rapporteurs : Mr. Ajit Kumar Jain (Rajasthan) and Mr. A.C. Deka  
(Nagaland)

# Report of Group—I

**Theme : ROLE OF ADULT EDUCATION IN PROMOTING PEOPLE'S ORGANISATIONS, ESPECIALLY ORGANISATIONS OF THE RURAL POOR**

## 1. The Group identified the following as rural poor :

### Rural

- (1) Subsistence of agricultural farmers (men and women)
- (2) Artisans (men and women)
- (3) Agricultural labour (men and women)
- (4) Others below the poverty line

### Urban

- (1) Slum dwellers
- (2) Daily wage earners (men and women)
- (3) Any other below poverty line.

## II. Organisations in the Village

- (1) Panchayats
- (2) Cooperatives
- (3) Mahila Mandals
- (4) Youth Clubs
- (5) Schools
- (6) Balwadis
- (7) Agricultural & vocational guidance groups
- (8) Religious groups
- (9) Krishi Vigyan Kendras
- (10) Samaj Kalyan Boards
- (11) Chetan Mandals
- (12) Cultural organisations
- (13) Other welfare agencies working in rural areas.

## III. Need for strengthening the existing institutions and creation of new institutions :

- (1) Exploitation of the poor by the rich. This is due to :
  - (a) Lack of local leadership among the poor
  - (b) Failure of existing institutions in fulfilling the demands of the poor
  - (c) No involvement of poor in any developmental programme in villages; and
  - (c) Lack of education and awareness.

(2) We have to strengthen the existing institutions so that rural poor can take part in decision-making process. The existing institutions should give preference to rural

poor and their leaders.

## IV. Role of Adult Education in promoting Organisations of the Rural Poor :

(1) Intensify the adult education programme through involvement of all institutions, organisations and individuals. The objectives of this are :

- (i) to make people aware of political, social & economic conditions;
- (ii) to involve poor people in the process of developmental work of all kinds;
- (iii) make things functionally effective (vocation);
- (iv) make them learn the Three Rs.

(2) Educate the personnel of different institutions and organisations about adult education.

(3) Preferential treatment should be given to institutions who are taking active part in developmental programmes of the poor (training and educating them and giving awards).

(4) The poor should be taught to demand the services from the institutions (like old panchayat system).

(5) New organisations for neoliterates should be formed, which would break the old caste system.

(6) Learning-cum-production groups should be formed to make the youth and women self-reliant in relation to rural poor.

(7) Motivation of workers by appreciation of all kinds, including recognition, and giving awards should be encouraged.

(8) Identify and select workers for the institutions who have visionary zeal.

(9) Poor should be educated to avoid the middlemen, the exploiter.

The Group felt that case studies of field experiences should be compiled and circulated to all. □

## Report of Group—II

### Theme : ROLE OF ADULT EDUCATION IN EFFECTIVE FUNCTIONING OF PANCHAYATS AND COOPERATIVES

Education is the most vital input for the development of the human society; hence the provision of education is the fundamental task before us. This is more so in the case of rural society, where people have been denied the benefit of education, had remained out of the main stream, which among others, has led to their social as well as economic retardation. Co-operatives and Panchayats, which have been established for promoting the social and economic status of masses, and which are people's organisations, must work for the involvement of people and for securing such involvement, the people need to be educated. There is necessity for need-based adult education. At the same time, Panchayats and Co-operatives can only work effectively with the active involvement of educated and enlightened people.

The group, therefore, feels that whereas adult education will certainly be helpful in strengthening the working of Panchayats and Cooperatives, it should also be the bounden duty of the Panchayats and Cooperatives to undertake the responsibility of initiating, promoting and supporting information-based and development-oriented adult education programmes. Adult education programmes can acquaint the masses with the constitution and working of Panchayats and Cooperatives. Hence, in the programme the participants should be fully made aware of the aims, objectives, constitution and working of Panchayats and Co-operatives so that they know what to expect from these institutions and how to make the

best of the services provided by them.

Under adult education programmes, the members should be acquainted with their own rights and duties *vis-a-vis* the Panchayats and Cooperatives, so that they can exercise the rights judiciously and abide by the duties.

To achieve the above objectives, a strong adult education centre should be established at the level of each village, which can either be in the community centre, Panchayat office, office of the Co-operative society and any other convenient place. This should be in addition to other centres promoted by government/voluntary agencies.

One of the local persons (official of panchayats, cooperatives, retired teachers, ex-serviceman/social members) should be properly groomed to work as the local educated man. The expenditure for running of this centre should be met by the Panchayats and Cooperatives.

Special efforts should be made to educate the poor masses i.e. Harijans, landless labourers, etc., and create suitable environments for their participation in the affairs of Panchayats and Cooperatives. This will help to break the monopoly of the group of people, who again and again get elected to the offices in rural organisations.

Panchayatdars and Committee Members should also be educated in understand-

ding their own responsibility towards the general members and the community and they should be made to realise that if they are not responsive to the needs of members, what shall be the consequences.

Residents of the village should be educated so that they can guard the interest of the village and its properties vigilantly. When they find that the interest of the community is being overlooked, concerted action should be taken by the members themselves.

The constitution of the Panchayats and Cooperatives should be explained to the members so that they cannot be misled.

Cooperatives and Panchayats should forthwith be recognized as the agencies identified for the implementation of adult education programme and the funds earmarked for adult education should be made available to them.

The training and education of Panchayatdars and members of Cooperatives and Panchayats should be entrusted to the voluntary bodies, as these institutions, being people's organisations, can assess and identify the training needs of the prospective beneficiaries more effectively. Suitable financial assistance should be made available by the State to the training agencies.

The Planning Commission / Central Government, while making available Plan funds to States, should make a specific provision that a certain percentage of funds shall be utilised for educational pur-

poses i.e. dissemination of information.

If it is intended to train and educate all the members of the Panchayats and Cooperatives, the stipulation of the age-group 15-25 should be done away with, as the members of Panchayats and Cooperatives can come from any age group.

The functionaries/Supervisors e.g. B.D.O., Extension Officers, etc., should also be involved in the adult education programme as it will help to give them orientation about the importance of non-official effort as also to secure their help in educational activities.

The subject of Cooperatives and Panchayats should be included in school curriculum so that when the students enter their adult life, they are already trained in the effective functioning of Cooperatives and Panchayats.

Some incentive should be given to the chiefs of the Panchayats and Cooperatives, who organize the largest number of adult education centres.

Special efforts should be made to educate more and more women, and motivate them to join the Cooperatives and Panchayats, lending greater support to these institutions, as it will be very helpful in securing a balanced representation.

Adult education, may be with special orientation, should attempt to educate the office-bearers of Panchayats/Cooperatives in the technique of planning so that they can do the micro level planning themselves. □

# Report of Group-III

## Theme : ROLE OF SCHOOLS IN ADULT EDUCATION

Before commencing the discussion on the topic, the group thought it proper to arrive at certain conceptual clarifications. There are schools and schools at various levels in our educational set-up, beginning from the pre-primary stage to the post-graduate stage. Whether this traditional formal school system was going to prove useful to the adult education programme, and, if it would, how was the problem to be considered.

The contradictions of the school system obtaining in our country are too well known to be listed here. The oppressive reality of our socio-economic conditions resulting in the astounding percentage of drop-outs, the general irrelevance of the system defeating the very aim of education, are by themselves sufficient to make us rather sceptic about the capacity of the schools to play an effective role in advancing the cause of adult education.

However, the group felt that with all the deficiencies of the school system, there still remained an infra-structure of the system, which could be exploited for the benefit of the adult education programme. For instance, there were school buildings and other physical amenities that could be utilised for the adult education programme, thus effecting an economy in educational expenditure.

Instances of primary schools in U.K. and experiments carried out in Sikkim were mentioned. The experiments of Indonesia and Tanzania were discussed.

The group felt that it was necessary to identify the right of instructors, who were motivated and committed and were prepared to undertake the new responsibility of educating adults, who need a different

psychological treatment. In this context, intensive orientation of the instructors was emphasised by the group. There was no objection to recruiting willing primary teachers or students of the secondary level or university level for this purpose. Besides this, unemployed educated youths may be motivated for this purpose. However, the school will afford all its physical amenities and resources, which could be useful to promote facilities for the work.

The students of the primary and secondary schools could be relied upon to impress the need for taking advantage of this programme on parents and elders. This step has been taken in several parts of the country, especially in Rajasthan.

The student community, as a whole, is an important nucleus for implementing the programme, provided they are trained in the art of transcending barriers of age. In many parts of the world, like Burma, China and Russia, students have been utilized for the initial removal of illiteracy, which is an important step in that direction.

It was the consensus of the group that total involvement of all agencies is necessary in order to surmount economic, social and psychological handicaps. In a similar manner, total involvement of all official agencies and various professions is also necessary in view of the diversified needs of the learning community. The school system can be utilized for involving extension agencies and community centres for a given area with a package programme of learning. In this process, the Tanzanian experiment of learning contract could be usefully employed, as that could promote individual interaction.

The idea of having separate adult education schools was also discussed. Certain misgivings about such separate arrangements were also voiced. The group did not want to emphasize a distinct channel of adult education programme. However, some such schemes can be envisaged after the mass base is taken care of so that adult education courses develop in some form of continuing education.

How to involve the community in adult education programmes is one of the most outstanding problems confronted by the adult educators. One of the suggestions made by the group for solving this problem was that the methods of persuasion and motivation through various curricular, co-curricular and cultural activities bringing about the involvement and participation of the entire community, could be utilized.

The group felt that identification, orientation and motivation of the teachers was the most important for the effective and successful implementation of the programme, and for the achievement of the objective of directing the adult learners to the path of self-education.

The programme should include not only literacy but health education, applied nutrition, vocational education, population education, other aspects necessary for creating social and environmental aware-

ness, and for catering to the social needs of the learning community.

The address delivered by the President, Indian Adult Education Association, was referred to, and the role of Folk High Schools in adult education programmes was discussed at full length. During this discussion, the participants, who had first hand experiences of visiting Folk High Schools in Denmark and Scandinavia, shared their experiences. They discussed how the idea of Folk High Schools was adopted and implemented in various States of India in the form of residential adult education institutions. In this context, it was mentioned that in spite of many difficulties, Folk Schools have been functioning well in Gujarat, Rajasthan and Karnataka as Vidyapeethas. Twelve districts of Karnataka have a Vidyapeeth. These Vidyapeethas are sponsored by Mysore State Adult Education Council. These Vidyapeethas or Janata Colleges contribute to the promotion of indigenous culture of national integration. Therefore, the group recommends that these institutions be revitalised and multiplied wherever feasible in different parts of India, especially rural.

In order to make adult education programme meaningful, effective and successful, pilot research studies and experimental projects of a longitudinal nature and depth studies have to be conducted.

### RECOMMENDATIONS

The recommendations of the group may be summed up as follows :

- (1) Folk High Schools may be revitalised and multiplied in major areas of India ;
- (2) The infrastructure of the School, mainly, the physical amenities, and the human resources available may be fully utilised ;
- (3) Instructors of adult education should be motivated and dedicated people ;
- (4) Students, youths, unemployed educated youths, retired persons of all walks of life and teachers of all levels may be involved gainfully with adequate orientation and training ;
- (5) Adult education schools with graded and comprehensive curricula may be organised for rural men and women for their continuing education.

## Report of Group—IV

**Theme : ROLE OF ADULT EDUCATION IN ACTIVISING AND ESTABLISHING RURAL ORGANISATIONS FOR YOUTH AND WOMEN**

The group had 43 members. It had the privilege of receiving papers from Mrs Das of Gauhati and Dr. Das of Jadavpore. The group deliberated upon the theme in detail and had arrived at the following conclusions:

1. It was felt that the destiny of our country is directly related to rural transformation. Unless the villages change, the efforts to change the economy and society for good will not bear fruits. Transformation of rural areas will bring the desired results. Developmental schemes will bring good to the rural poor through a well thought out programme of strengthening and activising rural organisations. While the group feels that the women and youth organisations should take up their desired programmes, it was also considered useful to integrate their activities with other organisations in the village as and when feasible.

2. The village community primarily consists of small farmers, share croppers, landless labourers, artisans and others. Mostly, they live below poverty line and are faced with problems of under-employment, unemployment and malnutrition. It is with this background that there is a need for organising rural poor and the deprived for improving their lot. These organisations (meant to cover rural poor) will inculcate self-confidence among them and will promote their participation in developmental programmes of the State.

3. The existing women and youth

organisations can be categorised as under:

- (a) Organisations for social welfare activities for women, children, handicapped, infirm and the aged;
- (b) Organisations for educational activities specially meant for women and youth;
- (c) Organisations for promoting overall rural development;
- (d) Organisations for improving professional/vocational skills and productive activities;
- (e) Chetna Sanghs and Mahila Mandals, basically meant for awareness building and recreational activities;
- (f) Others with similar and kindred objectives.

The organisations can further be categorised as :

- (a) Sponsored by Government/Social Welfare/Khadi Gramodyog Departments;
- (b) Sponsored by voluntary organisations with grants from the Government;
- (c) Sponsored by non-grant receiving religious/social organisations with emphasis on social service, such as YMCA, Ramakrishna Mission, Lions Clubs, Rotary Clubs etc.
- (d) Other organisations.

4. It was felt that there are a number

of problems in organising rural people particularly the rural poor. It was opined that many organisations in the rural areas have their roots elsewhere. The situation needs to be improved. Efforts should be made to mobilise the rural people to form such organisations by themselves. The urban-based elitists' organisations can hardly make a dent on the squalor and poverty of people in the rural areas. A well thought out adult education programme may equip the rural poor to awaken and arise for their upliftment. The rural organisations should, presently, have a two-tier frame work, one for the organisers/managers and the other for beneficiaries. It should be our endeavour to gradually involve more and more beneficiaries in the managerial positions of the organisations for whom these are meant.

5. It was the considered view of the group that the organisations should formulate need-based programmes in the rural areas. It should be a programme from within and not from without. The basic stress should be on motivating the beneficiaries of the programme to derive as much as possible to change their ways of life for a better socio-economic deal. The programme should also aim at removing the shyness from among the beneficiaries for a more meaningful participation. There is a need to bridge the gap between the programme functionaries and beneficiaries.

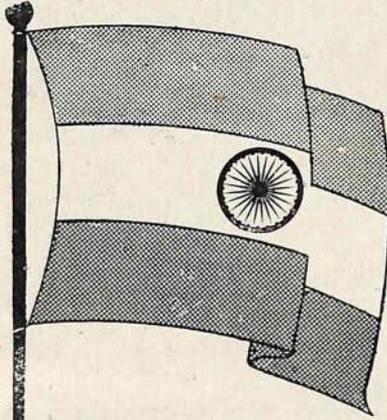
6. It was felt that the success of certain programmes give rise to conflicts between (a) managers of organisations and beneficiaries and (b) young and the aged. It should, therefore, be ensured that the programme clientele should be so equipped as to rise against odds and exploitation. A good programme will many a time give rise to conflicts. The vested interest should be hit hard by building "pressure

groups" of the rural people. This may be done through an effective adult education programme.

7. There are many developmental schemes/programmes of the Government and other organisations, which can alleviate the difficulties of rural poor provided the information in this regard is made available to them. It will also be useful for organisers/managers of these institutions to know about these schemes to design their programmes for meeting the local needs effectively. There are several national/state level organisations, which may be of immense help in formulating, implementing, evaluating, marketing their products and other areas of the programme. The Indian Adult Education Association may compile directories/inventories in regards to various programmes, such as, welfare, professional, vocational, environmental, educational, cultural, recreational, etc. While planning the programmes for women, it may be also ensured that appropriate lowcost technologies should be evolved to have labour and time-saving processes developed. This will also help the women in participating programmes who otherwise have paucity of time.

8. The success of rural organisations will greatly depend on proper training and orientation of their workers, senior executives and chiefs. It was felt that functionaries of rural organisations should be effectively trained to have a real rural bias in their thinking.

Thus, adult education programme will have a substantial impact in activating the existing organisations and establishing new organisations for rural areas. It is suggested that it is the non-formal approach of the programme that can bring some change in the life style of rural people rather than a stereo-typed-bureaucratic approach of working in the rural areas. □



Let Us Work for a Just Social  
Order, Possible Only With Unity  
of Purpose & Through  
Hard Work and Co-operation

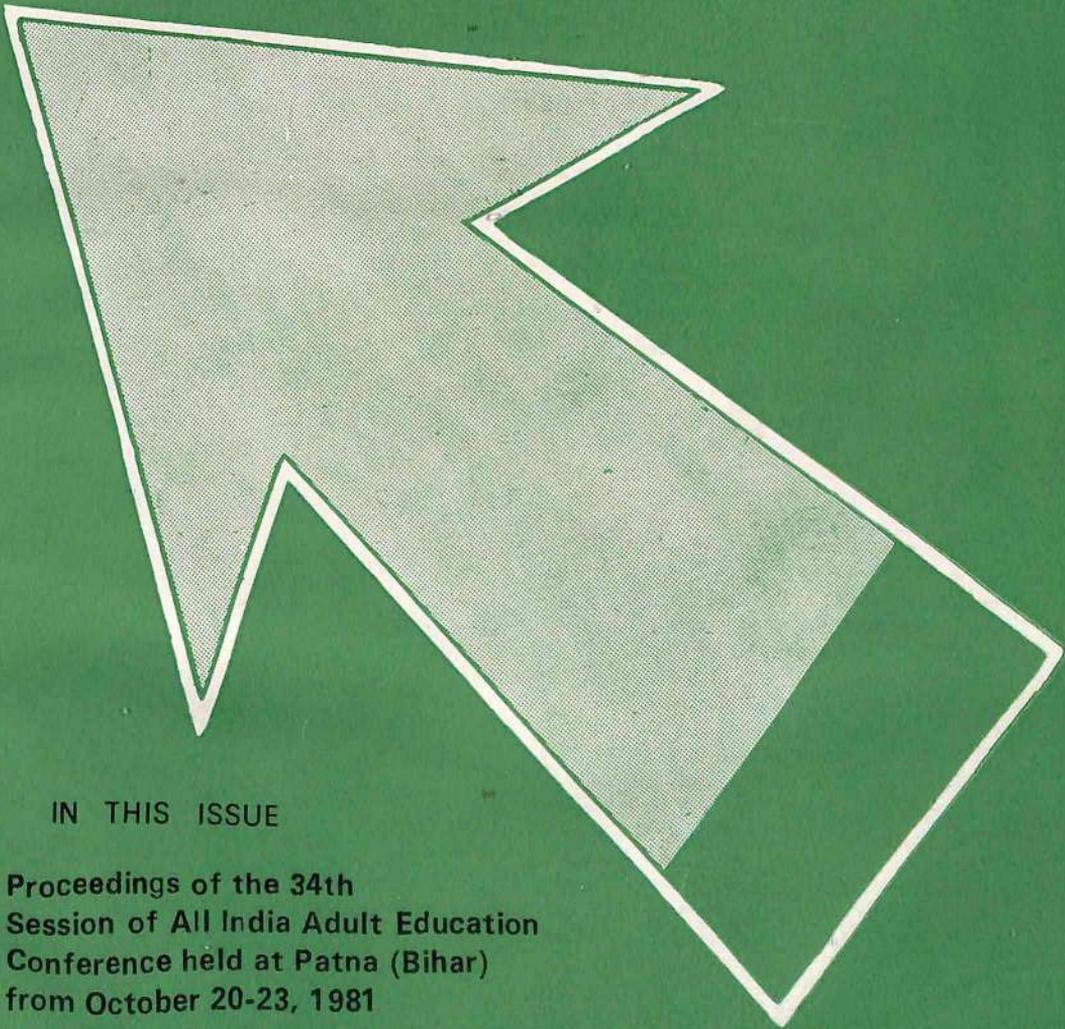
**ONE  
NATION  
ONE  
PEOPLE**

# Indian Journal of ADULT EDUCATION

ANNUAL CONFERENCE NUMBER (2)

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Proceedings of the 34th  
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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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## After Patna, What ?

### PART II

In terms of implications for action, the call that has gone out from the Patna Conference has two aspects:

(1) there is need for redefining adult education both relevantly and radically within the framework spelt out in the Declaration. The basic thrust of the Patna Declaration was that adult education at the philosophical and process levels has to deeply involve itself in the developmental processes of the country to bring about not only an awareness amongst the people of their own condition and the potential they have for change and development, but also prepare them for organising themselves for developmental action. Recognising the role, particularly, of the poor is critical and pivotal in this matter. This would entail spelling out what is possible by way of developmental action, especially at the grass roots level. The challenge is essentially to strike a balance between what is desirable and what is possible in achieving the goals of adult education.

(2) the second aspect is of a more critical kind—it may be posed in the form of a question, “Does the adult education as a system and the infrastructure that goes with it, both within and without the Government, meet adequately the sensitive challenges as spelt out by the Patna Conference?” The time has come, therefore, for examining the adequacy and readiness of the infrastructure particularly to find out the practical potential for desirable social change through adult education. After inadequacies and irrelevancies are identified, the next step would be to see that this is effectively and sufficiently remedied. This is not a one-time exercise. It should be a continuous process.

In really practical terms, the implications call for four kinds of exercises or activities :

(1) to understand the dynamics of the society we are living in, particularly of those sections who are deprived and depressed, whether they are rural or urban or tribal. The areas of understanding would be their cultural and psychological conditioning in a changing world, their problems in all their intimate reality and their potential for change itself. This involves understanding not only the family and community of which people are a part, but also the formal and institutional arrangements in which people have close links or need to have. This process is critical for shaping a relevant kind of adult education, especially if it is to be people and problem-solving oriented.

(2) to identify and develop adult education methods that are relevant to changing people in a significant way. (We have been for too long preoccupied with making people literate in a mechanical way). How do we prepare people (especially the poor) to organise for developmental action through adult education methods that are both relevant and workable? That question needs to be answered candidly.

(3) to study carefully training and man-power development in the light of the new preceptions and challenges that have been articulated at the Patna Conference, especially to probe into their adequacy and relevance. The methods of adult education have been too closely related to information and knowledge at the cost of what people become and how their lives can be shaped. These two are not antithetical. They have symbiotic relationship. It is time we looked at adult education as part of a social change process, holistically.

(4) to undertake experimental projects based on some of the creative ideas that have been spelt out at the Conference. These would test out innovations for social change through adult education programmes. These could have programmatic focus on cooperatives, panchayats and other micro-level institutions as part of a forward-looking community approach.

While a national strategy of adult education as part of an integrated developmental programme would take some time to emerge in a significant way, the immediate need would be to provide a number of correctives at the level of programming as now extant—for instance, adult education centre should not be just “centre-centred”, as is mostly the case, but more and more community-centred and education should not be confined to learning process *per se* (especially at the individual level), but help to create the need for organising people. For this, each State could have two to three experiments at some of the more progressive and active adult education centres. The Indian Adult Education Association could cooperate with State Governments in developing such projects at the grass roots level.

In the ultimate analysis, adult education makes sense only when it means something to the people in this country, majority of whom are well below the poverty line. The aspirations of a poor society lie in the immediate realm like food and shelter, but in the long run cultivating the mind and developing sensivity for things that give true happiness. This is the process of intellectual and cultural transformation, which lends dignity to man and his life. If this is done even in a small way, the Patna call would not go to waste.

# Hope for the Hapless and the Handicapped

EXPANDING SOCIAL WELFARE ACTIVITIES IN DELHI

**T**HERE are far more institutions and services catering to the needy, neglected, destitute and the handicapped today in Delhi than ever before. The Delhi Administration is at present running 60 institutions/Centres and services covering almost all the facets of social welfare activities benefitting about 3,00,000 persons. These institutions provide boarding and lodging and social security to needy children, women, old and infirm, beggars, leprosy affected persons, the handicapped and the mentally retarded. Facilities of education, training are also given to make them stand on their own legs.

**ANTI-BEGGARY DRIVE HAS BEEN VIGOROUSLY LAUNCHED.  
BEGGARS ARE BEING TRAINED IN NINE HOMES TO REHABILITATE THEM IN LIFE.**

The expenditure on Plan side for Social Welfare activities has doubled in the current financial year going upto Rs. 225 lakhs as against Rs. 110 lakhs last year. The outlay for the next year is of the order of Rs. 338 lakhs on the State Sector.

The Administration has decided to observe this year too, as the Year of the Handicapped to keep up the tempo of the schemes stated in IYDP last year.

Some of the schemes taken up this year are as follows :

- One school for mentally retarded children and another for the deaf was started for Trans-Yamuna area.
- The Government school for the blind boys was upgraded to High School level.
- A Hostel for the college-going blind students was started near the Delhi University.
- Ninety-six dwelling units were allotted to leprosy affected persons.
- A sheltered workshop, to provide work and training, and a Rehabilitation Centre were set up for 800 leprosy patients at Tahirpur, Shahdara.
- The scheme of setting up residential institution for the orthopaedically handicapped is on the anvil.
- Social Assistance Centres to be opened.
- 178 Kiosks and stalls have been allotted to the physically handicapped to rehabilitate them independently.
- About 300 physically handicapped students are given educational stipend @ Rs. 30/- and Rs. 40/- per month.
- Almost 1,00,000 children and 20,000 expectant and lactating mothers are provided with the special nutrition under the supplementary Nutrition-Programme.
- One short stay home for women and girls in distress and in moral danger has been set up.

**THE DELHI ADMINISTRATION REDEDICATES ITSELF TO THE TASK OF HELPING THE HANDICAPPED AND NEEDY IN 1982.**



Issued by the Directorate of Information & Publicity,  
Delhi Administration

# Role of Adult Education in Promoting and Effective Functioning of Rural Institutions and Organisations

Malcolm S. Adiseshiah

**F**IRST, what are the rural institutions and what are their status and future prospects?

## Panchayati Raj

The rural institutions are the three types of Panchayati Raj institutions. First, there are the Gram Panchayats, which according to the Sixth Plan, number 2,28,593. In some states like Jammu and Kashmir, Manipur, Sikkim, Tripura and in the north-eastern region, only Gram Panchayats exist and function. In the above states, except in Jammu and Kashmir, tribal population predominates and the Gram Panchayats play a decisive role in settling issues and disputes in the villages. Second, there are Block Panchayat Samitis, numbering 4,478, which, in Karnataka and Tamil Nadu, are the main executive institutions above the Gram Panchayat. The third institution is the Zilla Parishads, which are 252. In Maharashtra, Gujarat, Andhra Pradesh and Rajasthan all the three institutions exist and have been functioning rather well. Kerala, which had till recently only Gram Panchayats, has now decided to establish a strong District Panchayati Raj body.

The present poor status of these institutions is realistically described in the Sixth Plan as follows: "A potentially viable and useful structure of Panchayati Raj thus exists in form but its effectiveness has been limited in practice. There has been considerable revision in the powers and functions of these institutions in many states. Adequate financial sup-

port has been denied to these institutions in most states, often even in respect of the 'transferred' schemes and programmes. These institutions themselves have shown little inclination to raise their own resources locally. Besides, there has been a general apathy (*I would say antagonism*) at the administrative and political levels towards strengthening these bodies."

Their future, in the Sixth Plan, however, is extremely important because they are, according to the Plan document, to be used as the instrument in the fight against poverty and in the generation of employment. To quote the Sixth Plan on this, "Irrespective of whatever structural pattern that is existent or that may be devised, effort will be to devolve on these institutions all such functions appropriate to each level, which are capable of being planned and implemented at that level. These institutions will be particularly involved in the planning and execution of the Integrated Rural Development Programme (IRDP) and the National Rural Employment Programme (NREP). They will also have a prominent role in district and block level planning and in the planning of Minimum Needs Programme (MNP) for their area of operation."

Adult education's role in promoting and in the effective functioning of these institutions will be along two lines. First, it will be to prepare the people concerned for elections to these institutions which have been announced in some states like Tamil Nadu and Andhra Pradesh, and to edu-

cate and organise the people for demanding the holding of elections in states where these institutions have been superseded. Second, adult education should provide information to the people on the local programmes of IRDP, NAEP, and MNP, train people in the effective use of these programmes and help in organising them so as to ensure that the benefits of these programmes really reach them. For this purpose, there are two forms of adult education that should be pursued. First, the adult literacy classes which are run should make the learning of three Rs centre around these institutions. For this the literacy materials should be specially prepared and the instructors trained both in their use and in the role and function of the Panchayati Raj institutions. Second, in adult education lectures, discussion groups and other meetings in the village, adult education organisers should help to organise the people to run and use these institutions to meet their specific needs in employment, roads, water supply, housing, etc.

This first section on adult education and rural institutions gives rise to some questions, among which the following arise and could be discussed:

- (1) As many of the member associations of the Indian Adult Education Association are urban-based and urban-oriented, it may be useful to devote sometime to exchange views on:
  - (a) The history of Panchayati Raj institutions,
  - (b) What are the institutions functioning in each of the states represented at the Conference?
  - (c) Have the members been elected?
  - (d) What are the problems they face?
  - (e) What is the role that they are

to be entrusted in the Sixth Plan?

- (2) In preparation for the member associations entering this area of Panchayati Raj institutions, what kind of preparation should they undertake with the help of the State Department or Local Administration, the District Collector, the Block Development Officers?
- (3) What part can the adult literacy class play in strengthening the Panchayati Raj institutions in ;
  - (a) the training of instructors and producing of teachers' manuals ;
  - (b) the production of literacy and post-literacy texts and materials:
  - (c) the learning of the Three Rs.
- (4) Should the campaign for holding elections, where they have not been held, the instruction on how far the Gram Panchayat or Block Samiti is or is not discharging the planning, NREP, IRDP and MNP functions, and the learning of how to use these programmes, should these be part of literacy classes or should they be through separate adult education lectures and discussion groups, which will include illiterates, neo-literates, and literates.

#### Rural Organisations

There are a host of rural organisations.

#### Cooperatives

Foremost among them are cooperatives, which cover five broad areas:

- (a) There are cooperative credit societies, 1.16 lakh primary societies with a membership of 5.18 crores. Their short-term and long-term credit to small and marginal far-

mers has increased to 35 per cent of total credit today, but the really poor tenants, share croppers and landless labourers receive a very meagre two to three per cent of the credit. The other problem is that due to growing overdues, the total credit made available by the societies is declining year by year.

- (b) There are 47,000 cooperative societies, which distribute every year 21.5 lakh tonnes of NPK, which face two problems, large and medium farmers appropriate the bulk of the subsidised fertilisers, and because of credit stagnation, cooperative fertiliser sales are declining compared to sales by private retailers.
- (c) There are cooperative marketing societies, 3,370 primary societies at the mandi-level, 173 Central societies, 27 State federations, and NAFED, where apart from procurement of foodgrains for buffer stock, their share of the market is small.
- (d) There are the cooperative processing societies, the most successful being sugar cooperatives and dairy unions, but also reaching out to rice mills, dal mills, cotton ginning mills, spinning mills, oil crushing and processing, fruit and vegetable processing, poultry food, etc.
- (e) There are consumer cooperatives, comprising a National Federation, 14 state consumer cooperative federations, 481 central consumer societies at the district level and 16,348 primary consumer cooperatives. The problem faced by these societies is inadequate marketing, finance, uncertainties in the

procurement of supplies and lack of trained manpower.

In the Sixth Plan, the primary societies are to be strengthened and they are to be used to serve the rural poor more effectively.

Adult education's role in strengthening and making more effective the functioning of the five types of cooperatives is first to educate the villagers in cooperative principles and help them to learn the action needed to make the societies function effectively. The literacy classes, the adult education programmes, the training courses, the materials for illiterates and neo-literates produced can deal with such problems as the overdues, the commitment to increase the share of credit to tenants, share croppers and landless labourers, the way in which marketing and processing societies can be used to increase the income of the members, replacing the middleman and the retailer. Cooperative is a technically specialised area. Adult education organisations would be well advised to call on the local cooperative staff to instruct them about the local cooperative societies, before the adult education agencies undertake programmes to strengthen cooperative societies.

This section on cooperatives and adult education's role gives rise of many questions, some of which are:

- (1) Five types of cooperative societies have been listed. What are the types of cooperative societies operating in the areas of the member associations?
- (2) What are the strength and problems faced by each type of society?
- (3) What is the role assigned to each type in the Sixth Plan in each state?
- (4) Is there agreement that cooperatives, like electronics, is a speci-

alised area and so the member associations, which intend to work in the cooperative field, should be carefully instructed by cooperative department officers? What kind of orientation programme is suggested and who should give the training?

(5) On this basis what part should :

- (a) the adult literacy classes play through the learning of the Three Rs, through vocational cooperative instruction, through practical participation in spreading the cooperative message,
- (b) other adult education activities—lectures, dramas, songs, radio and TV plays in using cooperatives to help the poor groups in the villages.

#### Farmers' and Labour Associations

Another important rural organisation is the rapidly growing farmers' associations, sparked by the struggle for higher prices for their product, launched by them in Maharashtra, Karnataka, Tamil Nadu and Punjab, spreading all over the country starting with sugarcane, onions, potatoes and extending to food grains (The classical case which involved no violence is the frustration of the 9.5 million tonnes of the 1981 rabi wheat target of the government, which led to the import of 1.5 million tonnes of wheat from the U.S.). And then there are the various organisations and *sabhas* of landless agricultural labourers, which exist in fragmented form compared to the well organised trade unions of industrial workers. In many cases, these organisations are led by political parties or by trade unions attached to political parties. Here what is needed is for these organisations of farmers and agricultural workers themselves to conduct

and operate adult education programmes—literacy classes, vocational education classes and campaigns fighting for the rights of their members. The Executive Committee and the President of the Association have been pleading for these mass organisations being given their rightful place and share in the country's adult education movement. The general member adult education associations of IAEA should stay out of this field, but actively support and encourage the mass organisations to become also adult education agencies and incorporate them in National Adult Education Programmes.

- (1) How many organisations of farmers are active at the national and state level? What are their demands and how far are they being met by wholesalers, retailers, consumers and government?
- (2) What associations or organisations of workers exist at the national, regional, state and local level? What is their charter of demands?
- (3) What should be the strategy of the Indian Adult Education Association and its member associations with regard to these two organisations playing their role in the adult education movement? Is there agreement that these two types of organisations should themselves run adult education programmes for their members? For this purpose, should they not be funded from the Government's adult education programme fund?
- (4) What kind of technical help, as in literacy primers and teaching methods, State Resource Centre courses, could the Association and its members give to these bodies?

## Rural Women's Organisations

The other rural organisations include Mahila Mandals, which number 66,000 today, but which are languishing for lack of proper guidance and follow up. Even the small help of two Gram Sevikas and one Mukhya-sevika has ceased in most blocks. All are agreed that no rural programme for development and change can be achieved without the active participation of women.

Should the member organisations of IAEA contact the Mahila Mandals and work through them for reaching woman illiterates? Most of the Mandals do some vocational work. Could the associations help introduce a literacy element and some music, drama etc. in their programmes? Should the State Resource Centres be requested to turn out literacy texts and materials which the member associations can use in their work with Mahila Mandals? Should the woman members of the State associations be specially trained for work with Mahila Mandals? Could the instructors and animators be given some extra remuneration for running literacy classes with Mahila Mandals?

## Farmers' Days and Melas

There are Farmers' Days, Melas, agri-

cultural exhibitions, animal husbandry shows, social forestry days organised by agricultural universities and State Departments of Agriculture, which are increasingly important means of conveying to farmers, dairy men or women, inland fishery workers, and the social forestry personnel, the developing new technologies.

Here the Association can work with IUACE to mobilise the technical and specialised resources of agricultural universities and colleges in conveying to the farmer, dairy men, etc., elements of literacy and post-literacy learning, as one way of strengthening the technological communication that is being passed to them.

## Rural Youth

Finally, in the area of rural youth, organisations such as Nehru Yuvak Kendras and Yuvak Mandals are now widespread and active in each state, in every district, and in some states in the blocks. Some of them have been associated with the National Adult Education Programme. Here again, the member organisations of the Association should seek their active participation in annual state conferences, seminars and SRC programmes.

# REPORT

of the

Hony. General Secretary, Dr. T. A. Koshy, for 1980-81

## Part I

IT gives me great pleasure in presenting the report of the Indian Adult Education Association, since we met in Ahmedabad last year. The consolidated report of institutional members is given in Part II of this report. The Association carried out the following activities during the period under report.

### POPULATION-EDUCATION-RELATED ADULT EDUCATION PROJECT

The Association with financial assistance from the Family Planning Foundation, New Delhi, and in collaboration with the three institutional members of the Association in Ajmer (Rajasthan), Angul (Orissa) and Rewari (Haryana) has launched an experimental project on linking population education with adult education. The target groups are adult males and females in the age-group 15-40 years. The programme would provide these adults with knowledge, skills and values, which are relevant and useful for them to perform their roles in family, economic and civic life more effectively and efficiently within the larger context of awareness of population problem, its causes, its impact on their life and various ways and means by which adults can check population and improve their quality of life.

This programme will have four major components and population education will be linked up with all :

- Basic education, mainly designed to develop reading, writing, and arithmetic skills and elementary understanding of science, society, and environment ;
- Economic life education mainly designed to develop particular knowledge and skills associated with various economic activities and useful in making a living ;
- Family life education primarily designed to impart knowledge, skills and attitudes useful in improving the quality of family life on such subjects as health, nutrition, child care, family planning, home making, home repairs and other improvements within the larger framework of population education, covering causes, consequences and remedies of high population growth rates, experienced at family, community and national levels ;
- Civic life education specifically designed to create awareness of fundamental rights and duties, values and norms, institutions and organisations, opportunities and obstacles, rules and methods of exercising the power of citizens to achieve desirable goals by desirable means, etc.

The experimental project, which will run for a period of about two years, should enable the Association to acquire new skills and expertise to make adult education more relevant to present needs and promote replication of the programme on a much larger scale.

## **CAMP ON POPULATION EDUCATION**

The Association in collaboration with Sri Avinashilingam Home Science College for Women, Coimbatore (Tamil Nadu), organised a two-day population education camp on March 13-14, 1981. The camp helped impart information about population explosion, its implications and the need to limit the family size. This was the third in a series of four such camps to be organised by the Association.

## **SEMINAR ON ADULT EDUCATION COMPONENT IN INTEGRATED RURAL DEVELOPMENT AND ITS FOLLOWS-UP**

The Association organised, in collaboration with the Bombay City Social Education Committee, a three-day seminar on "Adult Education Component in Integrated Rural Development and its Follow-up" in Bombay from August 6-8, 1981. It was inaugurated by Mr. B.J. Khatal, Minister for Irrigation, Food and Civil Supplies of the Government of Maharashtra. Mr. V.S. Mathur, President, IAEA, presided. Mr. J.M. Gadekar, Social Education Officer of the BCSEC, was the Director of the seminar.

The seminar considered the relevance of adult/non-formal education in the transfer of science and appropriate technology to the rural folk and the preparation of training models in adult education methods for scientists and technologists so as to help them transfer science and technology to the rural areas. It also considered the role of educational institutions in the programme and in what way adult and non-formal education could help in the development of rural institutions and organisations to achieve the objectives of integrated rural development.

The valedictory address of the seminar was delivered by Mr. Baburao Kale, Minister for Rural Development, Government of Maharashtra. Mr. M.G. Mane, Vice-President, IAEA and President, Bombay City Social Education Committee, presided.

## **SEMINAR ON TRADE UNIONS AND COMMUNITY SERVICE**

The Association with financial assistance from the Central Board of Workers' Education organised a seminar on "Trade Unions and Community Service" in New Delhi from September 26-28, 1981.

The seminar was inaugurated by Mr. B.G. Deshmukh, Secretary, Ministry of Labour, Government of India. Mr. V.S. Mathur, President of IAEA, presided. Dr. S.C. Dutta, Vice-President of IAEA, was the Director of the seminar.

Thirty-four delegates from five northern States participated in the deliberations.

The seminar considered the extent to which trade unions could extend their scope of activities in order to include organisation of service for members of their families, slum dwellers and poorer sections of the society. It also considered the extent to which trade unions should enter the economic field in order to serve as an alternative model through setting up cooperatives and workers' enterprises.

## **TRAINING PROGRAMME FOR ADULT EDUCATION FUNCTIONARIES**

The 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 Gurgaon. Thirty-eight persons participated.

Among the topics covered were NAEP concept and objectives, NAEP and its components, role of various agencies in 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, non-formal education for the age-group 9-14 and monitoring and evaluation.

### WORKERS' EDUCATION PROGRAMME

The Association organised three one-day schools on various aspects of workers' education in New Delhi from March 23-25, 1981. Over 100 workers participated in these schools.

### DISSEMINATION OF INFORMATION

#### (a) English and Hindi Journals

The Association continued to publish its two monthlies *Indian Journal of Adult Education* (English) and *Proudh Shiksha* (Hindi) during the period under report. Consistent efforts were made to improve the quality of the two journals.

#### (b) Newsletter

The Association continued to publish its monthly Newsletter (for members), which communicated a lot of information on adult education in India and other developing countries. The Newsletter also covered documentation of books and articles on adult education published in India and abroad.

#### (c) Information Service

The Association also continued to play a useful role in providing information on various aspects of adult education in India and abroad. A number of enquiries were received during the year from various quarters and the Association rendered service by supplying the necessary information and this helped many organisations in planning and organising their programmes. We have also revised and brought up-to-date the list of resource persons in adult education, region-wise, and it now covers about 381 names.

### 33rd ANNUAL CONFERENCE IN AHMEDABAD

The 33rd annual conference of the Association was held in Ahmedabad from November 2-4, 1980. The theme of the Conference was "Towards a Dynamic Adult Education Programme".

Three-hundred and thirty-four delegates from 23 States and Union Territories attended the three-day conference.

### NEHRU LITERACY AWARD

The Nehru Literacy Award for 1979 was presented to Mrs. Krishna Aggarwal in Ahmedabad on November 2, 1980. The 1980 Award has been presented to Mr. J.R. Nagar on October 20, 1981.

It has been decided to present the 1981 award to Mr. Chunibhai R. Bhatt, former Social Education Officer of the Gujarat State Social Education Committee. It was announced on the International Literacy Day, September 8, 1981.

### ZAKIR HUSAIN MEMORIAL LECTURE

The 1980 Zakir Husain Memorial Lecture was delivered by Prof. Raj Krishna, former Member, Planning Commission, on November 3, 1980, at Ahmedabad.

The 1981 Zakir Husain Memorial lecture was delivered by Dr. (Mrs.) Madhuri R. Shah, Chairman, University Grants Commission, on October 21, 1981.

### VISITORS TO IAEA

The Association received during the year under report :

- (a) a four-member delegation from Bangladesh in December 1980 ;
- (b) a three-member delegation from Thailand in February 1981 ;
- (c) Dr. Paul Fordham, Professor of Adult Education, University of Southampton, in April 1981 ; and
- (d) Teacher Trainees of Workers' Education Centre, Ranchi, in April 1981.

### UNESCO GRANTS

On our request, Unesco, Paris, has recently given the following grants to the Association :

- (i) \$ 2,000 for production of literature and training of migrant workers from Nepal;
- (ii) \$ 5,000 for production of Newsletter for Neo-literates of Delhi and Haryana by way of follow-up programme.

These projects will be launched soon.

Due to non-receipt of financial assistance from the Government (Ministry of Education) during the period under report, the Association confined its activities to selective programmes without sacrificing its core responsibilities. (Government's decision to release grant for some of the projects has recently been communicated). At the same time, the Association prepared several projects and submitted the same to various governmental and non-governmental agencies for financial assistance. Some of these have already fructified and some others, for which assistance is in the pipeline, will be implemented during 1981-82 and the year to come.

### EXECUTIVE COMMITTEE MEETINGS

The Executive Committee held five meetings during the period under report :

- |                        |            |
|------------------------|------------|
| (1) December 23, 1980  | New Delhi, |
| (2) February 27, 1981  | New Delhi, |
| (3) May 2, 1981        | New Delhi, |
| (4) August 6, 1981     | Bombay     |
| (5) September 11, 1981 | New Delhi. |

The Executive Committee condoled the death of Dr. (Mrs.) Durgabai Deshmukh, Mr. J.P. Naik and Kaka Saheb Kalelkar.

I am grateful to the President and members of the Executive Committee, members of the Association and others concerned for their co-operation during the year.

## Part II

As in previous years, this year too, the Association had invited project reports from its member-organisations for the year 1980-81, so that a consolidated report on the activities undertaken by them could be presented on the occasion of this annual Conference.

Out of a total of 200 odd circular letters sent out to Institutional Members, only 33 returned the Questionnaire with the information asked for. The State-wise break-up is as under :

<i>State</i>	<i>Number of organisations</i>	<i>State</i>	<i>Number of organisations</i>
Andhra Pradesh	3	Gujarat	6
Manipur	2	Bihar	2
Madhya Pradesh	1	Tamil Nadu	1
Uttar Pradesh	4	West Bengal	3
Rajasthan	2	Maharashtra	4
Orissa	1	Delhi	4
Total	13	Total	20

This means, out of a total of 22 States and 9 Union Territories, only 11 States and 1 Union Territory responded to our request.

These 33 organisations—majority of which are voluntary organisations—together were running 1,368 adult education centres as compared to 6,023 centres by 35 organisations during the year 1979-80. Out of these 1,368 centres, 306 were in the urban sector and 1,062 in the rural sector. There were 449 centres exclusively for men and 506 centres exclusively for women and 413 centres were combined (for both men and women). Out of the total centres, there were 198 centres for Scheduled Tribes and 211 centres for Scheduled Castes.

### ASSESSMENT OF LEARNERS' ACHIEVEMENT

**Reading, Writing and Counting :** As stated by the member-organisations, the learners' achievement in reading, writing and numeracy appears to be up to the mark and satisfactory. The main objective *viz.*, to develop an ability to read, write and count was achieved by learners within the stipulated period of 10 months, though the achievement in terms of number of words, speed in reading and counting differed a little from individual to individual, centre to centre and organisation to organisation. Some organisations put the reading ability of 25 words, writing ability of 8 words per minute and counting ability of 100 numbers; while some others have put it at 30-35 words per minute reading, 8-12 words per minute writing and doing simple addition, subtraction, multiplication and division. Some universities and colleges have claimed that they could achieve the norms set up by the UGC.

Agencies working exclusively in rural areas have reported that 50 per cent of adult learners at any one centre passed the test administered at the end of 10 months' duration as against 85 pass per centage reported by agencies working in urban areas such as Delhi, Calcutta and Madras. A few other urban organisations have reported that the adult learner at the end of 10-month period could even write a few line letter and fill up some simple application forms.

### ACHIEVEMENT IN FUNCTIONAL UPGRADATION

Most of the respondents have expressed their inability to tie up functionality with literacy. However, some of them have tried to introduce functionality in the form of a craft or work-experience or skill in some trade, which could lead to income generation. Some of these were :

Goat-keeping	Paper-bag making	Bidi-making	Dress-making
Poultry-rearing	Knitting	Bee-keeping	Soap-making
Mat-making	Leather products	Match-making	Dairy-farming
Fish culture	Palmleave products	Vegetable production	

In a few other cases, the learners were only taken around the places of some development projects. One organisation has made a mention of an innovative programme called Three-Fs, which combines functional literacy, food production and family welfare. This is rather a laudable integrated adult education programme. It is heartening to learn that quite a few organisations have taken steps to establish rapport with development projects such as fruit preservation, pest-control, social forestry, sericulture, etc.

### ACHIEVEMENT IN SOCIAL AWARENESS

Most of the organisations have complained that they were not very clear about the content part of this component, still they have tried to build into the programme, things like duties and rights of citizens, role and functioning of village Patwaries, Gram Panchayats, election procedures, knowledge of development schemes and programmes, facilities available, etc. One agency has stated that it emphasised the importance of child care and children's education, developing skills in buying and selling, family planning and small family, nutrition, environmental change, change of attitude for group action, etc.

### RESOURCES

(a) **Financial** : As Government grants to voluntary agencies were withdrawn since early 1980, whatever little these organisations have done was from their own internal resources. In a few cases, financial assistance came from international organisations and philanthropic agencies.

(b) **Material Resources** : Many organisations have expressed satisfaction over the availability of reading/writing material since the material produced by various agencies, e.g. State Resource Centres, was available in sufficient quantity.

(c) **Human Resources** : Due to dampened enthusiasm and limited honorarium for instructors and other functionaries; human resources were rather in short supply. This had further resulted in the non-involvement of the community in the programmes of adult education.

Judging from the rather limited response to our circular letter and the information otherwise available, it is evident that a large number of voluntary agencies, which had taken to adult education programme under NAEP, have ceased taking part in the national programmes. The chief reason, evidently, is the withdrawal of financial assistance by the Government since early 1980 so far as the voluntary organisations are concerned. This has undoubtedly caused a serious setback to the implementation of NAEP and the momentum, which had been built up, has started melting away. This should be a matter of concern to adult educators. On the other hand, some of our member-organisations like the National Council of YMCAs & YWCAs of India, Saroj Nalini Dutt Memorial Association, Calcutta, Bihar as a State, Jan Shiksha Prachar Kendra, Calcutta, and a few others have done extremely well with the limited resources—financial, material and human—available to them. This is, indeed, a heartening feature.

### SUGGESTIONS FOR IMPROVEMENT

1. Many organisations have pleaded for increase in emoluments for instructors and other functionaries;
2. The period of training for 21 days is not sufficient and there should be greater emphasis on more frequent in-service training of all categories of functionaries;
3. Less interference from the Government machinery;
4. Follow-up programmes should be sanctioned immediately on the completion of 10-month period.

**Innovations** : In spite of withdrawal of Government grants, some of these organisations have taken to new programmes in addition to literacy, such as non-formal education, integrated rural development, health and hygiene, population education, nutrition, etc., which is a creditable feature.

## Presentation of 1980 Nehru Literacy Award

10

### Mr. Janardan Rai Nagar

The Nehru Literacy Award for the year 1980 was presented to Mr. Janardan Rai Nagar, founder Upkulpati, Rajasthan Vidyapeeth, Udaipur, for his meritorious service to the nation in the eradication of illiteracy and development of adult education.

Mr. Nagar, educator litterateur and social worker, has a long and distinguished record of service to this country. Born on June 16, 1911, in Udaipur (Rajasthan), Mr. Nagar took his graduate degree from the Banaras Hindu University in 1936 and the Master of Arts degree in Hindi from Agra University in 1940. Mr. Nagar started his career as a teacher in Maharana College in 1937. He joined Vidya Bhavan High School in Udaipur in 1939. He founded Rajasthan Vidyapeeth in 1937.

Under his inspiring and dynamic leadership, the Vidayapeeth has grown into a complex of educational institutions such as high schools, degree colleges, teachers' training colleges, school of social work and non-formal/adult education institutions. It is thus serving both formal and non-formal educational needs of the State.

Mr. Nagar has done pioneer work in establishing night schools for children and in linking adult education with productive work.

He introduced Rajasthan Social Education Bill in 1959 in Rajasthan Assembly, as non-official Bill and got it passed in that year. He has been a member of Central Education Advisory Committee on Adult Education; President, Rajasthan Sahitya Academy and Member, Central Sahitya Academy. He was Vice-President of the Indian Adult Education Association in 1957-1958.

Mr. Nagar is a prolific writer in Hindi. He has written a number of dramas, books and short stories. He is Editor of *Janmangal*, a weekly published by the Rajasthan Vidyapeeth since 1962.

At the age of 70, Mr. Nagar retains his old fervour for enlightenment and progress of men and women of his country. In recognition of his valuable services to the cause of adult education, the Indian Adult Education Association feels privileged to present to him the Nehru Literacy Award for the year 1980.

### REPLY BY Mr. NAGAR

Mr. Nagar, in his reply to the presentation of Nehru Literacy Award to him, said that the message and mission of adult education was not new to this country. It was the age-old message of Vedanta and also of the *Rishis* of yore; their teachings were for life and redemption from death. He said that they gave not only knowledge but wisdom to live a richer and fuller life. Mr. Nagar added that adult education was not only a national cause but the only hope for world peace. □

**ZAKIR HUSAIN MEMORIAL LECTURE**

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**Role of Universities and Colleges  
in Adult and Continuing Education**

*Lecture delivered by*

**DR. [Mrs.] MADHURI R. SHAH**

**M. Ed., Ph.D. [Bom], Ph.D. [London]**

**CHAIRMAN,**

**University Grants Commission,**

**at**

**the 34th Session of the All India Adult Education Conference**

**at**

**PATNA**

**on**

**OCTOBER 21, 1981**

# Role of Universities and Colleges in Adult and Continuing Education

by

Dr. (Mrs.) Madhuri R. Shah,  
Chairman, University Grants Commission

I am grateful to the authorities of the Indian Adult Education Association for inviting me to deliver the *Zakir Husain Memorial Lecture* this year. It is a great privilege, of which I shall always feel proud, especially because of my long association with the cause of adult and continuing education, so dear to Zakir Sahib. I am not sure, however, that I deserve this honour; and I should be pardoned if what I say is not worthy of the great philosopher and educationist after whom these lectures are named.

Dr. Zakir Husain (1897—1969), the third President of the Indian Republic, was an eminent educationist, a distinguished statesman and a great scholar. He was one of the few adult education leaders of the country, who took adult education classes and actually taught the adults. Dr. Zakir Husain was the Vice-President of the Indian Adult Education Association, which came into existence in 1939 at Bhagalpur in Bihar, from 1949 to 1960, and was also its life member.

Zakir Sahib's experience in education was put into good use by Gandhiji, who appointed him as the Chairman of the Committee to design the syllabus for basic education. Zakir Sahib, while presiding over the Silver Jubilee Conference of the Indian Adult Education Association in 1964, urged the universities to enter into the field of adult education. I have, therefore, chosen to speak on "Role of Universities and Colleges in Adult and Continuing Education".

## LITERACY AND DEVELOPMENT

India with its population of over 65 crores is the largest democracy in the world. To make this experiment a success, an all-round development is of fundamental importance. Politicians, economists, sociologists, industrialists and educationists seem to agree that the development of a country depends primarily on the quality and effectiveness of its men and women. Democracy is of little benefit to the people if they are to remain uneducated and the number of illiterates remains high. Democracy cannot flourish properly unless the people are able to understand and take part in the institutions that democracy has forged for them.

Economists have repeatedly stressed the importance of giving due consideration to the human factor in development. The wealth of a country is dependent upon it more than its natural resources and material capital; it is determined in significant degree by the knowledge, skills and motivation of its people. The investment in man and his development is fully as important as material investment in dams, roads, harbours, irrigation systems, factories or communications. No nation can make any

notable economic or social advancement without literacy being spread to a major part of its population. Recent studies on the relationship of economic growth with literacy have proved this. Illiteracy, as a mass phenomenon, blocks economic and social programmes, affects economic productivity, population control, national integration and improvement in health and sanitation adversely.

One-fourth of the population of the illiterates of the world in the age group of 15 to 35 is in our country. India in 1973 occupied the second position in Asia as far as the percentage of illiterates at the 15+ age group was concerned. More than half of the entire illiterate population of the world in all age groups is with us.

During the last 150 years, India has created a huge system of formal education, which has about 7,00,000 educational institutions, 100 million students, more than 3.5 million teachers and an expenditure of about Rs. 25,000 million, which is next only to that on defence. But this huge system hardly benefits the people at large, about 60% of whom are still illiterate and have received none of the benefits of this vast educational system. The Constitution of India demanded that universal elementary education be provided to all the children by 1960, but we failed to do so. Of every 100 children, only 25 complete elementary education. We have one-seventh of the potential talent of the world; and yet our achievements in many spheres are negligible for the reason that a vast reservoir of our talent remained unidentified and uncultivated.

The national literacy rate in 1971 was 29.3%. Of the 360 districts in 1971, only 83 districts had literacy rate of 40% and above, 210 districts had literacy rate in the range of 20% to 40% and 67 districts were having a literacy rate below 20%. Districts below 20% of literacy rate are largely concentrated in the States of Rajasthan, Uttar Pradesh, Madhya Pradesh, Jammu & Kashmir, Bihar, Andhra Pradesh and the Union Territory of Arunachal Pradesh.

The lack of education is particularly great among women. For a variety of reasons, women have been denied equal educational opportunities with men. In most developing countries, there are still more school places for boys than for girls. Owing to age-old prejudice against the education of females, illiteracy among women is 50% higher than among men.

In spite of all efforts, the number of illiterates is increasing year after year because of failure to provide universal elementary education in the age group of 6 to 14, abnormal increase in population, half-hearted approach in the implementation of the adult education programme, and a large drop-out rate. A very large segment of our population is illiterate and their number is growing everyday. What is more alarming is that a great many of the illiterates are from the weaker sections of the society, Scheduled Castes/Scheduled Tribes and, above all, women. It is, therefore, necessary and urgent to provide literacy to this major segment of society to enable it to play a constructive role in the development of the country.

## FUNCTIONS OF UNIVERSITY

The widely accepted function of a university is communication of existing knowledge and extension of the frontiers of knowledge by research and creative activity. The progress in the functions of university is a "sweet-sour" process in

the same manner as advances in science or technology carry the mark. If the university succeeds in achieving its basic obligations—communication and extension of knowledge—it creates in the wake of its success two problems; a large number demanding access to the privileges of such education; and a tremendous increase in disciplines creating a stress in the educational activities of the university.

Under the impact of the first, university became 'Massversity' and with the second, it became 'Multiversity'. Such a dichotomy created a dilemma for universities and the challenge was met by the new structural type of a university, the 'Open University' and with the curricular process for inter-disciplinary approach.

With the exponential growth of knowledge, specifically in social, physical and biological sciences, synchronising with increase in the rate of obsolescence of the prevalent knowledge, it has become necessary for the institutions of higher education to ring out the old and to ring in the new in their curricular offerings.

Due to the acceptance of democracy as our way of life, educational opportunities are no longer limited to a few urban elite but have to be planned for larger groups of persons of different strata of society and for different regions of the country. In order to reduce inequalities existing in our society, our universities will have to reorganise their structure, content and strategies. Universities can no longer remain ivory towers. They have to reach out to the community and hence new models and varying alternatives have to be evolved with stress on flexibility, diversification, newer techniques and widening of horizons.

In earlier times, higher education and good jobs went hand in hand. Now this correlation between the two has been shaken. Graduates are seeking jobs, which are not offered in the market. The educated youth wants quick returns. Thus, the utilitarian theory is dominating the system, which earlier emphasised acquisition of knowledge and liberation of the mind, as the demand for education depends on returns from education. Universities will have to quickly provide diversifications for social relevance to avoid frustration and identify crisis in higher education.

Under this conflicting impact, the university had to don an evolutionary character. The university has continuously to satisfy the needs of social environment in which it is placed and yet it must not throw away its innate character as a catalyst of social change. This tight rope progress requires adjustment to the society's needs while being an active agent of social change.

The main issues arising out of this new situation require examination of the needs of modern society, whether our education system is capable of meeting these needs and in the light of this analysis plan our future strategy.

The world of scholarship is fast changing; the quantum of knowledge has increased beyond imagination; new life styles are battling with established values; investment in formal education has outrun returns; the pattern of education leads to migration to urban areas; the traditional concept of higher education is no longer responsive to the present needs of society; the range of opportunities has changed. As a consequence of the above factors, the thrust of higher education has shifted from a traditional liberal stance to a practical education for productivity and the world of work.

Universities can no longer remain isolated from the larger society. If we admit

that education will be a primary need of each individual, the educational system, and more so universities will have to broaden their educational functions to the dimensions of society as a whole.

Universities are the creation of the society and must serve the community of which they are part. Educational system cannot now afford to remain a closed circuit. The function of the university, according to modern thinking, is to help the social, economic, educational and cultural growth of the community, which it serves. That the universities should be closely involved in the life of the society is imperative both for the society and for the universities themselves. The aim of the university education should be not only to produce mere specialists, rather cultivated men and women needed for the development of the country. Gandhiji used to say that "the aim of university education should be to turn out true servants of the people who will live and die for the country".

The traditional role of the universities has been to serve the society by training its youth in the field of higher education, transmitting knowledge and culture, preparing people for the profession and undertaking research. The universities are also being called upon to help apply their knowledge and do research in solving the urgent problems of the society. This function is called extension. Dr. Zakir Husain, while delivering the convocation address of the Bombay University in 1967, said, "The traditional universities had three main functions—teaching, research and the training of leadership in a few select fields. Modern universities will have to continue and expand these functions to cover all walks of life and to add two others : service to community and adult education. This is especially important in developing countries. I visualise the establishment of strong extension departments in universities to look after such programmes of community contact and social or national service. When they do come into existence, the extension departments should also develop programmes of adult education. Intensive drives have to be organised for liquidating mass illiteracy and teachers and students in higher education can play a valuable role in them"

### ADULT AND CONTINUING EDUCATION

Education is a subject of wide and ever-growing dimensions. Continuing education is the outcome of the new dimensions of education. The non-formal nature of continuing education makes it easier to absorb the new dimensions and new perspectives of education than it is feasible in formal education, which has generally proved to be segregative and fragmentive rather than harmonising and integrative. Continuing education should, therefore, attempt to evolve a new process of learning which is radically different from formal education. Continuing education is a process of achieving integration of knowledge with life or as a process of rectifying the imbalances created by formal education in individual as well as community life. Formal education has contributed in widening social disparities. Society needs a process of education which will help in bridging the disparities. Continuing education should, therefore, be organised in perspectives of a new society. Continuing education is a life-centred process of facilitating the emergence of self-reliant communities.

Quite a number of terms have been considered synonymous with continuing education. Adult education, recurrent education, further education, life-long education,

extension education are terms associated with continuing education, which in a nature, is a non-formal education. It may be perhaps worth while to accept the definition of the International Commission on Development of Education framed to give the different aspects of adult education and hallmark of different connotation under which continuing education is recognised which reads as under: "There are many possible definitions of adult education. For a large number of adults, in the world today, it is a substitute for the basic education they missed. For the many individuals who received only a very incomplete education, it is the complement to elementary or professional education. For those whom it helps respond to new demands, which their environment makes on them, it is the prolongation of education. It offers further education to those who have already received high level training and it is a means of individual development of everybody. One or other of these aspects may be more important in one country than in other but they all have their validity."

Education cannot be considered in a vacuum. It is a sub-system of the society and is closely related to its cultural, economic and political aspects. A major weakness of the existing system is the lack of relevance of most of what we teach. This irrelevance of education progressively alienates the intellectual community from the people and the basic problems of the society. Universities now realise that education is an instrument to enable the people to effectively participate in the development process with a view to establishing a just and equitable social order. With this objective as the focus of efforts, education by its very nature has to be a continuous life-long and goal-directed process. Universities can no longer remain isolated from the larger society. If we admit that education is the primary need of each individual, the educational system and more so universities will have to broaden their educational functions to meet the new challenges. Continuing education is an important and a dynamic model to meet this changed need.

Having discussed all the facets of continuing education and highlighted the functions of the modern university in a society, let us now consider the various facets of continuing education in relation to the functions of the university and decide whether all of them are essential, and if so, what should be their priorities as a major academic activity of the university. It is necessary, therefore, to delineate the scope of the functions by which the continuing education has been defined under the definition referred to in the beginning.

The first function relates to adult education as a substitute for making adults literate. Such a group, which needs education most is largely neglected. Thus the major task under continuing education is to plan programmes for them through a problem-oriented rather than a subjected-oriented approach, and then give them an opportunity to enrich the knowledge gained on a continuous basis.

The complement aspect of continuing education is specifically relevant to solve the problem of the dropouts. The problem of dropouts is a terrifying issue, second to that of illiteracy. Dropouts are not illiterates, but in the employment market, they do not have a much higher status than illiterates. Moreover, they have missed the regular time span of formal education.

The dropout from an educational stream necessarily is not the outcome of incompetency for academic studies, but may be due to other economic and social

stresses that bring about interruption in the normal tenure for the completion of studies. It is necessary when such persons nurse a high degree of motivation for completing their university studies, opportunities and facilities must be made available to achieve their objectives. Such adult education programmes through providing a second chance have proved to be useful complement to education and may soon become an important alternative to the formal system.

The third aspect of prolongation of education is propagated through evening classes, workers' universities and similar institutions by extending the education acquired by adults in their youth. This strategy meets two main purposes of extending the horizons of learning and thus satisfying the thirst for knowledge and culture and offering a chance of professional advancement and training for a new job. In a fast-changing professional scene under the impact of sociological changes and technical development, previously acquired skills may become obsolete and hence this aspect helps individuals to adjust to demands made on them in this changing scene. This function also provides supplementary education.

Further education, referred to as the fourth factor, implies furthering of education through inservice training courses and updating of professional knowledge and skills, generally in the same discipline with a deeper specialised approach. Educational institutions are becoming more and more conscious of this need, which has led to extension departments and centres of advanced studies within the institutions.

Continuing education and further education have an overlap connotation, and both taken together, one may designate as post-experience generally vocational education, which is broadly relevant to the individual in the development of his working life. It is a course that is pursued without disrupting the even tenor of professional pursuit. It is so designed as to bring about an acquisition of new skills relevant to employment, appreciation of new technologies and processes and thus changing the role of a craftsman into the profession of a technician.

The last aspect, individual development, is the most crucial factor. The supreme aim of education is to develop one's personality. The task in this respect for adult is much more difficult compared to the stage of childhood and adolescence in view of the constraints of the society. The Tokyo Conference, organised by UNESCO on adult Education in 1972, described the objective of adult education in the context of this aspect as an instrument of conscientization, which means 'both an awareness of reality, with all its social, political and economic constraints and contradictions as well as the starting point of a struggle against oppressive reality'.

Gandhiji said that "by education, I mean, an all round drawing out of the best in child and man—body, mind and spirit; literacy is not the end of education nor even the beginning; it is only one of the means whereby men and women can be educated. Literacy in itself is no education." The following issues become basic to Gandhiji's thought on adult education.

- Education is a life-long process and spans an individual's entire life and should not, therefore, be limited in time and space.
- Adult education is not separate from the education of children, but is integral to it, and part of a continuum; adult education is central to pre-basic education.

- It is related to the needs of an individual. It should be learner-oriented rather than teacher-oriented.
- Education has to help the adult to live life more fully and effectively; education is for life.
- Education should result in a generation of people's awareness and own inner strength.
- Education should help the adult to be self-reliant and tackle his own problems himself.
- Therefore, it should utilise all life situation—be meaningful and relevant.
- It should enable the individual to grow, and develop his potentialities to the maximum, to enrich not only himself, but his society.
- Literacy, though important, is not the end or ultimate objective of adult education. The general knowledge, awareness and ability to help oneself is more important.
- The education imparted should be based on self-help, on local and indigenous resources, rather than depend on resources from outside.
- Manual work or craft or rather development of a vocational skill should be basic to this educational training. It should enable the individual adult to perform his work more efficiently and to improve his economic condition.
- It should heighten an individual's consciousness and sensitivity to situations.

### NATIONAL ADULT EDUCATION PROGRAMME

The tradition of adult education in India is very old. After independence, adult education was included as a regular component of the educational system within the framework of the Ministry of the Education. The Central Government sponsored various schemes for the spread of adult education. The latest and most noteworthy attempt in the field was the launching of the massive programme of NAEP on 2nd October, 1978, the birth anniversary of Mahatma Gandhi. Prior to the launching of the programme, a draft policy statement on adult education was circulated, which stated, "Exclusion of a vast majority of the people from the process of education is a most disturbing aspect of educational and social planning. While determined efforts must be made to universalise elementary education up to the age of 14 years, educational facilities must be extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality."

Further, it was stated: "The present thinking on adult education is based on the assumption (a) that illiteracy is a serious impediment to an individual's growth and country's socio-economic progress; (b) that education is not co-terminus with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the 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 illiterate and the poor can rise to their own liberation through literacy dialogue and action.

"Adult education should emphasise imparting of literacy skills to persons belonging to economically and socially deprived sections of society. But while literacy is impor-

tant, the policy statement also made it clear that "Adult education while emphasising acquisition of literacy skills, should also be :

- relevant to the environment and learners' need.
- flexible regarding duration, time, location, instructional arrangement, etc.
- diversified in regard to curriculum, teaching and learning materials and methods; and
- systematic in all aspects of organisation."

The National Adult Education Programme is intended to make available educational opportunities to 100 million young adults during the next five years. Never before in our history, as an independent nation, has there been such a clear recognition of the crucial connection between education of the adults and the country's development and a willingness to back this up with the commitment of resources. By any standard, the NAEP is a huge task unprecedented anywhere in the world. The programme received full support from different sections of society. Adult education, as conceived in the NAEP, constitutes an integral part of human resource development, which is so vital for any development programme. The NAEP has been visualised as an important strategy for achieving goals of redistributive justice and in taking the benefits of development to the down-trodden people by making them literate and by creating social awareness among them. The NAEP emphasises employable skills, family and health welfare, political consciousness and civic participation in addition to literacy. The three dimensions of the NAEP are awareness, functionality and literacy; the NAEP differs in this respect from the past literacy drives in the country.

### UNIVERSITY AND NAEP

The universities have been considered specially suited, structured and staffed to provide the needed professional and technical guidance required for the implementation of the programme. The areas of cooperation are developing need-based curriculum and teaching, learning materials; organising training programmes for personnel at different levels; preparing evaluation tools and carrying out evaluative studies leading to follow-up measures; conducting initial surveys for identifying learners and community needs; providing assistance in preparing popular literature for masses; and carrying out applied researches. The universities and colleges could participate in the adult education programmes through their students body, teachers and the departments or centres of adult or continuing or non-formal or extension education.

Students should be involved in organising surveys in nearby villages/slums to identify learners and resources and the needs and problems of the community; to work as instructors or communicators in the adult education centres; to create an awareness among the people and the need for actively participating in the adult education programme; to arrange seminars, symposia, exhibitions, meetings at different places so as to cultivate awareness among the public on adult education programmes and to work as promoters in the running of adult education classes. Gandhiji once said about the students that : "The students should devote the whole of their vacations to village service. During the long vacations the students will stay in the villages and offer to conduct classes for adults and to teach the rules of sanitation to the villagers and attend to the ordinary cases of illness. They will also introduce the spinning wheel among them and teach them the use of every spare minute. In order that this

may be done students and teachers will have to revise their ideas of the uses of vacation. It is obviously the best preparation for dedication to exclusive village service after finishing the studies."

Teachers could train or orient adult education functionaries at different levels, such as, instructors, supervisors and project officers, prepare need-based curriculum, teaching and learning materials and methodologies suitable to adults; deliver extension lectures, popular talks in the colleges and nearby villages; take up applied research projects, evaluate the programmes and suggest follow-up measures; involve themselves in the preparation of books for neoliterates and also technical books useful to functionaries and the key personnel and to collaborate with students, give them leadership and guidance in adopting villages/slums for adult education work. About the teacher, Gandhiji's views are : "I can think of only two ways open to him : first, he should settle down in a village, mix with the people there and serve them. To the extent that he serves the people, he will also be educating them. The other is that simple books useful for educating the people should be prepared and brought out at a low cost, and a campaign should be started for spreading them among the people. Those who are interested in the work should be encouraged to read out these books to groups of illiterate people and gradually this should become an established practice."

The centres of continuing or non-formal education or departments of education could play a leadership role in planning, training of adult education functionaries, production of teaching-learning material, and monitoring and evaluation of the programme, etc.

#### UGC AND NAEP

The University Grants Commission has been assisting the universities and colleges to participate in the adult education and extension programmes. In the guidelines, it has been stressed that universities must realise the need for carrying knowledge and skills to the people in all walks of life and accept service to the community as one of their important responsibilities and give extension the same status as teaching and research. It is important to establish an organic link between adult education, extension and university curricula as without such interaction on a continuing basis, the universities will remain isolated from the society and their programmes out of tune with the reality around them.

At present, 68 universities and over 700 colleges are participating in the programme of adult education and extension and are engaged in organising adult education centres all over the country. The universities and colleges were requested to take special care to organise programmes of adult education for scheduled castes/tribes, women and people from the backward areas of the country.

The implementation of the adult education programme by the universities and colleges over the last two to three years has revealed that the educational system is still rigid, formal, essentially centralised. Adult education is still to be integrated into the educational system and in the national development plans. Students and teachers of the institutions of higher education can impart to the NAEP a dynamic and critical vitality. The involvement in this programme would bring the institutions of higher learning closer to the community and would give to the students and teachers a challenging opportunity for giving practical shape to their idealism. Adult education and

community service should be a part of the curriculum, giving both teachers and students academic credit. Home science colleges and departments of home science should be fully utilised for conducting adult education programmes for women.

## CONTINUING EDUCATION AND UNIVERSITIES

The main objectives of continuing education is to give greater relevance to education. The centres of continuing education in universities should act as catalytic agents trying out grounds for new experiments with need-based courses and innovative approaches. The centres should have a machinery for development of courses on an on-going basis, to inject freshness into the general academic scenario at the universities. Every university institution, in order to develop and grow and not suffer from obsolescence and irrelevance must, take up continuing education and extension work.

A centre of adult and continuing education in university should be a non-vocation academic department, functioning as an inter-departmental unit. Continuing education does not require a faculty of its own in the traditional sense nor a structured board of studies. The academic staff in a centre may be in the nature of a core group. Additional staff support could be sought from within the university/college and from other specialised agencies outside the university system.

The programmes of adult and continuing education will use non-traditional approaches and innovative methods, which will be participatory in form and work centred in content depending upon maximising the available physical and human resources in educational institutions and the community. Methods adopted should be non-formal in nature and involve the use of work experience, field visits, extension lectures, techniques of distance education and use of mass media, etc.

The groups for which the programmes are to be organised could be identified on the basis of the surveys. However, priority needs to be given to the programmes for the weaker sections of society, which may, inter-alia, include women, in particular, women of rural and slum areas, scheduled castes and scheduled tribes, drop-outs, unemployed and out-of-school youth, handicapped, workers in the unorganised sectors, workers in the organised sectors, teachers teaching primary, secondary and handicapped children and university students from under-privileged rural groups and from slums.

Extension activity is an important dimension of higher education. It should gradually permeate within each subject discipline in the form of change in curriculum, teaching methods and evaluation strategies. Linking continuing education with curricula may be easier if every major department of study decides to set apart at least 15% to 20% of its curricula time for continuing education and recognises it as an integral part of curricula on the same lines as laboratory work is considered integral to science courses. The programmes of adult and continuing education will benefit both the community and the higher education system. These will promote a meaningful and sustained rapport between the university and community.

The university/college involved in adult and continuing education programme should first identify a sizable community. A community may be area-based or ethnic. It may be a group of villages or group of working class colonies. The vital thing is to create an inter-locked and inter-linked arrangement of conducting formal and non-formal education together with continuous mutual inter-action. The community

should be viewed in totality and not in sectoral terms. Adoption of a community with geographical contiguity will be more advantageous. Neighbourhood community will facilitate closer inter-action between formal education process and continuing education. This will provide continuous feedback to formal education and will make the formal education more dynamic.

In India, continuing education facilities are provided by our universities through their correspondence courses; through courses organised for the professional upgrading of managers, technicians, skilled workers, agriculturists, engineers, doctors and paramedicals by the professional institutions; through community programmes organised for urban workers and illiterates or for the rural areas—farmers, women, youth and artisans; and through seminars, conferences, symposia and public lectures and discussions, etc.

Several universities are participating in the programmes of continuing education with the assistance from the University Grants Commission, which, at present, will be available up to March 31, 1985. The UGC will promote research in adult, continuing and extension education through universities and colleges as a part of its regular research programmes. The universities have been requested to bring within the purview of the programme, schemes relating to the education of the people in the rural, tribal and backward areas as also the weaker sections of the society. The scope of programmes of continuing education is also to be expanded to include such areas as population education, nutrition education, science for the masses and environmental protection, etc.

I would now like to invite your attention to some of the basic issues relating to adult and continuing education, development and the role of institutions of higher learning in this regard with a view to formulate programmes and operational strategies in the years ahead so as to enable the universities and colleges to participate effectively in the process of national development.

### LITERACY

The most disturbing aspect of the situation is that while the percentage of illiterates has declined, the absolute numbers have actually increased. These dimensions of illiteracy have created serious imbalances in the development programmes. The benefits of development have tended to go to a small minority of the population and the illiterate groups have largely remained deprived; inequalities have in consequence widened. The widespread prevalence of illiteracy in rural areas have been a severe drag on national programmes of rural development. Studies have shown that the areas of deprivation and poverty and the areas of illiteracy overlap. Furthermore, illiteracy blunts the motivation and the efforts through which the poverty cycle could be broken. Illiteracy is not just an absence of literacy; it is a psychological and social force with its own momentum, which has the effect of deepening deprivation and poverty. The dropout rate is so high that it is a deception to hope that those who enter schools will have it with endeavouring capability to read and write. There is also a challenge of population growth. Illiteracy continues to be a major problem and a drag on national development—economic, social and cultural.

Literacy is the acquiring of the three Rs, Reading, Writing and Arithmetic.

Development is a growing economic process, on the basis of a equitable social structure of men formed into societies or nations. The commonality of both literacy and development is man. In the concept of development, GNP has been dethroned and replaced by people meeting their demands for equality and removal of poverty and unemployment. Adult education should not be considered as a separate programme or external input. They are a part and parcel of development process and should, therefore, be built in as an integral component of the various development programmes. Linking adult education with development programmes would, on the one hand, help in enhancing the material standard of living of the adults and, on the other hand, by maximising the outcome of social and economic inputs would promote an optimum development of the society.

Gandhiji said that "mass illiteracy is India's sin and shame and must be liquidated. Of course, literacy campaign must not begin and end with mere 'knowledge of the alphabets. It must go hand in hand with the spread of useful knowledge'. According to Gandhiji, literacy meant functional literacy.

The problem of illiteracy in our country has reached legendary proportions. If the university and college faculty, numbering 1,00,000 and the students population, (at the secondary and collegiate levels) numbering 5,00,00,000 could meet this challenge, this country's fate could be changed and literacy could be implemented successfully. It becomes necessary to establish specific linkages between expansion of non-formal education and improvement of the formal system. The literacy programmes should be part and parcel of the total educational programmes of the country. The Education Commission (1964-66) has urged that by 1986 illiteracy should be nearly, if not totally, eradicated as a step vital to industrialisation and development of agriculture. The universities can and ought to make a significant contribution towards the attainment of this major national goal.

## WOMEN

The bulk of the clientele for literacy are women, not only among the very poor sections of the society and scheduled castes and scheduled tribes, but also among the slightly better off rural population. Women's literacy or education has a special importance. It is needless to point out that if we can make every woman literate, there can be no illiteracy in the future generation. A literate mother's child cannot remain illiterate. Hence, women education deals with a fundamental basis of the society. The social and religious traditions have kept women illiterate, backward and timid. There is a marked difference between the literacy rate of men and women, with female literacy lagging far behind. Gradual reduction of illiteracy rate does not automatically mean reduction of female illiteracy. Any policy for literacy action must deliberately and consciously aim at dealing with the problem of combating illiteracy among women. The universities and colleges should play an important role in providing literacy to women.

Woman has to play diverse role in the different stages of her life. As a young girl, she is a helpmate to her mother for domestic chores. As a young wife, her role changes, not only for streamlining her household duties but in the modern society, to be also a duplicate earner. To this role is then added that of the mother, which she must play and fulfil not only

with a limited outlook of her family but with a broader vision of society and nation. In the old age, in which a woman resists to admit, chronologically she has to maintain and secure for herself the love, affection and respect both in the family circle and in the social environment in which she moves. The civilisation today has added to these traditional roles of women all the varied and diverse roles that men play in social and national life. With such multifarious roles to play, women must secure for themselves the maximum facility that a structure of continuing education can offer through all the different modes, like the open university, with the age eligibility and without a formal academic requirement, distance education for homebound studies and other educational offerings given under continuing education that may make their leisure rewarding and may even give them the opportunities of self-employment. Because of need to improve their earnings, health, nutrition, child care, family management and status, home science institutions should participate effectively for conducting adult education activities for women,

The Addis Ababa Conference Report speaks of the urgent need "for the increased use of educated 'women power' in the working life of the community ... the need to develop a new conception of the role of women in the life of the community—to improve their contribution as home-makers, to expand their opportunities of employment, to encourage a greater participation in leadership by women in community affairs and public life...The further education of women is a crucial aspect of adult education in the developing countries."

### EXTENSION, CURRICULUM AND RELEVANCE

Teaching, research and extension are the three basic objectives of university education and they should be pursued with equal importance. Extension should be linked with curriculum and for this purpose the Board of Studies and other relevant academic bodies be activated; universities may bring in amendments in their statutes to facilitate extension. Extension work by the students and teachers should also be given due recognition by the universities and colleges while determining their overall merit.

The concept of curriculum relevance draws support from the fundamental commitment of a society to plan and utilise education as an instrument for national development through a process of altering existing social relationships. The idea of such a curriculum development strategy is based on the belief that the existing physical, manpower and technocratic resources in universities and colleges could be firmly utilised for providing additional educational experiences for the student population and new educational experiences for those in the community who have not had access to such resources for one reason or the other. The educational system must begin to critically reconsider the relevance of its regular (degree-based) teaching courses, teaching techniques, evaluation procedures and the dimensions of student welfare. The community-orientation in higher education must reflect a movement of inward change; in the absence of such a change, most efforts would again tend to acquire a marginal status. A time has come when the universities and colleges must relax some of their formal rigidities and begin to view the provision of integrated educational experiences for their students, teachers and members of the community.

The community college system has attracted the attention of many educators as

a thoughtful approach to solve some of the educational problems. The community college system serves many purposes. These may be characterised as : occupation education, transfer education, general education, guidance and counselling and community services. The main programme is designed to meet the needs at the middle level of business, industry, government health services, etc. The occupational curriculum contains a significant amount of instruction aimed at enhancing the social, economic, civil and personal competencies of those enrolled. Education is linked to both employment and life, making education socially useful and productive. The aim is to serve the requirements of development—national, regional and local. Such institutions may not create employment directly but they do provide marketable skills to their graduates.

It may not be wrong to say that the community/college education is the extension of Gandhiji's idea of basic education made applicable at the post-secondary level. In 1937, he said: "I would revolutionise college life and relate to the national necessities."

Educational planners may consider the possibilities of initiating a programme of community colleges in the country.

### UNIVERSITY AND CONTINUING EDUCATION

The concept of continuing education gains support from the belief that education is not terminal in nature and that it works as an effective instrument to bring about a just and equitable social order through a meaningful intervention at various critical stages in the life of the people. In the framework of formal system, education had often been viewed as terminal in nature. One observed minimum flexibility in learning situations and curricular options. The manner in which the formal system of education expended in most countries of the world generated certain inequalities to access to its facilities; these inequalities sprang from social, economic and cultural factors and tended to strengthen the same in a vicious cycle. Our efforts in continuing education at the moment are too small to make a significant impact. It is also caught up in some conceptual and operational ambiguities. Operationally, the service function and the educational function of continuing education does not seem to demonstrate proper understanding. This lack of understanding has often ended to decrease the educational intensity of continuing education programmes. The universities should seriously examine this problem.

Many universities are participating in the programmes of adult and continuing education. There is an urgent need to promote wider and better understanding of continuing education. This need is being increasingly felt in view of the steady rise in the implementation of such programmes. The academic community should promote a dialogue among themselves on the concept, theoretical framework, organisational characteristics and implementational framework. The planning of continuing education programmes poses a big challenge. Educators need to get away from their discrete point subject-based view of education to a problem-oriented focus. The discrete point knowledge would have to be woven around and tailored to the dictates of a particular learning problem. Universities have prepared certain models of this type which should further engage the attention of the academic community. Operative models suiting to the needs of the various critical groups is another area of concern.

Research in continuing education in this country is at its minimal or almost non-existent. Universities should identify ways by which a strong research infrastructure can be created in various universities/colleges. There is an urgent need to consolidate and strengthen programmes of adult and continuing education in the universities. Universities should also play a leadership role in the implementation of the adult and continuing education activities through colleges and other agencies.

Continuing education programmes should be related to the important national priorities, such as, education for out-of-school youth, population education, environmental protection, energy conservation, science consciousness in the masses, health education and the need to upgrade earlier stages of school education through school adoption programme, special programmes for women and educational programmes for the tribal population, etc.

### CONCLUSION

Let me conclude by stating that universities and colleges by their commitment to community education programmes have chosen to grapple with the dynamics of development of the weaker sections of society. The dynamics of this participation in the developmental process offers universities and colleges an opportunity to intellectually mainstream themselves with the people. Rubbing shoulders with the common man should help us to shed the traditionally voiced accusation of universities being ivory towers. Their closeness to the genius of the average Indian would help in the growth of an indigenous intellect. Universities and colleges must give to themselves this new development ethos in order to be more meaningful in the framework of a developing society.

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## INTERNATIONAL LITERACY [DAY

The Indian Adult Education Association in collaboration with Lakshmi Bai College of the University of Delhi organised a function to celebrate the International Literacy Day on September 8, 1981, at the college. Dr. P.D. Shukla, former Joint Educational Adviser to the Government of India was the chief guest on the occasion. Dr. S.C. Dutta, Vice-President, IAEA, presided.

Dr. Shukla in his address said that the biggest problem in promoting adult literacy was lack of motivations, and efforts should be made to provide sufficient motivation to attract them towards this programme. Adult educators, he said, had responsibility not only towards the illiterates but also towards the educated and the elite so that they keep themselves abreast with new knowledge in their respective fields. Dr. Shukla said that new slogan should be education of the adults instead of adult education.

Earlier Dr. (Mrs.) B. Nangia, Principal of Lakshmi Bai College, in her welcome address, outlined the progress of literacy education in the country.

Mr. J.D. Sharma, Director, IAEA, in his introductory remarks, said that teachers and students should realise their responsibility towards the society, and education of the deprived should be their responsibility. He said that the educated class owed debt to the society and they should pay back this debt by teaching the illiterate adults.

Dr. T.A. Koshy, Hony. General Secretary, IAEA, said that literacy alone would not be successful unless it was linked with development. He said that world literacy programme launched by Unesco was a step in this direction. He said that the Association would be willing to help volunteers who were prepared to teach the illiterate masses.

Dr. M. L. Mehta, Deputy Secretary, UGC, said that universities and colleges had a great role in this programme and the UGC was providing cent percent assistance to colleges for undertaking this programme.

Dr. S.C. Dutta, in his presidential remarks, said that the momentum of adult education had to be increased if it had to have some impact on the society. He said that this programme had to be a continuing education programme, and should not merely be confined to literacy education.

### BOMBAY CITY SOCIAL EDUCATION COMMITTEE (BCSEC)

The BCSEC celebrated the International Literacy Day at Samaj Shikshan Mandir on September 8, 1981. Mr Arun Dabholkar, Chairman, Education Committee, Bombay Municipal Corporation was the chief guest on the occasion. Barrister M.G. Mane, President of the Committee, presided.

Mr Dabholkar in his address said that universalising elementary education and checking the dropout rate from schools would go a long way in solving the problem of illiteracy from the country. He said that adult education should be need-based and functional.

Barrister Mane, in his presidential remarks, outlined the activities of BCSEC and said that workers of the Committee were sharing the joys and sorrows of people living in slums and footpaths of Bombay.

Earlier, Mr J.M. Gadaker, Social Education Officer, BCSEC, said that 35 crores of people in this country were living below poverty line and adult educators should not only impart literacy education but should also help them in improving their economic conditions.

Lectures were also arranged in social education centres run by the Committee.

#### PERCENTAGE OF LITERACY DURING 1901-1981

Year	Persons	Males	Females
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	7.93
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.17	46.74	24.88

#### INTERNATIONAL COOPERATIVE ALLIANCE (ICA)

The International Cooperative Alliance founded in 1895 is the world body of the cooperative movement. Its membership covers 66 countries in the six continents of the world.

The ICA, Regional Office and Education Centre (ROEC), established in 1960 in New Delhi, conducts technical meetings, viz., Expert Conferences, Policy Makers, Conferences, Regional Seminars, National Seminars and Fellowships Programmes, etc.

The Regional Office and Education Center for south-East Asia in New Delhi brings out a quarterly "ICA Regional Bulletin", which gives general information about its activities as well as those of the movements in the countries served by it.

Further information can be had from Regional Director, Regional Office and Education Center for South-East Asia, 43 Friends Colony, New Delhi-110065.

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## NEWS FROM ABROAD

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### UNESCO LITERACY AWARD FOR 1981

The Federation of Cuban Women, the Directorate of Adult Education, Government of Bihar, and National Literacy Committee of the People's Republic of Angola are the winners of Literacy Prizes worth US \$ 5000 each announced by Unesco for 1981.

### UNESCO PRIZE FOR PEACE EDUCATION

Helena Kekkonen, Secretary-General of the Finnish Association of Adult Education, Organisations, received the the first award of the Unesco Prize for Peace Education given as a joint award to the World Organisation of the Scout Movement.

Mrs. Kekkonen has been working for peace education for 20 years, leading refresher courses for teachers, giving lectures, organizing summer courses and international seminars, producing educational films and other teaching materials. She has worked unremittingly to promote a favourable attitude to the practical application of peace education among adult educators and others.

## OBITUARY

### IAEA'S TRIBUTE TO LATE Mr. KALYAN MAL JAISANI

The Indian Adult Education Association expresses its deep sense of sorrow on the sad and untimely demise of Mr. Kalyan Mal Jaisani, Director, Lok Shikshan Vibhag, Rajasthan Vidyapeeth, on December 28, 1981, in Udaipur. He was 54.

Mr. Jaisani was a member of the Executive Committee of the Indian Adult Education Association from 1975 to 1980.

Mr. Jaisani was Editor of the *Lok Shikshan* (Hindi monthly), published by the Rajasthan Vidyapeeth.

Soon on arrival at Udaipur on January 4, 1982, the Vice-President of IAEA, Dr. S.C. Dutta, called on the members of the bereaved family and offered his sympathy, and condolences on behalf of the Indian Adult Education Association.

# Central Board For Workers' Education

## Special Programmes under New Schemes

1. Training of Rural Educators/Organisers in full time two-month course.
2.
  - (i) Five-day camps for rural workers such as landless labourers ; small farmers, rural artisans, educated unemployed, forced labour, bonded labour etc. (block level)
  - (ii) Two-day camps for rural workers (village level).
3. Training of workers in small scale, unorganised sector, including the handloom and beedi industries :
  - (i) Full time two-month course at the Regional Level (proposed).
  - (ii) Five-day camps at the grass root level.
4. Joint educational programmes for workers and management on participative management :
  - (i) Two-week course
  - (ii) Short-term duration programme
5. Short-term duration programme on Family Welfare and Population Education :
6. Functional Adult Literacy Programme :
  - (i) Orientation courses for worker-teachers (Regional Level)
  - (ii) Six-month part-time workers' education functional adult literacy courses at grass root level with emphasis in plantation and mining areas.
7. Programmes for Weaker Section of Workers :
  - (i) Handicapped workers
  - (ii) Women workers
  - (iii) Young workers
  - (iv) Child labour
  - (v) Rickshaw pullers
  - (vi) Head load workers
  - (vii) Construction workers
  - (viii) Civic and sanitation workers.
8. Programmes for Intending Emigrants (proposed)

## Towards Medical Care at the Doorsteps of All

Delhi Administration is providing medical facilities through L.N.J.P. Hospital, G. B. Pant Hospital and through 110 dispensaries (Allopathic & Homeopathic) spread into the areas inhabited by low socio-income group viz. slum, resettlement and J. J. Colonies. Delhi Administration also exercises strict control over the manufacturing, sale of drugs through Drugs Control Department and also takes measures to prevent food adulteration through prevention of Food Adulteration Department. The 6th Plan Schemes under Medical and Public Health Sector, involving an overall expenditure of Rs. 3759.90 lakhs, aim at bringing integrated and specialised medical services at the door steps of the people.

### SALIENT FEATURES

- One 500 bedded hospital at Hari Nagar and one at Shahdara is under construction. The latter will also have a medical college.
- 300 bedded ward under construction at Guru Nanak Eye Centre, L.N.J.P. Hospital to provide more facilities for eye care.
- Three 100 bedded hospitals are to be constructed in resettlement colonies of Mangolpuri, Khichripur and Jaffarpur Village. The work on Mangolpuri hospital is starting shortly.
- 10 Dispensaries set up in resettlement colonies have been upgraded and are now provided with additional doctors/staff.
- Two Poly-Clinics are already functioning at Moti Nagar and Tilak Nagar. Three more are likely to be started by March 1982, at Jahangirpuri, Khichripur and Dakshinpuri.
- School Health Scheme, involving medical check up of the students, has been extended to West Delhi. About 60,000 students are likely to be covered by March, 1982. All school children in Delhi will get a medical cover by the 6th Plan.
- Prevention of Food Adulteration steps have been intensified.



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